



## **CORPORATION FOR PUBLIC BROADCASTING Request for Proposals**

### **Ready To Learn 2010 – 2015 Policy Brief Writer**

#### **I. OVERVIEW**

The Corporation for Public Broadcasting (“CPB”) seeks a highly respected, independent children’s media scholar (“Contractor”) to write a policy brief that objectively analyzes and summarizes the overall results, findings, and collective lessons learned from the three U.S. Department of Education 2010 – 2015 Ready To Learn awards (“RTL projects”). CPB and its partner, PBS, have been asked by the U.S. Department of Education’s Ready-to-Learn Television Program (“RTL Program”) to commission a policy brief on the collective outcomes and impacts of the RTL awards.<sup>1</sup> The policy brief must be of publishable quality.

More specifically, the policy brief will emphasize the major research and evaluation findings from the RTL projects and discuss the projects’ transmedia content development and distribution and community engagement activities, as appropriate. The Contractor will address three primary questions:

- 1) What has been learned from the RTL projects’ research about the educational value of transmedia for children ages 2-8, especially those from low-income families?
- 2) What has the U.S. Department of Education’s RTL Program uniquely contributed to the field of children’s education and media during the past five years?

In the process of addressing the two primary questions, the Contractor is expected to address the following question to the extent possible:

- 1) What is the value of “transmedia” connections across media platforms, as opposed to creating TV and digital media that are independent experiences?
- 2) What is the value of transmedia when used in the home?

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<sup>1</sup> This contract will be funded 100% with U.S. Department of Education RTL funds.

- 3) What is the value of transmedia when used in school or other mediated settings (e.g., after-school programs, summer programs)?
- 4) What is the relative value of free play with media versus media experiences that are more carefully guided or sequenced?
- 5) What do the RTL projects' research and evaluation studies suggest about current trends in media usage and screen time, particularly the growth of mobile phones and iPads or other tablets?
- 6) What methodological challenges are presented when designing and implementing studies of current forms of digital media?
- 7) What do the RTL projects' research and evaluation studies suggest might be promising or important directions for future inquiry/research?

The primary intent of this analysis is to understand the RTL projects' collective contributions during the 2010-2015 round of funding. It is not expected to be an analysis of any single project or of the contributions made by RTL during the program's entire history. Some historical context is welcome if it sheds light on the projects.

The target audience for the policy brief is early learning stakeholders. These stakeholders include, but are not limited to, Department of Education staff, early education leaders, interested children and media researchers, children's media producers, foundation, and government funders.

The Contractor will be compensated on a fixed-fee basis. The project is expected to take approximately four months, which includes three months for analyzing the relevant documents and writing the policy brief and one month to review, revise, and prepare the policy brief for public release. In developing and preparing the policy brief, Contractor will work with CPB and a representative from each of the three RTL projects. Contractor will be required to review the projects' research and evaluation reports. Contractor may review other project documents, as appropriate, and conduct interviews with relevant project staff and project partners, as necessary. The travel costs to meet with project teams, as appropriate, will be limited to \$5,000, and must be approved in writing in advance by CPB. All travel costs are subject to CPB's travel guidelines that are attached as Exhibit A.

## **II. FILING DEADLINE**

Proposals are due via email no later than **5:00 P.M. EDT October 8, 2015.**

## **III. RTL Ready-to-Learn Television Program**

The stated purpose of the Ready-to-Learn Television Program – the program's formal name under section 2431 of the Elementary and Secondary Education Act of 1965, as amended – is to:

- A. *Facilitate student academic achievement by supporting the development and distribution of educational video and programming for preschool and elementary children and their parents; and*
- B. *Develop and disseminate educational outreach materials and programs that are designed to promote school readiness, are interactive, and use multiple innovative technologies and digital media platforms.*<sup>2</sup>

In fall 2010, the U.S. Department of Education made five-year RTL awards to three public telecommunications entities—the Corporation for Public Broadcasting (CPB) & PBS, Hispanic Information and Telecommunications Network (HITN), Window to the World Communications (WTTW), and their respective partners—to design, develop, and deploy highly engaging multimedia learning experiences to foster the early literacy and mathematics skills of low-income children ages 2-8 using transmedia storytelling, the delivery of learning content through the coordinated use of multimedia platforms.

Each RTL project was required to make its resources and services (programming content and outreach materials) freely available to families, childcare providers, preschool and early elementary teachers, summer and aftercare providers, and other community-based organizations across the nation through various media platforms. These platforms include television, video, Internet, interactive online games, handheld gaming systems, mobile technologies including cell phones, tablets, mobile applications, interactive whiteboards, books, and new technologies as they became available.

An essential component of all three RTL projects was the development of rigorous, scientifically based research and evaluation strategies to increase the body of knowledge about the impact of educational technology and transmedia storytelling on improving the school readiness and academic success of children from low-income families.

The specific priorities for the 2010 competition are outlined in the Notice Inviting Applications attached as Exhibit B).

#### **IV. The Three 2010 – 2015 RTL Projects**

Below is a description of each of the three RTL projects to be analyzed for the policy brief.

- A. CPB-PBS. The CPB-PBS RTL project focused on the development of two transmedia math properties for television, web, and mobile—*Peg+Cat*, a 40-episode TV series and transmedia math experience for preschoolers, and *ODD SQUAD*, a 40-episode

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<sup>2</sup> Office of Innovation and Improvement (OII); Overview of Information: Ready-to-Learn Television Program; Notice Inviting Applications for New Awards for Fiscal year (FY) 2010, 75 Federal Register 54 (22 March 2010), p. 13515.

math TV series and multiplatform property. The initiative also developed over 140 math and literacy games and mobile apps as part of educational game suites that extend PBS KIDS properties *The Cat in the Hat Knows a Lot About That!*, *Curious George*, *Dinosaur Train*, *Wild Kratts*, and *The Electric Company*. The project also developed a cutting-edge learning analytics platform to analyze children's real-time game play in order to help parents and caregivers support the child's activity and learning at home.

