

113TH CONGRESS
1ST SESSION

S. 1697

To support early learning.

IN THE SENATE OF THE UNITED STATES

NOVEMBER 13, 2013

Mr. HARKIN (for himself, Mrs. MURRAY, Mr. CASEY, Ms. HIRONO, Mr. MURPHY, Mr. SANDERS, Ms. BALDWIN, Ms. WARREN, Mr. COONS, Mr. KAINE, Mrs. GILLIBRAND, Mr. WYDEN, and Mr. FRANKEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To support early learning.

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Strong Start for Amer-
5 ica’s Children Act”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

Sec. 1. Short title.

Sec. 2. Table of contents.

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Sec. 401. Sense of Senate.

TITLE I—PREKINDERGARTEN ACCESS Subtitle A—Access to Voluntary Prekindergarten for Low- and Moderate-Income Families

SEC. 111. PURPOSES.

The purposes of this subtitle are to—

- (1) establish a Federal-State partnership to provide access to high-quality public prekindergarten programs for all children from low-income and mod-

1 erate-income families to ensure that they enter kin-
 2 dergarten prepared for success;

3 (2) broaden participation in such programs to
 4 include children from additional middle-class fami-
 5 lies; and

6 (3) promote access to full-day kindergarten,
 7 and high-quality early childhood education programs
 8 and settings for children.

9 **SEC. 112. DEFINITIONS.**

10 In this subtitle:

11 (1) CHILD WITH A DISABILITY.—The term
 12 “child with a disability” has the meaning given the
 13 term in section 602 of the Individuals with Disabil-
 14 ities Education Act (20 U.S.C. 1401).

15 (2) COMPREHENSIVE EARLY LEARNING ASSESS-
 16 MENT SYSTEM.—The term “comprehensive early
 17 learning assessment system”—

18 (A) means a coordinated and comprehen-
 19 sive system of multiple assessments, each of
 20 which is valid and reliable for its specified pur-
 21 pose and for the population with which it will
 22 be used, that organizes information about the
 23 process and context of young children’s learning
 24 and development in order to help early child-
 25 hood educators make informed instructional

and programmatic decisions and that conforms to the recommendations of the National Research Council reports on early childhood; and

(B) includes, at a minimum—

(i) child screening measures;

(ii) child formative assessments;

(iii) measures of environmental quality; and

(iv) measures of the quality of adult-child interactions.

(3) DUAL LANGUAGE LEARNER.—The term “dual language learner” means an individual who is limited English proficient as defined in section 637 of the Head Start Act (42 U.S.C. 9832).

(4) EARLY CHILDHOOD EDUCATION PROGRAM.—The term “early childhood education program” has the meaning given the term under section 103 of the Higher Education Act of 1965 (20 U.S.C. 1003).

(5) ELEMENTARY SCHOOL.—The term “elementary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

(6) ELIGIBILITY DETERMINATION DATE.—The term “eligibility determination date” means the date

1 used to determine eligibility for public elementary
2 school in the community in which the eligible local
3 entity involved is located.

4 (7) ELIGIBLE LOCAL ENTITY.—The term “eligi-
5 ble local entity” means—

6 (A) a local educational agency, including a
7 charter school or a charter management organi-
8 zation that acts as a local educational agency,
9 or an educational service agency in partnership
10 with a local educational agency;

11 (B) an entity that carries out an early
12 childhood education program; or

13 (C) a consortium of entities described
14 under subparagraph (A) or (B).

15 (8) FULL-DAY.—The term “full-day” means a
16 day that is—

17 (A) equivalent to a full school day at the
18 public elementary schools in the State; and

19 (B) not less than 5 hours a day.

20 (9) HIGH-QUALITY PREKINDERGARTEN PRO-
21 GRAM.—The term “high-quality prekindergarten
22 program” means a prekindergarten program sup-
23 ported by an eligible local entity that includes, at a
24 minimum, the following elements based on nationally
25 recognized standards:

1 (A) Serves children who—

2 (i) are age 4 or children who are age
3 3 or 4, by the eligibility determination date
4 (including children who turn age 5 while
5 attending the program); or

6 (ii) have attained the legal age for
7 State-funded prekindergarten.

8 (B) Requires high staff qualifications, in-
9 cluding a requirement that a prekindergarten
10 teacher—

11 (i) has a bachelor's degree in early
12 childhood education or a related field with
13 coursework that demonstrates competence
14 in early childhood education;

15 (ii)(I) has a bachelor's degree in any
16 field;

17 (II) has demonstrated knowledge of
18 early childhood education through passage
19 of a State-approved assessment in early
20 childhood education;

21 (III) engages in on-going professional
22 development in early childhood education
23 for not less than 2 years; and

24 (IV) is enrolled in a State-approved
25 educator preparation program in which the

1 teacher receives on-going training and sup-
 2 port in early childhood education and is
 3 making progress toward the completion of
 4 the program in not more than 3 years; or

5 (iii) has a bachelor's degree in any
 6 field with a credential, license, or endorse-
 7 ment that demonstrates competence in
 8 early childhood education.

9 (C) Maintains a maximum class size of 20
 10 children.

11 (D) Maintains a child to instructional staff
 12 ratio that does not exceed 10 to 1.

13 (E) Offers a full-day program.

14 (F) Provides developmentally appropriate,
 15 evidence-based curricula and learning environ-
 16 ments that are aligned with the State's early
 17 learning and development standards.

18 (G) Offers instructional staff salaries com-
 19 parable to kindergarten through grade 12
 20 teaching staff.

21 (H) Provides for ongoing monitoring and
 22 program evaluation to ensure continuous im-
 23 provement.

24 (I) Offers accessible comprehensive services
 25 for children that—

1 (i) include, at a minimum—

2 (I) screenings for vision, dental,
3 health (including mental health), and
4 development and referrals, and assist-
5 ance obtaining services, when appro-
6 priate;

7 (II) family engagement opportu-
8 nities (taking into account home lan-
9 guage), such as parent conferences
10 (including parent input about their
11 child’s development) and support serv-
12 ices, such as parent education;

13 (III) nutrition services, including
14 nutritious meals and snack options
15 aligned with requirements set by the
16 most recent Child and Adult Care
17 Food Program guidelines promulgated
18 by the Department of Agriculture as
19 well as regular, age-appropriate, nu-
20 trition education for children and
21 their families;

22 (IV) programs coordinated with
23 local educational agencies and entities
24 providing programs authorized under
25 section 619 and part C of the Individ-

1 uals with Disabilities Education Act
 2 (20 U.S.C. 1419 and 1431 et seq.);

3 (V) physical activity programs
 4 aligned with evidence-based guide-
 5 lines, such as those recommended by
 6 the Institute of Medicine, and which
 7 take into account and accommodate
 8 children with disabilities; and

9 (VI) additional support services,
 10 as appropriate, based on the findings
 11 of the needs analysis as described in
 12 section 120; and

13 (ii) are provided on-site.

14 (J) Provides high-quality professional de-
 15 velopment for staff, including regular in-class
 16 observation for teachers and teacher assistants
 17 by individuals trained in observation.

18 (K) Meets the education performance
 19 standards in effect under section 641A(a)(1)(B)
 20 of the Head Start Act (42 U.S.C.
 21 9836a(a)(1)(B)).

22 (L) Maintains evidence-based health and
 23 safety standards.

24 (10) HOMELESS CHILD.—The term “homeless
 25 child” means a child or youth described in section

1 725(2) of the McKinney-Vento Homeless Assistance
2 Act (42 U.S.C. 11434a(2)).

3 (11) INSTITUTION OF HIGHER EDUCATION.—
4 The term “institution of higher education” has the
5 meaning given the term in section 102 of the Higher
6 Education Act of 1965 (20 U.S.C. 1002).

7 (12) LOCAL EDUCATIONAL AGENCY.—The term
8 “local education agency” has the meaning given the
9 term in section 9101 of the Elementary and Sec-
10 ondary Education Act of 1965 (20 U.S.C. 7801).

11 (13) OUTLYING AREA.—The term “outlying
12 area” means each of the United States Virgin Is-
13 lands, Guam, American Samoa, the Commonwealth
14 of the Northern Mariana Islands, and the Republic
15 of Palau.

16 (14) POVERTY LINE.—The term “poverty line”
17 means the official poverty line (as defined by the Of-
18 fice of Management and Budget)—

19 (A) adjusted to reflect the percentage
20 change in the Consumer Price Index for all con-
21 sumers, issued by the Bureau of Labor Statis-
22 tics, occurring in the 1-year period or other in-
23 terval immediately preceding the date such ad-
24 justment is made; and

25 (B) adjusted for family size.

1 (15) SECRETARY.—The term “Secretary”
2 means the Secretary of Education.

3 (16) STATE.—Except as otherwise provided in
4 this subtitle, the term “State” means each of the 50
5 States, the District of Columbia, the Commonwealth
6 of Puerto Rico, and each of the outlying areas.

7 (17) STATE ADVISORY COUNCIL ON EARLY
8 CHILDHOOD EDUCATION AND CARE.—The term
9 “State Advisory Council on Early Childhood Edu-
10 cation and Care” means the State Advisory Council
11 on Early Childhood Education and Care established
12 under section 642B(b) of the Head Start Act (42
13 U.S.C. 9837b(b)).

14 **SEC. 113. PROGRAM AUTHORIZATION.**

15 (a) IN GENERAL.—From amounts made available to
16 carry out this subtitle, the Secretary, in consultation with
17 the Secretary of Health and Human Services, shall award
18 grants to States to implement high-quality prekind-
19 garten programs, consistent with the purposes of this sub-
20 title. For each fiscal year, the funds provided under the
21 grant shall equal the allotment determined for the State
22 under section 114.

23 (b) PREKINDERGARTEN FOR 3-YEAR-OLDS.—

24 (1) IN GENERAL.—Each State that certifies to
25 the Secretary that it provides access to universally

1 available, voluntary, high-quality prekindergarten
2 programs for 4-year-old children who reside within
3 the State and are from families with incomes at or
4 below 200 percent of the poverty line, may use the
5 State's allotment under section 114(b) to provide
6 high-quality prekindergarten programs for 3-year-old
7 children who reside within the State and are from
8 families with incomes at or below 200 percent of the
9 poverty line.

