

Native Hawaiian Entity—means a private non-profit organization that serves the interests of Native Hawaiians, and is recognized by the Governor of Hawaii for the purpose of planning, conducting, or administering programs (or parts of programs) for the benefit of Native Hawaiians.

Non-Federal Share—means that portion of project costs not borne by the Federal government. Under ELOA, the minimum required Non-Federal Share is 15 percent of the total cost of the approved project.

Parent—means a biological parent, an adoptive parent, a stepparent, a foster parent, or a legal guardian of, or a person standing in loco parentis to a child.

Program Income—means gross income earned by the grantee or subgrantee that is directly generated by a grant supported activity, or earned only as a result of the award. 45 CFR parts 74 and 92 include similar types of earned revenue, which qualify as program income. These include but are not limited to income from fees for services performed and the use of rental property.

Project Period—for the purposes of this announcement, project period means the 17-month period starting on September 30, 2003, and ending on February 28, 2005.

Real Property—means land, including land improvements, structures and appurtenances thereto, excluding movable machinery and equipment.

Regional Corporation—means a Native Alaska Regional Corporation; an entity listed in section 419(4)(B) of the Social Security Act (42 U.S.C. 619(4)(B)).

Training—means instruction in early learning that—(a) is required for certification under State and local laws, regulations, and policies; (b) is required to receive a nationally or State recognized credential or its equivalent; (c) is received in a postsecondary education program focused on early learning or early childhood development in which the individual is enrolled; or (d) is provided, certified, or sponsored by an organization that is recognized for its expertise in promoting early learning or early childhood development.

Young Child—for purposes of this program, means any child from birth to the age of mandatory school attendance in the State where the child resides.

Part II. Program Information and Requirements

A. Purposes

The purposes of the Early Learning Opportunities Act (ELOA) are—

- To increase the availability of voluntary programs, services, and activities that support early childhood development, increase parent effectiveness, and promote the learning readiness of young children so that they enter school ready to learn;

- To support parents, child care providers, and caregivers who want to incorporate early learning activities into the daily lives of young children;

- To remove barriers to the provision of an accessible system of early childhood learning programs in communities throughout the United States;

- To increase the availability and affordability of professional development activities and compensation for caregivers and child care providers; and

- To facilitate the development of community-based systems of collaborative service delivery models characterized by resource sharing, linkages between appropriate supports, and local planning for services.

B. Citations

1. **Sponsorship:** Grants being awarded under this announcement are sponsored by the Child Care Bureau (the Bureau) of the Administration on Children, Youth and Families (ACYF) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (DHHS). The Bureau will manage the grants.

2. **Funding Authority:** Funding is provided by ACF under the Consolidated Appropriations Act of 2003 (Pub. L. 108–7 and Pub. L. 106–554, the Early Learning Opportunities Act.)

C. Number of Awards

The Bureau estimates that up to 50 grants will be awarded in FY 2003, subject to the availability of funds and the results of the review process.

D. Project Duration and Budget Period

The project period for all ELOA grants will be 17 months and will begin on September 30, 2003, and end on February 28, 2005.

E. Funding Levels and Reservations

Individual awards will be between \$250,000 and \$1,000,000 depending on the size of the population to be served as well as geographic area to be served and the reasonableness of the budget in relationship to the services to be provided. While this will vary depending on the scope of the applications submitted, awards are expected to average \$700,000. Applicants that request Federal funds in

excess of \$1,000,000 will be considered “non-responsive” and will be returned to the applicant without further review.

The Act (section 809) provides that the Secretary shall reserve a portion of each year’s total ELOA appropriation for Indian Tribes, Regional Corporations, and Native Hawaiian entities. ACF anticipates competitively awarding funds to at least one Local Council designated by an Indian Tribe and one Local Council designated by an Alaska Native Regional Corporation or Native Hawaiian entity, subject to receipt of applications meeting the requirements of the Act as reflected in this announcement. ACF is setting aside no less than one percent of the FY 2003 ELOA appropriation for these purposes.

F. Allowable Early Learning Activities

In general, Local Councils may use ELOA funds to pay for developing, operating, or enhancing voluntary early learning programs that are likely to produce sustained gains in early learning. The President has identified the enhancement of early childhood literacy as a priority for this administration. Therefore, for FY 2003 grants, the Child Care Bureau will only consider for funding those Local Councils that include in their applications activities for “Enhancing Early Childhood Literacy” (see Item 1. below), AND two or more of the other allowable activities listed below (*i.e.*, Items 2 through 8).

The Project Summary/Abstract must contain statements that clearly identify which of the following allowable early learning activities are included in the project.

1. Enhancing early childhood literacy AND two or more of the following allowable activities:

2. Helping parents, caregivers, child care providers, and educators increase their capacity to facilitate the development of cognitive, language comprehension, expressive language, social emotional, and motor skills, and promote learning readiness;

3. Promoting effective parenting;

4. Developing linkages among early learning programs within a community and between early learning programs and health care services for young children;

5. Increasing access to early learning opportunities for young children with special needs including developmental delays, by facilitating coordination with other programs serving such young children;

6. Increasing access to existing early learning programs by expanding the days or times that the young children are served, by expanding the number of