

111TH CONGRESS
1ST SESSION

H. R. 2205

To expand quality programs of early childhood home visitation that increase school readiness, child abuse and neglect prevention, and early identification of developmental and health delays, including potential mental health concerns, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

APRIL 30, 2009

Mr. DAVIS of Illinois (for himself, Mr. PLATTS, Mr. MCHUGH, Mr. CASTLE, and Mr. EHLERS) introduced the following bill; which was referred to the Committee on Education and Labor, and in addition to the Committee on Armed Services, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

A BILL

To expand quality programs of early childhood home visitation that increase school readiness, child abuse and neglect prevention, and early identification of developmental and health delays, including potential mental health concerns, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Education Begins at
5 Home Act of 2009”.

1 **SEC. 2. FINDINGS AND PURPOSES.**

2 (a) FINDINGS.—Congress finds that—

3 (1) the home is the first and most important
4 learning environment for children, and parents are
5 their children’s first and most influential teacher;

6 (2) parent education and family support can
7 promote parents’ ability to enhance their children’s
8 development from birth until entry into kinder-
9 garten, thereby helping parents to prepare their chil-
10 dren for success in school;

11 (3) undiagnosed and unaddressed develop-
12 mental and health problems can impede overall child
13 development and school readiness;

14 (4) all parents deserve and can benefit from—

15 (A) research-based information regarding
16 child development;

17 (B) enrichment opportunities with their
18 children; and

19 (C) early opportunities to become involved
20 with their communities and schools; and

21 (5) early childhood home visitation leads to
22 positive outcomes for children and families, including
23 readiness for school, improved child health and de-
24 velopment, positive parenting practices, and reduc-
25 tions in child maltreatment.

1 (b) PURPOSES.—The purposes of this Act are as fol-
2 lows:

3 (1) To enable States, Indian tribes, tribal orga-
4 nizations, territories, or possessions to deliver qual-
5 ity programs of early childhood home visitation to
6 pregnant women and parents of children from birth
7 until entry into kindergarten in order to promote
8 positive outcomes for children and families including:
9 readiness for school, improved child health and de-
10 velopment, positive parenting practices, reductions in
11 child maltreatment, and enhanced parenting abilities
12 to support their children’s optimal cognitive, lan-
13 guage, social-emotional, and physical development.

14 (2) To expand quality programs of early child-
15 hood home visitation so as to more effectively reach
16 and serve families with English language learners.

17 (3) To expand quality programs of early child-
18 hood home visitation so as to more effectively reach
19 and serve families serving in the military.

20 (4) To establish a public education and aware-
21 ness campaign concerning the importance of the
22 proper care of infants and young children.

23 **SEC. 3. DEFINITIONS.**

24 In this Act:

1 (1) ELIGIBLE FAMILY.—The term “eligible
2 family” means—

3 (A) a woman who is pregnant and the fa-
4 ther of the child if the father is available; or

5 (B) a parent or primary caregiver of a
6 child under the age of entry into kindergarten,
7 including grandparents or other relatives of the
8 child, and foster parents (including kinship
9 caregivers), who are serving as the primary
10 caregiver, including a noncustodial parent who
11 has an ongoing relationship with and, at times,
12 provides physical care for such child.

13 (2) ENGLISH LANGUAGE LEARNER.—The term
14 “English language learner”, used with respect to an
15 individual, means an individual—

16 (A) who—

17 (i) was not born in the United States
18 or whose native language is a language
19 other than English;

20 (ii)(I) is a Native American (as de-
21 fined in section 9101 of the Elementary
22 and Secondary Education Act of 1965 (20
23 U.S.C. 7801)), an Alaska Native, or a na-
24 tive resident of an outlying area (as de-
25 fined in such section 9101); and

1 (II) comes from an environment where
2 a language other than English has had a
3 significant impact on the individual's level
4 of English language proficiency; or

5 (iii) is migratory, whose native lan-
6 guage is a language other than English,
7 and who comes from an environment where
8 a language other than English is domi-
9 nant; and

10 (B) whose difficulties in speaking or un-
11 derstanding the English language may be suffi-
12 cient to deny such individual—

13 (i) the ability to successfully achieve
14 in a classroom in which the language of in-
15 struction is English; or

16 (ii) the opportunity to participate fully
17 in society.

18 (3) HOME VISITATION.—The term “home visi-
19 tation” means services provided in the permanent or
20 temporary residence, or in a mutually agreed upon
21 location in the community, of the individual receiv-
22 ing such services.

23 (4) INDIAN TRIBE.—The term “Indian tribe”
24 has the meaning given such term in section 4(e) of

1 the Indian Self-Determination and Education Assist-
2 ance Act (25 U.S.C. 450b).

3 (5) SECRETARY.—Except as provided in section
4 6, the term “Secretary” means the Secretary of
5 Health and Human Services.

6 (6) STATE.—The term “State” means each of
7 the 50 States, the District of Columbia, and the
8 Commonwealth of Puerto Rico.

9 (7) TERRITORIES AND POSSESSIONS.—The
10 term “territories and possessions” shall include
11 American Samoa, the Commonwealth of the North-
12 ern Mariana Islands, Guam, and the United States
13 Virgin Islands.

14 (8) TRIBAL ORGANIZATION.—The term “tribal
15 organization” has the meaning given the term in
16 section 4(l) of the Indian Self-Determination and
17 Education Assistance Act (25 U.S.C. 450b).

18 **SEC. 4. GRANTS FOR EARLY CHILDHOOD HOME VISITA-**
19 **TION.**

20 (a) AUTHORIZATION.—The Secretary, in consultation
21 with the Secretary of Education, shall make grants to
22 States, Indian tribes, tribal organizations, territories and
23 possessions to enable States, Indian tribes, tribal organi-
24 zations, territories and possessions to establish or expand
25 quality programs of early childhood home visitation as

1 specified under subsection (e). Each grant shall consist of
2 the allotment determined under subsection (b).

