

#1882

REGULATION ASSIGNMENT CONTROL SHEET

LOG CONTROL NUMBER: 119 ANALYST
ASSIGNED: AXT

TYPE OF ACTION: AN

TITLE: EARLY CHILDHOOD EDUCATOR PROFESSIONAL
DEVELOPMENT PROGRAM - NEW AWARDS FOR FY 2002

RECEIVED: 4/30/2002

DATE ASSIGNED: 4/30/2002

DATE DUE: 5/3/02

ANALYST SIGNATURE: *Lauree Axt*

COMPLETION DATE: *5/2/02*

FINAL APPROVAL: *Joseph Schubert*

DATE: *May 1, 2002*

OMB NO:

1870-0009

REG PART:

506AR

*Approved once part of
the generic*

Rudolph, Kim

From: Axt, Kathy
Sent: Wednesday, May 01, 2002 1:30 PM
To: Rudolph, Kim
Subject: FW: Early Childhood Education Professional Dev. Notice

RIMG approves this notice once OMB provides OK under the generic, 1890-0009.



ECEPD app notice
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REGULATIONS CLEARANCE SHEET
OFFICE OF THE GENERAL COUNSEL
DIVISION OF REGULATORY SERVICES (DRS)

DRAFT No.: 1

DATE: 04-30-02

Please review the attached document, check the appropriate box below, sign, and return to DRS (Rm. 6E217, FB-6) by fax at 260-5085 or E-mail your concurrence to Marlene Cunningham by the due date.

Exec. Sec., Rm. 7C100 (2)

Legislation 6W329

ODS, Room 7W108

OUS, Room 5W311 (1)

Public Affairs, 7E201

PES, Room.6W324 (2)

CFO&CIO, 4E213 (4)

Budget Service, Rm. 5W319 (2)

E. Jaso, Dep.GC

IRG/IMG, 5624-ROB

Assistant General Counsels

Joe Schubart, 5624

K. Depew, Rm. 6E217

GPOS, 3652, ROB

W. Haubert, 6C106

H. Jenkins, 6E203

S. Craig, 6E304

P. Rosenfelt

M. Whitney, Program Attorney

CHECK ONE

- | |
|--|
| <input type="checkbox"/> Approved |
| <input type="checkbox"/> Approved subject to minor changes |
| <input type="checkbox"/> Not approved-see comments |

- TYPE AND TITLE OF DOCUMENT: Early Childhood Educator Professional Development Program; Notice Inviting Applications for New Awards for FY 2002

RETURN TO: Marlene Cunningham, 6E217

DUE DATE: 05-03-02

SIGNATURE: _____

DATE: _____

COMMENTS:

DRAFT - 4/26/02

4000-01-U

DEPARTMENT OF EDUCATION

(CFDA NO: 84.349A)

AGENCY: U.S. Department of Education

ACTION: Notice inviting applications for new awards, and setting final priorities and achievement indicators for the fiscal year (FY) 2002 competition for the Early Childhood Educator Professional Development program.

SUMMARY: The Secretary invites applications for new grant awards for FY 2002 for the Early Childhood Educator Professional Development program. These grants are authorized by section 2151(e) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act, Public Law 107-110. The Secretary also announces final priorities for this competition and FY 2002 awards of these grants, and achievement indicators for the funded projects.

PURPOSE OF PROGRAM

The purpose of the Early Childhood Educator Professional Development program, authorized by section 2151(e) of the ESEA as added by the No Child Left Behind Act, Public Law 107-110, is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school. The program is designed to improve the knowledge and skills of early childhood educators who

work in communities that have high concentrations of children living in poverty.

Projects funded under the Early Childhood Educator Professional Development program will provide high-quality, sustained, and intensive professional development for these early childhood educators in how to provide developmentally appropriate school-readiness services for preschool-age children that are based on the best available research on early childhood pedagogy and on child development and learning. These grants complement the President's Early Childhood Initiative and early learning programs, such as Early Reading First, by helping States and local communities strengthen early learning for young children. The Department intends to disseminate, to child care and early childhood education programs, information about the professional development programs that prove to be effective professional development models.