- B. HITN. The HITN RTL project created the Early Learning Collaborative (ELC) to leverage the power of technology and transmedia content to help ensure preschool-age children are fully prepared to begin kindergarten and succeed in school and beyond. The suite of HITN ELC products, called *PlayGrounds*, features the popular children's character Pocoyo and his friends. Each *Pocoyo PlayGround* focuses around a preschool-friendly theme and is designed to support English language learners whose first language is Spanish. The PlayGrounds are designed to be used in preschool classrooms as support materials, with components like PlaySet apps, books or puzzles, to be distributed to parents, and to be used in other locations in the community.
- C. WTTW. The WTTW RTL project, a collaboration among WTTW, W!ldbrain Entertainment (DHX Media), and the Michael Cohen Group, LLC (MCG) features the UMIGO (yoU Make It GO) property. UMIGO is designed to engender first- and second-grade children's early mathematics learning through online interactive adventures. UMIGO consists of eight media bundles, referred to as Transmedia Suites, accessed online via computer, touchscreen tablet, or smartphone. Each Transmedia Suite teaches a specific mathematics lesson through an "appisode" (online, narrative-driven videos with interactive features in which animated characters are confronted with mathematical challenges that illustrate and explain core math concepts), a multi-level game, and a music video.

## **V. The Corporation for Public Broadcasting**

CPB, a private, nonprofit corporation created by Congress in 1967, is the steward of the Federal Government's investment in public broadcasting. CPB helps support the operations of more than 1,400 locally owned and operated public television and radio stations nationwide, and it is the largest single source of funding for research, technology, and program development for public radio, television, and related online services. Public broadcasting has a special responsibility to remain a neutral, unbiased convener of a healthy civic dialogue that informs and engages the public and strengthens the community for the common good.

## **IV. PROJECT TASKS**

Below is a breakdown of the key project milestones.

## **A. Review Project Documents and Reports, and Conduct Interviews**

Contractor will contact the representative of each of the three RTL projects and acquire all research and evaluation reports and other public project documents, as necessary. Contractor will review and analyze the reports and documents in accordance with the questions laid out in Section 1 – Overview. Should Contractor determine that additional information from key project staff or project partners is needed, Contractor will contact the relevant RTL project’s representative for assistance in arranging the interview(s). Contractor will conduct the interview(s) independently of the U.S. Department of Education, the RTL projects and their partners, and CPB management (i.e., CPB, as the RTL 2010-2015 Policy Brief project’s manager, and the three RTL projects’ representatives, staff, and partners will have no influence on the interview questions).

## **B. Write Policy Brief**

Based on Contractor’s expert analysis of the reports, documents, and other information provided by the RTL projects, Contractor will write a publishable-quality policy brief about the RTL Program that addresses the questions laid out in Section 1 – Overview and summarizes results, findings, and pertinent lessons learned across the three RTL projects about three main RTL award activities: research and evaluation, transmedia content development and distribution, and community engagement.

## **C. Prepare Policy Brief for Dissemination**

CPB, as project manager, will solicit feedback from the RTL Program Officer and from representatives from each of the RTL projects on the accuracy of the information presented in the draft(s) of the policy brief. CPB may solicit input on the draft(s) from other experts in children and media as well. Subsequent to CPB’s solicitation of feedback on draft(s), Contractor will review the feedback and use that feedback to make revisions to the policy brief that Contractor deems valid and necessary. After final review and acceptance of the policy brief, Contractor will graphically design and prepare the brief for electronic and targeted hard-copy dissemination.

## **V. PROPOSAL REQUIREMENTS**

Applicants’ proposals must address the points below, separating their Technical Proposal and Cost Proposal.

### **A. Technical Proposal** (Microsoft Word or Adobe PDF format) must include the following information in the order specified:

#### **1. Executive Summary**

A written narrative (one-page maximum) outlining Contractor’s:

- Expertise in the field of children and media and qualifications to write the policy

brief required for this Project, and

- Vision for the length, structure, and content of the policy brief.

## **2. Project Narrative**

A written description (six pages maximum) of the steps Contractor will undertake to conduct the Project that clearly addresses:

- Contractor's expertise and experience in the field of children and media;
- Contractor's experience writing policy briefs, particularly those with an education focus on children and media that involve collecting and combining data from different sources (please provide examples or links);
- Contractor's approach to completing the project, which includes a discussion each of the tasks listed in Section IV;
- Contractor's vision for the length, structure, and content of the policy brief and suggested dissemination pathways;
- Timeline and number of hours required of each assigned staff for the key project milestones (e.g., review and analysis of reports and documents, interviews, outline for the policy brief, first draft, second draft, final report, and dissemination); and
- A description of the relevant expertise of staff to be assigned to the project.

Contractor's résumé and that of staff assigned to the project should be included as an appendix.

## **B. Cost Proposal (Microsoft Excel format)**

Applicant's cost proposals must show a breakdown of the hours and rates of each staff member assigned to the project and any anticipated expenses. The staff time and cost should be shown by the major milestones, such as: review and analysis, writing, revision, and preparation for dissemination. Applicant's travel costs are limited to \$5,000, as set forth in Section I.

