Archived Information

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Fiscal Year 2008

Application for New Grants Under the Early Reading First Program

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According to the Paperwork reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is: **1890-0009**. The time required to complete this information collection is estimated to average **14** hours per response for the Pre-Application, and **24** hours per response for the Full Application, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Pilla Parker**,** Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, 3C136, Washington D.C. 20202-6132; (202) 260-3710; E-mail: Pilla.Parker@ed.gov or Rebecca Marek, Student Achievement and School Accountability Programs, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, 3C138, Washington D.C. 20202-6132; (202) 260-0968; E-mail: Rebecca.Marek@ed.gov.

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Dear Colleague:

Thank you for your interest in the Early Reading First program, administered by the Office of Elementary and Secondary Education of the U.S. Department of Education. Early Reading First, a direct discretionary Federal grant program authorized by *No Child Left Behind,* is part of *Good Start, Grow Smart*, the President's important early childhood initiative. *Good Start, Grow Smart* is designed to help States and local communities strengthen early learning for young children so that they arrive at kindergarten with the fundamental skills necessary to be successful in school from the start. President Bush believes that all children must begin school with an equal chance to attain success.

As part of *Good Start, Grow Smart,* the ultimate goal of the Early Reading First program is to improve the school readiness of our nation's young children, especially those from low-income families, by providing support for early childhood education programs serving preschool-age children so they may become preschool centers of educational excellence. Many of America's young children face daunting challenges as they enter kindergarten lacking the essential reading readiness skills necessary to succeed. Through improvements in instruction and the classroom environment that are grounded in scientifically based reading research, Early Reading First helps children develop the oral language skills, phonological awareness, print awareness, and alphabet knowledge that will prepare them for later school success. Early Reading First offers an exciting opportunity to ensure that children are provided with high-quality preschool education.

The Administration has requested approximately $118 million for Early Reading First for fiscal year (FY) 2008, of which approximately $116 would be available for grants awarded under this competition. The actual level of funding, if any, depends on final congressional action. Using FY 2008 funds, the Department expects to award between 25 and 77 grant awards, ranging between $1,500,000 and $4,500,000 for a three-year period, with the average size of awards being $3,000,000 under this competition. Grants are expected to be awarded in August 2008.

Please take the time to review the applicable priorities, selection criteria, and all of the application instructions thoroughly. An application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program (EDGAR §75.216 (b) and (c)).

For this competition it is **mandatory** for applicants to use the new government-wide website, Grants.gov (http://www.Grants.gov), to apply. We are requiring that both pre- and full applications for FY 2008 grants under the Early Reading First Program be submitted electronically using Grants.gov. Please note that the Grants.gov site works differently than the U.S. Department of Education's e-Application System. We strongly encourage you to familiarize yourself with Grants.gov and strongly recommend that you register early and submit early. Grants.gov is accessible through its portal page at http://www.Grants.gov. In addition,

please refer to the notice inviting applications that follows for detailed information about the pre- and full application and submission process, exceptions to the electronic submission requirements, and for contact names and numbers, and call or send an e-mail inquiry if you have any questions about these grants or preparation of your pre- or full application. All applicants must apply in the pre-application phase; only selected applicants (selection procedures explained in this application package) will be invited to submit a full application.

Please visit our program website at www.ed.gov/programs/earlyreading/applicant.html for further information. If you have any questions about the program after reviewing the application package, please contact Pilla Parker at (202) 260-3710 (e-mail: Pilla.Parker@ed.gov) or Rebecca Marek at (202) 260-0968 (e-mail: Rebecca.Marek@ed.gov).

Zollie Stevenson, Jr., Ph.D.
Acting Director
Student Achievement and School
Accountability Programs

Program Background Information

The Challenge: To Provide High-Quality Early Childhood Education Programs for At-Risk Preschool-Age Children to Prevent Later Reading Difficulties and Ensure Reading Success

Many children in our country do not have access to high-quality preschool services; this is particularly true of children living in poverty. Studies show that a high percentage of children from low-income families attend preschool programs that may successfully address other developmental domains, but that often fail to provide the language, cognitive, and early reading instruction and activities needed to support school readiness. These children are more likely to be enrolled in preschool programs that have high annual staff turnover, have less access to research-based materials and resources in language, cognitive, and reading development, and have less professional development in those areas.

Prevention of academic difficulties has been shown to be more effective than later remediation. The data are very clear about what happens to children who start school behind, particularly in their development of language, cognitive, and early reading skills. They stay behind. Juel (1988) found that 87 percent of children who were poor readers at the end of the first grade remained poor readers at the end of fourth grade. However, we have found that we can reduce this failure significantly with appropriate scientifically based early intervention in preschool, kindergarten and first and second grade (see Ramey & Campbell, 1991). Furthermore, follow-up studies confirmed that the earlier significant academic advantage associated with high-quality preschool services persisted through ten years in school (Ramey & Campbell, 1994, 1995).

The research of the last several years is compelling about the kinds of skills young children must have to become successful readers. These skills include *oral language* (expressive and receptive language, including vocabulary development), *phonological awareness* (rhyming, blending, segmenting), *awareness of the conventions of print*, and *alphabet knowledge* (letter recognition). Reading is a learned skill, not a biological awakening. Therefore, children need coherent, skill-based instruction in these areas during the years before entering kindergarten. Research shows that children who participate in high-quality preschool programs benefit during those early years, upon kindergarten entry, and for years to come. These children have higher reading and math scores, less grade retention, better social skills, fewer teen pregnancies, and less participation in welfare programs (see Reynolds, 2000; Schweinhart & Weikart, 1980).

The ultimate goal of Early Reading First is to prevent later reading difficulties. The program is designed to prepare children to enter kindergarten with the necessary cognitive, early language and literacy skills for success in school. Preschool classroom environments will be rich in age-appropriate print. Preschool teachers will deliver intentional and explicit instruction based upon scientific research, and will conduct ongoing screening assessments to determine what skills children are learning and to identify children who may be at risk for reading failure. Preschool staff will be provided with continuous and ongoing professional development that includes mentoring and coaching in the classroom. Through these research-based strategies, Early Reading First provides a unique opportunity to make dramatic improvements in how we teach our preschool-age children and prepare them for future reading and school success.

Meeting the Challenge: The Early Reading First Program

The Early Reading First program brings a unique and bold approach to improving preschool programs for our nation's at-risk children, including children with disabilities and limited English proficiency. Early Reading First provides funding and support to turn preschool programs into preschool centers of educational excellence by improving instruction and classroom environments through scientific research-based practices in language, cognition and early reading. Many of America's children face daunting challenges as they enter kindergarten lacking the necessary skills to learn how to read. Early Reading First offers an exciting opportunity to be part of the President's early childhood initiative, *Good Start, Grow Smart*, and begin to meet this challenge by helping to ensure that children are provided with high-quality preschool education.

Specifically, Early Reading First grants will provide funds to:

- support local efforts to enhance the early language, cognitive, and early reading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research;

- provide preschool-age children with cognitive learning opportunities in high-quality language and print-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond;

- use language and literacy activities based on scientifically based reading research to support the age-appropriate development of:

    - oral language (vocabulary development, expressive language, and listening comprehension)
    - phonological awareness (rhyming, blending, segmenting)
    - print awareness
    - alphabet knowledge (letter recognition);

- use screening assessments or other appropriate measures to identify preschool-age children who may be at risk for reading failure, and to determine whether those children are developing the language, cognitive, and early reading skills they need for later reading success; and

- integrate instructional materials and programs based on scientifically based reading research into existing preschool programs.

Program Overview

The ultimate goal of the Early Reading First program is to improve the school readiness of our nation's young children, especially those from low-income families, by providing support for early childhood education programs serving preschool-age children so they may become centers of educational excellence. This goal supports the President's early childhood initiative, *Good Start, Grow Smart*, to improve early childhood education and strengthen early learning for young children.

Through multi-year awards to highly committed eligible local educational agencies (LEAs) with at-risk children, and public and private organizations (including faith based organizations) located in communities served by those eligible LEAs, the Early Reading First program is intended to ensure that preschool-age children have the instruction, experiences, and environment that they need to enter kindergarten prepared for continued learning.

What Projects Must Do

Applicants particularly serve children from low-income families, including meeting the diverse needs of children with limited English proficiency or who have special needs, with accommodations as appropriate for children with disabilities.

All Early Reading First projects must provide activities that address the following:

1. **Classroom environment ─** Provide preschool-age children with **high-quality oral language and print-rich environments** in which to acquire oral language skills, phonological awareness, print awareness, and alphabet knowledge.

2. **Professional development ─** Provide **professional development** for staff that is based on scientifically based reading research knowledge of language, cognitive, and early reading development that will assist in developing the preschool-age children's─

    - oral language (expressive and receptive language, including vocabulary development);
    - phonological awareness (rhyming, blending, segmenting);
    - print awareness; and
    - alphabet knowledge (letter recognition).

3. **Services and instructional materials ─** Identify and **provide activities and instructional materials** that are based on scientifically based reading research for use in developing language, cognitive, and early reading skills.

4. **Screening assessments ─** Acquire, provide training in the use of, and implement **screening reading assessments** or other appropriate measures that are based on scientifically based reading research to determine whether preschool-age children are

developing the language, cognitive, and early reading skills they need for later reading success.

5. **Integration ─** Integrate those instructional materials, activities, tools, and measures into the applicant's overall program(s).

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The Early Reading First program Guidance is available on the Department of Education's website at: http://www.ed.gov/programs/earlyreading/legislation.html.

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Early Reading First projects also must do the following:

1. **Coordinate with Reading First ─** If they are located in a school district that receives a subgrant under the Reading First program, coordinate their Early Reading First activities with the school district's Reading First activities to ensure continuity for children between the pre-kindergarten program and kindergarten through grade three reading instruction.

2. **Report Annually ─** Submit to the Department of Education annual performance reports using the ED Form 524B Grant Performance Report, available at: http://www.ed.gov/fund/grant/apply/appforms/appforms.html. All grantees must provide information on the GPRA performance measures for the Early Reading First program in the annual performance report:

    - The cost per preschool-aged child participating in Early Reading First programs who achieves significant gain in oral language skills as measured by the Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive);

    - The percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive);

    - The average number of letters Early Reading First preschool-age children are able to identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask;

    - The percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive); and

    - The Early Reading First teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit after each year of implementation.

and describe, at a minimum:

- The research-based instruction, materials, and activities being used in the preschool programs supported with Early Reading First funds;
- The types of preschool programs supported with Early Reading First funds, and the number and ages of children served by those programs;
- The number and qualifications of the program staff who provide language, cognitive, and early reading instruction under those preschool programs and the type of ongoing professional development provided to that staff; and
- The results of the grantee's evaluation of the success of the activities supported with Early Reading First funds in enhancing the language, cognitive, and early reading development of the preschool--aged children served by the project.

3. **Cooperate with any Evaluation ─** Participate fully in any evaluation of the Early Reading First program carried out by the Department of Education.

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The Secretary encourages applicants to propose comprehensive approaches in designing their Early Reading First programs to ensure that preschool-age children will possess the reading readiness skills they will need in school. For example, research shows that the following are important ingredients in young children's acquisition and retention of language, cognitive, and early reading skills:

- **Intensity of services ─** Studies show that there is a relationship between the intensity of services provided to children and the outcomes they demonstrate. Think about how to increase the *intensity* of the existing preschool education services that focus on language and cognitive development, in addition to increasing the quality of the instruction, early learning environment, and professional development.

- **Building Children's Background Knowledge and Thinking Skills –** The more children know about their world, the easier it is for them to read and learn when they get to school. Efforts to build children's vocabulary are more successful when children have engaging, challenging and exciting things about which to communicate. Think about how to weave content (for example, science, math, or geography) throughout your preschool program to enrich both children's language and early reading skills as well as their background knowledge.

Frequently Asked Questions

Allowable Activities

- **What types of professional development activities are covered by the Early Reading First Grant?**

  The Early Reading First program is subject to the definition of "professional development" in section 9101(34) of the Elementary and Secondary Education Act (ESEA) (available on the Department's website at http://www.ed.gov/policy/elsec/leg/esea02/index.html).

  That definition lists fifteen activities that a grantee must include in its professional development, which Early Reading First projects would include in a context relevant to preschool. The activities include, in part, activities that:

  a. improve and increase teachers' knowledge of the academic subject that teachers
  b. teach, and enable teachers to become highly qualified.
  c. improve classroom management skills.
  d. are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.
  e. are not 1-day or short-term workshops or conferences.
  f. support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification.
  g. advance teacher understanding of the effective instructional strategies that are
     1. based on scientifically based research
     2. strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers.
  h. are aligned with and directly related to State content standards.
  i. as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.
  j. provide instruction in methods of teaching children with special needs.
  k. include instruction in the use of data and assessment to inform and instruct classroom practice.
  l. include instruction in ways that teachers, principals, school administrators, and other program staff may work more effectively with parents.

  Under Early Reading First, applicants may use funds for professional development activities that take place both within and outside of the classroom. For example, applicants may propose to hire instructional specialists to mentor teachers within classes as well as lead training activities outside of the classroom that are focused on classroom instruction. Reasonable expenses necessary to cover teachers' classes while those

teachers observe other teachers or go to conferences generally would be allowable. However, projects are encouraged to embed most activities within practice, and to couple tightly any training that takes place outside of the classroom with ongoing classroom-focused activities.

As the Early Reading First Non-Regulatory Guidance states, effective professional development is based on scientifically based reading research knowledge of early language and reading development. It should be provided on "a continuous, ongoing basis, and be sustained, intensive, and classroom-focused. Effective professional development includes strategies such as mentoring and coaching (e.g., demonstration by the coach of effective strategies, and coaches' observation of teachers' instruction followed by discussion and reflection on the effectiveness of instructional strategies and how they support student progress)" (Guidance B-2, p. 8, available on the Department's website at http://www.ed.gov/programs/earlyreading/legislation.html).

- **Is direct teacher support an allowable expense?**

  In addition to stipends, bonuses, and scholarships, direct teacher support such as salaries for specialists or new teachers to address the invitational priority related to intensity (e.g. to switch from half-day to full-day and/or to serve children for the two years prior to their entry into kindergarten) generally would be allowable, so long as they are necessary and reasonable to accomplish the program's purpose and objectives.

- **What constitutes a "center" and how many centers may the applicant propose to serve with an Early Reading First Grant?**

  A center may be a classroom or multiple classrooms within a building or campus, or multiple buildings or campuses, within one LEA. For example, it may be a Head Start center with one or more classrooms or one or more buildings or campuses, or a private or non-profit preschool program with one or more classrooms, buildings, or campuses. The applicant should describe carefully the composition of these centers in the "Context" section of the Pre-Application.

  The Secretary recommends that no more than five (5) centers (for center-based programs) be served with the applicant's proposed program. This is an approximate guideline. Applicants may list more or fewer centers depending on their needs and capacity. Nevertheless, applicants should be sure to limit the scope of their proposed project sufficiently to ensure that resources are concentrated enough to achieve all their program goals and they become models of excellence within their educational communities. Applicants are encouraged to keep their focus on improving quality rather than quantity.

- **Can Early Reading First funds be used for paying rent?**

  Applicants should focus their proposed activities on the statutory purposes of Early Reading First. To the extent that the leasing of some additional space is necessary and reasonable for meeting the purposes and objectives of the program, rent generally would

be an allowable cost. (See the applicable OMB Cost Circulars at http://www.whitehouse.gov/OMB/grants/index.html.)

- **Can Early Reading First funds be used for construction?**

  No. Construction costs are not allowed to be charged to the Federal funds for an Early Reading First project. This is a requirement of the Education Department General Administrative Regulations (EDGAR) at 34 CFR 75.533 (applicants can access EDGAR provisions on the Department's website at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html .

  However, Early Reading First funds may be used for minor remodeling (which does not include any structural alterations) to accomplish the program's purpose and objectives, such as to enhance the quality of the physical environment to make it more conducive to developing early language and early reading skills. (See the Education Department General Administrative Regulations (EDGAR) at 34 CFR section 77.1, definition of "minor remodeling," which you can access on the Department's website at http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html .)

- **Can Early Reading First funds be used for the transportation cost of a van or book mobile to bring books and a literacy program to children in their home as part of the program?**

  The use of a van or book mobile would be an allowable cost if it is shown to be necessary and reasonable to achieve the purpose and objectives of the program. However, the purchase of a van or book mobile generally would be considered a capital expenditure for equipment, assuming that it has a useful life of more than one year and a value of over $5,000. Thus, such a purchase would require specific prior approval from the Department.

Budget and Budget Narrative

- **Is there a requirement for in-kind contributions?**

  No. There is no requirement for matching funds or a local project cost-share.

- **How can applicants that do not have a current federally approved indirect cost rate with a cognizant federal agency obtain an approved indirect cost rate?**

  For the purposes of applications, applicants without a negotiated indirect cost rate are encouraged to use their accountant (or CPA) to calculate an indirect cost rate using information in the IRS Form 990, audited financial statements, actual cost data or a cost policy statement that those applicants are encouraged to prepare (but NOT submit to ED) during the application process. Applicants should use this proposed rate in their application materials and indicate which of the above methods was used to calculate the rate. Guidance for creating a cost policy statement can be obtained by sending an e-mail

to Katrina.Mcdonald@ed.gov. If selected for funding, such applicants then will be required to establish a current ICR with their cognizant agency within 90 days after the grant is issued by ED.

Competitive Priority - Novice Applicant

- **In an application that includes a partnership, must all partners in the application be novice applicants in order to be eligible for the Pre-Application Competitive Priority?**

  No, only the entities in the partnership that are the eligible applicant(s) must qualify as novice(s).

- **Does our LEA's Head Start program disqualify us as a novice applicant for the purpose of the Pre-Application Competitive Priority?**

  Yes. To qualify as a "novice applicant", an applicant cannot have received an active discretionary (competitive) grant directly from the Federal Government within the last 5 years. Generally, current Head Start programs are considered to have received active discretionary grants from the Federal Government, because they originally applied directly to and received their Head Starts funds competitively from the U.S. Department of Health and Human Services, and that process characterizes those grants for their entire period.

- **Does a subgrant or contract from a State agency of Federal funds disqualify us as a novice applicant for the purpose of the Pre-Application Competitive Priority?**

  No. If an entity has received a subgrant or contract award of Federal funds from a State agency or other organization, rather than applying directly to the Federal Government for those funds, the subgrant or contract is not considered to be an active discretionary grant from the Federal Government for the purpose of qualifying as a "novice applicant."

Evaluation

- **Is the Department of Education planning to contract with an external evaluator, and how does that relate to the local project evaluation?**

  By statute, the Secretary is required to conduct an independent evaluation of the effectiveness of Early Reading First. The purpose of that evaluation is to determine the overall effectiveness of Early Reading First projects, not to evaluate individual projects. This national evaluation is different from the evaluation referred to in the full application selection criteria, which local projects will conduct in order to evaluate the effectiveness of their own project. The national evaluation of Early Reading First was published in May 2007 and can be found at **http://ies.ed.gov/ncee/pubs/20074007**

- **Does your office make any specific recommendations about which assessments should be used?**

  Our office has not made any specific recommendations about assessments, except for those required for the purposes of our reporting to Congress under the Government Performance and Results Act (GPRA). However, assessments used in Early Reading First projects must be valid and rigorous. The statute requires projects to use screening reading assessments or other appropriate measures that are based on scientifically based reading research to determine whether preschool age children are developing oral language skills, phonological awareness, print awareness, and alphabet knowledge. Question B-3 in the Non-Regulatory Guidance, located in the Laws, Regs, & Guidance section of this website, discusses the qualities of scientifically based reading research. A discussion of measures or assessments proposed by an Early Reading First applicant may address how each measure meets this definition. Books and articles addressing the qualities of scientifically based reading research can be found in the Resource section of this website.

Formatting

- **Do charts and tables have to be double-spaced?**

  No. It is permissible to prepare charts in a single-spaced format.

- **What format should applicants use for citing research?**

  Applicants are asked to discuss the key research that is tied to their program design and its implications for classroom practice specifically in the narrative. Expert peer reviewers will then evaluate, among other things, the relevance and the rigor of the research cited. Applicants can assist reviewers by providing endnote citations for all works cited in the narrative. Endnotes are to be included in the appendices, and if included there, do not count toward the 35-page narrative limit.