3 (b) DETERMINATION OF RESERVATIONS; AMOUNT OF
4 ALLOTMENTS; AUTHORIZATION OF APPROPRIATIONS.—

5 (1) RESERVATIONS FROM APPROPRIATIONS.—

6 From the total amount made available to carry out
7 this section for a fiscal year, the Secretary shall re-
8 serve—

9 (A) 3 percent for an independent evalua-
10 tion of the activities carried out under this Act,
11 as specified in section 7;

12 (B) not more than 3 percent for Federal
13 administrative costs;

14 (C) not more than 2 percent of the funds
15 appropriated for any fiscal year for payments to
16 Indian tribes or tribal organizations with an ap-
17 proved application under this section;

18 (D) not more than $\frac{1}{2}$ of 1 percent of the
19 funds appropriated for any fiscal year for pay-
20 ments to territories and possessions with an ap-
21 proved application under this section; and

22 (E) 2 percent for training and technical
23 assistance for States.

24 (2) STATE ALLOTMENTS FOR EARLY CHILD-
25 HOOD HOME VISITATION.—

1 (A) IN GENERAL.—In accordance with
2 subparagraph (B), the Secretary shall allot
3 among each of the eligible States the total
4 amount made available to carry out this section
5 for any fiscal year and not reserved under para-
6 graph (1), to support early childhood home visi-
7 tation programs in accordance with this section.

8 (B) DETERMINATION OF STATE ALLOT-
9 MENTS.—The Secretary shall allot the amount
10 made available under subparagraph (A) for a
11 fiscal year among the eligible States in propor-
12 tion to the number of children, aged from birth
13 through 5 years from families whose income is
14 below the poverty line, who reside within the
15 State, compared to the number of such individ-
16 uals who reside in all such States for that fiscal
17 year.

18 (3) PAYMENTS TO TRIBES AND TERRITORIES.—

19 (A) Out of the funds reserved under para-
20 graph (1)(C), the Secretary shall provide funds
21 to each Indian tribe or tribal organization with
22 an approved application under this section in
23 accordance with the respective needs described
24 in that application.

1 (B) Out of the funds reserved under para-
2 graph (1)(D), the Secretary shall provide funds
3 to each territory or possession with an approved
4 application under this section in accordance
5 with the respective needs described in that ap-
6 plication.

7 (4) APPLICATIONS OF INDIAN TRIBES, TRIBAL
8 ORGANIZATIONS, TERRITORIES, OR POSSESSIONS.—

9 (A) Subject to subparagraph (B), the Sec-
10 retary shall approve an application of an Indian
11 tribe, tribal organization, territory, or posses-
12 sion based on the quality of the application.

13 (B) The Secretary may exempt an applica-
14 tion submitted by an Indian tribe, tribal organi-
15 zation, territory, or possession from any re-
16 quirement of this section that the Secretary de-
17 termines would be inappropriate to apply taking
18 into account the resources, needs, and other cir-
19 cumstances of the Indian tribe, tribal organiza-
20 tion territory, or possession with the exception
21 of the provision of quality early childhood home
22 visitation and participation in the independent
23 evaluation outlined in section 7.

24 (5) AUTHORIZATION OF APPROPRIATIONS.—

25 There are authorized to be appropriated to carry out

1 this section \$150,000,000 for fiscal year 2010 and
2 such sums as may be necessary for fiscal years 2011
3 through 2014.

4 (c) GRANT APPLICATIONS.—A State, Indian tribe,
5 tribal organization, territory, or possession that desires to
6 receive a grant under this section shall submit an applica-
7 tion to the Secretary at such time, in such manner, and
8 containing such information as the Secretary may require.
9 For the purposes of this subsection, the term “State” in-
10 cludes Indian tribes, tribal organizations, territories, or
11 possessions. The application shall contain the following in-
12 formation:

13 (1) An assurance that the Governor of the
14 State has designated a lead State agency, such as
15 the State educational agency or the State health and
16 human services agency, to carry out the activities
17 under this section.

18 (2) An assurance that the State will reserve 3
19 percent of such grant for evaluation and will partici-
20 pate in the independent evaluation under section 7.

21 (3) An assurance that the State will reserve 10
22 percent of the grant funds for training and technical
23 assistance to programs of early childhood home visi-
24 tation.

1 (4) An assurance that the State will authorize
2 child care resource and referral agencies to refer
3 parents seeking home visitation services.

4 (5) An assurance that in supporting early child-
5 hood home visitation programs under this section
6 the State shall identify and prioritize serving com-
7 munities that are in high need of such services, such
8 as communities with—

9 (A) low student achievement;

10 (B) high rates of teen pregnancy;

11 (C) high proportions of families;

12 (D) high incidences of child abuse;

13 (E) high rates of children with develop-
14 mental delays or disabilities;

15 (F) large concentrations of individuals who
16 are English language learners;

17 (G) large concentrations of individuals cur-
18 rently serving in the Armed Forces; and

19 (H) large concentrations of individuals who
20 formerly served in the Armed Forces.

21 (6) The results of a statewide needs assessment
22 that describes—

23 (A) the quality and capacity of existing
24 programs of early childhood home visitation in
25 the State;

1 (B) the number and types of eligible fami-
2 lies who are receiving services under such pro-
3 grams; and

4 (C) the gaps in early childhood home visi-
5 tation in the State, including identification of
6 communities that are in high need of such serv-
7 ices.

8 (7) A State plan containing the following:

9 (A) A description of the State's plan to
10 prioritize establishing or expanding high quality
11 programs of early childhood home visitation
12 programs in communities that are in high need
13 of such programs.

14 (B) A description of the high quality pro-
15 grams of early childhood home visitation that
16 will be supported by a grant under this section.

17 (C) A description of how the proposed pro-
18 gram of early childhood home visitation will
19 promote positive parenting skills and children's
20 early learning and development.

21 (D) A description of how the proposed pro-
22 gram of early childhood home visitation will in-
23 corporate the authorized activities described in
24 subsection (e).