## **VI. SELECTION CRITERIA**

CPB will evaluate proposals based on the following criteria with the assigned weight:

1. Qualifications. Contractor's expertise in the field of children and media and experience writing publishable quality research policy briefs that address education issues. (45%)
2. Approach & Timeline. The quality of the proposed approach to completing the project and whether the breakdown of the hours and staff assigned to complete the key milestones are practical and will facilitate completing the project on time. (30%)
3. Reasonableness of the cost. (25%)

CPB may request the top scoring applicants to present their proposals in person or by phone to the RTL Program officer and the cross-team committee of RTL project directors at

CPB offices in Washington, D.C. If interviews are conducted, CPB will contact the applicants to schedule the interviews. Final selection of a Contractor is contingent upon approval of the RTL Program officer and the three RTL project directors.

## **VI. QUESTIONS**

All questions must be submitted in writing to [Barbara Lovitts](mailto:blovitts@cpb.org) at the email address below. CPB will post the questions and responses on CPB's website, without naming the inquiring organization.

## **VII. SUBMISSION OF PROPOSALS**

The Technical Proposal must be submitted to: Barbara Lovitts, director of Research and Evaluation, [blovitts@cpb.org](mailto:blovitts@cpb.org), in either Microsoft Word or PDF format, with Contractor's name followed by "RFP RTL Policy Brief" in the file name. The Cost proposal must be submitted to Jackie Livesay, assistant general counsel & vice president, Compliance, [jlivesay@cpb.org](mailto:jlivesay@cpb.org) in either format indicated above, again with Contractor's name followed by "RFP RTL Policy Brief" in the file name. Each proposal received will be acknowledged upon receipt.

## **VIII. TIMELINE**

Below is the anticipated timeline for reviewing and selecting a Contractor.

<b>RFP Review and Selection</b>	<b>Date</b>
Submission Deadline	October 8, 2015
Select Contractor	October 20, 2015
Contract Term	November 2015-February 29, 2016

## **IX. CPB Terms**

Proposals submitted in response to this RFP by applicants shall be valid for at least ninety (90) days following the closing date of proposals.

Proposals shall be prepared simply and economically, providing a straightforward, concise description of the Contractor's proposals to meet the requirements of this RFP. Neither multiple nor alternate proposals will be accepted. An applicant should give specific attention to the clear identification of those portions of its proposal that it considers confidential, proprietary commercial information or trade secrets.

The selected Contractor shall be responsible for all products and services required by this RFP. Subcontractors must be identified, and a complete description of their role relative to the proposals must be included in the Contractor's proposal.

By submitting an offer in response to this RFP, a Contractor, if selected for award, shall be deemed to have accepted the terms of this RFP. Any exceptions to this RFP must be clearly identified in the proposal. A proposal that takes exception to these terms may be rejected.

As part of the RFP review process, CPB may share materials, data, and other information and analyses (collectively, "Information") with applicants. As a condition of receiving such Information, applicants responding to this RFP shall be deemed to have agreed to protect, preserve and maintain all such Information on a strictly confidential basis, and to promptly return to CPB upon its request all tangible copies of such Information in its possession.

CPB is not responsible for loss or damage to any materials submitted with or in support of this RFP. Any submission to CPB shall become the property of CPB (not including any intellectual property rights contained in such submission), and CPB is not required to return any submitted materials to any applicant. CPB is not responsible for any violation of copyright, trademark, patent, trade secret, or other rights that may result from disclosure made by response to this RFP.

Solicitation by CPB of proposals does not constitute an agreement by CPB to extend funding to any party for the project under consideration. CPB may, in its sole discretion, elect not to pursue this project in any manner.

By submitting a proposal, each applicant grants to CPB the right to duplicate, use, disclose, and distribute all of the materials submitted for purposes of evaluation, review, and research. In addition, each applicant guarantees that the applicant has full and complete rights to all of the information and materials included in the proposal. Each applicant also guarantees that all such materials are not defamatory and do not infringe upon or violate the privacy rights, copyrights, or other proprietary rights of any third party.

CPB will not be responsible for any costs incurred by applicant in preparing and submitting a proposal or in performing any other activities relative to this solicitation.

## **X. Conditions of Agreement**

If a proposal in response to this RFP is selected for funding, the successful Contractor will be required to sign a binding agreement. Until both CPB and the successful Contractor have signed an agreement, no express or implied commitment has been made to provide financial support. The successful Contractor is not authorized to commence work until the agreement is fully executed. If the successful Contractor opts to commence work, it does so at its own risk. No oral or written statement other than the signed, written agreement will govern or modify the relationship.

As a condition of agreement, the successful Contractor must guarantee that, among other things, any work it undertakes on behalf of CPB is not defamatory and will not violate or infringe upon the privacy rights, copyrights, or other proprietary rights of any third party. The successful Contractor must also agree to indemnify CPB against any loss



resulting from breach of any of the guarantees contained in the agreement.

The successful Contractor receiving funds from CPB must be able to comply with a number of requirements that will be included in the operative agreement. These requirements include but are not limited to:

- (1) A demonstration of adequate financial support to complete the work for which it has been contracted and to deliver reports and/or other intellectual property created pursuant to the Agreement;
- (2) Maintenance, for three (3) years following receipt of relevant funds, of all financial records of the project, which shall be accessible to CPB, and to the U.S. Comptroller General or other representatives for examination and audit purposes. (Contractors will additionally ensure that any subcontractors or consultants under the agreement shall also maintain such records for the period specified and under the same terms);
- (3) Maintenance, for three (3) years after approval of a final financial report, of a complete file of all subcontracts and other agreements, licenses, clearances, and other documents related to the work undertaken, copies of which shall be made available to CPB on request;
- (4) Submission to CPB of a copy of any U.S. Comptroller General final audit report in connection with the project;
- (5) Compliance with equal employment opportunity and nondiscrimination laws and policies;
- (6) Contractor will be required to provide documentation as to actual costs, and provide supporting detail demonstrating that all costs are reasonable, necessary, and allocable to the requirements and objectives of the work undertaken; and
- (7) All research and materials created, developed, compiled or produced pursuant to or as a result of this project (including but not limited to all reports) will be considered ordered and commissioned by CPB as works made for hire under the copyright laws and made in the course of services rendered. If, for any reason, the proposed research and materials to be provided are not considered works made for hire under the copyright laws, then the Contractor will be required to assign all right, title, and interest in and to such research and materials to CPB. Contractor further agrees that neither it, nor any of its subcontractors, will have any copyrights or other intellectual property rights whatsoever in any research and/or materials created, developed, compiled, or produced by it or by any subcontractor, or by any third party participating in the preparation of research or materials for this project.
- (8) The agreement will be governed by and construed in accordance with the laws of the District of Columbia without regard to its conflict of law provisions.