  While a specific citation style is not required, each endnote should include, at a minimum, the author(s), the title of the book, or journal and article, and the date of publication. **Do not include a general reference bibliography.**

- **May I include letters of support or the resumes of my key project personnel with my pre-application?**

  No, only include the appendices listed on the Full Application Final Checklist in the application package. Any other materials will not be considered.

- **How many final grants will be awarded?**

  The Department will award the grants on a competitive basis for a project period of up to three years. The Department estimates that it will make between 25 and 77 awards,

ranging between $1,500,000 and $4,500,000 for a three-year period with average size of awards $3,000,000.00.

- **What is the timeline for the FY 2008 project, i.e., approximately when will awards be made?**

  We anticipate that grants generally will be awarded no later than September 30, 2008 for a three-year project period.

- **Will there be a time for start-up/planning period for the grant?**

  Early Reading First programs will be given flexibility as to when they should begin the actual implementation of the program activities portion of their project. Projects are not required to be fully operational during the first months of the project, but may conduct start-up activities during that time, such as hiring and obtaining any needed new curricula. We encourage all FY 2008 Early Reading First project activities and services to be fully implemented by January 2009.

- **Can anyone apply for the full application?**

  No, only applicants invited back from the pre-application phase of the competition can submit an application for full application phase of the Early Reading First grant competition.

- **What does SBRR stand for?**

  SBRR stands for Scientifically Based Reading Research. The definition is included in section 1208(6) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act, and is found in section C of the application package.

Full Application Forms: Form SF-424

- **How should applicants complete question #9 (type of application)?**

  LEAs may select "C - city or township government", or write in "LEA" on the line under **"Other."**

- **How should applicants complete #15 (descriptive title)?**

  Applicants may cross-reference their 1-page project abstract in answer to this question.

- **How should applicants complete #17, the proposed project date"?**

  The project period for Early Reading First grants is generally September 1st of the fiscal year in which the grant was awarded through August 31st of the fiscal year three years

after the grant was awarded (e.g. September 1, 2007 – August 31, 2010 for FY 2007 Early Reading First grants). Projects are not required to be fully operational during the first months of the project, but may conduct start-up activities during that time, such as hiring and obtaining curricula. We encourage all Early Reading First project activities and services to be fully implemented by the January following their award date.

- **How should applicants complete #18 (estimated funding)?**

  In response to question #18 on Form 424, applicants should provide the amount requested for the entire three-year project period.

- **Form SF-424, #19. Is the Early Reading First Grant application subject to Executive Order 12372? If so, what is the date the application is "made available for review."**

  Executive Order 12372 concerns the Intergovernmental Review of Federal Programs, and essentially gives States the opportunity to review and provide comments to Federal agencies on applications for Federal discretionary (competitive) grants. You can find more details in the Appendix for the Intergovernmental Review of Federal Programs in the Early Reading First application package.

  Early Reading First grants are subject to Executive Order 12372 if your State is listed as having a Single State Point of Content in the Appendix for Intergovernmental Review of Federal Programs in the application package. If your State is listed, you should check box “a” and contact the person listed for your State to determine your State's process under Executive Order 12372, and the date by which you must provide the application to the State for review. The State has until August 26 to provide comments to the Department if it wishes. If your State is not listed in the Appendix, check box "b" in response to question 19 on the application cover page (Form SF-424).

General

- **How successful have our nation's early education programs been in getting children ready for school?**

  School readiness is a goal around which the entire nation has enthusiastically rallied. The early childhood years prior to kindergarten entry is a time of robust physical, emotional, and cognitive development. High-quality early education programs seize this early window of opportunity to support and accelerate children's development across all of these domains so that by the time they enter kindergarten, they are ready for the academic challenges ahead. Educators and policymakers at the Federal, State, and local levels have engaged in strong bipartisan efforts to ensure that all children start school healthy, well-adjusted, and intellectually ready for formal instruction.

  The nation's early childhood programs have accomplished a great deal. More children, especially those from low-income families, are immunized against common childhood

diseases, are receiving regular medical care, are served nutritious meals and snacks during the day, and have developed the important social skills needed for full participation in the elementary school environment. However, there is more that needs to be done. Many young children are still entering kindergarten without the prerequisite language, cognitive, and early reading and writing skills they need in order to benefit fully from early formal reading instruction. The following statistics illustrate the obstacles many children from low-income communities face even before they enter kindergarten:

- By the age of four, children from higher socio-economic families have been exposed to 45 million words, whereas children from lower socio-economic families have only been exposed to 13 million words (Hart, B. Risley, T., 1995). These differences in exposure to language through parent-child interactions during early childhood have a strong influence on later reading and school achievement.
- Fifty-six percent of beginning kindergartners at risk of school failure (because of factors such as low family income and low parent education) cannot identify more than two or three letters of the alphabet by name. Sixty-one percent of these kindergartners cannot identify the beginning sound of a word and 83 percent cannot identify the ending sound of a word (Early Childhood Longitudinal Study, Kindergarten Study, NCES, 2000).
- A recent Federal study of a nationally representative sample of Head Start programs found that the typical child enters Head Start as a 4-year-old being able to name no more than a single letter of the alphabet, and shows no gains in letter recognition over the Head Start year. By way of comparison, a typical middle-class child would be able to name all the letters on entry into kindergarten. (Head Start FACES Study, Third Progress Report, January 2001).

- **Early Reading First emphasizes the language and cognitive domains. How do the other developmental domains of early childhood fit into Early Reading First?**

It is vital that early education programs attend to all the developmental domains of early childhood. Those domains (social, emotional, cognitive, linguistic, and physical) are closely related, and growth in language and cognition will optimally occur in the context of the other areas of development. Language development emerges from social interactions and rich experiences; good health and nutrition are foundational for all types of learning, and self-assurance in a group setting helps children profit from school experiences.

Early care and education programs have long done a good job in addressing the social, emotional and health needs of children and families. However, new research points to the importance of the language and cognitive domains, which, as discussed in the previous question, have often not been strongly or systematically addressed. The new research illustrates the importance of the intellectual competencies of young children and suggests specific ways to support learning through the use of strategies such as explicit and scaffolded (instruction in which adults build upon what children already know to help them accomplish a complex task by breaking it down into simpler components)

instruction. An extensive body of evidence is also now available stressing the importance of early reading skills, including phonological awareness and vocabulary development. Early Reading First is designed to improve the language, cognitive, and early reading skills of young children in the context of the other developmental domains, all of which need strong and consistent attention.

- **How do we prepare young children for school success?**

  Children will learn about the things we specifically teach them and through the opportunities we provide in their environment. Parents and preschool teachers together have critical roles in building the early foundations for reading success. Research demonstrates that parents contribute to children's literacy and school-related competence in direct ways, by engaging in rich verbal exchanges and responsive interactions with their young children, and in indirect ways, by providing reading and writing materials, and by reading and writing themselves in everyday life. But high-quality early education programs also really count. Children from low-income families, in particular, are most likely to benefit from high-quality early education experiences. The good news is that many reading problems faced by adolescents today could have been resolved during their earliest years with access to a good early education.

- **How should high-quality early education programs engage parents?**

  The quality of family environments and parent-child interactions is central to a child's literacy and cognitive development. Parents strengthen their child's literacy development and school-related competencies when they engage in language-rich, parent-child interaction, provide supports for literacy in the family such as by reading to their children, and hold appropriate expectations of the child's learning and development. High-quality early education programs should provide explicit training for parents in the skills and behaviors that support their child's development. For example, parents and other family members should be encouraged to do the following activities:

  - Talk with children and engage them in conversations, help them to name objects in their environment (labeling).
  - Read and re-read stories.
  - Encourage children to recount experiences and describe ideas that are important to them.
  - Visit the library and museums.
  - Provide opportunities for children to draw and print, using a variety of implements, such as markers, crayons, and pencils.

  In addition, program staff should encourage and facilitate parent engagement in all aspects of the program. Teachers should meet with parents to talk about any areas in which their child is experiencing difficulty. They should work with parents to develop a plan for summer or other vacation periods between preschool and kindergarten that allows the child to continue in an instructional program and prevent the loss of previously

acquired skills. Parents should also be encouraged to become their child's advocate and to spend time in the early education center observing and helping their own child.

- **Don't young children naturally develop the skills they need for school success?**

  Children are able to learn a great deal by simply exploring their environment independently and by interacting with people, given that some knowledge is naturally discoverable. Some knowledge, as well as many skills, however, are not naturally discoverable through independent exploration or through typical interactions with others, and these skills must be explicitly taught. Scientifically based reading research has identified specific skills that young children need in order to build a foundation for reading success.

  In high-quality pre-kindergarten programs, you should see children doing the following:

  - Learning the letters of the alphabet.
  - Learning to hear the individual sounds in words. Children need to learn to break words apart into their separate sounds (segmenting) and put sounds together to make words (blending).
  - Learning new words and how to use them.
  - Learning early writing skills.
  - Learning to use language by asking and answering questions, and by participating in discussions and engaging in conversations.
  - Learning about written language by looking at books and by listening to stories and other books that are read to them every day.

- **What does a high-quality early learning program look like?**

  High-quality early learning programs may look different depending on the communities and families they serve. But while there is no precise cookie-cutter model, and parents should have a role in deciding what their child's early education program looks like, there are some things that all high-quality programs will include if they are to prepare young children for later academic success.

  In school, just like at home, young children need safe, nurturing, and stimulating environments as well as the supervision and guidance of loving competent adults. In a high-quality early education program, teachers maintain a safe, healthy environment and carefully supervise the children. Teachers plan a balanced schedule in which the children don't feel rushed or fatigued. They also provide nutritious meals and snacks and ensure that children have the recommended immunizations, health screenings, and check-ups. But while these things are necessary, high-quality preschool programs that will give children the prerequisite skills for school success need to provide more.

  In a high-quality early education program, there is a print-rich environment with letters of the alphabet clearly displayed at the children's eye level, play and learning centers that include a large number and wide variety of good books, writing tools, and other materials

and toys conducive to imaginative play, and many interesting and challenging activities through which children can gain sufficient knowledge about the world. The program itself has a clear statement of its goals and philosophy addressing all areas of child development, including cognition and early reading, the cornerstones of later school success. Children are engaged in purposeful, meaningful, and significant learning activities and play, and are in the company of teachers who work from lesson and activity plans for which the purposes are known. Instruction is always intentional, and frequently is direct and explicit. There is a balance between individual, small-group, and large-group activities. And of great importance, instruction is guided by a curriculum that has a strong and systematic focus on the cognitive, language, and early reading and writing skills children need to develop before they enter kindergarten.

- **Why is professional development for early childhood educators so important?**

  Teacher expertise is a crucial ingredient in a high-quality early education program. Children's cognitive growth and language development are primarily influenced by the daily interactions between children and the adults who are teaching them, caring for them, and guiding their learning opportunities. The curriculum, learning environment, and materials available to children are important elements of quality, but it is the teacher's ability to implement the curriculum and to use effective instructional approaches that results in a long-term difference for learning. Many preschool teachers and daycare providers do not have formal training in providing explicit instruction or supporting and expanding children's cognitive and language skills. Some school-based early education programs hire elementary school teachers and, although these teachers traditionally have at least a bachelor's degree in education, they need additional training in child development, language acquisition, early literacy, observation, and assessment. Intensive, on-going professional development that includes such strategies as coaching and mentoring can give all early childhood educators the skills they need to help prepare young children for school success.

- **Does Early Reading First encourage the formal teaching of reading in preschool?**

  Absolutely not! Early Reading First encourages the teaching of *early* reading and cognitive skills that provide the foundation for formal reading instruction. These skills can be taught in ways that instill a love of language and learning in children, not through the use of flash cards and work sheets and having children sit in rows of desks. Early Reading First is not about pushing down curriculum, either; it is about providing opportunities for children to develop early reading skills through activities that are appropriate and enjoyable for young children. Along that vein, Early Reading First does not de-emphasize play; rather, it encourages teachers to use constructive and imaginative play as opportunities for children to develop their vocabulary, understanding, and ability to think about the world around them.

- **How will Early Reading First change the face of early childhood education for preschool children?**

Early Reading First is a competitive grant program designed to transform existing early learning programs into centers of excellence by improving the resources, the pedagogy, and the classroom environment. Children, especially those from low-income families, will have optimal opportunity to develop physically, socially, and emotionally *and* they will learn the cognitive and early reading skills necessary for later school success. Early Reading First is about prevention rather than remediation. Remedial approaches have failed over the last two decades, as countless children who did not have adequate early learning experiences were never able to catch up with their more advantaged classmates. Research has shown the power of prevention through early intervention by well-trained early childhood educators. Early Reading First will change the face of early childhood education through intensive professional development for teachers of young children, ongoing screening assessments, many opportunities for discovery and constructive play, and coherent language and literacy teaching, including skills based instruction in early reading and writing.

Selection Criteria

Adequacy of Resources

- **Is there a specific format that applicants must use to demonstrate the support of the application by those stakeholders who would implement it?**

  No. Applicants may address Selection Criteria 3 (Adequacy of Resources), Factor 1, in any way they choose, However, any documentation demonstrating stakeholder support included in the appendices is limited to no more than five (5) one-sided pages. There is no prescribed form.

Budget Narrative

- **May applicants include the cost of food in their budgets?**

  Yes. Although entertainment (including food) is not allowable to be charged to the Federal funds for an Early Reading First project, food expenditures for participants (for example, parents, children, and attendees at professional development sessions) are allowable if they are not entertainment, and they are necessary and reasonable to accomplish project goals.

Novice Applicants

- **To be a novice applicant an applicant must not have received a "discretionary" grant from the Federal Government within the last 5 years. Can you please articulate what "discretionary" means in the context of Title I and other Federal education program money that schools routinely get?**

The Department administers two kinds of direct grant programs. A direct grant program is either a *discretionary grant program* or a *formula grant program*.

A *discretionary grant program* is one that permits the U.S. Department of Education (or another Federal agency) to use discretionary judgment in selecting applications for funding (e.g., the Early Reading First program and the Early Childhood Educator Professional Development program).

To qualify as a novice applicant in this competition, an applicant must not have had an active *discretionary* grant from the Federal Government in the five years before the deadline date for applications in the applicable competition. For this purpose, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds. Formula grant awards of Federal funds to a State or another entity that the State or other entity then awards competitively as subgrants, e.g., 21st Century Community Learning Centers Program and Even Start Family Literacy Program subgrants, are not considered as being discretionary grants from the Federal Government for this purpose, as the award from the Federal Government is a formula rather than a discretionary grant.

Project Design

- **Are we required to limit our project to only five centers?**

  No. Applicants may address Selection Criterion 1 (Quality of Project Design), Factor 2, Purpose 1, in any way they choose. However, the Secretary recommends that applicants generally include no more than a total of five centers to ensure that funds are sufficiently concentrated to achieve program goals.

- **Should we include a list of names and addresses of the existing preschool program(s) that the proposed Early Reading First project would support?**

  Applicants may address Selection Criterion 1 (Quality of Project Design), Factor 2, Purpose 1, in any way they choose. However, the Secretary believes that high-quality applications likely will include in the appendices the names and addresses of existing preschool program(s) that the proposed Early Reading First project would support, including a brief description as indicated under Quality of the Project Design (Selection Criterion 1), Note, Purpose 1.

Project Personnel

- **If I don't yet have a specific person committed for one or more project positions, may I provide a job description and qualifications for the position, in lieu of the vitae?**

  Yes. Applicants may address Selection Criterion 2 and factors in any way they choose, including providing position descriptions if resumes/vitae are not available. Remember that

applicants may only include in the appendices position descriptions and/or vitae for five positions, although they may have more key personnel than these five positions.

Transition from Pre-Application to Full Application

- **Will the same pool of reviewers who evaluated the Pre-Application also review the Full Application?**

  Generally, the same pool of expert readers will review the Full Application proposals. However, the same panel of readers that reviewed a Pre-Application will not review a Full Application from the same applicant.

- **Must we include a response to the "Need for Project" Pre-Application selection criterion in the Full Application?**

  The applicant should prepare the Full Application Narrative to respond to the Full Application Selection Criteria and factors. Full Applications will be evaluated only on the Full Application Selection Criteria published in the *Federal Register*, which are incorporated in the Full Application. Applicants should not assume that reviewers have read their pre-applications and should ensure that their full applications include all information needed by the reviewers to evaluate their proposals, including any program context information necessary for the reader to understand the applicant's responses to the Full Application selection criteria.

- **Will the expert peer reviewers have access to the Pre-Applications?**

  No. Applicants should not cross-reference in the full application material from their pre-application because the full application is a "stand-alone" document. Reviewers will base their evaluation of the full application on the Full Application Narrative, the Budget and the Budget Narrative and other limited materials listed in the Full Application Final Checklist.

Applicant Guide

How the Application Process Will Work

Early Reading First is a national competitive grant program that is directly administered by the U.S. Department of Education (ED). ED will award grants based on the quality of the applications and regulatory criteria in section 75.217 of the Education Department General Administrative Regulations (EDGAR).

The Administration has requested approximately $118 million for Early Reading First for fiscal year (FY) 2008, of which approximately $116 million would be available for grants awarded under this competition. The actual level of funding, if any, depends on final congressional action. We will award the grants on a competitive basis for a project period of up to three years. We estimate that we will make between 25 and 77 grant awards, ranging between $1,500,000 and $4,500,000 for a three-year period, with the average size of award being $3,000,000. ED expects to award grants in August 2008, but in any event by September 30, 2008.

The Secretary has established in the *Federal Register* notice inviting applications (set forth of Section C in this application package) the following two invitational priorities for the FY 2008 Early Reading First program:

> (1) The Secretary is especially interested in proposals that would use Early Reading First funds to support preschool programs that operate full-time, full-year early childhood educational programs, at a minimum of 6.5 hours per day, 5 days per week, 46 weeks per year, and that serve children for the two consecutive years prior to their entry into kindergarten. Early Reading First funds may be used to meet this invitational priority.
>
> (2) In addition, for applicants serving children with limited English proficiency, the Secretary is especially interested in applications that include a specific plan for the development of English language proficiency for these children from the start of their Early Reading First preschool experience. Among other components explained in the invitational priority, the plans should include intensive professional development for instructors and paraprofessionals on the development of English language proficiency.

Applications that meet either or both of these invitational priorities do not receive any absolute or competitive preference.

In addition, a competitive preference priority applies to this competition, under which ED will award an additional five (5) points to a pre-application and an additional five (5) points to a full application from any applicant that qualifies as a "novice applicant."

Early Reading First is subject to the Government Performance and Results Act (GPRA). The GPRA requires each agency and program to set targets for its performance; measure progress toward those targets; report on whether or not the targets have been met; and describe future strategies for continued striving toward those targets. This process is designed to improve program management, and to help Congress, the Department of Education, the Office of

Management and Budget, and others review a program's progress toward its goals. Under the GPRA, the Secretary has established the following three measures for evaluating the overall effectiveness of the Early Reading First program:

- The cost per preschool-aged child participating in Early Reading First programs who achieves significant gain in oral language skills as measured by the Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive);

- The percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive);

- The average number of letters Early Reading First preschool-aged children are able to identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask;

- The percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive); and

- The Early Reading First teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit after each year of implementation.

All grantees must provide information on these performance measures in the required annual performance report.

Application Process

The grant competition will include a pre-application and full application, both of which must be submitted electronically unless you qualify under an exception explained in the *Federal Register* application notice included in Section C of this application package. All applicants will submit a pre-application that includes up to 12 double-spaced pages addressing two selection criteria: (1) Need for Project; and (2) Quality of the Project Design.

The specific requirements for the pre-application, the selection criteria for the pre-application, and the pre-application invitational and competitive preference priorities, are described later in this application package under the "Pre-Application" section. ED, through a peer review panel of experts convened under section 1203(c)(2) of the ESEA in accordance with section 1222(c) of the ESEA, will evaluate each pre-application on the pre-application selection criteria and will determine whether each pre-application qualifies for additional points under the pre-application competitive preference priority included in the *Federal Register* application notice. In determining which applicants to invite to submit full applications, ED will consider the rank

order of pre-applications as determined by the total score of the pre-application based on the selection criteria and the awarding of competitive priority points, if any.