APPLICATIONS AVAILABLE: [INSERT DATE OF PUBLICATION IN THE FEDERAL REGISTER].

DEADLINE FOR APPLICATION RECEIPT: The Department must receive the application by [INSERT DATE 35 DAYS FROM PUBLICATION IN THE FEDERAL REGISTER].

DEADLINE FOR INTERGOVERNMENTAL REVIEW: [INSERT DATE 60 DAYS FROM PUBLICATION IN THE FEDERAL REGISTER].

ESTIMATED AVAILABLE FUNDS (FY 2002): \$15,000,000.

ESTIMATED RANGE OF AWARDS: \$600,000 - \$1,400,000 per year.

ESTIMATED AVERAGE SIZE OF AWARDS: \$1,000,000 per year (For 15 awards).

ESTIMATED NUMBER OF AWARDS: 10-25.

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

PROJECT PERIOD: Up to 2 years.

MATCHING AND USE OF FUNDS REQUIREMENTS:

Cost-sharing: Each partnership carrying out a project through an Early Childhood Educator Professional Development grant under this program must provide a cost share of: at least 50 percent of the total cost of the project for the entire grant period; and at least 20 percent of the project cost for each year. The project may provide this cost share from any source other than funds under this program, including other Federal sources. The partnership may provide the project cost share through contributions of cash or in-kind, fairly evaluated, including plant, equipment, and services.

Indirect Costs: For purposes of indirect cost charges, the Secretary considers all Early Childhood Educator Professional Development grants to be educational training grants within the meaning of 34 CFR 75.562(a). Therefore, consistent with 34 CFR 75.562, except for costs incurred by fiscal agents that are State agencies or agencies of local governments, such as local educational agencies, a recipient's indirect cost rate is limited to the maximum of

eight percent or the amount permitted by its negotiated indirect cost rate agreement, whichever is less.

Pre-award Costs: The Department's regulations authorize grant recipients to incur allowable pre-award costs up to 90 calendar days before the grant award (34 CFR 75.263 and 74.25(e)(1)). Pre-award costs, in this case, may include the necessary and reasonable costs of a needs assessment that the statute requires applicants to conduct, before submitting their applications, to determine the most critical professional development needs of the early childhood educators to be served by the project and in the broader community. Applicants incur any pre-award costs at their own risk. That is, the Secretary is under no obligation to reimburse these costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover these costs.

SUPPLEMENTAL INFORMATION:

Background: These Early Childhood Educator Professional Development grants will provide a small but significant base of high-quality, intensive, replicable, professional development programs for early childhood educators. Those programs will be based upon the best available research on early childhood pedagogy and on child development and learning, including early language and literacy development. The grants are particularly important because high-quality, intensive, research-based professional

development is critical for implementing effective early childhood programs that enhance the school readiness of young children.

These grants will fund projects that carry out activities to improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families. Funded projects will use rigorous methodologies to measure progress toward attainment of project objectives. Applicants must meet statutory accountability requirements that require them to align their objectives and measurement methods with the indicators described in this notice under ACHIEVEMENT INDICATORS.

The statute authorizes grantees to use the grant funds for such activities as the following:

(i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

(ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and on child development and learning;

(iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

(iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) activities that assist and support early childhood educators during their first 3 years in the field;

(vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

(vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and

(viii) data collection, evaluation, and reporting needed to meet the accountability requirements set forth in this notice under SUPPLEMENTAL INFORMATION–Accountability and Reporting.

Eligible Applicants: A partnership consisting of –

(i) One or more institutions of higher education, or other public or private entities (including faith based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities; and

(ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations; and

(iii) if feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described above, if appropriate.