Other material terms and provisions will be set forth in the documents provided to the

applicant that successfully completes the selection process.

CPB will have complete rights to the reports created as deliverables for this project.

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## **Exhibit A**

### **Travel Expense Guidelines**

#### **CPB Non-Employee Travel Expense Guidelines**

Travel Expenses incurred by non-CPB staff (including consultants) need to be itemized in the Non-Employee Expense Form. All expenses worth \$25.00 or higher denominations must be supported by original receipts. Expenses requiring CPB approval must evidence such approval. Reimbursement of travel expenses is subject to the following limitations:

#### **Transportation**

Only coach or economy class airfare, rail fare or bus fare will be reimbursed toward travel expenses. Travelers must make every effort to plan travel and book transportation sufficiently in advance so as to realize cost savings and are required to accept the lowest fare available for the required itinerary. Full fare coach may be used only in unusual and/or special circumstances and, in each such instance, a detailed explanation shall be provided and reimbursement shall be contingent upon approval by CPB.

Private automobile use will be reimbursed at the prevailing IRS rate of 57.5 cents per mile for 2015, but not in excess of the lowest available airfare. Taxi cab fare will be reimbursed to the extent reasonable and necessary. Rental car expense will be reimbursed only when the daily taxi fare would exceed per day car rental rate, or when no other convenient and less expensive form of ground transportation is available. Travelers may rent intermediate-size vehicles.

#### **Lodging**

CPB will only reimburse for reasonable, standard rate, single room accommodations and appropriate incidental charges. Incidental expenses incurred for comfort, grooming or personal enjoyment, such as airline and room movies, haircuts, shaving equipment, shoe shines, etc., are not subject to reimbursements.

#### **Meals**

CPB will reimburse for meals up to a total of \$65.00 per day for domestic travel and \$75.00 per day for foreign travel, provided that meals are not otherwise furnished or included in connection with an activity.

**Exhibit B**

**Notice Inviting Applications**

**DEPARTMENT OF EDUCATION****Office of Innovation and Improvement (OII); Overview Information; Ready-to-Learn Television Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010**

Catalog of Federal Domestic Assistance (CFDA) Number: 84.295A.

*Dates:*

*Applications Available:* March 22, 2010.

*Deadline for Notice of Intent to Apply:* April 21, 2010.

*Date of Meeting for Prospective Applicants:* April 8, 2010.

*Deadline for Transmittal of Applications:* May 21, 2010.

*Deadline for Intergovernmental Review:* July 20, 2010.

**Full Text of Announcement****I. Funding Opportunity Description***Purpose of Program:*

The Ready-to-Learn Television Program is designed to: (1) Facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents; and (2) develop and disseminate educational outreach materials and programs that are designed to promote school readiness, are interactive, and use multiple innovative technologies and digital media platforms.

*Background:*

Research shows that building and fostering numeracy and spatial thinking skills in young children are critical to eliminating differences in student achievement or student growth that tend to develop between children from low-income families and children from middle-income families during their school years.<sup>1</sup>

Authorized under section 2431 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), the Ready-to-Learn Television Program has in the past focused primarily on supporting the development and distribution of educational television content. Through this competition, the Secretary is encouraging applicants to use transmedia storytelling, as defined in this notice, to deliver early learning content. Individual studies show that low-income preschool children, in particular, can benefit substantially from participating in a media-rich curriculum that exposes them to educational content, and engages them

in learning activities through a variety of educational media platforms, including television, video, and online games.<sup>2</sup> To ensure that the transmedia content benefits the widest audience possible, we encourage applicants to provide access to the early learning content through open educational resources.

Section 2431 of the ESEA requires that projects funded under this program provide educational outreach at the local level. To ensure that low-income children benefit from the early learning content developed under this program, the Ready-to-Learn Television Program seeks to support a variety of content-related activities where programming and outreach are blended and reach high-need communities. To carry out these activities, applicants may wish to consider partnering with persistently lowest achieving schools (as defined in the final requirements for the School Improvement Grants program, 74 FR 65618; 75 FR 3375), a media production program within an accredited postsecondary institution, and a teacher preparation program within an accredited postsecondary institution that focuses on early childhood education.

The Secretary also encourages applicants to consider developing rigorous research and evaluation strategies to increase the body of knowledge about the impact of educational technology on improving school readiness and success for low-income children.

*Statutory Requirements:*

As set forth in section 2431 of the ESEA, to be eligible to receive a cooperative agreement under the Ready-to-Learn Television Program, an applicant must:

(1) Develop, produce, and distribute educational and instructional video programming for preschool and elementary school children and their parents in order to facilitate student academic achievement;

(2) Facilitate the development, directly or through contracts with producers of children and family educational television programming, of educational programming for preschool and elementary school children, and the accompanying support materials and services that promote the effective use of such programming;

(3) Facilitate the development of programming and digital content containing Ready-to-Learn-based children's programming and resources for parents and caregivers that is specially designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet;

(4) Contract with entities (such as public telecommunications entities) so that programs developed under this section are disseminated and distributed to the widest possible audience appropriate to be served by the programming, and through the use of the most appropriate distribution technologies; and

(5) Develop and disseminate education and training materials, including interactive programs and programs adaptable to distance learning technologies, that are designed—

(i) To promote school readiness; and

(ii) To promote the effective use of materials developed under paragraphs (2) and (3) among parents, teachers, Head Start providers, Even Start providers, providers of family literacy services, child care providers, early childhood development personnel, elementary school teachers, public libraries, and after-school program personnel caring for preschool and elementary school children.