Only those eligible full applications submitted by successful pre-applicants will be considered for funding. The specific requirements and process for the full application are described later in this application package under the "Full Application" section. ED, through a peer review panel of experts convened under section 1203(c)(2) of the ESEA in accordance with section 1222(c) of the ESEA, will evaluate each full application on the full application selection criteria and will determine whether each full application qualifies for additional points under the full application competitive preference priority included in the *Federal Register* application notice. ED will select applicants for funding based on the quality of the full applications including their rank order as determined by the total score of the full application based on the selection criteria and the awarding of competitive priority points, if any. In making funding decisions, ED will use the procedures in section 75.217 of EDGAR, 34 CFR 75.217. ED anticipates making final awards no later than September 30, 2008.

Application Eligibility

Eligible applicants for Early Reading First grants are entities that meet one of the following criteria:

1. One or more local educational agencies (LEAs) that are eligible to receive a subgrant under the Reading First program (title I, part B, subpart 1, the Elementary and Secondary Education Act, as amended (ESEA)). A list of these eligible LEAs is posted on the Early Reading First website located at http://www.ed.gov/programs/earlyreading/eligibility.html. If a State changes its Reading First program eligibility list after the date of publication of the Early Reading First *Federal Register* application notice, those changes **will not** affect a LEA's eligibility for the purpose of this FY 2008 Early Reading First program competition.

   One or more public or private organizations or agencies (including faith based organizations) located in a community served by an eligible LEA. Unless the public or private organization is a preschool program applying on its own behalf, it must apply on behalf of one or more programs that serve preschool-age children (such as a Head Start program, a child care program, a family literacy program such as Even Start, or a lab school at a university).

2. One or more of the eligible LEAs, applying in collaboration with one or more of the eligible organizations or agencies.

Application Transmittal Instructions

Applications for grants under this competition must be submitted electronically, unless you qualify for an exception to the electronic submission requirement in accordance with the instructions from the Federal Register found in this application.

We will reject your application if you submit it in paper format unless, as described elsewhere in this application, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions.

Attention Electronic Applicants
Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition.

This program requires the electronic submission of applications--specific requirements and instructions can be found in the Federal Register notice. **Your application must be fully uploaded and submitted, and must be date/time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the application deadline date.**

Applications Submitted Electronically
You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (http://www.grants.gov) by **4:30 p.m. (Washington, D.C. time)** on the **application deadline date**. If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the Federal Register, the Grants.gov Submission Procedures and Tips document found in the application package instructions, and visit http://www.grants.gov.

Please note the following:

- You must attach any narrative sections of your application as files in a **.DOC** (document), **.RTF** (rich text), or **.PDF** (Portable Document) format. **If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material**.

- Your electronic application must comply with any page-limit requirements described in this application package.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

According to the instructions found in the Federal Register notice, those requesting and qualifying for an Exception to the electronic submission requirement may submit an application via mail, commercial carrier or by hand delivery.

Applications Sent by Mail:
If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A and 84.359 B)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center – Stop 4260
Attention: (CFDA Number 84.359A and 84.359B)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark,
(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,
(3) A dated shipping label, invoice, or receipt from a commercial carrier, or
(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark, or
(2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Applications Delivered by Hand:
If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A and 84.359B)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and-- if not provided by the Department-- in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application.
(2) The Application Control Center will mail a grant application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

Education Submission Procedures and Tips for Applicants

Please note that the Grants.gov site works differently than the U.S. Department of Education's (Department) e-Application system. To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department of Education.

1) **Register Early** – Grants.gov registration may take five or more business days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Registration steps are complete. For detailed information on the Registration Steps, please go to: http://www.grants.gov/applicants/get_registered.jsp. [Note: Your organization will need to update its Central Contractor Registry (CCR) registration annually.]

2) **Submit Early – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded.** The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30 pm on the deadline date.

   Note: To submit successfully, you must provide the DUNS number on your application that was used when your organization registered with the CCR (Central Contractor Registry).

3) **Verify Submission is OK** – You will want to verify that Grants.gov and the Department of Education receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Track My Application link. For a successful submission, the date/time received should be earlier than 4:30 p.m. on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

   If the date/time received is later than 4:30 p.m. Washington, D.C. time, on the closing date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: http://www.grants.gov/help/submit_application_faqs.jsp#10. For more detailed information on why an application may be rejected, you can review Application Error Tips http://www.grants.gov/section910/ApplicationErrorTips.pdf. If you discover your application is late or has been rejected, please see the instructions below.

   Note: You will receive a series of confirmations both online and via email about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

You **must** submit an electronic application before 4:30 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 and obtain and keep a record of a Grants.gov Support Desk Case Number or use the customer support available on the Web site: http://www.Grants.gov/applicants/applicant_help.jsp.

If electronic submission is required, you must submit an electronic application before 4:30 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. **You must provide on your application the DUNS number that was used when your organization registered with the CCR.**

Please go to http://www.Grants.gov/applicants/applicant_help.jsp for help with Grants.gov. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application FAQs found on the Grants.gov http://www.Grants.gov/help/submit_application_faqs.jsp.

Dial-Up Internet Connections
When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

MAC Users
If you do not have a Windows operating System, you will need to use the Citrix solution discussed on Grants.gov or a Windows Emulation program to submit an application using Grants.gov. For additional information, review the FAQs for non-windows users http://www.grants.gov/resources/download_software.jsp#non_window. Also, to view white paper for Macintosh users published by Pure Edge go to the following link: http://www.grants.gov/section678/PureEdgeSupportforMacintosh.pdf, and/or contact Grants.gov Customer Support (http://www.grants.gov/contactus/contactus.jsp) for more information. **If electronic submission is required and you are concerned about your ability to submit electronically as a non-windows user, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice

for detailed instructions.)

Important Information for Microsoft Vista and Word Users

Please note that Grants.gov does not currently support the new Microsoft Vista Operating system. The PureEdge software used by Grants.gov for forms is not compatible with Vista.

In addition, the new version of Microsoft Word saves documents with the extension **.DOCX.** The Grants.gov system does not process Microsoft Word documents with the extension .**DOCX**. When submitting Microsoft Word attachments to Grants.gov, please use the version of Microsoft Word that ends in .**DOC**. If you have any questions regarding this matter please email the Grants.gov Contact Center at support@grants.gov or call 1-800-518-4726.

4000-01-U

DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

Overview Information

Early Reading First Program

Notice inviting applications for new awards for fiscal year (FY) 2008.

Catalog of Federal Domestic Assistance (CFDA) Numbers: 84.359A and B.

Dates:

Applications Available: December 28, 2007.

Deadline for Transmittal of Pre-Applications: February 1, 2008.

Deadline for Transmittal of Full Applications: April 18, 2008 (for applicants invited to submit full applications only).

Deadline for Intergovernmental Review: June 16, 2008.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program supports local efforts to enhance the oral language, cognitive, and early reading skills of preschool-aged children, especially those from low-income families, through strategies, materials, and professional development that are grounded in scientifically based reading research.

The specific activities for which recipients must use grant funds are identified in section 1222(d) of the Elementary and Secondary Education Act of 1965, as amended (ESEA). This and other relevant provisions of the ESEA are included in the application package.

Priorities: This competition includes one competitive preference priority and three invitational priorities.

Competitive Preference Priority: In accordance with 34 CFR 75.105(b)(2)(ii), this priority is from §75.225 of the Education Department General Administrative Regulations (EDGAR), which apply to this program (34 CFR 75.225).

Competitive Preference Priority -- Novice Applicant

For FY 2008 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i) we award an additional five (5) points to a pre-application and an additional five (5) points to a full application that meets this competitive preference priority.

This priority is:

Novice Applicant

The applicant must be a "novice applicant" as defined in 34 CFR 75.225.

Under this competition we are particularly interested in applications that address the following invitational priorities.

Invitational Priorities: For FY 2008 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are invitational priorities. Under 34 CFR 75.105(c)(1) we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1--Intensity

The Secretary is especially interested in preschool programs that operate full-time, full-year early childhood educational programs, at a minimum of 6.5 hours per day, 5 days per week, 46 weeks per year, and that serve children for the two consecutive years prior to their entry into kindergarten.

Scientifically based research on increasing the effectiveness of early childhood education programs serving children from low-income families tells us that children attending such programs that have a greater intensity of service make higher and more persistent gains in the language and cognitive domains than children who attend early childhood programs that have lesser intensity of service. In other words, children who spend more time in high-quality early childhood education programs learn more than children who spend less time in those programs. The purpose of this invitational priority is to encourage preschool programs supported with Early Reading First funds to provide services that are of a sufficient duration and intensity to maximize language and early literacy gains for children enrolled in those programs.

Invitational Priority 2 -- English Language Acquisition Plan

For applicants serving children with limited English proficiency, the Secretary is especially interested in applications that include a specific plan for the development of English language proficiency for these children from the start of their preschool experience. The Early Reading

First program is designed to prepare children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. School success often is dependent on each child entering kindergarten as proficient as possible in English so that the child is ready to benefit from formal reading instruction in English when he or she starts school.

Note: The term "limited English proficient" is defined in section 9101(25) of the ESEA (20 U.S.C. 7801(25)). That definition is included in the application package.

An English language acquisition plan should, at a minimum: (1) include a description of the applicant's approach to the development of language, based on the linguistic factors or skills that serve as the foundation for a strong language base, which foundation is a necessary precursor for success in the development of pre-literacy and literacy skills for children with limited English proficiency; (2) explain the instructional strategies, based on best available valid and reliable research, that the applicant will use to address English language acquisition in a multi-lingual classroom; (3) describe how the project will facilitate the children's transition to English proficiency through such means as the use of environmental print in appropriate multiple languages and hiring bilingual teachers, paraprofessionals, or translators to work in the preschool classroom; (4) include intensive professional development for instructors and paraprofessionals on the development of English language proficiency; and (5) include a timeline that describes benchmarks for the

introduction of the development of English language proficiency and use of measurement tools.

Ideally, at least one instructional staff member in each Early Reading First classroom should be dual-language proficient in a child's first language and in English to facilitate the children's understanding of instruction and transition to English proficiency. At a minimum, each classroom should include a teacher who is proficient in English.

Invitational Priority 3 -- Faith-based Organizations

The Secretary is especially interested in applications that propose to engage faith-based and community organizations in the delivery of services under this program.

Program Authority: 20 U.S.C. 6371-6376.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99..

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grant.

Estimated Available Funds: The Administration has requested $117,666,000 for awards for the Early Reading First program for FY 2008, of which we intend to use an estimated $116,489,340 for this competition. The actual

level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2009 from the list of unfunded applicants from this competition.

Estimated Range of Awards: $1,500,000-$4,500,000.

Estimated Average Size of Awards: $3,000,000.

Estimated Number of Awards: 25-77.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: Under this competition, eligible applicants are (a) one or more local educational agencies (LEAs), including charter schools that are considered LEAs under State law, that are eligible to receive a subgrant under the Reading First program (Title I, Part B, Subpart 1 of the ESEA; (b) one or more public or private organizations or agencies (including faith-based organizations) located in a community served by an eligible LEA; or (c) one or more eligible LEAs, applying in collaboration with one or more eligible organizations or agencies. To qualify under paragraph (b) of this definition, the organization's or agency's application must be on behalf of one or more programs that serve preschool-aged children (such as a Head Start program, a child care

program, a family literacy program such as Even Start, or a lab school at a university), unless the organization or agency itself operates a preschool program.

Lists, by State, of LEAs that qualify under paragraph (a) of this definition for this FY 2008 competition are posted on the Early Reading First Web site at http://www.ed.gov/programs/earlyreading/eligibility.html These lists are based on the most recent information provided by each State and the Bureau of Indian Education (BIE) to the Department's Reading First program, and are posted for the convenience of Early Reading First applicants. However, we consider it to be each applicant's responsibility to verify with the Reading First office in its State, or with the BIE, as appropriate, whether a particular LEA is eligible to receive a subgrant under the Reading First program as of the date of publication of this notice in the Federal Register. A list of State and BIE contacts for this purpose is also posted at the Early Reading First Web site at http://www.ed.govprograms/earlyreading/eligibility.html.

Eligibility determination date: The date governing whether an LEA is eligible to receive a subgrant under the Reading First program is the date of publication in the Federal Register of this notice inviting applications for new awards under the Early Reading First program for FY 2008.

Required submission of eligibility information: Each applicant must complete as follows and submit with its pre-application for this

competition Pre-Application Form A, Applicant Eligibility, which is included in the application package:

- LEAs included on a posted eligibility list: If the LEA on which you, the applicant, are basing your Early Reading First eligibility is included on the State's Reading First subgrant eligibility list posted on the Early Reading First Web site, you must complete Section I of Pre-Application Form A (Applicant Eligibility) and submit that form with your pre-application.

- LEAs not included on a posted eligibility list: If the LEA on which you, the applicant, are basing your Early Reading First eligibility is not included on the State's Reading First subgrant eligibility list posted on the Early Reading First Web site, you must complete both Section I and Section II of Pre-Application Form A (Applicant Eligibility) and submit that form with your pre-application. Section II requires you to verify with your State's Reading First office, or the BIE, as appropriate, that the LEA is in fact eligible to receive a Reading First subgrant as of the date of publication in the Federal Register of this notice. You must also submit the name of, and contact information for, the person with whom you verified that information. If you are invited to submit a full application and we are unable to verify the LEA's eligibility from the contact information that you have provided, we may not consider the LEA as an eligible LEA for the purposes of this competition or we may require you to submit additional written information demonstrating eligibility.

2. Cost Sharing or Matching: This program does not require cost sharing or matching.

IV. Application and Submission Information

1. Address to Request Application Package: You can access the electronic grant application for the Early Reading First Program at http://www.Grants.gov You must search for the downloadable application package for this competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.359, not 84.359A or B). You also can obtain a copy from the Education Publications Center (ED Pubs). To obtain a copy from ED Pubs, write, fax, or call the following: Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398. Telephone, toll free: 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), call, toll free: 1-877-576-7734.

You can contact ED Pubs at its Web site, also: www.ed.gov/pubs/edpubs.html or at its e-mail address: edpubs@inet.ed.gov

If you request an application package from ED Pubs, be sure to identify this program or competition as follows: CFDA numbers 84.359A and B.

Individuals with disabilities can obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) by contacting the program contact person or team listed under Alternative Format in section VIII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of the pre-application and the full application, together with the forms you must submit, are in the application package for this competition.

Pre-Application: All applicants must apply in the pre-application phase; as explained in the application package, only selected applicants will be invited to submit a full application.

Page Limits: You must include in Part I of the pre- and full applications an Abstract briefly describing your proposed project. You must limit each Abstract to one (1) page.

The pre-application narrative and the full application narrative for this program (Part II of the pre- and full applications) are where you, the applicant, address the selection criteria that reviewers use to evaluate your pre- and full applications. You must limit Part II of the pre-application to the equivalent of no more than twelve (12) pages and Part II of the full application to no more than thirty-five (35) pages.

Part III of the pre-application is where you, the applicant, provide the Appendices. Pre-application Appendices are limited to the following: a list and a brief description of the existing preschool programs that the proposed Early Reading First project would support; an English language acquisition plan, if applicable; and endnote citations for research cited specifically in the pre-application narrative. You must limit the list and the brief description of the existing preschool programs to the equivalent of no more than five (5) pages. You must limit any English

language acquisition plan to the equivalent of no more than two (2) pages. No page limit applies to the pre-application endnote citations.

Part III of the full application is where you, the applicant, provide a budget narrative that reviewers use to evaluate your full application. You must limit the budget narrative in Part III of the full application to the equivalent of no more than five (5) pages.

Part IV of the full application is where you, the applicant, provide the Appendices. Full application Appendices are limited to the following: a list and a brief description of the existing preschool programs that the proposed Early Reading First project would support; an English language acquisition plan, if applicable; position descriptions (and resumes or curriculum vitae if available) for up to five (5) key personnel; endnote citations for research cited specifically in the full application narrative; and documentation demonstrating the stakeholder support for the project. You must limit the list and the brief description of the existing preschool programs to the equivalent of no more than five (5) pages. You must limit each resume or curriculum vitae to the equivalent of no more than three (3) pages each, and limit the documentation demonstrating stakeholder support for the project to the equivalent of no more than five (5) pages. You must limit any English language acquisition plan to the equivalent of no more than five (5) pages.

For all page limits, use the following standards:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Double space (no more than three lines per vertical inch) all text in the application and budget narratives, including titles, headings, quotations, references, and captions included in the body of the narrative.
- Text in charts, tables, figures, and graphs may be single-spaced.
- Use the Modern Language Association (MLA) standard to format endnotes.
- Use one of the following commonly used 12-point fonts, including for text in endnotes, charts, tables, figures, and graphs: Times New Roman, Times, Courier, or CG Times.

The page limits do not apply to any title page or table of contents, or the forms in Part I of the pre- and full applications; or the following portions of the full application: the budget form (ED Form 524) in Part III; or the assurances and certifications and the endnotes in Part IV.

Our reviewers will not read any pages of your pre-application or full application that exceed the page limit if you apply these standards; or exceed the equivalent of the page limit if you apply other standards.

3. Submission Dates and Times:

Applications Available: December 28, 2007.

Deadline for Transmittal of Pre-Applications: February 1, 2008.

Deadline for Transmittal of Full Applications: April 18, 2008 (for applicants invited to submit full applications only).

Pre- and full applications for grants under this competition must be submitted electronically using the Grants.gov Apply site (Grants.gov).

For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 6. Other Submission Requirements in this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under For Further Information Contact in section VII in this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: June 16, 2008.

4. Intergovernmental Review: This competition is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions: We reference regulations outlining funding restrictions in the Applicable Regulations section in this notice.

6. Other Submission Requirements: Pre- and full applications for grants under this competition must be submitted electronically unless you

qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Pre- and full applications for grants under the Early Reading First program, CFDA Number 84.359A (pre-application) and CFDA Number 84.359B (full application), must be submitted electronically using the Governmentwide Grants.gov Apply site at http://www.Grants.gov Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your pre- or full application. You may not e-mail an electronic copy of a grant application to us.

We will reject your pre- or full application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the pre- or full application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the pre- or full application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Early Reading First competition at http://www.Grants.gov You must search for the downloadable application package for this competition by the CFDA number.

Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.359, not 84.359A).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your pre- and full applications must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the pre- or full application deadline date. Except as otherwise noted in this section, we will not consider your pre- or full application if it is date and time stamped by the Grants.gov system later than 4:30 p.m., Washington, DC time, on the pre- or full application deadline date. When we retrieve your pre- or full application from Grants.gov, we will notify you if we are rejecting your pre- or full application because it was date and time stamped by the Grants.gov system after 4:30 p.m., Washington, DC time, on the pre- or full application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the pre- or full application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your pre- and any full application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf

- To submit your pre- or full application via Grants.gov, you must complete all steps in the Grants.gov registration process (see http://www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf). You also must provide on your pre- and full application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully a pre- or full application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your pre- or full application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your pre- or full application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. Please note that two of these forms--the SF 424 and the Department of Education Supplemental Information for SF 424--have replaced the ED 424 (Application for Federal Education Assistance).

- You must attach any narrative sections of your pre-and full applications as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

- Your electronic pre- and full applications must comply with any page-limit requirements described in this notice.

- After you electronically submit your pre- or full application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The

Department then will retrieve your pre- or full application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your pre- or full application and has assigned your pre- or full application a PR/Award number (an ED-specified identifying number unique to your pre- or full application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System: If you are experiencing problems submitting your pre- or full application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your pre- or full application on the pre- or full application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30 p.m., Washington, DC time, the following business day to enable you to transmit your pre- or full application electronically or by hand delivery. You also may mail your pre- and full applications by following the mailing instructions described elsewhere in this notice.

If you submit a pre- or full application after 4:30 p.m., Washington, DC time, on the pre- or full application deadline date, please contact the person listed under For Further Information Contact in section VII in this notice and provide an explanation of the technical problem you experienced

with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your pre- or full application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your pre- or full application by 4:30 p.m., Washington, DC time, on the pre- or full application deadline date. The Department will contact you after a determination is made on whether your pre- or full application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your pre- or full application to Grants.gov before the pre- or full application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your pre- or full application in paper format, if you are unable to submit a pre- or full application through the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system;

and

- No later than two weeks before the pre- or full application deadline date (14 calendar days or, if the fourteenth calendar day before the pre- or full application deadline date falls on a Federal holiday, the

next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your pre- or full application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the pre- or full application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the pre- or full application deadline date.

