

## Calendar No. 427

113TH CONGRESS  
2D SESSION**S. 2452**

To support early learning.

## IN THE SENATE OF THE UNITED STATES

JUNE 10, 2014

Mr. HARKIN, from the Committee on Health, Education, Labor, and Pensions,  
reported the following original bill; which was read twice and placed on  
the calendar

**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.

TITLE I—PREKINDERGARTEN ACCESS

Subtitle A—Access to Voluntary Prekindergarten for Low- and Moderate-  
Income Families

- Sec. 111. Purposes.
- Sec. 112. Definitions.
- Sec. 113. Program authorization.
- Sec. 114. Allotments and reservation of funds.
- Sec. 115. State eligibility criteria.
- Sec. 116. State applications.
- Sec. 117. State use of funds.
- Sec. 118. Performance measures and targets.
- Sec. 119. Matching requirements.
- Sec. 120. Eligible local entity applications.
- Sec. 121. Required subgrant activities.
- Sec. 122. Report and evaluation.
- Sec. 123. Prohibition of required participation or use of funds for assessments.
- Sec. 124. Coordination with Head Start programs.
- Sec. 125. Technical assistance in program administration.
- Sec. 126. Rule of construction.
- Sec. 127. Authorization of appropriations.

Subtitle B—Prekindergarten Development Grants

- Sec. 151. Prekindergarten development grants.

TITLE II—LEARNING QUALITY PARTNERSHIPS

- Sec. 201. Purposes.
- Sec. 202. Early learning quality partnerships.

TITLE III—MATERNAL, INFANT, AND EARLY CHILDHOOD HOME  
VISITING PROGRAM

- Sec. 301. Sense of Senate.

1     **TITLE I—PREKINDERGARTEN**  
2                     **ACCESS**  
3     **Subtitle A—Access to Voluntary**  
4         **Prekindergarten for Low- and**  
5         **Moderate-income Families**

6     **SEC. 111. PURPOSES.**

7         The purposes of this subtitle are to—

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

1       erate-income families to ensure that the children  
2       enter kindergarten 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—

13           (A) given the term in section 602 of the  
14       Individuals with Disabilities Education Act (20  
15       U.S.C. 1401); and

16           (B) given the term “infant or toddler with  
17       a disability” in section 632 of such Act (20  
18       U.S.C. 1432).

19           (2) COMPREHENSIVE EARLY LEARNING ASSESS-  
20       MENT SYSTEM.—The term “comprehensive early  
21       learning assessment system”—

22           (A) means a coordinated and comprehen-  
23       sive system of multiple assessments, each of  
24       which is valid and reliable for its specified pur-  
25       pose and for the population with which it will

be used, that organizes information about the process and context of young children’s learning and development in order to help early childhood 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 to identify children who may need follow-up services to address developmental, learning, or health needs in, at a minimum, areas of physical health, behavioral health, oral health, child development, vision, and hearing;

(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).

1           (4) EARLY CHILDHOOD EDUCATION PRO-  
2       GRAM.—The term “early childhood education pro-  
3       gram” has the meaning given the term in section  
4       103 of the Higher Education Act of 1965 (20  
5       U.S.C. 1003).

6           (5) ELEMENTARY SCHOOL.—The term “elemen-  
7       tary school” has the meaning given the term in sec-  
8       tion 9101 of the Elementary and Secondary Edu-  
9       cation Act of 1965 (20 U.S.C. 7801).

10          (6) ELIGIBLE LOCAL ENTITY.—The term “eligi-  
11       ble local entity” means—

12               (A) a local educational agency, including a  
13               charter school or a charter management organi-  
14               zation that acts as a local educational agency,  
15               or an educational service agency in partnership  
16               with a local educational agency;

17               (B) an entity (including a Head Start pro-  
18               gram or licensed child care setting) that carries  
19               out, administers, or supports an early childhood  
20               education program; or

21               (C) a consortium of entities described  
22               under subparagraph (A) or (B).

23          (7) ELIGIBILITY DETERMINATION DATE.—The  
24       term “eligibility determination date” means the date  
25       used to determine eligibility for public elementary

1 school in the community in which the eligible local  
2 entity involved is located.

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

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

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

8 (9) HIGH-QUALITY PREKINDERGARTEN PRO-  
9 GRAM.—The term “high-quality prekindergarten  
10 program” means a prekindergarten program sup-  
11 ported by an eligible local entity that includes, at a  
12 minimum, the following elements based on nationally  
13 recognized standards:

14 (A) Serves children who—

15 (i) are age 4 or children who are age  
16 3 or 4, by the eligibility determination date  
17 (including children who turn age 5 while  
18 attending the program); or

19 (ii) have attained the legal age for  
20 State-funded prekindergarten.

21 (B) Requires high staff qualifications, in-  
22 cluding a requirement that a prekindergarten  
23 teacher—

24 (i) has a bachelor’s degree in early  
25 childhood education or a related field with

1 coursework that demonstrates competence  
2 in early childhood education;

3 (ii)(I) has a bachelor's degree in any  
4 field;

5 (II) has demonstrated knowledge of  
6 early childhood education through passage  
7 of a State-approved assessment in early  
8 childhood education;

9 (III) engages in ongoing professional  
10 development in early childhood education  
11 for not less than 2 years; and

12 (IV) is enrolled in a State-approved  
13 educator preparation program in which the  
14 teacher receives ongoing training and sup-  
15 port in early childhood education and is  
16 making progress toward the completion of  
17 the program in not more than 3 years; or

18 (iii) has a bachelor's degree in any  
19 field with a credential, license, or endorse-  
20 ment that demonstrates competence in  
21 early childhood education.

