

INFORMAL GLOSSARY EARLY READING FIRST (ERF) PROGRAM

allowable costs: Costs that may be charged to Early Reading First Federal grant funds, or contributed as matching or in-kind costs, in accordance with the Early Reading First program statute and other applicable statutes such as the Elementary and Secondary Education Act (ESEA), applicable regulations such as the Education Department General Administrative Regulations (EDGAR), and OMB Cost Circulars. (*EDGAR, Section 75.730 – 75.534; 34 CFR §§ 75.730 – 75.534.*) (See related terms “Elementary and Secondary Education Act,” “Education Department General Administrative Regulations,” and “OMB Cost Circulars” in this Glossary.)

building construction and acquisition of real property: Unallowable costs for the purposes of the Early Reading First program. (*EDGAR, Section 75.533; 34 CFR § 75.533.*) Construction does not include “minor remodeling,” which is an allowable cost if necessary to accomplish the objectives of the grant and reasonable in amount. (See related terms “minor remodeling” and “real property” in this Glossary.)

Code of Federal Regulations (CFR): A codification of the general and permanent regulations (or rules) published in the *Federal Register* by the Executive departments and agencies of the Federal Government. (See “regulations” in this Glossary.) The CFR is divided into 50 titles that represent broad subject areas. The U.S. Department of Education regulations are found in title 34 of the CFR. Each title is divided into chapters, which is further subdivided into parts and sections governing specific regulatory areas. (*Explanation page, any CFR volume.*) The Early Reading First program does not have any program-specific regulations. However, certain Education Department General Administrative Regulations (EDGAR) apply to the Early Reading First program. (See “Education Department General Administrative Regulations” in this Glossary.) You can access the CFR at the following website: <http://www.gpoaccess.gov/cfr/index.html>.

direct costs: Generally, direct costs are those costs that can be identified specifically with a particular final cost objective (e.g., equipment). For example, direct costs chargeable to Federal awards typically may be compensation of employees for the time devoted and identified specifically to the performance of the award; cost of materials acquired or expended specifically for the purpose of the award; equipment and other approved capital expenditures; travel expenses incurred specifically to carry out the award, and other direct costs allowed in EDGAR and the applicable OMB Cost Circulars. (See related Glossary term “Indirect Costs.”) (*EDGAR, Section 75.560(a); 34 CFR § 75.560; OMB Cost Circular A-21, Attachment, Section D; OMB Cost Circular A-87, Attachment A, Section E; OMB Cost Circular A-122, Attachment A, Section B.*)

discretionary grant program: The U.S. Department of Education administers two types of direct grant programs. A direct grant program is either a discretionary grant or a formula grant program. A discretionary grant program is one that permits the Secretary to use discretionary judgment in selecting applications for funding. (*EDGAR, Section*

75.200(a) and (b)(1); 34 CFR § 75.200(a) and (b)(1).) Early Reading First is a discretionary grant program.

Early Reading First (ERF) program: (*Subpart 2 of Part B of Title I of the ESEA; 20 U.S.C. 1221 – 1226.*) The Early Reading First program is a discretionary grant program that was added to the Elementary and Secondary Education Act (ESEA) by the No Child Left Behind Act of 2001. (See “discretionary grant program” in the Glossary.) The overall purpose of the Early Reading First program is to prepare preschool age children to enter kindergarten with the language, cognitive, and early reading skills necessary for reading success, thereby preventing later reading difficulties. As stated in the program guidance, Early Reading First will transform early childhood programs into centers of excellence that provide a high-quality education to preschool age children, especially those children from low-income families.

The specific purposes of the Early Reading First program are:

- To support local efforts to enhance the early language, literacy, 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.
- To provide preschool age children with cognitive learning opportunities in high-quality language and literature-rich environments so that they can attain the fundamental knowledge and skills necessary for optimal reading development in kindergarten and beyond.
- To demonstrate language and literacy activities based on scientifically based reading research that supports the age-appropriate development of
 - *oral language* (vocabulary development, expressive language, and listening comprehension);
 - *phonological awareness* (rhyming, blending, segmenting)
 - *print awareness*; and
 - *alphabet knowledge* (letter recognition)
- To use screening assessments to effectively identify preschool age children who may be at risk for reading failure.