Address and mail or fax your statement to: Pilla Parker, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C136, Washington, DC 20202-6132. FAX: (202) 260-7764; or Rebecca Marek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C138, Washington, DC 20202-6132. FAX: (202) 260-7764.

Your paper pre- or full application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your pre- or full application to the Department. You must mail the original and two copies of your pre- or full application, on or before the pre- or full application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Numbers 84.359A and B)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center, Stop 4260
Attention: (CFDA Numbers 84.359A and B)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.

(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.

(3) A dated shipping label, invoice, or receipt from a commercial carrier.

(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your pre- or full application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(2) A mail receipt that is not dated by the U.S. Postal Service.

If your pre- or full application is postmarked after the pre- or full application deadline date, we will not consider your pre- or full application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper pre- or full application to the Department by hand. You must deliver the original and two copies of your pre- or full application by hand, on or before the pre- or full application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Numbers 84.359A and B)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your pre- or full application to the Department--

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including the suffix

letter, if any, of the competition under which you are submitting your pre- or full application; and

(2) The Application Control Center will mail to you notification of receipt of your grant application. If you do not receive this notification within 15 business days from the pre- or full application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: This competition has separate selection criteria for pre-applications and full applications.

A. Pre-application: The following selection criteria for this competition for the pre-application are from 34 CFR 75.210 of EDGAR. Further information about each of these selection criteria is in the application package. There are two selection criteria, Need for Project and Quality of the Project Design. The maximum score for the pre-application selection criteria is 100 points.

(i) Need for project (0-20 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (34 CFR 75.210(a)(2)(iii))

(b) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (34 CFR 75.210(a)(2)(iv))

(ii) Quality of the project design (0-80 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))

(b) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (34 CFR 75.210(c)(2)(xiv))

(c) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))

B. Full Application: The following selection criteria for those invited to submit full applications are from 34 CFR 75.210 of EDGAR. Further information about each of these selection criteria is in the application package. The maximum score for each criterion is indicated after the title of the criterion. The maximum score for the full application selection criteria is 100 points.

(i) Quality of the project design (0-60 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))

(b) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (34 CFR 75.210(c)(2)(xiv))

(c) The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))

(ii) Quality of project personnel (0-10 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(1), (2))

In addition, the Secretary considers the following factors:

(a) The qualifications, including relevant training and experience, of the project director or principal investigator. (34 CFR 75.210(e)(3)(i))

(b) The qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

(c) The qualifications, including relevant training and experience, of project consultants or subcontractors. (34 CFR 75.210(e)(3)(iii))

(iii) Adequacy of resources (0-5 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(a) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (34 CFR 75.210(f)(2)(ii))

(b) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (34 CFR 75.210(f)(2)(iv))

(iv) Quality of the management plan (0-15 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(a) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i))

(b) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (34 CFR 75.210(g)(2)(ii))

(c) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210(g)(2)(iv))

(v) Quality of the project evaluation (0-10 points) The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(a) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210(h)(2)(i))

(b) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (34 CFR 75.210(h)(2)(iv))

VI. Award Administration Information

1. Award Notices: If your pre-application is successful, we notify you in writing and post the list of successful applicants on the Early Reading First Web site at www.ed.gov/programs/earlyreading/awards.html If your full application is successful, we notify your U.S. Representative

and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your pre-application is not evaluated, or following the submission of your pre-application you are not invited to submit a full application, we notify you. If your full application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section in this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section in this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c). Early Reading First grantees also are required to meet the annual reporting requirements outlined in section

1225 of the ESEA. For specific requirements on reporting, please go to: http://www.ed.gov/fund/grant/apply/appforms/appforms.html

4. Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), the Secretary has established the following five (5) measures for evaluating the overall effectiveness of the Early Reading First program: (1) the cost per preschool-aged child participating in Early Reading First programs who achieves a significant gain in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive); (2) the percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive); (3) the average number of letters Early Reading First preschool-aged children are able to identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask; (4) the percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive); and (5) the Early Reading First teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit after each year of implementation.

All grantees must provide information on these performance measures in the annual performance report referred to in section VI.3. of this notice.

VII. Agency Contact

For Further Information Contact: Pilla Parker, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C136, Washington, DC 20202-6132. Telephone: (202) 260-3710 or by e-mail: Pilla.Parker@ed.gov; or Rebecca Marek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C138, Washington, DC 20202-6132. Telephone: (202) 260-0968 or by e-mail: Rebecca.Marek@ed.gov

If you use a TDD, call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

VIII. Other Information

Alternative Format: Individuals with disabilities can obtain this document and a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact persons listed under For Further Information Contact in section VII in this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: www.ed.gov/news/fedregister

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at: www.gpoaccess.gov/nara/index.html

Dated:

_____
Kerri L. Briggs,
Assistant Secretary for Elementary and Secondary Education.

Program Statute

Electronic version of the statute available online: http://www.ed.gov/policy/elsec/leg/esea02/pg5.html

SEC. 1221. PURPOSES; DEFINITIONS.

(a) PURPOSES- The purposes of this subpart are as follows:

(1) To support local efforts to enhance the early language, literacy, and prereading development of preschool age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

(2) To provide preschool age children with cognitive learning opportunities in high-quality language and literature-rich environments, so that the children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

(3) To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of —

(A) recognition, leading to automatic recognition, of letters of the alphabet;

(B) knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary;

(C) an understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;

(D) spoken language, including vocabulary and oral comprehension abilities; and

(E) knowledge of the purposes and conventions of print.

(4) To use screening assessments to effectively identify preschool age children who may be at risk for reading failure.

(5) To integrate such scientific reading research-based instructional materials and literacy activities with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

(b) DEFINITIONS- For purposes of this subpart:

(1) ELIGIBLE APPLICANT- The term eligible applicant' means —

(A) one or more local educational agencies that are eligible to receive a subgrant under subpart 1;

(B) one or more public or private organizations or agencies, acting on behalf of one or more programs that serve preschool age children (such as a program at a Head Start center, a child care program, or a family literacy program), which organizations or agencies shall be located in a community served by a local educational agency described in subparagraph (A); or

(C) one or more local educational agencies described in subparagraph (A) in collaboration with one or more organizations or agencies described in subparagraph (B).

(2) SCIENTIFICALLY BASED READING RESEARCH- The term scientifically based reading research' has the same meaning given to that term in section 1208.

(3) SCREENING READING ASSESSMENT- The term screening reading assessment' has the same meaning given to that term in section 1208.

SEC. 1222. LOCAL EARLY READING FIRST GRANTS.

(a) PROGRAM AUTHORIZED- From amounts appropriated under section 1002(b)(2), the Secretary shall award grants, on a competitive basis, for periods of not more than 6 years, to eligible applicants to enable the eligible applicants to carry out the authorized activities described in subsection (d).

(b) APPLICATIONS- An eligible applicant that desires to receive a grant under this section shall submit an application to the Secretary, which shall include a description of —

(1) the programs to be served by the proposed project, including demographic and socioeconomic information on the preschool age children enrolled in the programs;

(2) how the proposed project will enhance the school readiness of preschool age children in high-quality oral language and literature-rich environments;

(3) how the proposed project will prepare and provide ongoing assistance to staff in the programs, through professional development and other support, to provide high-quality language, literacy, and prereading activities using scientifically based reading research, for preschool age children;

(4) how the proposed project will provide services and use instructional materials that are based on scientifically based reading research on early language acquisition, prereading activities, and the development of spoken vocabulary skills;

(5) how the proposed project will help staff in the programs to meet more effectively the diverse needs of preschool age children in the community, including such children with limited English proficiency, disabilities, or other special needs;

(6) how the proposed project will integrate such instructional materials and literacy activities with existing preschool programs and family literacy services;

(7) how the proposed project will help children, particularly children experiencing difficulty with spoken language, prereading, and early reading skills, to make the transition from preschool to formal classroom instruction in school;

(8) if the eligible applicant has received a subgrant under subpart 1, how the activities conducted under this subpart will be coordinated with the eligible applicant's activities under subpart 1 at the kindergarten through grade 3 level;

(9) how the proposed project will evaluate the success of the activities supported under this subpart in enhancing the early language, literacy, and prereading development of preschool age children served by the project; and

(10) such other information as the Secretary may require.

(c) APPROVAL OF LOCAL APPLICATIONS- The Secretary shall select applicants for funding under this subpart based on the quality of the applications and the recommendations of a peer review panel convened under section 1203(c)(2), that includes, at a minimum, three individuals, selected from the entities described in clauses (ii), (iii), and (iv) of section 1203(c)(2)(A), who are experts in early reading development and early childhood development.

(d) AUTHORIZED ACTIVITIES- An eligible applicant that receives a grant under this subpart shall use the funds provided under the grant to carry out the following activities:

(1) Providing preschool age children with high-quality oral language and literature-rich environments in which to acquire language and prereading skills.

(2) Providing professional development that is based on scientifically based reading research knowledge of early language and reading development for the staff of the eligible applicant and that will assist in developing the preschool age children's —

(A) recognition, leading to automatic recognition, of letters of the alphabet, knowledge of letters, sounds, blending of letter sounds, and increasingly complex vocabulary;

(B) understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;
(C) spoken language, including vocabulary and oral comprehension abilities; and
(D) knowledge of the purposes and conventions of print.

(3) Identifying and providing activities and instructional materials that are based on scientifically based reading research for use in developing the skills and abilities described in paragraph (2).

(4) Acquiring, providing training for, and implementing screening reading assessments or other appropriate measures that are based on scientifically based reading research to determine whether preschool age children are developing the skills described in this subsection.

(5) Integrating such instructional materials, activities, tools, and measures into the programs offered by the eligible applicant.

(e) AWARD AMOUNTS- The Secretary may establish a maximum award amount, or ranges of award amounts, for grants under this subpart.

SEC. 1223. FEDERAL ADMINISTRATION.

The Secretary shall consult with the Secretary of Health and Human Services to coordinate the activities under this subpart with preschool age programs administered by the Department of Health and Human Services.

SEC. 1224. INFORMATION DISSEMINATION.

From the funds the National Institute for Literacy receives under section 1202(b)(1)(D), the National Institute for Literacy, in consultation with the Secretary, shall disseminate information regarding projects assisted under this subpart that have proven effective.

SEC. 1225. REPORTING REQUIREMENTS.

Each eligible applicant receiving a grant under this subpart shall report annually to the Secretary regarding the eligible applicant's progress in addressing the purposes of this subpart. Such report shall include, at a minimum, a description of —

(1) the research-based instruction, materials, and activities being used in the programs funded under the grant;

(2) the types of programs funded under the grant and the ages of children served by such programs;

(3) the qualifications of the program staff who provide early literacy instruction under such programs and the type of ongoing professional development provided to such staff; and

(4) the results of the evaluation described in section 1222(b)(9).

SEC. 1226. EVALUATION.

(a) IN GENERAL- From the total amount made available under section 1002(b)(2) for the period beginning October 1, 2002, and ending September 30, 2006, the Secretary shall reserve not more than $3,000,000 to conduct an independent evaluation of the effectiveness of this subpart.

(b) REPORTS-

(1) INTERIM REPORT- Not later than October 1, 2004, the Secretary shall submit an interim report to the Committee on Education and the Workforce of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

(2) FINAL REPORT- Not later than September 30, 2006, the Secretary shall submit a final report to the committees described in paragraph (1).

(c) CONTENTS- The reports submitted under subsection (b) shall include information on the following:

(1) How the grant recipients under this subpart are improving the prereading skills of preschool children.

(2) The effectiveness of the professional development program assisted under this subpart.

(3) How early childhood teachers are being prepared with scientifically based reading research on early reading development.

(4) What activities and instructional practices are most effective.

(5) How prereading instructional materials and literacy activities based on scientifically based reading research are being integrated into preschools, child care agencies and programs, programs carried out under the Head Start Act, and family literacy programs.

(6) Any recommendations on strengthening or modifying this subpart.

THE PRE-APPLICATION

To encourage the development of strong proposals that will enhance preschool programs as centers of excellence and cognitive development for at-risk children, and to give applicants sufficient time to prepare competitive proposals for Early Reading First program funding, ED will use an initial pre-application process to determine which applicants will be considered for invitations to submit Early Reading First full applications for FY 2008. This initial phase is intended to allow potential applicants the opportunity to focus on: identifying the need for the proposed project; developing an exceptional approach to achieving the purposes of Early Reading First as outlined in the statute; choosing the scientifically-based reading research that will inform the project; and formulating a plan to make certain students have the foundational language, cognitive and early reading skills necessary to transition successfully into the LEA's Reading First program or, if one does not exist, a K-3 reading program grounded in scientific research.

In this first phase of the Early Reading First application process, peer reviewers will evaluate pre-applications on the pre-application selection criteria. Pre-applications will also be evaluated on the competitive preference priority and will be assigned the number of points indicated if they meet it. ED will prepare a rank order of the pre-applications as determined by the total score.

ED will select applicants to invite to submit a full application based on the quality of the pre-applications including their rank order as determined by the total score of the pre-application based on the selection criteria and the awarding of competitive priority points, if any. In making decisions regarding which pre-applicants to invite to submit full applications, ED will use the procedures in section 75.217 of EDGAR, 34 CFR 75.217.

Pre-Application Deadline

Pre-applications for grants under this program must be submitted electronically using the Grants.gov Apply site at http://www.Grants.gov, unless the applicant qualifies for an exception to the electronic submission requirement explained in the *Federal Register* application notice (set forth in Section C of this application package) and complies with the requirements in that notice. For information (including dates and times) about how to submit your application electronically or by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please see the *Federal Register* application notice and the section below on "Instructions for Electronic Transmission of Your Pre-Application." Through the Grants.gov Apply site, applicants will be able to download a copy of the application package, complete it offline, and then upload and submit the pre-application. **The deadline for electronic submission of Early Reading First program Pre-Applications is 4:30 p.m. (Washington, DC time), February 1, 2008.** We do not consider an application that does not comply with the deadline requirement.

Pre-Application Instructions

Electronic Application Format

Applications for grants under this competition must be submitted electronically, unless you qualify for an exception to the electronic submission requirement in accordance with the instructions in this application package. **The deadline for submission of Early Reading First Program Pre-Applications through Grants.gov is 4:30 p.m. (Washington, DC time), February 1, 2008. We do not consider an application that does not comply with the deadline requirements.**

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program. We will reject your pre-application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the pre-application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the pre-application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Early Reading First program at: http://www.Grants.gov. You must search for the downloadable application package for this program or competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.359, not 84.359A).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are time and date stamped. Your pre-applications must be fully uploaded and submitted, and must be date and time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the pre-application deadline date. Except as otherwise noted in this section, we will not consider your pre- or full application if it is date and time stamped by the Grants.gov system later than 4:30 p.m., Washington, DC time, on the pre-application deadline date. When we retrieve your pre-application from Grants.gov, we will notify you if we are rejecting your pre-application because it was date and time stamped by the Grants.gov system after 4:30 p.m., Washington, DC time, on the pre-application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the pre-application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your pre-application in a timely manner to the

Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf

- To submit your pre-application via Grants.gov, you must complete all steps in the Grants.gov registration process (see http://www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf). You also must provide on your pre-application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully a pre-application via Grants.gov. In addition, you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. Please note that two of these forms--the SF 424 and the Department of Education Supplemental Information for SF 424--have replaced the ED 424 (Application for Federal Education Assistance).

- You must attach any narrative sections of your pre-applications as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

- Your electronic pre-applications must comply with any page-limit requirements described in this notice.

- After you electronically submit your pre-application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your pre-application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your pre-application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension
Technical Issues with the Grants.gov System

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your pre-application on the pre-application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30 p.m., Washington, DC time, the following business day to enable you to transmit your pre-application electronically or by hand delivery. You also may mail your pre-application by following the mailing instructions described elsewhere in this notice.

If you submit a pre-application after 4:30 p.m., Washington, DC time, on the pre-application deadline date, please contact the person listed elsewhere in this notice under For Further Information Contact and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your pre-application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your pre-application by 4:30 p.m., Washington, DC time, on the pre-application deadline date. The Department will contact you after a determination is made on whether your pre-application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your pre-application to Grants.gov before the pre-application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement:

You qualify for an exception to the electronic submission requirement, and may submit your pre-application in paper format, if you are unable to submit a pre-application through the Grants.gov system because—

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system;

and

- No later than two weeks before the pre-application deadline date (14 calendar days or, if the fourteenth calendar day before the pre-application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your pre-application.

If you mail your written statement to the Department, it must be postmarked no later than two

weeks before the pre-application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the pre-application deadline date.

Address and mail or fax your statement to Pilla Parker, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C136, Washington, DC 20202–6132. Telephone: (202) 260-3710. FAX: (202) 260-7764; or Rebecca Marek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C138, Washington, DC 20202–6132. Telephone: (202) 260-0968. FAX: (202) 260-7764.

Your paper pre-application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

Submission of Paper Applications by Mail

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your pre-application to the Department. You must mail the original and two copies of your pre-application, on or before the pre-application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A/B)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center, Stop 4260
Attention: (CFDA Number 84.359A/B)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.
(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
(3) A dated shipping label, invoice, or receipt from a commercial carrier.
(4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your pre-application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.
(2) A mail receipt that is not dated by the U.S. Postal Service.

If your pre-application is postmarked after the pre-application deadline date, we will not consider your pre-application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper pre-application to the Department by hand. You must deliver the original and two copies of your pre-application by hand, on or before the pre-application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A/B)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications

If you mail or hand deliver your pre-application to the Department:

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including the suffix letter, if any, of the competition under which you are submitting your pre-application; and

(2) The Application Control Center will mail to you notification of receipt of your grant application. If you do not receive this notification within 15 business days from the pre-application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

PRE-APPLICATION COMPETITIVE PRIORITY
NOVICE APPLICANT

Early Reading First Pre-Applications that meet the following competitive priority will receive 5 extra points. An Early Reading First program pre-application that is submitted by a *novice applicant* (or a group of novice applicants) under §75.225 of the Education Department General Administrative Regulations (EDGAR) that is otherwise eligible to apply under this competition qualifies for this competitive priority.

To obtain points under this pre-application competitive priority an applicant must:

1. **Qualify as a novice applicant as described in EDGAR §75.225 (included below) and**

2. **Check "Yes" in response to the applicable question on the Supplemental Information form accompanying the Application for Federal Assistance Form (SF-424) or on the Application for Federal Assistance Form (SF-424) that the applicant files with its pre-application.**

   Electronic Submissions: Applicants must check "Yes" in response to Question 2 on the form entitled "Supplemental Information Required for Department of Education" accompanying SF-424 (Application for Federal Assistance), included on ED's electronic Grants.gov Apply site: http://www.grants.gov

   Paper Format Submissions (for applicants that qualify for an exception to electronic submission): Applicants must check "Yes" in response to Question 6 on Form SF-424 (Application for Federal Assistance), included in this application package.

If "Yes" is not checked in response to the applicable question, the applicant will not be considered for these priority points.

Questions regarding eligibility for this competitive priority may be submitted to: Pilla Parker, e-mail Pilla.Parker@ed.gov, or by phone to 202-260-3710; or to Rebecca Marek, e-mail Rebecca.Marek@ed.gov or by phone to 202-260-0968.

> *§75.225 What procedures does the Secretary use if the Secretary decides to give special consideration to novice applications?*
>
> *(a) ..."novice applicant" means--*
> *(1) Any applicant for a grant from ED that--*
> *(i) Has never received a grant or subgrant under the program from which it seeks funding;*
> *(ii) Has never been a member of a group application, submitted in accordance with sections 75.127-75.129, that received a grant under the program from which it seeks funding; and*
> *(iii) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.*
> *(2) In the case of a group application submitted in accordance with sections 75.127-75.129, a group that includes only parties that meet the requirements of paragraph (a)(1) of this section.*
> *(b) For the purposes of paragraph (a)(1)(iii) of this section, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.*

This competitive priority is included to broaden and diversify the pool of qualified applicants and provide greater opportunities for inexperienced applicants with high-quality applications to receive funding.

Electronic Application Submission Checklist

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. To apply electronically via Grants.gov, you must download, complete and submit the Pure Edge application forms found on Grants.gov.

Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Note: Please do not attach any narratives, supporting files, or application components to any forms unless it is specifically required by the instructions for the individual section of the application Although several forms accept attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application package.

