Mr. CULBERSON changed his vote from "yea" to "nay."  Mr. CUellar changed his vote from "nay" to "yea."

So, two-thirds not having voted in favor thereof, the veto of the President was sustained and the bill was rejected. The result of the vote was announced as above recorded.

Stated against: Mr. WESTMORELAND.

The Chair recognizes the gentleman from California (Mr. GEORGE MILLER).

Mr. GEORGE MILLER of California. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman and Members of the House, today we take up the Head Start Improvement Act of 2007. This is a bipartisan piece of legislation, as it was last year when it was brought to the House floor. And in that vein, I certainly want to begin by thanking the staff on both sides of the aisle that have worked very hard to bring this legislation in this form with the cooperation of the members of both sides of the committee and the minority. I begin by thanking Mr. Lloyd Horwich, who is working for Mr. KILDEE; Stephanie Milburn, with Mr. MCEON; Sarah Rittling, working with Mr. CASTLE; and Molly Carter and Ruth Friedman of the majority staff. This staff knows this program backwards and forwards. They have worked long and hard with the Head Start community, with the States, with Governors, with local communities, to make sure that, in fact, we have a program that we can be proud of, that we can continue to place our faith in, and does what we want, which is to give children from impoverished families and communities the opportunity to have a head start and to come to kindergarten school ready, if you will, with the skills necessary to take advantage of the opportunity that will be presented to them when they start school.

Mr. GEORGE MILLER of California. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to submit their remarks on H.R. 1429, to be taken up next.

Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman and Members of the House, today we take up the Head Start Improvement Act of 2007. This is a bipartisan piece of legislation, as it was last year when it was brought to the House floor. And in that vein, I certainly want to begin by thanking the staff on both sides of the aisle that have worked very hard to bring this legislation in this form with the cooperation of the members of both sides of the committee and the minority. I begin by thanking Mr. Lloyd Horwich, who is working for Mr. KILDEE; Stephanie Milburn, with Mr. MCEON; Sarah Rittling, working with Mr. CASTLE; and Molly Carter and Ruth Friedman of the majority staff. This staff knows this program backwards and forwards. They have worked long and hard with the Head Start community, with the States, with Governors, with local communities, to make sure that, in fact, we have a program that we can be proud of, that we can continue to place our faith in, and does what we want, which is to give children from impoverished families and communities the opportunity to have a head start and to come to kindergarten school ready, if you will, with the skills necessary to take advantage of the opportunity that will be presented to them when they start school.

Mr. GEORGE MILLER of California. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days to submit their remarks on H.R. 1429, to be taken up next.

Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman and Members of the House, today we take up the Head Start Improvement Act of 2007. This is a bipartisan piece of legislation, as it was last year when it was brought to the House floor. And in that vein, I certainly want to begin by thanking the staff on both sides of the aisle that have worked very hard to bring this legislation in this form with the cooperation of the members of both sides of the committee and the minority. I begin by thanking Mr. Lloyd Horwich, who is working for Mr. KILDEE; Stephanie Milburn, with Mr. MCEON; Sarah Rittling, working with Mr. CASTLE; and Molly Carter and Ruth Friedman of the majority staff. This staff knows this program backwards and forwards. They have worked long and hard with the Head Start community, with the States, with Governors, with local communities, to make sure that, in fact, we have a program that we can be proud of, that we can continue to place our faith in, and does what we want, which is to give children from impoverished families and communities the opportunity to have a head start and to come to kindergarten school ready, if you will, with the skills necessary to take advantage of the opportunity that will be presented to them when they start school.
health and nutrition in addition to the educational curriculum. Its design has always been based in science, and the bill before us builds on the strong foundation again by turning to the best science to renew and improve the Head Start program.

Head Start remains a cornerstone of this country’s effort to close the achievement gap, to combat poverty, and to provide all its citizens with the opportunity to thrive.

Today more than 12 million children in America live in poverty, 20 percent of them under the age of 6. Children who grow up in poverty are more likely to struggle in school, face physical and mental health problems, and see fewer economic opportunities throughout their life.

The bill before us is central to achieving the goals of No Child Left Behind because the achievement gap that appears later on in elementary school begins before these children reach kindergarten. Head Start is the most well researched, most evaluated Federal programs, and research concludes that Head Start works. Recent findings from the congressionally-mandated Impact Study found that after less than one school year, Head Start narrowed the achievement gap by 21 percent in reading and 28 percent in prewriting. The study also found that Head Start helped to improve some of the important parenting practices, including helping to increase the frequency with which parents read to and with their children.

Another large-scale study on Head Start found that children made significant gains during the Head Start year, and made even greater gains over the kindergarten year.

By the end of kindergarten, Head Start graduates were essentially in the national norms in early reading and writing, narrowed by the achievement gap in vocabulary and general knowledge and early math.

I am encouraged that the research concludes that Head Start is doing what we expect and demand that it should do to help prepare children to succeed in school. However, this research shows that there are many new ways to improve Head Start, and I believe we accomplish that in the bill before us. The bill before us will help more children arrive at kindergarten ready to succeed by improving the program quality and expanding access to more children.

This bill includes many improvements to build on the latest research in brain and child development. The bill also recognizes that key to the first class Head Start programs is teachers. This is absolutely imperative, and this bill works hard to make sure that we continue to provide for improvement and professional development of the teachers in Head Start programs.

We increase the teacher qualifications by directing the majority of new funds for program improvement activities, including significant new funds to increase teacher salaries; requiring that all programs use research-based practices to support children’s literacy and vocabulary skills; requiring a full time staff to develop career ladders and professional development; and that the Health and Human Services agency to implement an observational assessment tool that will evaluate classroom quality and provide immediate feedback for programs on their strengths and weaknesses; improve the professional development and training and technical assistance systems so that they are better grounded in science and more responsive to local training needs; and requiring the Secretary to reevaluate and update current early learning standards and assessments using the best science available.

The point is this: This is a major revamping of the Head Start program, with an emphasis on quality, with an emphasis on science, with an emphasis on the assessments and how these programs are doing so that we can provide the continuous improvement of these programs, and we can provide continuous high-quality programs to the children who are in need of these programs. It’s only then that we can be assured that Head Start will continue to earn its reputation as the premier early childhood education and development program in this Nation. It is only then that we can say to the taxpayers that we are getting a very wise investment of the dollars in the children of this Nation in providing them access to the kinds of programs that are necessary if they are going to be able to take advantage of the educational opportunities in K-12, if they are going to be able to close the gap between themselves and middle-income kids, if they are going to be able to go to school with those skills.

I believe that this legislation does that. This bill builds on what was tried and worked on in the last session of Congress under the leadership of Mr. CASTLE, Mr. MCKEON, Mr. BOEHNER, myself and Mr. KILDEE. This is a continuation of that process, and that’s why it received the overwhelming bipartisan support when it was reported from the committee. I hope that my colleagues will lend it the same kind of support at the end of this debate and the amendment process.

With that, Mr. Chairman, I reserve the balance of my time.

Mr. MCKEON. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, let me start by commending my friends, Chairman MILLER, Chairman KILDEE and Mr. CASTLE, for their hard work on this good bill, which I am so pleased we were able to pass with an overwhelming bipartisan majority in committee 2 months ago.

Some studies indicate that children enrolled in Head Start do make some progress, but at the same time we need to build on their success and do some work ahead of us in closing the readiness gap. With this in mind, the bill before us today will strengthen Head Start’s academic standards by emphasizing cognitive development and the results of scientifically based research on topics critical to children’s school readiness.

The measure also aims to improve teacher quality by ensuring a greater number of Head Start teachers have degrees and are adequately trained in early childhood development, particularly in teaching the fundamentals. That’s great news for those children who will be participating in the Head Start program years down the road.

Mr. Chairman, while this bill does represent overall progress for Head Start, I would be remiss if I did not note that there are some significant flaws that I hope we can correct before this measure is sent to the President. For example, under this measure the majority has decided to expand Head Start eligibility to those who the program was not designed to serve. Ultimately I believe this policy change may have the impact of leaving many children who live in poverty underserved by Head Start programs. This runs contrary to what we all believe to be the mission of this program and will do nothing to strengthen Head Start services; if anything, it will weaken them.

I am also disappointed that the House will not have an opportunity
today to vote on an amendment offered yesterday at the Rules Committee by Mr. FORTUÑO, to protect the civil liberties of faith-based providers by clarifying that these institutions are not required to relinquish their Civil Rights Act hiring protections when they apply for funds for the Federal Head Start program. These protections are already the law of the land with regard to various Federal programs, including those impacting welfare reform and Community Service Block Grants. In fact, President Clinton himself signed such language into the law.

The Fortuño amendment also would have ensured religious organizations would not be forced to remove art, icons, Scripture or other symbols in order to receive Federal Head Start grants. Barring these providers from fully participating in Head Start is not only a disservice to the faith-based providers, but also to the children who depend on the Head Start program and the tax-payers who should know that Federal dollars are granted to the best available service providers, faith-based or otherwise. Instead, the majority thrust upon us an amendment that praises the work of faith-based organizations, but does not protect their civil rights. It’s literally all talk and no action. Indeed, the only people protected by this amendment are certain members of the majority party seeking political cover. Faith-based providers are left to fend for themselves.

In spite of these flaws, which I hope we can correct in time, the Improving Head Start Act remains a solid reauthorization measure. Head Start is a good program that is capable of achieving even greater results, and the bill before us will help us get there. Mr. Chairman, I reserve the balance of my time.

Mr. GEORGE MILLER of California. I yield 4 minutes now to the gentleman from Michigan (Mr. KILDEE), subcommittee chair and responsible for bringing this bill to the floor.

Mr. KILDEE. I thank the gentleman for yielding.

Mr. Chairman, in March, the Education and Labor Committee overwhelmingly passed by a vote of 42-1 H.R. 1429, which was my privilege to introduce with both Democrats and Republicans as cosponsors. I hope at the close of today’s debate the full House will do similarly.

Head Start has served our most vulnerable children and families well for 42 years; and more recently, early Head Start has done the same for infants and toddlers. Head Start works, and this bill will make it work even better. This bill increases Head Start’s authorization by $461 million to benefit as many as 10,000 more children, and increases funding for Indian and migrant and seasonal Head Start programs. It sets aside funds for activities such as teacher salaries, professional development and extended program hours. It suspends the flawed national reporting system. It improves teacher qualifications. It increases access to Early Head Start. It improves training and technical assistance to help programs identify their strengths and weaknesses. And it strengthens the quality of Head Start boards and maintenance of commitment through shared governance of Head Start programs.

I would note that we are expecting a motion to recommit that would allow faith-based programs to discriminate in hiring using Federal funds. Before supporting this bill by 42-1, the committee considered and rejected such a policy. Faith-based programs can and should participate in Head Start and have done so for many years, and I support that strongly. However, this motion is wrong, and I encourage my colleagues to oppose it.

In closing, I want to thank Chairman MILLER for his outstanding work through the years on this program and for yielding. This is a very good bill. I want to thank Ranking Members McKEON and CASTLE, it was really a pleasure to work with them, and all the members of the committee for their hard work on this bill. I want to thank the staff, especially Ruth Friedman, Chairman MILLER’s senior policy adviser; Susan Ross and James Bergeron with Ranking Member McKEON; and Jessica Gross with Ranking Member CASTLE; and Lloyd Horwitz.

Mr. Chairman, I look forward to passage of this bill today and to working through the conference committee to see that this bill becomes law.

Mr. McKEON. Mr. Chairman, I yield 5 minutes at this time to the senior Republican on the subcommittee. I am proud of all the work that he has done to bring this bill to the floor last Congress and this Congress, the gentleman from Delaware (Mr. CASTLE).

Mr. CASTLE. Mr. Chairman, I thank the distinguished ranking member of the subcommittee for his kind words and for yielding. I also obviously thank Mr. MILLER and Mr. KILDEE for their work on this, and Ms. WOOLSEY, who has worked on it before with me. And I am pleased to be able to be here.

I support the legislation before us today which will reauthorize the Head Start program. And like almost every other Member of this body, I believe that Head Start is one of the great success stories of this program. I trust that H.R. 1429, the Improving Head Start Act, will improve Head Start by emphasizing that every child, regardless of their economic status, should have the best chance possible to succeed.

In 1965, Head Start was created to give economically disadvantaged children access to the same educational, health, nutritional, social and other services that were enjoyed by their more affluent peers. The goal of the program was to provide children a solid foundation that will prepare them for success in school and later in life.

As the centerpiece of the Federal Government’s efforts to support quality early childhood education for our Nation’s most disadvantaged youth, Head Start has served nearly 20 million low-income children and their families. Currently, Head Start serves over 900,000 children every day and has over 1,600 grantees across the United States. In my home State of Delaware, Head Start programs serve over 2,000 children, with over 800 additional 3- and 4-year-olds receiving assistance through State and local early childhood initiatives. By moving to close the readiness gap, this bill will improve results for almost a million Head Start students across the Nation.

Toward the goal of closing the readiness gap, the Improving Head Start Act strengthens Head Start’s academic focus, while maintaining its comprehensive nature that is imperative to its success. The bill improves the academic focus of the program by establishing new quality standards that ensure enrolled children develop and demonstrate language, skills; preliteracy knowledge and an interest in and appreciation of books, reading and writing; premathematics knowledge, such as recognition of numbers and counting; cognitive abilities related to academic achievement; and social development important for environments constructive for child development, early learning and school success.

Research consistently demonstrates a link between the learning potential of children and the level of education and training of classroom teachers. For that reason, we improve the quality of teachers in Head Start classrooms by requiring that in time 50 percent of all Head Start teachers nationwide must have a baccalaureate degree.

□ 1500

As I am sure some of my colleagues know, this bill does not include a proposed State demonstration project, which was incorporated into the legislation the House passed in 2003. I believe strongly, however, in the policy goals of increased coordination and integration that were and continue to be central to Head Start’s efforts over barriers and prevent collaboration between Head Start and successful State and local early childhood initiatives. I believe the proposal to be offered by TOM PRICE of Georgia would foster integration among quality early childhood programs, and I will continue to urge the Majority Leader on supporting Mr. PRICE’s amendment.

About 40 States, including Delaware, have established some form of early
childhood education, because States recognize that these services can make a real difference in preparing children for a successful future. Various local initiatives have also been launched, and today, disadvantaged children and families have access to programs and services that were not available before. Some of these programs rival or exceed the quality of Head Start, while others fall short. Head Start is no longer the only option for early childhood education, and we must ensure that all programs provide the same quality education. In this new era, Head Start should be working toward integrating service with other school readiness programs not competing against them. Where we previously would have allowed no more than eight States to improve Head Start coordination with State and local efforts, this bill will ensure programs in all 50 States are able to increase collaboration.

We are asking Head Start grantees to align their academics with State-developed K-12 academic content standards, as well as to have a more active partnership with local school districts that serve the same communities. This will help to facilitate a smooth transition to kindergarten for their students.

Finally, we are asking early childhood providers in the State, including Head Start, preschool and child care, to come together to identify ways to integrate school readiness initiatives across the State.

As I have said, I believe strongly in the Head Start program, particularly because of how the program helps children later in their lives. Despite these stories, we have also heard many stories of programs in which funds were being diverted away from this purpose.

In 2005, the GAO released a report that warned the financial control system in the Federal Head Start is currently broken. Unfortunately, childhood program is flawed and falling to prevent multimillion-dollar financial abuses that cheat poor children, taxpayers and law-abiding Head Start operators. The GAO made some helpful recommendations on how we can strengthen the oversight structure to prevent abuses and protect good grantees. They recommended that increased competition in the program could help weed out poorly performing grantees and ensure high-quality services are available to children and families.

In response to the GAO’s recommendations of how to eliminate financial mismanagement, we are increasing the competitive nature of the current program. The competition requirements in the Improving Head Start Act will help to alleviate these problems, but, more importantly, will drive program improvement across the board. Program improvements will ultimately help thousands of children nationwide, which should always be our goal.

As I said at the outset, Head Start is an important and very popular program. The importance of early childhood education services cannot be overstated. I believe strongly that the reforms sought in H.R. 1429 will go a long way to institute needed reforms in an already successful program.

I urge my colleagues to support the legislation. I thank all those who worked on this, including the staff, and I look forward to the passage of the legislation today.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield for the purpose of reading a letter sent to me last week to request from the gentleman from Texas (Mr. GENE GREEN).

(Mr. GENE GREEN of Texas asked and was given permission to revise and extend his remarks.)

Mr. GENE GREEN of Texas. Mr. Chairman, I thank the gentleman for yielding.

Mr. Chairman, I rise today to express my support for the Head Start Reauthorization Bill that was sent to this Chamber. Head Start continues to be the best programs we offer our youngest students. Since its creation in 1965, it has proven to be our most valuable school readiness program in the history of this country.

Especially, now that we know more about the importance of early-childhood education. Time after time, we have seen reports that prove students who attend Head Start perform better than those who don’t.

It has also proven to help close the achievement gap between students of differing socioeconomic status. The Republican amendment to this bill would repeal existing civil rights protections that ensure programs cannot use federal funds to discriminate in their hiring practices.

Head Start teachers should be chosen because they are qualified and effective teachers who will help children succeed and thrive. Discrimination should not be supported with public funds.

National religious organizations, civil rights groups, national labor organizations, and the education groups all oppose any rollback of current program. The competition reforms in this legislation, and I thank all those who have come together to identify ways to integrate school readiness initiatives across the State.

Unfortunately, I have heard many stories of programs in which funds were being diverted away from this purpose.

In 2005, the GAO released a report that warned the financial control system in the Federal Head Start is currently broken. Unfortunately, childhood program is flawed and falling to prevent multimillion-dollar financial abuses that cheat poor children, taxpayers and law-abiding Head Start operators. The GAO made some helpful recommendations on how we can strengthen the oversight structure to prevent abuses and protect good grantees. They recommended that increased competition in the program could help weed out poorly performing grantees and ensure high-quality services are available to children and families.

In response to the GAO’s recommendations of how to eliminate financial mismanagement, we are increasing the competitive nature of the current program. The competition requirements in the Improving Head Start Act will help to alleviate these problems, but, more importantly, will drive program improvement across the board. Program improvements will ultimately help thousands of children nationwide, which should always be our goal.

As I said at the outset, Head Start is an important and very popular program. The importance of early childhood education services cannot be overstated. I believe strongly that the reforms sought in H.R. 1429 will go a long way to institute needed reforms in an already successful program.

I urge my colleagues to support the legislation. I thank all those who worked on this, including the staff, and I look forward to the passage of the legislation today.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield for the purpose of reading a letter sent to me last week to request from the gentleman from Texas (Mr. GENE GREEN).

(Mr. GENE GREEN of Texas asked and was given permission to revise and extend his remarks.)

Mr. GENE GREEN of Texas. Mr. Chairman, I thank the gentleman for yielding.

Mr. Chairman, I rise today to express my support for the Head Start Reauthorization Bill that was sent to this Chamber. Head Start continues to be the best programs we offer our youngest students. Since its creation in 1965, it has proven to be our most valuable school readiness program in the history of this country.

Especially, now that we know more about the importance of early-childhood education. Time after time, we have seen reports that prove students who attend Head Start perform better than those who don’t.

It has also proven to help close the achievement gap between students of differing socioeconomic status. The Republican amendment to this bill would repeal existing civil rights protections that ensure programs cannot use federal funds to discriminate in their hiring practices.

Head Start teachers should be chosen because they are qualified and effective teachers who will help children succeed and thrive. Discrimination should not be supported with public funds.

National religious organizations, civil rights groups, national labor organizations, and the education groups all oppose any rollback of current program. The competition reforms in this legislation, and I thank all those who have come together to identify ways to integrate school readiness initiatives across the State.

Unfortunately, I have heard many stories of programs in which funds were being diverted away from this purpose.

In 2005, the GAO released a report that warned the financial control system in the Federal Head Start is currently broken. Unfortunately, childhood program is flawed and falling to prevent multimillion-dollar financial abuses that cheat poor children, taxpayers and law-abiding Head Start operators. The GAO made some helpful recommendations on how we can strengthen the oversight structure to prevent abuses and protect good grantees. They recommended that increased competition in the program could help weed out poorly performing grantees and ensure high-quality services are available to children and families.

In response to the GAO’s recommendations of how to eliminate financial mismanagement, we are increasing the competitive nature of the current program. The competition requirements in the Improving Head Start Act will help to alleviate these problems, but, more importantly, will drive program improvement across the board. Program improvements will ultimately help thousands of children nationwide, which should always be our goal.

As I said at the outset, Head Start is an important and very popular program. The importance of early childhood education services cannot be overstated. I believe strongly that the reforms sought in H.R. 1429 will go a long way to institute needed reforms in an already successful program.

I urge my colleagues to support the legislation. I thank all those who worked on this, including the staff, and I look forward to the passage of the legislation today.

Mr. GEORGE MILLER of California. Mr. Chairman, I thank the gentleman for yielding.

Mr. Chairman, I rise today to express my support for the Head Start Reauthorization Bill that was sent to this Chamber. Head Start continues to be the best programs we offer our youngest students. Since its creation in 1965, it has proven to be our most valuable school readiness program in the history of this country.

Especially, now that we know more about the importance of early-childhood education. Time after time, we have seen reports that prove students who attend Head Start perform better than those who don’t.

It has also proven to help close the achievement gap between students of differing socioeconomic status. The Republican amendment to this bill would repeal existing civil rights protections that ensure programs cannot use federal funds to discriminate in their hiring practices.

Head Start teachers should be chosen because they are qualified and effective teachers who will help children succeed and thrive. Discrimination should not be supported with public funds.

National religious organizations, civil rights groups, national labor organizations, and the education groups all oppose any rollback of current program. The competition reforms in this legislation, and I thank all those who have come together to identify ways to integrate school readiness initiatives across the State.

Unfortunately, I have heard many stories of programs in which funds were being diverted away from this purpose.

In 2005, the GAO released a report that warned the financial control system in the Federal Head Start is currently broken. Unfortunately, childhood program is flawed and falling to prevent multimillion-dollar financial abuses that cheat poor children, taxpayers and law-abiding Head Start operators. The GAO made some helpful recommendations on how we can strengthen the oversight structure to prevent abuses and protect good grantees. They recommended that increased competition in the program could help weed out poorly performing grantees and ensure high-quality services are available to children and families.

In response to the GAO’s recommendations of how to eliminate financial mismanagement, we are increasing the competitive nature of the current program. The competition requirements in the Improving Head Start Act will help to alleviate these problems, but, more importantly, will drive program improvement across the board. Program improvements will ultimately help thousands of children nationwide, which should always be our goal.

As I said at the outset, Head Start is an important and very popular program. The importance of early childhood education services cannot be overstated. I believe strongly that the reforms sought in H.R. 1429 will go a long way to institute needed reforms in an already successful program.

I urge my colleagues to support the legislation. I thank all those who worked on this, including the staff, and I look forward to the passage of the legislation today.

Mr. GEORGE MILLER of California. Mr. Chairman, I thank the gentleman for yielding.

Mr. Chairman, I rise today to express my support for the Head Start Reauthorization Bill that was sent to this Chamber. Head Start continues to be the best programs we offer our youngest students. Since its creation in 1965, it has proven to be our most valuable school readiness program in the history of this country.

Especially, now that we know more about the importance of early-childhood education. Time after time, we have seen reports that prove students who attend Head Start perform better than those who don’t.

It has also proven to help close the achievement gap between students of differing socioeconomic status. The Republican amendment to this bill would repeal existing civil rights protections that ensure programs cannot use federal funds to discriminate in their hiring practices.

Head Start teachers should be chosen because they are qualified and effective teachers who will help children succeed and thrive. Discrimination should not be supported with public funds.

National religious organizations, civil rights groups, national labor organizations, and the education groups all oppose any rollback of current program. The competition reforms in this legislation, and I thank all those who have come together to identify ways to integrate school readiness initiatives across the State.

Unfortunately, I have heard many stories of programs in which funds were being diverted away from this purpose.

In 2005, the GAO released a report that warned the financial control system in the Federal Head Start is currently broken. Unfortunately, childhood program is flawed and falling to prevent multimillion-dollar financial abuses that cheat poor children, taxpayers and law-abiding Head Start operators. The GAO made some helpful recommendations on how we can strengthen the oversight structure to prevent abuses and protect good grantees. They recommended that increased competition in the program could help weed out poorly performing grantees and ensure high-quality services are available to children and families.

In response to the GAO’s recommendations of how to eliminate financial mismanagement, we are increasing the competitive nature of the current program. The competition requirements in the Improving Head Start Act will help to alleviate these problems, but, more importantly, will drive program improvement across the board. Program improvements will ultimately help thousands of children nationwide, which should always be our goal.
Mr. Chairman, I rise in strong support of H.R. 1429, the Improving Head Start Act. This legislation is long overdue. I would like to commend Chairman MILLER and Ranking Member McKeon and Subcommittee Chairman Kildee and Ranking Member CASTLE for working together to craft bipartisan legislation that will improve the Head Start Program—especially for Hispanic and migrant farm worker families. It is my hope that this spirit of bipartisanship will carry the legislation all the way to the President’s desk for his signature. I strongly urge a “yes” vote on H.R. 1429.

Mr. Chairman, I rise in strong support of H.R. 1429, the Improving Head Start Act.

This legislation is long overdue. I would like to commend Chairman MILLER and Ranking Member McKeon and Subcommittee Chairman Kildee and Ranking Member CASTLE for working together to craft bipartisan legislation that will significantly improve the Head Start Program, especially for Hispanic and migrant farm worker families.

It is my hope that this spirit of bipartisanship will carry the legislation all the way to the President’s desk for his signature. I strongly urge a “yes” vote on H.R. 1429.
Mr. CASTLE. Mr. Chairman, I yield 4 minutes to the gentleman from Utah (Mr. BISHOP).

Mr. BISHOP of Utah. Mr. Chairman, I thank the gentleman from Delaware for giving me this opportunity to discuss this concept of Head Start, which is a program that does a great deal of good for kids who are in dire need of this kind of service.

If indeed the decisions that we made in life were always of a vast contrast, different sides are black versus white, night versus day, even the simple ones of right versus wrong, our life would be easy and our choices would be easy.

But, unfortunately, life is not like that. The decisions and choices we get to make are always going to be a shade of gray. We are given oftentimes two goods, and we have to decide which is the better choice. How we make those decisions identifies us as individuals; but it also defines what we are as a society.

This particular debate today is dealing with one of those basic choices between two goods. We have one of the big differences with this particular reauthorization of Head Start versus the reality of why Head Start does not work. Last year, both of them good bills, is the concept of faith-based institutions within these two bodies.

One of the things that bothered me also as a speech teacher is as we are talking about this issue, sometimes we are talking about different angles, kind of like ships passing in the night, without discussing the same definition of terms.

One side will say that faith-based institutions should not be used because of the hiring practices. If this institution decides to hire in their own religious group, a program that is legal both legislatively as well as judicially, then they should not be used in the concept, or used for program for Head Start. It has nothing to do with proselytizing, it has to do with whether they should be used at all. The other side simply says value is what is best for kids. Those are two goods. Neither one is necessarily bad. The issue is: Which is more important to us?

I am going to make the argument to you that if we really want to define our society, what we have to do is to say our highest value for this education program for Head Start in the sense that we are trying to help kids break the cycle of poverty, understand the importance of education to try to lead a better life and improve their lives and their family’s at the same time, then that has to be our highest value. That must be our highest value.

What we have to do is avoid the biases that we have on any other issue. The question is what best helps kids. Once again, if a faith-based institution is the best way of helping a kid do it. For heaven’s sake, do it. Do not hold kids hostage to our own social dogma. It may not be a bad social dogma, but the question is, where is our priority? What are our values?

With these kids who desperately need this help, this assistance, the most important thing is to give them that help so they can move forward and they can break the poverty cycle, and they can be self-sufficient and help themselves and their families at the same time.

If that is not our goal, if that is not our purpose, if we are really not talking about how to help kids best, then we are making poor choices and kind of demeaning the entire debate and discussion of what the Federal Government will do in the area of education.

Once again, Mr. Chairman, we will have a chance to discuss these issues again in some other format, but I would urge my colleagues to remember we have to make a choice somehow, and our choice should be in the best interest of kids, and everything else, everything else, has to be secondary to that goal.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 2 minutes to the gentleman from Virginia (Mr. SCOTT).

Mr. SCOTT of Virginia. Mr. Chairman, we have heard the question that some programs might be better if only the program sponsors could discriminate in employment. We hadn’t heard those arguments for over 40 years before this administration came in.

Let’s talk about when you say “protection civil liberties,” what liberties you are protecting? If you are protecting somebody’s right to tell somebody they can’t get a job because of their religion, if you can discriminate against someone because of their religion, racial discrimination laws essentially cannot be enforced. So who are you protecting? You are protecting the one trying to discriminate; the victim of discrimination as well.

The children of families of unpopular religions will ask their parents why they couldn’t get a job in the Head Start program, and they will have to be told they are not hiring people of our religion. Just what kind of Head Start is that?

Proponents are saying we lose opportunities. We have plenty of opportunities in Head Start. All we have to do is fund it more, and there will be plenty of opportunities for Head Start programs.

There has also been a suggestion you may have to take icons off the wall. If icons have to be taken down, it is because of a violation of the establishment clause of the Constitution. Let me tell you, passing a motion to recommit will not solve a violation of the establishment clause.

Forty years ago race and religious discrimination was found to be so reprehensible that we made it illegal even with your private funds. Now we have a plea to protect the people trying to discriminate and not the victims of discrimination. We need to leave the law the way it has been for the last 40 years. We can keep the antidiscrimination laws and those programs. Any program that can get funded with this faith-based initiative amendment could be funded anyway if you just comply with the antidiscrimination laws that have been in effect for the last 40 years.

We ought not to have to tell our children why certain parents can’t get a job in a program because we are failing to protect the civil rights of the victim of discrimination because all of a sudden we are interested in the civil rights of the person trying to discriminate.

Mr. CASTLE. Mr. Chairman, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 1½ minutes to the gentleman from Kentucky (Mr. YARMUTH).

Mr. YARMUTH. Mr. Chairman, as we pass the reins of our Nation to future generations, we must acknowledge that America’s continued prosperity in the economy will withstand unless we equip our children, the leaders of tomorrow, with the tools they need to succeed down the road.

To achieve this, we must cultivate not just the most privileged students, but the brightest students, but also the students who grew up with disadvantages. Indeed, we must nurture the potential of all our children because it is in the best interest of our country to maximize the contributions and success of every child.

I recently visited a Head Start program at Indian Trail Elementary in my district in Louisville. The veritable beehive of activity there spoke louder than 40 years of studies on Head Start progress, but they said the same thing: The thoroughly engaged children were actively building a solid foundation for their futures, and they were loving the pursuit.

Like their predecessors, the 1,800 Head Start students in Louisville and the 1 million nationwide are making tremendous gains in family literacy, vocabulary, early writing, letter recognition, and social behavior, skills that will pay huge dividends in their future pursuits.

We have an opportunity today to extend and improve this program which is so vital to the preparation of today’s youth, who in turn are critical to America’s future. It is our moral responsibility and I believe our honor and privilege students in Head Start, and I urge my colleagues to join me in doing so.

Mr. CASTLE. Mr. Chairman, I reserve the balance of my time.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 1½ minutes to the gentleman from Massachusetts (Mr. TIERNEY).

Mr. TIERNEY. Mr. Chairman, I thank the gentleman from California for yielding me this time.

We are told over and over again in committee hearings from experts and scholars of all natures that we could close 50 percent of the achievement gap
that we see in our country if we have effective preschool, prekindergarten programs. Head Start is just that kind of a program.

We see over and over again the evidence showing us it has a positive economic impact across this Nation, particularly in its comprehensive nature, the fact that it deals with education, deals with health issues and social implications.

The Commonwealth of Massachusetts. One percent of 3-year-olds are still not enrolled in prekindergarten or Head Start programs. We need to be expanding this program for all of the good things it does because we need to take advantage of that opportunity to close that gap.

One of the ways that we are going to do that is to attract quality teachers. I am glad to see in this bill that Mr. SESTAK has filed an amendment to provide up to $10,000 in loan forgiveness for college graduates who commit to teach in the Head Start field. We have raised the standard of the teachers that we want, requiring them to meet a certain grade. That means we are going to have to pay people in order to go into this profession because it is still going to cost them considerably to get that degree. If we are going to do that, we have to step forward. I think Mr. SESTAK’s idea, which we have been talking about in the higher education reauthorization bill for some time, is one way of doing that. Loan forgiveness for early education teachers over a period of years will allow us to have that program meet the pinnacle that we need it to reach.

For this and many other reasons, I think this bill is a good bill and deserves our attention and our support. I ask my colleagues to join me in voting for it.

Mr. CASTLE. Mr. Chairman, I yield 4 minutes to the gentleman from Georgia.

Mr. PRICE of Georgia. Mr. Chairman, I thank the gentleman from Delaware for allowing me to come and chat on a little different topic, a topic that we tried to bring to the floor today on this bill, and a topic that I think would truly expand and protect children in the Head Start program, but a topic that wasn’t allowed to be brought to the floor because an amendment wasn’t allowed. I think this issue truly demonstrates where the priorities of the majority party are.

This issue that I attempted to bring to the floor would have resulted in significantly greater safety for the children who are transported in Head Start programs.

In 1992, Mr. Chairman, Congress required the issuance of regulations that related to rear-door emergency exits and safety restraints on Head Start transportation. That was in 1992. Since the final rule for these new regulations was published, the effective date has been delayed three times.

