

Title I, Part B Subpart 2

Early Reading First

Purpose:

The program supports the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families.

How Funding is Distributed to Schools:

The Department of Education uses a two-phase system to select recipients for Early Reading First that includes a pre-application and a full application. All applicants must submit a pre-application that briefly addresses certain key concepts. Applicants invited to submit full applications will be expected to respond to more specific selection criteria.

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.

Projects are funded for three years; grantees receive funds for the entire period in the first year.

How Funds May Be Spent:

Funds must be used to:

- Enhance children's language, cognitive, and early reading skills through professional development for teachers;
- Provide early language and reading development and instructional materials as developed from scientifically based reading research;
- Provide preschool-age children with cognitive learning opportunities in high quality language and literature-rich environments;
- Use screening assessments to effectively identify preschool children who may be at risk for reading failure; and
- Improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development).

Measures of Effectiveness:

Under the Government Performance and Results Act (GPRA), the Secretary has established the following three measures for evaluating the overall effectiveness of the Early Reading First program:

- The percentage of preschool age children participating in Early Reading First programs who achieve significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test (PPVT)-III, Receptive ;
- The percentage of preschool age children participating in Early Reading First programs who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Test-III, Receptive; and
- The average number of letters that preschool age children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment.

Allocations:

The US Department of Education provides contact information for Early Reading First State Grants and funding amounts at

<http://www.ed.gov/programs/earlyreading/2007erfslate.doc>

US Department of Education Web site:

<http://www.ed.gov/programs/earlyreading/index.html>