(NOTE: The Secretary considers this partnership to be a group under the group application procedures in 34 CFR sections 75.127 - 75.129. Those provisions require the members of a group applying for grant funds (the partnership, in this case) either to designate one member of the group to apply for the grant, or to establish a separate, eligible legal entity to apply for the grant. In addition, the members of the partnership must enter into, and submit with their grant application, an agreement that details the activities that each member of the partnership plans to perform and binds each member of the group to every statement and assurance made by the applicant in the application.)

Applications: The statute requires applicants to submit applications to the Secretary that include the following information:

(i) A description of the high-need community that the proposed project will serve. Applicants must include demographic and socioeconomic information supporting the qualification of the proposed service area as a "high-need community" as defined under the statute and set forth below under SUPPLEMENTAL INFORMATION-Definitions.

(ii) Information on the quality of the early childhood educator professional development program that the institution of higher education or another provider in the partnership currently conducts (as of the date of the submission of the application).

(iii) The results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators who the partnership will serve and of the broader community, and a description of how the proposed project will address those needs.

(iv) A description of how the proposed project would operate, including a description of--

(I) how the applicant would select participants;

(II) what types of professional development activities, based on scientifically based research, the applicant would carry out;

(III) how the applicant would use research on effective professional development and on adult learning to design and deliver project activities;

(IV) how the project would be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;

(V) how the project would train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and on child development and learning domains;

(VI) how the project would train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs; and

(VII) how the project would train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse.

(v) A description of-

(I) the specific objectives that the partnership would seek to attain through the project, and the methods that the partnership would use to measure progress toward attainment of those objectives; and

(II) how the objectives and the measurement methods align with the achievement indicators established by the Secretary as described in this notice under ACHIEVEMENT INDICATORS.

(vi) A description of the partnership's plan for continuing the activities carried out under the project after Federal funding ceases.

(vii) An assurance that, where applicable, the project would provide appropriate professional development to volunteers working directly with young children, as well as to paid staff.

(viii) An assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and would continue to consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.

Accountability and Reporting: As required by section 2151 (e) (6) of the ESEA, the Secretary announces in this notice achievement indicators for these grants that are designed--

(i) to measure the quality and accessibility of the professional development provided;

(ii) to measure the impact of that professional development on the early childhood education provided by the individuals who receive the professional development; and

(iii) to provide other measures of program impact that the Secretary determines to be appropriate. These achievement indicators are set forth in this notice under ACHIEVEMENT INDICATORS.

Each partnership receiving a grant under this competition must report annually to the Secretary on the partnership's progress toward attaining these achievement indicators. The Secretary may terminate the grant at any time if the Secretary determines that the grantee is not making satisfactory progress toward attaining the achievement indicators.

Definitions: As defined by statute, the following terms have the following meanings for the purpose of this notice and grant competition:

(1) The term "early childhood educator" means a person providing, or employed by a provider of, nonresidential child care services (including center-based, family-based, and in-home child care services) that is legally operating under State law, and that complies with applicable State and local requirements for the provision of child care services to children at any age from birth through the age at which a child may start kindergarten in that State. (Section 2151(e)(9)(A) of the ESEA.)

(2) The term "high-need community" means—

(a) a political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50

percent of the children are from low-income families; or

(b) a political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of those children. (Section 2151(e) (9) (B) of the ESEA.)

(3) The term "low-income family" means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available. (Section 2151(e) (9) (C) of the ESEA.)

(4) The term "poverty line" means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.) (Section 9101(33) of the ESEA.)

(5) The term "professional development" -

(A) includes activities that -

(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;

(ii) are an integral part of broad schoolwide and districtwide educational improvement plans;

(iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;

(iv) improve classroom management skills;

(v) (I) 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; and

(II) are not 1-day or short-term workshops or conferences;

(vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

(vii) advance teacher understanding of effective instructional strategies that are -

(I) based on scientifically based research; and

(II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and

(viii) are aligned with and directly related to -

(I) State academic content standards, student academic achievement standards, and assessments; and

(II) the curricula and programs tied to the standards described in subclause (I);

(ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the ESEA;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional

staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) 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;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that -

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers

and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I of the ESEA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. (Section 9101(34) of the ESEA.)