Last week, buried deep in H.R. 1591, the emergency supplemental for Iraq, was language that delays these transportation safety requirements for Head Start programs once again. The fine print reveals that the rear emergency exit requirements are delayed for another year, and a seat belt safety requirement is delayed until another study is done.

Well, Congress required these regulations to ensure the safe operation of vehicles by Head Start agencies; and currently, the leading cause of death for children ages 3 to 7 is motor vehicle, traffic crashes. The reason why these transportation requirements were put forth is that the National Highway Traffic Safety Administration does not approve of the use of vans or cars or vehicles of other types for the purpose of providing planned transportation services. School buses are the safest form of transportation because they include many special features. Further delaying these requirements means authorizing that Head Start transport children using vehicles that are not designed specifically for the purpose of the safe transportation of children.

My amendment, which wasn’t allowed, would have ended this delay and made sure that emergency rear-door exits and seat belts on vehicles used to transport children effective immediately.

Mr. Chairman, as you know, on the first day of this Congress, children were paraded in front of the American people, and the new majority claimed that the House would come to order for the children. Well, today, if it is truly about the children, then the majority would have allowed this amendment to be entertained. Any further delays endangering lives of children.

So I suggest, Mr. Chairman, that the hypocrisy of this process is telling, and that if we truly are interested in making certain that our greatest resource, our children, are protected, then we would have allowed this amendment, and I am distressed it wasn’t allowed. I encourage through the process the majority party make certain that we address this as this bill moves forward.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 1½ minutes to the gentleman from New York (Mr. BISHOP).

Mr. BISHOP of New York. Mr. Chairman, I thank the chairman for yielding me this time.

I rise today in strong support of H.R. 1429, the Improving Head Start Act. I represent the majority of Suffolk County where 20 Head Start and three Early Head Start programs have been serving the community since 1966. In fact, my wife’s first job out of college was as a Head Start teacher in one of those centers.

Parents, teachers and many of our colleagues can all agree that Head Start is one of the most prominent and successful early education programs. This bill continues to build on Head Start’s successes by ensuring that kids are prepared for school, by improving teacher and classroom quality, strengthening the focus on school readiness, increasing accountability and boosting coordination.

I would like to point out a research finds that children who attend Head Start enter school better prepared than low-income children who do not attend the program, and that children who attend Head Start make significant gains.

I am serious about achieving the goals set forth by No Child Left Behind, then passing Head Start reauthorization is a down payment on achieving those goals.

During the markup of this bill, I was proud to offer an amendment that would allow Head Start programs to use up to 10 percent of their quality improvement funds for transportation costs. This amendment was in response to concerns brought to me by my constituents that many have thought programs were being forced to choose between providing transportation to children or sacrificing the quality of their program.

With my amendment and so many other worthwhile improvements to Head Start, I strongly encourage my colleagues to support this balanced reauthorization for the benefit of our children and future generations of America.

Mr. McKEON. Mr. Chairman, we have no further speakers, and we reserve the balance of our time.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 1½ minutes to the gentlewoman from Texas (Ms. JACKSON-LEE).

Ms. JACKSON-LEE of Texas. Mr. Chairman, I yield 1½ minutes to the gentleman from Texas (Ms. JACKSON-LEE of Texas asked and was given permission to revise and extend her remarks.)

Ms. JACKSON-LEE of Texas. Mr. Chairman, I thank the chairman of the full committee for his leadership and all the members of the committee and Mr. KILDEE for his leadership as well on some of these very important issues. We have worked together. I thank the ranking member for their long-standing understanding that we must collaborate when it comes to teaching our children.

I rise to support H.R. 1429 and had the pleasure of visiting a Head Start facility in my community. What was the greatest joy was to be able to see the parents and children working together on this very special day, and I want to thank the committee for persevering against all odds, particularly the opposition of those who would say it is time to change drastically, to do a surgical reform on Head Start.

It has worked for some 30-plus years, and what has been done in this legislation is the right direction: enhanced professional development, providing this set for teachers teaching, providing opportunity for the associate degree,
teaching our children the “yes, I can” method.

I rise also to support the amendment of Congresswoman EDDIE BERNICE JOHNSON that will be offered that provides the opportunity for collaboration with historically black colleges.

What we need to do is investing more in Head Start by proving that it has been a success, improving classroom and teacher quality, raising the quality of teachers, and increasing funding for teacher and staff salaries. But most importantly, anyone who has taken the opportunity to see the youngsters, the babies that are in this program, see their eyes open wide, see them understand the world and the colors and what is real and that they can be the greatness that they are, we know that H.R. 1429 is on the right path, and I encourage my colleagues to enthusiastically support the Improving Head Start Act of 2007. These are the babies of yesterday, but today.

Mr. CHIEFEN. Mr. Chairman, I rise in strong support of H.R. 1429, the Improving the Head Start Act of 2007. This bipartisan legislation would allow up to 10,000 more children from low-income families to have access to the world of opportunities offered by early developmental education. It appropriates the funding required for a range of necessary improvements, ensuring we are offering our children comprehensive and regulated programs. I urge my colleagues to join me in expressing that a child’s educational and developmental opportunities should not be limited by his or her family’s income.

Head Start creates opportunities for children who are born without any. This program provides comprehensive early education programs and support services for well over a million children across our Nation; children whose families would otherwise be unable to offer them these opportunities. The program’s holistic approach to education provides a wide range of services in addition to basic education, including medical and dental screenings, nutritional services, parental involvement activities, and mental health services. Poverty has proven devastating to child development and success, but Head Start has proven capable of providing the broad range of support that all children need to succeed in school and, indeed, in life.

This program is particularly crucial to minority communities. Of the over 1 million children enrolled in Head Start programs, 65 percent belong to minority groups. In a world and a country where minority children may continue to face discrimination and limited opportunities, Head Start ensures that they are prepared to begin school when they reach the proper age. This program has proven successful in minimizing the “readiness gap” between program participants and their more affluent peers.

In Harris County, TX, where my district is located, Head Start has been active since 1999. In this county alone, the program currently operates in 17 locations, and has served over 5,000 children since its inception. There are, at present, over 1,700 children enrolled in its wide array of programs. In Harris County, and across our Nation, Head Start programs help children grow mentally, socially, emotionally, and physically.

This bill contains many vital provisions. It authorizes an additional $450 million dollars for 2008, funds that would allow up to 10,000 more children access to Head Start programs. It increases funding for teacher and staff salaries, ensuring a quality workforce and providing for the hiring of additional qualified staff. H.R. 1429 expands financial disclosure requirements by the Secretary of Health and Human Services to more quickly strip funding from low-quality programs. These review systems ensure both that our Nation’s children are receiving the best services we can offer them, and that taxpayer dollars are spent to maximum effect.

Mr. Chairman, as Chair of the Congressional Children’s Caucus, I am dedicated to providing the best possible opportunities and support to our Nation’s children. Head Start is an important aspect of ensuring our children’s future. I strongly support H.R. 1429, and I encourage my colleagues to do the same.

Mr. MCKEON. Mr. Chairman, I yield such time as he may consume to the gentleman from Delaware (Mr. CASTLE).

Mr. CASTLE. Mr. Chairman, just very briefly, we are about to pursue I think a dozen amendments here. All of us had a chance to work on this, had a chance to look at it. I think some of them are very good amendments. I think some are relatively neutral. I think some are maybe a little detrimental to the bill.

I just hope that everybody will listen carefully to the amendments and will not end up being a party vote negocio. I think that the best interests of these children that we have talked about so frequently in the last hour or so.

There is real significance to some of these amendments. I think it is very, very important that we understand the context of them. I would just like to also finally say at the end that, in my judgment, if you look at any aspect of Head Start that this underlying legislation basically improves the opportunity for young children who are within the parameters of the Head Start program, and I hope that all of us will be supportive of that.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 1 minute to the gentleman from Virginia (Mr. Scott).

Mr. SCOTT of Virginia. Mr. Chairman, as we discuss this faith-based amendment, I think we need to seriously consider the long-term societal implications of that amendment, allowing discrimination in the Head Start program.

Our Nation just went through quite a conversation when Don Imus made his remarks, and I would hope that that was just talking. We are actually going to do something in considering whether or not a program can deny an employment opportunity solely because of religion, and if you happen to go to an all-black or all-white church, the decision made on religion will deny you both.

We should have this conversation here on the floor, considering what we are doing long-term, similar to the conversation we had when Don Imus embarrassed himself, and not embarrassed ourselves here on the floor of the House of Representatives. We need to maintain the civil rights protections for prospective employees that we have had for the last 40 years.

Mr. MCKEON, Mr. Chairman, I thank my colleagues for a productive debate on the Improving Head Start Act. As many of us have noted throughout the day, Head Start is a good program that can be made even better, and that is why we are here. I hope everybody listened carefully to the amendments that have been talked about the importance of the upcoming amendments we are going to discuss because they can make the bill better.

This program serves nearly 1 million underprivileged children and eases the divide between the haves and the have-nots when it comes to preparing them for kindergarten, which will give them a good start for their life. The bipartisan support we have seen for the bill should lend confidence that the program will remain on a solid foundation for generations to come.

By authorizing Head Start, we are voting to build upon improvements that were made by the House Republicans in past Congresses by strengthening academic standards by emphasizing cognitive development using scientifically-based research; improving teacher quality by ensuring more Head Start teachers have bachelor degrees and are adequately trained in early childhood development; increasing financial disclosure requirements by Head Start operators as custodians of Federal Head Start grants; and requiring local governance boards to actively oversee grantees.

These are common-sense reforms that I wholeheartedly support. That said, this bill remains flawed, and soon, we will turn to a number of amendments that highlight those flaws. One amendment that has been discussed will be able to discuss unfortunately is one offered to the Rules Committee by Mr. FORTUNO yesterday. The Fortunato amendment is a principled one. It clearly protects the hiring privileges of faith-based providers and protects their civil rights to display religious symbols, rights that are sheltered under the 1964 Civil Rights Act. Yet, we will not be able to debate and vote on it today, a major statement about the real priorities of this purportedly fair, open and honest Congress.
of the same bipartisan support it received from the Education and Labor Committee just 2 months ago.

Before I conclude, I would like to thank a number of current and former members of my staff who have made this bill possible. First, to Kate Hous- ton, who no longer works on Capitol Hill, let alone on our committee staff. Years ago, Kate helped craft legislation that closely tracks the bill we are poised to pass today.

Steven Miller, who left our staff earlier this year to join Mr. BORHNER’s team, played an integral role in bringing this bill to where it is today, and I thank her as well.

Finally, I thank Susan Ross and James Bergeron for their work in helping to bring this bill across the finish line.

I have already mentioned thanks to Mr. MILLER, Mr. KILDEE, Mr. CASTLE, and I would like to thank their staff also for working with us so closely on this bill.

The team effort that we have demonstrated on this issue, and our ability to work closely with our Democratic counterparts, yielded the product we are poised to vote on this afternoon.

Mr. Chairman, I yield back the balance of my time.

Mr. MILLER of California. Mr. Chairman, I yield myself such time as I may consume and just to thank my colleagues who joined in the general debate and for their support for this legislation and, again, to thank the staff on both sides of the aisle of both the subcommittee and the full committee without whose work and effort and knowledge this legislation would not be in the kind of shape it is today, with the support that it has from both Republicans and Democrats for the Head Start bill.

Mr. McDERMOTT. Mr. Chairman, I represent a community that honors the memory and civil rights legacy of Dr. Martin Luther King, Jr. every day, because King County has adopted our symbol and Dr. King’s commitment to civil rights as our commitment to all the people in King County, Washington.

So, it is with a unique responsibility that rise to strongly oppose this Republican attempt to turn back the clock on civil rights in this Nation, beginning with the Head Start program. The Minority Leader, the leader and spokesman for the Republican Party in the House, wants us to legislate employment discrimination within Head Start based on religion. As the Minority Leader wants to turn his back on civil rights, and turn back the clock on the struggle for freedom that Dr. King and so many others fought and died for.

The Republican House leader apparently finds the First Amendment inconvenient for his taste. The First Amendment protects Americans from exactly the kind of foolish proposal before us today. Separation of Church and State is one of the fundamental principles within the First Amendment: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof:”

We must not roll back civil rights in this Nation, not today, not tomorrow, and not ever, but that’s what the I leader of the Republican party proposes. There is no reason to justify this attempt to roll back longstanding civil rights and religious liberty protections in a program that has benefited countless children over the years. In a nation like ours with so many religious traditions, built-in protections for religion in federally funded programs represents a fundamental commitment towards a society that values the contributions of people of all faiths.

Religious organizations have had a long and proud history in Head Start programs, including in my own state, where the YWCA is a Head Start provider. Civil rights protections have never been a bar to participation by these organizations. If these safeguards are repealed, thousands of dedicated Head Start teachers and parent volunteers could find themselves no longer welcome at some Head Start programs run by followers of other faiths.

Religious organizations are free to engage in faith-based hiring when they use their own funds to promote their institutional ministry, but to deny them access to Federal money to educate our Nation’s children. It would be wrong to permit religious organizations to use Federal dollars to discriminate on the basis of religion in running Head Start programs that are intended to benefit disadvantaged children of all faiths.

On behalf of the people of Dr. Martin Luther King Jr., County, in Washington State, I strongly oppose this amendment and urge my colleagues to vote “No.”

Mrs. CHRISTENSEN. Mr. Chairman, I rise in support of H.R. 1429, the Improving Head Start Act of 2007.

Mr. Chairman, for the last two Congresses we have successfully fought back the attempts by the then Republican leadership to cut funding, and to drastically change Head Start in ways that would prevent them from providing the services that our communities have come to depend on them for.

Every week I meet with outstanding high school and college students who began their educational journey in Head Start. This bill provides additional funding so that more children would have the opportunities provided by this important program.

H.R. 1429 also provides greater monitoring and accountability and increases funds for salaries and professional development.

As amended it also provides loan forgiveness for Head Start teachers as a means to attract and retain some of the best teachers for this very vulnerable group of children.

One thing this bill does not do is allow centers run by religious organizations to discriminate in their hiring.

Mr. Chairman, this bill, together with H.R. 1867 is an important step forward in realizing the “competitiveness agenda” that you have laid out for us in the 111th Congress.

I urge the passage of both bills.

Mr. SOLIS. Mr. Chairman, rise in support of H.R. 1429, the Improving Head Start Act of 2007, Head Start is a program that has been crucial on the development and academic success of our children for more than 40 years. Since 1965, more than 24 million children have benefited from Head Start’s comprehen- sive school readiness. Last year alone Head Start served about 900,000 children nationwide—over 98,000 children in my home State of California and nearly 6,500 chil- dren, more than 60 percent Latino, in the 32nd Congressional District of California, which I represent.

In addition to providing these comprehen- sive services, Head Start programs engage parents as partners in their children’s educa- tion. Parents volunteer at their school site and many become Head Start teachers. Head Start has a proven track record of im- proving the lives of low-income children and families. It narrows the gap between disadvan- taged children and all children in vocabulary and math skills. It leads to continued im- provements in word knowledge, letter recogni- tion, and math and writing skills relative to other children during their kindergarten year. 83 percent of Head Start children are at the national norm by the time they reach kinder- garten.

Studies also demonstrate that Head Start programs improve the well-being of the children and families they serve, providing health and dental services to children and families who might otherwise not have them. Head Start programs benefit parents as well. Head Start parents report increases in education at- tainment and employment during their time af- filiation with Head Start. In California, 24 per- cent of Head Start employees are or were Head Start parents. In 2007, 86 percent of Head Start volunteers in California are current or former parents of the local Head Start pro- gram.

The Improving Head Start Act of 2007, H.R. 1429, not only updates this program so all children could be put in the race to academic suc- cess. It makes significant improvements that will help strengthen educational outcomes for students, ensure better coordination with local school districts, improve teacher quality, and increase program eligibility. It would help im- prove Head Start’s workforce quality by in- creasing funding for teacher and staff salaries and professional development. This includes providing funds for training personnel in ad- dressing the unique needs of migrant and sea- sonal working families, families of children with limited English proficient families and homeless families. It will also expand access to up to 10,000 more children and will strengthen school readiness by re-evaluating and updating current standards and assess- ments based on best scientific evidence.

H.R. 1429 also reserves 5 percent of the total Head Start appropriation for the Migrant and Seasonal Head Start program. This is im- portant because the Migrant and Seasonal Head Start program serves some of the coun- try’s neediest working families and is designed to meet the unique challenges and opportuni- ties faced by the children of farmworkers.

At a time when America needs to be at the forefront of innovation and education, programs like Head Start and an investment in our future workforce is more urgent than ever. I ap- plaud the members of the Committee on Edu- cation and Labor for their work on the reau- thorization of this important program. I urge my colleagues to vote in favor of H.R. 1429 and oppose any proposal that would block this grant program or would allow government- funded religious discrimination in Head Start programs. Supporting this bill is supporting our Nation’s future.

Mr. TERRY. Mr. Chairman, I rise in support of H.R. 1429, the Improving Head Start Act of 2007.

This bipartisan legislation will benefit nearly one million disadvantaged children nationwide.
by expanding Head Start's focus on school readiness. Low-income children will be taught key early learning skills such as alphabet, number, color and shape recognition to help them succeed in their school years. This bill also opens poor-performing Head Start programs to greater public scrutiny and needed competition. Triennial program reviews by the Federal government and independent investigation by the Government Accountability Office have revealed that some Head Start programs operate with Federal tax dollars despite chronic financial mismanagement, health and safety concerns, and poor community involvement.

H.R. 1429 would help remedy this situation by requiring Head Start programs to demonstrate active partnerships with local school districts to ensure smooth transitions for children into kindergarten. Poor-performing programs would be opened to competition every 5 years. Annual disclosures of financial information and greater participation of parents in the decisions of Head Start governing boards will also make a difference.

I have personally seen the benefits of partnering local school districts with Head Start. Several years ago, a long-standing Head Start program serving 1,000 children in Douglas County, Nebraska was transferred to the control of the Omaha Public School District to address financial mismanagement and safety concerns for children.

Omaha Public Schools went the extra mile by partnering with EduCare, an outstanding private preschool program that involves the entire family, emphasizes best practices, and focuses on early learning skills to help disadvantaged children and job-bound in school and life. EduCare was created by Susie Buffett and currently serves 239 children from Omaha families living below the poverty level. Families must either work, be in job training, or attend a school that qualify. Enrollment is free, with costs covered by the Nebraska Department of Education, Omaha Public Schools, the Department of Health and Human Services and private sources.

EduCare has a low child-to-adult ratio: three infants per adult, and six preschoolers per adult. Bachelor level staff members are trained in early childhood education, and the program contains strong academic components to help children succeed in school, including limited English proficiency children.

Buffett has said: "We look at the whole entire family, not just the child." Parents are directed to community resources to improve home life, such as food shelters and Christmas toy drives. Single mothers are helped with transportation and job searches.

Preliminary evaluation data indicates that the EduCare program is making a significant difference in the lives of children. Upon entering the program, children's language, literacy and social emotional areas of development are assessed. Most children initially score in the borderline range of development. Annual assessments show the majority of participating children gained more vocabulary words in the course of the school year than one would expect based on maturity.

By the time they transition to kindergarten, EduCare children were scoring very close to the national average. Standardized assessments of children's literacy and kindergarten readiness skills show similar results.

Because research has shown children's vocabulary and pre-literacy skills to predict later school success, every Head Start program should help children reach such strong learning potential while addressing the short and long-term needs of the child's family. EduCare is an incredible success story in the lives of low-income children.

I also want to draw the attention of my colleagues to a provision of this bill to protect Head Start for children of military families. The privatization of military housing created an artificial rational ineligibility, making their children ineligible for Head Start. H.R. 1429 would disregard the Basic Housing Allowance from a family's income when determining Head Start eligibility. Servicemembers protecting our freedom need not worry about their children's continued access to Head Start.

Mr. Chairman, I hope we can go even further in the future to strengthen the academic emphasis in Head Start and give states and excellent programs such as EduCare a greater ability to attract low-income children and their families. H.R. 1429 makes good progress in this direction.

Mr. STARK. Mr. Chairman, I rise today in strong support of the Improving Head Start Act of 2007 (H.R. 1429). Since 1965, Head Start has served millions of low-income families and helped children prepare for school. It is an essential program and one whose success has a major impact on children, their families, their community, and ultimately the future of our country. We owe it to our children to pass this bill and make improvements that strengthen and grow the Head Start program.

Scientific research shows us that 80 percent of brain development occurs by age 3 and 90 percent by age 5. Studies also show that education achievement gaps between poor and minority students and affluent and non-minority students are already in place when children begin elementary school. These achievement gaps, once in place, tend to persist and are exceedingly difficult to remedy. Head Start and Early Head Start are effective in closing achievement gaps and foster both short and long-term success in participating children.

In addition to preparing children for success in school, Head Start clearly demonstrates that children enrolled in Early Head Start and their parents realize other very significant gains. Early Head Start children show better approaches to learning, demonstrate more appropriate language acquisition, and exhibit less aggressive behavior. Early Head Start parents create a stronger home environment with more parent-child reading and a greater repertoire of discipline strategies. Early Head Start parents also show significant progress toward self-sufficiency. These impacts are significant and result in children with increased linguistic, cognitive, social and emotional competence. What better investment could we be making for our children?

Unlike programs dreamed up by ideologues in the Bush Administration like "abstinence only education" and "marriage promotion," we know that Head Start works. Unfortunately, less than half of eligible children are enrolled in Head Start. Even worse, less than 5 percent of eligible infants and toddlers are enrolled in Early Head Start.

If we are serious about providing all children with an opportunity to succeed in school and in life, we must expand Head Start and particularly Early Head Start. This bill is a step in that direction. It will more than double the amount of money available to Early Head Start programs. The bill will also expand services to infants and toddlers that are so crucial to child development, but often difficult for par- parents to access. In improving Head Start Act will increase eligibility levels so that children from families making up to 130 percent of the Federal poverty level can participate. This change is especially important in areas of the country with high costs of living, and in my district where the poverty threshold is well below what it actually costs a family to live.

This bill's expansion of Early Head Start and Head Start should be applauded. We cannot lose sight, however, that these programs only address the tip of the iceberg. This Congress must focus more of our attention on all children birth to age 5 and guarantee that all families have access to high quality comprehensive early care and education programs. This is an investment that our country must make if we are serious about giving all of our children a chance at the American dream.

Despite the strong bipartisan support for this legislation, the White House has indicated that the President does not support this legislation as written unless we insert a special interest provision for the religious right. The President and many Republicans want to allow religious organizations to discriminate in their hiring practices. Religious organizations have been Head Start providers since the program was established and have done quite well playing by the same rules that prohibit all employers from discriminating. Pandering rhetoric and veiled threats from the White House will not improve the life of a single family.

In closing, I hope that all of my colleagues will see the importance of investing in our children and supporting families. I urge a "yes" vote on this legislation and a "no" vote on Republican attempts to turn this into a vehicle for religious discrimination.

Mr. WU. Mr. Chairman, I rise in strong support of this legislation. Head Start has proven its ability to improve the lives of disadvantaged children. Numerous studies have demonstrated that children who attend Head Start come to school more prepared than children who do not participate, and that these effects last over a period of years.

I have personal experience with the program—my wife, Michelle, was a Head Start teacher for 7 years in Oregon. In her classes, I saw the children of janitors and security guards.

The parents worked in the sparkling towers of downtown Portland, but they themselves never got to visit downtown, except in their Head Start field trips.

The Improving Head Start Act makes several needed changes to current law. It ends the Na-Noah Reporting System—a flawed testing system that has tested over 500,000 4-year-olds, despite strong opposition by child development experts.

The bill also improves current law by making clear that Head Start agencies must establish and maintain a formal structure of shared governance with parent policy councils. This will codify in law that parents have the ability to shape and share a role in the success of their local Head Start program.
Finally, the bill authorizes $7.35 billion in funding for the program in FY08—an increase of over $400 million from this year’s level.

Oregon’s Department of Education reports that, as of January 2007, 43.2 percent of eligible children cannot participate in the program due to lack of funding. Head Start is a highly successful program that ultimately benefits all of us when those eligible cannot participate.

Ms. LORETTA SANCHEZ of California. Mr. Chairman, I rise today in strong support of the Head Start Program and I am encouraged by H.R. 1429, the Head Start Improvement Act of 2007.

I am a Head Start kid. I have firsthand experience of the comprehensive education programs and opportunities that Head Start provides to low-income families.

Head Start programs promote school readiness by assisting with the social and cognitive development of young children. Research consistently identifies the early years of a child’s development as ever more crucial to the child’s lifetime success.

Many Head Start programs already try to incorporate research into their strategies through education, health, nutrition, and social services. This bill ensures that local Head Start programs have the resources to undertake the best practices for furthering a child’s development.

Head Start is about the family. As I received education and health services, my mother learned valuable lessons on how to become a more active and involved parent in America’s public school system.

I am glad to see that this bill maintains the existing shared governance structure to help empower parents and allow programs to be responsive to local needs.

What’s more, this bill is good for Head Start teachers. This bill takes the necessary steps to ensure that Head Start teachers’ salaries and professional development are in line with the responsibility that we assign to them.

The Head Start Improvement Act of 2007 is a good bill that will keep Head Start strong so it can remain the great program that it was for me, and continues to be for so many Americans.

Mr. VAN HOLLEN. Mr. Chairman, I rise today to support the Improving Head Start Act, a bill that will strengthen our nation’s premiere early childhood education program and expand its services to thousands more children across the country.

Head Start has been improving lives and increasing opportunities for children and families for more than 40 years. With this important program, we teach our children that they can succeed, regardless of background or family income.

We open doors to millions and prepare them for future success in school and careers.

This bill provides much-needed amendments to Head Start that will improve workforce quality by increasing funding for staff salaries and professional development, and enhance coordination between early education and primary schools. It also strengthens standards and accountability to ensure that our children are getting the best quality care and education.

I am also pleased that this House defeated a divisive and misguided motion that would, for the first time, legitimize publicly funded religious discrimination in the Head Start program. It would have given taxpayer money to Head Start centers and allow those centers to exclude taxpayers from jobs solely on the basis of their religious beliefs. It would be a green light for religious bigotry. Its passage would have been bad for education and bad for religion and I joined the National Head Start Association, the Interfaith Alliance, and countless other secular and religious advocates of the Head Start Program in opposing it. I am glad that we have a clean bill to pass today.

I also urge my colleagues to not only vote for this bill, but to continue to advocate for Head Start by supporting full funding for the program. It is not enough to pass the legislation—we need to give our communities the resources they need to carry out our mandates.

I thank Chairman MILLER, Chairman KILDEE and the Committee on Education and Labor for their work on this important legislation, and urge its final passage today.

Ms. HIRONO. Mr. Chairman, I rise today in support of the Improving Head Start Act of 2007. Over and over again, rigorous evaluations have shown that Head Start and Early Head Start works. It improves the lives of our neediest children and families.

I am proud to be an original cosponsor of the bill to name several of the important changes to the Head Start program. It authorizes $450 million new dollars to the program, which is enough to provide up to 10,000 new spots for children. It prioritizes program improvement by increasing funding for teacher and staff salaries and professional development.

It suspends the National Reporting System, which is a flawed testing system that does not adequately assess this comprehensive system.

Science has shown that providing a quality early education experience leads to healthy brain development that prepares children for success in school, as well as later in life. Access to high quality early education, as well as to wrap around, comprehensive services, really sets the foundation for children and their parents.

I urge my colleagues to support this strong, bipartisan bill. It will directly improve the lives of many, many children and families.

Mrs. MALONEY of New York. Mr. Chairman, I rise today in strong support of H.R. 1429, the Improving Head Start Act of 2007. Since 1965, the Head Start early childhood education program has provided low-income children with comprehensive child development, educational, health, nutritional, and social activities to ensure that they are ready to enter kindergarten on an equal playing field with other children.

H.R. 1429 will expand and improve the successful Head Start program, which research has shown works in raising children’s achievement.

I want to thank Representatives KILDEE, CASTLE and Chairman MILLER for their outstanding leadership on this bipartisan bill, which would allow as many as 10,000 more children to access the benefits Head Start.

It improves classroom and teacher quality, raising the qualifications of teachers and increasing funding for teacher and staff salaries and professional development. The bill also includes strong accountability measures to better ensure that Head Start funds are used appropriately and efficiently and that underperforming programs are either replaced or quickly improved.

As a former educator, I understand the importance of closing the school-readiness gap and ensuring that all children can start their education on an equal playing field. Today, we have the opportunity to pass a bill that will make great strides toward just that.

Ms. LEE. Mr. Chairman, I rise in strong support of the amendment offered to the Head Start reauthorization bill by my friend and colleague, Representative EDDIE BERNICE JOHNSON.

This amendment would encourage partnerships with Historically Black Colleges and Universities and Head Start.

This amendment builds on the important steps that the underlying bill takes. That is, H.R. 1429 will require that fifty percent of Head Start teachers have a Bachelor’s degree in early childhood education by 2013.

This amendment would create a partnership between the Secretary of HHS and HBCU’s to meet the new degree requirements. It would require those who benefit from this partnership to teach at a Head Start program for a period of time equivalent to the time they received assistance.

This is a significant amendment not only because it will provide students with qualified teachers in their classrooms, it will also set a good example for these students. In fact, evidence suggests that students who attend early childhood programs have a better chance of success later in life. In an article published in the Developmental Psychology journal of the American Psychological Association in 2005 showed that children in Early Head Start had better test scores, had better cognitive and language development. These children also showed less aggressive behavior than non-early Head Start children, which goes towards improving the overall environment of our elementary and secondary schools.

I urge my colleagues to support this amendment and the underlying bill.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield back the balance of my time.

The CHAIRMAN. All time for general debate has expired.

Pursuant to the rule, the amendment in the nature of a substitute printed in the bill shall be considered as an original bill for the purpose of amendment under the 5-minute rule and shall be considered read.

The text of the committee amendment in the nature of a substitute is as follows:

H.R. 1429
Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.
This Act may be cited as the “Improving Head Start Act of 2007”.

SEC. 2. STATEMENT OF PURPOSE.
Section 636 of the Head Start Act (42 U.S.C. 9831) is amended to read as follows:

“SEC. 636. STATEMENT OF PURPOSE.
(1) It is the purpose of this subchapter to promote the school readiness of low-income children—
(2) by enhancing their cognitive, social, and emotional development in a learning environment that supports children’s growth in language, literacy, mathematics, science, social and emotional functioning, physical skills, and approaches to learning; and
(3) through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are
determined, based on family needs assessments, to be necessary.’’.

SEC. 3. DEFINITIONS. Section 637 of the Head Start Act (42 U.S.C. 9832) is amended as follows:

(1) by redesigning paragraphs (16) and (17) as paragraphs (22) and (23), respectively;
(2) by redesigning paragraph (15) as paragraph (20), respectively;
(3) by redesigning paragraphs (11) through (14) as paragraphs (15) through (18), respectively;
(4) by redesigning paragraph (10) as paragraph (13);
(5) by redesigning paragraphs (2) through (9) as paragraphs (3) through (10), respectively;
(6) by inserting after paragraph (1) the following:

‘‘(2) The term ‘deficiency’ means—

(A) systemic or significant material failure of a Head Start agency in an area of performance that the Secretary determines involves—

(i) a threat to the health, safety, or civil rights of children or staff; or
(ii) a denial to parents of the exercise of their full roles and responsibilities related to program governance;

(iii) a failure to perform the requirements of section 641A(a), as determined by the Secretary; and

(iv) a misuse of funds received under this subchapter;

(B) loss of legal status (as determined by the Secretary), failure to maintain, loss of permits, departure from receiving Federal grants or contracts, or the improper use of Federal funds; or

(c) failure to meet any other of Federal or State requirement; or

‘‘(B) material failure of the board of directors of a Head Start agency to meet its legal and fiduciary responsibilities.’’;

(7) by inserting after paragraph (16), as so redesignated, the following:

‘‘(11) The term ‘homeless children’ has the meaning given such term in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)).

(12) The term ‘homeless family’ means the family of a homeless child.

(8) by inserting after paragraph (13), as so redesignated, the following:

‘‘(4) The terms ‘limited English proficient’ and ‘limited English proficiency’ mean with respect to a child or, as appropriate, to such individual’s level of English language proficiency; or

(A)(i) was not born in the United States or has a native language that is not English;

(ii) is a Native American, an Alaska Native, of a territory or possession of the United States; and

(B) comes from an environment in which a language that is not English has had a significant impact on such individual’s level of English language proficiency; or

(ii) migratory, has a native language that is not English, and comes from an environment in which a language that is not English is dominant; and

‘‘(B) has difficulty in speaking or understanding the English language to an extent that may be sufficient to prevent such individual from—

(i) successful achievement in classrooms in which the language of instruction is English; or

(ii) participating in instructional, as appropriate, in a manner that improves service delivery to eligible children and families, including activities that—

(A) are part of a sustained effort to improve overall program quality and outcomes for eligible children and families;

(9) by inserting after paragraph (18), as so redesignated, the following:

‘‘(19) The term ‘professional development’ means—

(A) activities that will improve the knowledge and skills of Head Start teachers and staff, as relevant to their roles and functions, in program administration and the provision of educational instruction, as appropriate, in a manner that improves service delivery to eligible children and families, including activities that—

(A) are part of a sustained effort to improve overall program quality and outcomes for eligible children and families;

(20) by redesigning paragraphs (1) through (4), and subject to paragraphs (5) and (6), as so redesignated, the following:

‘‘(5) by redesigning paragraph (10) as paragraph (12);

‘‘(6) by inserting after paragraph (1) the following:

‘‘(I) and (2) of section 648A(a), as appropriate;

(ii) as paragraphs (15) through (18), respectively;

(iv) meeting the requirements in paragraphs (1) and (2) of section 648A(f), as appropriate;

(v) taking into consideration the required data described in section 648A(f), as appropriate;

(vi) methods of teaching children with disabilities, as appropriate,’’.