Review your electronic application to ensure you have completed the following forms and sections:

Part 1: Preliminary Documents

- ❑ Application for Federal Assistance (form SF 424)
- ❑ ED Supplemental Information for SF 424

Part 2: Eligibility Information

- ❑ Early Reading First Eligibility Form A

Part 3: ED Abstract Form

- ❑ Project Abstract

Part 4: Project Narrative Attachment Form

- ❑ Application Narrative

Part 5: Other Attachment Forms

- ❑ Application Appendices

Part 1: Preliminary Documents

- ❑ Application for Federal Assistance (Form SF 424)
  - Electronic Submission (SF-424): Applicants must complete and electronically submit Form SF-424. **For electronic submissions, you must download the PureEdge forms SF-424 and "Supplemental Information Required for Department of Education" at www.Grants.gov and complete them.)** Please note: for the Pre-Application the "Estimated Funding" information is not required on this form.
  - Paper Format Submission (SF-424): Applicants that qualify for an exception to electronic submission and therefore are submitting their pre-application in paper format must complete and submit Form SF-424.

- ❑ ED Supplemental Information for SF 424
  - Applicants that meet the **Pre-Application Competitive Priority – Novice Applicants** receive five (5) points in the pre-application portion of this grant competition. To obtain these points, an applicant submitting an electronic application that qualifies as a novice applicant must check "Yes" in response to Question 2 on the form entitled "Supplemental Information Required for Department of Education Application," accompanying the electronic Application for Federal Assistance Form (SF-424) that it submits with its pre-application.

  - An applicant that qualifies for an exception to electronic submission and that therefore is submitting its application in paper format, and that qualifies as a novice applicant, must check "Yes" in response to Question 2 on the Application for Federal Education Assistance Form SF-424 included in this application package that it files with its pre-application.)

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

When applying electronically via Grants.gov, you will need to ensure that the DUNS number you enter on your application is the same as the DUNS number your organization used when it registered with the Central Contractor Registry.

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) first. Grants.gov will automatically insert the correct CFDA and program name automatically wherever needed on other forms.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application.

Part 2: Eligibility Information

❑ Early Reading First Eligibility Form A

- **Who May Apply: (by category)** Institutions of Higher Education (IHEs), Local Education Agencies (LEAs), Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies (SEAs)

- **Who May Apply: (specifically)** LEAs eligible for a Reading First subgrant and public or private organizations or agencies located in a community served by an eligible LEA may apply.

- **In order to be eligible to apply for an Early Reading First Grant, an applicant must be:**
  - One or more eligible LEAs;
  - One or more public or private organizations or agencies, including faith-based organizations, located in a community served by an eligible LEA; Unless the public or private organization is a preschool program applying on its own behalf, it must apply on behalf of one or more programs that serve preschool-aged children; and
  - One or more of the eligible LEAs applying in collaboration with one or more of the eligible organizations or agencies

All applicants must complete and submit the Early Reading First Eligibility Form A. The Early Reading First Eligibility Form A can be downloaded from this application package, which is available at: http://www.ed.gov/GrantsApps/#84.359 or at http://www.ed.gov/programs/earlyreading/index.html.

For the applicant's convenience, the Department has posted (in MS Excel or MS Word format) the most current Reading First eligibility lists submitted by State Departments of Education to the US Department of Education. Please visit www.ed.gov/programs/earlyreading/eligibility.html.

Please note, however, that the Department considers it to be each applicant's own responsibility to verify with the Reading First office in its State or with the BIE the eligibility of a particular LEA for a Reading First subgrant as of **the date of publication of the notice inviting applications under the Early Reading First program for FY 2008**. State Reading First contact information has been included on the Early Reading First website. Please visit www.ed.gov/programs/earlyreading/elligibility.html.

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

You must attach any narrative sections of your application as files in a ***.DOC*** *(document),* ***.RTF*** *(rich text), or* ***.PDF*** *(Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

❑ **Project Abstract**

- Applicants must submit a one-page, double-spaced Abstract, briefly describing their proposed project. Do not number this page. Place the name of the applicant at the top of the page.

- Applicants may also include a title page and table of contents in Part I of their pre-application.

Part 4: Project Narrative Attachment Form
*This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.*

*You must attach any narrative sections of your application as files in a **.DOC** (document), **.RTF** (rich text), or **.PDF** (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

❑ **Table of Contents**
The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed **one** double spaced page.

❑ **Application Narrative**
The application narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria.

- Peer reviewers will evaluate each pre-application on how well it responds to the pre-application selection criteria listed below. The maximum number of points that a pre-application may receive on the pre-application selection criteria is a combined total of 100.

- The 12-page Pre-Application Narrative should respond to the pre-application selection criteria and factors in the order in which they are listed.

- Place the name of the applicant and the page number at the top of each page of the Pre-Application Narrative. Number each page consecutively with the first page of the narrative listed as page 1.

- We encourage applicants to this section of the application to the equivalent of no more than 12 pages and adhere to the following guidelines:
    - A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. The name of the applicant and the page number should be placed in the header of the document. Headers may be placed in the margins.
    - Double space (no more than three lines per vertical inch) all text in the pre-application narrative, including titles, headings, quotations, references and captions included in the body of the narrative.
    - Text in endnotes, charts, tables, figures and graphs may be single-spaced.
    - Use the Modern Language Association (MLA) standard to format endnotes.
    - Use one of the following commonly used 12-point fonts for all text, including text in endnotes, charts, tables, figures, and graphs: Times New Roman, Times, Courier, or CG Times.
    - The page limits do not apply to any title page or table of contents, or the forms in the pre-application.

Part 5: Other Attachment Forms

- ❑ **List of Existing Preschool Programs Proposed:** Provide the list of names and addresses of existing preschool program(s) that the proposed Early Reading First project would support.

  - ❖ Provide a brief description of each of the following for each of the preschool programs: the ages and number of the children being served; demographic and socioeconomic information on those children; information on the type(s) of special needs that any of the children may have; the average hours the children attend the program (hours/day, days/week, and months/year); primary funding source(s); the basic instructional program; and the number of staff and their qualifications.

Although applicants are no t required to do so, this information may be provided in chart format.

- ❑ **Endnote Citations:** Include endnote citations for research cited specifically in the Pre-Application Narrative. Use the Modern Language Association (MLA) standard to format endnotes.

- ❑ **English Language Acquisition Plan (optional):** Applicants that respond to the invitational priority for programs that serve children with limited English proficiency (LEP) may include in the appendices a 2-page English language acquisition plan.

Selection Criteria for Program Narrative for Pre-Application

The maximum score for all selection criteria is 100 points. The points or weights assigned to each criterion are indicated in parentheses. Non-Federal peer reviewers will review each application. They will be asked to evaluate and score each program narrative against the following selection criteria:

PRE-APPLICATION SELECTION CRITERIA

Reminder to Applicants: The applicant should prepare the Pre-Application Narrative to respond to the criteria and factors that comprise the Pre-Application Selection Criteria in the order in which they are listed. To avoid redundancy within the pre-application, information that the applicant provides in one section of the pre-application may be cross-referenced in another section. Reviewers will base their evaluation of the pre-application on the Pre-Application Narrative and other limited materials listed in the Pre-Application Final Checklist in this application package (except for any English language acquisition plan responding to the invitational priority).

This program has separate selection criteria for the pre-application and the full application. The Secretary will use the following selection criteria in section 75.210 of EDGAR (34 CFR 75.210) to evaluate pre-applications under this competition. The maximum score for these selection criteria is 100 points. Use no more than a total of 12 double-spaced pages to address the selection criteria. The criteria and the factors that make up each criterion follow in the boxes below.

NEED FOR PROJECT (0-20 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

Selection Criterion 1, Factor 1: The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (34 CFR 75.210(a)(2)(iii))

Selection Criterion 1, Factor 2: The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals. (34 CFR 75.210(a)(2)(iv))

NOTE: *Selection Criterion 1, Factor 1:* The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure. (34 CFR 75.210(a)(2)(iii))

Applicants may address *Selection Criterion 1, Factor 1* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Explain the extent to which the proposed Early Reading First project would provide equitable opportunities to learn for preschool-age children, particularly those who have limited proficiency in English, are disabled, or have other special needs.

NOTE: *Selection Criterion 1, Factor 2:* The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(34 CFR 75.210(a)(2)(iv))

Applicants may address *Selection Criterion 1, Factor 2* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Include in the appendices, charts, graphs and/or tables illustrating the demographics of the existing preschool program(s) that the proposed Early Reading First project would support and serve. (Applicants may cross-reference their response to Selection Criterion 2, Factor 2, Purpose 1, rather than repeating that information in response to this selection criterion.)
- Explain the extent to which each of the proposed Early Reading First centers and classrooms would serve preschool-age children from low-income families.

QUALITY OF THE PROJECT DESIGN (0-80 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Selection Criterion 2, Factor 1: The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))

Selection Criterion 2, Factor 2: The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (34 CFR 75.210(c)(2)(xiv))

Selection Criterion 2, Factor 3: The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))

NOTE: *Selection Criterion 2, Factor 1:* The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.
(34 CFR 75.210(c)(2)(xiii))

Applicants may address *Selection Criterion 2, Factor 1* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Include in the appendices, full endnote citations supporting the research basis for the Quality of the Project Design (Selection Criterion 2) narrative. Do not include a general reference bibliography.

- Explain the extent to which the body of research on which the project is based meets the definition of "scientifically based reading research" in Section 1208 of the ESEA, included in Section C of the application package.

NOTE: *Selection Criterion 2, Factor 2:* The Early Reading First statute lists 5 purposes for the Early Reading First program that can be found in Section C of the application package. For the applicant's convenience, they are listed below.

Purpose 1: To integrate such scientific reading research-based instructional materials and literacy activities *(from Purpose 2)* with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

Applicants may address *Selection Criterion 2, Factor 2, Purpose 1* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Specify the existing preschool program(s) that the project proposes to support and improve with Early Reading First funds. The Secretary recommends that the applicant generally include no more than a total of 5 centers in order to ensure that funds are sufficiently concentrated to achieve the program goals.

- Explain how each existing center selected for the proposed project has the capacity and potential to become an Early Reading First preschool center of educational excellence. The Secretary believes that such centers are likely to be preschool programs that currently:

    - Have existing, appropriately equipped, preschool classrooms in which the Early Reading First program will be implemented.
    - Have high rates of daily attendance for enrolled children.
    - Are staffed by teachers with the qualifications necessary to implement a language and literacy focused project, such as a bachelor's degree.
    - Demonstrate a history of low staff turnover.
    - Effectively attend to the developmental domains traditionally supported by preschool programs, including social, emotional, and physical; and are ready to implement an added component focused on developing young children's oral language, cognition, and early reading skills.

  The Secretary recommends that the applicant demonstrate the program's current capacity when describing the context of the existing program. Capacity could be demonstrated through accreditation, results on assessments of global program quality (e.g., an assessment that looks at all facets of early childhood programs, such as safety and adequacy of the physical space of the

environment, health and sanitary practices related to the children and staff, etc.), and/or the outcomes of children who have attended each program.

- Include in the appendices the name(s) and address (es) of the preschool program(s) that the proposed project would support. Provide a brief description of each of the following for each of the preschool programs:

    1. the ages and number of the children being served;
    2. demographic and socioeconomic information on those children;
    3. information on the type(s) of special needs that any of the children may have;
    4. the average hours the children attend the program (hours/day, days/week, and months/year);
    5. primary funding source(s);
    6. the basic instructional program; and
    7. the number of staff and their qualifications.

Although applicants are not required to do so, this information may be provided in chart format.

Purpose 2: To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of –

a. Recognition, leading to automatic recognition, of letters of the alphabet;
b. Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary.
c. An understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;
d. Spoken language, including vocabulary and oral comprehension abilities; and
e. Knowledge of the purposes and conventions of print.

Applicants may address *Selection Criterion 2, Factor 2, Purpose 2* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the proposed project's goals for improving young children's oral language, phonological awareness, print awareness and alphabet knowledge.
- Outline the curriculum's defined scope and sequence and describe how it is structured, systematic, and aligned to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Describe how the curriculum, combined with project procedures and other supports, will ensure that each day teachers know what they are supposed to do in order to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge, and the extent to which the curriculum and other project supports will provide teachers with the materials to do it.
- Describe how instruction in new knowledge and skills is explicit and intentional and starts as teacher directed and moves towards more independent activity within

the context of whole group instruction and practice, small group instruction and practice, and independent practice.

- Outline the content (subject matter) that will be provided as the context for improving children's oral language and background knowledge.
- Detail the amount of time the proposed program will spend developing each child's language, cognition, and early reading skills.

Purpose 3: To provide preschool-age children with cognitive learning opportunities in high-quality language and literature rich environments, so that children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

Applicants may address *Selection Criterion 2, Factor 2, Purpose 3* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the proposed project's goals for improving the language and print richness of the environment.
- Describe the strategies and materials that the project proposes to enhance the literature and print richness of the environment.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's oral language.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's background knowledge.

Purpose 4: To support local efforts to enhance the early language, literacy and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

Applicants may address *Selection Criterion 2, Factor 2, Purpose 4* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the goals for the project's proposed professional development program.
- Describe the content and scope and sequence of the professional development to be provided.
- Explain the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies outlined in the applicant's response to Purpose 2.
- Delineate the number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.
- If teacher mentoring is provided as part of the professional development plan, specify the qualifications of the teacher mentor and explain the link between the teacher mentoring and the professional development delivered in a classroom or workshop setting.

Although it is not necessary for applicants to repeat demographic information provided in

the response to the *Purpose 1* regarding the income level of children whose early language, literacy and prereading development will be enhanced through the professional development provided to the teachers, applicants may wish to cross-reference this material.

Purpose 5: To use screening reading assessments to effectively identify preschool-age children who may be at risk for reading failure.

Applicants may address *Selection Criterion 2, Factor 2*, *Purpose 5* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Specify screening instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Specify progress monitoring instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Provide validity and reliability data for specified measures, when it exists.
- Describe strategies, systems and professional development activities that will ensure teachers gather high-quality data and will assist teachers with using information gained from screening reading and progress monitoring assessments to improve instruction for individual children.

Although it is not necessary for applicants to repeat information provided in the response to the *Purpose 4* regarding the content of professional development in response to *Purpose 5,* applicants may wish to cross-reference this material.

NOTE: *Selection Criterion 2, Factor 3:* The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))

Applicants may address *Selection Criterion 2, Factor 3* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Demonstrate how the proposed project will coordinate with the LEA in which it is located to prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition into the LEA's Reading First program, if it has one, or the LEA's elementary reading program based on scientific research.

TOTAL PAGE LIMIT FOR THE PRE-APPLICATION NARRATIVE: 12 DOUBLE-SPACED PAGES

Instructions for the SF-424

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:
1.	**Type of Submission:** (Required): Select one type of submission in accordance with agency instructions. • Preapplication • Application • Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.
2.	**Type of Application**: (Required) Select one type of application in accordance with agency instructions. • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify)
3.	**Date Received:** Leave this field blank. This date will be assigned by the Federal agency.
4.	**Applicant Identifier**: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.
5a	**Federal Entity Identifier**: Enter the number assigned to your organization by the Federal Agency, if any.
5b.	**Federal Award Identifier**: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.
6.	**Date Received by State:** Leave this field blank. This date will be assigned by the State, if applicable.
7.	**State Application Identifier:** Leave this field blank. This identifier will be assigned by the State, if applicable.
8.	**Applicant Information**: Enter the following in accordance with agency instructions: **a. Legal Name**: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website. **b. Employer/Taxpayer Number (EIN/TIN):** (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.

Item	Entry:
10.	**Name Of Federal Agency**: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
11.	**Catalog Of Federal Domestic Assistance Number/Title:** Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
12.	**Funding Opportunity Number/Title:** (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
13.	**Competition Identification Number/Title:** Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
14.	**Areas Affected By Project:** List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
15.	**Descriptive Title of Applicant's Project:** (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
16.	**Congressional Districts Of**: (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5thth district, CA-012 for California 12th district, NC-103 for North Carolina's 103rd district. • If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
17.	**Proposed Project Start and End Dates**: (Required) Enter the proposed start date and end date of the project.
18.	**Estimated Funding:** (Required) Enter the amount requested or to be contributed during the first funding/budget period by

	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website. **d. Address**: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US). **e. Organizational Unit:** Enter the name of the primary organizational unit (and department or division, if applicable**)** that will undertake the assistance activity, if applicable. **f. Name and contact information of person to be contacted on matters involving this application**: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.		each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
		19.	**Is Application Subject to Review by State Under Executive Order 12372 Process?** Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State
		20.	**Is the Applicant Delinquent on any Federal Debt?** (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes. If yes, include an explanation on the continuation sheet.
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions. A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)		21.	**Authorized Representative**: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

Instructions for the ED Supplemental Information for SF 424

1. **Project Director.** Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. **Novice Applicant.** Check **"Yes"** or "**No**" only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check "**Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check "**No**" if you do not meet the requirements for novice applicants**.**

3. **Human Subjects Research.** (See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

If Not Human Subjects Research. Check "**No**" if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check "**Yes**" if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check "**Yes**" even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

If Human Subjects Research is Exempt from the Human Subjects Regulations. Check "**Yes**" if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information For SF 424."

If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check "**No**" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information For SF 424

Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

Paperwork Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, S.W. Room 7076, Washington, DC 20202-4260.

Definitions for ED Supplemental Information for SF 424

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities, which meet this definition, constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of ***exemptions*** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects

at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.* [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.
If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to
allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements

of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: http://www.ed.gov/about/offices/list/ocfo/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

EARLY READING FIRST PROGRAM

PRE–APPLICATION FORM A

APPLICANT ELIGIBILITY

Each pre-application must be submitted by one or more entities that qualify as an eligible applicant, and must include this completed form. An eligible applicant may have other partners; *however, the grantee must be the eligible applicant listed on this form.* Eligible applicants are the following:

(a) One or more local educational agencies (LEAs) that are eligible to receive a subgrant under the Reading First program (title I, part B, subpart 1, ESEA) (as of the date of publication of the notice inviting applications under the Early Reading First program for fiscal year (FY) 2008).

(b) One or more public or private organizations or agencies (including faith-based organizations) located in a community served by an eligible LEA. Unless the public or private organization is a preschool program applying on its own behalf, it must apply on behalf of one or more programs that serve preschool-aged children (such as a Head Start program, a child care program, a family literacy program such as Even Start, or a lab school at a university).

(c) One or more of the eligible LEAs, applying in collaboration with one or more of the eligible organizations or agencies.

All applicants must complete Section I of this form.

An applicant also must complete Section II of this form if its eligibility is based on an LEA that is not listed on a State list posted on the Early Reading First website, and the State Reading First office or the Bureau of Indian Education (BIE) verifies that the LEA is in fact eligible to receive a subgrant under the Reading First program as of the date of publication of the Early Reading First notice inviting applications for FY 2008.

SECTION I.

Instructions: *All applicants must complete Section I by filling in the name and address of the eligible applicant in the Column A of the table below. In Column B, indicate the type of applicant by checking the appropriate box. In Column C, list the eligible LEA in which the applicant is located and the LEA's CCD ID number.*

Lists, by State, of LEAs that qualify under paragraph (a) above for this FY 2008 competition, and their CCD ID numbers, are posted on the Early Reading First website at http://www.ed.gov/programs/earlyreading/eligibility.html These lists are based on the most recent information provided by each State and the Bureau of Indian Education (BIE) to the Department's Reading First program, and are posted for the convenience of Early Reading First applicants. However, we consider it to be each applicant's responsibility to verify with the Reading First office in its State, or with the BIE, as appropriate, whether a particular LEA is eligible to receive a subgrant under the Reading First program as of the date of publication of the Early Reading First notice inviting applications for FY 2008. A list of State and BIE contacts for this purpose is also posted at the Early Reading First website at http://www.ed.gov/programs/earlyreading/eligibility.html

SECTION I:		
NAME AND ADDRESS OF ELIGIBLE APPLICANT *(Column A)*	**TYPE OF APPLICANT (CHECK ONE)** *(Column B)*	**ELIGIBLE LEA IN WHICH APPLICANT IS LOCATED** *(Column C)*
_____ _____ _____	☐ *Eligible LEA* ☐ *Public or Private organization or agency located in an eligible LEA that operates one or more preschool programs or is applying on behalf of one or more preschool programs*	_____ *Name* _____ *CCD ID Number*

SECTION II.

