

Archived Information

EARLY READING FIRST

Goal: To support local efforts in preschool programs to enhance the school readiness of young children, particularly those from low-income families, through scientific, research-based strategies and professional development that are designed to enhance the verbal skills, phonological awareness, letter knowledge, pre-reading skills, and early language development of children ages 3 through 5.	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
	1985	\$0	2000	\$0
	1990	\$0	2001	\$0
Legislation: To be determined.	1995	\$0	2002 (Requested)	\$75

Program Description

The Administration proposes a new program that would provide competitive grants to local educational agencies (LEAs) that are eligible to receive a Reading First State Grant subgrant and to non-profit organizations that are located in LEAs that are eligible. The LEAs and non-profit organizations would apply on behalf of one or more pre-school programs, such as a Head Start center, to develop model programs to support the school readiness of preschool-aged children.

The program would support local efforts to enhance the school readiness of young children, particularly those from low-income families, through scientific, research-based strategies and professional development that are designed to enhance the verbal skills, phonological awareness, letter knowledge, pre-reading skills, and early language development of children ages 3 through 5. Program activities would support children's understanding of letters, letter sounds, the blending of sounds, and words. Through the understanding and use of an increasingly complex and rich spoken vocabulary, developed in part through teacher-read stories, children would begin to build a strong foundation for learning to read. Program activities would also help to prepare staff in preschool programs, through professional development and other support, to provide high-quality language, literacy, and pre-reading activities, using scientifically based research, for preschool-aged children.

Program Performance

OBJECTIVE 1: YOUNG CHILDREN WILL ENTER SCHOOL WITH THE SKILLS THAT ARE THE PRECURSORS TO SUCCESSFUL READING.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
			Status: New program.	Source: Diagnostic pre-reading assessments. <i>Frequency:</i> Unknown. <i>Next collection update:</i> Unknown. <i>Date to be reported:</i> Unknown. Validation Procedure: Not applicable. Limitations of Data and Planned Improvements: <i>Limitations:</i> Unknown. <i>Planned Improvements:</i> Unknown.
Year	Actual Performance	Performance Targets	Explanation: New program.	
1999:	Not Applicable	Not Applicable		
2000:	Not Applicable	Not Applicable		
2001:	Not Applicable	Not Applicable		
2002:		(Baseline to be established in 2003.)		
Indicator 1.2 An increasing percentage of young children will show progress on measures of phonological awareness, letter knowledge, and pre-reading skills.				
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			Status: New program.	Source: Diagnostic pre-reading assessments. <i>Frequency:</i> Unknown. <i>Next collection update:</i> Unknown. <i>Date to be reported:</i> Unknown. Validation Procedure: Not applicable. Limitations of Data and Planned Improvements: <i>Limitations:</i> Unknown. <i>Planned Improvements:</i> Unknown.
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