(10) by inserting after paragraph (20), as so redesignated, the following:

‘‘(21) The term ‘scientifically based research’—

(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;

(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 appropriate samples of assessments 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) 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;

(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.’’.

(11) by amending paragraph (23), as so redesignated, to read as follows:

‘‘(3) The term ‘State’ means a State, the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, the Virgin Islands of the United States, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau.’’

SEC. 4. AUTHORIZATION OF APPROPRIATIONS. Section 639 of the Head Start Act (42 U.S.C. 9834(b)) is amended to read as follows:

‘‘SEC. 639. AUTHORIZATION OF APPROPRIATIONS.

(1) In General.—There are authorized to be appropriated for each fiscal year for Head Start programs and by migrant and seasonal Head Start programs, an amount equal to the amount appropriated for such fiscal year under section 640(a) of the Head Start Act (42 U.S.C. 9834(a)) and an amount equal to the amount appropriated for the fiscal year under section 640(a) of the Head Start Act (42 U.S.C. 9834(a)) for each of the fiscal years 2009 through 2012.

(2) Specific Programs.—From the amount appropriated under subsection (a), the Secretary shall make available for carry out research, demonstration, and evaluation activities (including longitudinal studies under section 649) not more than $20,000,000 for fiscal year 2008 and such sums as may be necessary for each fiscal year thereafter not to exceed $20,000,000 for fiscal years 2009 through 2012.

SEC. 5. ALLOTMENT OF FUNDS; LIMITATION ON ASSISTANCE.

(1) ALLOTMENT OF FUNDS.—Section 640(a) of the Head Start Act (42 U.S.C. 9834(a)) is amended to read as follows:

‘‘(a) ALLOTMENT OF FUNDS.—

(1) In General.—Of the funds appropriated under section 639, the Secretary shall allot such amounts in accordance with paragraphs (2) through (4), and subject to paragraphs (5) and (6).

(2) THIRTEEN PERCENT SET-ASIDE.—The Secretary shall reserve 13 percent of the amount appropriated for each fiscal year for use in accordance with the following order of priorities:

(A) SPECIAL POPULATIONS.—For Indian Head Start programs, services for children with disabilities, and migrant and seasonal Head Start programs, except that—

(i) there shall be made available for each fiscal year for use by Indian Head Start programs and by migrant and seasonal Head Start programs a nationwide amount that was obligated for use by Indian Head Start programs and by migrant and seasonal Head Start programs for fiscal years 2007; and

(ii) the Indian and seasonal Head Start programs shall receive not less than 5 percent of the amount appropriated for each fiscal year until such time as the Secretary can make funding decisions to ensure access to funding for eligible children of migrant and seasonal farmworkers is comparable to access to funding for other eligible children based on the data collected and reviewed pursuant to section 640(l), except that no future reduction in funding shall result in the termination of Head Start services provided to any eligible child 3 years of age or older who is participating in any such program on the date a reduction in funding occurs, and shall, to the extent possible, continue participation for children less than 3 years of age receiving services because of a reduction in funding;

(iii) Indian Head Start programs shall receive not less than 3.5 percent of the amount appropriated for each fiscal year until such time as the Secretary can make funding decisions to ensure access to funding for eligible Indian children is comparable to access to funding for other eligible children based on the data collected and reviewed pursuant to section 640(l), except that no future reduction in funding shall result in the termination of Head Start services provided to any eligible child 3 years of age or older who is participating in any such program on the date a reduction in funding occurs, and shall, to the extent possible,
continue participation for children less than 3 years of age receiving services before such reduction in funding.

"(B) PAYMENTS TO TERRITORIES AND FREELY ASSOCIATED STATES.—Subject to paragraph (7), for payments to Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Virgin Islands of the United States, and the Republic of Palau, such payments to the Republic of Palau shall not be made after fiscal year 2009.

"(C) TRAINING AND TECHNICAL ASSISTANCE.—Not less than 2 percent of the amount appropriated for such fiscal year for training and technical assistance activities to foster program quality but without improvement as described in section 648, of which—

"(i) not less than 50 percent shall be available to local Head Start agencies to make program improvements identified by such agencies to use for the training and technical assistance activities described in section 648(j); and

"(ii) not less than 30 percent shall be available to the Secretary to support a State-based system or a national system, in the case of migrant and seasonal Head Start and Indian Head Start programs, of early childhood education training and technical assistance for staff to local Head Start agencies as described in section 648(n); and

"(iii) the remainder of such amount shall be available to the Secretary to assist local Head Start agencies in meeting and exceeding the standards described in section 641A(a)(1), including financial assistance to help Head Start programs address weaknesses identified by monitoring activities conducted by the Secretary under section 641A(c), except that—

"(I) not less than $3,000,000 shall be available to carry out the activities described in section 648(c)(4); and

"(II) no more than $5,000,000 shall be reserved to carry out the activities described in section 648(B).

"(D) MONITORING AND TERMINATIONS.—For discretionary payments made by the Secretary, including all costs (other than compensation of Federal employees) of reviews of Head Start agencies, programs under section 641A(c), and of activities carried out under paragraphs (1), (2), or (3) of section 641A(d) related to correcting deficiencies and conducting proceedings to terminate the designation of Head Start agencies.

"(E) EXPENDITURES.—For payments for research, demonstration, and evaluation activities under section 649.

No funds reserved under this paragraph or paragraph (3) may be combined with funds appropriated under any other Act if the purpose of combining funds is to make a single discretionary grant. In making discretionary grants, the Secretary shall use funds appropriated for an activity under this paragraph to benefit low-income families and children from birth to school age, to carry out full-day, full-year Head Start services, and to use the funds described in paragraph (3) to make grants to State agencies, to prevent reduction or termination of Head Start programs, and to provide full-working-day and full working-year Head Start services to children in the States.

"(F) Research.—Not less than one-fourth of the amount reserved under this paragraph, to improve the compensation, salary scales, and benefit standards of educational staff, family service workers, and other staff described in sections 644(a) and 653, to ensure that salary levels and benefits are adequate to attract and retain qualified staff for such programs.

"(G) Non-Federal technical assistance to teachers that improves their understanding of child development, content knowledge, and appropriate teaching strategies needed to provide effective instruction and early childhood readiness services in the areas of early language and literacy, early mathematics, cognitive skills, approaches to learning, creative development, science, physical development, and social and emotional development.

"(H) Enhancing the qualifications and skills of educational personnel to meet the professional standards established under section 648A(a)(1), including providing assistance to complete postsecondary course work, subject to section 648A(a)(3)(D).

"(I) Ensuring that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and to assist children with disabilities and other individuals with disabilities.

"(J) Employing additional qualified classroom teachers necessary to reduce the child to teacher ratio in the child caring family to the ratio for family services workers.

"(K) Ensuring that such programs have qualified staff to promote the language and literacy growth of children that can provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.

"(L) Increasing hours of program operation, including—

"(i) conversion of part-day to full-day; and

"(ii) number of weeks operated in a calendar year.

"(M) Improving the compensation and benefits of staff of Head Start agencies in order to improve the quality of Head Start programs.

"(N) Transportation costs associated with transporting Head Start children safely, except that—

"(I) no more than 10 percent of such funds under this paragraph may be used for such purposes; and

"(II) the Secretary shall use such funds to reduce the costs of transportation through collaboration with other entities.

"(O) Funds reserved under subparagraph (A) shall be allotted by the Secretary as follows:

"(i) not less than 80 percent of such funds shall be allotted among the States in the same proportion as the Secretary allocates funds among the States under paragraph (4) for the respective fiscal year.

"(ii) no more than 20 percent of such funds shall be allotted to Indian Head Start programs and migrant and seasonal Head Start programs, and used to make grants to Head Start agencies, at the discretion of the Secretary.

"(P) Funds allotted under subparagraph (A) shall be allotted by the Secretary to Head Start agencies that serve children from birth to school entry.

"(Q) In order to improve coordination and delivery of early education services to children in the State, a State that receives a collaboration grant under subparagraph (B) shall—

"(i) ensure that the State Director of Head Start Collaboration holds a position with sufficient authority and access to ensure that the collaboration described in subparagraph (B) is
effective and involves a range of State agencies; and

“(iii) involve the State Head Start Association in the selection of the Director and involve the Association in all determinations relating to the ongoing direction of the collaboration office.

“(D) The State Director of Head Start Collaboration shall:

“(i) not later than 1 year after the State receives a collaboration grant under subparagraph (B), conduct an assessment that—

“(I) identifies Head Start agencies in the State with respect to collaboration, coordination, and alignment of services, and alignment of curricula and assessments with the Head Start Program Framework, and with State early learning standards, as appropriate;

“(II) is shall be updated on an annual basis; and

“(III) shall be made available to the general public within the State;

“(ii) develop a strategic plan that is based on the assessment described in clause (i) that will—

“(I) enhance collaboration and coordination of Head Start services with other entities providing early childhood programs and services (such as child care or services offered by museums, health care, mental health care, welfare, child care agencies, early education agencies, community service activities, family literacy services, reading readiness programs (including such programs offered by public and school libraries), services offered with Head Start服务区, other early childhood programs and services for limited English proficient children and homeless children, and services provided for children in foster care who are referred to Head Start programs by child welfare agencies, including agencies and State officials responsible for such services;

“(II) assist Head Start agencies to develop a plan for the provision of full-working-day, full calendar year services for children enrolled in Head Start programs who need such care;

“(III) limit Head Start agencies to align curricula and assessments with the Head Start Child Outcomes Framework and to the State early learning standards, as appropriate; and

“(IV) enable Head Start agencies in the State to better access professional development opportunities for Head Start staff, such as by—

“(A) working with local Head Start agencies to meet the degree requirements described in section 643A(a)(2)(A), including providing distance learning opportunities for Head Start staff, where possible, to enable higher education more accessible to Head Start staff; and

“(B) enabling the State Head Start agencies to benefit to eligible to Head Start programs and services, but not later than 1 year after the date of the enactment of the Head Start Improvement Act of 2007, the Secretary shall establish procedures to enable Head Start agencies to develop locally designed or specialized service delivery models to address local community needs, including models that leverage the existing capacity and capabilities of the delivery system of early childhood education and child care.

“(2) In establishing the procedures, the Secretary shall establish procedures to provide for—

“(A) the conversion of part-day programs to full-day programs or part-day slots to full-day slots; and

“(B) serving additional infants and toddlers pursuant to section 645(g)(4).”

“(E) EXPANSION OF HEAD START PROGRAMS— Section 640(g) of the Head Start Act (42 U.S.C. 9835(g)) is amended to read as follows:—

“(1) For purposes of this subsection, the term ‘State’ does not include Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, the Republic of the Marshall Islands, and the Republic of Palau.”.

“(b) SERVICE DELIVERY MODELS—Section 640(h) of the Head Start Act (42 U.S.C. 9835(h)) is amended to read as follows:

“(1) Not later than 1 year after the date of the enactment of the Head Start Improvement Act of 2007, the Secretary shall establish procedures to enable Head Start agencies to develop locally designed or specialized service delivery models to address local community needs, including models that leverage the existing capacity and capabilities of the delivery system of early childhood education and child care.

“(2) In establishing the procedures, the Secretary shall establish procedures to provide for—

“(A) the conversion of part-day programs to full-day programs or part-day slots to full-day slots; and

“(B) serving additional infants and toddlers pursuant to section 645(g)(4).”

“(c) EXPANSION OF HEAD START PROGRAMS—Section 640(g) of the Head Start Act (42 U.S.C. 9835(g)) is amended in paragraph (2)—

“(1) by striking ‘For the purpose of expanding Head Start programs, in’ and inserting ‘In’; and

“(2) by amending subparagraphs (C) through (H) to read as follows:

“(C) the extent to which the applicant has undertaken community-wide strategic planning and needs assessments involving other community organizations and local public agencies serving children and families in the Federal, State, or local funds (including organizations and agencies providing family support services, child abuse prevention services, protective services, and foster care, and organizations serving families in whose homes English is not the language customarily spoken), and individuals, or organizations serving children or families in whose homes English is not the language customarily spoken), and individuals, or

“(D) the extent to which the family and community needs assessment of the applicant reconvened to provide services to children and families in the United States, and to provide for full calendar year services and the extent to which, and manner in which, the applicant demonstrates the ability to collaborate and participate with the State, local community, and other early childhood agencies and providers of child care or preschool services to provide visit full working-day full calendar year services; and

“(E) the number of eligible children in each community who are not participating in a Head Start program or any other early childhood programs;

“(F) the concentration of low-income families in each community;

“(G) the extent to which the applicant proposes to foster partnerships with other service providers in a manner that will leverage the existing early childhood system and enhance the resource capacity of the applicant;

“(H) the extent to which the applicant in providing services, successfully coordinated it agency and the State and local community agencies and providers of other early childhood programs and services, the extent to which, and manner in which, the applicant demonstrates the ability to collaborate and participate with the State, local community, and other early childhood agencies and providers of child care or preschool services to provide full working-day full calendar year services; and

“(I) the amount of funds used by such agency to pay administrative expenses and the amount of available funds received by such agency under this section to service each enrolled child.”.

“(C) TRANSPORTATION SAFETY.—

“(1) REGULATIONS.—The Secretary shall issue regulations establishing requirements for the safety features, and the safe operation, of vehicles used to transport children participating in Head Start programs.

“(2) GOOD CAUSE WAIVER AUTHORITY.—The Secretary shall allow Head Start agencies to annually request a good cause exception to the requirements of regulations establishing requirements under paragraph (1) for one or more vehicles used by the agency or its designee in transporting children enrolled in a Head Start program or an Early Head Start program—

“(A) such requirements would create a safety hazard in the circumstances faced by such agency; or

“(B) such requirements pertain to child restraint systems (45 C.F.R. 1310.11, 1310.15(a)) or bus monitors (45 C.F.R. 1310.15(c));

“(C) the agency demonstrates that compliance with the requirements would result in a significant disruption to the Head Start program or the Early Head Start program; and

“(D) the waiver is in the best interest of the children involved.

“(d) MIGRANT AND SEASONAL HEAD START PROGRAMS.—Section 640(l) of the Head Start Act (42 U.S.C. 9835(l)) is amended—

“(1) by amending paragraph (3) to read as follows:

“(3) In carrying out this subsection, the Secretary shall continue the administrative arrangement at the national level for meeting the special needs of children and families of migrant and seasonal farmworkers and shall ensure that appropriate funding is provided to
meet such needs, including training and technical assistance and the appointment of a national migrant and seasonal Head Start collaboration director and a national Indian Head Start collaboration director, and (2) by adding at the end the following:

"(4)(A) For the purposes of paragraph (3), the Secretary shall conduct an annual consultation in each program region, with tribal governments operating Head Start programs and Early Head Start programs.

(B) The consultations shall be for the purpose of identifying the needs of Indian children and children of Alaskan Natives, and their families, in accordance with subsections (a), (b), and (c) of section 641, taking into consideration funding allocations, and other issues affecting the delivery of Head Start services in their geographic locations.

(C) The Secretary shall publish a notification of the consultations in the Federal Register before conducting the consultations.

(D) A detailed report of each consultation shall be prepared and made available within 90 days of the annual consultation to all Indian tribes that receive assistance under this subchapter.

(5) ENROLLMENT OF HOMELESS CHILDREN; RULE OF CONSTRUCTION; MATERIALS.—Section 640 of the Head Start Act (42 U.S.C. 9835) is amended by adding at the end the following:

"(m) HOMELESS CHILDREN.—The Secretary shall issue rules to establish policies and procedures to remove barriers to the enrollment and participation of homeless children in Head Start programs. Such rules shall require Head Start agencies—(1) to implement policies and procedures to ensure that homeless children are identified and prioritized for enrollment;

(2) to allow homeless families to apply to, enroll in and attend Head Start programs while required documents, such as proof of residency, immunization records, and medical records, birth certificates and other documents, are obtained within a reasonable time frame; and


(n) RULE OF CONSTRUCTION.—Nothing in this subchapter shall be construed to establish a program of early education for children in the State, to require any child to participate in a program of early education, to attend school, or to participate in any initial screening before participating in such program, except as provided under sections 612(a)(3) and 635(a)(5) of the Individuals with Disabilities Education Act.

(o) MATERIALS.—All curricula and instructional materials funded under this subchapter shall be based on scientifically based research, age and developmentally appropriate, and focused on all areas of development (cognitive, social, emotional, and physical), language and literacy, mathematics, science, and creativity. Agencies to learn that parents shall be permitted to inspect, upon request, any curricula or instructional materials used to carry out this subchapter.

SEC. 641. DESIGNATION OF HEAD START AGENCIES.

Section 641 of the Head Start Act (42 U.S.C. 9836) is amended to read as follows:

"SEC. 641. DESIGNATION OF HEAD START AGENCIES.

(a) AUTHORITY TO DESIGNATE.—The Secretary is authorized to designate as a Head Start agency any local public or private non-profit agency, including community-based and faith-based organizations, or for-profit agency, within a community, in the manner and process utilized by the Secretary prior to the enactment of the Improving Head Start Act of 2007.

(b) APPLICATION FOR GRANTS.—Each entity shall submit a plan to the Secretary, at such time and in such manner as the Secretary may require.

(c) DEVELOPMENT OF APPLICATION REVIEW SYSTEM.—(1) IN GENERAL.—The Secretary shall develop a system that integrates the recommendations of the expert panel convened under paragraph (3) to determine if a Head Start agency is performing an adequate program that meets the educational, health, and nutritional needs of the children and families it serves, and meets program and financial management requirements and performance standards described in section 641A(a)(1), based on—

(A) annual budget data;

(B) program reviews conducted under section 641A(c);

(C) annual audits required under section 647;

(D) classroom quality as measured under section 641A(d);

(E) Program Information Report.

(2) EXPERT PANEL.—No later than six months after the enactment of the Improving Head Start Act of 2007, the Secretary shall convene an expert panel of 7 members to make recommendations to the Secretary on the development of a transparent, reliable, and valid system for evaluating grantees.

(3) COMPOSITION OF EXPERT PANEL.—The Secretary, in convening such panel, shall appoint the following:

(A) 5 members, who are competent, by virtue of their training, expertise, and experience, in each of at least one of the following areas:

(i) Early childhood program accreditation or quality assessment.

(ii) Research on early childhood development.

(iii) Governance and finance of non-profit organizations.

(iv) Delivery of services to children and families with limited English proficiency.

(v) Delivery of services to children with disabilities.

(B) An employee from the Office of Head Start.

(C) An executive director of a Head Start agency.

(4) EXPERT PANEL REPORT.—Within 12 months of its establishment, the expert panel shall issue a report to the Secretary that provides recommendations on a proposed system of application review that takes into account the criteria (paragraph (1)) to evaluate whether a Head Start grantee is meeting mission and (ii) the capacity of such applicant to serve children with disabilities.

(5) RULE OF CONSTRUCTION; MATERIALS.—The Secretary shall ensure the system of application evaluation is fair, consistent, and transparent and applied in a manner that does not favor a particular Head Start agency, within a community becomes available.

(6) IMPLEMENTATION OF APPLICATION REVIEW SYSTEM.—As soon as the Secretary issues rules, the Secretary shall conduct an open competition, as described in subsection (e), subject to the following limitations:

(1) Except as provided in paragraph (ii), a high quality comprehensive early education program may not receive a grant to carry out an Indian Head Start program.

(ii) In a community in which there is no Indian Head Start agency available for designation to carry out an Indian Head Start program, a non-Indian Head Start agency, on an interim basis, may receive a grant to carry out an Indian Head Start program, but only until such time as an Indian Head Start agency in such community becomes available.

(7) TRANSPARENCY, RELIABILITY, AND VALIDITY.—The Secretary shall ensure the system of application evaluation is fair, consistent, and transparent and applied in a manner that does not favor a particular Head Start agency, within a community becomes available.

(b) IN GENERAL.—If no entity in a community is determined to be successfully delivering a high quality comprehensive early education program, as specified in subsection (c), the Secretary shall, after conducting an open competition, designate for a 5-year period a Head Start agency from among qualified applicants in such community.

(2) CONSIDERATIONS IN DESIGNATION.—In selecting from among qualified applicants for designation as a Head Start agency, the Secretary shall consider the effectiveness of such applicant to provide Head Start services, based on—

(A) any past performance of such applicant in providing services comparable to Head Start services, including how effectively such applicant provided such comparable services;

(B) the plan of such applicant to provide comprehensive health (including mental and behavioral health), educational, nutritional, social, child-care, and other services needed to prepare children to succeed in school and in life;

(C) the plan of such applicant to attract and retain qualified staff capable of delivering a high quality comprehensive early education program, including demonstrating the ability to provide adequate salary and benefits to maintain a high quality staff;

(D) the ability of such applicant to maintain child-teacher ratios and family service worker caseloads that reflect best practices and are tied to a high quality service;

(E) the capacity of such applicant to serve eligible children with curriculum and teaching practices that are based on scientifically based research, and programs that promote the school readiness of children participating in the program;
SEC. 7. QUALITY STANDARDS; MONITORING OF HEAD START AGENCIES AND PROGRAMS.

Section 641A of the Head Start Act (42 U.S.C. 9836a) is amended to read as follows:

"(A) QUALITY STANDARDS.—The Secretary shall modify, as necessary, program performance standards by regulation applicable to Head Start agencies and programs under section 642(d), and other services; and

(b) projected needs of an expanding Head Start program;

(c) guidelines and standards currently in effect or under consideration that promote child development and early childhood education, child health care, family services (including linguistically and culturally appropriate services to limited English proficient children and their families), administration, and financial management, and with persons with experience in the operation of Head Start programs;

(d) take into consideration "(ii) past experience with use of the standards in effect under this subchapter on October 27, 1998;"

(e) changes over the period since October 27, 1998, in the circumstances and problems typically facing children and families served by Head Start agencies; and

(f) recommendations from the report on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences, when it becomes available; and

(g) developments concerning research-based practices with respect to early childhood education and development, children with disabilities, family services, program administration, and financial management;"
“(iii) the unique challenges faced by individual programs, including those that are seasonal or short term, and those that serve rural populations; and

(ii) [omitted due to alignment issue]

(iii) the unique challenges faced by individual programs, including those that are seasonal or short term, and those that serve rural populations; and

(iii) the unique challenges faced by individual programs, including those that are seasonal or short term, and those that serve rural populations; and

(iv) improving overall program performance in order to help programs identify problem areas that may require additional training and technical assistance resources."

"(B) Such measures shall not be used to exclude children from Head Start programs.

(4) SUSPENDED IMPLEMENTATION OF NATIONWIDE REPORTING SYSTEM.—The Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(5) SPECIFIC USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(6) PROHIBITION ON USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(7) USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(8) REMEDIES TO ENSURE CORRECTIVE ACTIONS.—In the event a Head Start agency or delegate agency that receives Federal funds fails to meet performance standards, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(9) USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(10) REMEDIATION.—In the event a Head Start agency or delegate agency that receives Federal funds fails to meet performance standards, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(11) USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(12) REMEDIATION.—In the event a Head Start agency or delegate agency that receives Federal funds fails to meet performance standards, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(13) USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).

(14) USE OF ASSESSMENT ITEMS AND DATA.—For purposes of preventing the Federal Government from providing rewards or sanctions to Head Start programs on the basis of a single assessment of the Head Start programs, the Secretary shall—

(A) suspend implementation and terminate further development and use of the National Reporting System.

(B) incorporate, as appropriate, recommendations from the study on Developmental Outcomes and Assessments for Young Children by the National Academy of Sciences into any assessment used in the Head Start programs, in accordance with paragraphs (2) and (3).
“(ii) to correct the deficiency not later than 90 days after the identification of the deficiency if the Secretary finds, in the discretion of the Secretary, that such a 90-day period is reasonable, in light of the nature and magnitude of the deficiency; or
“(iii) in the discretion of the Secretary (taking into consideration the seriousness of the deficiency and the reasonably required to correct the deficiency), to comply with the requirements of paragraph (2) concerning a quality improvement plan; and
“(C) the proceedings to terminate the designation of the agency unless the agency corrects the deficiency.

(2) REPORT AND IMPROVEMENT PLAN.—

(A) AGENCY AND PROGRAM RESPONSIBILITIES.—To retain a designation as a Head Start agency under this subchapter, or in the case of a Head Start program to continue to receive funds from such agency, a Head Start agency, or Head Start program that is the subject of a determination described in paragraph (1) (excluding an agency or program required to correct a deficiency immediately or during a 90-day period under clause (i) or (ii) of paragraph (1)(B)) shall:

“(i) develop in a timely manner, a quality improvement plan that shall be subject to the approval of the Secretary, or in the case of a program, the sponsoring agency, and which shall specify—

“(1) the deficiencies to be corrected;
“(2) the actions to be taken to correct such deficiencies; and
“(3) the timetable for accomplishment of the corrective actions specified; and
“(ii) eliminate each deficiency identified, not later than the date for elimination of such deficiency specified in such plan (which shall not be later than 12 months after the date the agency or program obtains approval of its quality improvement plan)

(B) SECRETARIAL RESPONSIBILITY.—Not later than 30 days after receiving from a Head Start agency a proposed quality improvement plan pursuant to subparagraph (A), the Secretary shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved.

(C) AGENCY RESPONSIBILITY FOR PROGRAM IMPROVEMENT.—Not later than 30 days after receiving from a Head Start program, a proposed quality improvement plan pursuant to subparagraph (A), the Secretary shall either approve such proposed plan or specify the reasons why the proposed plan cannot be approved.

(3) TRAINING AND TECHNICAL ASSISTANCE.—

The Secretary shall provide training and technical assistance to Head Start agencies and programs pursuant to the development or implementation of quality improvement plans to the extent the Secretary finds such provision to be feasible and appropriate given available funds and other statutory responsibilities.

(4) SUMMARIES OF MONITORING OUTCOMES.—

Not later than 120 days after the end of each fiscal year, the Secretary shall publish a summary report of the results of reviews conducted under subsection (c) and on the outcomes of quality improvement plans implemented under subsection (e), during such fiscal year. Such report shall be made available to all parents with children receiving assistance under this subchapter in an understandable and uniform format, and to the extent practicable, provided in a language that the parents can understand, and in addition, make the information widely available through public means such as distribution through public agencies, and at a minimum, immediately upon publication. Such reports shall contain detailed data on compliance with specific performance standards and measures sufficient to the needs of Head Start agencies and programs to use such data to improve the quality of their program.

(5) SELF-ASSESSMENTS.—

“(1) IN GENERAL.—Not less frequently than once each program year, with the consultation and participation of policy councils, and as applicable, policy groups, and as appropriate, other community members, each Head Start agency and each delegate agency that receives financial assistance under this subchapter shall conduct comprehensive self-assessment of its effectiveness and progress in meeting program goals and objectives (including professional development plans) and in implementing and complying with Head Start program performance standards.

“(2) REPORT AND IMPROVEMENT PLAN.—

(A) ANNUAL SELF-ASSESSMENT.—Each Head Start agency and each delegate agency that receives financial assistance under this subchapter shall conduct a comprehensive self-assessment of its performance to improve the quality and the time reasonably required to correct a deficiency immediately or during a 90-day period under clause (i) or (ii) of paragraph (1)(B).

(B) IMPROVEMENT PLAN.—The agency shall develop and report to the Secretary an improvement plan approved by the governing body of the agency to strengthen any areas identified in the self-assessment as weaknesses or in need of improvement.

(6) ENROLLMENT REPORTING REQUIREMENT.—

“(1) Head Start agencies shall report on a regular basis to the Secretary—

“(A) the actual enrollment in such program; and
“(B) if such actual enrollment is less than the funded enrollment, any apparent reason for such enrollment that is less than the funded enrollment and shall provide appropriate and timely training and technical assistance to increase actual enrollment, as appropriate.

“(2) In this subsection:

“(A) The term ‘actual enrollment’ means, with respect to a Head Start program, the actual number of children enrolled in such program in a given month.

“(B) The term ‘base grant’ means, with respect to Head Start agency for a fiscal year, that portion of the grant derived from funded enrollment, any apparent reason for such enrollment that is less than the funded enrollment and shall provide appropriate and timely training and technical assistance to increase actual enrollment, as appropriate.

(7) DISTRIBUTION OF FUNDS.—

Funds held by the Secretary as a result of recapturing, withholding, or reducing a base grant, except when such action is the result of an open competition 641(d) or termination 646(d) shall be redistributed in such fiscal year as follows:

“(1) If such funds are derived from an Indian Head Start program or migrant and seasonal Head Start program, such funds shall be redistributed to increase enrollment in such fiscal year in 1 more migrant and seasonal Head Start programs.

“(2) If such funds are derived from the operation of a migrant and seasonal Head Start program, then such funds shall be redistributed to increase enrollment in such fiscal year in 1 or more migrant and seasonal Head Start programs.

“(3) If such funds are derived from the operation of a Head Start program in a State (excluding Indian Head Start program and migrant and seasonal Head Start programs), then such fund shall be redistributed in such fiscal year in 1 or more Head Start programs (excluding Indian Head Start programs and migrant and seasonal Head Start programs) that are carried out in such State, except that—

“(A) not less than 50 percent of the funds shall be prioritized to increase the program participation of children and families served under Early Head Start, and
“(B) not less than 25 percent of the funds shall be prioritized to increase program participation of underserved populations of eligible children.

SEC. 8. POWERS AND FUNCTIONS OF HEAD START AGENCIES.

Section 642 of the Head Start Act (42 U.S.C. 9357) is amended to read as follows:

“SEC. 842. POWERS AND FUNCTIONS OF HEAD START AGENCIES.

“(a) LEGAL AUTHORITY.—To be designated as a Head Start agency under this subchapter, an agency must have authority under its charter or applicable law to receive and allocate funds from the Head Start program and funds under any Federal or State assistance program pursuant to which a public or private nonprofit agency (as the case may be) could act as grantee, contractor, or sponsor of projects appropriate for inclusion in a Head Start program. Such an agency must be empowered to receive, hold, administer, and to delegate powers to other agencies, subject to the powers of its governing board and its overall program responsibilities. The power to transfer funds and delegate powers must include the power to make transfers and delegations covering component projects in all cases where this will contribute to efficiency and effectiveness of the Head Start program.

“(b) FAMILY AND COMMUNITY INVOLVEMENT; FAMILY SERVICES.—To be so designated, a Head Start agency shall, at a minimum, do the following to involve and serve families and communities:

“(1) Establish effective procedures by which parents and area residents concerned will be enabled to directly participate in decisions that influence the character of programs affecting their involvement.

“(2) Seek the involvement of parents, area residents, and local business in the design and implementation of the program.

“(3) Establish effective procedures to facilitate and seek the involvement of parents of participating children in activities designed to help such parents become full partners in the education of their children, and to afford such parents the opportunity to participate in the development and overall conduct of the program at the local level, including a process through which parents of participating children may participate in a Head Start program or an Early Head Start program select the parent representatives to serve on the council under section 640(a)(4)(B)(ii).

“(4) Offer (directly or through referral to local entities, such as entities carrying out Early Start programs under subpart 1 of part B of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 2741 et seq.), to parents of participating children, family literacy services and parenting skills training.

“(5) Offer to parents of participating children mental health services (either directly or through referral to local entities), including subgrants for the provision of counseling and information on maternal depression and on drug-exposed infants and fetal alcohol syndrome.
(6) At the option of such agency, offer (directly or through referral to local entities) to such parents—
(A) training in basic child development (including cognitive, social, and emotional development);
(B) assistance in developing literacy and communication skills;
(C) opportunities to share experiences with other parents (including parent-mentor relationships);
(D) mental and behavioral health services;
(E) regular in-home visitation; or
(F) any other activity designed to help such parents become full partners in the education of their children.

(7) Provide, with respect to each participating family, a family needs assessment that includes consultation with such parents, in a manner that ensures that such parents can understand, about the benefits of parent involvement and about the activities described in paragraphs (5) through (8) in which such parents may choose to be involved (taking into consideration their specific family needs, work schedules, and other responsibilities).

(8) Consider providing services to assist young children of families participating in the Head Start program to obtain health, including dental health, services from other sources.

(9) Perform community outreach to encourage participation of children previously unaffiliated with a Head Start program to participate in its Head Start program as volunteers.

(10)(A) Inform custodial parents in single-parent families that participate in programs, activities, or services carried out or provided under this subchapter about the availability of child support services for purposes of establishing paternity and acquiring child support; and
(B) Refer eligible parents to the child support offices of State and local governments.

(11) Develop programs and activities for the education of children and youth served by Head Start, designed to enhance the educational, social, and behavioral development of such children and youth and to provide an opportunity for parents (including grandparents and kinship caregivers) to learn and to engage through activities and services carried out or provided under this subchapter, in an understandable and uniform formal and, to the extent practicable, in a language that such parents can understand.

(12) Provide technical and other support needed to enable parents and area residents to secure on their own behalf available assistance from public and private sources.