Instructions: *An applicant* ***MUST*** *fully complete Section II of this form if its eligibility is based on an LEA that is not listed on the State's Reading First subgrant eligibility list posted on the Early Reading First website. The applicant must verify with its State Reading First office, or the BIE office, as appropriate, that the LEA upon which the applicant's eligibility is based is in fact eligible to receive a subgrant under the Reading First program as of the date of publication of the Early Reading First notice inviting applications for FY 2008. The applicant must fill in on the table below the name and title of the official who verified that eligibility, the contact information for that official, and the date of verification. If the applicant is invited to submit a full application and we are unable to verify the LEA's eligibility from the contact information provided in Section II, the applicant may be required to submit further written verification, or the LEA may not be considered as an eligible LEA for the purposes of this competition.*

SECTION II:

THE FOLLOWING STATE READING FIRST PROGRAM OR BUREAU OF INDIAN EDUCATION (BIE) OFFICIAL HAS VERIFIED THAT THE LEA LISTED IN SECTION I, COLUMN C OF THIS FORM IS ELIGIBLE TO RECEIVE A SUBGRANT UNDER THE READING FIRST PROGRAM (TITLE I, PART B, SUBPART 1, OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA)) AS OF THE DATE OF PUBLICATION OF THE EARLY READING FIRST NOTICE INVITING APPLICATIONS FOR FY 2008.

_____ _____

FIRST NAME LAST NAME **DATE**

STATE READING FIRST PROGRAM OR BIE OFFICIAL

_____

OFFICIAL TITLE

_____

TELEPHONE NUMBER (WITH AREA CODE)

_____

E-MAIL ADDRESS (IF STATE OFFICIAL)

THE FULL APPLICATION

Full Application Process

ED determines which applicants will be invited to submit full applications, considering the rank ordering of the pre-applications based on the pre-application selection criteria and the competitive preference priority. ED expects to notify pre-applicants regarding approval to submit a full application by early **March 2008**.

To help strengthen full applications and ensure that funded projects are of the highest possible quality, ED will provide applicants invited to submit full applications with the comments of their pre-application peer reviewers. (ED also will make available peer review comments to applicants not invited to submit full applications.)

In this second phase of the Early Reading First application process, peer reviewers will evaluate full applications on the full application selection criteria. Applications will also be evaluated on the full application competitive preference priority and will be assigned the number of points indicated if they meet it. ED will prepare a rank order of the full applications as determined by the total score.

The Secretary then determines which full applications will be selected for funding, considering the quality of the full applications, including their rank order. ED will make award determinations under section 75.217 of the Education Department General Administrative Regulations (EDGAR).

Full Application Deadline

Full applications for grants under this program must be submitted electronically using the Grants.gov Apply site at http://www.Grants.gov, unless the applicant qualifies under an exception to the electronic submission requirement as explained in the *Federal Register* application notice (set forth in Section C of this application package) and complies with the requirements in that notice. For information (including dates and times) about how to submit your application electronically or by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to the *Federal Register* application notice and "Instructions for Electronic Submission of Your Full Application" below. Through the Grants.gov Apply site, applicants will be able to download a copy of the application package, complete it offline, and then upload and submit the full application. **The deadline for electronic submission of Early Reading First program Full Applications is 4:30 p.m. (Washington, DC time), April 18, 2008.** We do not consider an application that does not comply with the deadline requirements.

Electronic Application Format

Applications for grants under this competition must be submitted electronically, unless you qualify for an exception to the electronic submission requirement in accordance with the instructions in this application package. **The deadline for submission of Early Reading First Program Full Application through Grants.gov is 4:30 p.m. (Washington, DC time), April 18, 2008. We do not consider an application that does not comply with the deadline requirements.**

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program. We will reject your full application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the full application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the full application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the Early Reading First program at: http://www.Grants.gov. You must search for the downloadable application package for this program or competition by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.359, not 84.359A).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are time and date stamped. Your full applications must be fully uploaded and submitted, and must be date and time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the full application deadline date. Except as otherwise noted in this section, we will not consider your full application if it is date and time stamped by the Grants.gov system later than 4:30 p.m., Washington, DC time, on the full application deadline date. When we retrieve your full application from Grants.gov, we will notify you if we are rejecting your full application because it was date and time stamped by the Grants.gov system after 4:30 p.m., Washington, DC time, on the full application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the full application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your full application in a timely manner to the

Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf

- To submit your full application via Grants.gov, you must complete all steps in the Grants.gov registration process (see http://www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf). You also must provide on your full application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully a full application via Grants.gov. In addition, you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information--Non-Construction Programs (ED 524), and all necessary assurances and certifications. Please note that two of these forms--the SF 424 and the Department of Education Supplemental Information for SF 424--have replaced the ED 424 (Application for Federal Education Assistance).

- You must attach any narrative sections of your full applications as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

- Your electronic full applications must comply with any page-limit requirements described in this notice.

- After you electronically submit your full application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your full application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your full application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension
Technical Issues with the Grants.gov System

If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk at 1-800-518-4726. You must obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your full application on the full application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30 p.m., Washington, DC time, the following business day to enable you to transmit your full application electronically or by hand delivery. You also may mail your full application by following the mailing instructions described elsewhere in this notice.

If you submit a full application after 4:30 p.m., Washington, DC time, on the full application deadline date, please contact the person listed elsewhere in this notice under For Further Information Contact and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your full application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your full application by 4:30 p.m., Washington, DC time, on the full application deadline date. The Department will contact you after a determination is made on whether your full application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your full application to Grants.gov before the pre-application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement:

You qualify for an exception to the electronic submission requirement, and may submit your full application in paper format, if you are unable to submit a full application through the Grants.gov system because—

- You do not have access to the Internet; or

- You do not have the capacity to upload large documents to the Grants.gov system; and

- No later than two weeks before the full application deadline date (14 calendar days or, if the fourteenth calendar day before the full application deadline date falls on a Federal

holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your full application.

If you mail your written statement to the Department, it must be postmarked no later than two weeks before the full application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the full application deadline date.

Address and mail or fax your statement to Pilla Parker, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C136, Washington, DC 20202–6132. Telephone: (202) 260-3710. FAX: (202) 260-7764; or Rebecca Marek, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C138, Washington, DC 20202–6132. Telephone: (202) 260-0968. FAX: (202) 260-7764. Your paper full application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

Submission of Paper Applications by Mail

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your full application to the Department. You must mail the original and two copies of your full application, on or before the full application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A/B)
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center, Stop 4260
Attention: (CFDA Number 84.359A/B)
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

(1) A legibly dated U.S. Postal Service postmark.
(2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
(3) A dated shipping label, invoice, or receipt from a commercial carrier.
(5) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your full application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

(1) A private metered postmark.

(3) A mail receipt that is not dated by the U.S. Postal Service.

If your full application is postmarked after the full application deadline date, we will not consider your full application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

Submission of Paper Applications by Hand Delivery

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper full application to the Department by hand. You must deliver the original and two copies of your full application by hand, on or before the full application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: (CFDA Number 84.359A/B)
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications

If you mail or hand deliver your full application to the Department:

(1) You must indicate on the envelope and--if not provided by the Department--in Item 11 of the SF 424 the CFDA number, including the suffix letter, if any, of the competition under which you are submitting your full application; and

(2) The Application Control Center will mail to you notification of receipt of your grant application. If you do not receive this notification within 15 business days from the full application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

FULL APPLICATION COMPETITIVE PRIORITY
NOVICE APPLICANT

Early Reading First Full Applications that meet the following competitive priority will receive five (5) extra points. An Early Reading First program full application that is submitted by a *novice applicant* (or a group of novice applicants) under §75.225 of the Education Department General Administrative Regulations (EDGAR) that is otherwise eligible to apply under this competition qualifies for this competitive priority.

To obtain points under this full application competitive priority an applicant must:

1. **Qualify as a novice applicant as described in EDGAR §75.225 (included below) and**

2. **Check "Yes" in response to the applicable question on the Supplemental Information form accompanying the Application for Federal Assistance Form (SF-424) or on the Application for Federal Assistance Form (SF-424) that the applicant files with its full application.**

   Electronic Submissions: Applicants must check "Yes" in response to Question 2 on the form entitled "Supplemental Information Required for Department of Education" accompanying SF-424 (Application for Federal Assistance), included on ED's electronic Grants.gov Apply site: http://www.Grants.gov

   Paper Format Submissions (for applicants that qualify for an exception to electronic submission): Applicants must check "Yes" in response to Question 6 on Form SF-424 (Application for Federal Assistance), included in this application package.

If "Yes" is not checked in response to the applicable question, the applicant will not be considered for these priority points.

Questions regarding eligibility for this competitive priority may be submitted to: Pilla Parker, e-mail Pilla.Parker@ed.gov, or by phone to 202-260-3710; or to Rebecca Marek, e-mail Rebecca.Marek@ed.gov or by phone to 202-260-0968.

§75.225 What procedures does the Secretary use if the Secretary decides to give special consideration to novice applications?

(a) ..."novice applicant" means--
(1) Any applicant for a grant from ED that--
(i) Has never received a grant or subgrant under the program from which it seeks funding;
(ii) Has never been a member of a group application, submitted in accordance with sections 75.127-75.129, that received a grant under the program from which it seeks funding; and
(iii) Has not had an active discretionary grant from the Federal Government in the five years before the deadline date for applications under the program.
(2) In the case of a group application submitted in accordance with sections 75.127-75.129, a group that includes only parties that meet the requirements of paragraph (a)(1) of this section.
(b) For the purposes of paragraph (a)(1)(iii) of this section, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

This competitive priority is included to broaden and diversify the pool of qualified applicants and provide greater opportunities for inexperienced applicants with high-quality applications to receive funding.

Electronic Application Format

Applications for grants under this competition must be submitted electronically, unless you qualify for an exception to the electronic submission requirement in accordance with the instructions in this application package. **The deadline for submission of Early Reading First Program Applications through Grants.gov is 4:30 p.m. (Washington, DC time), April 18, 2008. We do not consider an application that does not comply with the deadline requirements.**

In accordance with EDGAR §75.216 (b) and (c), an application will not be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program.

Electronic Application Submission Checklist

It is recommended that your electronic application be organized in the following manner and include the following parts in order to expedite the review process. To apply electronically via Grants.gov, you must download, complete and submit the Pure Edge application forms found on Grants.gov.

Instructions for all parts and forms of the application are found either on the following pages of the application package or individually for each form on Grants.gov.

Note: Please do not attach any narratives, supporting files, or application components to any forms unless it is specifically required by the instructions for the individual section of the application Although several forms accept attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application package.

Review your electronic application to ensure you have completed the following forms and sections:

Part 1: Preliminary Documents

- ❑ Application for Federal Assistance (form SF 424)
- ❑ ED Supplemental Information for SF 424

Part 2: Budget Information

- ❑ ED Budget Information Non-Construction Programs (ED Form 524)

Part 3: ED Abstract Form

- ❑ Project Abstract

Part 4: Project Narrative Attachment Form

- ❑ Application Narrative

Part 5: Budget Narrative Attachment Form

- ❑ Budget Narrative

Part 6: Other Attachments Form

- ❑ Individual Resumes for Project Directors & Key Personnel
- ❑ Copy of Indirect Cost Rate Agreement

Part 7: Assurances and Certifications

- ❑ Assurances – Non-Construction Programs (SF 424B Form)
- ❑ Disclosure of Lobbying Activities (Standard Form LLL)
- ❑ Grants.gov Lobbying Form
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427 (ED GEPA427 form)

- ❑ Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)

Part 8: Intergovernmental Review (Executive Order 12372)

- ❑ State Single Point of Contact (SPOC) List

Part 1: Preliminary Documents

Application for Federal Assistance (Form SF 424)

- Electronic Submission (SF-424): Applicants must complete and electronically submit Form SF-424. (**For electronic submissions, you must download the PureEdge forms SF-424 and "Supplemental Information Required for Department of Education" at www.Grants.gov and complete them.)** Please note: for the Pre-Application the "Estimated Funding" information is not required on this form.
- Paper Format Submission (SF-424): Applicants that qualify for an exception to electronic submission and therefore are submitting their pre-application in paper format must complete and submit Form SF-424.

❑ ED Supplemental Information for SF 424

- Applicants that meet the **Pre-Application Competitive Priority – Novice Applicants** receive five (5) points in the pre-application portion of this grant competition. To obtain these points, an applicant submitting an electronic application that qualifies as a novice applicant must check "Yes" in response to Question 2 on the form entitled "Supplemental Information Required for Department of Education Application," accompanying the electronic Application for Federal Assistance Form (SF-424) that it submits with its pre-application.

- An applicant that qualifies for an exception to electronic submission and that therefore is submitting its application in paper format, and that qualifies as a novice applicant, must check "Yes" in response to Question 2 on the Application for Federal Education Assistance Form SF-424 included in this application package that it files with its pre-application.)

These forms require basic identifying information about the applicant and the application. Please provide all requested applicant information (including name, address, e-mail address and DUNS number).

When applying electronically via Grants.gov, you will need to ensure that the DUNS number you enter on your application is the same as the DUNS number your organization used when it registered with the Central Contractor Registry.

Applicants are advised to complete the Application for Federal Assistance (Form SF 424) first. Grants.gov will automatically insert the correct CFDA and program name automatically wherever needed on other forms.

NOTE: Please do not attach any narratives, supporting files, or application components to the Standard Form (SF 424). Although this form accepts attachments, the Department of Education will only review materials/files attached in accordance with the instructions provided within this application.

Instructions for the SF-424

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:
1.	**Type of Submission:** (Required): Select one type of submission in accordance with agency instructions. • Preapplication • Application • Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date.
2.	**Type of Application**: (Required) Select one type of application in accordance with agency instructions. • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify)
3.	**Date Received:** Leave this field blank. This date will be assigned by the Federal agency.
4.	**Applicant Identifier**: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.
5a	**Federal Entity Identifier**: Enter the number assigned to your organization by the Federal Agency, if any.
5b.	**Federal Award Identifier**: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.
6.	**Date Received by State:** Leave this field blank. This date will be assigned by the State, if applicable.
7.	**State Application Identifier:** Leave this field blank. This identifier will be assigned by the State, if applicable.
8.	**Applicant Information**: Enter the following in accordance with agency instructions: **a. Legal Name**: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website. **b. Employer/Taxpayer Number (EIN/TIN):** (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.

Item	Entry:
10.	**Name Of Federal Agency**: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
11.	**Catalog Of Federal Domestic Assistance Number/Title:** Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
12.	**Funding Opportunity Number/Title:** (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
13.	**Competition Identification Number/Title:** Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
14.	**Areas Affected By Project:** List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
15.	**Descriptive Title of Applicant's Project:** (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
16.	**Congressional Districts Of**: (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5thth district, CA-012 for California 12th district, NC-103 for North Carolina's 103rd district. • If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
17.	**Proposed Project Start and End Dates**: (Required) Enter the proposed start date and end date of the project.
18.	**Estimated Funding:** (Required) Enter the amount requested or to be contributed during the first funding/budget period by

	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website. **d. Address**: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US). **e. Organizational Unit:** Enter the name of the primary organizational unit (and department or division, if applicable**)** that will undertake the assistance activity, if applicable. **f. Name and contact information of person to be contacted on matters involving this application**: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.		each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
		19.	**Is Application Subject to Review by State Under Executive Order 12372 Process?** Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State
		20.	**Is the Applicant Delinquent on any Federal Debt?** (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes. If yes, include an explanation on the continuation sheet.
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions. Y. State Government Z. County Government AA. City or Township Government BB. Special District Government CC. Regional Organization DD. U.S. Territory or Possession EE. Independent School District FF. Public/State Controlled Institution of Higher Education GG. Indian/Native American Tribal Government (Federally Recognized) HH. Indian/Native American Tribal Government (Other than Federally Recognized) II. Indian/Native American Tribally Designated Organization JJ. Public/Indian Housing Authority KK. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) LL. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) MM. Private Institution of Higher Education NN. Individual OO. For-Profit Organization (Other than Small Business) PP. Small Business QQ. Hispanic-serving Institution RR. Historically Black Colleges and Universities (HBCUs) SS. Tribally Controlled Colleges and Universities (TCCUs) TT. Alaska Native and Native Hawaiian Serving Institutions UU. Non-domestic (non-US) Entity VV. Other (specify)		21.	**Authorized Representative**: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

Instructions for the ED Supplemental Information for SF 424

1. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. Novice Applicant. Check **"Yes"** or "**No**" only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check "**Yes"** if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled "Definitions for Department of Education Supplemental Information for SF 424." By checking "Yes" the applicant certifies that it meets these novice applicant requirements. Check "**No**" if you do not meet the requirements for novice applicants**.**

3. Human Subjects Research. (See I. A. "Definitions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

If Not Human Subjects Research. Check "**No**" if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check "**Yes**" if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check "**Yes**" even if the research is exempt from the regulations for the protection of human subjects. (See I. B. "Exemptions" in attached page entitled "Definitions for Department of Education Supplemental Information For SF 424.")

If Human Subjects Research is Exempt from the Human Subjects Regulations. Check "**Yes**" if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. "Exemptions." In addition, follow the instructions in II. A. "Exempt Research Narrative" in the attached page entitled "Definitions for Department of Education Supplemental Information For SF 424."

If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check "**No**" if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. "Nonexempt Research Narrative" in the page entitled "Definitions for Department of Education Supplemental Information For SF 424

Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter "None." In this case, the applicant, by signature on the SF-424, is declaring that it will comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

Paperwork Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0017. The time required to complete this information collection is estimated to average between 15 and 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, Potomac Center Plaza, 550 12th Street, S.W. Room 7076, Washington, DC 20202-4260.

Definitions for ED Supplemental Information for SF 424

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as "a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge." *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities, which meet this definition, constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as "a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information." *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of ***exemptions*** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and

(b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation. *If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.* [Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to
allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) **Human Subjects Involvement and Characteristics**: Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) **Sources of Materials**: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) **Recruitment and Informed Consent**: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting

consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) **Potential Risks**: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) **Protection Against Risk**: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) **Importance of the Knowledge to be Gained**: Discuss the importance of the knowledge gained or to be gained as a result of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, DC 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: http://www.ed.gov/about/offices/list/ocfo/humansub.html

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

Part 2: Budget Information

❑ ED Budget Information Non-Construction Programs (ED Form 524)

This part of your application contains information about the Federal funding you are requesting. Remember that you must provide all requested budget information for each year of the project (up to 36 months) and the total column in order to be considered for Federal funding. Specific instructions for completing the budget forms are provided within this application package.

Instructions for completing ED Form 524 Section A:

Name of Institution/Organization: Enter the name of the applicant in the space provided.

Personnel (line 1): Enter project personnel salaries and wages only. Include fees and expenses for consultants on line 6.

Fringe Benefits (line 2): The institution's normal fringe benefits contribution may be charged to the program. Leave this line blank if fringe benefits applicable to direct salaries and wages are treated as part of the indirect cost.

Travel (line 3): Indicate the travel costs of employees and participants only. Include travel of persons such as consultants on line 6. Applicants must set aside adequate funds within their proposed budget to send a project director and at least two individuals from each school included in the application to a two-day technical assistance meeting in Washington, DC, in each year of the project period.

Equipment (line 4): Indicate the cost of tangible, non-expendable personal property that has a usefulness greater than one year and acquisition costs that are the lesser of the capitalization level established by the applicant entity for financial statement purposes or $5,000 per article. Lower limits may be established to maintain consistency with the applicant's policy.

Supplies (line 5): Show all tangible, expendable personal property. Direct supplies and materials differ from equipment in that they are consumable, expendable, and of a relatively low unit cost. *Supplies purchased with grant funds should directly benefit the grant project and be necessary for achieving the goals of the project.*

Contractual (line 6): The contractual category should include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.

Construction (line 7): Not applicable.

Other (line 8): Indicate all direct costs not covered on lines 1-6. For example, include costs such as space rental, required fees, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs. *Do not include costs that are included in the indirect cost rate.*

Total Direct Costs (line 9): The sum of lines 1-8.

Indirect Costs (line 10): Indicate the applicant's approved indirect cost rate, per sections 75.560 – 75.564 of EDGAR. If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to the Department for a temporary indirect cost rate if it wishes to charge indirect costs to the grant. For more information, go to the Department's website at: http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html.