ED Pubs: An online ordering system for U.S. Department of Education publications. All publications are provided at no cost to the general public by the U.S. Department of Education. The website is: <http://www.edpubs.org/webstore/Content/search.asp>. You also can contact ED Pubs at: Phone: 1-877-4-ED-PUBS; TTY/TDD: 1-877-576-7734; Fax: 1-301-470-1244; Mail: ED Pubs, P.O. Box 1398, Jessup, MD 20794-1398.

Education Department General Administrative Regulations (EDGAR): Codified U.S. Department of Education regulations (or rules) of general applicability that are published in the *Federal Register* and Title 34 of the Code of Federal Regulations (CFR). Sections generally applicable to Early Reading First program grantees are:

- Part 74 (applies to institutions of higher education, hospitals, and other non-profit organizations): general grant administration rules
- Part 75 (applies to all grantees): rules for ED’s direct grant programs
- Part 77 (applies to all grantees): definitions

- Part 80 (applies to State, local, and Indian tribal governments): general grant administration rules
- Part 81 (applies to all grantees): enforcement rules
- Part 82 (applies to all grantees except Indian tribes, tribal organizations, and any other Indian organizations with respect to certain expenditures): new restrictions on lobbying
- Part 84 (applies to all grantees): governmentwide requirements for drug-free workplace – financial assistance
- Part 85 (applies to all grantees): governmentwide debarment and suspension – nonprocurement
- Part 98 (applies to all grantees): student rights in research, experimental programs, and testing
- Part 99 (applies to all grantees): family educational rights and privacy

EDGAR is available at the following website:

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

Elementary and Secondary Education Act of 1965, as amended (ESEA): The overall authorizing statute (*20 U.S.C. 6301 et seq.*) for Early Reading First and other Federal elementary and secondary education programs. The No Child Left Behind Act of 2001 (NCLB) (Public Law 107-110) reauthorized and amended the ESEA.

equipment: As generally defined in the EDGAR, the term equipment means “tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.” A grantee may use its own definition of equipment provided that its definition would at least include all the equipment defined above. (*See EDGAR, sections 74.2, 77.1(b), and 80.3; 34 CFR 74.2, 77.1(b), and 80.3; see also the applicable OMB Cost Circular (A-21, A-87, or A-122), Selected Items of Cost, Equipment and other capital expenditure.*) Equipment costs generally require the U.S. Department of Education’s prior approval. (*EDGAR, sections 80.30(b); 34 CFR 80.30(b); applicable OMB cost circular (A-21, A-87, or A-122), Selected Items of Cost, Equipment and other capital expenditures.*)

Federal Educational Rights and Privacy Act (FERPA): Federal statute (*Section 444, GEPA; 20 U.S.C. 1232g*) that applies to educational agencies and institutions receiving Early Reading First program and other Federal education program funds. FERPA contains provisions for the protection of the privacy of parents and students. The statute is implemented by regulations located in Part 99 of EDGAR, sections 99.1 – 99.67; 34 CFR §§ 99.1–99.67. (For further information about FERPA requirements, contact the U.S. Department of Education’s Family Policy Compliance Office at the following website: <http://www.ed.gov/policy/gen/guid/fpco/index.html>.)

Federal Register: The official daily publication for Federal regulations (or rules), proposed Federal regulations (or rules), and notices of Federal agencies and organizations, as well as executive orders and other presidential documents, published by the Office of the Federal Register, National Archives and Records Administration (NARA). For example, Early Reading First notices inviting applications for new grants are published in the *Federal Register* each year. You can access the *Federal Register* at the following website: <http://www.gpoaccess.gov/fr/>. Changes to Federal education

regulations normally are first published in the daily *Federal Register* for public information, and may contain explanatory material and responses to public comment.

General Education Provisions Act (GEPA): Federal statute that applies to the Early Reading First program and other Federal education programs. GEPA, in general, contains provisions about the functions of the U.S. Department of Education, appropriations and evaluations, general requirements and conditions about the operation and administration of Department of Education programs, and enforcement provisions (*Title IV of Public Law 90-247, as amended; 20 U.S.C. 1221 – 1234i*). Provisions that are particularly relevant to local program administration include:

- Section 443 (Records);
- Section 444 (FERPA) (see “Family Educational Rights and Privacy Act” in this Glossary);
- Section 445 (Protection of Pupil Rights); and
- Sections 451 – 459 (Enforcement).