(13) Promote the continued involvement of the parents (including grandparents and kinship caregivers, as appropriate) of children that participate in programs in the education of their children upon transition to school, the Head Start agency shall work with the local educational agency—
(A) to provide training to the parents; and
(i) to inform the parents about their rights and responsibilities concerning the education of their children; and
(ii) to enable the parents—
(1) to understand and work with schools in order to communicate with teachers and other school personnel to the parents—
(ii) to support the schoolwork of their children; and
(III) to participate as appropriate in decisions relating to the education of their children; and
(B) to take other actions, as appropriate and feasible, to support the active involvement of the parents with schools, school personnel, and school-related organizations.

(14) Provide parents of a child suspected of having a disability information about services available under section 619 or part C of the Individuals With Disabilities Education Act (20 U.S.C. 1411, 1412 et seq.) and refer such child to the appropriate agency for an evaluation of eligibility for special education and related services.

(15) Program Governance—Head Start agencies must establish and maintain a formal structure of shared governance through which an independent body with program and fiscal responsibility for administering and overseeing programs under this subchapter and a parent policy council and parent policy committee, as appropriate, shall ensure that such agency operates a high quality Head Start program in compliance with all applicable Federal, State, and local regulations.

(1) Governing Body.

(A) Composition. The governing body shall be composed as follows:
(i) Not less than 1 member with significant financial management or accounting experience;
(ii) Not less than 1 member shall have a background and expertise in early childhood development;
(iii) Not less than 1 member shall be a licensed attorney familiar with issues that come before the government, ensuring that the government is provided with legal advice; and
(iv) Additional members shall be selected for their expertise in education, business administration, and community affairs and shall reflect the community served.

(B) Exceptions. Exceptions shall be made when members of the governing body oversee a public entity and are selected by public election or are political appointees.

(C) Conflict of Interest. Members of the governing body shall:
(i) not have a conflict of interest with the Head Start agency or delegate agencies, except:
(ii) Not receive compensation for the purposes of serving on the governing body or for providing services to the program, except: exceptions shall be made when a board member of a public entity is selected by election or politically appointed;
(iii) not be employed or shall members of their immediate family be employed by the Head Start agency or one of its delegate agencies, except:
(iv)operate as an independent staff employed by the Head Start agency entity or appointed in the previous year (Parent Members) shall be members of the community served by the Head Start agency or delegate (Community Members).

(D) Policy Council. The Policy Council or Policy Committee, as appropriate, shall be composed as follows:
(i) Members of the Policy Council shall be other parents of children currently enrolled in the Head Start agency or its designated Head Start agencies or Early Head Start programs and that are parents of children who were enrolled in the program in the previous year (Parent Members) or shall be members of the community served by the Head Start agency or delegate (Community Members).

(E) Responsibilities of Governing Body. The governing body shall be responsible for:
(i) adopting policies for setting long- and short-term goals and objectives for the agency;
(ii) overseeing the program planning of the Head Start agency under the direction of the executive director, including long and short-term planning goals and objectives (such planning and goals shall take into account the annual community assessment and self-assessment);
(iii) Selection of delegate agencies and their successors;
(iv) Recruitment, selection and enrollment priorities;
(v) Funding applications and amendments to funding applications for Early Head Start or Early Head Start prior to submission of such applications;
(vi) Budget planning for program expenditures;
(vii) Bypasses for the operation of the Policy Council including procedures by which Policy Council members are chosen;
(viii) Program personnel policies, including standards of conduct for program staff, contractors, and volunteers; and
(ix) Decisions regarding employment of Head Start staff other than the director and executive director.
“(ix) Activities to support the active involvement of parents in supporting program operations.

(2) Program responsiveness to community and parent needs.

(C) Training.—Appropriate training and technical assistance shall be provided to the members of the Policy Council to ensure that the members of the council use information and resources they receive and effectively oversee and participate in the programs of the Head Start agency or deliver the services they are designated to provide.

(3) Impasse Policy.—The Secretary shall develop policies and procedures describing how Head Start agencies will implement shared decision-making in which a process for resolving any impasse between the Governing Body and the Policy Council.

(d) Collaboration and Coordination.—To be so designated, a Head Start agency must collaborate and coordinate with public and private entities to improve the available services to Head Start children and families, including the following activities:

(1) Conduct outreach to schools in which children participating in Head Start programs enroll, local educational agencies, the local business community, community-based organizations, faith-based organizations, museums, and libraries to generate support and leverage the resources of the entire local community in order to—increase participation of underserved populations of eligible children.

(2) In communities where both public pre-kindergarten programs and Head Start programs operate, a Head Start agency shall collaborate and coordinate with the local educational agency or other public agency responsible for the operation of the pre-kindergarten programs and providers of pre-kindergarten programs, including outreach activities to identify eligible children, as possible.

(3) Head Start agency staff shall, with the permission of the parents of children enrolled in Head Start programs, regularly communicate with the elementary schools such children will be attending:

(A) To share information about such children; and

(B) To ensure a smooth transition to elementary school for such children.

(4) Each Head Start agency shall collaborate, as appropriate, with providers of social and community services available to children and families participating in Head Start programs to establish such partnerships with financial agreements, when applicable, for the provision of such services.

(5) A Head Start agency shall take steps to coordinate and coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program, including—

(A) collaborating on the shared use of transportation and facilities;

(B) collaborating to enhance the efficiency of services by coordinating the program participation of underserved populations of eligible children; and

(C) exchanging information on the provision of noneducational services to such children.

(6) The Secretary, in consultation with the Secretary of Education, shall—

(A) evaluate the effectiveness of the projects and activities funded under section 642A; and

(B) disseminate to Head Start agencies information (including information from the evaluation required by subparagraph (A) on effective policies and activities relating to the transition of children from Head Start programs to public schools; and

(C) provide technical assistance to such agencies to promote and assist such agencies to adopt and implement such effective policies and activities.

(11) Quality Standards, Curricula and Assessment.—To be so designated, each Head Start agency shall—

(1) take steps to ensure, to the maximum extent possible, that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further settings;

(2) establish a program with standards set forth in section 641A(a)(1), with particular attention to the standards set forth in subparagraphs (A) on the shared use of transportation and facilities; and

(3) provide research-based early childhood curriculum that promotes young children’s school readiness in the areas of language and cognitive development, early reading and comprehension, and other appropriate curricula, to help ensure that children maintain the developmental and educational gains achieved in Head Start programs and build upon such gains in further settings.

(4) Based on scientifically based research and standardized practices and curricula materials to support implementation;

(A) develop comprehensive, linked to ongoing assessment, with developmental and learning goals and measurable objectives; and focused on improving the learning environment, teaching practices, family involvement, and child outcomes across all areas of development; and

(B) aligned to the Head Start Child Outcomes Framework developed by the Secretary and to State early learning standards, as appropriate;

(5) use ongoing, research-based assessment methods that are developmentally appropriate, culturally and linguistically responsive, and tied to children’s daily activities in order to support the educational instruction of children in the program, including language skills, by using screening tools designed to assess communication and mathematical knowledge. Assessment instruments shall be those designed and validated for making decisions about teaching and learning and aligned with the programs curricula and section 641A(a)(1); and

(6) use high-quality research-based developmental curricula that have been demonstrated to be standardized, reliable, valid, and accurate for children from a range of racial, ethnic, linguistic, and cultural backgrounds, for the purpose of meeting the relevant performance standards;

(7) in consultation with experts in child development and with classroom teachers, as assessment to be used for hiring or evaluating any classroom teacher in a center-based Head Start program. Such assessment shall measure whether such teacher has mastered the functions of their job and has attained at a level of literacy appropriate to implement Head Start curricula;

(8) use the information provided from the assessment conducted under section 640A(c)(2)(H) to adopt a professional development plan that leads to improved teacher effectiveness;

(9) establish measurable objectives for the provision of health, educational, nutritional, and social services related to the program mission and to school readiness and provided under this subchapter;

(10) develop procedures for identifying children as limited English proficient, and inform the parents of such children as to the instructional services and other services that can be provided;

(11) make such transition to school; and

(12) coordinating activities and collaborating to ensure that curricula used in the Head Start programs are aligned with—

(8) Financial Management.—In order to receive funds under this subchapter, a Head Start agency shall document strong fiscal controls, including the employment of well-qualified fiscal management staff and a history of successful management of a public or private organization.”.

SEC. 9. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION.

Section 614A of the Head Start Act (42 U.S.C. 9837a) is amended to read as follows:

“SEC. 642A. HEAD START TRANSITION AND ALIGNMENT WITH K-12 EDUCATION.

“Each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with which children participating in a Head Start program operated by such agency will enroll following such program to promote continuity of services and effective transitions, including—

(1) developing and implementing a systematic procedure for transferring, with parental consent, each participating child to the school in which such child will enroll;

(2) establishing ongoing channels of communication in Head Start and as appropriate, with other agencies, to their counterparts in the schools (including teachers, social workers, McKinney-Vento liaisons as established under section 722 (g)(1)(J)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(g)(1)(J)(ii), and health staff) to facilitate coordination of programs;

(3) establish ongoing communication for developing continuity of developmentally appropriate curricula between Head Start and local educational agencies to ensure an effective transition and appropriate shared expectations for children’s learning and development as they make such transition to school;

(4) organizing and participating in joint training, including transition-related training for school staff and Head Start staff;

(5) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start program teachers to discuss the educational, developmental, and other needs of individual children;

(6) helping parents of limited English proficient children understand the method of instruction and other services provided by the school in which such child will enroll after participating in Head Start, information provided to parents of limited English proficient children under section 3302 of title III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 702); and

(7) developing and implementing a family outreach and support program in cooperation with entities carrying out parental involvement efforts under title 1 and 2 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.) and family outreach and support efforts under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431-11435).

(8) assisting families, administrators, and teachers in enhancing educational and developmental continuity and continuity in parental involvement activities between Head Start services and elementary school classes;

(9) linking the resources available in such Head Start program with the education services, including services relating to language, literacy, and numeracy, provided by such local educational agency;

(10) helping parents (including grandparents and kinship caregivers, as appropriate) to understand the importance of parental involvement in a child’s academic success; and teaching them strategies for maintaining parental involvement as their child moves from Head Start to elementary school;

(11) developing and implementing a system to increase program participation of underserved populations of eligible children, and coordinating activities and collaborating to ensure that curricula used in the Head Start programs are aligned with—
The Head Start Act (42 U.S.C. 9831) is amended by inserting after section 642A the following:

SEC. 642B. LOCAL AND STATE INTEGRATION OF EARLY CHILDHOOD EDUCATION.

(a) LOCAL INTEGRATION.—In general, Head Start agencies shall enter into ongoing partnerships with local educational agencies and with State and local governments and child care agencies, as appropriate, with regard to cognitive, social, emotional, and health elements of early childhood education.

(1) MEMORANDA OF UNDERSTANDING.—Each Head Start agency shall enter into a memorandum of understanding with any local educational agencies or local councils, responsible for managing publicly funded prekindergarten programs in the service area of the Head Start agency, or if such memorandum is not applicable in the service area, with the largest provider of publicly funded prekindergarten in the service area, that shall include plans and shall be found to be noncompliant with paragraph (1), the Head Start agency shall be found to be noncompliant with program performance standards.

(2) TIMING OF MEMORANDA.—Each Head Start agency shall enter into a memorandum of understanding under paragraph (1) not later than 1 year after the effective date of this section.

(3) SECRETARIAL REVIEW.—Each memorandum entered into under paragraph (1) shall be submitted to the Secretary not later than 30 days after entering into such memorandum.

(b) STATE EARLY LEARNING COUNCILS.—In the absence of publicly funded prekindergarten in the service area of a Head Start agency, the Head Start agency shall submit notice to the Secretary and the chief executive officer of the State and shall work with the State Early Learning Council and the State Director of Head Start collaboration to improve coordination in their service area.

(c) STATE EARLY LEARNING COUNCILS.—From the amounts reserved under section 642A(a)(2)(A), the Secretary shall award, upon submission of a written request and pursuant to the requirements of paragraph (2), an early learning collaboration grant to each State for the creation of a State Early Learning Council responsible for advancing the development of a coordinated early childhood services delivery system in the State. A State that receives a grant under this subparagraph shall—

(1) establish a State Early Learning Council, which shall include—

(A) the State Director of Head Start Collaboration;

(B) representatives from the State preschool programs;

(C) representatives of local educational agencies;

(D) the State official who oversees child care programs;

(E) the State official who oversees section 619 programs with health care (including mental health care), welfare, family literacy and services for homeless children;

(H) to support a State system of early childhood education, and training and technical assistance that improves the quality of early learning programs and the capacity of such programs to deliver services pursuant to section 642B;

(I) to develop a plan for increasing the participation of children underrepresented in State early childhood education and child care programs, including Head Start preschool programs, and programs carried out under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.);

(J) for education, child care, and early intervention to provide leadership and assistance to local Head Start programs, local education agencies, and child care programs to increase integration among early childhood programs through adoption of local memoranda of understanding despite the absence of publicly funded prekindergarten in the service area.

SEC. 643. ADMINISTRATIVE REQUIREMENTS AND STANDARDS.

Section 644 of the Head Start Act (42 U.S.C. 9839) is amended—

(1) by inserting subsection (a) to read as follows:

(a) IN GENERAL.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(2) by amending subsection (b) to read as follows:

(b) STANDARDS.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(c) by amending subsection (c) to read as follows:

(c) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(d) by amending subsection (d) to read as follows:

(d) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(e) by amending subsection (e) to read as follows:

(e) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(f) by amending subsection (f) to read as follows:

(f) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(g) by amending subsection (g) to read as follows:

(g) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(h) by amending subsection (h) to read as follows:

(h) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(i) by amending subsection (i) to read as follows:

(i) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(j) by amending subsection (j) to read as follows:

(j) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.

(k) by amending subsection (k) to read as follows:

(k) FUNDING.—Each Head Start agency shall observe standards of organization, management, and administration which will ensure, so far as reasonably possible, that all program activities are conducted in a manner consistent with the purposes of this subchapter and the objective of providing assistance effectively, efficiently, and free of any taint of partisan political bias or personal or family favoritism.
involving the use of authority or funds for which it is responsible.

“(2) ANNUAL REPORT.—Each Head Start agency shall make available to the public a report published in each fiscal year that discloses the following information from the then most recently concluded fiscal year, except that reporting such information shall not reveal personally identifiable information about an individual child or parent:

(A) The total amount of public and private funds received and the amount from each source;

(B) An explanation of budgetary expenditures and proposed budget for the following fiscal year;

(C) The total number of children and families served and percent of average monthly enrollment, including the percent of eligible children served;

(D) The results of the most recent review by the Secretary and the financial audit;

(E) The percentage of enrolled children that received medical and dental exams;

(F) Information about parent involvement activities;

(G) The agency’s efforts to prepare children for kindergarten; and

(H) Any other information required by the Secretary.

(3) PREFERENCES.—Each such agency shall adopt for itself and other agencies using funds or exercising authority for which it is responsible, rules designed to:

(A) Establish specific standards governing salary increases, travel and per diem allowances, and other employee benefits;

(B) assure that only persons capable of discharging their duties with competence and integrity are employed and that employees are promoted or advanced under impartial procedures calculated to improve agency performance and expedition of the agency’s programs;

(C) guard against personal or financial conflicts of interest; and

(D) define employee duties in an appropriate manner which will in any case preclude employees from participating, in connection with the performance of their duties, in any form of picketing, protest, or other direct action which is in violation of law.

(2) by amending subsection (f) to read as follows:

‘‘(f) FACILITIES.—

(I) The Secretary shall establish uniform procedures for Head Start agencies to request approval to purchase facilities, or to request approval to advance such agencies (to be known as Early Head Start) of facilities, to be used to carry out Head Start programs. The Secretary shall suspend any proceedings pending against any Head Start agency to claim costs incurred in purchasing such facilities until the agency has been afforded an opportunity to apply for approval of the purchase and the Secretary has determined whether the purchase will be approved. The Secretary shall not be required to repay claims previously satisfied by Head Start agencies for costs incurred in the purchase of such facilities.

(ii) The Secretary shall grant the same level of assistance under this subchapter not be used by a Head Start agency to purchase a facility (including paying the cost of amortizing the principal and paying interest on loans) to be used to carry out a Head Start program, unless the Secretary approves a request that is submitted by such agency and contains—

(A) a description of the consultation conducted by the Head Start agency with the providers in the community demonstrating the ability and capacity to provide services under this subchapter and the potential for collaboration with such providers and the cost effectiveness of such collaboration as opposed to the cost effectiveness of the purchase of a facility;

(B) a description of the site of the facility proposed to be purchased or that was previously purchased;

(C) the plans and specifications of such facility;

(D) information demonstrating that—

(i) the proposed purchase will result, or the proposed refinancing will result, in a reasonableness of the costs as compared to the costs that would be incurred to acquire the use of an alternative facility to carry out such program; or

(ii) the alternative facilities will prevent, or would have prevented, the operation of such program;

(E) in the case of a request regarding a previously purchased facility, information demonstrating that the facility will be used principally as a Head Start center, or a direct support facility owned by such tribe;

(F) such other information and assurances as the Secretary may require.

(II) Upon a determination by the Secretary that assistance is available, the Secretary may authorize the use of financial assistance, from the amount reserved under section 640(a)(2)(A), to make payments for the purchase of facilities owned by such tribes. The amount of such payments shall be such that such facility shall not exceed the fair market value of the facility.

SEC. 12. PARTICIPATION IN HEAD START PRO- GRAM.

Section 645 of the Head Start Act (42 U.S.C. 9840) is amended—

(1) in subsection (a)—

(A) by adding at the end the following:

‘‘(1)(B)(i) the following information, as specified in rules issued by the Secretary, shall be addressed in accordance with section 645A—

(A) programs assisted under this subchapter may include, to a reasonable extent, participation of children in the area served who would benefit from such programs, including children referred by child welfare services, but whose family income is at or above the poverty line but not otherwise available to Indian tribes to carry out Head Start programs, and that the lack of suitable facilities will prevent the operation of such programs,

(B) the information provided under subparagraph (A) (homeless child shall be deemed to meet the low-income criteria); and

(ii) the information provided under subparagraph (A) (homeless child shall be deemed to meet the low-income criteria); and

(B) by adding at the end the following:

‘‘(2) The amount of a basic allowance provided under section 403 of title 37, United States Code, on behalf of an individual who is a member of the uniformed services for housing that is acquired or constructed under the authority of this subchapter, shall not be considered to be income for purposes of determining the eligibility of a child of the individual for programs assisted under this subchapter.

‘‘(3) In approving such applications, the Secretary shall take into account the following:

(A) evidence that the agency meets the same participation in programs assisted under this subchapter

(B) a description of the how the needs of eligible Head Start children, as described in paragraph (1)(A) are being adequately met in the agency’s service area;

(C) any other information required by the Secretary.

‘‘(ii) a description of outreach efforts to the community to reach full enrollment under the eligibility guidelines under paragraph (1); and

(D) in a description of why increasing the number of infants and toddlers being served, as described in paragraph (1)(A) is inadequate.

(E) in a description of how the needs of eligible Head Start children, as described in paragraph (1)(A) are linguistically and culturally appropriate;

(F) assurance that the agency will prioritize serving children currently eligible under the guidelines under paragraph (1); and

(G) a description of how the needs of eligible Head Start children, as described in paragraph (1)(A) for programs assisted under this subchapter

(H) a description of outreach efforts to the community to reach full enrollment under the eligibility guidelines under paragraph (1); and

(i) the cost of living for families living the area served by the Head Start agency;

(ii) the efforts of the Head Start agency has undertaken to be fully enrolled under the eligibility criteria in paragraph (1); and

(II) the policies and procedures the Head Start agency will implement to ensure that children, linguistically and culturally appropriate;

‘‘(3) in subsection (c) by striking ‘‘(a) in awarding grants under section 645A, and such funds under (i) shall be subject to the same rules, regulations, and conditions as apply to recipients of grants under section 645A.‘‘;

‘‘(4) in subsection (d) by adding at the end the following:

‘‘(4) Notwithstanding any other provision of this Act, an Indian tribe that operates both a Head Start program and an Early Head Start program under section 645A may, at its discretion, at any time during the grant period involved, reallocate funds between the Head Start program and the Early Head Start program in order to address fluctuations in client population, including pregnant women and children birth to compulsory school age. The reallocation of such funds between programs by an Indian tribe shall not serve as the basis for the Secretary to reduce a base grant (as defined in section 641A) for either program in succeeding years.

SEC. 13. EARLY HEAD START PROGRAMS

Section 645A of the Head Start Act (42 U.S.C. 9840a) is amended to read as follows:

‘‘SEC. 645A. EARLY HEAD START PROGRAMS FOR FAMILIES WITH CHILDREN UNDER 3 YEARS OF AGE.

A. GENERAL.—The Secretary shall make grants, in accordance with this section, for early head start programs (to be known as ‘‘Early Head Start programs’’) that provide family-centered services for
low-income families with very young children designed to promote the development of the children, and to enable their parents to fulfill their roles as parents and to move toward self-sufficiency.

“(b) SCOPE AND DESIGN OF PROGRAMS.—In carrying out a program described in subsection (a), an entity receiving assistance under this section shall

“(1) provide, either directly or through referral, early, continuous, intensive, and comprehensive child development and family support services to improve the physical, emotional, and intellectual development of participating children;

“(2) ensure that the level of services provided to families responds to their needs and circumstances;

“(3) promote positive parent-child interactions;

“(4) provide services to parents to support their role as parents (including parenting skills training and training in basic child development) and to help the families move toward self-sufficiency (including educational and employment services as appropriate);

“(5) coordinate services with services provided by programs in the State (including home-based services) for services in the community (including programs for infants and toddlers with disabilities and programs for homeless infants and toddlers) to ensure a comprehensive array of services for health and mental health services and family support services;

“(6) ensure formal linkages with local Head Start programs in order to provide for continuity of services for children and families;

“(7) in the case of a Head Start agency that operates a program and that also provides Head Start services through the age of mandatory school attendance, ensure that children and families participating in the program receive such services through such age;

“(8) ensure formal linkages with the agencies and entities described in section 640(b) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(b)) and providers of early intervention services for infants and toddlers with disabilities under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and the agency responsible for administering section 106 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 1106a);

“(9) develop and implement a systematic procedure for transitioning children and parents from a program under this section into a Head Start program or other local early childhood education program;

“(10) establish channels of communication between staff of Early Head Start programs under this section, Head Start programs, Head Start programs or other local early childhood education programs, to facilitate the coordination of programs; and

“(11) meet other such requirements concerning design and operation of the program described in subsection (a) as the Secretary may establish.

“(c) PERSONS ELIGIBLE TO PARTICIPATE.—Persons using a program described in subsection (a) include—

“(1) pregnant women; and

“(2) families with children under age 3 who meet the income criteria specified for families in section 640(a)(1).

“(d) ELIGIBLE SERVICE PROVIDERS.—To be eligible to receive assistance under this section, an entity shall submit an application to the Secretary such time as the Secretary may require, containing such information as the Secretary may require. Entities that may apply to carry out activities under this section include—

“(1) counseling and training Head Start programs under this subpart;

“(2) Indian Head Start programs; and

“(3) other public entities, and nonprofit for-profit organizations, community-based and faith-based organizations, capable of providing child and family services that meet the standards for participation in programs under this subchapter and meet such other appropriate requirements relating to the activities under this section as the Secretary may establish.

“(e) SELECTION OF GRANT RECIPIENTS.—From the portion specified in section 640(a)(6), the Secretary shall award grants under this subsection on a competitive basis to applicants meeting the criteria specified in subsection (d) (giving priority to entities with a record of providing early, continuous, and comprehensive child development and family services).

“(f) DISTRIBUTION.—In awarding grants to eligible applicants under this section, the Secretary shall

“(1) ensure an equitable national geographic distribution of the grants; and

“(2) award grants to applicants proposing to serve communities in rural areas and to applicants proposing to serve communities in urban areas.

“(g) MONITORING, TRAINING, TECHNICAL ASSISTANCE, AND EVALUATION.—

“(1) REQUIREMENT.—To ensure the successful operation of programs assisted under this section, the Secretary shall use funds from the portion specified in section 640(a)(6) to monitor the operation of such programs, evaluate their effectiveness, and provide training and technical assistance tailored to the particular needs of such programs.

“(2) TRAINING AND TECHNICAL ASSISTANCE ACCOUNT.—

“(A) IN GENERAL.—Of the amount made available to carry out this section for any fiscal year, not less than 5 percent and not more than 10 percent shall be reserved to fund a training and technical assistance account.

“(B) ACTIVITIES.—Funds in the account may be used by the Secretary for purposes including—

“(i) making grants to, and entering into contracts with, organizations with specialized expertise relating to infants, toddlers, and families and the capacity needed to provide direction and support to a national training and technical assistance system, in order to provide such direction and support;

“(ii) providing ongoing training and technical assistance for regional and program staff charged with monitoring and overseeing the administration of the program carried out under this section;

“(iii) providing ongoing training and technical assistance for existing recipients (as of the date of such training or assistance) of grants under subsection (a) and support and program planning and implementation assistance for new recipients of such grants;

“(iv) providing professional development and personnel enhancement activities, including the provision of funds to recipients of grants under subsection (a) for the recruitment and retention of qualified staff with an appropriate level of education and experience; and

“(v) providing professional development designed to increase program participation for underserved populations of eligible children.

“(h) CENTER-BASED STAFF.—The Secretary shall ensure that, not later than September 30, 2009, all center-based services for children and families participating in early Head Start programs located in early Head Start centers have a minimum of a child development associate credential, and have been trained (or have equivalent course work) in early childhood development.

“(i) STAFF QUALIFICATIONS AND DEVELOPMENT.—

“(1) HOME VISITOR STAFF STANDARDS.—In order to further enhance the quality of home visiting services for families of children participating in home-based, center-based, or combination program options under this subchapter, the Secretary shall establish standards for home visitation services, including the conduct of home visits for home visitor staff in Early Head Start programs.

“(2) CONTENTS OF STANDARDS.—The standards for training, qualifications, and the conduct of home visits shall include content related to—

“(A) structured child-focused home visiting that promotes parent ability to support the child’s cognitive, social, emotional, and physical development;

“(B) evidence-based strengths-based parent education, including methods to encourage parents as their child’s first teachers;

“(C) early childhood development with respect to children from birth through age 3;

“(D) methods to help parents promote emergent literacy in their children from birth through age 3;

“(E) certifying that health and development services the family receives and working with these providers to eliminate gaps in service by offering annual health screening, and developmental screening for children from birth to entry into kindergarten, when needed;

“(F) strategies for helping families coping with crises; and

“(G) the relationship of health and well-being of pregnant women to prenatals and early childhood development.

“SEC. 14. PARENTAL CONSENT REQUIREMENT FOR HEALTH CARE SERVICES.

“The Head Start Act (42 U.S.C. 9831) is amended by inserting after section 645A the following:

“SEC. 645B. PARENTAL CONSENT REQUIREMENT FOR HEALTH CARE SERVICES.

“(a) DEFINITIONS.—For purposes of this section—

“(1) the term ‘health care service’ includes—

“(A) any nonemergency intrusive physical examination; and

“(B) health, vision, hearing, and developmental screening, including but not limited to, a medical, dental, developmental, mental health, social, or behavioral screening.

“(2) The term ‘nonemergency intrusive physical examination’ means, with respect to a child, a physical examination that—

“(A) is not immediately necessary to protect the health or safety of the child; and

“(B) includes incision or is otherwise invasive, or includes exposure of private body parts.

“(b) REQUIREMENT.—Before administering any health care service to a child (or referring a child to obtain such service) in connection with participation in a program under this subchapter, a Head Start agency and an entity that receives assistance under section 645A shall obtain the written consent of a parent of such child indicating consent for such specific health care service to be performed.

“SEC. 15. APPEALS, NOTICE, AND HEARING.

“Section 640(a)(3) of the Head Start Act (42 U.S.C. 9841(a)(3)) is amended to read as follows:

“(3) if financial assistance under this subchapter is terminated or reduced, an application for a noncompeting continuation award is denied based on a previous failure to comply with terms and conditions of financial assistance previously provided under this subchapter, or suspension of financial assistance is continued for
more than 30 days, the recipient with respect to whom such action is taken shall have the opportunity to appeal such action in accordance with such procedures, except that no funds made available under this subchapter may be used to reimburse any such recipient for legal fees and other costs incurred in pursuing such an appeal; and

SEC. 16. RECORDS AND AUDITS.
Section 647 of the Head Start Act (42 U.S.C. 9842) is amended by adding at the end the following:

(2) Technical assistance and training, either directly or through a grant, contract, or cooperative agreement with an entity that has experience in the development and operation of successful family literacy services programs, for the purpose of providing innovative models for providing full-working-day, full calendar year services, including technical assistance related to identifying and assisting agencies and programs in expediting the sharing of information about innovative models for providing full-working-day, full calendar year services for children throughout the day, and assist the Secretary in developing and implementing full-working-day, full calendar year services, including an ongoing effort to ensure that Head Start agencies and programs have adequate numbers of trained, qualified personnel in Head Start programs.

(3) Assist Head Start agencies in the development of quality improvement systems;

(4) Provide technical assistance and training, either directly or through a grant, contract, or cooperative agreement with an entity that has experience in the development and operation of successful family literacy services programs, for the purpose of assisting Head Start agencies in developing, conducting, and administering programs in order to reflect the communities in which Head Start programs have adequate numbers of trained, qualified personnel in Head Start programs.

(5) Assist Head Start agencies and programs in conducting and participating in community-wide strategic planning and needs assessment, including the needs of homeless children and their families;

(6) Assist Head Start agencies in the development of quality improvement systems;

(7) Assist Head Start agencies in the development of quality improvement systems;

(8) Assist Head Start agencies and programs in increasing participation of low-income families;

(9) Assist Head Start agencies and programs in increasing participation of low-income families;

(10) Assist Head Start agencies and programs in providing technical assistance and training, either directly or through a grant, contract, or cooperative agreement with an entity that has experience in the development and operation of successful family literacy services programs, for the purpose of assisting Head Start agencies and programs in providing high-quality, sustained, intensive, and classroom-focused training and technical assistance in order to improve effective assistance in Head Start classrooms;

(11) Provide support for Head Start agencies (including policy- making committees) that meet the standards described in section 641A(a) but that have, as documented by the Secretary through reviews conducted pursuant to section 641A(a), met the standards described in section 641A(a) and, in addition, have had positive and sustained gains in the percentage of children served who are English proficient children.

(12) Assist Head Start agencies and programs in the development of sound management practices, including financial management procedures;

(13) Assist Head Start agencies and programs in the development of sound management practices, including financial management procedures;

(14) Assist Head Start agencies and programs in the development of sound management practices, including financial management procedures;

(15) Assist Head Start agencies and programs in the development of sound management practices, including financial management procedures; and

(16) Assist Head Start agencies and programs in the development of sound management practices, including financial management procedures.

The Secretary may provide, either directly or through grants or other arrangements, funds for training of Head Start personnel in addressing the unique needs of migrant and seasonal working families, families with 1 or more children with disabilities, families with a limited English proficiency, homeless families, and children and families experiencing toxic stress.

More than 50 percent of the funds made available under this subchapter shall be used to provide high quality, sustained, intensive, and classroom-focused training and technical assistance in order to improve effective assistance in Head Start classrooms.

(2) Education and early childhood development

(3) Assist Head Start agencies and programs in improving outreach to, and the quality of services available to, limited English proficient children and their families, particularly in communities that have experienced a large percentage increase in the population of limited English proficient individuals, as measured by the Bureau of the Census;

(4) Assist Head Start agencies in developing appropriate methods and approaches for identifying and assisting children and families experiencing toxic stress;

(5) Assist programs in improving outreach to serve additional children with disabilities, if such programs or other arrangements funded for enrollment for children with disabilities is less than 10 percent; and

(6) Programs who are limited to English proficient children and children with disabilities.

(2) Activities to pay expenses, including direct training for expert consultants working directly with staff, to improve the design and implementation of Head Start services and systems.
CONGRESSIONAL RECORD — HOUSE
May 2, 2007

“(4) Activities that help ensure that Head Start programs have qualified staff who can promote language skills and literacy growth of children and who can provide children with a variety of programs and activities that have been identified as productive of later reading achievement, school success, and the skills, knowledge, abilities, development, and progress described in section 641A(a)(1), (9) of the Head Start Act.

“(5) Activities to improve staff qualifications and to assist with the implementation of career development, and to encourage the staff to continually improve their skills and expertise, including developing partnerships with programs that recruit, train, and support college graduates to develop an innovative early learning program to preschool children;

“(6) Activities that help local programs ensure that the arrangement, condition, and implementation of the learning environments in Head Start programs are conducive to providing effective program services to children and families.

“(7) Activities to provide training necessary to improve the qualifications of Head Start staff and to support staff training, child counseling, health services, and other services necessary to address the needs of children enrolled in Head Start programs, including children from families in crises, children who experience chronic violence, and children who experience substance abuse in their families, and children under 3 years of age, where applicable.

“(8) Activities to provide classes or in-service-type programs or enhance existing staff, skills, jobs skills, adults and family literacy, including financial literacy, or training to become a classroom aide or bus driver in a Head Start program;

“(9) Additional activities deemed appropriate to the improvement of Head Start agencies’ programs, as determined by the agencies’ technical assistance and training plans.

“(10) Any other activities regarding the use of funds as determined by the Secretary.