1 (E) How the lead State agency will build
2 on and promote coordination among existing
3 programs of early childhood home visitation in
4 an effort to promote an array of home visitation
5 programs to ensure more eligible families are
6 being served and are getting the most appro-
7 priate services to meet their needs.

8 (F) How the lead State agency will pro-
9 mote collaboration among a broad range of
10 child- and family-serving programs, including—

11 (i) early childhood home visitation
12 programs, including targeted grants
13 awarded under sections 5 and 6;

14 (ii) early childhood care and education
15 programs;

16 (iii) activities carried out under part
17 C of the Individuals with Disabilities Edu-
18 cation Act (20 U.S.C. 1431 et seq.) and
19 section 619 of the Individuals with Disabil-
20 ities Education Act (20 U.S.C. 1419);

21 (iv) child abuse prevention and treat-
22 ment programs, and State and local child
23 protection systems;

24 (v) Medicaid and State Children’s
25 Health Insurance programs;

- 1 (vi) nutrition assistance programs;
- 2 (vii) parental substance abuse and
3 mental health prevention and treatment
4 programs;
- 5 (viii) domestic and family violence
6 prevention programs;
- 7 (ix) child support enforcement pro-
8 grams;
- 9 (x) workforce development programs;
- 10 (xi) the State Temporary Assistance
11 to Needy Families program;
- 12 (xii) early childhood intervention pro-
13 grams, such as mental health prevention
14 and treatment services;
- 15 (xiii) State and local educational
16 agencies; and
- 17 (xiv) other appropriate child-serving
18 programs in the State in order to facilitate
19 the coordinated delivery of services for eli-
20 gible families.

21 (G) How the lead State agency will provide
22 for the training and technical assistance to pro-
23 grams of early childhood home visitation in-
24 volved in activities under this section to more
25 effectively meet the needs of the eligible families

1 served, with sensitivity to cultural variations in
2 attitudes toward formal support services and
3 parenting norms.

4 (H) How the lead State agency will evalu-
5 ate the activities supported under this section in
6 order to assess outcomes including, but not lim-
7 ited to—

8 (i) parental outcomes related to child
9 health and development, including parent
10 knowledge of early learning and develop-
11 ment;

12 (ii) child health, cognitive, language,
13 social-emotional, and physical development;

14 (iii) child maltreatment;

15 (iv) school readiness; and

16 (v) links to community services.

17 (I) A description of how the lead State
18 agency will ensure home visitation programs
19 prioritize outreach activities to target fathers
20 and include fathers in the program where safe
21 and appropriate.

22 (J) A description of how the lead State
23 agency will ensure that services are made avail-
24 able under the program to grandparents, other
25 relatives or foster parents, of a child from birth

1 through age 5 who serve as the primary care-
2 giver of the child.

3 (K) Such other information as the Sec-
4 retary may require.

5 (d) APPROVAL OF APPLICATIONS.—

6 (1) IN GENERAL.—The Secretary shall approve
7 an application under this section based on the rec-
8 ommendations of a peer review panel, as described
9 in paragraph (2).

10 (2) PEER REVIEW PANEL.—The peer review
11 panel shall include individuals with experience in
12 varying models of home visitation, including not
13 fewer than—

14 (A) 3 individuals who are experts in the
15 field of home visitation;

16 (B) 2 individuals who are experts in early
17 childhood development;

18 (C) 1 individual with expertise imple-
19 menting a statewide program of early childhood
20 home visitation;

21 (D) 1 individual who is a board certified
22 pediatrician or a developmental pediatrician;
23 and

1 (E) 1 individual with experience in admin-
2 istering public or private (including community-
3 based) child maltreatment prevention programs.

4 (3) RECOMMENDATIONS.—The panel shall rec-
5 ommend applicants to the Secretary based on the
6 quality of their applications. In addition to ensuring
7 that the application is complete, the panel shall con-
8 sider—

9 (A) the quality of the statewide needs as-
10 sessment, described in subsection (c)(6);

11 (B) the quality of the programs to be fund-
12 ed by the grant, described in subsection
13 (c)(7)(B), and the capacity of such programs to
14 establish or expand high quality home visitation
15 services;

16 (C) the plan to enhance and improve serv-
17 ices in the State through collaboration described
18 in subsections (c)(7)(E) and (c)(7)(F);

19 (D) the State’s plan to prioritize serving
20 communities in high need of home visitation
21 programs; and

22 (E) the State’s plan for delivering effective
23 training and technical assistance.

24 (e) STATE USES OF FUNDS.—Each State that re-
25 ceives a grant under this section shall—

1 (1) provide to as many eligible families in the
2 State as practicable, voluntary early childhood home
3 visitation, on not less frequently than a monthly
4 basis with greater frequency of services for those eli-
5 gible families identified with additional needs,
6 through the implementation of high quality pro-
7 grams of early childhood home visitation that—

8 (A) adopt a clear, consistent model that—

9 (i) is research-based;

10 (ii) is grounded in empirically based
11 knowledge related to home visiting and
12 child health or child development;

13 (iii) is linked to program-determined
14 outcomes;

15 (iv) is associated with a national orga-
16 nization or institution of higher education
17 (as defined under section 101 of the High-
18 er Education Act of 1965), that has com-
19 prehensive home visitation program stand-
20 ards, including standardized training and
21 ongoing professional development, that en-
22 sure high quality service delivery and con-
23 tinuous program quality improvement;

1 (v) has been evaluated, and the re-
2 sults of the evaluation have been published
3 in a peer-reviewed journal; and

4 (vi) has been in existence at least 3
5 consecutive years prior to the program
6 being funded under this Act;

7 (B) employ well-trained and competent
8 staff, as demonstrated by education or training,
9 and the provision of ongoing and specific train-
10 ing on the model being delivered;

11 (C) maintain high quality supervision that
12 supports home visitor competencies;

13 (D) show strong organizational capacity to
14 implement the program involved;

15 (E) establish appropriate linkages and re-
16 ferral networks to other community resources
17 and supports;