(*20 U.S.C. 1232f, 1232g, 1232h, and 1234-1234h, respectively.*)

Government Performance Results Act of 1993 (GPRA). Federal statute that applies to the U.S. Department of Education and other Federal agencies. GPRA is designed to improve the effectiveness, efficiency, and accountability of Federal programs by having agencies and departments focus more closely on setting program objectives, evaluating progress toward meeting those objectives and reporting to the public on program results and performance (*Public Law 103-62; 5 U.S.C. 306; 31 U.S.C. 1101 note, 1105, 1115, 1116 – 1119, 9703, 9704; 39 U.S.C. 2801 – 2805*). GPRA is administered by the Federal Office of Management and Budget (OMB). You can find a copy of GPRA, related information and OMB guidance on GPRA at the following website:

<http://www.whitehouse.gov/omb/mgmt-gpra/>, and information about the GPRA plans for the Early Reading First program for 2006 at the following website:

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

guidance, Early Reading First: The Guidance for the Early Reading First program is written to assist applicants and local projects in understanding, administering, and implementing the Early Reading First program. The Early Reading First guidance is available at the following website:

<http://www.ed.gov/programs/earlyreading/erfguidance.doc>. The guidance contains program policy, as well as explanations of applicable statutory and regulatory provisions and useful web-site links.

indirect costs (facilities and administration (F & A) costs): Indirect costs may be charged to an Early Reading First grant only if you have an approved indirect cost rate agreement. Indirect costs (also called “facilities and administration” or “F&A costs”) are those: (a) incurred for a common or joint purpose benefiting more than one cost objective, and (b) not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. (*EDGAR, Sections 75.560 – 75.580; 34 CFR §§ 75.560 – 75.580; OMB Cost Circular A-21, Attachment, Section E; OMB Cost Circular A-87, Attachment A, Section F; OMB Cost Circular A-122, Attachment A, Section C.*) There is no universal rule for classifying certain costs as either direct or indirect. However, each item of cost

must be treated consistently in like circumstances either as a direct or as an indirect cost. Therefore, if a particular cost item is treated by an entity as an indirect cost for the purposes of one Federal award, it must be treated as an indirect cost for the purposes of the Early Reading First award as well. (*OMB Cost Circular A-21, Attachment, Section C(11); OMB Cost Circular A-87, Attachment A, Section C(f); OMB Cost Circular A-122, Attachment A, Section A(2)(d).*) Information from the Department's Indirect Cost Group about indirect costs and indirect cost rates may be found at the following website:
<http://www.ed.gov/about/offices/list/ocfo/fipao/icgindex.html> .

Institute of Education Sciences (IES): IES is an office in the U.S. Department of Education that is the Department's main research arm, and is responsible for administering the Early Reading First national evaluation. See "national evaluation" in this Glossary.) IES compiles statistics, funds research, evaluations, and dissemination, and provides research-based guidance to further evidence-based policy and practice, such as through the What Works Clearinghouse. For further information, see the following website: <http://www.ed.gov/about/offices/list/ies/index.html?src=oc>.

institution of higher education: The following definition of "institution of higher education" in the General Provisions of the ESEA applies to the Early Reading First program. As defined in the ESEA (*Section 9101(24), ESEA; 20 U.S.C. 7801(24)*), "institution of higher education" has the meaning given the term in Section 101(a) of the Higher Education Act of 1965, as amended, which is an educational institution in any State that--

(1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate;

(2) is legally authorized within such State to provide a program of education beyond secondary education;

(3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a 2-year program that is acceptable for full credit toward such a degree;

(4) is a public or other nonprofit institution; and

(5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted preaccreditation status by such an agency or association that has been recognized by the Secretary for the granting of preaccreditation status, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(*Section 101(a), Higher Education Act of 1965, as amended (HEA); 20 U.S.C. 1001(a).*)

"less-than-arms-length": As used in the OMB Cost Circulars with respect to allowable charges for leased or rented space or equipment, a less-than-arms-length lease is one under which one party to the lease agreement is able to control or substantially influence the actions of the other (for example, the entity that is the Early Reading First grantee is using its own space or equipment for grant purposes). In that case, the cost of the lease, rental, or donation of space or equipment is allowable only up to the amount that would be allowed based on an ownership interest, which would include expenses such as depreciation or use allowance, maintenance, taxes, and insurance as specified in the