10 (2) SUBGRANTS.—In each State that has a city,
11 county, or local educational agency that provides
12 universally available, voluntary, high-quality pre-
13 kindergarten programs for 4-year-old children who
14 reside within the State and are from families with
15 incomes at or below 200 percent of the poverty line,
16 the State may use amounts from the State's allot-
17 ment under section 114(b) to award subgrants to el-
18 igible local entities to enable such entities to provide
19 high-quality prekindergarten programs for 3-year-old
20 children who are from families with incomes at or
21 below 200 percent of the poverty line and who reside
22 in such city, county, or local educational agency
23 without diminishing access to 4-year-old children in
24 other parts of the States.

1 **SEC. 114. ALLOTMENTS AND RESERVATIONS OF FUNDS.**

2 (a) RESERVATION.—From the amount made avail-
3 able each fiscal year to carry out this subtitle, the Sec-
4 retary shall—

5 (1) reserve not less than 1 percent and not
6 more than 2 percent for payments to Indian tribes
7 and tribal organizations (as such terms are defined
8 under the Child Care and Development Block Grant
9 Act of 1990 (42 U.S.C. 9858n));

10 (2) reserve $\frac{1}{2}$ of 1 percent for the outlying
11 areas to be distributed among the outlying areas on
12 the basis of their relative need, as determined by the
13 Secretary in accordance with the purposes of this
14 subtitle;

15 (3) reserve not more than $\frac{1}{2}$ of 1 percent for
16 eligible local entities that serve children in families
17 who are engaged in migrant or seasonal agricultural
18 labor; and

19 (4) reserve not more than 1 percent or
20 \$30,000,000, whichever amount is less, for national
21 activities, including administration, technical assist-
22 ance, and evaluation.

23 (b) ALLOTMENTS.—

24 (1) IN GENERAL.—From the amount made
25 available each fiscal year to carry out this subtitle
26 and not reserved under subsection (a), the Secretary

1 shall make allotments to States in accordance with
2 paragraph (2) that have submitted an approved ap-
3 plication.

4 (2) ALLOTMENT AMOUNT.—

5 (A) IN GENERAL.—Subject to subpara-
6 graph (B), the Secretary shall allot the amount
7 made available under paragraph (1) for a fiscal
8 year among the States in proportion to the
9 number of children who are age 4 who reside
10 within the State and are from families with in-
11 comes at or below 200 percent of the poverty
12 line for the most recent year for which satisfac-
13 tory data are available, compared to the num-
14 ber of such children who reside in all such
15 States for that fiscal year.

16 (B) MINIMUM ALLOTMENT AMOUNT.—No
17 State receiving an allotment under subpara-
18 graph (A) may receive less than $\frac{1}{2}$ of 1 percent
19 of the total amount allotted under such sub-
20 paragraph.

21 (3) REALLOTMENT AND CARRY OVER.—

22 (A) IN GENERAL.—If one or more States
23 does not receive an allotment under this sub-
24 section for any fiscal year, the Secretary may
25 use the amount of the allotments for such State

1 or States for either or both of the following, in
2 such amounts as the Secretary determines ap-
3 propriate:

4 (i) To increase the allotments of
5 States with approved applications, con-
6 sistent with subparagraph (B).

7 (ii) To carry over the funds to the
8 next fiscal year.

9 (B) REALLOTMENT.—From the total
10 amount available under subparagraph (A)(i), if
11 any, the Secretary shall allot to each State with
12 an approved application an amount that bears
13 the same relationship to that total amount, as
14 the amount the State received under paragraph
15 (2) for that fiscal year bears to the amount that
16 all States received under paragraph (2) for that
17 fiscal year.

18 (4) STATE.—For purposes of this subsection,
19 the term “State” means each of the 50 States, the
20 District of Columbia, and the Commonwealth of
21 Puerto Rico.

22 (c) FLEXIBILITY.—The Secretary may make minimal
23 adjustments to allotments under this subsection, which
24 shall neither lead to a significant increase or decrease in
25 a State’s allotment determined under subsection (b), based

1 on a set of factors, such as the level of program participa-
 2 tion and the estimated cost of the activities specified in
 3 the State plan.

4 **SEC. 115. STATE ELIGIBILITY CRITERIA.**

5 A State is eligible to receive a grant under this sub-
 6 title if the State demonstrates that the State—

7 (1) has established, or will establish, early
 8 learning and development standards that describe
 9 what children from birth to kindergarten entry
 10 should know and be able to do, are universally de-
 11 signed and developmentally, culturally, and linguis-
 12 tically appropriate, are aligned with the State's chal-
 13 lenging academic content standards and challenging
 14 student academic achievement standards, as adopted
 15 under section 1111(b)(1) of the Elementary and
 16 Secondary Education Act of 1965 (20 U.S.C.
 17 6311(b)(1)), and cover the essential domains of
 18 school readiness, which address—

19 (A) physical well-being and motor develop-
 20 ment;

21 (B) social and emotional development;

22 (C) approaches to learning, including cre-
 23 ative arts expression;

24 (D) developmentally appropriate oral and
 25 written language and literacy development; and

1 (E) cognition and general knowledge, in-
 2 cluding early mathematics and early scientific
 3 development;

4 (2) has the ability, or will develop the ability,
 5 to link prekindergarten data with its elementary
 6 school and secondary school data for the purpose of
 7 collecting longitudinal information, including
 8 through the use of a unique State-assigned student
 9 identifier number, for all children participating in
 10 the State's high-quality prekindergarten program
 11 and any other federally funded early childhood pro-
 12 gram;

13 (3) offers State-funded kindergarten for chil-
 14 dren who are eligible children for that service in the
 15 State; and

16 (4) has established a State Advisory Council on
 17 Early Childhood Education and Care.

18 **SEC. 116. STATE APPLICATIONS.**

19 (a) IN GENERAL.—The Governor, or chief executive
 20 officer, of a State that desires to receive a grant under
 21 this subtitle shall submit an application, in consultation
 22 with Indian tribes and tribal organizations (as such terms
 23 are defined under the Child Care and Development Block
 24 Grant Act of 1990 (42 U.S.C. 9858n)), if there are tribes
 25 and organizations in the State, to the Secretary at such

1 time, in such manner, and containing such information as
2 the Secretary may reasonably require. At a minimum,
3 each such application shall include—

4 (1) an assurance that the State—

5 (A) will coordinate with and continue to
6 participate in the programs authorized under
7 section 619 and part C of the Individuals with
8 Disabilities Education Act (20 U.S.C. 1419 and
9 1431 et seq.), the Child Care and Development
10 Block Grant Act of 1990 (42 U.S.C. 9858 et
11 seq.), and the maternal, infant, and early child-
12 hood home visiting programs funded under sec-
13 tion 511 of the Social Security Act (42 U.S.C.
14 711) for the duration of the grant;

15 (B) will designate a State-level entity, se-
16 lected by the Governor or chief executive officer
17 of the State, such as an agency or joint inter-
18 agency office, for the administration of the
19 grant, which shall coordinate and consult with
20 the State educational agency if the entity is not
21 the State educational agency; and

22 (C) will establish, or certify the existence
23 of, program standards for all State prekind-
24 garten programs consistent with the definition

of a high-quality prekindergarten program
under section 112; and

(2) a description of—

(A) how the State will use funds received
under this subtitle and the State's matching
funds to provide high-quality prekindergarten
programs with open enrollment for all children
in the State who—

(i) are described in section 112(9)(A);

and

(ii) are from families with incomes at
or below 200 percent of the poverty line;

(B) how the State plans to develop or en-
hance a system for monitoring eligible local en-
tities that are receiving funds under this sub-
title for compliance with quality standards de-
veloped by the State and to provide program
improvement support, which may be accom-
plished through the use of a State-developed
system for quality rating and improvement;

(C) the State's plan, if applicable, to ex-
pand participation in the State's high-quality
prekindergarten programs to children from
families with incomes above 200 percent of the
poverty line;

1 (D) the State’s comprehensive early learn-
2 ing assessment system, or how the State plans
3 to develop such a system, ensuring that any as-
4 sessments are culturally, developmentally, and
5 age-appropriate and consistent with the rec-
6 ommendations from the study on Develop-
7 mental Outcomes and Assessments for Young
8 Children by the National Academy of Sciences,
9 consistent with section 649(j) of the Head Start
10 Act (42 U.S.C. 9844);

11 (E) the State’s plan to develop, implement,
12 and make publically available the measures and
13 targets described in section 118;

14 (F) the State’s plan to increase the num-
15 ber of teachers with bachelor’s degrees in early
16 childhood education, or with bachelor’s degrees
17 in another closely related field and specialized
18 training in early childhood education, including
19 how higher education will support increasing
20 the number of teachers with such degrees and
21 training, including through the use of assess-
22 ments of prior learning, knowledge, and skills
23 to facilitate and expedite attainment of such de-
24 grees;

1 (G) how activities funded under this sub-
2 title will be coordinated and integrated with
3 Federal, State, and local services and programs
4 that support early childhood education and
5 care, including programs supported under this
6 subtitle, the Elementary and Secondary Edu-
7 cation Act of 1965 (20 U.S.C. 6301 et seq.),
8 the Individuals with Disabilities Education Act
9 (20 U.S.C. 1400 et seq.), the Head Start Act
10 (42 U.S.C. 9831 et seq.), the Community Serv-
11 ices Block Grant Act (42 U.S.C. 9901 et seq.),
12 the Child Care and Development Block Grant
13 Act of 1990 (42 U.S.C. 9858 et seq.), the tem-
14 porary assistance for needy families program
15 under part A of title IV of the Social Security
16 Act (42 U.S.C. 601 et seq.), the State incentive
17 grant program under section 14006 of the
18 American Recovery and Reinvestment Act of
19 2009 (Public Law 111–5), Federally funded
20 early literacy programs, the maternal, infant,
21 and early childhood home visiting programs
22 funded under section 511 of the Social Security
23 Act (42 U.S.C. 711), health improvements to
24 child care funded under title XIX of the Social
25 Security Act (42 U.S.C. 1396 et seq.), the pro-