*Priorities:* This competition contains two invitational priorities and one competitive preference priority.

*Invitational Priorities:* Under this competition we are particularly interested in applications that address the following priorities. For FY 2010 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.* Applications that provide for the development of high-quality, age-appropriate educational content in reading and/or mathematics that is designed to increase the literacy and/or numeracy skills of low-income children ages two to eight years old. This invitational priority encourages applicants to deliver early learning content through the well-planned and coordinated use of multiple media platforms, commonly known as transmedia storytelling, as defined in this notice. Applicants are also encouraged to develop effective outreach strategies, activities, and materials that are designed to

<sup>1</sup> National Research Council. 1998. Preventing Reading Difficulties in Young Children.

<sup>2</sup> Penuel, W. R., Pasnik, S., Bates, L., Townsend, E., Gallagher, L. P., Llorente, C., & Hupert, N. (2009). Preschool teachers can use a media-rich curriculum to prepare low-income children for school success: Results of a randomized controlled trial. New York and Menlo Park, CA: Education Development Center, Inc., and SRI International.

supplement and enhance early learning content and improve the reading literacy and/or mathematics skills and early learning outcomes of low-income children.

**Invitational Priority 2.** Applications that provide for the development and dissemination of products and results through open educational resources (OER). OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or repurposing by others. This invitational priority encourages applications that describe how the applicants will make their Ready-to-Learn products and resources freely available through various media platforms in an effort to share content, proven teaching strategies, and lessons learned in implementing Ready-to-Learn properties and resources with other early childhood and early elementary school educators.

**Note:** Each applicant addressing this priority is encouraged to include plans for how the applicant will disseminate resources, for example through a Web site that is freely available to all users. Each applicant is also encouraged to include plans specifying how the project will identify quality resources, including content and/or outreach activities, for presentation to other educators and parents.

**Competitive Preference Priority:** This priority is from the notice of final priority for Scientifically Based Evaluation Methods, published in the **Federal Register** on January 25, 2005 (70 FR 3586). For FY 2010 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 up to an additional 20 points to an application, depending on how well an application meets this priority. These points are in addition to any points the application earns under the selection criteria.

When using the priority to give competitive preference to an application, we will review the applications using a two-stage review process. In the first stage, we will review the applications based on the selection criteria without taking the competitive priority into account. In the second stage of the process, we will review the applications rated highest in the first stage of the process to determine whether they will receive the competitive preference points. We will consider awarding competitive preference points only to those

applicants with top-ranked scores based on the selection criteria.

This priority is:

The Secretary establishes a priority for projects proposing an evaluation plan that is based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention. The Secretary intends that this priority will allow program participants and the Department to determine whether the project produces meaningful effects on student achievement or teacher performance.

Evaluation methods using an experimental design are best for determining project effectiveness. Thus, when feasible, the project must use an experimental design under which participants—e.g., students, teachers, classrooms, or schools—are randomly assigned to participate in the project activities being evaluated or to a control group that does not participate in the project activities being evaluated.

If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching participants—e.g., students, teachers, classrooms, or schools—with non-participants having similar pre-program characteristics.

In cases where random assignment is not possible and participation in the intervention is determined by a specified cut-off point on a quantified continuum of scores, regression discontinuity designs may be employed.

For projects that are focused on special populations in which sufficient numbers of participants are not available to support random assignment or matched comparison group designs, single-subject designs such as multiple baseline or treatment-reversal or interrupted time series that are capable of demonstrating causal relationships can be employed.

Proposed evaluation strategies that use neither experimental designs with random assignment nor quasi-experimental designs using a matched comparison group nor regression discontinuity designs will not be considered responsive to the priority when sufficient numbers of participants are available to support these designs. Evaluation strategies that involve too small a number of participants to support group designs must be capable of demonstrating the causal effects of an intervention or program on those participants.

The proposed evaluation plan must describe how the project evaluator will

collect—before the project intervention commences and after it ends—valid and reliable data that measure the impact of participation in the program or in the comparison group.

Points awarded under this priority will be determined by the quality of the proposed evaluation method. In determining the quality of the evaluation method, we will consider the extent to which the applicant presents a feasible, credible plan that includes the following:

(1) The type of design to be used (that is, random assignment or matched comparison). If matched comparison, include in the plan a discussion of why random assignment is not feasible.

(2) Outcomes to be measured.

(3) A discussion of how the applicant plans to assign students, teachers, classrooms, or schools to the project and control group or match them for comparison with other students, teachers, classrooms, or schools.

(4) A proposed evaluator, preferably independent, with the necessary background and technical expertise to carry out the proposed evaluation. An independent evaluator does not have any authority over the project and is not involved in its implementation.

In general, depending on the implemented program or project, under a competitive preference priority, random assignment evaluation methods will receive more points than matched comparison evaluation methods.

While we will not score applicants based on the invitational priorities, we encourage applicants to take advantage of the competitive preference priority if their model allows them to do so.

#### *Definitions:*

As used in invitational priority 1 in this notice:

**Transmedia storytelling** means conveying content and themes to audiences through the well-planned, connected use of multiple media platforms (examples include but may not be limited to: television, Web sites, cell phones, e-books, electronic games, handheld devices, and other yet to be developed technologies).