OMB Cost Circulars, rather than being based on rental costs of comparable property. (Applicable OMB Circulars (A-21, A-87, or A-122), under Selected Items of Cost-Rental costs of buildings and equipment; and Depreciation and use allowances.) (See related terms “equipment,” and “OMB Cost Circulars” in this Glossary.)

local educational agency (LEA): The following definition of “local educational agency” in the General Provisions of the ESEA applies to the Early Reading First program and other Federal education programs. As defined in Section 9101(26) of the ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. The term includes any other public institution or agency having administrative control and direction of a public elementary school or secondary school. For the purposes of the Early Reading First program, the term also includes certain elementary schools or secondary schools funded by the Bureau of Indian Affairs as indicated in Section 9101(26)(C) of the ESEA that are not subject to the jurisdiction of any State educational agency other than the Bureau of Indian Affairs. The term LEA includes educational service agencies and consortia of those agencies. The term also includes the SEA in a State in which the SEA is the sole educational agency for all public schools. (Section 9101(26), ESEA; 20 U.S.C. 7801(26).)

minor remodeling: Minor alterations in a previously completed building. Although building construction is not an allowable cost for Early Reading First programs (EDGAR, section 75.533; 34 CFR § 75.533), minor remodeling is not considered to be construction and therefore is allowable if the cost is necessary to accomplish the goals of the project and is reasonable in amount. The term “minor remodeling” includes the extension of utility lines, such as water and electricity, from points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of the previously completed building. The term excludes building construction, structural alterations to buildings, building maintenance, or repairs. (EDGAR, section 77.1; 34 CFR §77.1.) (See related term “building construction and acquisition of real property” in this Glossary.)

national evaluation (Early Reading First): The Early Reading First statute requires the Secretary to conduct an independent evaluation of the effectiveness of the Early Reading First program. (Section 1226, ESEA; 20 U.S.C. 6376.) That national evaluation is being conducted under the direction of the National Center for Education Evaluation and Regional Assistance in the U.S. Department of Education’s Institute of Education Sciences (IES). See “Institute of Education Sciences” in the Glossary.) The Early Reading First national evaluation will assess improvements in child outcomes and literacy instruction associated with the receipt of Early Reading First Program grants. Outcomes will be assessed through child assessments, classroom observations, student records, and surveys of preschool directors, preschool teachers, and parents. For further information about the Early Reading First national evaluation, see the following website: <http://www.ed.gov/rschstat/eval/resources/studyplans.html> .

National Institute for Literacy (NIFL): The Early Reading First statute requires the National Institute of Literacy (NIFL), in consultation with the Secretary, to disseminate information regarding Early Reading First projects that have proven effective. (*Section 1223, ESEA; 20 U.S.C. 6374.*) NIFL is an institute administered by the Secretaries of Education, Labor, and Health and Human Services, with a 10-member advisory board appointed by the President and confirmed by the Senate that includes prominent individuals from a wide range of groups with a stake in literacy: academic and nonprofit institutions; business, industry, and labor; and private foundations. Most of NIFL's funds support programs and services designed to improve the quality of literacy programs nationwide. For further information, see the following website: http://www.nifl.gov/nifl/about_nifl.html.

No Child Left Behind Act of 2001 (NCLB): Federal statute that reauthorized and amended the ESEA, including by adding funding authorization and program legislation for the Early Reading First program (*Public Law 107-110 (January 8, 2002)*). The NCLB helps schools improve by focusing on accountability for results, freedom for states and communities, proven education methods, and choices for parents. You can find further information about the NCLB at the following website: <http://www.ed.gov/nclb/landing.jhtml?src=ln>.

Office of Elementary and Secondary Education (OESE): The office in the U.S. Department of Education that administers financial assistance to State and local education agencies and other public and private entities for preschool, elementary, and secondary education, including and is responsible for administering the Early Reading First program. The mission of OESE is to promote academic excellence, enhance educational opportunities and equity for all of America's children and families, and improve the quality of teaching and learning by providing leadership, technical assistance and financial support. You can find further information about OESE at the following website: <http://www.ed.gov/about/offices/list/oease/index.html?src=oc>.

Office of Management and Budget, U.S. (OMB): The Federal executive agency whose predominant mission is to assist the President in overseeing the preparation of the federal budget and to supervise its administration in Executive Branch agencies. In helping to formulate the President's spending plans, OMB evaluates the effectiveness of agency programs, policies, and procedures, assesses competing funding demands among agencies, and sets funding priorities. In addition, OMB oversees and coordinates the Administration's procurement, financial management, information, and regulatory policies, including the OMB Cost Circulars. You can find further information about OMB at the following website: <http://www.whitehouse.gov/omb/>.