18 (F) monitor fidelity of program implemen-
19 tation to assure that services are delivered ac-
20 cording to the specified model;

21 (G) establish procedures to promote par-
22 ticipation of fathers, where safe and appro-
23 priate;

24 (H) are research-based and provide par-
25 ents with—

- 1 (i) knowledge of age-appropriate child
2 development in cognitive, language, social-
3 emotional, and motor domains (including
4 knowledge of second language acquisition,
5 in the case of English language learners);
- 6 (ii) knowledge of realistic expectations
7 of age-appropriate child behaviors;
- 8 (iii) knowledge of health and wellness
9 issues for children and parents;
- 10 (iv) modeling, consulting, and coach-
11 ing on parenting practices;
- 12 (v) skills to interact with their child to
13 enhance age-appropriate development;
- 14 (vi) skills to recognize and seek help
15 for issues related to health, developmental
16 delays, and social, emotional, and behav-
17 ioral skills;
- 18 (vii) activities designed to help par-
19 ents become full partners in the education
20 of their children; and
- 21 (viii) relevant information, consistent
22 with State child welfare agency training,
23 concerning child welfare and protective
24 services resources if appropriate;

1 (I) ascertain what health and develop-
2 mental services the family receives and works
3 with providers of such services to eliminate
4 gaps in service by offering annual health, vi-
5 sion, hearing, and developmental screening for
6 children from birth to entry into kindergarten,
7 when not otherwise provided;

8 (J) provide referrals for eligible families,
9 as needed, to additional resources available in
10 the community, such as center-based early edu-
11 cation programs, child care services, health or
12 mental health services, family literacy pro-
13 grams, employment agencies, social services, fa-
14 therhood programs, and child care resource and
15 referral agencies; and

16 (K) offer group meetings (at program dis-
17 cretion) for eligible families that—

18 (i) further enhance the information,
19 activities, and skill-building addressed dur-
20 ing home visitation; and

21 (ii) offer opportunities for parents to
22 meet with and support each other.

23 (2) reserve 10 percent of the grant funds to
24 provide training and technical assistance, directly or

1 through contract, to early childhood home visitation
2 programs relating to—

3 (A) effective methods of implementing par-
4 ent education, conducting home visiting, and
5 promoting positive early childhood development;

6 (B) the relationship of health and well-
7 being of pregnant women to prenatal and early
8 childhood development;

9 (C) early childhood development with re-
10 spect to children from birth until entry into kin-
11 dergarten;

12 (D) methods to help parents promote
13 emergent literacy, including second language
14 acquisition for English language learners, in
15 their children from birth until entry into kin-
16 dergarten;

17 (E) health, vision, hearing, and develop-
18 mental screenings;

19 (F) strategies for helping eligible families
20 with special needs or those eligible families cop-
21 ing with crisis;

22 (G) recruiting, supervising, and retaining
23 qualified staff;

24 (H) increasing services for underserved
25 populations;

1 (I) methods to help parents effectively re-
2 spond to their children's needs and behaviors;

3 (J) implementation of ongoing program
4 quality improvement and evaluation of activities
5 and outcomes;

6 (K) relevant issues related to child welfare
7 and protective services, with information pro-
8 vided being consistent with State or local child
9 welfare agency training;

10 (L) effective methods of successfully en-
11 gaging fathers in programs for parents; and

12 (M) the relationship of father involvement
13 to the health and well-being of pregnant women
14 and to prenatal and early childhood develop-
15 ment;

16 (3) ensure representatives from high quality
17 programs of early childhood home visitation oper-
18 ating in the State are included in an existing State-
19 level early childhood coordinating body, such as the
20 State Advisory Council on Early Childhood Care and
21 Education (as defined in section 642B(b) of the
22 Head Start Act), that meets regularly to address
23 policy and implementation issues that will improve
24 the coordination and effectiveness of a range of serv-
25 ices for children and families; and

1 (4) use not more than 5 percent of the amount
2 of grant funds received under this section for the ad-
3 ministration of the grant, including planning, admin-
4 istration, and annual reporting.

5 (f) MAINTENANCE OF EFFORT.—A State is entitled
6 to receive its full allotment of funds under this section for
7 any fiscal year if the Secretary finds that the aggregate
8 expenditures within the State for quality programs of
9 early childhood home visitation for the fiscal year pre-
10 ceding the fiscal year for which the determination is made
11 was not less than 100 percent of such aggregate expendi-
12 tures for the second fiscal year preceding the fiscal year
13 for which the determination is made.

14 (g)(1) STATE MATCH.—In order to receive an allot-
15 ment under subsection (b)(2), a State shall match the
16 amount of such allotment with funds not derived from
17 other Federal sources on the following basis:

18 (A) 10 percent of such allotment for fiscal year
19 2011;

20 (B) 20 percent of such allotment for fiscal year
21 2012; and

22 (C) 30 percent of such allotment for fiscal year
23 2013.

1 (2) MATCH REQUIREMENT.—The funds resulting
2 from the requirement in paragraph (1) shall be exported
3 in accordance with the requirements of this section.

4 (h) REPORTING REQUIREMENTS.—Each State that
5 receives a grant under this section shall submit an annual
6 report to the Secretary regarding the State’s progress in
7 addressing the purposes of this Act. Such report shall in-
8 clude, at a minimum, a description of—

9 (1) actual service delivery provided under the
10 grant including—

11 (A) program characteristics, including de-
12 scriptive information on the service model used
13 and actual program performance;

14 (B) provider characteristics, including staff
15 qualifications, work experience, and demo-
16 graphic characteristics; and

17 (C) recipient characteristics, including
18 number, demographic characteristics, and fam-
19 ily retention;

20 (2) recipient outcomes that are consistent with
21 program goals, including, where appropriate given
22 the program being evaluated—

23 (A) parent knowledge of early learning and
24 development;

1 (B) child health, cognitive, language, so-
2 cial-emotional, and physical developmental indi-
3 cators;

4 (C) child maltreatment indicators;

5 (D) school readiness indicators; and

6 (E) links to community services;

7 (3) the research-based instruction, materials,
8 and activities being used in the activities funded
9 under the grant;

10 (4) the training and technical assistance, in-
11 cluding ongoing professional development, provided
12 to programs supported under the grant;

13 (5) beginning at the end of the second year of
14 the grant, the results of evaluations described in
15 subsection (c)(7)(H); and

16 (6) the annual program implementation costs,
17 including the cost per family served under the pro-
18 gram.