“(6) The Secretary shall—

“(A) work in collaboration with the Head Start agencies that carry out Indian Head Start programs, the Indian Head Start collaboration director, and other appropriate entities, including tribal governments and the National Indian Head Start Directors Association—

“(i) focus on the American Indian and Alaska Native Head Start-eligible population, with a focus on issues such as curriculum development, and to carry out programs that address appropriate research methodologies and measures for these populations, and best practices for teaching and educating American Indian and Alaska Native Children;

“(ii) work to accurately determine the number of children nationwide who are eligible to participate in Indian Head Start programs each year;

“(C) document how many of these children are receiving Head Start services each year;

“(D) to the extent practicable, to ensure that access to Indian Head Start programs for eligible children is comparable to access to other Head Start programs for other eligible children; and

“(E) to make the funding decisions required in section 640(a)(2)(A)(iii), upon completion of the studies required in that section, taking into account—

“(i) the Federal department’s unique trust responsibility to American Indians and Alaska Natives;

“(ii) limitations faced by tribal communities in accessing non-Federal sources of funding to supplement Federal funding for early childhood programs; and

“(iii) other factors that uniquely and adversely impact children in American Indian and Alaska Native communities such as highly elevated poverty, unemployment and violent crime rates, limited levels of educational achievement and limited access to non-Federal health, social, and educational resources.

“(2) in carrying out paragraph (1), consult with the Secretary of Education about the Department of Education’s systems for collecting and reporting data about, and maintaining data in, records on American Indian and Alaska Native students;

“(3) not later than 9 months after the effective date of this subsection, prepare and distribute a report to the Committee on Education and Labor of the House of Representatives detailing how the Department of Health and Human Services plans to carry out paragraph (1) and shall provide a period for public comment. To the extent practicable, such report shall contain comments received before submitting a report to the Congress;

“(4) not later than 1 year after the effective date of this subsection, submit a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, detailing how the Department of Health and Human Services plans to carry out paragraph (1);

“(5) through regulation, ensure the confidentiality of any personally identifiable data, information, and records collected or maintained by the Secretary, by Head Start agencies that carry out migrant and seasonal Head Start programs, and by the State director of the Indian Head Start Collaboration and the Seasonal Farmworker Collaboration Project Director (such regulations shall provide the policies, protections, and rights equitable to those provided a parent, student, educational or institution under section 444 of the General Education Provisions Act); and

“(6) ensure that nothing in this subsection shall be construed to authorize the development of a nationwide database of personally identifiable information on individuals involved in studies or other collections of data under this subsection.

“(m) For purposes of this section, the term ‘eligible entities’ means an institution of higher education or other entity with expertise in delivering, family support, and other assistance designed to improve the delivery of Head Start services.

“(n) For the purposes of delivering a State-based training and technical assistance system, as described in section 640(a)(3)(ii), that will meet the needs of local grantees and provide high quality, sustained, and intensive training and technical assistance to Head Start programs in order to help them meet or exceed the program performance standards described in section 640(a)(1), the Secretary shall—

“(1) enter into contracts in each State with 1 or more entities that have a demonstrated expertise in supporting the delivery of high quality early education programs promulgate that bi-state contracts may be entered into in the case of States with limited ability or capacity to do so;

“(2) determine the types of services to be provided through consultation with—

“(A) local Head Start agencies;

“(B) the State Head Start collaboration office; and

“(C) the State Head Start Association;

“(3) provide a report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, no later than 90 days after the end of the fiscal year, summarizing the funding for such contracts and the activities carried out thereunder and;

“(4) periodically evaluate the usefulness of the delivery of services and the effectiveness of promoting program quality.

“(o) To support enhanced early language and preliteracy development of children in Head Start programs, and to promote and work with high-quality oral language skills, and environments that are rich in literature, in which to acquire language and preliteracy skills, each Head Start agency shall ensure that—

“(1) all of the agency’s Head Start teachers receive ongoing training in language and emergent literacy (referred to in this subsection as including language, preliteracy, and literacy training), and cooperate with appropriate curricula and assessment to improve instruction and learning;

“(2) such literacy training shall include training in methods to promote vocabulary development and phonological awareness (including phonemic awareness) in a developmentally, culturally, and linguistically appropriate manner and support children’s development in their home language;

“(3) the literacy training shall include training in how to work with parents to enhance positive language and early literacy development at home;

“(4) the literacy training shall include specific measures to best address the needs of children who are limited English proficient; and

“(5) the literacy training shall include training on how to best address the language and literacy development of children with disabilities including training on how to work with specialists in language development.
“(p) The Secretary is encouraged to contract, on a competitive basis, with an institution of higher education (as defined in section 102 of the Higher Education Act of 1965) to develop an on-line professional development program with the goal of improving the leadership of those working in Head Start programs and improving teacher quality and the capacity of effective Head Start teachers.

(q) INDOOR AIR QUALITY.—The Secretary shall consult with experts on issues of air quality related to children’s health and inform Head Start agencies of existing programs or combination of programs that provide methods for improving indoor air quality.

(r) FUNDING FOR CAREER LADDER PARTNERSHIPS WITH TRIBAL COLLEGES AND HISPANIC-SERVING INSTITUTIONS.—

(I) TRIBAL COLLEGE CAREER LADDER DEMONSTRATION PROGRAM.—The Secretary shall be authorized to award demonstration grants, for periods of not less than 5 years, to Hispanic-serving institutions to:

(A) in general, shall ensure that not later than September 30, 2013, at least 50 percent of all Head Start teachers nationwide in center-based programs have: 

(i) a baccalaureate, or advanced degree in early childhood education;

(ii) a baccalaureate or advanced degree in a field related to early childhood education, with experience in teaching preschool children;

(iii) except that teachers providing services in migrant and seasonal Head Start classrooms that serve children who shall be required to meet the teacher requirements described in section 645A(h).

(B) PROGRESS REPORT.—

(i) On an annual basis, each Head Start agency shall provide to the Secretary a report indicating the number and percentage of classroom instructors with child development/early childhood education credentials and associate, baccalaureate, or advanced degrees, and number of classroom instructors who successfully transitioned from a credit and composition baccalaureate degree to a credential by race, ethnicity, and proficiency in a language other than English, with a description of those languages.

(ii) Not later than September 30, 2008 the Secretary shall compile and transmit reports received under (i) to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate.

(C) REQUIREMENT.—Each Head Start agency shall maintain a professional development plan for all full-time Head Start teachers, including an indication of the number and percentage of teachers and teacher’s aides with child development and associate, baccalaureate, or advanced degree credentials who meet the requirements to provide Head Start services in center-based programs.

(i) have an associate, baccalaureate, or advanced degree in early childhood education or a related field; or

(ii) be currently enrolled in a program of study leading to an associate degree in early childhood education or a related field, and agree to complete degree requirements not later than 3 years after the date of hire.

(E) SERVICE.—The Secretary shall establish requirements to ensure that individuals who receive financial assistance under this subchapter in order to comply with the requirements of section 645A(a)(2) shall subsequently teach in a Head Start center for a period of time equivalent to the period for which they received assistance or repay the amount of funds received.

(F) LIMITATION.—The Secretary shall require that any Federal funds provided directly or indirectly to comply with subparagraph (A) shall be used toward degrees awarded by an institution of higher education, as defined by sections 101 or 102 of the Higher Education Act (20 U.S.C. 1001, 1002).

(ii) by redesigning clauses (ii) and (iii) as follows:

(ii) to review, and as necessary, revise or develop new qualification standards for Head Start teachers for such services;

(ii) review, and as necessary, revise or develop maximum caseload requirements, as suggested by the practice of the field,

(ii) promote the development of model curricula (on subjects including parent training and family literacy) designed to ensure the attainment of appropriate competencies by individuals working or planning to work in the field of early childhood and family services; and

(ii) the establishment of a credential that indicates attainment of the competencies and that is accepted nationwide,”.

and

(2) by amending subsection (c) to read as follows:

(I) FAMILY SERVICE WORKERS.—To improve the quality and effectiveness of staff providing in-home and other services (including needs assessment, development of service plans, family advocacy, and coordination of service delivery) to families of children participating in Head Start programs, the Secretary, in coordination with concerned public and private agencies and organizations examining such needs, shall:

(1) review and, as necessary, revise or develop new qualification standards for Head Start workers for such services;

(2) review, and as necessary, revise or develop maximum caseload requirements, as suggested by the practice of the field,

(3) promote the development of model curricula (on subjects including parent training and family literacy) designed to ensure the attainment of appropriate competencies by individuals working or planning to work in the field of early childhood and family services; and

(4) promote the establishment of a credential that indicates attainment of the competencies and that is accepted nationwide,”.

and

(3) is amended by adding at the end the following:

(I) PROFESSIONAL DEVELOPMENT PLANS.—Each Head Start agency and program shall create, in consultation with an employee, a professional development plan for all full-time Head Start teachers that includes services to children and shall ensure that such plans are regularly evaluated for their impact on teacher and staff effectiveness.

SEC. 18. STAFF QUALIFICATIONS AND DEVELOPMENT.

Section 649 of the Head Start Act (42 U.S.C. 9840) is amended—

(1) by amending subsection (a)(1)(B) to read as follows:

“(B) use the Head Start programs to develop, test, and disseminate new ideas and based on existing scientifically based research, for addressing the needs of low-income preschool children (including children with disabilities, homeless children, children who are abused or neglected, and children in foster care) and their families and communities (including demonstrations of innovative non-center-based program models such as home-based and mobile programs), and otherwise to further the purposes of this subchapter.”.

(2) in subsection (d)—

(A) in paragraph (7) by adding “and” at the end,

(B) in paragraph (8) by striking the semicolon at the end and inserting “,”

(C) by striking paragraphs (9) and (10), and

(D) by striking the last sentence,

(3) in subsection (g) by striking paragraph (1)(A)

(i) by striking clause (i), and

(ii) by redesigning clauses (ii) and (iii) as clauses (i) and (ii),

(4) by amending paragraph (7)(C) to read as follows:

“directly to comply with subparagraph (A) shall be used toward degrees awarded by an institution of higher education, as defined by sections 101 or 102 of the Higher Education Act (20 U.S.C. 1001, 1002).”
“(C) TRANSMITTAL OF REPORT TO CONGRESS.—Not later than September 30, 2009, the Secretary shall transmit the final report to the Committee on Education and Labor of the House of Representatives and to the Committee on Health, Education, Labor, and Pensions of the Senate.”; and

“(h) LIMITED ENGLISH PROFICIENT CHILDREN.—

“(1) STUDY.—Not later than 1 year after the date of enactment of the Improving Head Start Act of 2007, the Secretary shall conduct a study on the status of limited English proficient children in participating Head Start programs and Early Head Start programs.

“(2) REPORT.—The Secretary shall submit to Congress, not later than September 30, 2008, a report containing the results of such study, including information on—

“(A)(i) the demographics of limited English proficient children less than 5 years of age and the geographical distribution of such children; and

“(ii) the number of such children receiving Head Start services and the number of such children served by Head Start services and the geographical distribution of such children receiving such services;

“(B) the nature of the Head Start services and of the Early Head Start services provided to limited English proficient children and their families, including the types, content, duration, intensity, and costs of family services, language assistance services; and

“(C) procedures in Head Start programs for assessing language needs and for making the transition of limited English proficient children to kindergarten, including the extent to which Head Start programs meet the requirements of section 642A for limited English proficient children.

“(D) the qualifications and training provided to Head Start teachers and Early Head Start teachers who serve limited English proficient children and their families;

“(E) the home languages of Head Start and Early Head Start teachers;

“(F) the rate of progress made by limited English proficient children and their families in Head Start programs and in Early Head Start programs, including—

“(i) the rate of progress made by limited English proficient children in Head Start services toward the additional educational standards described in section 614(a)(1)(B)(ii) while enrolled in Head Start programs; and

“(ii) the current status, including employment status and the geographical distribution of such Head Start and Early Head Start staff in areas affected by Hurricanes Katrina and Rita;

“(G) the number of Head Start and Early Head Start programs in areas affected by Hurricanes Katrina and Rita; and

“(H) the current status of such Head Start and Early Head Start programs and Early Head Start programs in areas affected by Hurricanes Katrina and Rita; and

“(I) the number of children and families participating in Head Start and Early Head Start programs in areas affected by Hurricanes Katrina and Rita;

“(J) the number of Head Start and Early Head Start programs in areas affected by Hurricanes Katrina and Rita before and after Hurricanes Katrina and Rita;

“(K) the demographics of such children and families; and

“(L) the geographical distribution of such children and families.

“(b) information on staff and programs, including—

“(i) the number and geographic distribution of staff serving Head Start and Early Head Start children and families in areas affected by Hurricanes Katrina and Rita;

“(ii) the current status, including employment status and the geographical distribution of Head Start and Early Head Start staff in areas affected by Hurricanes Katrina and Rita prior to Hurricanes Katrina and Rita; and

“(iii) the history of assistance efforts of Head Start and Early Head Start staff serving in areas affected by Hurricanes Katrina and Rita;

“(c) information on facilities, including—

“(i) the number of Head Start and Early Head Start facilities operating prior to Hurricanes Katrina and Rita in areas affected by Hurricanes Katrina and Rita;

“(ii) the current status of each such facility; and

“(iii) information on any new Head Start or Early Head Start facility that has opened in areas affected by Hurricanes Katrina and Rita or that serves children and families who lived in areas affected by Hurricanes Katrina and Rita at the time of Hurricanes Katrina and Rita.

“(d) information on coordination with the Federal Emergency Management Agency (FEMA) in areas affected by Hurricanes Katrina and Rita, including—

“(i) areas of success that Head Start agencies and programs had in working with FEMA; and

“(ii) challenges that Head Start agencies and programs had in working with FEMA; and

“(iii) the number of Head Start facilities that received individualized assistance (as defined under the Robert T. Stafford Disaster Relief and Emergency Act) and the types of assistance received by such facilities.

“(e) challenges that were faced by Head Start and Early Head Start programs and programs in areas affected by Hurricanes Katrina and Rita including—

“(i) the availability of Head Start services for families displaced during the period of transition;

“(ii) identification of and outreach to families displaced by the Hurricanes Katrina and Rita; and

“(iii) the extent to which non-Federal disaster assistance was available to Head Start agencies and programs, and coordination of such services with non-Federal disaster assistance resources.

“(5) DISASTER PLAN PREPAREDNESS.—Not later than 1 year after the date of the enactment of the Improving Head Start Act of 2007, the Secretary shall examine the current disaster readiness, response, and recovery, that can be used to advise Head Start and Early Head Start programs in the development and implementation of disaster plans.”.

SEC. 20. REPORTS.

Section 630 of the Head Start Act (42 U.S.C. 9846) is amended—

“(1) in subsection (a)—

“(A) by striking ‘Committee on Education and Labor’ and inserting ‘Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate’; and

“(B) by striking ‘and non-English language barriers’ and inserting ‘and limited English proficient children’; and

“(C) by inserting ‘homelessness, whether the child is in foster care or was referred by a child welfare agency,’ after ‘background.’; and

“(2) by adding at the end the following:

“(C) SIT-A-BIDE ACTIVITIES.—Not later than 60 days after the end of each fiscal year, the Secretary shall transmit the final report to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, a report detailing the different amounts of expenditures under section 640A(2) and the activities carried out thereunder.

“(D) FISCAL PROTOCOL.—The Secretary shall conduct an annual review to assess whether the design and implementation of fiscal reviews described in section 641A(c) include compliance procedures that provide reasonable assurance that Head Start agencies are complying with applicable fiscal laws and regulations. The Secretary shall report the findings and conclusions of the annual review to the House Committee on Education and Labor, and the Senate Committee on Health, Education, Labor and Pensions within 30 days of completing the review.

“(e) USE OF INDIVIDUALIZED EDUCATION PLANS.—The Secretary shall track the use of Head Start Individualized Education Plans by Head Start agencies in order to evaluate the reasons why Head Start agencies are opting not to use Individualized Education Plans for children with disabilities (as specified in the Individuals With Disabilities Education Act) and the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than 1 year after the date of the enactment of the Improving Head Start Act of 2007.

“(1) EVALUATION AND RECOMMENDATIONS REGARDING OBESITY PREVENTION.—The Secretary shall evaluate and publish regulations on the issue of and concerns related to preventing and reducing obesity in children who participate in Head Start programs and shall consult, at a minimum, with experts in child and maternal health, child development, child and family nutrition, and the field of physical activity and nutrition education into such programs related to preventing and reducing obesity. Not later than 1 year after the date of the enactment of this Act, the Secretary shall submit to the Committee on Education and Labor of the Senate Committee on Education and Labor of the House Committee on Education and Labor of the House of Representatives and the Committees on Health, Education, Labor, and Pensions of the Senate.”.
Section 633 of the Head Start Act (42 U.S.C. 9848) is amended to read as follows:

SEC. 633. WAGES AND COMPENSATION.

"(a) COMPARABILITY OF WAGES.—The Secretary shall take such action as may be necessary to ensure that persons employed in carrying out programs financed under this subchapter shall not receive compensation at a rate which is (1) in excess of the average rate of compensation in the area where the program is carried out to a substantial number of the persons providing substantially comparable services, or in excess of the average rate of compensation of substantial number of the persons providing substantially comparable services in the area of the person's immediately preceding employment, whichever is higher; or (2) less than the minimum wage rate prescribed in section 6(a)(1) of the Fair Labor Standards Act of 1938. The Secretary shall encourage Head Start agencies to provide compensation according to salary scales that are based on training and experience.

"(b) FEDERAL RATE LIMITATION.—Notwithstanding any other provision of law, no Federal funds may be paid or any part of the compensation of an individual employed by a Head Start agency in carrying out programs under this subchapter, other than as direct or indirect compensation, at a rate in excess of the rate then payable for level II of the Executive Schedule under section 5313 of title 5, United States Code.

SEC. 22. LIMITATION ON CERTAIN USES OF FUNDS.

The Head Start Act (42 U.S.C. 9838 et seq.) is amended by adding at the end the following:

"SEC. 656A. LIMITATION ON CERTAIN USES OF FUNDS.

"No funds made available to carry out this subchapter may be used—

"(1) for publicity or propaganda purposes not heretofore authorized by the Congress; or

"(2) unless authorized by law in effect on the effective date of this section, to produce any pre-packaged news story intended for broadcast or distribution unless such story includes a clear notification contained within the text or audio of such story stating that the prepackaged news story is prepared or funded by the Department of Health and Human Services."

The CHAIRMAN. No amendment to the committee amendment is in order except the amendments printed in House Report 110-116. Each amendment may be in the order printed in the report, by a Member designated in the report, shall be considered read, shall be debatable for the time specified in the report, equally divided and controlled by the proponent and an opponent of the amendment, shall be in writing and shall not be subject to a demand for division of the question.

AMENDMENT NO. 1 OFFERED BY MS. EDDIE BERNICE JOHNSON OF TEXAS

The CHAIRMAN. It is now in order to consider amend- ment No. 1 printed in House Report 110-116.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 1 offered by Ms. EDDIE BERNICE JOHNSON of Texas:

Page 152, line 23, strike the close quotation and the period at the end.

Page 152, after line 23, insert the following (and make such technical and conforming changes as may be appropriate):

"(8) HISTORICALLY BLACK COLLEGES AND UNIVERITIES HEAD START PARTNERSHIPS.—In order to promote quality services and instruction to children from diverse backgrounds, the Secretary shall work in collaboration with Historically Black Colleges and Universities to—

"(1) implement education programs that include education to increase the number of associate, baccalaureate, and advanced degrees in early childhood education and related fields that are Head Start agency staff members, and parents of children served by such an agency; and

"(2) carry out other activities to upgrade the skills and qualifications of noncertified educational personnel to meet the professional standards in section 648A(a).

Individuals who receive assistance under this paragraph shall subsequently teach in a center-based Head Start program for a period of time equivalent to the period for which they received assistance or shall repay such assistance."

The CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Texas (Ms. EDDIE BERNICE JOHNSON) and a Member opposed each will control 5 minutes.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chairman, I rise to offer an amendment that will increase the number of highly qualified African American Head Start teachers. Let me have just a little space.

Mr. Chairman, the underlying bill. Let me just give one example that can come from her amendment. Delaware State University is an example of a Head Start HBCU partnership that nurtures a continual goal of providing high quality educational experiences to Head Start participants by enhancing the competence of teachers and teachers’ aids; improving parental confidence and life management skills to ensure that the work of Head Start is continued in the home; and improving the administrative, managerial, and leadership skills of centers directly so the Head Start resources, including personnel, are used as efficiently as possible.

Mr. Chairman, I reserve the balance of my time.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chairman, I yield 1 minute to the gentleman from North Carolina (Mr. BUTTERFIELD).

Mr. BUTTERFIELD. I come to the floor this afternoon to thank, first, the chairman of the committee, Mr. GEORGE MILLER of California, for his tireless work in this area, and also the gentleman from Texas (Ms. EDDIE BERNICE JOHNSON), which is the 15th poorest district in the Nation. I can tell you that Head Start is making a difference in my congressional district.
I encourage the continuation of the program. I urge the adoption of this resolution.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chairman, I yield 30 seconds to the gentleman from California (Mr. GEORGE MILLER).

Mr. GEORGE MILLER of California. I rise in strong support of this amendment and urge its adoption. I thank the gentlewoman for offering it.

Mrs. JONES of Ohio. Mr. Chairman, I rise today to support the Eddie Bernice Johnson Amendment to H.R. 1429, the Improving Head Start Act of 2007. This amendment will encourage partnerships between Head Start and Historically Black Colleges and Universities. The Johnson Amendment will encourage African American students to focus on early childhood education and participate in Head Start. My home is Cleveland, Ohio, and it is one of the poorest cities in the nation, with half of the children living below the poverty line. Head Start provides a vital service to my community, it allows the youngest and most helpless children to have a chance at the developing basic skills so they are not behind when they start attending school. I am so pleased that my colleagues from Texas, EDDIE BERNICE JOHNSON, and those communities across this country. They will not only serve as teachers but also as role models land mentors to inspire young children to succeed as they have. I would like to once again Congresswoman JOHNSON for offering this amendment and encourage all of my colleagues to support it.

Ms. EDDIE BERNICE JOHNSON of Texas. Mr. Chairman, I yield back the balance of my time.

Mr. McKEON. Mr. Chairman, I yield back the balance of my time.

The CHAIRMAN. The question is on the amendment offered by the gentlewoman from Texas (Ms. EDDIE BERNICE JOHNSON).

The amendment was agreed to.

AMENDMENT NO. 2 OFFERED BY MR. PRICE OF GEORGIA

The CHAIRMAN. It is now in order to consider amendment No. 2 printed in House Report 110–116.

Mr. PRICE of Georgia. Mr. Chairman, I offer an amendment.

The CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 2 offered by Mr. Price of Georgia.

At the end, add the following (and make such technical and conforming changes as may be appropriate):

TITLE II—STATE DEMONSTRATION PROGRAM

SEC. 201. STATE DEMONSTRATION PROGRAM.

The Head Start Act is amended by inserting after section 643 the following new section:

SEC. 643A. STATE DEMONSTRATION PROGRAM.

(a) Grants.

(1) IN GENERAL.—

(A) ELIGIBLE STATES.—In the case of each eligible State that submits to the Secretary an application that fulfills the requirements of this section, the Secretary, from amounts appropriated under section 638(a), shall make a grant to the State to carry out a State demonstration program under this section, except that the Secretary shall not make such grants to more than 8 eligible States.

(B) The Secretary shall make awards to those States that demonstrate—

(i) that the State standards generally meet the standards that ensure the quality and effectiveness of programs operated by Head Start agencies;

(ii) the capacity to deliver high quality early education services to prepare children, including low-income children, for school; and

(iii) success in improving the school readiness of children.

(2) STATE ELIGIBILITY.—A State shall be eligible to participate in the program under this section if it meets each of the following criteria:

(A) The State has an existing State supported system providing prekindergarten to children prior to entry into kindergarten.

(B) The State has implemented standards as of fiscal year 2007 for school readiness in language, reading, and preliteracy, and prekindergarten education and participation in Head Start.

(C) The State and locally appropriated funds provided for prekindergarten services and Head Start services in the base year under this section shall be not less than 50 percent of the Federal funds that the grantees in the State received under this Act in the base year for services to Head Start eligible children, excluding amounts for services provided under section 645A.

(D) The State has established a means for inter-agency coordination and collaboration in the development of the plan under subsection (h).

(E) HEAD AGENCY.—A program under this section shall be administered by a State governmental entity designated by the Chief Executive Officer of the State as the lead State agency.

(F) STATE OPERATION OF PROGRAM.—The State may conduct all or any part of the program under this section (including the activities specified in subsection (g)) directly or by grant, contract, or cooperative agreement.

(G) TRANSITION.—

(1) IN GENERAL.—For 60 months after the effective date of this section, the State shall continue to provide funds to each local grantee who—

(A) was receiving funds under this subchapter, as in effect prior to the date of enactment of this section, and

(B) is serving the geographic area covered by the plan in effect prior to such date of enactment. This paragraph shall not apply to a grantee holding a contract or grant to a State for a fiscal year, the Secretary shall pay to a State with a program approved under this section for such fiscal year an amount equal to—

(A) if the State program is statewide, 100 percent of such total amount; and

(B) if the State program is limited to a geographic area or areas, the sum of—

(i) an amount equal to the amount received by grantees in such geographic area or areas for the Federal fiscal year ending in the first fiscal year of the State program under this section; plus

(ii) an amount bearing the same ratio to the excess (if any) above the total amount for such preceding fiscal year as the number of children less than 5 years of age from families with income in the geographic area or areas included in the program bears to the total number of such children in the State (as determined using the same data used pursuant to section 640(a)(4)(B)).

(2) FUNDS ALLOCATED.—For purposes of paragraph (1), amounts described in this paragraph are:

(A) BASIC STATE ALLOTMENTS.—Amounts allocated to States pursuant to section 640(a)(4), including amounts reserved pursuant to section 640(a)(4)(E).

(B) STATE ALLOTMENTS OF EXPANSION FUNDS.—Amounts allocated to States pursuant to section 640(a)(3)(D)(i)(I) for program expansion.

(C) QUALITY IMPROVEMENT FUNDS.—Quality improvement funds (if any) reserved pursuant to section 640(a)(4)(E).

(D) TRAINING AND TECHNICAL ASSISTANCE FUNDS.—An amount bearing the same ratio to the amount set aside for training and technical assistance activities pursuant to section 640(a)(2)(C)(i) and (ii) as the State’s share of amounts allocated under section 640(a)(4)(B) bears to the total amount allocated for purposes of subparagraph (A), such amount shall be considered an amount allotted to the State for the fiscal year.

(E) NON-FEDERAL MATCH.—(A) In determining the amount of Federal and non-Federal contributions for purposes of this section, the amounts required to be expended by the State under subsection (h)(1)(B) (relating to maintenance of effort) shall be excluded.

(B) Financial assistance made available to a State under this subchapter shall be in an amount equal to 95 percent of the total amount expended for such programs. The Secretary shall require non-Federal contributions in an amount equal to 5 percent of the total amount expended under this subchapter for such programs.

(C) Non-Federal contributions may be made in cash or in kind, fairly evaluated, including plant, equipment, or services.

(F) COMBINED OPERATIONS WITH OTHER EARLY CHILDHOOD EDUCATION PROGRAMS.—A State may combine funds for a program under this section with funds for other early childhood programs serving children in the same age group, as long as all applicable requirements of this subchapter are met with respect to either—

(A) the entire combined program; or

(B) each child served in such combined program for whom the services provided are funded from appropriations under this subchapter or non-Federal matching contributions under this subchapter excluding amounts equal to reimbursement for Federal, State or local funds that would otherwise be used for activities authorized under

(G) USE OF FUNDS WITHOUT REGARD TO ALLOTMENT PURPOSES.—A State may use funds received pursuant to this section for any program purpose set forth without regard to the purposes for such funds specified in section 640.

(H) OTHER FUNDS.—Funds received under this subchapter shall not be treated as Federal, State or local funds that would otherwise be used for activities authorized under

May 2, 2007
this section or similar activities carried out in the State.

(1) COORDINATION AND CHOICE.—

(B) REQUIRED PROGRAMS.—Such coordination shall occur regarding the implementation of the following:

(i) Programs under the Child Care and Development Block Grant Act.

(ii) Other publicly funded early childhood education programs.

(c) PARENTAL CHOICE.—The program shall allow parents to choose the preschool program for their children.

(3) REQUIRED SERVICES.—With funds under this section, the State shall provide services described in section 641A at least as extensive as were provided, and to at least as many low-income children and families in each fiscal year as were provided such services, with funds in the base year in the State (or, if applicable, in the geographic area included in the State program). A program under this section shall include the following:

(1) PLANNING FOR EXISTING PROVIDERS.—An applicant who received funds under this subchapter in prior fiscal years and has not corrected any substantial deficiencies in fiscal years 5 years shall not be eligible to receive any grants, contracts, or cooperative agreements under this section.

(2) PARTICIPATION OF CHILDREN WITH DISABILITIES.—Requirements pursuant to section 600(d) concerning Head Start enrollment opportunities and services for children with disabilities.

(3) PROVISIONS CONCERNING FEES AND CO-PAYMENTS.—The provisions of section 645(b) concerning the charging of fees and the circumstances under which copayments are permissible.

(4) FEDERAL SHARE; STATE AND LOCAL MATCHING.—The provisions of section 642(b) limiting Federal financial assistance for Head Start programs, and providing for non-Federal contributions.

(5) ADMINISTRATIVE COSTS.—The provisions of section 645(b) limiting the share of program funds that may be used for developing and administering a program.

(6) FEDERAL PROPERTY INTEREST.—Applicable Federal laws shall preclude any Federal investment in property (including real property) purchased, leased, or renovated with Federal funds.

(7) IDENTIFICATION OF BARRIERS.—The plan shall identify barriers in the State to the effective use of Federal, State, and local public funds, and private funds, for early education and care services specific to the State on the date on which the application is submitted.
“(G) such other standards as the State finds to be appropriate.

“(12) STATE ACCOUNTABILITY SYSTEM—

“(A) IN GENERAL.—The State plan shall—

“(i) require that individual providers are achieving results in advancing the knowledge and behaviors identified by the State as prerequisites for kindergarten success; and

“(ii) ensure that the Secretary will use to evaluate the progress toward achieving such results and the effectiveness of the State program under this section, and of individual providers in such program.

“(B) PUBLICATION OF RESULTS.—

“(i) IN GENERAL.—Subject to clause (ii), the results shall be made publicly available in the manner determined by the Secretary.

“(ii) CONFIDENTIALITY SAFEGUARDS.—The system shall have in effect privacy safeguards ensuring that information on children included in data and results made public in accordance with clause (i) shall be in aggregated form, and shall not include information allowing identification of individual children.

“(13) TRANSITION PLAN.—The initial State plan shall make provision for transition from the direct Federal program under section 641A to the operation under the program established by section 17 of the Child Nutrition Act of 1966.

“(14) COOPERATION WITH RESEARCH STUDIES.—The plan shall provide assurances that the State will cooperate with research activities in section 609.

“(15) MAINTENANCE OF EffORT.—The State plan shall—

“(A) contain a commitment to provide data, at such times and in such format as the Secretary requires, concerning non-Federal expenditures and numbers of children and families served in preschool and Head Start programs during the base year and each fiscal year covered under the State plan, sufficient to satisfy the Secretary that the State program will meet its obligation with respect to the incidence of effort requirement under subparagraph (B); and

“(B) assure that the resources (which may be cash or in-kind) contributed by the State government to child care for preschool-aged children and other preschool programs, including Head Start, in the State, or, if applicable, in the geographic area included in the State program for the fiscal year in which the program under this section is in effect, shall be in an amount at least equal to the total amount of non-Federal governmental and non-profit entity sources contributed to support such programs in the State (or geographic area) for the base year.

“(16) TRAINING AND TECHNICAL ASSISTANCE.—The State plan shall describe the training and technical assistance activities that shall provide high quality, sustained, intensive, and classroom-focused training and technical assistance in order to have a positive and lasting impact on classroom instruction.

“(17) RECORDS, REPORTS AND AUDITS.—The State plan shall be designed to achieve the base year and each fiscal year under the program, including through review of records and reports, audits, and on-site inspection of records and facilities and monitoring of program activities and operations.

“(18) CONDUCT OF DEFICIENCIES.—If the Secretary determines that a State program under this section substantially fails to meet the requirements of this section, the Secretary shall notify the State of the deficiencies identified and require corrective action as follows:

“(A) DEFICIENCIES CAUSING IMMEDIATE HAZARD.—The Secretary shall require immediate corrective action to eliminate a deficiency that the Secretary finds threatens the health or safety of staff or program participants or is a threat to the integrity of Federal funds.

“(B) OTHER DEFICIENCIES.—The Secretary, taking into consideration the nature and magnitude of the deficiency not described in subparagraph (A), and the time reasonably required for correction, may—

“(i) require the State to correct the deficiency within 90 days after notification under this paragraph; or

“(ii) require the State to implement a quality improvement plan designed to correct the deficiency within one year from the date of identification of the deficiency.

“(19) WITHDRAWAL OF APPROVAL.—If the deficiencies identified under paragraph (2) are not corrected by the deadlines established by the Secretary, the Secretary shall initiate proceedings to withdraw approval of the State plan under title V of the Act. The provisions of sections 641A, 641B, 641C, and 641D of the Act shall apply.

“(20) PROCEDURAL RIGHTS.—A State subject to adverse action under this subsection shall have the same procedural rights as a Head Start agency subject to adverse action under section 641A.