1 gram under subtitle B of title VII of the
2 McKinney-Vento Homeless Assistance Act (42
3 U.S.C. 11431 et seq.), the Investing In Innova-
4 tion program under section 14007 of the Amer-
5 ican Recovery and Reinvestment Act of 2009
6 (Public Law 111–5), programs authorized
7 under part E of title IV of the Social Security
8 Act (42 U.S.C. 670 et seq.), the Fostering Con-
9 nections to Success and Increasing Adoptions
10 Act of 2008 (Public Law 110–351), and any
11 other Federal, State, or local early childhood
12 education programs used in the State;

13 (H) how the State will award subgrants to
14 eligible local entities, and in awarding such sub-
15 grants, will facilitate a delivery system of high-
16 quality prekindergarten programs that includes
17 diverse providers, such as providers in commu-
18 nity-based, public school, and private settings,
19 and will consider the system’s impact on op-
20 tions for families;

21 (I) if the State does not have a funding
22 mechanism for subgranting funds to implement
23 high-quality prekindergarten, how the State will
24 use objective criteria in awarding subgrants to
25 eligible local entities that will implement high-

quality prekindergarten programs, including actions it will take to ensure that eligible local entities will coordinate with local educational agencies or other early learning providers, as appropriate, to carry out activities to provide children served under this subtitle with a successful transition from preschool into kindergarten, which activities shall include—

(i) aligning curricular objectives and instruction;

(ii) providing staff professional development, including opportunities for joint-professional development on early learning and kindergarten through grade 3 standards, assessments, and curricula;

(iii) coordinating family engagement and support services; and

(iv) encouraging the shared use of facilities and transportation, as appropriate;

(J) how the State early learning and development standards described under section 115(1) will address the needs of dual language learners, including by incorporating benchmarks related to English language development;

1 (K) the process by which the State will
2 identify barriers, and propose solutions to over-
3 come such barriers, which may include seeking
4 assistance under section 125, in the State to ef-
5 fectively use and integrate Federal, State, and
6 local public funds and private funds for early
7 childhood education that are available to the
8 State on the date on which the application is
9 submitted;

10 (L) the State's plan to support articulation
11 agreements between public 2-year and public 4-
12 year institutions of higher education in the
13 State for early childhood teacher preparation
14 programs and related fields;

15 (M) an inventory of the State's higher edu-
16 cation programs that prepare individuals for
17 work in a high-quality prekindergarten pro-
18 gram, including—

- 19 (i) certification programs;
20 (ii) associate degree programs;
21 (iii) baccalaureate degree programs;
22 (iv) masters degree programs; and
23 (v) other programs that lead to a spe-
24 cialization in early childhood education, or
25 a related field;

1 (N) the State’s plan for ensuring that the
2 higher education programs in the State have
3 the capacity to prepare a workforce to provide
4 high-quality prekindergarten programs;

5 (O) the State’s plan for supporting work-
6 force development, including State and local
7 policies that support prekindergarten instruc-
8 tional staff’s ability to earn a degree, certifi-
9 cation, or other specializations or qualifications,
10 including policies on leave, substitutes, and
11 child care services, including non-traditional
12 hour child care;

13 (P) the State’s plan for holding eligible
14 local entities accountable for use of funds;

15 (Q) the State’s process to ensure that the
16 State’s early learning and development stand-
17 ards are integrated into the instructional and
18 programmatic practices of high-quality pre-
19 kindergarten programs and related programs
20 and services, such as those provided to children
21 under section 619 and part C of the Individuals
22 with Disabilities Education Act (20 U.S.C.
23 1419 and 1431 et seq.);

24 (R) if the State funds full-day kinder-
25 garten programs, but such full-day kinder-

garten programs are not available to all children who are eligible to attend such programs in the State, how the State plans to increase the number of children in the State who are enrolled in full-day kindergarten programs and a strategy to implement such a plan;

(S) if the State does not fund full-day kindergarten programs, a description of how the State plans to establish such programs to strengthen the educational continuum for children who will be involved in the State's high-quality prekindergarten program supported through grants authorized under this subtitle;

(T) how the State will coordinate the State's activities supported by grants under this subtitle with activities in State plans required under the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), and the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.);

1 (U) how the State will encourage eligible
2 local entities to coordinate with community-
3 based learning resources, such as libraries, arts
4 and arts education programs, appropriate
5 media programs, family literacy programs, pub-
6 lic parks and recreation programs, museums,
7 nutrition education programs, and programs
8 supported by the Corporation for National and
9 Community Service;

10 (V) how the State will work with eligible
11 local entities, in consultation with elementary
12 school principals, to ensure that high-quality
13 prekindergarten programs have sufficient facili-
14 ties to meet the needs of children eligible for
15 prekindergarten;

16 (W) how the State will support local early
17 childhood coordinating entities, such as local
18 early childhood councils, if applicable, and help
19 such entities to coordinate early childhood edu-
20 cation programs with high-quality prekind-
21 ergarten programs to ensure effective and effi-
22 cient delivery of early childhood education pro-
23 gram services;

24 (X) how the State will ensure that the pro-
25 vision of high-quality prekindergarten programs

1 will not lead to a diminution of services for in-
 2 fants and toddlers or disrupt the care of infants
 3 and toddlers in the geographic area served by
 4 the eligible local entity, which may include dem-
 5 onstrating that the State will direct funds to
 6 provide high-quality early childhood education
 7 and care to infants and toddlers in accordance
 8 with section 117(d); and

9 (Y) how the State will ensure that all high-
 10 quality prekindergarten programs the State
 11 supports under this Act will conduct criminal
 12 history background checks on employees and
 13 applicants for employment with direct access to
 14 children.

15 (b) CRIMINAL HISTORY BACKGROUND CHECKS.—

16 (1) IN GENERAL.—The criminal history back-
 17 ground checks required under subsection (a)(2)(Y)
 18 shall include—

19 (A) a search of the State criminal registry
 20 or repository in the State in which the employee
 21 resides and previously resided;

22 (B) a search of the State-based child abuse
 23 and neglect registries and databases in the
 24 State in which the employee resides and pre-
 25 viously resided;

1 (C) a Federal Bureau of Investigation fin-
2 gerprint check using the Integrated Automated
3 Fingerprint Identification System; and

4 (D) a search of the National Sex Offender
5 Registry established under section 119 of the
6 Adam Walsh Child Protection and Safety Act of
7 2006 (42 U.S.C. 16919).

8 (2) PROHIBITION OF EMPLOYMENT.—To be eli-
9 gible to receive a grant under this subtitle, a State
10 shall prohibit an individual with direct access to chil-
11 dren from employment with a program supported
12 with grant funds under this subtitle if the individual
13 has been convicted of a violent felony or any violent
14 or sexual crime against a minor, as defined by the
15 State.

16 (3) UPDATED CHECKS.—The criminal history
17 background check that employees undergo as re-
18 quired under subsection (a)(2)(Y) shall be periodi-
19 cally repeated or updated in accordance with State
20 law.

21 (4) APPEAL PROCESS.—To be eligible to receive
22 a grant under this subtitle, a State shall provide an
23 individual with a timely process by which to—

24 (A) appeal the results of a criminal history
25 background check conducted under this section

1 to challenge the accuracy or completeness of the
2 information produced by such background
3 check; and

4 (B) seek appropriate relief for any final
5 employment decision based on materially inac-
6 curate or incomplete information produced by
7 such background check.

8 (c) DEVELOPMENT OF APPLICATION.—In developing
9 an application for a grant under this subtitle, a State shall
10 consult with the State Advisory Council on Early Child-
11 hood Education and Care and incorporate such Council's
12 recommendations, where applicable.

13 (d) CONSTRUCTION.—Nothing in this section shall be
14 construed to alter or otherwise affect the rights, remedies,
15 and procedures afforded school employees, school district
16 employees, and the employees of early childhood education
17 programs under Federal, State, or local laws (including
18 applicable regulations or court orders) or under the terms
19 of collective bargaining agreements, memoranda of under-
20 standing, or other agreements between such employees
21 and their employers.

22 **SEC. 117. STATE USE OF FUNDS.**

23 (a) RESERVATION FOR QUALITY IMPROVEMENT AC-
24 TIVITIES.—

1 (1) IN GENERAL.—A State that receives a
 2 grant under this subtitle may reserve, for not more
 3 than the first 4 years such State receives such a
 4 grant, not more than 20 percent of the grant funds
 5 for quality improvement activities if such activities
 6 support the elements of high-quality prekindergarten
 7 programs. Such quality improvement activities may
 8 include supporting teachers and principals in a
 9 State’s high-quality prekindergarten program, li-
 10 censed or regulated child care, or Head Start pro-
 11 grams to enable such teachers to earn a bacca-
 12 laureate degree in early childhood education, or
 13 closely related field, through activities which may in-
 14 clude—

15 (A) expanding or establishing scholarships,
 16 counseling, and compensation initiatives to
 17 cover the cost of tuition, fees, materials, trans-
 18 portation, and release time for such teachers;
 19 and

20 (B) providing ongoing professional develop-
 21 ment opportunities, including regular in-class
 22 observation by individuals trained in observa-
 23 tion, for such teachers, principals, if applicable,
 24 and teacher assistants to enable such teachers,
 25 principals, if applicable, and teacher assistants

to carry out the elements of high-quality pre-kindergarten programs, which may include activities that address—

(i) promoting children’s development across the essential domains of early learning and development;

(ii) developmentally appropriate teacher-child interaction;

(iii) effective family engagement;

(iv) providing culturally competent instruction;

(v) working with a diversity of children and families, including children with special needs and dual language learners; and

(vi) childhood nutrition and physical education programs.