(6) The term "scientifically based research"-

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that-

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and

observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

(Section 9101(37) of the ESEA.)

Applicability of Regulations: The following provisions of the Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the Code of Federal Regulations (CFR) apply to these Early Childhood Educator Professional Development program grants: 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99.

WAIVER OF PROPOSED RULEMAKING: It is the Secretary's practice, in accordance with the Administrative Procedures

Act (5 U.S.C. 553), to offer interested parties the opportunity to comment on proposed priorities that are not taken directly from statute. Ordinarily, this practice would have applied to the priorities and achievement indicators in this notice. Section 437(d)(1) of the General Education Provisions Act (GEPA), however, exempts from this requirement rules that apply to the first competition under a new or substantially revised program. The Secretary, in accordance with section 437(d)(1) of GEPA, has decided to forgo public comment with respect to the priorities and achievement indicators in this grant competition in order to ensure timely awards. The priorities and achievement indicators will apply only to the FY 2002 grant competition.

ACHIEVEMENT INDICATORS: The Secretary announces the following achievement indicators for grants under this competition:

Indicator #1: Increasing numbers of early childhood educators will participate in high-quality, sustained, and intensive professional development to enhance the school readiness of preschool-age children, based on the best available research on all child development and learning domains, including cognitive and early language and literacy development.

Indicator #2: Increasing percentages of early childhood educators will use research-based approaches in all child development and learning domains to enhance early

learning environments and teacher instruction, including by using a content-rich curriculum.

Indicator #3: Increasing percentages of children enrolled in the early childhood education programs served by the early childhood educators receiving professional development under the grant will demonstrate readiness for school, including appropriate social and emotional behavior and early language and literacy competencies.

PRIORITIES

Absolute Priority: Under 34 CFR 75.105(c)(3), the Secretary gives an absolute preference to any eligible applicant that proposes a project to provide professional development services that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that: (1) are located high-need communities; and (2) serve concentrations of children from low-income families.

The statute requires every applicant to describe in its application the high-need community to be served by the project. Applicants should include relevant demographic and socio-economic information to support this description. To meet this priority, all early childhood programs served by the early childhood educators receiving services under this grant must be located in a "high-need community." For the purpose of this priority, the Secretary considers an early childhood program to serve a "concentration" of children

from low-income families if the number of children in the program from low-income families is over 50 percent of the number of children served by the total program. The following terms relevant to this absolute priority are defined by statute as set forth in this notice under SUPPLEMENTAL INFORMATION-Definitions: "early childhood educator," "high-need community," and "low-income family."

Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet this absolute priority.

Competitive Preference: Under 34 CFR 75.105(c)(2), the Secretary gives one competitive preferences as follows:

The Secretary gives a competitive preference to any applicant that proposes to provide research-based professional development to early childhood educators to improve their knowledge and skills in working effectively with preschool-age children who have been identified as having a learning disability or whose pre-literacy skills put them at high risk of later being identified as having a learning disability.

An application that meets this competitive preference would receive 10 points in the competition. These points are in addition to any points the applicant earns under the selection criteria.

SELECTION CRITERIA: The Secretary will use the following selection criteria in 34 CFR 75.210 to evaluate 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 parenthesis with the criterion. The criteria, and the factors within each criterion, are as follows:

(a) Need for project (5 points). (1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factor:

(i) The extent to which specific gaps or weakness in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

(NOTE: The applicant may address this selection criterion and factor in any way that the applicant wishes. However, the statute requires every applicant to describe in its application the results of a needs assessment that the applicant partnership has undertaken to determine the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, and how the proposed project will address those needs.)

(b) Significance (10 points). (1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. However, the statute requires every applicant to include in its application information on the quality of the early childhood educator professional development program currently conducted by one or more of the partners in the applicant partnership, and to describe how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy on and child development and learning.)

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. However, the statute requires every applicant to provide an assurance that, in developing the application and carrying out the project, it has consulted with, and will consult with,

relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership. The statute also requires every applicant to describe in its application how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community. In addition, the statute requires every applicant to describe in its application the partnership's plan for continuing the activities carried out under the project after Federal funding ceases.)