19 **SEC. 5. TARGETED GRANTS FOR EARLY CHILDHOOD HOME**
20 **VISITATION FOR FAMILIES WITH ENGLISH**
21 **LANGUAGE LEARNERS.**

22 (a) IN GENERAL.—The Secretary, in consultation
23 with the Secretary of Education, shall make grants, on
24 a competitive basis, to eligible applicants to enable such
25 applicants to support and expand local efforts to deliver

1 services through quality programs of early childhood home
2 visitation to eligible families with English language learn-
3 ers.

4 (b) ELIGIBLE APPLICANT.—In this section, the term
5 “eligible applicant” means—

6 (1) 1 or more local educational agencies (as de-
7 fined in section 9101 of the Elementary and Sec-
8 ondary Education Act of 1965 (20 U.S.C. 7801));
9 and

10 (2) 1 or more public or private community-
11 based organizations or agencies that serve eligible
12 families and are capable of establishing and imple-
13 menting high quality programs of early childhood
14 home visitation.

15 (c) APPLICATIONS.—An eligible applicant that de-
16 sires to receive a grant under this section shall submit an
17 application to the Secretary at such time, in such manner,
18 and containing such information as the Secretary may re-
19 quire. The application shall include a description of—

20 (1) the results of a communitywide needs as-
21 sessment that demonstrates the need for services to
22 eligible families with English language learners and
23 describes—

24 (A) community demographics;

1 (B) the quality and capacity of existing
2 programs of early childhood home visitation for
3 eligible families with English language learners
4 in the community;

5 (C) the gaps in programs of early child-
6 hood home visitation for eligible families with
7 English language learners in the community;
8 and

9 (D) the type of program of early childhood
10 home visitation necessary to address the gaps
11 identified;

12 (2) the program of early childhood home visita-
13 tion that will be supported by the grant under this
14 section;

15 (3) how the proposed program of early child-
16 hood home visitation will promote positive parenting
17 skills and children's early learning and development;

18 (4) how the proposed program of early child-
19 hood home visitation will incorporate the authorized
20 activities described in subsection (e);

21 (5) how services provided through a grant
22 under this section will use materials that are appro-
23 priate for eligible families with English language
24 learners;

1 (6) how the activities under this section will
2 build on and promote coordination among existing
3 programs of early childhood home visitation, if such
4 programs exist in the community, in an effort to
5 promote an array of home visitation that ensures
6 more eligible families with English language learners
7 are being served and are getting the most appro-
8 priate services to meet their needs;

9 (7) how the program will ensure that—

10 (A) where appropriate to the program
11 goals of the home visiting model, families par-
12 ticipating in early childhood home visitation
13 programs with English language learners will
14 be introduced to and connected with their local
15 schools to encourage ongoing parental involve-
16 ment in their children’s education; and

17 (B) the activities under this section will
18 support the preparation of children for school;

19 (8) how channels of communication will be es-
20 tablished between staff of programs of early child-
21 hood home visitation and staff of other early child-
22 hood education programs, such as Head Start pro-
23 grams carried out under the Head Start Act (42
24 U.S.C. 9831 et seq.) and Early Head Start pro-
25 grams carried out under section 645A of such Act,

1 preschool programs, and child care programs, to fa-
2 cilitate the coordination of services for eligible fami-
3 lies with English language learners;

4 (9) how eligible families with English language
5 learners will be recruited and retained to receive
6 services under this section;

7 (10) how training and technical assistance will
8 be provided to help the staff of programs of early
9 childhood home visitation involved in activities under
10 this section to more effectively serve eligible families
11 with English language learners;

12 (11) how the eligible applicant will evaluate the
13 activities supported under this section in order to
14 demonstrate outcomes related to the—

15 (A) number of eligible families with
16 English language learners served by programs
17 of early childhood home visitation;

18 (B) parental knowledge of early learning
19 and development;

20 (C) positive parenting practices related to
21 early learning and development; and

22 (D) children’s cognitive, language, social-
23 emotional, and physical development;

24 (12) how the proposed program will conduct
25 outreach activities to target both mothers and fa-

1 thers and increase father involvement where safe
2 and appropriate; and

3 (13) such other information as the Secretary
4 may require.

5 (d) APPROVAL OF APPLICATIONS.—

6 (1) IN GENERAL.—The Secretary shall select
7 applicants for funding under this section based on
8 the quality of the applications and the recommenda-
9 tions of a peer review panel, as described in para-
10 graph (2).

11 (2) PEER REVIEW PANEL.—The peer review
12 panel shall include not fewer than—

13 (A) 2 individuals who are experts in the
14 field of home visitation;

15 (B) 2 individuals who are experts in early
16 childhood development;

17 (C) 2 individuals who are experts in serv-
18 ing eligible families with English language
19 learners;

20 (D) 1 individual who is a board certified
21 pediatrician or a developmental pediatrician;
22 and

23 (E) 1 individual with expertise in admin-
24 istering public or private (including community-
25 based) child maltreatment prevention programs.

1 (e) AUTHORIZED ACTIVITIES.—Each eligible appli-
2 cant that receives a grant under this section shall carry
3 out the following activities:

4 (1) Providing to as many eligible families with
5 English language learners as practicable, voluntary
6 early childhood home visitation, on not less fre-
7 quently than a monthly basis, through the imple-
8 mentation of quality programs of early childhood
9 home visitation that are research-based that provide
10 parents with—

11 (A) knowledge of age-appropriate child de-
12 velopment in cognitive, language, social-emo-
13 tional, and motor domains;

14 (B) knowledge of realistic expectations of
15 age-appropriate child behaviors;

16 (C) knowledge of health and wellness
17 issues for children and parents;

18 (D) modeling, consulting, and coaching on
19 parenting practices;

20 (E) skills to interact with their child to en-
21 hance age-appropriate development;

22 (F) skills to recognize and seek help for
23 issues related to health, developmental delays,
24 and social, emotional, and behavioral skills; and

1 (G) activities designed to help parents be-
2 come full partners in the education of their chil-
3 dren.