Training Stipends (line 11): This line item is not applicable to this program. The training stipend line item only pertains to costs associated with long term training programs and college or university coursework, not workshops or short-term training supported by this program. *Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1)*.

Total Cost (line 12): This should equal to sum of lines 9-11 (total direct costs + indirect + stipends). The sum for column one, labeled *Project Year 1* (a), should also be equal to item 15a on the application cover sheet (SF Form 424).

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:
If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary
Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave

Section C - Budget Narrative [Attach separate sheet(s)]

Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.

3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

   When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at: http://www.ed.gov/fund/grant/apply/appforms/appforms.html.
   You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

4. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0004**. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

Part 3: ED Abstract Form

This section should be attached as a single document to the ED Abstract Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.

You must attach any narrative sections of your application as files in a ***.DOC*** *(document),* ***.RTF*** *(rich text), or* ***.PDF*** *(Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

❑ **Project Abstract**

- Applicants must submit a one-page, double-spaced Abstract, briefly describing their proposed project. Do not number this page. Place the name of the applicant at the top of the page.

- Applicants may also include a title page and table of contents in Part I of their pre-application.

Part 4: Project Narrative Attachment Form
*This section should be attached as a **single** document to the Project Narrative Attachment Form in accordance with the instructions found on Grants.gov and should be organized in the following manner and include the following parts in order to expedite the review process.*

You must attach any narrative sections of your application as files in a **.DOC** (document), **.RTF** (rich text), or **.PDF** (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

❑ **The Table of Contents:** The Table of Contents shows where and how the important sections of your proposal are organized and should not exceed one double spaced page.

❑ **Application Narrative**
The application narrative responds to the selection criteria found in this application package and should follow the order of the selection criteria.

- Peer reviewers will evaluate each pre-application on how well it responds to the pre-application selection criteria listed below. The maximum number of points that a pre-application may receive on the pre-application selection criteria is a combined total of 100.

- The 35-page Full Application Narrative should respond to the pre-application selection criteria and factors in the order in which they are listed.

- Place the name of the applicant and the page number at the top of each page of the Pre-Application Narrative. Number each page consecutively with the first page of the narrative listed as page 1.

- We encourage applicants to this section of the application to the equivalent of no more than 12 pages and adhere to the following guidelines:
    - A page is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides. The name of the applicant and the page number should be placed in the header of the document. Headers may be placed in the margins.

    - Double space (no more than three lines per vertical inch) all text in the pre-application narrative, including titles, headings, quotations, references and captions included in the body of the narrative.

    - Text in endnotes, charts, tables, figures and graphs may be single-spaced.

    - Use the Modern Language Association (MLA) standard to format endnotes

    - Use one of the following commonly used 12-point fonts for all text, including text in endnotes, charts, tables, figures, and graphs: Times New Roman, Times, Courier, or CG Times.

    - The page limits do not apply to any title page or table of contents, or the forms in the full application.

FULL APPLICATION SELECTION CRITERIA

Each of the selection criteria listed below is critical to the design and implementation of high-quality Early Reading First projects. ED, through a peer review panel of experts, will evaluate each full application based on the full application selection criteria (worth up to 100 points), and will determine whether each full application qualifies for an additional five points under the full application competitive preference priority included in the *Federal Register* application notice.

ED will select applicants for funding based on the quality of the full applications, including their rank order based on the full application selection criteria and competitive preference priority. In making funding decisions, ED will use the procedures in section 75.217 of EDGAR, 34 CFR 75.217. ED anticipates making final awards in August 2008, but in any event by September 30, 2008.

Selection Criteria for Program Narrative

The maximum score for all selection criteria is 100 points. The points or weights assigned to each criterion are indicated in parentheses. Non-Federal peer reviewers will review each application. They will be asked to evaluate and score each program narrative against the following selection criteria:

	Maximum Points
1. Quality of the Project Design	**(60 total points)**
2. Quality of Project Personnel	**(10 total points)**
3. Adequacy of Resources	**(5 total points)**
4. Quality of Management Plan	**(15 total points)**
5. Quality of the Project Evaluation	**(10 total points)**

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6. Competitive Preference - Novice Applicant(s)	**(5 total points)**

Reminder to Applicants: The applicant should prepare the Full Application Narrative to respond to the Full Application Selection Criteria and factors in the order in which they are listed. Applicants should not assume that reviewers have read their pre-applications and should ensure that their full applications include all information needed by the reviewers to evaluate their proposals. The first selection criterion in the full application is identical to the second selection criterion in the pre-application; applicants are encouraged in the full application to refine and expand upon the response they provided to that pre-application selection criterion. To avoid redundancy within the full application, information that the applicant provides in one section of the full application may be cross-referenced in another section. However, applicants should not cross-reference in the full application material from their pre-application because the full application is a "stand-alone" document. Reviewers will base their evaluation of the full application on the Full Application Narrative, the Budget and the Budget Narrative and other limited materials listed in the Full Application Final Checklist.

ADDRESS EACH OF THE FOLLOWING FULL APPLICATION SELECTION CRITERIA

The Secretary will use the following selection criteria in Section 75.210 of EDGAR (34 CFR 75.210) to evaluate full applications under this competition. The maximum score for all of these selection criteria is 100 points. The maximum score for each criterion is indicated in the parenthesis with the criterion. Use no more than a total of 35 double-spaced pages to address all of the following full application selection criteria. The criteria follow in the boxes below. Below each selection criterion, the factors that make up that criterion are delineated.

QUALITY OF THE PROJECT DESIGN. (0 to 60 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

Selection Criterion 1, Factor 1: **The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))**

Selection Criterion 1, Factor 2: **The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements. (34 CFR 75.210(c)(2)(xiv))**

Selection Criterion 1, Factor 3: **The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))**

NOTE: *Selection Criterion 1, Factor 1:* The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice. (34 CFR 75.210(c)(2)(xiii))

Applicants may address *Selection Criterion 1, Factor 1* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Include in the appendices, full endnote citations supporting the research basis for the Quality of Project Design (Selection Criterion 1) narrative. Do not include a general reference bibliography.
- Explain the extent to which the body of research on which the project is based meets the definition of "scientifically based reading research" in Section 1208 of the ESEA, included in Section C of this application package.

NOTE: *Selection Criterion 1, Factor 2:* The Early Reading First statute lists 5 purposes for the Early Reading First program that can be found included in Section C of this application package. For the applicant's convenience, they are listed below.

Purpose 1: To integrate such scientific reading research-based instructional materials and literacy activities *(from Purpose 2)* with existing programs of preschools, child care agencies and programs, Head Start centers, and family literacy services.

Applicants may address *Selection Criterion 1, Factor 2, Purpose 1* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Specify the existing preschool program(s) that the project proposes to support and improve with Early Reading First funds. The Secretary recommends that the applicant generally include no more than a total of 5 centers in order to ensure that funds are sufficiently concentrated to achieve the program goals.

- Explain how each existing center selected for the proposed project has the capacity and potential to become an Early Reading First preschool center of educational excellence. The Secretary believes that such centers are likely to be preschool programs that currently:
    - Have existing, appropriately equipped, preschool classrooms in which the Early Reading First program will be implemented.
    - Have high rates of daily attendance for enrolled children.
    - Are staffed by teachers with the qualifications (such as a bachelor's degree) necessary to implement a language and literacy focused project.
    - Demonstrate a history of low staff turnover.
    - Effectively attend to the developmental domains traditionally supported by preschool programs, including social, emotional, and physical; and are ready to implement an added component focused on developing young children's oral language, cognition, early reading skills.

The Secretary recommends that the applicant demonstrate the program's current capacity when describing the context of the existing program. Capacity could be demonstrated through accreditation, results on assessments of global program quality (e.g., an assessment that looks at all facets of early childhood programs, such as safety and adequacy of the physical space of

the environment, health and sanitary practices related to the children and staff, etc.), and/or the outcomes of children who have attended each program.

- Include in the appendices the name(s) and address(es) of the preschool program(s) that the proposed project would support. Provide a brief description of each of the following for each of the preschool programs:

    1. the ages and number of the children being served;
    2. demographic and socioeconomic information on those children;
    3. information on the type(s) of special needs that any of the children may have;
    4. the average hours the children attend the program (hours/day, days/week, and months/year);
    5. primary funding source(s); the basic instructional program; and
    6. the number of staff and their qualifications.

Although applicants are not required to do so, this information may be provided in chart format.

Purpose 2: To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of –

a. Recognition, leading to automatic recognition, of letters of the alphabet;
b. Knowledge of letter sounds, the blending of sounds, and the use of increasingly complex vocabulary.
c. An understanding that written language is composed of phonemes and letters each representing one or more speech sounds that in combination make up syllables, words, and sentences;
d. Spoken language, including vocabulary and oral comprehension abilities; and
e. Knowledge of the purposes and conventions of print.

Applicants may address *Selection Criterion 1, Factor 2, Purpose 2* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the proposed project's goals for improving young children's oral language, phonological awareness, print awareness and alphabet knowledge.
- Outline the curriculum's defined scope and sequence and describe how it is structured, systematic, and aligned to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Describe how the curriculum, combined with project procedures and other supports, will ensure that each day teachers know what they are supposed to do in order to support the development of children's oral language, phonological awareness, print awareness, and alphabet knowledge, and the extent to which the curriculum and other project supports will provide teachers with the materials to do it.
- Describe how instruction in new knowledge and skills is explicit and intentional and starts as teacher directed and moves to more independent activity within the context of whole group instruction and practice, small group instruction and practice, and independent practice.
- Outline the content (subject matter) that will be provided as the context for improving children's oral language and background knowledge.
- Detail the amount of time the proposed program will spend developing each child's language, cognition, and early reading skills.

Purpose 3: To provide preschool-age children with cognitive learning opportunities in high-quality language and literature rich environments, so that children can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.

Applicants may address *Selection Criterion 1, Factor 2, Purpose 3* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the proposed project's goals for improving the language and print richness of the environment.
- Describe the strategies and materials that the project proposes to enhance the literature and print richness of the environment.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's oral language.
- Describe the strategies and materials that the project proposes to implement so that the physical environment will provide support for the development of children's background knowledge.

Purpose 4: To support local efforts to enhance the early language, literacy and prereading development of preschool-age children, particularly those from low-income families, through strategies and professional development that are based on scientifically based reading research.

Applicants may address *Selection Criterion 1, Factor 2, Purpose 4* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Outline the goals for the project's proposed professional development program.
- Describe the content and scope and sequence of the professional development to be provided.
- Explain the strategies and materials that will be implemented in the professional development that will ensure that it will be classroom focused and will enhance the implementation of the curricula, materials and instructional strategies outlined in the applicant's response to Purpose 2.
- Delineate the number of hours, the frequency, and the method of delivery of the professional development for each teacher and the extent to which the professional development will be high quality, sustained and intensive.
- If teacher mentoring is provided as part of the professional development plan, specify the qualifications of the teacher mentor and explain the link between the teacher mentoring and the professional development delivered in a classroom or workshop setting.

Although it is not necessary for applicants to repeat demographic information provided in the response to the *Purpose 1* regarding the income level of children whose early language, literacy and prereading development will be enhanced through the professional development provided to the teachers, applicants may wish to cross-reference this material.

Purpose 5: To use screening reading assessments to effectively identify preschool-aged children who may be at risk for reading failure.

Applicants may address *Selection Criterion 1, Factor 2*, *Purpose 5* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Specify screening instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Specify progress-monitoring instruments for young children's oral language, phonological awareness, print awareness, and alphabet knowledge.
- Provide validity and reliability data for specified measures, when it exists.
- Describe strategies, systems and professional development activities that will ensure teachers gather high-quality data and will assist teachers with using information gained from screening reading and progress monitoring assessments to improve instruction for individual children.

Although it is not necessary for applicants to repeat information provided in the response to the *Purpose 4* regarding the content of professional development in response to *Purpose 5,* applicants may wish to cross-reference this material.

NOTE: *Selection Criterion 1, Factor 3:* The extent to which the proposed project will be coordinated with similar or related efforts, and with other appropriate community, State, and Federal resources. (34 CFR 75.210(c)(2)(xvi))

Applicants may address *Selection Criterion 1, Factor 3* in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Demonstrate how the proposed project will coordinate with the LEA in which it is located to prepare students with the foundational language, cognitive, and early reading skills to ensure a successful transition into the LEA's Reading First program, if it has one, or the LEA's elementary reading program based on scientific research.

QUALITY OF PROJECT PERSONNEL (0-10 points)

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (34 CFR 75.210(e)(1), (2)) In addition, the Secretary considers the following factors:

Selection Criterion 2, Factor 1: The qualifications, including relevant training and experience, of the project director or principal investigator. (34 CFR 75.210(e)(3)(i))

Selection Criterion 2, Factor 2: The qualifications, including relevant training and experience, of key project personnel. (34 CFR 75.210(e)(3)(ii))

Selection Criterion 2, Factor 3: The qualifications, including relevant training and experience, of project consultants or subcontractors. (34 CFR 75.210(e)(3)(iii))

NOTE*:* *Selection Criterion 2, Factor1*: Applicants may address *Selection Criterion 2* and the above factors in any way they choose. However, the Secretary believes that high-quality applications likely will –

- Demonstrate the leadership experience of the proposed project director or principal investigator, including his/her past success with implementing large projects, bringing together different entities to work together toward a common goal, and building capacity for sustained improvement within an organization.
- Demonstrate the ability of the project director or principal investigator to serve as the instructional leader for a project grounded in scientifically based reading research and early literacy practices.

Selection Criterion 2, Factor 2

- Discuss the training, qualifications, and experience of other key personnel, including those who play vital roles in the quality of implementation of the proposed project. This could include such staff as teachers, mentors and other providers of professional development, evaluators, and members of the management team.
- Discuss the extent to which Early Reading First funds will be used to ensure that newly hired instructional personnel will have the qualifications (such as a bachelor's degree) necessary to support the development of young children's oral language, cognitive, and early reading skills.

Selection Criterion 2, Factor 3

- Discuss the training, qualifications, and experience of all entities with whom the proposed project will contract, especially those providing the professional development and evaluation services, if applicable.

Applicants may include a total of five position descriptions (and resumes/curriculum vitae if available) in the appendices in support of their response to *Selection Criterion 2, Factors 1, 2, and 3*. Each resume/curriculum vitae may be no more than three one-sided pages. Applicants may consider anyone who has oversight or project-wide responsibilities a key person, including when applicable, the project director or principal investigator, the project manager or coordinator, the provider(s) of the professional development (including mentors), and the evaluator**.** Your project may have more key personnel then these five positions; additional key personnel for the project will need prior approval before hiring.

ADEQUACY OF RESOURCES (0-5 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

Selection Criterion 3, Factor 1: The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project. (34 CFR 75.210(f)(2)(ii))

Selection Criterion 3, Factor 2: The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (34 CFR 75.210(f)(2)(iv))

NOTE: *Selection Criterion 3:* Applicants may address *Selection Criterion 3* and the above factors in any way they choose. However, the Secretary believes that high-quality applications likely will –

Selection Criterion 3, Factor 1

- Demonstrate the support of the application by those stakeholders who would implement it, particularly teachers, paraprofessionals, and center directors. The Secretary considers "partners" in the context of this factor to mean those stakeholders. If the successful implementation of the application requires the involvement or commitment of individuals or entities (for example, attending a certain number of hours of professional development, implementing new curriculum, or providing a certain number of release hours, etc.), then demonstrate their understanding of the proposed project and the willingness of the individuals and entities involved to carry it out. Although not required, 5 one-sided, double-spaced pages of documentation providing evidence that the individuals and entities whose cooperation is crucial to the successful implementation of the proposed project understand it and are willing to support it may be included in the appendices.

Selection Criterion 3, Factor 2

- Explain the adequacy of the proposed costs in relation to the proposed activities, the number of persons to be served, and the anticipated results and benefits.
- Explain the adequacy of the proposed costs in relation to the significance of improvements of the proposed project over the existing project.
- Explain the adequacy of the proposed costs in relation to the increases in student achievement that would likely be attained by young children who are served by the proposed project.

QUALITY OF THE MANAGEMENT PLAN (0-15 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

***Selection Criterion 4, Factor 1*:** The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (34 CFR 75.210(g)(2)(i))

***Selection Criterion 4, Factor 2*:** The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project. (34 CFR 75.210(g)(2)(ii))

***Selection Criterion 4, Factor 3*:** The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project. (34 CFR 75.210(g)(2)(iv))

NOTE: *Selection Criterion 4:* Applicants may address *Selection Criterion 4* and the above factors in any way they choose. However, the Secretary believes that high-quality applications likely will –

Selection Criteria 4, Factor 1

- Provide a management plan for achieving the proposed project's goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*.
- Include benchmarks for each goal, project activities that support each benchmark, and a timeline that indicates when each of the activities will begin and target dates for completion. We expect that high quality applications will begin full implementation by January 1, 2009, including at a minimum, having the following components in place: all staff hired, professional development started, baseline assessments administered, classrooms transformed to print rich environments, and training completed on the approved curriculum.
- Specify objective indicators of achievement for each benchmark.
- Demonstrate that measurable progress towards achieving benchmarks and goals will occur within the first year of the proposed project's operation.
- Assign responsibility for each activity.

Selection Criteria 4, Factor 2

- Outline process and procedures for gathering and analyzing progress data to ensure that the proposed project is meeting the goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*.
- Describe the process and procedures that will be used to develop and institute strategies that will result in project improvement based on progress data that are efficient, feasible, and are likely to result in continuous improvement.

Selection Criteria 4, Factor 3

- Specify the number of hours per week each key person will dedicate to project activities. In high quality projects, it is likely that the person who has oversight responsibilities for the project will devote at least 80 percent of that person's time to managing and implementing the Early Reading First project. Applicants may consider anyone who has oversight or project-wide responsibilities a key person, including when applicable, the project director or principal investigator, the project manager or coordinator, the provider(s) of the professional development (including mentors), and the evaluator.

QUALITY OF THE PROJECT EVALUATION (0-10 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

***Selection Criterion 5, Factor 1*:** The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210(h)(2)(i))

***Selection Criterion 5, Factor 2*:** The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce

quantitative and qualitative data to the extent possible. (34 CFR 75.210(h)(2)(iv))

NOTE: *Selection Criterion 5*: Applicants may address *Selection Criterion 5* and the above factors in any way they choose. However, the Secretary believes that high-quality applications likely will –

Selection Criteria 5, Factor 1

- Specify the methods and instruments the proposed project will use to evaluate the achievement of each of the proposed project goals, including those proposed in *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*.
- When feasible and appropriate, use child outcome data collected from screening reading assessments administered to all children.
- Describe the relationship between the progress monitoring instruments and the child outcome instruments proposed for use in the evaluation.
- Provide validity and reliability data for specified evaluation measures.

Selection Criteria 5, Factor 2

- Explain how the measures selected, including those proposed for *Selection Criterion 1, Factor 1, Purposes 2, 3 and 4*, provide both qualitative and quantitative data.
- Use measures other than or in addition to teacher self-report surveys and attendance records to evaluate the professional development.

Note: Under the Government Performance and Results Act (GPRA), the Secretary has established five (5) measures for evaluating the overall effectiveness of the Early Reading First program: (1) the cost per preschool-aged child participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive; (2) the percentage of preschool-aged children participating in Early Reading First programs who achieves significant gain on oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive; (3) the percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive; (4) the average number of letters that preschool-aged children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment; (5) the percentage of preschool-aged children participating in; and (5) the Early Reading First teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit after each year of implementation.

The Secretary encourages applicants to include a strong evaluation plan in the application narrative, and to use it as appropriate, to shape the development of the project from the beginning of the grant period. Such a plan would include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, such a plan would identify the individual and/or organization that have agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan also would describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be

developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

TOTAL PAGE LIMIT FOR THE FULL APPLICATION NARRATIVE:
35 DOUBLE-SPACED PAGES

Part 5: Budget Narrative
This section should be attached as a single document to the Budget Narrative Attachment Form in accordance with the instructions found on Grants.gov. It should be organized in the following manner and include the following parts in order to expedite the review process.

You must attach any narrative sections of your application as files in a ***.DOC*** *(document),* ***.RTF*** *(rich text), or* ***.PDF*** *(Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

Each application must also provide a Budget Narrative (which serves to meet the requirements of ED Form 524, Section C) for requested Federal funds. The Budget Narrative for requested Federal funds should provide a justification of how the money requested for each budget item will be spent.