(c) Quality of the project design (25 points).

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. However, the statute requires that every applicant describe in its application how research on effective professional development and on adult learning will be used to design and deliver project activities. In addition, applicants should

refer to the statutory definition of "professional development" set forth in this notice under SUPPLEMENTAL INFORMATION-Definitions.)

(ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. However, the statute requires every applicant to describe in its application the types of professional development activities based on scientifically based research that the partnership will carry out, how the partnership will use research on effective professional development and on adult learning to design and deliver project activities, and how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and on child development and learning.)

(iii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

(d) Quality of project services (20 points). (1) The

Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. However, the statute requires every applicant to describe in its application how the proposed project will address the most critical professional development needs, as identified by the needs assessment that the partnership conducted, of the early childhood educators to be served by the partnership and in the broader community. The statute requires every applicant to provide an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff.

With respect to the intended beneficiaries who are the preschool-age children, the statute also requires every applicant to describe in its application how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs, and how it will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse.)

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(NOTE: Applicants may address this selection criterion and factor in any way that they choose. The Secretary believes, however, that high-quality applications likely will propose a professional development program that will be large enough in scope to serve a significant number of early childhood educators, while being balanced with professional development that is of sufficient quality, intensity, and duration to ensure improvements in practice among educators receiving those services.

The statute requires every applicant to describe in its application how the partnership will carry out the proposed

project, including how it will select individuals to participate, and the types of professional development activities based on scientifically based research that the project will carry out. The Secretary anticipates that high-quality applications also likely will include specific information on how many early childhood educators the project would serve, and how many early childhood programs the applicant anticipates will be directly enhanced by improvements in practice among educators receiving the professional development services.)

(e) Quality of project personnel (10 points). (1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

(ii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(e) Quality of the management plan (10 points).

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) 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.

(NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include high-quality management plans for project implementation that specifically describe the activities each partner will be responsible for performing, the person responsible for those activities, and the approximate timeline within the project period of when those activities will be accomplished.

Applicants must align their project objectives and measurement methods with the achievement indicators established by the Secretary in this notice and described under ACHIEVEMENT INDICATORS.)

(ii) The extent to which the time commitments of the project director and principal investigator and key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of proposed evaluation (20 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factor:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(NOTE: Applicants may address this criterion and factor in any way that they choose. The statute requires every applicant to describe in its application the specific objectives that the partnership will seek to attain through the project, the methods that the partnership will use to measure progress toward attainment of those objectives, and how the objectives and the measurement methods align with the achievement indicators established by the Secretary in this notice. The Secretary believes that high-quality applications likely will include the use of rigorous methodologies with assessments that are reliable and valid for the purposes intended.)

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment or progress toward achieving intended outcomes.

PAPERWORK REDUCTION ACT CONSIDERATIONS: The procedures and requirements contained in this notice relate to an application package that the Department has developed for

the Early Childhood Educator Professional Development grants for FY 2002. The public may obtain copies of this application package by calling or writing the individual identified below as the Department's contact, or through the Department's Web site at:

www.ed.gov/GrantApps/#84.349A

As required by the Paperwork Reduction Act, the Office of Management and Budget has approved the use of this application package under OMB control number 1810-____, which expires _____.

FOR APPLICATIONS AND FURTHER INFORMATION CONTACT: Virginia Berg, Compensatory Education Programs, Office of Elementary and Secondary Education, 400 Maryland Avenue SW, Washington, DC 20202-6132. Telephone: (202) 260-0926, or via Internet: Virginia.Berg@ed.gov

The application package also is available on the Department's Web site at the address indicated above under PAPERWORK REDUCTION ACT CONSIDERATIONS.

If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1-800-877-8339. Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

Individuals with disabilities may obtain a copy of the

application package in an alternative format by contacting that person. However, the Department is not able to reproduce in an alternative format the standard forms included in the application package.

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