4 (2) Ascertaining what health and developmental
5 services the family receives and working with these
6 providers to eliminate gaps in service by offering an-
7 nual health, vision, hearing, and developmental
8 screening for children from birth to entry into kin-
9 dergarten, when not otherwise provided.

10 (3) Providing referrals for participating eligible
11 families with English language learners, as needed,
12 to additional resources available in the community,
13 such as center-based early education programs, child
14 care services, health or mental health services, fam-
15 ily literacy programs, employment agencies, social
16 services, and child care resource and referral agen-
17 cies.

18 (4) Offering group meetings (at program dis-
19 cretion), on not less frequently than a monthly basis,
20 for eligible families with English language learners
21 that—

22 (A) further enhance the information, ac-
23 tivities, and skill-building addressed during
24 home visitation;

1 (B) offer opportunities for parents to meet
2 with and support each other; and

3 (C) address challenges facing eligible fami-
4 lies with English language learners.

5 (5) Providing training and technical assistance
6 to early childhood home visitation staff relating to—

7 (A) effective service to eligible families
8 with English language learners, including skills
9 to address challenges facing English language
10 learners;

11 (B) effective methods of implementing par-
12 ent education, conducting home visiting, and
13 promoting quality early childhood development,
14 with sensitivity to cultural variations in par-
15 enting norms and attitudes toward formal sup-
16 port services;

17 (C) the relationship of health and well-
18 being of pregnant women to prenatal and early
19 child development;

20 (D) early childhood development with re-
21 spect to children from birth until entry into kin-
22 dergarten;

23 (E) methods to help parents promote
24 emergent literacy in their children from birth
25 until entry into kindergarten;

1 (F) implementing strategies for helping eli-
2 gible families with English language learners
3 coping with a crisis;

4 (G) recruiting, supervising, and retaining
5 qualified staff;

6 (H) increasing services for underserved eli-
7 gible families with English language learners;

8 (I) methods to help parents effectively re-
9 spond to their children's needs and behaviors;

10 (J) implementation of ongoing program
11 quality improvement and evaluation of activities
12 and outcomes; and

13 (K) the relationship of father involvement
14 to the health and well-being of pregnant women
15 and to prenatal and early childhood develop-
16 ment.

17 (6) Coordinating existing programs of early
18 childhood home visitation in order to effectively and
19 efficiently meet the needs of more eligible families
20 with English language learners.

21 (f) REPORTING REQUIREMENTS.—Each applicant
22 that receives a grant under this section to carry out a pro-
23 gram shall submit an annual report to the Secretary, and
24 the lead State agency as described in section 4(c)(1), re-
25 garding the progress of such program in addressing the

1 purposes of this Act. Such report shall include, at a min-
2 imum, a description of—

3 (1) actual service delivery provided under the
4 grant including—

5 (A) program characteristics including de-
6 scriptive information on the service model used
7 and actual program performance;

8 (B) provider characteristics including staff
9 qualifications, work experience, and demo-
10 graphic characteristics;

11 (C) recipient characteristics including
12 number, demographic characteristics, and rates
13 of family retention in programs; and

14 (D) an estimate of annual program imple-
15 mentation costs;

16 (2) recipient outcomes that are consistent with
17 program goals including, where appropriate given
18 the program being evaluated—

19 (A) parental practices;

20 (B) child health and development indica-
21 tors;

22 (C) child maltreatment indicators;

23 (D) school readiness indicators; and

24 (E) links to community services;

1 (b) ELIGIBLE APPLICANT.—In this section, the term
2 “eligible applicant” means any of the following:

3 (1) A local educational agency that receives
4 payments under title VIII of the Elementary and
5 Secondary Education Act of 1965 (20 U.S.C. 7701
6 et seq.).

7 (2) A school of the defense dependents’ edu-
8 cation system under the Defense Dependents’ Edu-
9 cation Act of 1978 (20 U.S.C. 921 et seq.).

10 (3) A school established under section 2164 of
11 title 10, United States Code.

12 (4) A community-based organization serving
13 families with a family member in the Armed Forces.

14 (c) APPLICATIONS.—An eligible applicant that de-
15 sires to receive a grant under this section shall submit an
16 application to the Secretary of Defense at such time, in
17 such manner, and containing such information as the Sec-
18 retary of Defense may require. The application shall in-
19 clude a description of—

20 (1) the results of a communitywide needs as-
21 sessment that demonstrates the need for services to
22 eligible families with a family member in the Armed
23 Forces and describes—

24 (A) community demographics;

1 (B) the quality and capacity of existing
2 programs of early childhood home visitation for
3 eligible families with a family member in the
4 Armed Forces;

5 (C) the gaps in programs of early child-
6 hood home visitation for eligible families with a
7 family member in the Armed Forces; and

8 (D) the type of program of early childhood
9 home visitation necessary to address the gaps
10 identified;

11 (2) the program of early childhood home visita-
12 tion that will be supported by the grant under this
13 section;

14 (3) how the proposed program of early child-
15 hood home visitation will promote positive parenting
16 skills and children's early learning and development;

17 (4) how the proposed program of early child-
18 hood home visitation will incorporate the authorized
19 activities described in subsection (f);

20 (5) how services provided through a grant
21 under this section will use materials that are appro-
22 priate toward eligible families with a family member
23 in the Armed Forces;

24 (6) how the activities under this section will
25 build on and promote coordination with existing pro-

1 grams of early childhood home visitation, if such
2 programs exist in the community, in an effort to
3 promote an array of home visitation that ensures
4 more eligible families with a family member in the
5 Armed Forces are being served and are getting the
6 most appropriate services to meet their needs;