(2) NOT SUBJECT TO MATCHING.—The amount reserved under paragraph (1) shall not be subject to the matching requirements under section 119.

(3) COORDINATION.—A State that reserves an amount under paragraph (1) shall coordinate the use of such amount with activities funded under section 658G of the Child Care and Development Block

1 Grant Act of 1990 (42 U.S.C. 9858e) and the Head
2 Start Act (42 U.S.C. 9831 et seq.).

3 (4) CONSTRUCTION.—A State may not use
4 funds reserved under this subsection to meet the re-
5 quirement described in section 112(9)(G).

6 (b) SUBGRANTS FOR HIGH-QUALITY PREKINDER-
7 GARTEN PROGRAMS.—A State that receives a grant under
8 this subtitle shall award subgrants of sufficient size to eli-
9 gible local entities to enable such eligible local entities to
10 implement high-quality prekindergarten programs for chil-
11 dren described in section 112(9)(A) who reside within the
12 State and are from families with incomes at or below 200
13 percent of the poverty line.

14 (c) ADMINISTRATION.—A State that receives a grant
15 under this subtitle may reserve not more than 1 percent
16 of the grant funds for administration of the grant, and
17 may use part of that reservation for the maintenance of
18 the State Advisory Council on Early Childhood Education
19 and Care.

20 (d) EARLY CHILDHOOD EDUCATION AND CARE PRO-
21 GRAMS FOR INFANTS AND TODDLERS.—

22 (1) USE OF ALLOTMENT FOR INFANTS AND
23 TODDLERS.—An eligible State may apply to use, and
24 the appropriate Secretary may grant permission for
25 the State to use, not more than 15 percent of the

1 funds made available through a grant received under
2 this subtitle to award subgrants to early childhood
3 education programs to provide high-quality early
4 childhood education and care, consistent with the
5 State's early learning and development guidelines for
6 infants and toddlers, to infants and toddlers who re-
7 side within the State and are from families with in-
8 comes at or below 200 percent of the poverty line.

9 (2) APPLICATION.—To be eligible to use the
10 grant funds as described in paragraph (1), the State
11 shall submit an application to the appropriate Sec-
12 retary at such time, in such manner, and containing
13 such information as the Secretary may require. Such
14 application shall, at a minimum, include a descrip-
15 tion of how the State will—

16 (A) designate a lead agency which shall ad-
17 minister such funds;

18 (B) ensure that such lead agency, in co-
19 ordination with the State Advisory Council on
20 Early Childhood Education and Care, will col-
21 laborate with other agencies in administering
22 programs supported under this subsection for
23 infants and toddlers in order to obtain input
24 about the appropriate use of such funds and en-
25 sure coordination with programs for infants and

1 toddlers funded under the Child Care and De-
2 velopment Block Grant Act of 1990 (42 U.S.C.
3 9858 et seq.), the Head Start Act (42 U.S.C.
4 9831 et seq.) (including any early learning
5 quality partnerships established under section
6 645B of the Head Start Act), the Race to the
7 Top and Early Learning Challenge program
8 under section 14006 of Public Law 111–5 (123
9 Stat. 283), the maternal, infant, and early
10 childhood home visiting programs funded under
11 section 511 of the Social Security Act (42
12 U.S.C. 711), and part C of the Individuals with
13 Disabilities Education Act (20 U.S.C. 1431 et
14 seq.);

15 (C) ensure that infants and toddlers who
16 benefit from amounts made available under this
17 subsection will transition to and have the oppor-
18 tunity to participate in a high-quality pre-
19 kindergarten program supported under this
20 subtitle;

21 (D) in awarding subgrants, give preference
22 to early childhood education programs that
23 have a plan to increase services to children with
24 special needs, including children with develop-
25 mental delays or disabilities, children who are

1 dual language learners, homeless children, chil-
 2 dren who are in foster care, children of migrant
 3 families, children eligible for nutrition assist-
 4 ance under the United States Department of
 5 Agriculture's Food and Nutrition Service, or
 6 children in the child welfare system; and

7 (E) give priority to activities carried out
 8 under this subsection that will increase access
 9 to high-quality early childhood education pro-
 10 grams for infants and toddlers in local areas
 11 with significant concentrations of low-income
 12 families that do not currently benefit from such
 13 programs.

14 (3) ELIGIBLE PROVIDERS.—A State may use
 15 the grant funds as described in paragraph (1) to
 16 serve infants and toddlers only by working with
 17 early childhood education program providers that—

18 (A) offer full-day, full-year care, or other-
 19 wise meet the needs of working families; and

20 (B) meet high-quality standards, such as—

21 (i) Early Head Start program per-
 22 formance standards under the Head Start
 23 Act (42 U.S.C. 9831 et seq.); or

24 (ii) high quality, demonstrated, valid,
 25 and reliable program standards that have

1 been established through a national entity
2 that accredits early childhood education
3 programs.

4 (4) FEDERAL ADMINISTRATION.—

5 (A) IN GENERAL.—The Secretary of Edu-
6 cation shall bear responsibility for obligating
7 and disbursing funds to support activities under
8 this subsection and ensuring compliance with
9 applicable laws and administrative require-
10 ments, subject to paragraph (3).

11 (B) INTERAGENCY AGREEMENT.—The Sec-
12 retary of Education and the Secretary of
13 Health and Human Services shall jointly ad-
14 minister activities supported under this sub-
15 section on such terms as such Secretaries shall
16 set forth in an interagency agreement. The Sec-
17 retary of Health and Human Services shall be
18 responsible for any final approval of a State’s
19 application under this subsection that addresses
20 the use of funds designated for services to in-
21 fants and toddlers.

22 (C) APPROPRIATE SECRETARY.—In this
23 subsection, the term “appropriate Secretary”
24 used with respect to a function, means the Sec-

1 retary designated for that function under the
2 interagency agreement.

3 **SEC. 118. PERFORMANCE MEASURES AND TARGETS.**

4 (a) IN GENERAL.—A State that receives a grant
5 under this subtitle shall develop, implement, and make
6 publically available performance measures and targets for
7 the activities carried out with grant funds. Such measures
8 shall, at a minimum, track the State’s progress in—

9 (1) increasing school readiness across all do-
10 mains for all categories of children described in sec-
11 tion 122(b)(7), including children with disabilities
12 and dual language learners;

13 (2) narrowing school readiness gaps between
14 minority and nonminority children, and low-income
15 children and more advantaged children, in prepara-
16 tion for kindergarten entry;

17 (3) decreasing placement for children in ele-
18 mentary schools in special education programs and
19 services as described in part B of the Individuals
20 with Disabilities Education Act (20 U.S.C. 1411 et
21 seq.);

22 (4) increasing the number of programs meeting
23 the criteria for high-quality prekindergarten pro-
24 grams, as defined by the State and in accordance
25 with section 112;

1 (5) decreasing the need for grade to grade re-
2 tention in elementary school;

3 (6) if applicable, ensuring that high-quality pre-
4 kindergarten programs do not experience instances
5 of chronic absence among the children who partici-
6 pate in such programs;

7 (7) increasing the number and percentage of
8 low-income children in high-quality early childhood
9 education programs that receive financial support
10 through funds provided under this subtitle; and

11 (8) providing high-quality nutrition services,
12 nutrition education, physical activity, and obesity
13 prevention programs.

14 (b) PROHIBITION OF MISDIAGNOSIS PRACTICES.—A
15 State shall not, in order to meet the performance meas-
16 ures and targets described in subsection (a), engage in
17 practices or policies that will lead to the misdiagnosis or
18 under-diagnosis of disabilities or developmental delays
19 among children who are served through programs sup-
20 ported under this subtitle.

21 **SEC. 119. MATCHING REQUIREMENTS.**

22 (a) MATCHING FUNDS.—

23 (1) IN GENERAL.—Except as provided in para-
24 graph (2), a State that receives a grant under this
25 subtitle shall provide matching funds from non-Fed-

1 eral sources, as described in subsection (c), in an
2 amount equal to—

3 (A) 10 percent of the Federal funds pro-
4 vided under the grant in the first year of grant
5 administration;

6 (B) 10 percent of the Federal funds pro-
7 vided under the grant in the second year of
8 grant administration;

9 (C) 20 percent of the Federal funds pro-
10 vided under the grant in the third year of grant
11 administration;

12 (D) 30 percent of the Federal funds pro-
13 vided under the grant in the fourth year of
14 grant administration;

15 (E) 40 percent of the Federal funds pro-
16 vided under the grant in the fifth year of grant
17 administration;

18 (F) 50 percent of the Federal funds pro-
19 vided under the grant in the sixth year of grant
20 administration;

21 (G) 75 percent of the Federal funds pro-
22 vided under the grant in the seventh year of
23 grant administration; and

1 (H) 100 percent of the Federal funds pro-
2 vided under the grant in the eighth and fol-
3 lowing years of grant administration.

4 (2) REDUCED MATCH RATE.—A State that
5 meets the requirements under subsection (b) may
6 provide matching funds from non-Federal sources at
7 a reduced rate. The full reduced matching funds
8 rate shall be in an amount equal to—

9 (A) 5 percent of the Federal funds pro-
10 vided under the grant in the first year of grant
11 administration;

12 (B) 5 percent of the Federal funds pro-
13 vided under the grant in the second year of
14 grant administration;

15 (C) 10 percent of the Federal funds pro-
16 vided under the grant in the third year of grant
17 administration;

18 (D) 20 percent of the Federal funds pro-
19 vided under the grant in the fourth year of
20 grant administration;

21 (E) 30 percent of the Federal funds pro-
22 vided under the grant in the fifth year of grant
23 administration;

1 (F) 40 percent of the Federal funds pro-
2 vided under the grant in the sixth year of grant
3 administration;

4 (G) 50 percent of the Federal funds pro-
5 vided under the grant in the seventh year of
6 grant administration;

7 (H) 75 percent of the Federal funds pro-
8 vided under the grant in the eighth year of
9 grant administration; and

10 (I) 100 percent of the Federal funds pro-
11 vided under the grant in the ninth and fol-
12 lowing years of the grant administration.

