

professional development activities would be implemented.

(b) The extent to which the proposed activities support research-based classroom reading instruction (including extended learning such as tutoring and summer programs, kindergarten transition, and family literacy/involvement).

(c) The extent to which the proposed activities will improve reading instruction for all children, including English language learners, children with special needs, and children whose level of achievement indicates that they will need additional instructional support.

(d) The extent to which the Tutorial Assistance subgrant activities of the proposed project reflect up-to-date knowledge of reading research and effective practice.

(4) Quality of the plan for State leadership, oversight and evaluation. (25 points)

In determining the quality of the plan for State leadership, oversight and evaluation, the Secretary considers the following factors:

(a) The adequacy of procedures for ensuring success under this grant, including how the State will ensure that school activities will use practices based on scientifically-based reading research, especially professional development activities for K-3 teachers.

(b) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including:

- Development of the reading and literacy partnership for overseeing proposed grant activities;
- Guidance provided to eligible districts and schools for developing applications;
- Subgrant processes and criteria; and
- Leadership, technical assistance, and monitoring activities for subgrantees that ensure continuous improvement in reading.

(c) The qualifications, including relevant training and experience, of the key SEA staff responsible for managing the grant activities described above.

(d) The quality of the State's evaluation design, including student outcome measures or indicators for grades K-3, subgrant (Local Reading Improvement and Tutorial Assistance) and school implementation measures and indicators, a timeline for data collection and reporting, provisions for feedback to districts, and identification of a qualified evaluator or inclusion of appropriate criteria.

(e) The extent to which the proposed activities coordinate REA with other State initiatives and programs, including how the REA grant will add

to current State and local efforts such as comprehensive early literacy programs.

(5) Adequacy of resources. (15 points)

In determining the adequacy of resources, the Secretary considers the following factors:

(a) The extent to which the average and range of amounts proposed, including the amounts per school, that will provide sufficient resources to accomplish the tasks of Local Reading Improvement and Tutorial Assistance subgrants.

(b) The budget provides sufficient detail and an appropriate level of funding to accomplish the purposes of this grant.

Intergovernmental Review

This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. One of the objectives of the Executive order is to foster an intergovernmental partnership and a strengthened federalism. The Executive order relies on processes developed by State and local governments for coordination and review of proposed Federal financial assistance.

This document provides early notification of our specific plans and actions for this program.

Electronic Access to This Document

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(Catalog of Federal Assistance Number: 84.338 Reading Excellence Program

Program Authority: 20 U.S.C. 6661 *et seq.*

Dated: April 12, 2000.

Michael Cohen,

Assistant Secretary for Office of Elementary and Secondary Education.

[FR Doc. 00-9641 Filed 4-13-00; 1:32 pm]

BILLING CODE 4001-01-P

DEPARTMENT OF EDUCATION

[CFDA No. 84.338]

Reading Excellence Program

ACTION: Notice inviting applications for new awards for Fiscal Year (FY) 2000.

Purpose of Program: The Reading Excellence Program provides competitive grants to eligible State educational agencies to award competitive subgrants to local educational agencies to fund local reading improvement programs and tutorial assistance programs.

Eligible Applicants: State educational agencies (SEAs) that were not funded in FY 1999; the District of Columbia; Puerto Rico; the Virgin Islands; Guam; American Samoa; and the Commonwealth of the Northern Mariana Islands.

Applications Available: April 14, 2000.

Deadline for Transmittal of Applications: May 22, 2000.

Note: An application for an award may be submitted by electronic mail (email), regular mail, or hand delivery.

Special Instructions for Applications Submitted by Email

Applications submitted by email should include an electronic return receipt and should be emailed to: grantspolicy@ed.gov

Applications submitted by email may be submitted in one of the following formats: (1) Microsoft Word (Version Word 95 or Word 97) or (2) portable document format (PDF). The preferred version is Word 97; however, all versions must have text search capability. The electronic version will be the official file copy. To ensure the integrity of the program, the Department will return a printed version to the applicant. The returned receipt and copy will be considered proof of receipt. All forms requiring original signatures (ED-424, Application for Federal Education Assistance; SF 424B, Assurances: Non-Construction Programs; ED 80-0013, Certifications Regarding Lobbying, Debarment, Suspension and other Responsibility Matters; and Drug-Free Workplace Requirements; ED 80-0014, Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions; and Form LLL, Disclosure of Lobbying Activities) must be mailed to the Department by the deadline date, as set out above under the *Deadline for Transmittal* section. Please send a hard copy of your application in addition to

the electronic copy to ensure that your application is formatted properly when printed.

Note: Some of the procedures in these instructions for transmitting applications differ from those in 34 CFR 75.102 (EDGAR). Under 5 U.S.C. 553, the Department generally offers interested parties the opportunity to comment on proposed regulations. However, these exceptions to EDGAR make procedural changes only and do not establish new substantive policy. Therefore, under 5 U.S.C. 553(b)(A), the Secretary has determined that proposed rulemaking is not required.

Deadline for Intergovernmental Review: June 21, 2000.

Estimated Available Funds:
\$241,100,000.

Estimated Range of Awards:
\$500,000–\$60,000,000.

Estimated Average Size of Awards:
\$20,092,000.

Estimate Number of Awards: 12.

Project Period: Up to 36 months.

Minimum Grant Award for SEAs:
\$500,000 for SEAs, \$100,000 minimum for territories.

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

Page Limit: The application narrative (Part III of the application) is where you, the applicant, address the selection criteria reviewers use to evaluate your application. You must limit Part III to the equivalent of no more than 100 pages, using the following standards:

- A page⁷⁷ is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.

- Single space (no more than six lines per vertical inch) all text in the application narrative.

- Use a font that is either 11-point or larger or no smaller than 10 pitch (characters per inch).

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, the letters of support or the two permissible appendices. However, you must include all of the application narrative in Part III.

Our reviewers will not read any pages of your application that:

- Exceed the page limit if you apply these standards; or
- Exceed the equivalent of the page limit if you apply other standards.

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 80, 81, 82, 85, 86, 97, 98, and 99; (b) 34 CFR part 299; and (c) the notice of final priorities, application requirements, and selection criteria as published elsewhere in this issue of the **Federal Register**.

For Applications and Further Information: Send an email message requesting an application to: reading_excellence@ed.gov

You may also receive an application by downloading it from the reading excellence website:
<http://www.ed.gov/offices/OESE/REA/index.html>

or by contacting Nancy Rhett, U.S. Department of Education, 400 Maryland Avenue, SW, Room 5C141, Washington, DC 20202–6200; Telephone: (202) 260–8228. If you use a telecommunications device for the deaf (TDD), you may call the Federal Information Relay Service (FIRS) at 1–800–877–8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request by contacting Katie Mincey, Director, Alternate Format Center, 330 C

St. SW, Room 1000, Washington, DC 20202–4560; by calling (202) 260–9895 or 205–8113; or by emailing:

katie_mincey@ed.gov

Individuals with disabilities also may obtain a copy of the application package in an alternate format by contacting Ms. Mincey. However, the Department is not able to reproduce in an alternate format the standard forms included in the application package.

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Program Authority: 20 U.S.C. 6661 et seq.

Dated: April 12, 2000.

Michael Cohen,

Assistant Secretary, Elementary and Secondary Education.

[FR Doc. 00–9640 Filed 4–13–00; 1:32 pm]

BILLING CODE 4000–01–P