As used in the competitive preference priority in this notice—

**Scientifically based research** (section 9101(37) of the ESEA, 20 U.S.C. 7801(37)):

(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.

*Random assignment or experimental design* means random assignment of students, teachers, classrooms, or schools to participate in a project being evaluated (treatment group) or not participate in the project (control group). The effect of the project is the difference in outcomes between the treatment and control groups.

*Quasi-experimental designs* include several designs that attempt to approximate a random assignment design.

*Carefully matched comparison groups design* means a quasi-experimental design in which project participants are matched with non-participants based on key characteristics that are thought to be related to the outcome.

*Regression discontinuity design* means a quasi-experimental design that closely approximates an experimental design. In a regression discontinuity design, participants are assigned to a treatment or control group based on a numerical rating or score of a variable unrelated to the treatment such as the rating of an application for funding. Eligible students, teachers, classrooms, or schools above a certain score ("cut score") are assigned to the treatment group and those below the score are assigned to the control group. In the case of the scores of applicants' proposals for funding, the "cut score" is established at the point where the program funds available are exhausted.

*Single subject design* means a design that relies on the comparison of treatment effects on a single subject or group of single subjects. There is little confidence that findings based on this design would be the same for other members of the population.

*Treatment reversal design* means a single subject design in which a pre-treatment or baseline outcome measurement is compared with a post-treatment measure. Treatment would then be stopped for a period of time, a second baseline measure of the outcome would be taken, followed by a second application of the treatment or a different treatment. For example, this design might be used to evaluate a behavior modification program for disabled students with behavior disorders.

*Multiple baseline design* means a single subject design to address concerns about the effects of normal development, timing of the treatment, and amount of the treatment with treatment-reversal designs by using a varying time schedule for introduction of the treatment and/or treatments of different lengths or intensity.

*Interrupted time series design* means a quasi-experimental design in which the outcome of interest is measured multiple times before and after the treatment for program participants only.

*Program Authority:* 20 U.S.C. 6775.

*Applicable Regulations:* (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 81, 82, 84, 85, 86, 97, 98, and 99. (b) The notice of final priority for Scientifically Based Evaluation Methods, published in the **Federal Register** on January 25, 2005 (70 FR 3586).

**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:* Cooperative agreements.

*Estimated Available Funds:* \$26,884,000.

*Estimated Range of Awards:* \$3,500,000–\$5,000,000 for the first year of the project. Funding for the second, third, fourth, and fifth years is subject to availability of funds and the approval of continuation awards (see 34 CFR 75.253).

*Estimated Average Size of Awards:* \$4,250,000.

*Estimated Maximum Size of Awards:* \$5,000,000.

*Estimated Number of Awards:* 5–7.

*Maximum Award:* We will reject any application that proposes a budget exceeding \$5,000,000 for a single budget period of 12 months. The Assistant Deputy Secretary for the Office of Innovation and Improvement may change the maximum amount through a notice published in the **Federal Register**.

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

*Project Period:* Up to 60 months.

## III. Eligibility Information

1. *Eligible Applicants:* To receive a cooperative agreement under this competition, an entity must be a public telecommunications entity that is able to demonstrate each of the following:

(A) A capacity to develop and nationally distribute educational and instructional television programming of high quality that is accessible by a large majority of disadvantaged preschool and elementary school children.

(B) A capacity to contract with the producers of children's television programming for the purpose of developing educational television programming of high quality.

(C) A capacity, consistent with the entity's mission and nonprofit nature, to negotiate such contracts in a manner that returns to the entity an appropriate share of any ancillary income from sales of any program-related products.

(D) A capacity to localize programming and materials to meet specific State and local needs and to provide educational outreach at the local level.

**Note:** The term *public telecommunications entity* means any enterprise which (a) is a public broadcast station or a noncommercial telecommunications entity; and (b) disseminates public telecommunications services to the public. (20 U.S.C. 6775)

**Note:** If more than one public telecommunications entity wishes to form a consortium and jointly submit a single application, they must follow the procedures for group applications described in 34 CFR 75.127 through 75.129 of EDGAR.

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

## IV. Application and Submission Information

1. *Address to Request Application*

*Package:* You can obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain a copy via the Internet, use the following address: <http://www.ed.gov/fundgrant/apply/grantapps/index>. To obtain a copy from

ED Pubs, write, fax, or call the following: U.S. Department of Education—ED Pubs-NTIS, PO Box 22207, Alexandria, VA 22304. Telephone (toll free): 1-877-433-7827. FAX: (703) 605-6791. 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: <http://www.ed.gov/pubs/edpubs.html> or at its e-mail address: [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.295A.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

**2. Content and Form of Application Submission:** Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

**Notice of Intent to Apply:** The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this program. Therefore, the Secretary strongly encourages each potential applicant to notify the Department by sending a short e-mail message indicating the applicant's intent to submit an application for funding. The e-mail need not include information regarding the content of the proposed application, only the applicant's intent to submit. The e-mail notification should be sent to Joe Caliguro at [readytolearn@ed.gov](mailto:readytolearn@ed.gov).

Applicants that fail to provide this e-mail notification may still apply for funding. **Meeting for Prospective Applicants:** The Ready-to-Learn program will hold a webinar for prospective applicants on April 8, 2010 from 2:00 p.m.–3:00 p.m. Washington, DC time. The conference will offer information about how to apply for a Ready-to-Learn cooperative agreement. For information and to register, please send an e-mail to [joseph.caliguro@ed.gov](mailto:joseph.caliguro@ed.gov).

**Page Limit:** The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. Applications are strongly encouraged to limit the application narrative (Part III) to the equivalent of no more than 50 single-sided pages using 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 program narrative, including titles, headings, footnotes, quotations, references, and captions, as well as all text in charts, tables, figures, and graphs.

- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch).

Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial. An application submitted in any other font (including Times Roman or Arial Narrow) will not be accepted.

The page limit does not apply to Part I, the cover sheet; Part II, the budget section, including the narrative budget justification; Part IV, the assurances and certifications; or the one-page abstract, the resumes, the bibliography, or the letters of support. However, the page limit does apply to all of the application narrative section (Part III).

**3. Submission Dates and Times:**  
**Applications Available:** March 22, 2010.

**Deadline for Notice of Intent to Apply:** April 21, 2010.

**Date of Meeting for Prospective Applicants:** April 8, 2010.

**Deadline for Transmittal of Applications:** May 21, 2010.

Applications for grants under this program under this competition must be submitted electronically using the Electronic Grant Application System (e-Application) accessible through the Department's e-grant site. 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 section IV. **6. Other Submission Requirements** of 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 of 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:** July 20, 2010.

**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:** An entity that receives a Ready-to-Learn grant, contract, or cooperative agreement may not use more than five percent of the amount received under the grant for administrative purposes. We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

**6. Other Submission Requirements.** 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.**

Applications for grants under the Ready-to-Learn Television Program—CFDA Number 84.295A must be submitted electronically using e-Application, accessible through the Department's e-Grants Web site at: <http://e-grants.ed.gov>.

We will reject your 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 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 application deadline date is provided later in this section under *Exception to Electronic Submission Requirement*.

While completing your electronic application, you will be entering data online that will be saved into a database. You may not e-mail an electronic copy of a grant application to us.

Please note the following:

- You must complete the electronic submission of your grant application by 4:30 p.m., Washington, DC time, on the application deadline date. E-Application will not accept an application for this program after 4:30:00 p.m., Washington, DC time, on the application deadline date. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the application process.

- The hours of operation of the e-Grants Web site are 6:00 a.m. Monday



until 7:00 p.m. Wednesday; and 6:00 a.m. Thursday until 8:00 p.m. Sunday, Washington, DC time. Please note that, because of maintenance, the system is unavailable between 8:00 p.m. on Sundays and 6:00 a.m. on Mondays, and between 7:00 p.m. on Wednesdays and 6:00 a.m. on Thursdays, Washington, DC time. Any modifications to these hours are posted on the e-Grants Web site.

- 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: the 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. 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 notice.

- Prior to submitting your electronic application, you may wish to print a copy of it for your records.

- After you electronically submit your application, you will receive an automatic acknowledgment that will include a PR/Award number (an identifying number unique to your application).

- Within three working days after submitting your electronic application, fax a signed copy of the SF 424 to the Application Control Center after following these steps:

- (1) Print SF 424 from e-Application.
- (2) The applicant's Authorizing Representative must sign this form.

- (3) Place the PR/Award number in the upper right hand corner of the hard-copy signature page of the SF 424.

- (4) Fax the signed SF 424 to the Application Control Center at (202) 245-6272.

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

*Application Deadline Date Extension in Case of e-Application Unavailability:* If you are prevented from electronically submitting your application on the

application deadline date because e-Application is unavailable, we will grant you an extension of one business day to enable you to transmit your application electronically, by mail, or by hand delivery. We will grant this extension if—

- (1) You are a registered user of e-Application and you have initiated an electronic application for this competition; and

- (2)(a) E-Application is unavailable for 60 minutes or more between the hours of 8:30 a.m. and 3:30 p.m., Washington, DC time, on the application deadline date; or

- (b) E-Application is unavailable for any period of time between 3:30 p.m. and 4:30:00 p.m., Washington, DC time, on the application deadline date.

We must acknowledge and confirm these periods of unavailability before granting you an extension. To request this extension or to confirm our acknowledgment of any system unavailability, you may contact either

- (1) the person listed elsewhere in this notice under *For Further Information Contact* (see VII. Agency Contact) or (2) the e-Grants help desk at 1-888-336-8930. If e-Application is unavailable due to technical problems with the system and, therefore, the application deadline is extended, an e-mail will be sent to all registered users who have initiated an e-Application. Extensions referred to in this section apply only to the unavailability of e-Application.

*Exception to Electronic Submission Requirement:* You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through e-Application because—

- You do not have access to the Internet; or

- You do not have the capacity to upload large documents to e-Application; and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the 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 prevents you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the 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 application deadline date.

Address and mail or fax your statement to: Joe Caliguro, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W214, Washington, DC 20202-5980. FAX: (202) 205-5720.

Your paper 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 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 following address: U.S. Department of Education, Application Control Center, Attention: (CFDA Number 84.295A), LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

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 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 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.

*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 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 84.295A), 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 4:30:00 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; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this grant notification 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.

## V. Application Review Information

**Selection Criteria:** The selection criteria for this competition are from section 34 CFR 75.210. The maximum score for all the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider in determining how well an application meets the criterion. The *Note* following selection criterion (6) is guidance to help applicants in preparing their applications and is not required by statute or regulations. The selection criteria are as follows:

(1) *Need for project (15 points).* The Secretary considers the need for the proposed project by considering 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.

(b) The extent to which specific gaps or weaknesses 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.

(2) *Significance (10 points).* The Secretary considers the significance of the proposed project by considering the following factor:

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

(3) *Quality of the project design (25 points).* The Secretary considers the quality of the design of the proposed project by considering the following factors:

(a) The extent to which the design of the proposed project reflects up-to-date

knowledge from research and effective practices.

(b) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(c) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

(4) *Quality of project personnel (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.

In addition, the Secretary considers the following factor.

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

(5) *Quality of the management plan (20 points).* The Secretary considers the quality of the management plan for the proposed project by considering 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.

(b) 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.