13 (b) REDUCED MATCH RATE ELIGIBILITY.—A State
14 that receives a grant under this subtitle may provide
15 matching funds from non-Federal sources at the full re-
16 duced rate under subsection (a)(2) if the State—

17 (1)(A) offers enrollment in high-quality pre-
18 kindergarten programs to not less than half of chil-
19 dren in the State who are—

20 (i) age 4 on the eligibility determination
21 date; and

22 (ii) from families with incomes at or below
23 200 percent of the poverty line; and

1 (B) has a plan for continuing to expand access
 2 to high-quality prekindergarten programs for such
 3 children in the State; and

4 (2) has a plan to expand access to high-quality
 5 prekindergarten programs to children from moderate
 6 income families whose income exceeds 200 percent of
 7 the poverty line.

8 (c) NON-FEDERAL RESOURCES.—

9 (1) IN CASH.—A State shall provide the match-
 10 ing funds under this section in cash.

11 (2) FUNDS TO BE CONSIDERED AS MATCHING
 12 FUNDS.—A State may include, as part of the State's
 13 matching funds under this section, not more than 10
 14 percent of the amount of State funds designated for
 15 State prekindergarten programs or to supplement
 16 Head Start programs under the Head Start Act (42
 17 U.S.C. 9831 et seq.) as of the date of enactment of
 18 this Act, but may not include any funds that are at-
 19 tributed as matching funds, as part of a non-Federal
 20 share, or as a maintenance of effort requirement, for
 21 any other Federal program.

22 (d) MAINTENANCE OF EFFORT.—

23 (1) IN GENERAL.—If a State reduces its com-
 24 bined fiscal effort per student or the aggregate ex-
 25 penditures within the State to support early child-

1 hood education programs for any fiscal year that a
 2 State receives a grant authorized under this subtitle
 3 relative to the previous fiscal year, the Secretary
 4 shall reduce support for such State under this sub-
 5 title by the same amount as the decline in State and
 6 local effort for such fiscal year.

7 (2) WAIVER.—The Secretary may waive the re-
 8 quirements of paragraph (1) if the Secretary deter-
 9 mines that a waiver would be appropriate—

10 (A) due to a precipitous decline in the fi-
 11 nancial resources of a State as a result of un-
 12 foreseen economic hardship or a natural dis-
 13 aster that has necessitated across-the-board re-
 14 ductions in State services, including early child-
 15 hood education programs; or

16 (B) due to the circumstances of a State re-
 17 quiring reductions in specific programs, includ-
 18 ing early childhood education, if the State pre-
 19 sents to the Secretary a justification and dem-
 20 onstration why other programs could not be re-
 21 duced and how early childhood programs in the
 22 State will not be disproportionately harmed by
 23 such State action.

24 (e) SUPPLEMENT NOT SUPPLANT.—Grant funds re-
 25 ceived under this title shall be used to supplement and

1 not supplant other Federal, State, and local public funds
2 expended on public prekindergarten programs in the
3 State.

4 **SEC. 120. ELIGIBLE LOCAL ENTITY APPLICATIONS.**

5 (a) IN GENERAL.—An eligible local entity desiring to
6 receive a subgrant under section 117(b) shall submit an
7 application to the State, at such time, in such manner,
8 and containing such information as the State may reason-
9 ably require.

10 (b) CONTENTS.—Each application submitted under
11 subsection (a) shall include the following:

12 (1) PARENT AND FAMILY ENGAGEMENT.—A de-
13 scription of how the eligible local entity plans to en-
14 gage the parents and families of the children such
15 entity serves and ensure that parents and families of
16 eligible children are aware of the services provided
17 by the eligible local entity, which shall include a plan
18 to—

19 (A) carry out meaningful parent and fam-
20 ily engagement, through the implementation
21 and replication of evidence-based or promising
22 practices and strategies, which shall be coordi-
23 nated with parent and family engagement strat-
24 egies supported under the Individuals with Dis-
25 abilities Education Act (20 U.S.C. 1400 et seq.)

and part A of title I and title V of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 et seq. and 7201 et seq.), if applicable, in order to—

(i) provide parents and family members with the skills and opportunities necessary to become full partners in their children’s education, particularly the families of dual language learners and children with disabilities;

(ii) improve child development; and

(iii) strengthen relationships among prekindergarten staff and parents and family members; and

(B) perform community outreach to encourage families with eligible children to participate in the eligible local entity’s high-quality prekindergarten program, including—

(i) homeless children;

(ii) dual language learners;

(iii) children in foster care;

(iv) children with disabilities; and

(v) migrant children.

(2) COORDINATION AND ALIGNMENT.—A description of how the eligible local entity will—

1 (A) coordinate, if applicable, the eligible
2 local entity's activities with—

3 (i) Head Start agencies (consistent
4 with section 642(e)(5) of the Head Start
5 Act (42 U.S.C. 9837(e)(5))), if the local
6 entity is not a Head Start agency;

7 (ii) local educational agencies, if the
8 local entity is not a local educational agen-
9 cy;

10 (iii) providers of services under part C
11 of the Individuals with Disabilities Edu-
12 cation Act (20 U.S.C. 1431 et seq.);

13 (iv) programs carried out under sec-
14 tion 619 of the Individuals with Disabil-
15 ities Education Act (20 U.S.C. 1419); and

16 (v) if feasible, other entities carrying
17 out early childhood education programs
18 and services within the area served by the
19 local educational agency.

20 (B) if applicable, develop and implement a
21 systematic procedure for transferring, with pa-
22 rental consent, early childhood education pro-
23 gram records for each participating child to the
24 school in which such child will enroll in kinder-
25 garten;

1 (C) develop a plan with local elementary
2 schools to promote continuity of develop-
3 mentally appropriate instructional programs
4 and shared expectations for children's learning
5 and development as children transition to kin-
6 dergarten;

7 (D) organize, if feasible, and participate in
8 joint training, when available, including transi-
9 tion-related training for school staff and early
10 childhood education program staff;

11 (E) establish comprehensive transition poli-
12 cies and procedures with elementary school
13 principals, as applicable, for children served by
14 the eligible local entity that support the school
15 readiness of children transitioning to kinder-
16 garten;

17 (F) conduct outreach to parents, families,
18 and elementary school teachers and principals
19 to discuss the educational, developmental, and
20 other needs of children entering kindergarten;

21 (G) help parents, including parents of chil-
22 dren who are dual language learners, under-
23 stand and engage with the instructional and
24 other services provided by the kindergarten in

1 which such child will enroll after participation
 2 in a high-quality prekindergarten program; and

3 (H) develop and implement a system to in-
 4 crease program participation of underserved
 5 populations of eligible children, especially home-
 6 less children, children eligible for a free or re-
 7 duced price lunch under the Richard B. Russell
 8 National School Lunch Act (42 U.S.C. 1751 et
 9 seq.), parents of children who are dual language
 10 learners, and parents of children with disabil-
 11 ities.

12 (3) PROTECTIONS FOR SPECIAL POPU-
 13 LATIONS.—A description of how the eligible local en-
 14 tity will meet the diverse needs of children in the
 15 community to be served, including children with dis-
 16 abilities, children whose native language is not
 17 English, children with other special needs, children
 18 in the State foster care system, and homeless chil-
 19 dren. Such description shall demonstrate, at a min-
 20 imum, how the entity plans to—

21 (A) ensure the eligible local entity’s high-
 22 quality prekindergarten program is accessible
 23 and appropriate for children with disabilities
 24 and dual language learners;

1 (B) establish effective procedures for pro-
2 viding necessary early intervening services to
3 children with disabilities prior to an eligibility
4 determination by the State or local agency re-
5 sponsible for providing services under section
6 619 or part C of the Individuals with Disabil-
7 ities Education Act (20 U.S.C. 1419 and 1431
8 et seq.);

9 (C) establish effective procedures for time-
10 ly referral of children with disabilities to the
11 State or local agency described in subparagraph
12 (B);

13 (D) ensure that the eligible local entity's
14 high-quality prekindergarten program works
15 with appropriate entities to address the elimi-
16 nation of barriers to immediate and continuous
17 enrollment for homeless children; and

18 (E) ensure access to and continuity of en-
19 rollment in high-quality prekindergarten pro-
20 grams for migratory children, as defined under
21 section 1309 of the Elementary and Secondary
22 Education Act of 1965 (20 U.S.C. 6399), if ap-
23 plicable, and homeless children, including
24 through policies and procedures that require—

1 (i) outreach to identify migratory and
2 homeless children;

3 (ii) immediate enrollment, including
4 enrollment during the period of time when
5 documents typically required for enroll-
6 ment, including health and immunization
7 records, proof of eligibility, and other docu-
8 ments, are obtained;

9 (iii) continuous enrollment and par-
10 ticipation in the same high-quality pre-
11 kindergarten program for a child, even if
12 the child moves out of the program's serv-
13 ice area, if that enrollment and participa-
14 tion are in the child's best interest, includ-
15 ing by providing transportation when nec-
16 essary;

17 (iv) professional development for high-
18 quality prekindergarten program staff re-
19 garding migratory children and homeless-
20 ness among families with young children;
21 and

22 (v) in serving homeless children, col-
23 laboration with local educational agency li-
24 aisons designated under section
25 722(g)(1)(J)(ii) of the McKinney-Vento

1 Homeless Assistance Act (42 U.S.C.
2 11432(g)(1)(J)(ii)), and local homeless
3 service providers.

4 (4) ON-SITE COMPREHENSIVE SERVICES.—A
5 description of how the eligible local entity plans to
6 provide on-site comprehensive services, as described
7 in section 112(9)(I) to the children the eligible local
8 entity serves. Such description shall provide informa-
9 tion on how the entity will—

10 (A) use a recently conducted data-driven
11 assessment or conduct a data-driven community
12 assessment in coordination with members of the
13 community, including parents and community
14 organizations, which—

15 (i) may involve an external partner
16 with expertise in conducting such needs
17 analysis, to determine the most appro-
18 priate social or other support services to
19 offer through the eligible local entity's on-
20 site comprehensive services to children who
21 participate in high-quality prekindergarten
22 programs; and

23 (ii) shall consider the resources avail-
24 able at the school, local educational agen-
25 cy, and community levels to address the

1 needs of the community and improve child
2 outcomes; and

3 (B) have a coordinated system to facilitate
4 the screening, referral, and provision of services
5 related to health, nutrition, mental health, dis-
6 ability, and family support for children served
7 by the eligible local entity.