“(21) INDEPENDENT EVALUATION.—

“(A) IN GENERAL.—The Secretary shall contract with an independent organization outside of the Department to design and conduct a multi-year, rigorous, scientifically valid, quantitative evaluation of the State demonstration program.

“(B) PROCESS.—The Secretary shall award a contract within 180 days of the date of enactment of the Improving Head Start Act of 2007, to an organization that is capable of designing and carrying out an independent evaluation described in this subsection.

“(C) ANALYSIS.—The evaluation shall include an analysis of each State participating in the State demonstration program, including—

“(i) A quantitative description of the State prekindergarten program and Head Start programs within such State, as such programs existed prior to participation in the State demonstration program, including—

“(1) data on the characteristics of the children served, including the overall number and percentages of children served disaggregated by socioeconomic status, race and ethnicity of those served;

“(ii) the quality and characteristics of the services provided to such children; and

“(iii) the education attainment of instructional staff.

“(ii) A qualitative and descriptive description of the State program after each year of participation in the State demonstration, which shall include each of the following:

“(i) A description of changes in the administration of the State program, including the Head Start program, within such State.

“(ii) The rate of progress of the State in improving the school readiness of disadvantaged children in the key domains of development.

“(2) Data as described in subparagraph (A), as updated annually.

“(iv) The extent to which each State has met the goals established by such State with respect to annual goals as described under section 643(h)(10).

“(22) REPORT.—(A) The Secretary shall provide an interim report on the progress of the evaluation and on the progress of States participating in the State demonstration in increasing the availability of high quality prekindergarten services for low-income children not later than October 1, 2010 to the Committee on Education and the Workforce in the House of Representatives and the Committee on Health, Education, Labor, and Pensions in the Senate.

“(B) The Secretary shall provide a final report to the Committee on Education and the Workforce in the House of Representatives and the Committee on Health, Education, Labor, and Pensions in the Senate not later than October 1, 2011, which shall include an overall evaluation of the State demonstration in accordance with the assessment of its success in increasing the overall availability of high quality prekindergarten services for
low income children in each of the participating States as compared to a representative sample of non-participating States.

(p) STATE PARTICIPATION AGREEMENT.—Following submission of an application fulfilling all requirements of this section, a State that meets all eligibility requirements set forth in section 643A(a)(2) and is selected by the Secretary to participate in the demonstration program under this section shall:

1. maintain or increase fiscal year 2007 State funding levels for early childhood education;

2. provide an additional contribution of non-federal funds equal to 5 percent of the State’s Federal Head Start allotment;

3. funding only for the purposes of Head Start as described in section 696;

4. provide all comprehensive social services currently available to Head Start children, including health and nutrition;

5. develop a strategy to maximize parental involvement to enable parents to become full partners in the education of their children;

6. demonstrate that the qualifications and credentials for early childhood teachers meet or exceed the standards in section 649A(a)(2)(A), (B), and (C);

7. enforce quality standards for school readiness and align with K-3 educational standards and, generally meet or exceed the Federal Head Start performance standards;

8. continue funding, for a period of 60 months, all current Head Start grantees as described in section 649A(d);

9. provide services described in section 641A that are at least as extensive as were provided, and to at least as many low-income children and families in the State, in each fiscal year as were provided such services in the base year;

10. establish a comprehensive collaboration effort to integrate Head Start, state-funded pre-kindergarten programs, Even Start, Title I preschool, and Early Reading First;

11. participate in independent evaluations of the demonstration program authorized under this subchapter; and

12. submit to Federal oversight by the Secretary.

(q) DEFINITION.—For purposes of this section, the term ‘base year’ means the fiscal year 2007.

The CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Georgia (Mr. PRICE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Georgia.

Mr. PRICE of Georgia. Mr. Chairman, I appreciate the opportunity to offer this amendment. I would urge my colleagues to support it. This is an amendment to provide educational opportunities for our young children.

In 1965, when Head Start was implemented, State-run early childhood development programs didn’t exist. Since then, and most recently, and in the past 15 years, States have invested considerable resources into early childhood initiatives. This amendment seeks to provide an incredible opportunity for eight States to participate in a 5-year demonstration program and leverage their resources and experience to improve readiness.

It would allow eight States to coordinate Head Start and early childhood State-run programs, thus improving coordination, preventing duplication and expanding the number of children that can be served by the early childhood services. To carry it out, safeguards would be put in place. States would have to ensure that participants receive services that are as good or better than what is currently available in Head Start programs, including health, nutrition, mental health services on top of the educational services.

Enacting a demonstration program will result in expanding the number of young children that is not possible in Head Start or just a State-run program alone. This is an innovative program that would help more children in our Nation, and I urge my colleagues to adopt this amendment.

Mr. Chairman, I reserve the balance of my time.

Mr. GEORGE MILLER of California.

Mr. Chairman, I rise in opposition to this amendment.

The CHAIRMAN. The gentleman from California is recognized for 5 minutes.

Mr. GEORGE MILLER of California. Mr. Chairman, Members of the House, we are here to reauthorize the Head Start program. What this amendment would do would simply end Head Start in those eight States as we know it. There would be no requirement that those States would take the money that we have set aside, that we have worked hard to provide within the budget for the Head Start program and use it to implement a program that is anything like Head Start, because there would simply be no requirements on that money to provide the kind of comprehensive programs that are now required under the Head Start program that have demonstrated the success that we just spent an hour with speakers from both sides of the aisle testifying to in their own districts or on a national basis as members of the committee have talked about what we are doing in this reauthorization. These States would be eligible for these funds without demonstrating any expertise or commitment to the high quality of this proven preschool program.

Essentially, that’s the end of it in those eight States. Now, maybe one of those States will have a strong commitment to Head Start and all the rest of it. That’s what Head Start is. That’s the commitment. Why are we running this money through another filter system to recreate the Head Start program? We already require, and we went through a series of hearings about coordination with the States to make sure that Head Start coordinates with other State programs and State agencies.

But we also know that because of what we have done with Head Start over the years, where we have provided reauthorization after reauthorization, there is a lot of momentum of the programs that are integral to the success of Head Start and to the success of the children, where we have used scientific-based educational and performance standards, where we have provided for accountability and oversight and evaluation of the program, where we have provided for the parent policy councils, all of these things that have been integral to the success at this time to bring it to a point now where we can see that it demonstrates a marked impact on these young children in closing the achievement gap for these children and getting them ready for the skills that are needed for early reading, for early math, for early writing, that is what this program does.

There are not many States that do any of that. They have a lot of early childhood programs. They have a lot of child care programs, they have a lot of it. But they don’t have this comprehensive program. That’s why this is considered the premier program in the Nation for the education and the development of these young children. That is why we should not support this block grant amendment.

I daresay that we have watched over the last decades effort after effort be made to block grant Head Start. Generally, where they have been successful, they have been the first step to the budget cuts, to the loss of quality. That’s what’s involved here.

Again, when we structured this legislation and in consideration of the budget and the increases in the money, we are putting 60 percent of the money into quality, into teacher and professional development, into salaries, because we recognize that we have to have that continuous update and that improvement of the Head Start program.

Voting for this amendment is not to vote for Head Start; it’s to vote for something, but it’s not to vote for Head Start. It’s, in fact, detrimental because that money, then, is out of the Head Start system to be used for whatever purposes. In fact, you can take this Federal money and then withdraw the Federal money. There is no requirement in this amendment that there be a maintenance of effort by a State to do this.

What have you really done? You have taken money for the Federal taxpayers that paid into this program that we have decided on a bipartisan basis should go for the Head Start program. You said, oh, you can give it to a State, and they can draw their money out the bottom. So we put the taxpayer’s money in at the top, and the State takes the money out of the bottom.

That is not going to improve quality. That is not going to improve access. You can argue that maybe you can add a lot of children to a program, a program, not the Head Start program, because the Head Start program is expensive because we do it the way we should be doing, the way it has been scientifically analyzed and supported by the data.

You can put a lot of kids in low-quality programs, but that is not what we
Mr. PRICE of Georgia. Mr. Chairman, I may inquire as to how much time remains.

The CHAIRMAN. The gentleman from Georgia has 3 1/2 minutes remaining.

Mr. PRICE of Georgia. Mr. Chairman. I appreciate the chairman's passion on this, but his testimony bears little resemblance to reality. I would urge him to read the amendment which states clearly on page 11, "Head Start services furnished in a State program under this section shall include all Head Start services."

Mr. Chairman, I yield 1 1/2 minutes to my good friend from Delaware (Mr. CASTLE).

Mr. CASTLE. I thank the gentleman for yielding.

Mr. Chairman, I strongly support this amendment. I have a tremendous amount of respect for the chairman of the committee, Mr. MILLER, but I disagree with him on his basic premise here. I do believe that the Governors of this country, which I had the chance to be one of a few years ago, have a tremendous and strong interest in the children of their States and in the education of those children.

I also believe that in the time since Head Start was created, that many of these Governors have put together pre-kindergarten, kindergarten, early childhood programs. I think they are ready to move forward with this. I think in many instances they have been competitive with, if not even ahead of, Head Start. We basically backed off from the White House proposed originally, which is to give all 50 States the option to do this, to a pilot program of eight States.

There are requirements that those eight States match these funds, in fact, put in extra money in order to be able to enter into this program of dealing with the Head Start-type programs. The State demo would be limited to States with a demonstrated investment in early childhood education and established existing preschool system.

You can't just jump into this and take the money or whatever. You have to show you are ready for it, and that you are ready to do it, and you are ready to put the money into it. I believe strongly that those States should be afforded the opportunity. I actually think the competition with some of the Head Start providers would be positive in terms of developing the opportunity for young children.

I would hope that everybody would stop for a moment and take time for a moment to listen to this amendment and the arguments pro and con before votes are cast on it. I believe Mr. PRICE has demonstrated through Georgia, as well as other States, that this is something which could be beneficial to the children. I believe it is necessary what this is all about, hopefully helping those children in poverty so that they could move ahead.

I hope everybody will support the amendment.

Mr. GEORGE MILLER of California. Mr. Chairman, I yield 15 seconds to the gentleman from Michigan (Mr. Kildee).

Mr. KILDEE. Mr. Chairman, I would just say in reading the amendment that States should generally follow the standards. I served in a State legislature for 12 years in appropriations, and I know what license that word "generally" gives to a State legislature in a State government. Generally it does not keep these really good high standards that we have worked on for 42 years on in this bill.

Mr. GEORGE MILLER of California. Mr. Chairman, I would just say that is exactly the point. Yes, it offers all services, but it doesn't require the same high-quality service we have now. You can do all of these things, but you end up doing these things on the cheap because the demand is for slots. We have seen that tension here all the time.

There are no requirements here that you have anything comparable to the quality and the requirements in the Head Start program, and yet you are taking money out of the program to give it for these other purposes.

I urge a "no" vote on this amendment.

Mr. PRICE of Georgia. Mr. Chairman, I yield 1 minute to the gentleman from California (Mr. McKEON).

Mr. McKEON. Mr. Chairman, before I came to Washington, I served in local government on the school board, on the city council. I have great respect for local leadership. I don't know what we're afraid of.

Sometimes I get the feeling that people here in Washington feel that all wisdom resides within the Beltway. I just think that to give the opportunity to a maximum of eight States to try to expand and bring creativity to a program that's good, to make it better, I think is nothing but a good thing, and it's on the upside.

I commend the gentleman from Georgia (Mr. PRICE) for this amendment. I encourage all to support it.

Mr. PRICE of Georgia. Mr. Chairman, how much time remains?

The CHAIRMAN. The gentleman from Georgia has 45 seconds remaining.

Mr. PRICE of Georgia. Mr. Chairman, I appreciate the perspective of the other side, but I would suggest respectfully that that's an old argument. It's an old argument about a block grant. This is not a block grant. This is a demonstration program that would allow States to serve more children, not fewer children, more, more than is currently possible than with Head Start or with State-run early childhood development programs.

Economies of scale, it works. Funding levels for Head Start and early childhood services would be protected. Demonstration program States will be able to eliminate overlaps, eliminate duplication of services, and participants must have access to services that are as extensive as the greater than those found in Head Start. That's what the amendment states.

I urge my colleagues to read the amendment. I appreciate the fact that they have had previous amendments in legislation before them, but I urge them to read this amendment. I think they will find the common-sense aspect of it.

I appreciate the opportunity to offer it, and I urge my colleagues to adopt this amendment.

The CHAIRMAN. The question is on the amendment offered by the gentleman from Georgia (Mr. PRICE).

The question was taken; and the Chairman announced that the noes appeared to have it.

Mr. PRICE of Georgia. Mr. Chairman, I demand a recorded vote.

The CHAIRMAN. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Georgia will be postponed.
Health and Human Services, shall, subject to subparagraph (C), carry out a program—

(1) through the holder of the loan, to assume the obligation to repay a qualified loan amount for a Federal Direct Stafford Loan or Federal Direct Unsubsidized Stafford Loan made under part D of title IV of such Act (20 U.S.C. 1078-3 et seq.); and

(2) (A) to cancel a qualified loan amount for a Federal Direct Stafford Loan or a Federal Direct Unsubsidized Stafford Loan made under part D of title IV of such Act (20 U.S.C. 1078a et seq.).

(C) TREATMENT OF CONSOLIDATION LOANS.—A loan amount for a loan made under section 428C or section 455(g) of such Act (20 U.S.C. 1078-3 et seq.) may be a qualified loan amount for the purposes of subparagraph (B) only to the extent that such loan amount was used to repay a loan made under section 428 or section 428H of the Higher Education Act of 1965 (20 U.S.C. 1078-8-3 et seq.).

(3) QUALIFIED LOAN AMOUNT.—After the beginning of the qualifying employment described in paragraph (2)(A)(i) and upon approval of a borrower’s application under paragraph (5), the Secretary of Education, in consultation with the Secretary of Health and Human Services, shall forgive under this subsection a portion of the amounts of loans for which the Secretary determined in accordance with such regulations.

(A) IN GENERAL.—Each borrower desiring loan forgiveness under this subsection shall submit a complete and accurate application to the Secretary of Education at such time, in such manner, and containing such information as the Secretary of Education, in consultation with the Secretary of Health and Human Services, may require.

(B) SERVICE AGREEMENT.—Each such application shall contain an agreement by the borrower to—

(i) to complete the commitment described in paragraph (2)(A)(i) within 6 years after receiving loan forgiveness under this subsection or

(ii) to repay the portion required by the regulations under paragraph (6)(A) if the borrower does not complete such commitment.

(6) REIMBURSEMENT FOR FAILURE TO COMPLETE SERVICE.—

(A) IN GENERAL.—In the event that any recipient of loan forgiveness under this subsection or refuses to complete a portion of the recipient’s service obligation under the agreement required by paragraph (5)(B), the same portion of the amounts of loans forgiven for the subsection for such recipient shall be subject to repayment in accordance with terms and conditions, and in the amounts, specified by the Secretary of Education, in consultation with the Secretary of Health and Human Services, in regulations under this subsection.

(B) FORGIVENESS IF DECREASED OR DISABLED.—Such regulations shall provide that, subject to the availability of appropriations, an individual shall be excused from repayment of any amount required under paragraph (6)(A) if the individual dies or becomes permanently and totally disabled (as determined in accordance with such regulations).

(7) REGULATIONS.—The Secretary of Education, in consultation with the Secretary of Health and Human Services, is authorized to issue such regulations as may be necessary to carry out the provisions of this subsection.

(8) CONSTRUCTION.—Nothing in this subsection shall be construed to authorize any refunding of any amount of a loan.

(9) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated to carry out this subsection such sums as may be necessary for fiscal years 2008 and each of the 4 succeeding fiscal years.

(10) DEFINITIONS.—In this subsection:

(A) HEAD START TEACHER.—The term ‘Head Start teacher’ means an individual who—

(i) is employed by a Head Start agency or an entity that carries out an Early Head Start program, the education and care of children who have not reached the age of compulsory school attendance who are enrolled in a Head Start program or an Early Head Start program receiving funds under the Head Start Act (42 U.S.C. 9831 et seq.); and

(ii) who has, at a minimum, an associate’s degree in early childhood education or a related field.

(B) PROGRAM YEAR.—The term ‘program year’, where applied to service as a Head Start teacher or an Early Head Start teacher, means a program year as defined by the Secretary of Health and Human Services.

The CHAIRMAN. Pursuant to House Resolution 340, the gentleman from Pennsylvania (Mr. SESTAK) is asked and was given permission to revise and extend his remarks.

Mr. SESTAK. Mr. Chairman, I rise to speak in support of this amendment, to encourage more individuals to become Head Start and Early Head Start teachers, and to provide a way for existing Head Start teachers to improve their skills and education.

This amendment is just building upon efforts that I have grown to very much respect, Congressman TITUS, who has been working on this issue for years.

Specifically, this amendment proposes loan forgiveness of up to $10,000 for Head Start and Early Head Start teachers upon completion of a bachelor’s degree, who will commit to working in a Head Start or Early Head Start program for at least 3 consecutive years.

Earlier this spring, I held my district’s first education summit, bringing together over 300 educators, experts, and citizens. We discussed the need to provide and retain high quality Head Start teachers, who serve our country’s most disadvantaged, low-income children.

Head Start teachers are so critical at the time of a child’s cognitive reasoning development, and this amendment recognizes this by ensuring that more than 55,000 Head Start teachers have the means of getting their bachelor’s degree by forgiving their student loan burden.

As we call for increased qualifications in the Head Start workforce in H.R. 1428, with 50 percent Head Start teachers nationwide now to hold a bachelor’s degree by 2013, we should also provide the means to help them reach this goal. This amendment offers one way of helping current Head Start teachers upgrade their qualifications, as well as to encourage new and current students to enter this important field of teaching.

The rising cost of higher education is a concern for many, and repaying student loans is often too burdensome for these teachers, particularly when one realizes that Head Start teachers’ average annual salary is only approximately $24,000 a year, forcing teachers not to go on to receive advanced degrees, or else to leave the profession in order to repay their student loans.

This amendment will help to ensure that we are able to recruit and retain a high quality workforce for our Nation’s Head Start programs.

I urge all my colleagues to support this critical amendment to help our children’s future.

Mr. Chairman, I reserve the balance of my time.

Mr. McKEON. Mr. Chairman, I rise in opposition to the amendment. The Acting CHAIRMAN (Mr. Kind). The gentleman from California is recognized for 5 minutes.

Mr. McKEON. Mr. Chairman, while I support the intent of the amendment, which I think is good and which we in the past have passed, I think it is a better vehicle for this particular amendment.

I would encourage the Member to withdraw it and put this in the higher ed bill when we move later this year to reauthorize that. It fits better there.

We did a study, and we found that most of the education programs don’t come under the Department of Education, they come under 39 other bureaucracies throughout this town. And it would be, I think, moving to try to have things more organized. It fits better under the Higher Ed Act, and I would encourage that the gentleman put it under that. Otherwise, I would oppose this amendment.

Mr. Chairman, I yield back the balance of my time.

Mr. SESTAK. Mr. Chairman, I yield 1 minute to the gentleman from Connecticut (Mr. COURTNEY). Mr. COURTNEY. Mr. Chairman, I rise in support of Congressman SESTAK’s amendment which flushes out, I think, the direction that this bill is taking, which is to try and improve the quality of teachers by mandating bachelor’s degrees and associate’s degrees.

For a lot of the teachers in the Head Start program, through that bill. And it would be, I think, moving to try to have things more organized. It fits better under the Higher Ed Act, and I would encourage that the gentleman put it under that. Otherwise, I would oppose this amendment.

Mr. Chairman, I yield back the balance of my time.

Mr. SESTAK. Mr. Chairman, I yield 1 minute to the gentleman from Connecticut (Mr. COURTNEY). Mr. COURTNEY. Mr. Chairman, I rise in support of Congressman SESTAK’s amendment which flushes out, I think, the direction that this bill is taking, which is to try and improve the quality of teachers by mandating bachelor’s degrees and associate’s degrees. And I would be, I think, moving to try to have things more organized. It fits better under the Higher Ed Act, and I would encourage that the gentleman put it under that. Otherwise, I would oppose this amendment.

Mr. Chairman, I yield back the balance of my time.
some steps towards reducing the cost of interest rates under the Stafford Student Loan program, but for many teachers, the challenge of paying for higher education costs, in Connecticut the average salary for Head Start teachers is $23,600, and the Sestak amendment gives the right to try to make this new requirement affordable. I believe it is totally ger- mane and central to the intent of this Head Start reauthorization bill. This amendment belongs there, and I strongly urge Members to support passage of the Sestak amendment.

I want to thank Congressman Sestak for offering this important amendment today. It would provide concrete assistance for early childhood educators in Connecticut and around the country to attain their bachelor's degree. As you know, the Head Start bill before us increases teacher qualifications—half of teachers nationwide have a BA by 2013 and all new teachers have at least an associate's degree beginning in 2009. This amendment provides a strong incentive for students to enter the field and for established early childhood educators to remain in the field. Loan forgiveness of up to $10,000 is contingent upon at least 3 years service in a Head Start facility. Too often, our best educators are forced out of the profession because the salaries cannot keep up with individual and family economic demands.

In Connecticut, where the median Head Start salary is approximately $24,000, going back to school for a higher degree would mean that the new teacher qualification requirements would be an economic hardship. While I am pleased to say that Connecticut met the national goal of having at least 50 percent or more of its teachers having an associate's degree in early childhood education by the year 2003, the financial burden to now attain a bachelor's degree will be high.

We all know that college costs are rising and the last thing we want to do is encourage more debt. That is why I am so supportive of this amendment.

The need for committed, enthusiastic, and qualified Head Start teachers is on the rise. In Connecticut, there are more than 25 Centers serving more than 8,000 children. Poverty levels in many parts of the state are rising. Children receive valuable educational enrichment in Head Start programs, ensuring that they are on the path to educational success in elementary school and beyond. We cannot afford to leave children unprepared and we cannot afford to lose our best and talented teachers either.

This amendment provides the incentive to enter or remain in the early childhood education field and I urge my colleagues to support this amendment.

Mr. Sestak. Mr. Chairman, I yield 30 seconds to the gentleman from Michigan (Mr. Kildee).

Mr. Kildee. Mr. Chairman, I thank the gentleman for yielding.

It has been suggested that we put this in the Higher Education bill, but the Higher Education bill has been kind of stalled. And I always believe you put your cargo on the train that is moving, and this train is moving.

The question was taken, and the Acting Chairman announced that the ayes appeared to have it.

Mr. Garrett. New Jersey. Mr. Chairman, I demand a recorded vote.

The Acting Chairman. Pursuant to clause 6 of Rule XVIII, further proceedings on the amendment offered by the gentleman from Pennsylvania will be postponed.

Amendment No. 4 offered by Ms. Hirono

The Acting Chairman. It is now in order to consider amendment No. 4 printed in House Report 110-116.

Ms. Hirono. Mr. Chairman, I offer an amendment.

The Acting Chairman. The Clerk will designate the amendment. The text of the amendment is as follows:

Amendment No. 4 offered by Ms. Hirono: Beginning on page 124, strike line 8 and all that follows through line 9 on page 126, and insert the following:

"(c) Training, Technical Assistance, and Evaluation.—"

"(1) Requirement.—To ensure the successful operation of programs assisted under this section, the Secretary shall use funds from the portion specified in section 640a(a)(6) to monitor the operation of such programs, evaluate their effectiveness, and provide training and technical assistance tailored to the particular needs of such programs.

(2) Training and Technical Assistance Account."

"(A) In general.—Of the amount made available to carry out this section for any fiscal year, not less than 5 percent, and not more than 10 percent, shall be reserved to fund a training and technical assistance account. In determining the amount so reserved, the Secretary shall consider the particular needs of new programs serving pregnant women, infants, toddlers, and their families, recognizing their need for more intensive training and technical assistance services during the start-up phase, and that bi-State or multi-State contracts may be entered into if the demographics of proximal
States make such a system more appropriate;
(ii) ensure that contracts awarded under clause (I) are in an amount sufficient to provide for each state a minimum of one full-time specialist with expertise in the development of children under age three and programming for pregnant women and such children;
(iii) to the maximum extent practicable, ensure that the contracts awarded Under clause (I) and the services provided therein are integrated with and augment the contract or contracts awarded and services provided under section 648 (n); and
(iv) ensure that the entities described in clause (I) have the knowledge and skills to provide positive outcomes for participating children.
This amendment will do that, and I urge all of my colleagues to support it.
Mr. GEORGE MILLER of California. Mr. Chairman, will the gentlewoman yield?
Ms. HIRONO. Mr. Chairman, I yield to the gentleman from California.
Mr. GEORGE MILLER of California. I thank her very much for introducing this amendment, and we rise in support of this amendment. We think it improves the legislation, and I thank her for her consideration.
Ms. HIRONO. Mr. Chairman, I reserve the balance of my time.
Mr. MCKEON. Mr. Chairman, I rise to claim the time in opposition to the amendment.
The Acting CHAIRMAN. Without objection, the gentleman from California is recognized for 5 minutes.
Mr. MCKEON. Mr. Chairman, I yield myself such time as I may consume.
Mr. Chairman, I rise in support of the gentlelady’s amendment, which revises the training and technical assistance program for Early Head Start by ensuring that training and technical assistance are provided by entities with specific expertise in infant and toddler development. I believe that that makes a stronger bill, and I thank her for her amendment.
Mr. Chairman, I yield back the balance of my time.
Ms. HIRONO. Mr. Chairman, I yield back the balance of my time.
The Acting CHAIRMAN. The question is on the amendment offered by the gentlewoman from Hawaii (Ms. HIRONO).
The question was taken; and the Acting Chairman announced that the ayes had it.
Mr. GARRETT of New Jersey. Mr. Chairman, I demand a recorded vote.
The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentlewoman from Hawaii will be postponed.
AMENDMENT NO. 5 OFFERED BY MR. MICA
The Acting CHAIRMAN. It is now in order to consider amendment No. 5 printed in House Report 110-116.
Mr. MICA. Mr. Chairman, I offer an amendment.
The Acting CHAIRMAN. The Clerk will designate the amendment.
The text of the amendment is as follows:
Amendment No. 5 offered by Mr. MICA:
Page 154, line 9, strike “2013” and insert “2011”.
The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Florida (Mr. MICA) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Florida.
Mr. MICA. Mr. Chairman, first of all, I want to take a minute to compliment Mr. MILLER and also Mr. MCKEON. This is one of the most important bills that this Congress will take up in this session. As Mr. MILLER said, as I listened to his opening statement, with our disadvantaged youth. And, unfortunately, we have many in this country. But it gives those youth the opportunity for the future and the opportunity that we have all shared that are here on this floor and many of us listening Members.
I think the bill is a step in the right direction in requiring that at least 50 percent of all Head Start teachers nationwide have a bachelor’s or advanced degree in childhood education or related field by September 30, 2013. My amendment is a simple amendment. It would move up that date 2 years, to 2011.
I am not a newcomer to this debate. I could go back to 1993, when I came here, and give statements from the floor and back over the years. My degree is in education. I am usually here on transportation and enjoy my service on that committee. But as someone educated as an educator, nothing is more important than the quality of education and those professionals that we have.
The Mica amendment moves up the date that have professionals in place. We can do that. We have done it before. We have actually required qualifications, and now we have more than a majority having an associate degree. So we have done this in the past. Currently, 38 percent of all of our Head Start teachers already meet this goal, so we are only talking about 12 percent in 4 years as opposed to 6 years.

Does it really take 6 years to get an additional 12 percent of the teachers to be in our most important educational program with these qualifications?
Now, we’ve moved this program from what I called it 14 years ago, from a glorified babysitting program, to a program that is giving our students the opportunity for quality educational opportunity. And these young people, at this age, deserve the very best. They need coming from the very worst, the worst as far as disadvantage in our society, the worst as far as opportunity, as far as family setting, as far as their readiness for school.
Mr. MILLER talked about making them ready for school. Well, do you want them ready with someone who is unqualified or someone with the best qualifications?
Better prepared, Mr. MILLER talked about. We need the most skilled professionals to give them the preparation. And those are our current students, the very toughest students. Do you want someone with or without qualifications?
I posed a question, and probably the reason I got this amendment out here to the Rules Committee, which is mostly composed of Democratic Members listening, there are more Head Start programs in Democratic districts than there are in Republican districts, just by the sheer economics of it, the demographics. I said, what if I came with a proposal that said, in kindergarten I'm going to recommend that we only have 50 percent of the teachers having a bachelor's degree in Democrat districts; how would you like that?

Well, this is what's happening here as you're mandating that we have a poorer quality of teachers with quality for another additional 2 years. So I think we can do better.

You heard the $24,000 average pay. That's right. We're going to increase on average a half a billion dollars, from $6.9 billion to $7.4 billion.

In my schools, in closing, there are choices. I won't name the counties, but I have seven teachers in one program with $23,000 average salary. I have nine administrators with salaries from $32,000 to $41,600; another county, 21 teachers, $20,100 average salary. I have nine teachers, $23,000 average salary. I have nine.

Professional development, money has to go for slots, money has to go for curriculum. And we arrived at on both sides of the aisle. You could offer an amendment and say, well, there's a million children waiting. Let's put all the money into slots. Then you just reduce the quality and the availability to pay teachers to have them to stay.

So this isn't a game where you can just pick out one part of the program and say, let's put the money there, and that's the reason why we did what we did. And I don't think that this amendment is helpful in terms of our ability to hold on to current staff that have B.A.'s, and that's the staff we're trying to build, and then to attract additional ones to be able to put some money into the Head Start classroom or additional slots. And I would hope that we would oppose this amendment.

Mr. Chairman, I yield 2 minutes to the gentleman from Michigan (Mr. Kildee).

Mr. KILDEE. Mr. Chairman, I don't question the motives of Mr. Mica, but his amendment would jeopardize program quality by speeding up the deadline for the 50 percent of the Head Start teachers having their bachelor's degrees.

Budgets have really forced Head Start centers to make very difficult, sometime impossible decisions to reduce services or to serve fewer children. And I fear that the Mica amendment would exacerbate the hard choices which Head Start programs have faced over recent years because this Congress has not appropriated the kind of money we need.

The bill that came out of committee, by 42-2—D and R—by 52 percent, a raider that increases the number of teachers with a B.A. degree in child education, child development and at the same time meet the other needs of the program. And to accelerate that effort on behalf of more teachers with an M.A. upsets that balance.

It's not like, with all due respect to my friend on the other side, and he shares my concern for teacher quality, it's what we spent my public life trying to do. The heart of the matter is this a program that essentially has received less than the COLA, last year got a 1 percent cut. And the fact of the matter is we're trying to patch it back up, trying to bring it back to the level where it was around 2002, and recognizing that we want to increase the access to a number of children, so money has to go for slots, money has to go for professional development, money has to go for quality, and money has to go for the salaries, and that's the balance that we have put in this program.

The date that you have was the date that you had at the beginning of 2005 when we started considering this legislation. That legislation didn't get through. We're now 2 years later, so we moved it back 2 years so that the programs can balance, can rebuild the quality, can add additional slots for the million children who are now waiting, and that's the reason why we arrived at on both sides of the aisle.
so that we can both better educate those teachers teaching those children with disabilities in how to teach both children with disabilities in integrated classrooms, in inclusive classrooms, as well as learn from their experiences in doing so, benefit the benefit of both children in those inclusive classrooms; and use evidence-based research that we know is constantly coming towards us in terms of how to identify children with autism, how to identify children with learning disabilities and use those new tools to be able to employ them to the benefit of these children’s growth and their development.

Mr. Chairman, that is why we’ve introduced this amendment.

Mr. Chairman, I reserve the balance of my time.

Mr. MCKEON. Mr. Chairman, I rise to claim the time in opposition, even though I support the gentleman’s amendment.

The Acting CHAIRMAN. Without objection, the gentleman from California is recognized for 5 minutes.

There was no objection.

Mr. MCKEON. Mr. Chairman, I yield myself such time as I may consume.

I believe that this is an improvement to the assist Head Start programs which are required to spend 10 percent of their funds on services to disabled students in improving the quality of their programs to serve young children.

Mr. Chairman, I reserve the balance of my time.

Mr. KENNEDY. Mr. Chairman, I’d yield 2 minutes to my good friend and colleague from New York, John Hall.

Mr. HALL of New York. Mr. Chairman, I won’t need that much time.

Thank you to my colleague from Rhode Island and from the other side of the floor, who just spoke in favor of this amendment. I would like to take a moment to commend all who support this issue.

There are 27 Head Start facilities in my district, and they provide critical services to families that want their children to have every opportunity to grow and succeed. I’m glad that the bill we are considering today will expand access to Head Start and help make sure that America’s less well-off children can have a great chance of long-term success when they arrive in our schools.

The amendment will help to meet these goals by providing more support for inclusive education. This is the practice of teaching children with disabilities in the same classrooms as those without disabilities, and it has largely been shown to have a positive effect on the development of those children with disabilities.

The Head Start Act already requires that 10 percent of enrollment slots go to students with disabilities, and the actual numbers of eligible children is even higher, at about 13 or 14 percent.

Although these classrooms can provide increased educational benefits, they also present teachers and staff with increased demands. Teachers and staff have often been forced to try to handle greater responsibilities without the necessary resources. This amendment would help to bridge that gap by allowing training and technical assistance funds to be spent to enhance the ability of children to meet the needs of eligible children in inclusive classrooms.

Providing more resources for teacher training and support, this amendment would make it possible for us in further studying the impact of inclusive classrooms on the educational experience of children with or without disabilities.