(c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(6) *Quality of the project evaluation (20 points).* The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

(a) 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.

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

**Note on Factors Applicants May Wish To Consider in Developing an Evaluation Plan:**

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be used, as appropriate, to shape the development of the project from the beginning of the grant period. The evaluation plan should 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, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should 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 these instruments will be developed; (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 about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

## VI. Award Administration Information

1. *Award Notices:* If your 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 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 of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of 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. *Grant Administration:* Applicants should budget for a three-day meeting for project directors to be held in Washington, DC.

4. *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). For specific requirements on reporting, please go to <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

5. *Performance Measures:* The Department has established the following Government Performance and Results Act of 1993 (GPRA) performance measures for the Ready-to-Learn Television Grant Program: (1) the percentage of Ready-to-Learn programming and educational content deemed to be of high quality and (2) the percentage of Ready-to-Learn outreach products deemed to be of high quality.

These measures constitute the Department's indicators of success for this program. Consequently, we advise an applicant for a grant under this program to give careful consideration to these measures in conceptualizing the approach and evaluation for its proposed project. Each grantee will be required to provide, in its annual performance and final reports, data about its progress in meeting these measures.

## VII. Agency Contact

*For Further Information Contact:* Joe Caliguro, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W214, Washington, DC 20202-5980. Telephone: (202) 205-5449 or by e-mail: [readytolearn@ed.gov](mailto:readytolearn@ed.gov).

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

## VIII. Other Information

*Accessible Format:* Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) on request to the program contact person listed under *For Further Information Contact* in section VII of 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: <http://www.ed.gov/news/fedregister>. To use PDF you must have Adobe Acrobat Reader, which is available free at this site.

**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: <http://www.gpoaccess.gov/nara/index.html>.

Dated: March 17, 2010.

**James H. Shelton, III,**

*Assistant Deputy Secretary for Innovation and Improvement.*

[FR Doc. 2010-6289 Filed 3-19-10; 8:45 am]

**BILLING CODE 4000-01-P**

## DEPARTMENT OF EDUCATION

### Centers for Independent Living Program—Training and Technical Assistance

**AGENCY:** Office of Special Education and Rehabilitative Services, Department of Education.

**ACTION:** Notice of proposed priority.

*Catalog of Federal Domestic Assistance (CFDA) Number:* 84.400B.

**SUMMARY:** The Assistant Secretary for Special Education and Rehabilitative Services proposes a priority under the Centers for Independent Living Program—Training and Technical Assistance (CIL-TA program). The Assistant Secretary may use this priority for competitions in fiscal year (FY) 2010, using American Recovery and Reinvestment Act of 2009 (ARRA) funds appropriated for the Centers for Independent Living program (CIL program) authorized under title VII, chapter 1, part C of the Rehabilitation Act of 1973, as amended (the Act), and competitions in later years. We take this action to improve outcomes for individuals with significant disabilities by enhancing the quality of independent living (IL) services provided to those individuals and the efficiency of the delivery of those services by CILs funded through the CIL program.

**DATES:** We must receive your comments on or before April 21, 2010.

**ADDRESSES:** Address all comments about this notice to Sue Rankin-White, U.S. Department of Education, 400 Maryland Avenue, SW., Potomac Center Plaza (PCP), Room 5013, Washington, DC 20202-2800.

If you prefer to send your comments by e-mail, use the following address: [sue.rankin-white@ed.gov](mailto:sue.rankin-white@ed.gov). You must include the term "CIL-TA program" in the subject line of your electronic message.

**FOR FURTHER INFORMATION CONTACT:** Sue Rankin-White. Telephone: (202) 245-7312 or e-mail: [sue.rankin-white@ed.gov](mailto:sue.rankin-white@ed.gov).

If you use a telecommunications device for the deaf (TDD), call, toll free, (866) 889-6737.

### SUPPLEMENTARY INFORMATION:

*Invitation To Comment:* We invite you to submit comments regarding this notice.

We invite you to assist us in complying with the specific requirements of Executive Order 12866 and its overall requirement of reducing regulatory burden that might result from this proposed priority. Please let us know of any further ways we could reduce potential costs or increase potential benefits while preserving the effective and efficient administration of the program.

During and after the comment period, you may inspect all public comments about this notice in room 5013, PCP, 550 12th Street, SW., Washington, DC, between the hours of 8:30 a.m. and 4:00 p.m., Washington, DC time, Monday through Friday of each week except Federal holidays.

*Assistance to Individuals with Disabilities in Reviewing the Rulemaking Record:* On request, we will provide an appropriate accommodation or auxiliary aid to an individual with a disability who needs assistance to review the comments or other documents in the public rulemaking record for this notice. If you want to schedule an appointment for this type of accommodation or auxiliary aid, please contact the person listed under **FOR FURTHER INFORMATION CONTACT**.

*Purpose of Program:* The purpose of the CIL program is to maximize independence, productivity, empowerment, and leadership of individuals with disabilities and integrate these individuals into the mainstream of society.

CILs are consumer-controlled, community-based, cross-disability, nonresidential, private nonprofit agencies that are designed and operated within a local community by individuals with disabilities and provide an array of IL services to individuals with significant disabilities, including the core services of information and referral, IL skills training, peer counseling, and individual and systems advocacy.

Each State has established a Statewide Independent Living Council (SILC) that jointly develops and signs the State Plan for Independent Living with the designated State unit, monitors, reviews, and evaluates the implementation of the State plan, and coordinates activities with the State Rehabilitation Council and other organizations related to issues that affect individuals with disabilities. A majority of a SILC's members are individuals with disabilities. Other members include CIL representatives and State agency representatives, as well as other appropriate individuals.

Through the ARRA, Congress has appropriated \$87,500,000 for the CIL