8 (5) WORKFORCE.—A description of how the eli-
9 gible local entity plans to support the instructional
10 staff of such entity’s high-quality prekindergarten
11 program, which shall, at a minimum, include a plan
12 to provide high-quality professional development, or
13 facilitate the provision of high-quality professional
14 development through an outside partner with exper-
15 tise and a demonstrated track record of success,
16 based on scientifically valid research, that will im-
17 prove the knowledge and skills of high-quality pre-
18 kindergarten teachers and staff through activities,
19 which may include—

20 (A) acquiring content knowledge and learn-
21 ing teaching strategies needed to provide effec-
22 tive instruction that addresses the State’s early
23 learning and development standards described
24 under section 115(1);

1 (B) enabling high-quality prekindergarten
2 teachers and staff to pursue specialized training
3 in early childhood development;

4 (C) enabling high-quality prekindergarten
5 teachers and staff to acquire the knowledge and
6 skills to provide instruction and appropriate
7 language and support services to increase the
8 English language skills of dual language learn-
9 ers;

10 (D) enabling high-quality prekindergarten
11 teachers and staff to acquire the knowledge and
12 skills to provide developmentally appropriate in-
13 struction for children with disabilities;

14 (E) promoting classroom management;

15 (F) providing high-quality induction and
16 support for incoming teachers and staff serving
17 high-quality prekindergarten programs, includ-
18 ing through the use of mentoring programs that
19 have a demonstrated track record of success;

20 (G) promoting the acquisition of relevant
21 credentials, including in ways that support ca-
22 reer advancement through career ladders; and

23 (H) enabling high-quality prekindergarten
24 teachers and staff to acquire the knowledge and

1 skills to provide culturally competent instruc-
2 tion for children from diverse backgrounds.

3 **SEC. 121. REQUIRED SUBGRANT ACTIVITIES.**

4 (a) IN GENERAL.—An eligible local entity that re-
5 ceives a subgrant under section 117(b) shall use the
6 subgrant funds to implement the elements of a high-qual-
7 ity prekindergarten program for the children described in
8 section 117(b).

9 (b) COORDINATION.—

10 (1) LOCAL EDUCATIONAL AGENCY PARTNER-
11 SHIPS WITH LOCAL EARLY CHILDHOOD EDUCATION
12 PROGRAMS.—A local educational agency that re-
13 ceives a subgrant under this subtitle shall provide an
14 assurance that the local educational agency will
15 enter into strong partnerships with local early child-
16 hood education programs, including programs sup-
17 ported through the Head Start Act (42 U.S.C. 9831
18 et seq.).

19 (2) ELIGIBLE LOCAL ENTITIES THAT ARE NOT
20 LOCAL EDUCATIONAL AGENCIES.—An eligible local
21 entity that is not a local educational agency that re-
22 ceives a subgrant under this subtitle shall provide an
23 assurance that such entity will enter into strong
24 partnerships with local educational agencies.

1 **SEC. 122. REPORT AND EVALUATION.**

2 (a) IN GENERAL.—Each State that receives a grant
3 under this subtitle shall prepare an annual report, in such
4 manner and containing such information as the Secretary
5 may reasonably require.

6 (b) CONTENTS.—A report prepared under subsection
7 (a) shall contain, at a minimum—

8 (1) a description of the manner in which the
9 State has used the funds made available through the
10 grant and a report of the expenditures made with
11 the funds;

12 (2) a summary of the State's progress toward
13 providing access to high-quality prekindergarten pro-
14 grams for children eligible for such services, as de-
15 termined by the State, from families with incomes at
16 or below 200 percent of the poverty line, including
17 the percentage of funds spent on children from fami-
18 lies with incomes—

19 (A) at or below 100 percent of the poverty
20 line;

21 (B) at or below between 101 and 150 per-
22 cent of the poverty line; and

23 (C) at or below between 151 and 200 per-
24 cent of the poverty line;

1 (3) an evaluation of the State's progress toward
2 achieving the State's performance targets, described
3 in section 118;

4 (4) data on the number of high-quality pre-
5 kindergarten program teachers and staff in the
6 State, including teacher turnover rates and teacher
7 compensation levels compared to teachers in elemen-
8 tary schools and secondary schools, according to the
9 setting in which such teachers and staff work (which
10 settings shall include, at a minimum, Head Start
11 programs, public prekindergarten, and child care
12 programs) who received training or education during
13 the period of the grant and remained in the early
14 childhood education program field;

15 (5) data on the kindergarten readiness of chil-
16 dren in the State;

17 (6) a description of the State's progress in over-
18 coming barriers to the effective use of Federal,
19 State, and local public funds and private funds, for
20 early childhood education;

21 (7) the number and percentage of children in
22 the State participating in high-quality prekind-
23 ergarten programs, disaggregated by race, ethnicity,
24 family income, child age, disability, whether the chil-

1 dren are homeless children, and whether the children
2 are dual language learners;

3 (8) data on the availability, affordability, and
4 quality of infant and toddler care in the State;

5 (9) the number of operational minutes per week
6 and per year for each eligible local entity that re-
7 ceives a subgrant;

8 (10) the local educational agency and zip code
9 in which each eligible local entity that receives a
10 subgrant operates;

11 (11) information, for each of the local edu-
12 cational agencies described in paragraph (10), on
13 the percentage of the costs of the public early child-
14 hood education programs that is funded from Fed-
15 eral, from State, and from local sources, including
16 the percentages from specific funding programs;

17 (12) data on the number and percentage of
18 children in the State participating in public kinder-
19 garten programs, disaggregated by race, family in-
20 come, child age, disability, whether the children are
21 homeless children, and whether the children are dual
22 language learners, with information on whether such
23 programs are offered—

24 (A) for a full-day; and

25 (B) at no cost to families; and

1 (13) data on the number of individuals in the
 2 State who are supported with scholarships, if appli-
 3 cable, to meet the baccalaureate degree requirement
 4 for high-quality prekindergarten programs, as de-
 5 fined in section 112.

6 (c) SUBMISSION.—A State shall submit the annual
 7 report prepared under subsection (a), at the end of each
 8 fiscal year, to the Secretary, the Secretary of Health and
 9 Human Services, and the State Advisory Council on Early
 10 Childhood Education and Care.

11 (d) COOPERATION.—An eligible local entity that re-
 12 ceives a subgrant under this subtitle shall cooperate with
 13 all Federal and State efforts to evaluate the effectiveness
 14 of the program the entity implements with subgrant funds.

15 (e) NATIONAL REPORT.—The Secretary shall compile
 16 and summarize the annual State reports described under
 17 subsection (c) and shall prepare and submit an annual re-
 18 port to Congress that includes a summary of such State
 19 reports.

20 **SEC. 123. PROHIBITION OF REQUIRED PARTICIPATION OR**
 21 **USE OF FUNDS FOR ASSESSMENTS.**

22 (a) PROHIBITION ON REQUIRED PARTICIPATION.—A
 23 State receiving a grant under this subtitle shall not re-
 24 quire any child to participate in any Federal, State, local,

1 or private early childhood education program, including a
2 high-quality prekindergarten program.

3 (b) PROHIBITION ON USE OF FUNDS FOR ASSESS-
4 MENT.—A State receiving a grant under this subtitle and
5 an eligible local entity receiving a subgrant under this sub-
6 title shall not use any grant or subgrant funds to carry
7 out any of the following activities:

8 (1) An assessment that provides rewards or
9 sanctions for individual children or teachers.

10 (2) An assessment that is used as the primary
11 or sole method for assessing program effectiveness.

12 (3) Evaluating children, other than for the pur-
13 poses of—

14 (A) improving instruction or the classroom
15 environment;

16 (B) targeting professional development;

17 (C) determining the need for health, men-
18 tal health, disability, or family support services;

19 (D) program evaluation for the purposes of
20 program improvement and parent information;
21 and

22 (E) improving parent and family engage-
23 ment.

1 **SEC. 124. COORDINATION WITH HEAD START PROGRAMS.**

2 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—

3 Not later than 1 year after the date of enactment of this
4 Act, the Secretary and the Secretary of Health and
5 Human Services shall develop a process for use in the
6 event that Head Start programs funded under the Head
7 Start Act (42 U.S.C. 9831 et seq.) operate in States or
8 regions that have achieved sustained universal, voluntary
9 access to 4-year-old children who reside within the State
10 and who are from families with incomes at or below 200
11 percent of the poverty line, to high-quality prekindergarten
12 programs and how such Head Start programs will
13 begin converting slots for children who are age 4 on the
14 eligibility determination date to children who are age 3
15 on the eligibility determination date, or, when appropriate,
16 converting Head Start Programs into Early Head Start
17 programs to serve infants and toddlers.

18 (b) COMMUNITY NEED AND RESOURCES.—The process
19 described in subsection (a) shall—

20 (1) be carried out on a case-by-case basis and
21 shall ensure that sufficient resources and time are
22 allocated for the development of such a process so
23 that no child or cohort is excluded from currently
24 available services; and

25 (2) ensure that any conversion shall be based
26 on community need and not on the aggregate num-

1 ber of children served in a State or region that has
2 achieved sustained, universal, voluntary access to
3 high-quality prekindergarten programs.

4 (c) PUBLIC COMMENT AND NOTICE.—Not fewer than
5 90 days after the development of the proposed process de-
6 scribed in subsection (a), the Secretary and the Secretary
7 of Health and Human Services shall publish a notice de-
8 scribing such proposed process for conversion in the Fed-
9 eral Register providing at least 90 days for public com-
10 ment. The Secretaries shall review and consider public
11 comments prior to finalizing the process for conversion of
12 Head Start slots and programs.