This section requires an **itemized budget breakdown** for each project year and the **basis for estimating the costs** of personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs and any other projected expenditures. Be sure to complete an itemized budget breakdown and narrative for each year of the proposed project (up to 36 months).

The Budget Narrative provides an opportunity for the applicant to identify the nature and amount of the proposed expenditures. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

Important Notes
- Applicants are encouraged to review OMB Circular A-21, *Cost Principles for Educational Institutions* [OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments* or OMB Circular A-122, *Cost Principles for Nonprofit Organizations*] in preparing their budget and budget narrative.
- OMB Circular A-21 may be found at the following link:
  http://www.whitehouse.gov/omb/circulars/a021/a21_2004.html
- OMB Circular A-87 may be found at the following link:
  http://www.whitehouse.gov/omb/circulars/a087/a87_2004.html
- OMB Circular A-122 may be found at the following link:
  http://www.whitehouse.gov/omb/circulars/a122/a122_2004.html

Suggested Guidelines for the Budget Narrative
In accordance with 34 CFR 75.232, Department of Education staff perform a cost analysis of the each recommended project to ensure that costs relate to the activities and objectives of the project, are reasonable, allowable and allocable. We may delete or reduce costs from the budget during this review.

Each full application must provide a Budget Narrative (which serves to meet the requirements of Form 524, Section C) for requested Federal funds. You must limit your Budget Narrative to the

equivalent of no more than five **(5) double-spaced pages,** using one of the following commonly used 12-point fonts: Times New Roman, Times, Courier, or CG Times.

To facilitate the review of your Budget Narrative, we encourage each applicant to include the following information for each year of the project:

1. Personnel

- Provide the title and duties of each position to be compensated under this project.
- Provide the salary for each position under this project.
- Provide the amounts of time, such as hours or percentage of time to be expended by each position under this project.
- Explain the importance of each position to the success of the project.
- Provide the basis for cost estimates or computations.

2. Fringe Benefits

- Give the fringe benefit percentages of all personnel included under Personnel.
- Provide the rate and base on which fringe benefits are calculated.

3. Travel

- Explain the purpose of the travel, how it relates to project success, how it aligns with the project goals and objectives and which program participants or staff will participate.
- Submit an estimate for the number of trips, points of origin and destination, and purpose of travel.
- Submit an itemized estimate of transportation and/or subsistence costs for each trip.
- Provide the basis for cost estimates or computations.

4. Equipment

- Indicate the estimated unit cost for each item to be purchased.
- Identify each type of equipment.
- Provide adequate justification of the need for items of equipment to be purchased.
- Explain the purpose of the equipment, and how it relates to project success.
- Provide the basis for cost estimates or computations.

5. Supplies

- Provide an itemized estimate of materials and supplies by nature of expense or general category (e.g., instructional materials, office supplies, etc.).
- Explain the purpose of the supplies and how they relate to project success.
- Provide the basis for cost estimates or computations.

6. Contractual

- Provide the purpose and relation to project success.
- Describe the products to be acquired, and/or the professional services to be provided.
- Provide a brief justification for the use of the contractors selected.
- Identify the name(s) of the contracting party, including consultants, if available.
- Provide the cost per contractor.
- Provide the amount of time that the project will be working with the contractor(s).
- For professional services contracts, provide the amounts of time to be devoted to the project,

including the costs to be charged to this proposed grant award.

- Provide a brief statement that you have followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Provide the basis for cost estimates or computations.

7. Construction

- Not applicable.

8. Other

- List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
- Provide the cost per item (printing = $500, postage = $750).
- Provide the purpose for the expenditures and relation to project success.
- Provide the basis for cost estimates or computations.

9. Total Direct Costs

- The amount that is the sum of expenditures, per budget category, of lines 1-8.

10. Indirect Costs

- Identify indirect cost rate (if the applicant will charge indirect costs to the grant)
- *Note*: Provide a copy of the most recent approved indirect cost agreement in the Other Attachments form section of the application.
- If an applicant does not have an approved indirect cost rate agreement with a cognizant Federal agency, the applicant must apply to ED for a temporary indirect cost rate if it wishes to charge indirect costs to the grant.

11. Training Stipends

- Not applicable.

12. Total Costs

- Sum total of direct costs, indirect costs, and stipends.
- Please provide total costs for each year of the project as well as grand total cost for the entire project period (up to 36 months)

Important Information Regarding Indirect Cost Rates

The Department of Education (ED) reimburses grantees for its portion of indirect costs that a grantee incurs in projects funded by the Early Reading First program, CFDA #85.359A/B. Any grantee charging indirect costs to a grant from this program must use the indirect cost rate (ICR), negotiated with its *cognizant agency,* i.e., either the Federal agency from which it has received the most direct funding, subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget or the State agency that provides the most subgrant funds to the grantee.

> **Note:** Applicants should pay special attention to specific questions on the application budget form (ED 524) about their cognizant agency and the ICR they are using in their budget.

If an applicant selected for funding under this program has not already established a current ICR with its cognizant agency as a result of current or previous funding, ED will require it to do so within 90 days after the date the grant was issued by ED. Applicants should be aware that ED is very often ***not*** the cognizant agency for its own grantees. Rather, ED accepts, for the purpose of funding its awards, the current ICR established by the appropriate cognizant agency.

An applicant that has not previously established an indirect cost rate with the Federal government or a State agency under a Federal program and that is selected for funding will not be allowed to charge its grant for indirect costs until it has negotiated a current indirect cost rate agreement with its cognizant agency.

Applicants are encouraged to use their accountant (or CPA) to calculate an indirect cost rate using information in the IRS Form 990, audited financial statements, actual cost data or a *cost policy statement* that such applicants are urged to prepare (but NOT submit to ED) during the application process.

Applicants should use this proposed rate in their application materials and indicate which of the above methods was used to calculate the rate. Guidance for creating a cost policy statement can be obtained by sending an e-mail to *Katrina.Mcdonald@Ed.Gov*.

Applicants with questions about using indirect cost rates under this program should contact the program contact person shown elsewhere in this application package or in the *Federal Register* application notice set forth in this application package.

Part 6: Other Attachments Form
Attach one or more documents to the Other Attachments Form in accordance with the instructions found on Grants.gov. You may provide all of the required information in a single document, or in multiple documents.

You must attach any narrative sections of your application as files in a ***.DOC*** *(document),* ***.RTF*** *(rich text), or* ***.PDF*** *(Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.*

- ❑ **List of Existing Preschool Programs Proposed:** Provide the list of names and addresses of existing preschool program(s) that the proposed Early Reading First project would support (generally limited to approximately five (5) centers).

  - ❖ Provide a brief description of each of the following for each of the preschool programs: the ages and number of the children being served; demographic and socioeconomic information on those children; information on the type(s) of special needs that any of the children may have; the average hours the children attend the program (hours/day, days/week, and months/year); primary funding source(s); the basic instructional program; and the number of staff and their qualifications.

Although applicants are no t required to do so, this information may be provided in chart format.

- ❑ **English Language Acquisition Plan:** (Optional) Applicants that respond to the invitational priority for programs that serve children with limited English proficiency (LEP) may include in the appendices a 2-page English language acquisition plan. A response to the invitational priority for English language acquisition should be limited to five (5) single-sided, double-spaced pages.

- ❑ **Endnote Citations:** Include endnote citations for research cited specifically in the Pre-Application Narrative. Use the Modern Language Association (MLA) standard to format endnotes.

- ❑ **Individual Resumes for Project Directors and Key Personnel**: Provide brief resumes or job descriptions that describe their qualifications for the responsibilities they will carry out under the project. Include no more than five (5) people (including key contract personnel and consultants) and no more than three (3) one-sided pages for each resume/curriculum vita submitted.

- ❑ **Copy of Indirect Cost Rate Agreement**: If an applicant decides to charge indirect costs to this program and there is an indirect cost rate in place**,** the applicant shall provide a copy of the most recent **approved** Indirect Cost Agreement in the Other Attachments form section of the application.

If an applicant decides to charge indirect costs to this program and there is a **no** indirect cost rate in place, the applicant must follow the instructions found in the Important Information Regarding Indirect Cost Rates section found in this application package.

Part 7: Assurances and Certifications

Be certain to complete all required assurances and certifications in Grants.gov, and include all required information in the appropriate place on each form. The assurances and certifications required for this application are:

- ❑ Assurances – Non-Construction Programs (SF 424B Form)
- ❑ Disclosure of Lobbying Activities (SF LLL Form)
- ❑ Grants.gov Lobbying Form
- ❑ General Education Provisions Act (GEPA) Requirements – Section 427
- ❑ Survey on Ensuring Equal Opportunity for Applicants (form 1890-0014)

Instructions for Completion of SF-LLL, Disclosure of Lobbying Form

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Instructions for Meeting the General Education Provisions Act (GEPA) Section 427 Requirements

All applicants **must** include information in their applications to address this provision in order to receive funding under this program.

Section 427 **requires** each applicant to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs.

This section allows applicants discretion in developing the required description. The statute highlights six barriers that can impede equitable access or participation that you may address: *gender, race, national origin, color, disability,* or *age.*

A general statement of an applicant's nondiscriminatory hiring policy is **not** sufficient to meet this requirement. Applicants must identify potential barriers and explain steps they will take to overcome these barriers.

Applicants are required to address this provision by attaching a statement (not to exceed three pages) to the *ED GEPA427 form* that is included in the electronic application package in Grants.gov.

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.

2. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.

3. Annual budget means the amount of money your organization spends each year on all of its activities.

4. Self-identify.

5. An organization is considered a community-based organization if its headquarters/service location shares the same zip code as the clients you serve.

6. An "intermediary" is an organization that enables a group of small organizations to receive and manage government funds by administering the grant on their behalf.

7. Self-explanatory.

8. Self-explanatory.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0014. The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 2202-4651.

If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Joyce I. Mays, Application Control Center, U.S. Department of Education, 7th and D Streets, SW, ROB-3, Room 3671, Washington, D.C. 20202-4725

OMB No. 1890-0014 Exp. (Approved)

Part 8: Intergovernmental Review (Executive Order 12372)
It is estimated that in 2008 the Federal Government will outlay $449 billion in grants to State and local governments. Executive Order 12372, "Intergovernmental Review of Federal Programs," was issued with the desire to foster the intergovernmental partnership and strengthen federalism by relying on State and local processes for the coordination and review of proposed Federal financial assistance and direct Federal development. The Order allows each State to designate an entity to perform this function.

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

Applicants must contact the appropriate State single point of contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the single point of contact for each of those States and follow the procedures established in each State under the Executive order.

In keeping with the Executive Order, the Office of Management and Budget has established and maintains a list of the States participating in the program. The list below provides the names, addresses, telephone and fax numbers of designated State single points of contact and can be electronically accessed at: http://www.whitehouse.gov/omb/grants/spoc.html

Any State process recommendation and other comments submitted by a State single point of contact and any comments from State, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address:

The Secretary
EO 12372
U.S. Department of Education
Room 7E200
400 Maryland Avenue SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR § 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the closing date indicated in this notice.

Important note: The above address is not the same address as the one to which the applicant submits its completed applications. ***Do not send applications to the above address.***

States that are not listed on the following pages have chosen not to participate in the intergovernmental review process, and therefore do not have a SPOC. If you are located within a State that does not have a SPOC, you may send application materials directly to the Department as described in the Federal Register notice announcing the grant competition.

ARKANSAS Tracy L. Copeland Manager, State Clearinghouse Office of Intergovernmental Services Department of Finance and Administration 1515 W. 7th St., Room 412 Little Rock, Arkansas 72203 Telephone: (501) 682-1074 Fax: (501) 682-5206 tracy.copeland@dfa.state.ar.us	**CALIFORNIA** Grants Coordination State Clearinghouse Office of Planning and Research P.O. Box 3044, Room 222 Sacramento, California 95812-3044 Telephone: (916) 445-0613 Fax: (916) 323-3018 state.clearinghouse@opr.ca.gov
DELAWARE Jennifer L. Carlson Associate Fiscal and Policy Analyst Office of Management and Budget Budget Development, Planning & Administration Haslet Armory, Third Floor 122 William Penn Street Dover, Delaware 19901 Telephone: (302) 739-4206 Fax: (302) 739-5661 jennifer.carlson@state.de.us	**DISTRICT OF COLUMBIA** Donna Bexley DC Government Office of Partnerships and Grants Development 441 4th Street, NW Washington, DC 20001 Telephone: (202) 727-6437 Fax: (202) 727-1652 Donna.bexley@dc.gov
FLORIDA Lauren P. Milligan Florida State Clearinghouse Florida Dept. of Environmental Protection 3900 Commonwealth Blvd. Mail Station 47 Tallahassee, Florida 32399-3000 Telephone: (850) 245-2161 Fax: (850) 245-2190 Lauren.Milligan@dep.state.fl.us	**GEORGIA** Barbara Jackson Georgia State Clearinghouse 270 Washington Street, SW, 8th Floor Atlanta, Georgia 30334 Telephone: (404) 656-3855 Fax: (404) 656-7916 gach@opb.state.ga.us
IOWA Kathy Mabie Iowa Department of Management State Capitol Building Room G12 1007 E Grand Avenue Des Moines, Iowa 50319 Telephone: (515) 281-8834 Fax: (515) 242-5897 Kathy.Mabie@iowa.gov	**KENTUCKY** Lee Nalley The Governor's Office for Local Development 1024 Capital Center Drive, Suite 340 Frankfort, Kentucky 40601 Telephone: (502) 573-2382 Ext. 274 Fax: (502) 573-1519 Lee.Nalley@ky.gov

MAINE Joyce Benson State Planning Office 184 State Street 38 State House Station Augusta, Maine 04333 Telephone: (207) 287-3261 (Direct) (207) 287-1461 Fax: (207) 287-6489 Joyce.benson@maine.gov	**MARYLAND** Linda C. Janey, J.D. Director, Maryland State Clearinghouse For Intergovernmental Assistance 301 West Preston Street, Room 1104 Baltimore, Maryland 21201-2305 Telephone: (410) 767-4490 Fax: (410) 767-4480 ljaney@mdp.state.md.us
MICHIGAN William Parkus Southeast Michigan Council of Governments 535 Griswold, Suite 300 Detroit, Michigan 48226 Telephone: (313) 961-4266 Fax: (313) 961-4869 mailto:parkus@semcog.org	**MISSISSIPPI** Janet Riddell Clearinghouse Officer Department of Finance and Administration 1301 Woolfolk Building, Suite E 501 North West Street Jackson, Mississippi 39201 Telephone: (601) 359-6762 Fax: (601) 359-6758 JRiddell@dfa.state.ms.us
MISSOURI Sara VanderFeltz Federal Assistance Clearinghouse Office of Administration Commissioner's Office Capitol Building, Room 125 Jefferson City, Missouri 65102 Telephone: (573) 751-0337 Fax: (573) 751-1212 sara.vanderfeltz@oa.mo.gov	**NEVADA** Gosia Sylwesprzak Department of Administration Nevada State Clearinghouse Coordinator/SPOC 209 E. Musser Street, Room 200 Carson City, Nevada 89701 Telephone: (775) 684-0209 Fax: (775) 684-0260 clearinghouse@budget.state.nv.us
NEW HAMPSHIRE Amy Ignatius, Acting Director New Hampshire Office of Energy and Planning Attn: Intergovernmental Review Process Mark Toussiant 57 Regional Drive Concord, New Hampshire 03301 Telephone: (603) 271-2155 Fax: (603) 271-2615 amy.ignatius@nh.gov	**NEW YORK** Office of Public Security Homeland Security Grants Coordination 633 3rd Avenue New York, New York 10017 Telephone: (212-867-1289 Fax: (212) 867-1725

NORTH DAKOTA Jim Boyd ND Department of Commerce 1600 East Century Avenue, Suite 2 P.O. Box 2057 Bismarck, North Dakota 58502-2057 Telephone: (701) 328-2676 Fax: (701) 328-2308 jboyd@state.nd.us	**RHODE ISLAND** Joyce Karger Department of Administration One Capitol Hill Providence, Rhode Island 02908 Telephone: (401) 222-6181 Fax: (401) 222-2083 jkarger@doa.state.ri.us
SOUTH CAROLINA Jean Ricard Office of State Budget 1201 Main Street, Suite 870 Columbia, South Carolina 29201 Telephone: (803) 734-1314 Fax: (803) 734-0645 JRicard@budget.sc.gov	**TEXAS** Denise S. Francis Director, State Grants Team Governor's Office of Budget and Planning P.O. Box 12428 Austin, Texas 78711 Telephone: (512) 305-9415 Fax: (512) 936-2681 Grants@governor.state.tx.us
UTAH Tenielle Young Utah State Clearinghouse Governor's Office of Planning and Budget Utah State Capitol Complex Suite E210, PO Box 142210 Salt Lake City, Utah 84114-2210 Telephone: (801) 538-1570 Fax: (801) 538-1547 Tenielleyoung@utah.gov	**WEST VIRGINIA** Bobby Lewis Director, Community Development Division West Virginia Development Office Building #6, Room 553 Charleston, West Virginia 25305 Telephone: (304) 558-4010 Fax: (304) 558-3248 rlewis@wvdo.org
WISCONSIN Division of Intergovernmental Relations Wisconsin Department of Administration 101 East Wilson Street, 10th Floor P.O. Box 8944 Madison, Wisconsin 53708 Telephone: (608) 261-7533 Fax: (608) 267-6917 spoc@wisconsin.gov	**AMERICAN SAMOA** Pat M. Galea'i Federal Grants/Programs Coordinator Office of Grants Policy/Office of the Governor Department of Commerce American Samoa Government Pago Pago, American Samoa 96799 Telephone: (684) 633-5155/4116 Fax: (684) 633-4195/2269 pmgaleai@yahoo.com

GUAM Roland C.P. Villaverde Administrator Guam State Clearinghouse Office of *I Segundo na Maga'lahen Guåhan* Office of the Governor P.O. Box 2950 *Hågatña*, Guam 96932 Telephone: (671) 475-9380 ext. 901 Fax: (671) 477-2007 administrator@guamclearinghouse.com	**NORTH MARIANA ISLANDS** Antonio S. Muna Special Assistant for Management Office of Management and Budget Office of the Governor Saipan, MP 96950 Telephone: (670) 664-2289 Fax: (670) 323-2272 e_macaranas@yahoo.com
PUERTO RICO Ing. David Rodríguez / Luz H. Olmeda Puerto Rico Planning Board Federal Proposals Review Office PO Box 41119 San Juan, Puerto Rico 00940-1119 Telephone: 787-723-6190 Fax: 787-722-6783 Olmeda_L@jp.gobierno.pr	**VIRGIN ISLANDS** Debra Gottlieb (Acting Director) Director, Office of Management and Budget #41 Norre Gade Emancipation Garden Station, Second Floor Saint Thomas, Virgin Islands 00802 Telephone: (340) 774-0750 Fax: (340) 776-0069 dbgottlieb@omb.gov.vi

Changes to this list can be made only after OMB is notified by a State's officially designated representative. E-mail messages can be sent to Hai_M._Tran@omb.eop.gov. If you prefer, you may send correspondence to the following postal address:

Attn: Grants Management
Office of Management and Budget
New Executive Office Building, Suite 6025
725 17th Street, NW
Washington, DC 20503

Please note: Inquiries about obtaining a Federal grant should not be sent to the OMB e-mail or postal address shown above. The best source for this information is the *Catalog of Federal Domestic Assistance* or CFDA (http://www.cfda.gov) and the Grants.gov website (http://www.grants.gov).

Reporting and Accountability

Successful applicants with multi-year grants must submit an **annual performance report** demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report**.

Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Early Reading First Program:

- The cost per preschool-aged child participating in Early Reading First programs who achieves significant gain in oral language skills as measured by the Peabody Picture Vocabulary Test, Receptive (PPVT-III, Receptive);

- The percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive);

- The average number of letters Early Reading First preschool-aged children are able to identify as measured by the PALS Pre-K Upper Case Alphabet Knowledge subtask;

- The percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive (PPVT-III, Receptive); and

- The Early Reading First teachers' average score on the Literacy Environment Checklist on the Early Language and Literacy Classroom Observation (ELLCO) Toolkit after each year of implementation.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at http://www.ed.gov/fund/grant/apply/appforms/appforms.html.