7 (7) how the program will ensure that—

8 (A) where appropriate to the program
9 goals of the home visiting model, families par-
10 ticipating in early childhood home visitation
11 programs with a family member in the Armed
12 Forces will be introduced to and connected with
13 their local schools to encourage ongoing paren-
14 tal involvement in their children’s education;
15 and

16 (B) the activities under this section will
17 support the preparation of children for school;

18 (8) how channels of communication will be es-
19 tablished between staff of programs of early child-
20 hood home visitation and staff of other early child-
21 hood education programs, such as Head Start pro-
22 grams carried out under the Head Start Act (42
23 U.S.C. 9831 et seq.) and Early Head Start pro-
24 grams carried out under section 645A of such Act,
25 preschool programs, family support programs, and

1 child care programs, to facilitate the coordination of
2 services for eligible families with a family member in
3 the Armed Forces;

4 (9) how eligible families with a family member
5 in the Armed Forces will be recruited and retained
6 to receive services under this section;

7 (10) how training and technical assistance will
8 be provided to help programs of early childhood
9 home visitation involved in activities under this sec-
10 tion to more effectively serve eligible families with a
11 family member in the Armed Forces;

12 (11) how the eligible applicant will evaluate the
13 activities supported under this section in order to
14 demonstrate outcomes related to the—

15 (A) number of eligible families with a fam-
16 ily member in the Armed Forces served by pro-
17 grams of early childhood home visitation;

18 (B) parental knowledge of early learning
19 and development;

20 (C) positive parenting practices related to
21 early learning and development; and

22 (D) children’s cognitive, language, social-
23 emotional, and physical development;

24 (12) how the proposed program will conduct
25 outreach activities to target both mothers and fa-

1 thers and increase father involvement where safe
2 and appropriate; and

3 (13) such other information as the Secretary of
4 Defense may require.

5 (d) APPROVAL OF LOCAL APPLICATIONS.—

6 (1) IN GENERAL.—The Secretary of Defense
7 shall select applicants for funding under this section
8 based on the quality of the applications and the rec-
9 ommendations of a peer review panel, as described
10 in paragraph (2).

11 (2) PEER REVIEW PANEL.—The peer review
12 panel shall include not fewer than—

13 (A) 2 individuals who are experts in the
14 field of home visitation;

15 (B) 2 individuals who are experts in early
16 childhood development;

17 (C) 2 individuals who are experts in family
18 support for military families;

19 (D) 1 individual who is a board certified
20 pediatrician or developmental pediatrician; and

21 (E) 1 individual with expertise in admin-
22 istering public or private (including community-
23 based) child maltreatment prevention programs.

1 (e) AUTHORIZED ACTIVITIES.—Each eligible appli-
2 cant that receives a grant under this section shall carry
3 out the following activities:

4 (1) Providing to as many eligible families with
5 a family member in the Armed Forces as prac-
6 ticable, voluntary early childhood home visitation, on
7 not less frequently than a monthly basis, through
8 the implementation of quality programs of early
9 childhood home visitation that are research-based
10 and that provide parents with—

11 (A) knowledge of age-appropriate child de-
12 velopment in cognitive, language, social-emo-
13 tional, and motor domains;

14 (B) knowledge of realistic expectations of
15 age-appropriate child behaviors;

16 (C) knowledge of health and wellness
17 issues for children and parents;

18 (D) modeling, consulting, and coaching on
19 parenting practices;

20 (E) skills to interact with their child to en-
21 hance age-appropriate development;

22 (F) skills to recognize and seek help for
23 issues related to health, developmental delays,
24 and social, emotional, and behavioral skills; and

1 (G) activities designed to help parents be-
2 come full partners in the education of their chil-
3 dren.

4 (2) Ascertaining what health and developmental
5 services the family receives and working with these
6 providers to eliminate gaps in service by offering an-
7 nual health, vision, hearing, and developmental
8 screening for children from birth to entry into kin-
9 dergarten, when not otherwise provided.

10 (3) Providing referrals for participating eligible
11 families with a family member in the Armed Forces,
12 as needed, to additional resources available in the
13 community, such as center-based early education
14 programs, child care services, health or mental
15 health services, family literacy programs, employ-
16 ment agencies, social services, and child care re-
17 source and referral agencies.

18 (4) Offering group meetings (at program dis-
19 cretion), on not less frequently than a monthly basis,
20 for eligible families with a family member in the
21 Armed Forces that—

22 (A) further enhance the information, ac-
23 tivities, and skill-building addressed during
24 home visitation;

1 (B) offer opportunities for parents to meet
2 with and support each other; and

3 (C) address challenges facing eligible fami-
4 lies with a family member in the Armed Forces.

5 (5) Providing training and technical assistance
6 to early childhood home visitation staff relating to—

7 (A) effective service to eligible families
8 with a family member in the Armed Forces;

9 (B) effective methods of implementing par-
10 ent education, conducting home visiting, and
11 promoting quality early childhood development,
12 with sensitivity to cultural variations in par-
13 enting norms and attitudes toward formal sup-
14 port services;

15 (C) the relationship of health and well-
16 being of pregnant women to prenatal and early
17 child development;

18 (D) early childhood development with re-
19 spect to children from birth until entry into kin-
20 dergarten;

21 (E) methods to help parents promote
22 emergent literacy in their children from birth
23 until entry into kindergarten;

1 (F) implementing strategies for helping eli-
2 gible families with a family member in the
3 Armed Forces coping with crisis;

4 (G) recruiting, supervising, and retaining
5 qualified staff;

6 (H) increasing services for underserved eli-
7 gible families with a family member in the
8 Armed Forces;

9 (I) methods to help parents effectively re-
10 spond to their children's needs and behaviors;

11 (J) implementation of ongoing program
12 quality improvement and evaluation of activities
13 and outcomes; and

14 (K) the relationship of father involvement
15 to the health and well-being of pregnant women
16 and to prenatal and early childhood develop-
17 ment.