13 (d) REPORTS TO CONGRESS.—Concurrently with
14 publishing a notice in the Federal Register as described
15 in subsection (c), the Secretaries shall provide a report
16 to the Committee on Education and the Workforce of the
17 House of Representatives and the Committee on Health,
18 Education, Labor, and Pensions of the Senate that pro-
19 vides a detailed description of the proposed process de-
20 scribed in subsection (a), including a description of the
21 degree to which Head Start programs are providing State-
22 funded high-quality prekindergarten programs as a result
23 of the grant opportunity provided under this subtitle in
24 States where Head Start programs are eligible for conver-
25 sion described in subsection (a).

1 **SEC. 125. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**
2 **TRATION.**

3 In providing technical assistance to carry out activi-
4 ties under this title, the Secretary shall coordinate that
5 technical assistance, in appropriate cases, with technical
6 assistance provided by the Secretary of Health and
7 Human Services to carry out the programs authorized
8 under the Head Start Act (42 U.S.C. 9831 et seq.), the
9 Child Care and Development Block Grant Act of 1990 (42
10 U.S.C. 9858 et seq.), and the maternal, infant and early
11 childhood home visiting programs assisted under section
12 511 of the Social Security Act (42 U.S.C. 711).

13 **SEC. 126. AUTHORIZATION OF APPROPRIATIONS.**

14 There are authorized to be appropriated to carry out
15 this subtitle—

16 (1) \$1,300,000,000 for fiscal year 2014;

17 (2) \$3,250,000,000 for fiscal year 2015;

18 (3) \$5,780,000,000 for fiscal year 2016;

19 (4) \$7,580,000,000 for fiscal year 2017;

20 (5) \$8,960,000,000 for fiscal year 2018; and

21 (6) such sums as may be necessary for each of
22 fiscal years 2019 through 2023.

Subtitle B—Prekindergarten Development Grants

3 SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.

4 (a) IN GENERAL.—The Secretary of Education, in
5 consultation with the Secretary of Health and Human
6 Services, shall award competitive grants to States that
7 wish to increase their capacity and build the infrastructure
8 within the State to offer high-quality prekindergarten pro-
9 grams.

10 (b) ELIGIBILITY.—A State that is not receiving funds
11 under section 115 may compete for grant funds under this
12 subtitle if the State provides an assurance that the State
13 will, through the support of grant funds awarded under
14 this subtitle, meet the eligibility requirements of section
15 115 not later than 3 years after the date the State first
16 receives grant funds under this subtitle.

17 (c) GRANT DURATION.—The Secretary shall award
18 grants under this subtitle for a period of not more than
19 3 years. Such grants shall not be renewed.

20 (d) APPLICATION.—

21 (1) IN GENERAL.—A Governor, or chief execu-
22 tive officer of a State, that desires to receive a grant
23 under this subtitle shall submit an application to the
24 Secretary of Education at such time, in such man-
25 ner, and accompanied by such information as the

1 Secretary may reasonably require, including a de-
2 scription of how the State plans to become eligible
3 for grants under section 115 by not later than 3
4 years after the date the State first receives grant
5 funds under this subtitle.

6 (2) DEVELOPMENT OF APPLICATION.—In devel-
7 oping an application for a grant under this subtitle,
8 a State shall consult with the State Advisory Council
9 on Early Childhood Education and Care, and incor-
10 porate their recommendations, where applicable.

11 (e) MATCHING REQUIREMENT.—

12 (1) IN GENERAL.—To be eligible to receive a
13 grant under this subtitle, a State shall contribute for
14 the activities for which the grant was awarded non-
15 Federal matching funds in an amount equal to not
16 less than 20 percent of the amount of the grant.

17 (2) NON-FEDERAL FUNDS.—To satisfy the re-
18 quirement of paragraph (1), a State may use—

19 (A) cash; or

20 (B) an in-kind contribution.

21 (3) FINANCIAL HARDSHIP WAIVER.—The Sec-
22 retary may waive paragraph (1) or reduce the
23 amount of matching funds required under that para-
24 graph for a State that has submitted an application
25 for a grant under this subsection if the State dem-

1 onstrates, in the application, a need for such a waiv-
 2 er or reduction due to extreme financial hardship, as
 3 determined by the Secretary of Education.

4 (f) SUBGRANTS.—

5 (1) IN GENERAL.—A State awarded a grant
 6 under this subtitle may use the grant funds to
 7 award subgrants to eligible local entities, as defined
 8 in section 112, to carry out the activities under the
 9 grant.

10 (2) SUBGRANTEES.—An eligible local entity
 11 awarded a subgrant under paragraph (1) shall com-
 12 ply with the requirements of this subtitle relating to
 13 grantees, as appropriate.

14 (g) AUTHORIZATION OF APPROPRIATIONS.—There
 15 are authorized to be appropriated to carry out this sec-
 16 tion—

17 (1) \$750,000,000 for fiscal year 2014; and

18 (2) such sums as may be necessary for each of
 19 fiscal years 2015 through 2023.

20 **TITLE II—LEARNING QUALITY**

21 **PARTNERSHIPS**

22 **SEC. 201. PURPOSES.**

23 The purposes of this title are to—

1 (1) increase the availability of, and access to,
2 high-quality early childhood education and care pro-
3 gramming for infants and toddlers;

4 (2) support a higher quality of, and increase ca-
5 pacity for, that programming in both child care cen-
6 ters and family child care homes; and

7 (3) encourage the provision of comprehensive,
8 coordinated full-day services and supports for in-
9 fants and toddlers.

10 **SEC. 202. EARLY LEARNING QUALITY PARTNERSHIPS.**

11 The Head Start Act is amended—

12 (1) section 645A(e) (42 U.S.C. 9840a(e)) is
13 amended to read as follows:

14 “(e) SELECTION OF GRANT RECIPIENTS.—The Sec-
15 retary shall award grants under this section on a competi-
16 tive basis to applicants meeting the criteria in subsection
17 (d) (giving priority to entities with a record of providing
18 early, continuous, and comprehensive childhood develop-
19 ment and family services and entities that agree to partner
20 with a center-based or family child care provider to carry
21 out the activities described in section 645B).”; and

22 (2) by inserting after section 645A (42 U.S.C.
23 9840a) the following:

1 **“SEC. 645B. EARLY LEARNING QUALITY PARTNERSHIPS.**

2 “(a) IN GENERAL.—The Secretary shall make grants
3 to Early Head Start agencies to partner with center-based
4 or family child care providers, particularly those that re-
5 ceive support under the Child Care and Development
6 Block Grant of 1990 (42 U.S.C. 9858 et seq.), that agree
7 to meet program performance standards that are de-
8 scribed in section 641A(a)(1) and applicable Early Head
9 Start standards described in section 645A, with funding
10 and technical assistance from the Early Head Start agen-
11 cy.

12 “(b) SELECTION OF GRANT RECIPIENTS.—

13 “(1) IN GENERAL.—Except as provided in para-
14 graphs (2) and (3), the Secretary shall award grants
15 under this section in a manner consistent with sec-
16 tion 645A(e).

17 “(2) COMPETITIVE PRIORITY.—In awarding
18 grants under this section, the Secretary shall give
19 priority to applicants—

20 “(A) that propose to create strong align-
21 ment of programs with maternal, infant and
22 early childhood home visiting programs assisted
23 under section 511 of the Social Security Act
24 (42 U.S.C. 711), State-funded prekindergarten
25 programs, programs carried out under the
26 Child Care and Development Block Grant Act

of 1990 (42 U.S.C. 9858 et seq.), and other programs supported under this Act, to create a strong continuum of high-quality services for children from birth to school entry; and

“(B) that seek to work with child care providers across settings, including center-based and home-based programs.

“(3) ALLOCATION.—

“(A) RESERVATION.—From funds appropriated to carry out this section, the Secretary shall reserve—

“(i) not less than 3 percent of such funds for Indian Head Start programs that serve young children;

“(ii) not less than 4.5 percent for migrant and seasonal Head Start programs that serve young children; and

“(iii) not less than 0.2 percent for programs funded under clause (iv) or (v) of section 640(a)(2)(B).

“(B) ALLOCATION AMONG STATES.—The Secretary shall allocate funds appropriated to carry out this section and not reserved under subparagraph (A) among the States proportionally based on the number of young children

1 from families whose income is below the poverty
2 line residing in such States.

3 “(c) ELIGIBILITY OF CHILDREN.—

4 “(1) IN GENERAL.—Partnerships formed
5 through assistance provided under this section may
6 serve children through age 3.

7 “(2) STANDARDS.—The standards applied to
8 children served under this section shall be consistent
9 with those applied to 3-year-old children otherwise
10 served under this Act.

11 “(d) PARTNERSHIPS.—An Early Head Start agency
12 that receives a grant under this section shall—

13 “(1) enter into a contractual relationship with
14 a center-based or family child care provider to raise
15 the quality of such provider’s programs so that the
16 provider meets the program performance standards
17 described in subsection (a) through activities that
18 may include—

19 “(A) expanding the center-based or family
20 child care provider’s programs through financial
21 support;

22 “(B) providing training, technical assist-
23 ance, and support to the provider in order to
24 help the provider meet the program perform-
25 ance standards, which may include supporting

1 program and partner staff in earning a child
2 development associate credential, associate's de-
3 gree, or baccalaureate degree in early childhood
4 education or a closely related field for working
5 with infants and toddlers; and

6 “(C) blending funds received under the
7 Child Care and Development Block Grant of
8 1990 (42 U.S.C. 9858 et seq.) and the Early
9 Head Start program carried out under section
10 645A in order to provide high-quality child
11 care, for a full day, that meets the program
12 performance standards;

13 “(2) develop and implement a proposal to re-
14 cruit and enter into the contract with a center-based
15 or family child care provider, particularly a provider
16 that serves children who receive assistance under the
17 Child Care and Development Block Grant of 1990
18 (42 U.S.C. 9858 et seq.);

19 “(3) create a clear and realizable timeline to in-
20 crease the quality and capacity of a center-based or
21 family child care provider so that the provider meets
22 the program performance standards described in
23 subsection (a); and

1 “(4) align activities and services provided
2 through funding under this section with the Head
3 Start Child Outcomes Framework.