I urge my colleagues to support it.

Mr. MCKEON. Mr. Chairman, I yield back the balance of my time.

Mr. KENNEDY. Mr. Speaker, let me just say, I offer this amendment in honor of my aunt, Eunice Kennedy Shriver, who started the Special Olympics, who has inspired me in this work; and my uncle, Sarge Shriver, who was the first and founding director of Head Start, both individuals who are inspirations to me and to millions in this country.

Mr. Chairman, I yield back the balance of my time.

The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from Rhode Island (Mr. KENNEDY).

The amendment was agreed to.

AMENDMENT NO. 7 OFFERED BY MR. PUTNAM

The Acting CHAIRMAN. It is now in order to consider amendment No. 7, printed in House Report 110-116.

Mr. PUTNAM. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 7 offered by Mr. PUTNAM:
Page 37, beginning on line 10, strike “subsections (a), (b), and (c)” and insert “sections (a) and (b)”

Beginning on page 39, line 21, strike “except” and all that follows through line 3 on page 40, and insert as follows:

Beginning on page 40, strike line 7 and all that follows through line 10 on page 48, insert the following:

‘‘(c) Designation on Competitive Basis.—(1) Selection.—From among entities that submit plans under subsection (b), the Secretary shall, after’’:

Beginning on page 52, strike line 20 and all that follows through line 2 on page 53.

Page 53, line 3, strike “(g)” and insert “(d)”:

Page 53, line 7, strike “(h)” and insert “(e)”.

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Florida (Mr. PUTNAM) and a Member opposed will each control 5 minutes.

The Chair recognizes the gentleman from Florida.

Mr. PUTNAM. Mr. Chairman, I yield myself 3½ minutes.

Mr. Chairman, I rise today to urge my colleagues to support a very important amendment to H.R. 1429, and I want to commend Mr. Kildee, Mr. Miller, Mr. McKeon, and the others who have worked so hard on this important bill.

Head Start is a tremendously important program in the early childhood education continuum, but it is also desperately in need of reforms.

As we all know, the purpose of Head Start is to help disadvantaged children be better prepared to enter school. But we are doing those children an enormous disservice and squandering taxpayer dollars if we do not hold the providers of Head Start services to a higher level of accountability. The existing language in H.R. 1429 allows for automatic 5-year renewal of applications, automatic renewal, if they simply meet minimum standards to the satisfaction of the review panel. Providers that don’t meet the standards must enter into open competition for acceptance of their applications. I would respectfully submit this does not go far enough.

For the sake of the programs are performing better than minimal or better than good enough and as a safeguard for the taxpayers who foot the bill, I believe we should require that all Head Start providers face open competition. Such competition will encourage a higher level of performance and serve as a check on unscrupulous practices.

Mr. Chairman, I am very familiar, unfortunately, with what can happen when a provider is allowed to skate through without the discipline that comes from competition. In my own district, the Polk County Opportunity Council became a poster child for mismanagement and abuse since its dealings first became public in 2003, which actually had followed a probatory status just several years before. Years of investigation have revealed breathtaking examples of malfeasance and malpractice.

There has been everything from sweetheart deals involving the purchase of office equipment to claims for nonexistent hurricane damages, essentially amounting to insurance fraud. At one point the PCOC even fabricated a false “certificate of compliance” from the U.S. Department of Health and Human Services, which it tried to use to short-circuit other investigations of its misdeeds. It took 3 years, 3 years, to defund that agency, and the entire appeals process along the way, and this only applies to the Head Start program, the entire appeals process was paid for not by the agency,
Mr. PUTNAM guts the bill forming programs. The amendment by new process to recompete underper-forms of Head Start, this bill, which dis-advantaged children receive the ben-eft of Head Start, today there are a number of State and local governments and private entities that can provide that service. Then we will truly be giving these needy children the head start they deserve. I urge my colleagues to support the amendment.

Mr. Chairman, I reserve the balance of my time.

Mr. KILDEE. Mr. Chairman, I rise to oppose the amendment.

The Acting CHAIRMAN. The gentleman from Michigan is recognized for 5 minutes.

Mr. KILDEE. Mr. Chairman, the Put-nam amendment would jeopardize the seamless services that many high-quality Head Start programs with very deep roots in their communities pro-vide to disadvantaged children. Be-cause the quality of our Head Start programs is critical to ensuring that disadvantaged children receive the ben-effits of Head Start, this bill, which passed out with only one dissenting vote from committee, implements a new process to recompete underper-forming programs. The amendment by Mr. PUTNAM guts the bill’s provision to ensure that high-quality Head Start programs do not have to recompete for their grants.

They are reviewed by a panel of ex-perts we put in place to look at them. They are reviewed and have to satisfy that review, but they do not then have to recompete. The Putnam amendment also elimi-nates the bill’s provisions to ensure a fair and equitable process for recompeting underperforming Head Start programs. And we worked hard to get a fair and equitable process for that.

By striking those provisions, which he does in his amendment, the Depart-ment of Health and Human Services is authorized to create its own system for recompetition.

We worked hard with the Head Start community to try to ensure that we would have a panel of experts that would assure that the underperforming programs were really improved or put out of the system but not have the high performing have to go through the recompetition process every 5 years, but be reviewed by the panel of experts.

Mr. Chairman, I reserve the balance of my time.

Mr. PUTNAM. Mr. Chairman, I yield 30 seconds to the distinguished ranking member from California.

Mr. MCKEON. I thank the gentleman for yielding.

Mr. Chairman, I think this is a good amendment that Mr. PUTNAM has put forth. I don’t think we should fear com-petition. I think the idea that once a program is granted, it should have life-long tenure, I think, is something we should avoid. I think competition and accountability is good. Once every 5 years, every program should not fear competing to keep the pro-gram for another 5 years. I think it is always good to have somebody coming up behind you that is going to make you do a little bit better.

Mr. KILDEE. Mr. Chairman, I yield back the balance of my time.

Mr. PUTNAM. Mr. Chairman, the amendment provides for competition among agencies that are given millions of dollars to manage programs for our neediest children unlike during the creation of the Head Start pro-gram, today across America there are thousands of potential providers. School boards are now in the early childhood business. United Way is now in the early childhood business. Local communities are now in the early childhood business, providing tremen-dous educational opportunities for our neediest young people before they enter kindergarten.

We want the principal to enter kindergarten ready to learn, and we want to guar-antee that the grantees that are man-aging these precious Head Start dollars are running an adequate, professional, thoughtful program and being good stewards of the people’s money. By pro-viding for recompetition every 5 years, we are guaranteeing, as my ranking member friend from California said, that they understand that it is not their birthright to continue.

I urge my friends to support this amendment.

The Acting CHAIRMAN. The ques-tion is on the amendment offered by the gentleman from Florida (Mr. PUT-NAM).

The question was taken; and the Act-ing Chairman announced that the noes appeared to have it.

Mr. MCKEON. Mr. Chairman, I de-mand a recorded vote.

The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, further pro-ceedings on the amendment offered by the gentleman from Florida will be postponed.

Amendment No. 8 offered by Mr. PORTER:

Amendment No. 8 offered by Mr. PORTER: Page 159, after line 12, insert the following:

“(g) STAFF RECRUITMENT AND SELECTION PROCEDURES.—Before a Head Start agency employs an individual, such agency shall—

(1) conduct an interview of such individual;

(2) verify the personal and employment references provided by such individual; and

(3) obtain—

(A) a State, tribal, or Federal criminal record check covering all jurisdictions where the grantee provides Head Start services to children;

(B) a State, tribal, or Federal criminal record check as required by the law of the jurisdication where the grantee provides Head Start services; or

(C) a criminal record check as otherwise required by Federal law.”.

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Nevada (Mr. PORTER) and a Mem-ber opposed each will control 5 minutes.

The Chair recognizes the gentleman from Nevada.

Mr. PORTER. Mr. Chairman, I yield myself such time as I may consume.

It is an honor to be here to talk about something very critical. I think, to our families and communities across the country.

If you recall, last year this body passed historic legislation providing for protection of our children in light of the abuse of our kids throughout the abuse of our kids throughout the school across the country. We passed legislation to provide for 24 additional States to do background checks on teachers via FBI background and other means through law enforcement. Un-fortunately, 24 States were not allowed to, for many different reasons, and that legislation provided for these back-ground checks. Through my amend-ment that is being proposed today, close to a million kids that are in the Head Start program will have the same tools available to them that we passed just last year to help kids in K–12.

There is one tragic example. There is one grantee in this country that be-tween 2001 and 2005 did not perform background checks on their employees. They finally did background checks. Of 660 employees, close to 100 had criminal charges against them, including first degree murder, involuntary manslaughter, domestic abuse, assault, child abuse, DUI, and violent crimes.

Mr. Chairman, my language ensures that Head Start programs will have all the databases containing criminal records available to them to make sure that our parents can feel that their most precious resource, their children, will be safe in the Head Start program.

Mr. Chairman, I yield such time as he may continue to Ranking Member MCKEON.

Mr. MCKEON. Mr. Chairman, I thank the gentleman for yielding.

And I have seen the work that he has done over the years in protecting children. I think that children are our most precious asset. And because of the risk out there of the kind of lawbreakers that he mentioned that we could eliminate by having a good, solid
background check. I think this is a tremendous amendment. I think it really strengthens the bill.

I thank the gentleman for his work on behalf of children, and I urge support of the amendment.

Mr. PORTER. Mr. Chairman, I reserve the balance of my time.

Mr. KILDEE. Mr. Chairman, we support the amendment.

Many of these are included in the regulations, but you would put it in the statute now and expand them, and I think you have done a very good job in your expansion of that.

I commend you for your work on this. I commend you for your concern for children. It is very important. We certainly want to protect our children, and I think this is a very good amendment and we support it.

Mr. Chairman, I yield back the balance of my time.

Mr. PORTER. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from Nevada (Mr. PORTER).

The amendment was agreed to.

AMENDMENT NO. 9 OFFERED BY MR. CARNAHAN

The Acting CHAIRMAN. It is now in order to consider amendment No. 9 printed in House Report 110–116.

Mr. CARNAHAN. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 9 offered by Mr. CARNAHAN:

Page 35, after line 10, insert the following (and make such technical and conforming changes appropriate):

(b) Under the conditions detailed in the Head Start Act (42 U.S.C. 9813(g)) is amended by adding at the end the following:

“(5) In the event that the amounts appropriated in the prior fiscal year by an amount equal to less than the percentage change in the Consumer Price Index For All Urban Consumers, as published by the Bureau of Labor Statistics, Head Start grantees may negotiate with the Secretary a reduced funded enrollment level without a reduction in the grant amount if such grantee can demonstrate that such reduction is necessary to maintain the quality of services.

“(A) In accordance with this paragraph, the Secretary shall set up a process for grantees to negotiate the above-mentioned reduced funded enrollment level.

“(B) Under the conditions detailed in this paragraph, each Secretary shall be required to notify grantees of their right to negotiate a reduced funded enrollment level if such grantee can demonstrate that such reduction is necessary to maintain the quality of services.”.

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Missouri (Mr. CARNAHAN) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Missouri.

Mr. CARNAHAN. Mr. Chairman, I yield myself such time as I may consummate.

I want to really thank Chairman MILLER and Ranking Member MCKEON for their leadership on this bill under consideration today. The Improving Head Start Act of 2007 is a very good bill to achieve efficiency and to support it and be here today and speak on this amendment.

I want to inquire first, before I got into the text of this, if there are any others that wanted to speak on our side, having just gotten into the Chamber. If not, I will proceed.

I am presenting this amendment to H.R. 1429 based on recommendations I received from my district Head Start leaders to address the goal of maintaining quality in the Head Start programs. My amendment would allow for Head Start grantees to negotiate a funded enrollment level with the HHS Secretary if funding for the program does not keep pace with inflation.

Over the years, Head Start and Early Head Start have experienced an estimated 8 percent real decline, adjusted for inflation, in Federal funding from fiscal year 2002 through fiscal year 2007. If this trend were to continue, this decline in funding would claim 40 percent of Head Start programs. If President Bush’s budget were to become law, the Head Start programs would suffer an 11 percent cut.

This decline in funding has required already efficient Head Start agencies across the country to tighten their belts even more. Sadly, local agencies are now forced to pass these cuts on to quality staff.

By default, agencies are unable to compete for the best and brightest of early childhood educators, thus risking the quality of Head Start programs.

Our local agencies are forced to make the worst in managerial choices. As Chairman MILLER and others have pointed out, we must maintain and enhance both funding and quality.

In my congressional district, I am proud to say that the four primary organizations responsible for administering Head Start services have successfully revitalized the program in the city of St. Louis. From 2001 to 2003, the enrolled number of children grew from about 1,000 to a full enrollment of 3,000 children.

Unfortunately, the compensation of St. Louis area Head Start staff has lagged behind the salaries of those in comparable positions. After consulting with some of the brightest business leaders in our area, our local agencies have taken extraordinary steps to conserve costs and maximize efficiencies. Even with these steps, agencies are unable to keep staff compensation in line with inflation increases both in wages and insurance costs.

Programs in St. Louis and across the country are at a serious risk of losing quality staff due to this critical situation. In fact, many of you may have agencies within your districts that have experienced worse cuts across their service lines. They have turned to cutting key staff, reducing the number of weeks they operate in a year, and reducing the number of hours they operate in a day just in order to adjust for fiscal constraints, thus ensuring that the historic quality and strength of Head Start is not placed in jeopardy.

Many of us know the vast evidence demonstrating the profound difference Head Start makes both in the lives of children served and in our local communities. I know that has been talked about at great length here in presenting this bill.

I just want to close and say, I think all of us would agree that Head Start programs should not be the first to request reduced enrollment levels unless they have taken all appropriate steps to achieve efficiency first. I want to clarify that my amendment gives HHS the discretion to determine which or not agencies have explored all possible solutions prior to requesting reduced funded enrollment. The grantees must demonstrate that any reduction in enrollment is necessary to maintain the quality of services.

I appreciate again, all the efforts on this bill that have brought this forth in a bipartisan way, and appreciate the amendment being considered.

Mr. GEORGE MILLER of California. Will the gentleman yield?

Mr. CARNAHAN. I yield to the gentleman from California.

Mr. GEORGE MILLER of California. I thank the gentleman.

Mr. Chairman, I rise in support of the amendment. This is exactly what we have to do when the funding isn’t sufficient and they are trying to hold on to the number of children, the hours of availability of the program and the quality of the teachers that are there. In the past when we had the cut, I believe the agency, HHS, allowed some local programs to do this. I would hope that this will not be a necessity. We are adding an additional $400 million to this program. I hope that the Appropriations Committee will be able to follow through.

The amendment is a good amendment. I hope we don’t have to use it, but it’s a good amendment.

Mr. MCKEON. Mr. Chairman, I rise in opposition to the amendment. The amounts appropriated for Head Start do not exceed the prior year’s appropriation or include an increase commensurate with...
the cost-of-living allowance. In effect, this amendment allows grantees to cut services for children and kick children out of the Head Start program if Congress does not appropriate ever-higher funding amounts for Head Start.

I think all of us want to serve as many children as we can, and we want to have as high an appropriation level as we can, but if we fail to appropriate higher numbers, I don’t think we should take it out on the children. I ask my colleagues, is Head Start an early education program or a jobs program?

We believe the purpose of Head Start is to help our Nation’s most vulnerable youngsters lay the foundation for a very successful academic future. This misguided amendment has the potential for denying these children Head Start services, and I therefore urge my colleagues to oppose the amendment.

Mr. Chairman, I yield back the balance of my time.

The Acting CHAIRMAN. The question was taken; and the Acting Chairman announced that the ayes had agreed to it.

Mr. MCKEON. Mr. Chairman, I demand a recorded vote.

The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from Missouri will be postponed.

AMENDMENT NO. 10 OFFERED BY MR. CUELLAR

The Acting CHAIRMAN. It is now in order to consider amendment No. 10 printed in House Report 110–116.

Mr. CUELLAR. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 10 offered by Mr. CUELLAR: Page 163, after line 3, insert the following:

(ii) a description of the type of assessments used to determine the rate of progress made by limited English proficient children;".

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Texas (Mr. CUELLAR) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas.

Mr. CUELLAR. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I rise today to encourage my colleagues to support my amendment to the Improving Head Start Act of 2007.

First of all, I would like to thank Chairman MILLER, Ranking Member McKEON, Chairman KILDEE and Ranking Member CASTLE for bringing this legislation to the floor. Ensuring that Head Start continues to serve our communities is important to all of us. This straightforward amendment builds upon the strong foundation of this year’s reauthorization. The reauthorization requires the Secretary of Health and Human Services to conduct a study of Head Start students with limited English proficiency.

Studies have proven that the easiest time to learn a new language is when a child is young. With this in mind, early childhood is an important time for students with limited English proficiency to improve their grasp of the English language. Multiple languages are better positioned to perform well in school.

The legislation requires studies of the progress limited English proficiency students make towards proficiency. The amendment that I offer simply asks that the assessment used to determine progress in the English language skill development be described.

The explanation of what is used is important for a couple of reasons. First, Head Start service providers will become more uniform in their instruction. If a description of assessment is not required, however, there may be a higher likelihood that it will become arbitrary.

Second, educators learn from the practices of their colleagues. By having all Head Start providers describe the assessments they use, meaningful information will be gathered to help educators make better informed decisions about their own practices. Enhancing consistency and sharing methods are meaningful ways we can help students with limited English proficiency make the progress that they need to make.

My amendment is supported by the National Council of La Raza, the National Education Association, the Texas Migrant Council and the Texas Head Start Association. I urge my colleagues to support my amendment.

Mr. Chairman, I reserve the balance of my time.

The Acting CHAIRMAN. The amendment was agreed to.

AMENDMENT NO. 11 OFFERED BY MR. SHULER

The Acting CHAIRMAN. It is now in order to consider amendment No. 11 printed in House Report 110–116.

Mr. SHULER. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 11 offered by Mr. SHULER: Page 2, line 4, insert “(a) SHORT TITLE. “—

Page 2, after line 5, insert the following:

(b) SENSE OF THE CONGRESS.—The Congress finds that—

(A) while the steady economic growth and low inflation in the United States has yielded unprecedented prosperity, many children and families who are not benefit from this prosperity and continue to be socioeconomically disadvantaged,

(B) many community- and faith-based organizations have expertise in helping individuals and families from dependency to self-sufficiency by providing families with the tools and skills they need to participate in the community and contribute to our economy;

(C) the Head Start Act was established to help prepare low-income young children to succeed in school and in life by addressing the needs of the whole child and providing comprehensive services such as health and nutrition,

(D) research confirms that children who attend Head Start programs enter school better prepared than low-income children who do not attend the program, are less likely to need special education services, to repeat a grade, or commit crimes in adolescence, and are more likely to graduate from high school;

(E) community- and faith-based organizations have participated in Head Start programs since the enactment of the Head Start Act in 1965 and continue to serve more than 900,000 children and their families;

(F) parents have an integral role in the development and implementation of Head

The amendment makes the bill stronger. Examining the number of children who are limited in English proficiency and monitoring the progress of these children is important to their mastery of the English language and will help determine future funding for these students in meeting the same challenging State academic content and student academic achievement standards that all children are expected to meet.

I support the amendment, and I encourage my colleagues to support the amendment.

Mr. Chairman, I reserve the balance of my time.

Mr. CUELLAR. Mr. Chairman, again, I want to thank Chairman MILLER, Ranking Member McKEON, Chairman KILDEE and Ranking Member CASTLE for their support. And again, I ask for their support on this amendment and on the reauthorization of the Head Start Act of 2007.

Mr. Chairman, I yield back the balance of my time.

Mr. McKEON. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from Texas (Mr. CUELLAR).

The amendment is agreed to.
Start programs, community- and faith-based providers of Head Start services employ parents and encourage parents to volunteer in the programs because parents are children's most influential teachers. These programs have<br/>
(G) community- and faith-based providers of Head Start services not only serve the needs of low-income children and their families but enrich, strengthen, and reflect the diversity of the communities wherein they reside, and (H) the Head Start Act is a critical component of America's civil rights platform, and community and faith-based organizations have been leaders in the civil rights movement in the United States.

(2) supports the continued role of community and faith-based organizations in Head Start programs as providers of comprehensive services to children, families, and communities, and (3) extends its gratitude to community- and faith-based organizations that provide Head Start services, and to the employees and volunteers for their commitment to the education, health, and economic well-being of low-income children and families.

Page 52, after line 19, insert the following: "(3) extends its gratitude to community- and faith-based organizations that provide Head Start services, and to the employees and volunteers for their commitment to the education, health, and economic well-being of low-income children and families."

Page 120, at the end of line 15, add the following: "Faith-based and community-based organizations continue to be eligible, on the same basis as other organizations, to participate in any program under this subchapter for which they are otherwise eligible."

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from North Carolina (Mr. SHULER) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from North Carolina.

Mr. SHULER. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I am proud to be a product of Head Start. As a young boy, I attended a Head Start program, and that helped make me the man that I am today.

It's time for Congress to recognize that faith communities contribute to Head Start. That's why I am proud to introduce this amendment today, along with Congressman ELLSWORTH, Congressman DONELLY, Congressman CARNEY and Congressman LOEBSACK.

This amendment thanks the community and faith-based organizations for the good work that they have done running the Head Start programs. It also confirms its right to continue running these programs.

I urge my colleagues to support this amendment.

Mr. Chairman, I reserve the balance of my time.

Mr. MCKEON. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, let's be very clear at the outset about why this amendment is being considered today: It's all about political cover. It has nothing to do with protecting the civil rights of faith-based providers. If that is what we are out to do today, we would be considering Mr. FORTUNO's amendment right now. Instead, the majority has brought up a hollow, politically motivated political ploy. On one hand, this amendment cheers the work of faith-based providers and recognizes their contributions to our Nation; but on the other hand, it leaves them completely unprotected when it comes to preserving their identity while serving children in Head Start. Frankly, this is insulting to faith-based organizations as it is transparent. Let me elaborate.

With respect to hiring authority, section 702(a) of title VII of the Civil Rights Act of 1964, as amended in 1972, states, "This subchapter shall not apply to a religious corporation, association, educational institution or society with respect to the employment of individuals of a particular religion to perform work connected with the carrying on of religious, educational institution or society of its activities."

Mr. Chairman, does this amendment reaffirm the language from this statute? No, it does not.

Consistent with this language from the Civil Rights Act, former President Clinton's executive order explicitly allow religious organizations to retain their right to staff on a religious basis when they receive Federal funds. The 1996 welfare reform law, the Children's Health Act of 2000, the Community Services Block Grant Act of 1998, and the Community Renewal Tax Relief Act of 2000 each contain language that reflects the language offered to the Rules Committee yesterday by Mr. FORTUNO.

Mr. Chairman, does this amendment reaffirm the language signed into law on four separate occasions by former President Clinton? No, it does not. The FORTUNO amendment would codify a 2002 executive order protecting the right of a participating faith-based organization to display a cross or other religious symbols on its grounds. Mr. Chairman, does this amendment do the same? No, it does not.

This amendment may have been written in such a way that may run counter to that executive order, potentially endangering rights faith-based providers already enjoy.

In short, Mr. Chairman, in an attempt to plug this amendment is, at best, an attempt to provide political cover for Members who do not want to take a real vote on the issue; and at worst, a poorly drafted measure that may end up turning back the clock on the rights of faith-based providers to display religious symbols. Because of that, I urge my colleagues to oppose it.

Mr. Chairman, I reserve the balance of my time.
the ability of faith-based organizations to participate, as they have over their proud history. That is why the broadest array of religious organizations will oppose what is going to be offered in the motion to recommit, but strongly support, strongly support, the House amendment. To add this language to the statute to provide this protection and to provide this recognition of the historical service and the ongoing service that these faith communities have provided to the children that are eligible for Head Start. To provide that quality education year after year after year.

That is what this amendment does. We should welcome it. We should adopt it overwhelmingly in this House and get on with the debate.

Mr. Chairman, I thank the gentleman and his cosponsors for offering this amendment.

Mr. SHULER. Mr. Chairman, I yield the balance of my time to the gentleman from Indiana (Mr. ELLSWORTH).

The Acting CHAIRMAN. The gentleman from Indiana is recognized for 45 seconds.

Mr. ELLSWORTH. Mr. Chairman, I am proud to be a sponsor of this amendment, and I urge my colleagues to support it.

This amendment honors faith-based and community-based organizations that provide essential health services and education to thousands of low-income children each and every day. This program is a perfect example of government and faith-based organizations partnering to provide every child an equal playing field in school and in life, and we must ensure these churches and schools receive the support they need. This amendment demonstrates our support to the thousands of families across Indiana who depend on Head Start and the community organizations that desire to participate in Head Start unfortunately was defeated. The amendment would have added language making it explicit that faith-based organizations are eligible to take part on the same basis as secular organizations, without being required to minimize their religious character. Such language reflects the U.S. Supreme Court's recent interpretation to the equal treatment or neutrality standard.

As part of the confirmation of the equal eligibility of faith-based providers, the amendment provided that religious organizations participating in Head Start would no longer be required to waive their freedom under the 1964 Civil Rights Act to take account of religion when making employment decisions. We understand that some members regard such an affirmation of the Civil Rights Act as introducing pernicious religious job discrimination into the federal early childhood education program. Yet the Civil Rights Act expressly provides that it is not to be regarded as discrimination when a religious organization considers religion when evaluating potential employees. We believe that the Civil Rights Act got it right on this, just as we believe that political and environmental organizations must be free to assess job candidates on the basis of ideological conviction. We see no reason why religion (or political views or environmental convictions) would suddenly become an irrelevancy to an organization’s internal life and commitments when it agrees to serve its community in a partnership with government. Nor is it unconstitutional for a religious organization that receives government funds to continue to staff on a religious basis. The federal judge in the major 2005 religious staffing case, Lown v. Salvation Army, resoundingly affirmed the contrary. We respectfully request that you disavow the characterization made by some members of Congress that religious staffing by faith-based organizations is invidious “job discrimination.” “We request that you support the continuing effort in Congress to remove from federal programs language contrary to the legal affirmation of the religious staffing freedom. We believe that programs such as Head Start and the Workforce Investment Act should be brought into line with the large majority of federal programs that do not restrict religious staffing by faith-based organizations that desire to collaborate with the government to provide assistance.

Thank you.

Sincerely,


On behalf of the Coalition to Preserve Religious Freedom and the undersigned organizations are listed for identification purposes only.

Dr. Robert C. Andringa, President Emeritus, Council for Christian Colleges and Universities.

Anne R. Apodaca, Executive Director, New Mexico Community FaithLinks.

Art Ayris, President, The Florida Bridge.

Greg Baylor, Director, Center for Law and Religious Freedom, Christian Legal Society.

Richard Cizik, Vice President for Governmental Affairs, National Association of Evangelicals.

Abha Cohen, Director and Counsel, Washington Office, Agudath Israel of America.

Paul Corts, President, Council for Christian Colleges and Universities.

Lisa Cummins, Center for New Communities.


Nathan Diamant, Union of Orthodox Jewish Congregations of America.

Barrett Duke, Ph.D., Vice President for Public Policy and Research, Southern Baptist Ethics & Religious Liberty Commission.

Mark L. Earley, President, Prison Fellowship Ministries.

Rev. Bill Emery, Director, Virginia Roundtable.

Dr. Bernard Fryshman, President, Association of Advanced Rabbinical and Talmudic Schools, New York, New York.

Mr. Israel Gaither, National Commander, The Salvation Army, United States.

Walter Gilbert, CEO, Open Door Adoption Agency, Inc., Thomasville, GA.

Dennis Griffith, Executive Director, Teen Challenge of Southern California.

Rev. John Hughes, Metro United Methodist Urban Ministries, San Diego, CA.

Andrea LaFertey, Executive Director, Traditional Values Coalition.

Dow Laing, President, The National Bridge Alliance.

John Long, President, The Georgia Bridge.

Rev. Paul Lundberg, Atwater Baptist Church, Atwater, CA.

Dr. Larry Martin, President, Kentucky Compassion Bridge.

Freddie John Martin, Teltech Development Consulting Corporation, Silver Spring, Maryland.

Tom McClusky, Vice-President for Government Affairs, Family Research Council.

Ellen McKinley, Child Development Education Alliance, Orange Park, FL.

Stephen Monsma, The Henry Institute for the Study of Christianity and Politics, Calvin College, Grand Rapids, MI.


Shari Rendall, Director of Legislation and Policy, Concerned Women for America.

DeeShaw, Director, Neuroscience Institute Center on Faith in Communities, Charlottesville, VA.
Dr. Ronald J. Sider, Evangelicals for Social Action, Wynnewood, PA.
Dr. James W. Skillen, Center for Public Justice.
Tayyibah Smith, Jr., Vice President of Executive Support, Association of Christian Schools International.
Dr. Jerry J. Kirk, President, Artful Askers, The Missouri Bridge.
David Winter, Chancellor, Westmont College, Santa Barbara, CA.
Karen A. Woodard, Executive Director, Empowerment Resource Network.
Terrence Woodworth, Endicott, NY.
Robert L. Woodson, Sr., Center for Neighborhood Technology.
Dr. Carl Zylstra, President, Dordt College, Sioux Center, Iowa.


Hon. NANCY PELOSI, Speaker, U.S. House of Representatives, Washington, D.C.
Hon. JOHN BOEHNER, House Minority Leader, Washington, D.C.

DEAR SPEAKER PELOSI AND MINORITY LEADER BOEHNER:

The Association of Christian Schools International (ACSI), which has member schools and preschools in every state, applauds the strong bipartisan support for the U.S. House Education and Labor Committee that recently advanced the Improving Head Start Act (H.R. 1429). We know that this measure aims to strengthen Head Start early childhood education program’s teacher and classroom quality, boost coordination between Head Start and state and local early childhood programs, and increase Head Start’s financial accountability. H.R. 1429 was introduced by a bipartisan group of Members, led by the Subcommittee on Early Childhood, Elementary, and Secondary Education’s Chairman and Ranking Republican Member, Rep. Dale Kildee and Rep. Mike Castle. The undersigned commend these efforts.

We do have a major concern which we hope will be corrected before H.R. 1429 is voted upon in the gentleman to the U.S. Senate. During consideration of the Improving Head Start Act, the panel’s majority chose to turn back an amendment offered by Committee Member Mr. (Mr. SHULER). The amendment sought to strengthen the civil liberties of faith-based providers by clarifying that these institutions are not required to relinquish their Title VII Civil Rights protections when they participate in the federal Head Start program.

The existing and historic civil rights law explicitly protects the rights of religious organizations to take religion into account in their hiring practices, and former President Bill Clinton signed four laws explicitly allowing faith-based groups to staff on a religious basis in receipt of federal funds. The Fortuño amendment also ensures that religious organizations would not be forced to remove art, icons, scripture, or other symbols in order to receive federal Head Start funds—which paralleled President Clinton’s efforts (See 42 USC section 604(a)(2)).

Faith-based groups should not be forced to give up their religious uniqueness because they want to assist the poor and hurting of their community. The faith and values that motivate these Americans to serve others should not be held against them. ACSI, with its many early education members, would like to cooperate with Head Start at the local level, but cannot because of this inappropriate intervention. We are hopeful that the House will have an opportunity to consider this important issue again when the Head Start bill comes to the House floor. The working-poor families who depend on Head Start services are counting on Congress to protect the Constitutional rights of being religious or organizing that provide an “educational jump-start” for their children.

We commend H.E.A.L. Committee Member Luis Fortuño, R-Puerto Rico for his forthright stand that defends religious entities and their Constitutional right to be faithful to their religious beliefs, including the people they choose to hire. We are contacting many Members of both parties, asking them to protect and defend religious hiring rights of faith-based entities. And finally, ACSI and the two faith-based individuals who have signed this letter will all do that we can to protect potential Head Start programs that could be led by multi-faith-based groups in needy areas, but cannot because of the chilling effect of the draconian structure of current law. This is not a right to be given to Christian schools only, but to people of all faiths who represent a diverse, multi-faith society. Note additional cosigners listed on page 2.

Respectfully yours,

REVEREND JOHN C. HOLMES, Ed.D.

Organizations may be listed for purposes of identification only.

Carl H. Ebbets, Legal Counsel to the Office of Government Affairs, National Association of Evangelicals.
Stephen Lazarus, M. Phil., Senior Policy Associate, Center for Public Justice.
Tim McGhee, President, Mountaintop Group.
William Murray, Chairman, Religious Freedom Coalition.
Rev. Paul Weyrich, Chairman and CEO, Free Congress Foundation.
Jim Backlin, Vice President for Legislative Affairs, Concern of America.
Star Parker, Founder and President, Coalition on Urban Renewal & Education.
Robert Heckman, Central City Partners.
Maurine Proctor, President, Family Leader Network.
Gary Bauer, President, American Values.
Ronald M. Mccoy, Director of Government Affairs, Family Research Council.
Donald E. Wildmon, Founder and Chairman, American Family Association.
Ron Shapira, Vice President, The Inspiration Networks.

Pam Pryor, Vice President of Government Affairs, We Care America.
Dr. Kevin ‘Sebastian’ Hasson, President, The Becket Fund for Religious Liberty.
Joseph Cella, President, Fidelis.
Dr. Carl Cramer, President, AdvanceUSA.
Stephen V. Mossma, Ph.D., Research Fellow, The Henry Institute for the Study of Christianity and Politics, Calvin College.
Robin Boykin, M.A., Director, Early Education Services, Association of Christian Schools International.
Ron Sider, President, Evangelicals for Social Action.
Rev. Richard Cizik, M. Div., M.A., Vice President of Governmental Affairs, National Association of Evangelicals.
James Stinnett, J.D., M.B.A., Director of Legislative Affairs, Seventh-day Advent Church.
Gregory S. Baylor, J.D., Director, Center for Law & Religious Freedom, Christian Legal Society.