18 (6) Coordinating existing programs of early
19 childhood home visitation in order to effectively and
20 efficiently meet the needs of more eligible families
21 with a family member in the Armed Forces.

22 (f) REPORTING REQUIREMENTS.—Each applicant
23 that receives a grant under this section to carry out a pro-
24 gram shall submit an annual report to the Secretary, and
25 the lead State agency as described in section 4(c)(1), re-

1 garding the progress of such program in addressing the
2 purposes of this Act. Such report shall include, at a min-
3 imum, a description of—

4 (1) actual service delivery provided under the
5 grant including—

6 (A) program characteristics including de-
7 scriptive information on the service model used
8 and actual program performance;

9 (B) provider characteristics including staff
10 qualifications, work experience, and demo-
11 graphic characteristics;

12 (C) recipient characteristics including
13 number, demographic characteristics, and fam-
14 ily retention; and

15 (D) an estimate of annual program imple-
16 mentation costs;

17 (2) recipient outcomes that are consistent with
18 program goals including, where appropriate given
19 the program being evaluated—

20 (A) parental practices;

21 (B) child health and development indica-
22 tors;

23 (C) child maltreatment indicators;

24 (D) school readiness indicators; and

25 (E) links to community services;

1 (3) the research-based instruction, materials,
2 and activities being used in the activities funded
3 under the grant; and

4 (4) the training and technical assistance, in-
5 cluding ongoing professional development, provided
6 to programs supported under the grant.

7 (g) SUPPLEMENT NOT SUPPLANT.—Grant funds
8 provided under this section shall be used to supplement,
9 and not supplant, Federal and non-Federal funds available
10 for carrying out the activities described in this section.

11 (h) AUTHORIZATION OF APPROPRIATIONS.—There
12 are authorized to be appropriated to carry out this section
13 \$20,000,000 for fiscal year 2010 and such sums as may
14 be necessary for fiscal years 2011 through 2014.

15 **SEC. 7. EVALUATION.**

16 (a) IN GENERAL.—From funds reserved under sec-
17 tion 4(b)(1)(A), the Secretary shall conduct, through
18 grant or contract, an independent evaluation of the effec-
19 tiveness of home visitation programs carried out under
20 this Act.

21 (b) REPORTS.—

22 (1) INTERIM REPORT.—Not later than 2 years
23 after the date of enactment of this Act, the Sec-
24 retary shall submit an interim report on the evalua-
25 tion conducted pursuant to subsection (a) to the

1 Committee on Health, Education, Labor, and Pen-
2 sions of the Senate and the Committee on Education
3 and Labor of the House of Representatives.

4 (2) FINAL REPORT.—Not later than 4 years
5 after the date of enactment of this Act, the Sec-
6 retary shall submit a final report on the evaluation
7 conducted pursuant to subsection (a) to the commit-
8 tees described in paragraph (1).

9 (c) STUDY.—The independent evaluation conducted
10 under this section shall examine the following:

11 (1) The effect of home visiting programs on
12 child and parent outcomes, consistent with program
13 goals, including, where appropriate given the pro-
14 gram being evaluated, parental outcomes related to
15 child health and development, parenting practices,
16 child health and development, child maltreatment,
17 school readiness, and links to community services.

18 (2) The effectiveness of early childhood home
19 visitation on different populations, including the ex-
20 tent to which variability exists in program ability to
21 improve outcomes across programs and populations.

22 **SEC. 8. REPORTS TO CONGRESS.**

23 (a) IN GENERAL.—The Secretary shall annually pro-
24 vide a report to the Committee on Education and Labor
25 in the House of Representatives and the Committee on

1 Health, Education, Labor, and Pensions in the Senate, in-
2 formation on the activities carried out under this Act.

3 (b) CONTENT.—The reports submitted under this
4 section shall, at a minimum, include information about the
5 programs carried out under this Act, including informa-
6 tion on the following:

7 (1) descriptions of the high need communities
8 targeted by States for programs carried out under
9 this Act;

10 (2) the service delivery models funded under
11 this Act;

12 (3) program characteristics, including—

13 (A) staff qualifications and demographic
14 characteristics; and

15 (B) recipient characteristics including the
16 number of families served, the demographic
17 characteristics of the families served, and fam-
18 ily retention and duration of services;

19 (4) program-reported outcomes;

20 (5) the findings from State evaluations;

21 (6) the research-based instruction, materials,
22 and activities being used in the activities funded
23 under the grant;

1 (A) The dissemination of educational and
2 informational materials in print, audio, video,
3 electronic, and other media.

4 (B) The use of public service announce-
5 ments and advertisements.

6 (C) The dissemination of effective child
7 abuse prevention practices and techniques, in-
8 cluding information about research-based home
9 visiting programs, respite care, crisis nurseries,
10 and parent support networks, to parents, care-
11 givers, maternity hospitals, children’s hospitals,
12 pediatricians, child care centers, organizations
13 providing prenatal and postnatal care, and or-
14 ganizations providing parenting education and
15 support services.

16 (D) Connection to existing parental in-
17 volvement programs.

18 (2) EXISTING PROGRAMS.—The Secretary, in
19 implementing and executing the public information
20 and educational campaign under this section, should
21 seek collaboration with and referrals to existing pa-
22 rental involvement programs that specialize in
23 strengthening children’s cognitive skills, early lit-
24 eracy skills, social or emotional and physical develop-

1 ment and existing prenatal and early childhood home
2 visitation programs.

3 (3) EXISTING STATE REQUIREMENTS.—The
4 Secretary, in implementing and executing the public
5 information and educational campaign under this
6 section, shall consider with pre-existing State re-
7 quirements to ensure that no unnecessary burdens
8 are placed on hospitals, military hospitals, and birth
9 centers receiving educational materials.

10 (c) AUTHORIZATION OF APPROPRIATIONS.—There
11 are authorized to be appropriated to carry out this section
12 such sums as may be necessary for fiscal years 2010
13 through 2014.

○