4 “(e) STANDARDS.—Prior to awarding grants under
5 this section, the Secretary shall establish standards to en-
6 sure that the responsibility and expectations of the Early
7 Head Start Agency and the partner child care providers
8 are clearly defined.

9 “(f) DESIGNATION RENEWAL.—A partner child care
10 provider that receives assistance through a grant provided
11 under this section shall be exempt, for a period of 18
12 months, from the designation renewal requirements under
13 section 641(c).

14 “(g) SURVEY OF EARLY HEAD START AGENCIES AND
15 REPORT TO CONGRESS.—Not later than 1 year after the
16 date of enactment of the Strong Start for America’s Chil-
17 dren Act, the Secretary shall—

18 “(1) conduct a survey of Early Head Start
19 agencies to determine the extent of barriers to enter-
20 ing into early learning quality partnership agree-
21 ments under this section on Early Head Start agen-
22 cies and on child care providers; and

23 “(2) submit information obtained from the sur-
24 vey conducted under paragraph (1), with suggested
25 steps to overcome such barriers, in a report to the

1 Committee on Education and the Workforce of the
 2 House of Representatives and the Committee on
 3 Health, Education, Labor, and Pensions of the Sen-
 4 ate, including a detailed description of the degree to
 5 which Early Head Start agencies are utilizing the
 6 funds provided.

7 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
 8 are authorized to be appropriated to carry out this sec-
 9 tion—

10 “(1) \$4,000,000,000 for fiscal year 2014; and

11 “(2) such sums as may be necessary for each
 12 of fiscal years 2015 through 2023.”.

13 **TITLE III—CHILD CARE**

14 **SEC. 301. STATE PLAN.**

15 (a) COORDINATION; MINIMUM ELIGIBILITY; SUPPLE-
 16 MENT NOT SUPPLANT.—Section 658E(c)(2) of the Child
 17 Care and Development Block Grant of 1990 (42 U.S.C.
 18 9858c(c)(2)) is amended by adding at the end the fol-
 19 lowing:

20 “(I) COORDINATION WITH OTHER FED-
 21 ERAL BLOCK GRANTS.—Certify that the State
 22 will develop and implement a process, not later
 23 than 3 years after the date of enactment of the
 24 Early Childhood Education Improvement Act of
 25 2013, to ensure that the funding such State re-

1 ceives under the program of block grants for so-
2 cial services provided under subtitle A of title
3 XX of the Social Security Act (42 U.S.C. 1397
4 et seq.) and the Community Services Block
5 Grant Act (42 U.S.C. 9901 et seq.) that is used
6 for child care services is subject to the require-
7 ments and limitations of this subchapter.

8 “(J) MINIMUM ELIGIBILITY.—Demonstrate
9 that each child that receives assistance in ac-
10 cordance with this subchapter in the State will
11 receive such assistance for not less than 12
12 months (regardless of a change in family in-
13 come for the child’s family, if family income
14 does not exceed 85 percent of the State median
15 income for a family of the same size) before the
16 State redetermines the eligibility of the child
17 under this subchapter.

18 “(K) SUPPLEMENTING AND NOT SUP-
19 PLANTING CHILD CARE FUNDS.—Provide an as-
20 surance that funds received by the State to
21 carry out this subchapter shall be used to sup-
22 plement and not supplant other Federal, State,
23 and local public funds for child care services
24 and activities.”.

1 (b) ACTIVITIES TO IMPROVE THE QUALITY OF
 2 CHILD CARE.—Section 658G of the Child Care and Devel-
 3 opment Block Grant of 1990 (42 U.S.C. 9858e) is amend-
 4 ed—

5 (1) by striking “A State” and inserting “(a) IN
 6 GENERAL.—A State”; and

7 (2) by adding at the end the following:

8 “(b) FORMULA GRANTS.—

9 “(1) IN GENERAL.—For fiscal years for which
 10 the amount appropriated to carry out this sub-
 11 chapter exceeds \$2,400,000,000, the Secretary may
 12 reserve not less than \$100,000,000 for formula
 13 grants to States, Indian tribes, and tribal organiza-
 14 tions to improve the quality of child care programs
 15 and services. Such funds may be used to—

16 “(A) support training, education, and
 17 other professional development activities for
 18 child care staff, which may include coaching,
 19 mentoring, and other on-site training and tech-
 20 nical assistance;

21 “(B) provide technical assistance to help
 22 providers become licensed and comply with ap-
 23 plicable licensing and regulatory requirements;

24 “(C) improve the compensation of the child
 25 care workforce, including through rewards or

1 bonuses linked to increased credential or degree
2 completion;

3 “(D) help programs meet applicable health
4 and safety standards; and

5 “(E) provide technical assistance to help
6 providers implement nutrition, physical activity,
7 or obesity prevention programs.

8 “(2) COORDINATION.—A State, Indian tribe, or
9 tribal organization that receives a grant under this
10 section shall coordinate with a State Advisory Coun-
11 cil on Early Childhood Education and Care in co-
12 ordinating activities carried out under this sub-
13 section with other quality-related activities directed
14 toward child care programs.

15 “(3) PRIORITY TO HIGH POVERTY AREAS.—A
16 State, Indian tribe, or tribal organization that re-
17 ceives a grant under this section shall provide assur-
18 ances that such grant funds will be prioritized—

19 “(A) to areas with significant concentra-
20 tions of poverty and unemployment and that
21 lack access to high-quality child care, including
22 high-quality early childhood education pro-
23 grams; or

24 “(B) for otherwise underserved popu-
25 lations, such as children with disabilities (as de-

1 fined in section 602 of the Individuals with Dis-
 2 abilities Education Act (20 U.S.C. 1401)),
 3 homeless children, and children who are dual
 4 language learners (as such term is defined in
 5 section 112 of the Strong Start for America’s
 6 Children Act).”.

7 (c) DEMONSTRATION AND PILOT PROJECTS.—Sec-
 8 tion 658I of the Child Care and Development Block Grant
 9 of 1990 (42 U.S.C. 9858g) is amended by adding at the
 10 end the following:

11 “(c) DEMONSTRATION AND PILOT PROJECTS.—The
 12 Secretary may, through grants or contracts, carry out
 13 demonstration and pilot projects that are consistent with
 14 the purposes of this subchapter and are designed to de-
 15 velop and implement strategies and practices useful in
 16 supporting the needs of low-income families in-need of, or
 17 receiving, child care services. Such projects shall—

18 “(1) include the provision of direct services to
 19 individuals;

20 “(2) be subject to measures of performance
 21 based on indicators developed and prescribed by the
 22 Secretary in consultation with—

23 “(A) individuals and organizations cur-
 24 rently administering programs that receive sup-
 25 port under this subchapter;

1 “(B) individuals of other relevant Federal
2 agencies and departments; and

3 “(C) individuals in relevant academic dis-
4 ciplines; and

5 “(3) include an evaluation component.”.

6 (d) AUTHORIZATION OF APPROPRIATIONS.—Section
7 658B of the Child Care and Development Block Grant of
8 1990 (42 U.S.C. 9858) is amended to read as follows:

9 **“SEC. 658B. AUTHORIZATION OF APPROPRIATIONS.**

10 “There are authorized to be appropriated to carry out
11 this subchapter—

12 “(1) \$2,478,313,000 for fiscal year 2014; and

13 “(2) such sums as may be necessary for each
14 of fiscal years 2015 through 2023.”.

15 **TITLE IV—MATERNAL, INFANT,**
16 **AND EARLY CHILDHOOD**
17 **HOME VISITING PROGRAM**

18 **SEC. 401. SENSE OF SENATE.**

19 It is the sense of the Senate that—

20 (1) from the prenatal period to the first day of
21 kindergarten, children’s development rapidly pro-
22 gresses at a pace exceeding that of any subsequent
23 stage of life;

24 (2) as reported by the National Academy of
25 Sciences in 2001, striking disparities exist in what

1 children know and can do that are evident well be-
2 fore they enter kindergarten; these differences are
3 strongly associated with social and economic cir-
4 cumstances, and they are predictive of subsequent
5 academic performance;

6 (3) research has consistently demonstrated that
7 investments in high-quality programs that serve in-
8 fants and toddlers better positions those children for
9 success in elementary, secondary, and postsecondary
10 education as well as helping children develop the
11 critical physical, emotional, social, and cognitive
12 skills that they will need for the rest of their lives;

13 (4) in 2011, there were 11,000,000 infants and
14 toddlers living in the United States and 49 percent
15 of these children came from low-income families liv-
16 ing with incomes at or below 200 percent of the
17 Federal poverty guidelines;

18 (5) the Maternal, Infant, and Early Childhood
19 Home Visiting (MIECHV) program was authorized
20 by Congress to facilitate collaboration and partner-
21 ship at the Federal, State, and community levels to
22 improve health and development outcomes for at-risk
23 children, including those from low-income families,
24 through evidence-based home visiting programs;

1 (6) MIECHV is an evidence-based policy initia-
2 tive and its authorizing legislation requires that at
3 least 75 percent of funds dedicated to the program
4 must support programs to implement evidence-based
5 home visiting models, which includes the home-based
6 model of Early Head Start; and

7 (7) Congress should continue to provide re-
8 sources to MIECHV to support the work of States
9 to help at-risk families voluntarily receive home vis-
10 its from nurses and social workers to—

11 (A) promote maternal, infant, and child
12 health;

13 (B) improve school readiness and achieve-
14 ment;

15 (C) prevent potential child abuse or neglect
16 and injuries;

17 (D) support family economic self-suffi-
18 ciency;

19 (E) reduce crime or domestic violence; and

20 (F) improve coordination or referrals for
21 community resources and supports.

○