The Salvation Army, USA Commander Israel Gaither, National Commander.

Hon. NANCY PELOSI, Speaker of the House of Representatives.

DEAR MADAM SPEAKER PELOSI:

The Association of Christian Schools International (ACSI) wishes it were able to commend Representatives Shuler (NC), Ellsworth (IN) and Loeback (LA) for their amendment to H.R. 1429 regarding Head Start and the religious rights of faith-based groups. However, we cannot.

The Shuler amendment does not actually do anything. It merely lauds the history of Head Start and its relationship with faith-based providers. It would not be accepted by the Rules Committee, it will only function as a “fig leaf” to those who do not want to vote for the legitimate Religious Freedom Amendment like the Fortuño amendment. Any worthwhile amendment must protect religious freedom for faith-based groups’ right to hire co-religionists; protect their right that they are religious by what they have on their walls—such a Scripture. The Fortuño wording actually reinforces the rights religious groups obtained in Section VII of the Civil Rights Act of 1964. Such staffing freedom was held to be constitutional by the United States Supreme Court (9-0) in Presiding Bishop v. Amos in 1987. We recently sent the House Leadership a letter (see attached) that explained ACSI’s position on H.R. 1429 and its need for the Fortuño amendment. This letter was cosigned by two dozen individuals and groups, including the Salvation Army, USA, which recently won a religious staffing decision in Lowry v. Salvation Army in 2005. We respectfully ask the Rules Chair to allow the Fortuño amendment to be voted upon on the House floor in an up-or-down vote. This amendment should be the opportunity to vote for or against religious freedom. Faith-based organizations that exist to impact the lives of at-risk children—especially in the inner cities—need a truly religious freedom amendment to bring hope to otherwise hopeless families.

Regrettably, the Shuler amendment would only be a way of continuing to deny truly faith-based groups from participating in Head Start with a clear conscience.

Respectfully yours,

DEAR JOHN C. HOLMES, Ed.D.
ACSI Director, Government Affairs.

Mr. McKEON. Mr. Chairman, I yield back the balance of my time.

The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from North Carolina (Mr. SHULER).

The question was taken; and the Acting Chairman announced that the ayes appeared to have it.

Mr. McKEON. Mr. Chairman, I demand a recorded vote.

The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, further proceedings on the amendment offered by the gentleman from North Carolina will be postponed.

AMENDMENT NO. 12 OFFERED BY MR. SPACE.

Mr. SPACE. The Acting CHAIRMAN. It is now in order to consider amendment No. 12 printed in House Report 110-116.

Mr. SPACE. Mr. Chairman, I offer an amendment.

The Acting CHAIRMAN. The Clerk will designate the amendment.

The text of the amendment is as follows:

Amendment No. 12 offered by Mr. SPACE.

Page 136, strike lines 21 through 25, and in place insert the following:

“(16) provide assistance to address the unique needs of programs located in rural communities, including—

(17) any other programs related to the recruitment and retention of Head Start teachers in rural communities;”
“(B) developing innovative and effective models of professional development for improving staff qualifications and skills for staff living in rural communities;
“(C) removing barriers related to outreach efforts to eligible families in rural communities;
“(D) removing barriers to parent involvement of Head Start programs in rural communities;
“(E) removing barriers to providing home visiting services in rural communities; and
“(F) removing barriers to obtaining health screenings for Head Start participants in rural communities.”.

Page 146, after line 25, insert the following (and make all other related technical and conforming changes as may be appropriate):
“(5) ensure that in entering into such contracts as described in paragraph (1), such entities will address the needs of grantees in both urban and rural communities.”.

The Acting CHAIRMAN. Pursuant to House Resolution 348, the gentleman from Ohio (Mr. SPACE) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Ohio.

Mr. SPACE. Mr. Chairman, I yield myself such time as I may consume.

Mr. Chairman, I rise today in support of the Space-Hare-Welch-Altmiere amendment to H.R. 1429.

Mr. Chairman, I believe that Head Start is critical for our Nation’s working families. We are a Nation founded on equality and opportunity for all. All of our Nation’s children deserve the opportunity to participate in early childhood development programs regardless as to the financial standing of their families.

Head Start programs in rural areas face many unique challenges in delivering services. The January 2007 report from the National Advisory Committee on Rural Health and Human Services confirms the unfortunate reality that rural Head Start programs are, in many ways, disadvantaged. Simply put, in rural and geographically isolated areas the distance between Head Start providers and participants is a significant mountain to climb. Especially as gas prices continue to stretch both program and household budgets, the cost of transportation can be prohibitive. These distances can also impede Head Start programs from reaching out to families eligible to participate. It is certainly a tragedy when families can’t enjoy the opportunities offered by Head Start programs because they didn’t know about them, not because they weren’t there.

I am particularly concerned about barriers to parental involvement. I believe that parental involvement fostered by Head Start programs is incredibly important. There is no responsibility of our society more sacred or profound than raising our children. Bringing parents together to share in this experience strengthens our communities, creating bonds that can bring families together.

In rural areas, parental involvement is again a challenge. The realities of less advantaged areas can keep parents away from these programs. This is simply a missed opportunity to build our communities.

I believe that H.R. 1429 offers significant improvements to rural Head Start programs, and I applaud the work of my colleagues on the Committee on Education and Labor for making assistance to these areas a priority.

In particular, I wish to thank my colleague from Illinois (Mr. HARE) for his amendment in committee that draws attention to the challenges of teacher retention and the recruitment of new participants in our Nation’s rural areas.

Mr. Chairman, I reserve the balance of my time.

Mr. MCKEON. Mr. Chairman, I rise to claim the time in opposition, though I am not opposed to the gentleman’s amendment.

The Acting CHAIRMAN. Without objection, the gentleman from California is recognized for 5 minutes.

Mr. MCKEON. Mr. Chairman, I think that this amendment makes it a stronger bill. Rural grantees are more likely to rely on home visits due to problems associated with staffing and transportation. Head Start in-home programs are required to make a minimum of 32 visits per year, or one per week. In addition, there must be a minimum of 16 group socialization activities per year.

For this reason, I rise in support of this amendment to provide additional training and support to rural Head Start programs facing these challenges to ensure that all children can access the skills necessary to succeed in school.

I urge my colleagues to support the amendment.

Mr. Chairman, I yield back the balance of my time.

Mr. SPACE. Mr. Chairman, I yield 2 minutes to the gentleman from Illinois (Mr. HARE).

Mr. HARE. I thank the gentleman for yielding.

Mr. Chairman, I am honored to join Congressmen SPACE, WELCH and ALTMIERE in introducing this amendment to improve Head Start programs for rural communities.

Much of my congressional district is rural. Therefore, I am very sensitive to the unique challenges that Head Start centers and rural families face in providing or accessing Head Start programs. Some of these challenges include instructor shortages, access to Head Start programs and outreach to eligible families.

As a member of the Education and Labor Committee, I had the privilege of addressing these concerns during the markup of this bill. The amendment we present today expands those efforts by directing the Education Secretary to provide the technical assistance and training to remove barriers to professional development, parental involvement, home visits and health screenings in rural areas.

It is my hope that with this commitment from the Secretary and with the addition of services geared towards the needs of rural families, more eligible children will enroll in and experience the benefits of the Head Start program. Rural communities consist of the lowest-income populations that Head Start was created to serve. Therefore, it is critical that we address the challenges these communities face in administering Head Start to ensure that those families have the access to the opportunities they need and they so much deserve.

Again, I thank my colleagues for helping me on this issue, and I urge all Members to vote “yes” to improve the rural Head Start program by passing the Space-Hare-Welch-Altmiere amendment.

Mr. SPACE. Mr. Chairman, I yield 1 minute to the gentleman from Pennsylvania (Mr. ALTMIERE).

Mr. ALTMIERE. Mr. Chairman, I thank the gentleman from Ohio for his leadership on this issue, and I rise in strong support of this amendment. I am happy to lend my name to it, because this amendment simply says that rural communities which have distinct needs in Head Start programs will now have a level playing field with the changes that have been made under H.R. 1429, which I strongly support.

This bill builds on Head Start’s proven success in a way that is going to benefit parents and teachers who are involved in the program. We want to ensure through this amendment that those successes carry forward into rural communities, specifically as it relates to professional development, parental involvement, home visits and health screenings.

So I am pleased to lend my name to this. It is a great amendment, and I thank the gentleman from Ohio for his leadership.

Mr. SPACE. Mr. Chairman, I yield the balance of my time to the gentleman from California, Chairman MILLER.

Mr. GEORGE MILLER of California.

Mr. Chairman, I thank the gentleman from Ohio for offering this amendment and for bringing this perspective to this legislation, along with Mr. HARE and Mr. ALTMIERE and Mr. WELCH, and for representing the rural communities and raising these issues during this debate and during the consideration of this legislation.

Sometimes issues get overlooked in the rush to reauthorize the bill and to reauthorize it from a single perspective, so I appreciate this information that they have brought to us. I think the direction to the Secretary to review and to look at these barriers and to see what we can do to remove them so that we can assure both the participants of the children in the program and of their families and their parents as is designed by the law is important.

Mr. Chairman, I urge the adoption of the amendment.
The Acting CHAIRMAN. The question is on the amendment offered by the gentleman from Ohio (Mr. SPAICE). The amendment was agreed to.

ANNOUNCEMENT BY THE ACTING CHAIRMAN

The Acting CHAIRMAN. Pursuant to clause 6 of rule XVIII, proceedings will now resume on those amendments on which further proceedings were postponed, in the following order:

Amendment No. 2 by Mr. PRICE of Georgia.

Amendment No. 3 by Mr. SESTAK of Pennsylvania.

Amendment No. 4 by Ms. HIRONO of Hawaii.

Amendment No. 5 by Mr. MICA of Florida.

Amendment No. 7 by Mr. PUTNAM of Florida.

Amendment No. 9 by Mr. CARNAHAN of Missouri.

Amendment No. 11 by Mr. SHULER of North Carolina.

The Chair will reduce to 5 minutes the time for any electronic vote after the first vote in this series.

ANNOUNCEMENT NO. 2 OFFERED BY MR. PRICE OF GEORGIA

The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Georgia (Mr. PRICE) on which further proceedings were postponed and on which the noes prevailed by voice vote. The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered.

The vote was taken by electronic device, and there were—ayes 165, noes 254, not voting 18, as follows:

Ayes—165

Noes—254

RECORDED VOTE

The Acting CHAIRMAN. A recorded vote has been demanded. A recorded vote was ordered. The vote was taken by electronic device, and there were—ayes 312, noes 107, not voting 18, as follows:

Ayes—312

The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Pennsylvania (Mr. SESTAK) on which further proceedings were postponed and on which the ayes prevailed by voice vote. The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

ANNOUNCEMENT BY THE ACTING CHAIRMAN

The Acting CHAIRMAN (during the vote). Members are advised 2 minutes remain in this vote.

NOT VOTING—18

MESSRS. COHEN, RODRIGUEZ AND HILL AND MS. WOOLSEY changed their vote from “aye” to “no.” Mrs. BACHMANN and Mr. SAM JOHNSON of Texas changed their vote from “no” to “aye.” So the amendment was rejected.

The result of the vote was announced as above recorded.

ANNOUNCEMENT NO. 3 OFFERED BY MR. SESTAK

The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Pennsylvania (Mr. SESTAK) on which further proceedings were postponed and on which the ayes prevailed by voice vote. The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

The Acting CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered. The vote was taken by electronic device, and there were—ayes 312, noes 107, not voting 18, as follows:
ANNOUNCEMENT BY THE ACTING CHAIRMAN

Mr. EVERETT changed his vote from "aye" to "no." So the amendment was agreed to.

The result of the vote was announced as above recorded.

Stated for: Mr. BERKLEY. Mr. Chairman, on rollover No. 278, I had been present, I would have voted "aye."

Mr. SERRANO. Mr. Chairman, on rollover No. 278, I had been present, I would have voted "aye."

AMENDMENT NO. 4 OFFERED BY MS. HIRONO

The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentlewoman from Hawaii (Ms. HIRONO) on which further proceedings were postponed and on which the ayes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignated the amendment.

RECORDED VOTE

Mr. Chairman, this will be a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 372, noes 50, not voting 15, as follows:

[Roll No. 279]
ANNOUNCEMENT BY THE ACTING CHAIRMAN

The Acting CHAIRMAN (during the vote). Members are advised there are 2 minutes remaining on this vote.

So the amendment was agreed to.

The result of the vote was announced as above recorded.

AMENDMENT NO. 7 OFFERED BY MR. PUTNAM

The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Florida (Mr. PUTNAM) on which further proceedings were postponed and on which the noes prevailed by voice vote.

The Clerk will redesignate the amendment.

The Clerk redesignates the amendment.

RECORDED VOTE

The Acting CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIRMAN. A recorded vote has been demanded.

A recorded vote was ordered.

The Acting CHAIRMAN. A recorded vote has been demanded.
Mrs. JONES of Ohio and Mr. MILL changed their vote from "aye" to "no." So the amendment was rejected. The result of the vote was announced as above recorded. 

Amendment no. 9 offered by MR. CARNARAHAN The Acting CHAIRMAN. The unfinished business is the demand for a recorded vote on the amendment offered by the gentleman from Missouri (Mr. CARNARAHAN) on which further proceedings were postponed and on which the aye prevailed by a vote. The Clerk will redesignate the amendment. The Clerk redesignated the amendment.

RECORDED VOTE The Acting CHAIRMAN. A recorded vote has been demanded. A recorded vote was ordered.

The Acting CHAIRMAN. This will be a 5-minute vote.

The vote was taken by electronic device, and there were—ayes 253, noes 171, not voting, 13 as follows:

<table>
<thead>
<tr>
<th>Roll No. 262</th>
<th>AYES—253</th>
</tr>
</thead>
</table>

[Table with lists of names and votes]
Mr. PRICE of Georgia. Mr. Speaker, it is true that under the rules adopted by this House, the number of votes required to have a parliamentary inquiry is 2 minutes. So the amendment was agreed to.

The result of the vote was announced as above recorded.

The Acting CHAIRMAN. The question is on the committee amendment in the nature of a substitute, as amended.

The committee amendment in the nature of a substitute, as amended, was agreed to.

The Acting CHAIRMAN. Under the rule, the Committee rises.

Accordingly, the Committee rose; and the Speaker pro tempore (Mr. WEINER) having assumed the chair, Mr. KIND, Acting Chairman of the Committee of the Whole House on the State of the Union, reported that the Committee had considered the bill (H.R. 1429) to reauthorize the Head Start Act, to improve program quality, to expand access, and for other purposes, pursuant to House Resolution 348, he reported the bill back to the House with an amendment adopted by the Committee of the Whole House.

The SPEAKER pro tempore. Under the rule, the previous question is ordered.

Is a separate vote demanded on any amendment to the amendment reported from the Committee of the Whole?

PARLIAMENTARY INQUIRY

Mr. PRICE of Georgia. Mr. Speaker, I have a parliamentary inquiry.

The SPEAKER pro tempore. The gentleman will state his parliamentary inquiry.

Mr. PRICE of Georgia. Mr. Speaker, isn’t it true that under the rules adopted by this House, the number of votes...
allowed in the Committee of the Whole is different than the number of votes allowed when the House sits?

The SPEAKER pro tempore. The gentleman is correct.

Mr. PRICE of Georgia. Mr. Speaker, further parliamentary inquiry.

The SPEAKER pro tempore. The gentleman will state his inquiry.

Mr. PRICE of Georgia. Isn’t it further true, Mr. Speaker, that because of the rules, any re-vote in the House on an amendment passed in the Committee of the Whole with full participation, the total votes cast would be different?

The SPEAKER pro tempore. That is correct.

Mr. PRICE of Georgia. I thank the Speaker.

The SPEAKER pro tempore. If not, the question is on the amendment.

The amendment was agreed to.

The SPEAKER pro tempore. The question is on the amendment.

Mr. PRICE of Georgia. Mr. Speaker, I offer a motion to recommit.

The SPEAKER pro tempore. Is the gentleman opposed to the bill?

Mr. PRICE of Georgia. I am in its present form.

The SPEAKER pro tempore. The Clerk will report the motion to recommit.

The Clerk reads as follows:

Mr. McKeon moves to recommit the bill (H.R. 1429) to the Committee on Education and Labor with instructions to report the bill back to the House forthwith with the following amendments:

Page 172, after line 8, insert the following (and make such technical and conforming changes as may be appropriate):

SEC. 654. OPERATIONAL RULE

The Head Start Act (42 U.S.C. 9831 et seq.) is amended by inserting after section 654 the following:

SEC. 654A. OPERATIONAL RULE

(a) RELIGIOUS ORGANIZATIONS INCLUDED AS NONGOVERNMENTAL PROVIDERS.—For any program carried out under this subchapter, the Federal Government shall consider, on the same basis as other nongovernmental organizations, religious organizations to provide the assistance under the program, so long as the program is implemented in a manner consistent with Establishment Clause of the first amendment to the Constitution.

The Federal Government shall not discriminate in the administration of this subchapter against an organization that provides assistance under, this subchapter, on the basis that the organization has a religious character.

(b) RELIGIOUS CHARACTER AND INDEPENDENCE.—

(1) IN GENERAL.—A religious organization that provides assistance under a program described in subsection (a) shall retain its religious character and control over the definition, development, practice, and expression of its religious beliefs.

(2) ADDITIONAL SAFEGUARDS.—The Federal Government shall not require a religious organization—

‘‘(A) to alter its form of internal governance; or

‘‘(B) to remove religious art, icons, scripture, or other symbols; in order to be eligible to provide assistance under a program described in subsection (a).

(3) EMPLOYMENT PRACTICES.—Section 654 shall not apply to a recipient of financial assistance under, this subchapter, as a religious corporation, association, educational institution, or society, with respect to the employment of individuals of a particular religious character and are not required to alter their form of governance or remove religious art, icons, or scripture or other symbols if they decide to participate in the Federal Head Start program.

(c) LIMITATIONS ON USE OF FUNDS FOR CERTAIN PURPOSES.—No funds provided directly to a religious organization to provide assistance under any program described in subsection (a) shall be expended for sectarian worship, instruction, or proselytization.

(d) FISCAL ACCOUNTABILITY.—

(1) IN GENERAL.—Except as provided in paragraph (2), any religious organization providing assistance under any program described in subsection (a) shall be subject to the same regulations as other nongovernmental organizations to account in accord with generally accepted accounting principles for the use of such funds provided under such program.

(2) LIMITED AUDIT.—Such organization shall segregate government funds provided under such program into a separate account. Only the government funds shall be subject to audit by the government.”.

Mr. McKeon (during the reading).

Mr. Speaker, I ask unanimous consent that the motion to recommit be considered as read and printed in the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

The SPEAKER pro tempore. The gentleman from California is recognized for 5 minutes in support of his motion.

Mr. McKeon. I am in its present form.

Mr. McKeon. Mr. Speaker, because of a flaw in the Federal Head Start law, faith-based institutions have been forced to relinquish their civil liberties if they choose to participate in the Federal early childhood program we are poised to authorize today.

A sham of an amendment adopted earlier today applauded these organizations but did nothing to protect faith-based providers’ civil rights. This motion to recommit does:

We have had this debate many times before here on the House floor, and each time we have had this debate, opponents of faith-based groups federally protected right to maintain their religious character and control over those they hire have equated these civil liberties as “discrimination.”

The 1964 Civil Rights Act makes clear that faith-based groups may serve their communities without being forced to give up their religious character and control over those they hire. It is an exercise of the group’s civil liberties and does not constitute “discrimination” under Federal law.

Faith-based providers who are willing to help provide early childhood education and other critical social services should not be denied this opportunity.

Faith-based organizations, such as churches, synagogues and other faith-based charities, are a central part of the fabric of communities across America. Many of these organizations provide assistance and services to the neediest members of society, offering a helping hand to the least fortunate among us. Faith-based organizations can make a vital contribution to Federal assistance programs and are critical to the survival of many communities and to the improvement of the lives of countless individuals.

When faith-based groups hire employees on a religious basis, they are exercising their civil rights and liberties. The Civil Rights Act made clear when faith-based groups hire employees on a religious basis, it is an exercise of the group’s civil liberties and does not constitute “discrimination.”

Faith-based groups cannot be expected to sustain their religious mission without the ability to employ individuals who share the tenets and practices of their faith because it is that faith that motivates them to serve their neighbors in troubled times. Without the right to continue to hire on a religious basis, religious organizations, in order to avoid such dangers, are likely to simply withdraw from the
Federal social service efforts Altogether, to the loss of people in need everywhere.

Constitutional protections are included. The motion to recommit prohibits funds from being used for worship, instruction, or proselytization in keeping with constitutional requirements.

This motion to recommit does not permit religious organizations to refuse to assist individuals on the basis of race, creed, color, national origin, sex, political affiliations, or beliefs.

Mr. MCKEON. Mr. Speaker, I yield back the balance of my time.

Mr. GEORGE MILLER of California. Mr. Speaker, I yield to the gentleman from Texas (Mr. EDWARDS).

Mr. EDWARDS. Mr. Speaker, this motion shall be "the religious job discrimination act."

"As a person of faith who believes strongly in the good work of faith-based groups, I rise to passionately oppose this ill-advised motion. A motion also being brought before the Baptist Joint Committee, the American Jewish Committee, the Episcopal Church, and the NAACP.

Our principle is simple but deeply profound. No American, not one, should ever have to pass another American's private religious test to qualify for a tax-funded Federal job. Not one American. Mr. Speaker, I should not have to pass Mr. MCKEON's test if I am applying for a Head Start job program, and should not have to pass my religious test."

"The fact is that no group in America, which would be possible under this motion, should be able to accept a $1 million Head Start tax-funded grant and then literally, with your tax dollars in mind, put up a sign that says no Jews nor Catholics need apply here for a federally funded job. To do so is morally wrong. To do so is constitutionally wrong. No American, no American, not one, should ever have to choose between being true to his or her private religious faith and having a federally funded, tax-funded job."

"This motion will harm the Head Start program. It will harm the work of faith-based groups. Vote "yes" for Head Start and "no" for this motion to recommit."

Mr. GEORGE MILLER of California. Mr. Speaker, I yield to the gentleman from Missouri (Mr. CLEAVER).

Mr. CLEAVER. Mr. Speaker, I have been the pastor of the St. James United Methodist Church for 33 years. The bishop gives me the authority to bring pastors onto our staff, and I discriminate. I have five pastors. All of them are Methodists, and they are paid with Methodist dollars. Each one of them. They are paid out of the stewardship of the church, and I have the right to do that. But I don't have the right to accept Federal dollars and discriminate."

"Minorities have come to Washington over the years because this was the seat of power and it was believed that if you could get close to the seat of power, you would become more valuable. The same thing holds true with dollars. People go to work for the Federal Government, and if they see dollars going to a Head Start program, they believe automatically that there will be no discrimination. And we should not, we should not, turn it around now."

Mr. GEORGE MILLER of California. Mr. Speaker, I yield to the gentleman from Virginia (Mr. SCOTT).

Mr. SCOTT of Virginia. Mr. Speaker, a few weeks ago, Don Imus provoked a national discussion about race, but that was just talk. If we pass this motion, we will take action and turn the clock back before 1965. This amendment doesn't allow faith-based programs to get funded. The Shuler amendment that we passed reminds us that faith-based organizations can and do sponsor Head Start programs."

"The fact is that any program that can be funded under this amendment could be funded anyway if they would agree to not discriminate in employment. There is nothing to do with symbols. It is absurd to suggest that this has anything to do with symbols. Whatever problem there is with symbols is a constitutional problem that cannot be solved with a motion to recommit."

"This is all about discrimination. And if you can discriminate based on religion, it has racial implications. So since the 1960s, on 40 years, when you talk about civil liberties, you are talking about the victims of discrimination. We decided 40 years ago that it was so reprehensible to discriminate in employment that we made it illegal, even with your own private money. And today, as we talk about discrimination, we ought to think about the victims, not the right of the person to discriminate against the victim."

"The present law allows the church to use its own church money, as the gentleman from Mississippi said, to hire whom they want. But with Federal money, just with the Federal money, you have not been able to discriminate. So for 40 years, all children in Head Start programs have learned that their race or religion of the program. They have known that for over 40 years. This amendment will determine what the next generation of Head Start students will learn."

"We need to defeat this amendment. Mr. GEORGE MILLER of California. Mr. Speaker, I urge my colleagues to vote against this motion to recommit and not adopt a policy of employment discrimination based upon religion."

The vote was taken by electronic device, and there were—ayes 195, noes 222, not voting 16, as follows:

[Vote details follow]
So the motion to recommit was rejected. The result of the vote was announced as above recorded.

Stated against: Mr. UDALL of Colorado. Mr. Speaker, I was unavoidably detained and unable to be present at the time of the vote on the motion to recommit H.R. 1429. Had I been present, I would have voted “no.”

The SPEAKER pro tempore. The question is on the passage of the bill.

Mr. GEORGE MILLER of California. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered. The SPEAKER pro tempore. This will be a 5-minute vote.

The true vote was taken by electronic device, and there were—ayes 365, noes 48, not voting 19, as follows:

AYES—365

[Roll No. 285]

Abercrombie Cleaver
Ackerman Engel
Allen Gephardt
Altman Green, Al
Andrews Giffords
Arcuri Gordon
Baca Green, James
Baird Grijalva
Baldwin Harkin
Barrow Hinojosa
Beauchamp Holt
Belmont Hudson
Berkley House
Berman Hoyt
Bishop (GA) Israel
Bishop (NY) Johnson (NY)
Brownsberger Johnson (PA)
Browne Johnson (OH)
Brown, Corrine Kakisis
Buchanan Kagan
Capps Kanjorski
Cardozo Kang觐
Carnahan Kennedy
Carney Kildee
Carson Kilgore
Carter Koehler
Carteography Koehler
Carter, John Klein (FL)
Carter, Larry Kucinich
Cassidy Krohn
Caswell Larson (TX)
Cassel Larsen (WA)
Cassell Larson (WA)
Cato Larson (WA)
Clay Lowey
Clayburn Loeber
Cloez Loeber
Coley Lowey
Coombs Loeber
Cox Lowey
Crahan Louie
Crawford Louie
Crowley Loveman
Cuddy Loveman
Davis (AL) Lowey
Davis (IL) Lowey
Davis (WA) Lowey
DeFazio Lowey
DeGette Lowey
DeLauro Lowey
Dicks Lowey
Dingell Lowey
Doggett Lowey
Donnelly Lowey
Doyle Lowey
Ellison Loeber
Ellsworth Loveman
Emmanuel Love
e
Eskandarian Luckett
Eskine Lynn
Etheridge Lynch
Farr Lynn
Fincher Lynn
Frank (MA) Lynn
Giffords Lynn
Gillibrand Lynn
Gonzalez Lynn
Green Lynn
Green, J. Lynn
Grimm Lynn
Not Voting—16

Braday (PA) Lynn
Capuano Lynn
Cubin Lynn
Davids, Jo Ann Lynn
Engel Lynn
Fattah Lynn

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore (during the vote). Members are advised that 2 minutes remain in this vote.

Mr. BACHUS changed his vote from “no” to “aye.”

Mr. BRADY (PA) changed his vote from “aye” to “no.”
CALLING ON VIETNAM TO IMMEDIATELY AND UNCONDITIONALLY RELEASE POLITICAL PRISONERS AND PRISONERS OF CONSCIENCE

The SPEAKER pro tempore. The unfinished business is the vote on the motion to suspend the rules and agree to the resolution, H. Res. 243, as amended, on which the yeas and nays were ordered. The Clerk read the title of the resolution.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. Sires) that the House suspend the rules and agree to the resolution, H. Res. 243, as amended.

This will be a 5-minute vote.

The vote was taken by electronic device, and there were—yeas 404, naes 0, answered “present” 3, not voting 25, as follows:

(ROLL NO. 286)

YEAS—404

Aberconway
Ackerman
Adler
Akin
Alexander
Allen
Althире
Andrews
Arcuri
Baca
Bachmann
Bachus
Baird
Baker
Baldwin
Barrett (SC)
Barrow
Bartlett (MD)
Barton (TX)
Bean
Becerra
Bellemore
Belk
Bell
Beltran of California
Bishop (VT)
Blackburn
Blumenauer
Blunt
Boehner
Bonner
Boozman
Boozman
Boozman
Boucher
Bouck
Bouy
Bouvier
Boydstun
Boyd (KY)
Boyd (TX)
Brady (TX)
Brown (SC)
Brown, Connie
Brown-Watke,
Buchanan
Burgess
Burr
Butler
Burke
Calvert
Camp (NM)
Campbell (CA)

Hockstra
Holden
Holt
Hondra
Hooley
Hoyer
Hulshof
Ingals (SC)
Inslee
Israel
Jackson (IL)
Jackson-Lee (TX)
Jefferson
Johnson (GA)
Johnson (IL)
Johnson, Sam
Jones (NC)
Jones (OH)
Jordan
Kagan
Kaprielian
Kaptur
Keller
Kim
King (IA)
King (NY)
Kingston
Kirk
Klein (FL)
Kline (MN)
Knollenberg
Kucinich
Kuhl (NY)
LaHood
Lamborn
Langevin
Larsen (WA)
Larsen (CT)
Latham
LaTourette
Lee
Levin
Lewis (CA)
Lewis (GA)
Lewis (KY)
Lipinski
Lentz
Leach
Ledbetter
Leshoek
Ledgett
Lucas
Longton, Daniel
Lynch
Mack
Mahoney (FL)
Maloney (NY)
Mannsbo
Marchant
Markley
Marshall
Matheson
Matsui
McCarthy (CA)
McCarthy (NY)
McCaul (TX)
McCollum (MN)
Mc Cotter
McGovier
McHenry
McHugh
Mcintyre
McKean
McNerney

McNulty
Mehan
Meek (FL)
Meng (NY)
Melncon
Mica
Michaud
Miller (FL)
Miller (MI)
Miller (NC)
Miller, Gary
Miller, George
Minchell
Minnich
Moore (KS)
Moore (WI)
Moran (KS)
Moran (MD)
Murphy (CT)
Murphy, Patrick
Musgrave
Myrick
Neal (MA)
Neugebauer
Ney
Oberstar
Obey
Pallone
Pasecrail
Payne
Pence
Perlmutter
Peterson (MN)
Peterson (PA)
Petri
Platts
Pomeroy
Porter
Price (GA)
Price (NC)
Price (OH)
Putnam
Radosavitch
Rahall
Rangel
Rehrig
Rochek
Renzi
Rogers
Rolland
Rouguett
Rush
Ryan
Saha
Sampan
Sanchez
Sanford
Santiago
Sarlo
Sanchez, Linda
Sanchez, Loretta
Sanburne
Saxton
Schakowsky
Schakowsky

Schiff
Schmidt
Schwartz
Scott (GA)
Scott (VA)
Sensenbrenner
Serrano
Sessions
Sheakley
Shays
Shays
Sheehan
Sherman
Shimkus
Shuler
Shuster
Slaughter
Smith (NC)
Smith (TX)
Snyder
Souls
Souder
Space
Spratt
Stark
Stearns
Sullivan
Tancredo
Taylor
Taylor
Thompson
Thompson (MS)
Thornberry
Tiberi
Tien
Turner
Udall (CO)
Udall (NM)
Epton
Van Hollen
Velasquez
Vincelevich
Walberg
Walder
Walsh (NY)
Walsh (MN)
Wamp
Wasserman Schultz
Water
Watson
Waxman
Weiner
Welch (VT)
Weldon (FL)
Weller
Westmoreland
Wexler
Whitefield
Wicker
Woolsey

Wu
Yarmuth
Young (FL)

ANSWERED “PRESENT”—3

Conaway
Gohmert

NOT VOTING—25

Bradley (PA)
Brady (NY)
Braley (IA)
Brown (SC)
Brown, Connie
Brown-Watke,
Buchanan
Burgess
Burr
Butler
Burke
Calvert
Camp (NM)
Campbell (CA)

Ortiz
Lantos
Lantis
Rodgers
Rush
Skelton
Tancred
Towns
Young (AK)

APPROVED FOR PRINTING

Mr. BAIRD. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on the bill, H. R. 1592, as amended, which was referred to the House Calendar and ordered to be printed.

Mr. HASTINGS of Florida, from the Committee on Rules, submitted a privileged report (Rept. No. 110-120) on the resolution (H. Res. 364) providing for consideration of the bill (H. R. 1592) to provide Federal assistance to States, local jurisdictions, and Indian tribes to prosecute hate crimes, and for other purposes, which was referred to the House Calendar and ordered to be printed.

GENERAL LEAVE

Mr. BAIRD, Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include extraneous material on the bill, H.R. 1592, as amended, which was referred to the House Calendar and ordered to be printed.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Washington?

There was no objection.

PERMISSION TO REDUCE TIME FOR ELECTRONIC WITNESS DURING CONSIDERATION OF H.R. 1592, NATIONAL SCIENCE FOUNDATION AUTHORIZATION ACT OF 2007

Mr. HOYER. Mr. Speaker, I ask unanimous consent that, during consideration of H.R. 1592 pursuant to