OMB Cost Circulars (cost principles): Sets of general cost principles overseen by the U.S. Office of Management and Budget (OMB) that apply to Early Reading First and other federally funded programs. These principles govern allowable direct and indirect costs that may be charged to Federal grants or claimed toward matching or cost share requirements. These cost circulars are incorporated in EDGAR as rules that govern Federal education grants, including the Early Reading First program. (*EDGAR, Sections*

75.530, 74.27, and 80.27; 34 CFR §§ 75.530, 74.27, and 80.22.) The cost principles generally relevant to Early Reading First programs are:

- OMB Circular A-21, Cost Principles for Educational Institutions;
- OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments; and
- OMB Circular A-122, Cost Principles for Non-Profit Organizations

These Cost Circulars are available at the following website:

<http://www.whitehouse.gov/omb/circulars/index.html>. In addition, the cost principles that apply to Early Reading First grantees that are for-profit entities are:

- Cost Principles for Commercial For-Profit Organizations Other Than Hospitals and Educational Institutions, located in 48 CFR Chapter 1, Part 31.

Those cost principles are available at the following website:

http://www.access.gpo.gov/nara/cfr/waisidx_03/48cfr31_03.html

Preschool Curriculum Evaluation Research (PCER) Grants Program:

Discretionary grants administered by the Department's IES to conduct research on the effectiveness of preschool curricula. The aim of the grants is to implement rigorous evaluations of preschool curricula that will provide information to support informed choices of classroom curricula for early childhood. The Department funded seven grantees for FY 2002. (For further information about these grants, contact Carolyn Ebanks at Carolyn.Ebanks@ed.gov or see the following website: <http://www.ed.gov/news/pressreleases/2002/07/07252002.html>.)

professional development: The following definition of “professional development” in the General Provisions of the ESEA applies to the Early Reading First program. 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 (except that this subclause shall not apply to activities carried out under part D of title II); 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) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - (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) 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), ESEA; 20 U.S.C. 7801(34).)

Reading First program: The Early Reading First statute requires applicants that have received a subgrant under the Reading First program to describe how they will coordinate their Early Reading First activities with the Reading First activities at the kindergarten through grade 3 level. *(Section 1222(b)(8), ESEA; 20 U.S.C. 6372.)* Authorized under Title I,

Part B, Subpart 1 of the ESEA, Reading First focuses on putting proven methods of early reading instruction in classrooms. Through Reading First, states and districts receive support to apply scientifically based reading research—and the proven instructional and assessment tools consistent with this research—to ensure that all children learn to read well by the end of third grade. The program provides formula grants to states that submit an approved application. SEAs award subgrants to eligible LEAs on a competitive basis. You can find further information about the Reading First program at the following website: <http://www.ed.gov/programs/readingfirst/index.html>.

real property: Land, including land improvements, structure and appurtenances thereto, but excluding movable machinery and equipment. (*EDGAR, Sections 74.2 and 80.3; 34 CFR §§ 74.2 and 80.3.*) Acquisition of real property is an unallowable cost for the purposes of the Early Reading First program. (*EDGAR, Section 75.533; 34 CFR § 75.533.*) However, for the purposes of Early Reading First, temporary, portable classrooms are considered as “equipment” rather “real property,” and therefore may be allowable, with prior approval, if determined to be necessary to accomplish the objectives of the project and reasonable in cost. (See related term “equipment” in this Glossary.)

regulation (rule): Any generally applicable rule, regulation, guideline, interpretation, or other requirement that is prescribed by the Secretary or the U.S. Department of Education and has legally binding effect in connection with, or affecting, the provision of financial assistance under any applicable education program, including the Early Reading First program. (*Section 437, GEPA; 20 U.S.C. 1232(a).*) Regulations for the U.S. Department of Education generally are published in the *Federal Register* and, if codified, also in Title 34 of the Code of Federal Regulations (CFR). There are no program-specific regulations for the Early Reading First program. However, a number of general education regulations apply to the program, which are located in the Education Department General Administrative Regulations (EDGAR) in Title 34 of the CFR. (See “*Federal Register*,” “Code of Federal Regulations (CFR),” and “EDGAR” in this Glossary.)

School Achievement and School Accountability (SASA) Program: The office in the U.S. Department of Education that primarily administers Title I programs, including the Early Reading First program. (For further information, see the following website: <http://www.ed.gov/about/offices/list/oese/sasa/aboutus.html>.)

scientifically based reading research (SBRR): The following definition of the term “scientifically based reading research” from the definitions governing the Reading First program also applies to Early Reading First program. (*Section 1221(b)(2), ESEA; 20 U.S.C. 6371(b)(2).*) The term “scientifically based reading research” means research that-

- (A) applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties; 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 valid data across evaluators and observers and across multiple measurements and observations; and
(iv) has been accepted by a peer-reviewed journal or approved panel of independent experts through a comparably rigorous, objective, and scientific review. (*Sections 1208(6) and 1232(e)(4), ESEA; 20 U.S.C. 6368(6) and 6381a(e)(4).*)

screening reading assessment: The following definition of the term “screening reading assessment” in the definitions governing the Reading First program also applies to Early Reading First program. (*Section 1221(b)(3), ESEA; 20 U.S.C. 6371(b)(3).*) The term “screening reading assessment” means an assessment that is —

- (i) valid, reliable, and based on scientifically based reading research; and
- (ii) a brief procedure designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional reading instruction.

(*Section 1208(7)(b), ESEA; 20 U.S.C. 6368(7)(b).*)

statute, Federal: A public law enacted by the Congress and signed by the President, such as the No Child Left Behind Act of 2001 (NCLB) (Public Law 107-110), and the Elementary and Secondary Education Act of 1965, as amended (ESEA). The Early Reading First program is authorized by Title I, Part B, Subpart 2 of the ESEA, as amended by the NCLB. The Early Reading First statute is available at the following website: <http://www.ed.gov/policy/elsec/leg/esea02/pg5.html>

supplies: All tangible personal property other than “equipment” as defined in EDGAR. (*EDGAR, sections 74.2, 77.1(b), and 80.3; 34 CFR §§ 74.2, 77.1(b), and 80.3.*) (See related term “equipment” in this Glossary.) For institutions of higher education and non-profit organizations, the term “supplies” also excludes: intangible property, debt instruments as defined in EDGAR, section 74.2, 34 CFR § 74.2, and certain contractor inventions. (*EDGAR, section 74.2; 34 CFR § 74.2.*) Supplies and materials costs generally are allowable to the extent that they are necessary to carry out a Federal award, are reasonable in amount, and meet the other general cost principles. (*Applicable OMB Cost Circular (A-21, A-87, or A-122), Selected Items of Cost - Materials and supplies costs.*)

United States Code (U.S.C.): A consolidation and codification of the general and permanent laws of the United States. (*Preface, United States Code volumes.*)

U.S. Department of Education (ED): Federal executive agency responsible for, among other things, administering Federally funded education programs. Its general mission is to ensure equal access to education and to promote educational excellence throughout the nation. (For further information, see the following website: [http://www.ed.gov/about/landing.jhtml?src=gu.](http://www.ed.gov/about/landing.jhtml?src=gu))

What Works Clearinghouse (WWC): The What Works Clearinghouse (WWC) was established in 2002 by the U.S. Department of Education's Institute of Education Sciences (IES) to provide educators, policymakers, researchers, and the public with a

central and trusted source of scientific evidence of what works in education. The WWC collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies), and promotes informed education decision making through a set of easily accessible databases and user-friendly reports that provide education consumers with high-quality reviews of the effectiveness of replicable educational interventions that intend to improve student outcomes. To do this, the WWC uses standards for reviewing and synthesizing research. The WWC is currently conducting systematic reviews of existing research, and producing intervention and topic reports. You can find more information about the WWC, the Evidence Standards, and other upcoming report topics at the WWC website: [http://www.w-w-c.org/.](http://www.w-w-c.org/))

New WWC reports include: Early Childhood Education (focuses on curricula and practices designed for use in center-based settings with three- to five-year old children who are not yet in kindergarten, with a primary focus on cognitive and language competencies associated with school readiness (language, literacy, math, and cognition); and Beginning Reading (focuses on reading interventions that address student outcomes for students in grades K-3 in four domains: alphabets (phonemic awareness, phonological awareness, phonics, letter knowledge, or print concepts), reading fluency, comprehension (vocabulary or reading comprehension), and general reading achievement).