22 (C) Maintains a maximum class size of 20  
23 children.

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

1 (E) Offers a full-day program.

2 (F) Provides developmentally appropriate  
3 learning environments and evidence-based cur-  
4 ricula that are aligned with the State's early  
5 learning and development standards.

6 (G) Offers instructional staff salaries com-  
7 parable to kindergarten through grade 12  
8 teaching staff.

9 (H) Provides for ongoing monitoring and  
10 program evaluation to ensure continuous im-  
11 provement.

12 (I) Offers accessible comprehensive services  
13 for children that—

14 (i) include, at a minimum—

15 (I) screenings for vision, dental,  
16 health (including mental health), and  
17 development and referrals, and assist-  
18 ance obtaining services, when appro-  
19 priate;

20 (II) family engagement opportu-  
21 nities (taking into account home lan-  
22 guage), such as parent conferences  
23 (including parent input about their  
24 child's development) and support serv-



1           ices, such as parent education and  
2           family literacy services;

3                   (III) nutrition services, including  
4           nutritious meals and snack options  
5           aligned with requirements set by the  
6           most recent Child and Adult Care  
7           Food Program guidelines promulgated  
8           by the Department of Agriculture as  
9           well as regular, age-appropriate, nu-  
10          trition education for children and  
11          their families;

12                   (IV) programs coordinated with  
13          local educational agencies and entities  
14          providing programs authorized under  
15          section 619 and part C of the Individ-  
16          uals with Disabilities Education Act  
17          (20 U.S.C. 1419 and 1431 et seq.);

18                   (V) physical activity programs  
19          aligned with evidence-based guide-  
20          lines, such as those recommended by  
21          the Institute of Medicine, and that  
22          take into account and accommodate  
23          children with disabilities; and

24                   (VI) additional support services,  
25          as appropriate, based on the findings

1 of the needs analysis as described in  
2 section 120; and

3 (ii) are provided on-site, to the max-  
4 imum extent feasible.

5 (J) Provides high-quality professional de-  
6 velopment for staff, including regular in-class  
7 observation for teachers and teacher assistants  
8 by individuals trained in observation and which  
9 may include evidence-based coaching.

10 (K) Meets the education performance  
11 standards in effect under section 641A(a)(1)(B)  
12 of the Head Start Act (42 U.S.C.  
13 9836a(a)(1)(B)).

14 (L) Maintains evidence-based health and  
15 safety standards.

16 (10) HOMELESS CHILD.—The term “homeless  
17 child” means a child or youth described in section  
18 725(2) of the McKinney-Vento Homeless Assistance  
19 Act (42 U.S.C. 11434a(2)).

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

24 (12) LOCAL EDUCATIONAL AGENCY.—The term  
25 “local educational agency” has the meaning given

1 the term in section 9101 of the Elementary and Sec-  
2 ondary Education Act of 1965 (20 U.S.C. 7801).

3 (13) OUTLYING AREA.—The term “outlying  
4 area” means each of the United States Virgin Is-  
5 lands, Guam, American Samoa, the Commonwealth  
6 of the Northern Mariana Islands, and the Republic  
7 of Palau.

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

11 (A) adjusted to reflect the percentage  
12 change in the Consumer Price Index for all con-  
13 sumers, issued by the Bureau of Labor Statis-  
14 tics, occurring in the 1-year period or other in-  
15 terval immediately preceding the date such ad-  
16 justment is made; and

17 (B) adjusted for family size.

18 (15) SECRETARY.—The term “Secretary”  
19 means the Secretary of Education.

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

24 (17) STATE ADVISORY COUNCIL ON EARLY  
25 CHILDHOOD EDUCATION AND CARE.—The term

1 “State Advisory Council on Early Childhood Edu-  
 2 cation and Care” means the State Advisory Council  
 3 on Early Childhood Education and Care designated  
 4 or established under section 642B(b) of the Head  
 5 Start Act (42 U.S.C. 9837b(b)).

6 **SEC. 113. PROGRAM AUTHORIZATION.**

7 (a) IN GENERAL.—From amounts made available to  
 8 carry out this subtitle, the Secretary, in consultation with  
 9 the Secretary of Health and Human Services, shall award  
 10 grants to States to implement high-quality prekind-  
 11 garten programs, consistent with the purposes of this sub-  
 12 title. For each fiscal year, the funds provided under the  
 13 grant shall equal the allotment determined for the State  
 14 under section 114.

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

16 (1) IN GENERAL.—Each State that certifies to  
 17 the Secretary that it provides access to universally  
 18 available, voluntary, high-quality prekindergarten  
 19 programs for 4-year old children who reside within  
 20 the State and are from families with incomes at or  
 21 below 200 percent of the poverty line, may use the  
 22 State’s allotment under section 114(b) to provide  
 23 high-quality prekindergarten programs for 3-year old  
 24 children who reside within the State and are from

1 families with incomes at or below 200 percent of the  
2 poverty line.

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

18 **SEC. 114. ALLOTMENTS AND RESERVATION OF FUNDS.**

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

22 (1) reserve not less than 1 percent and not  
23 more than 2 percent for payments to Indian tribes  
24 and tribal organizations (as such terms are defined

1 under the Child Care and Development Block Grant  
2 Act of 1990 (42 U.S.C. 9858n));

3 (2) reserve  $\frac{1}{2}$  of 1 percent for the outlying  
4 areas to be distributed among the outlying areas on  
5 the basis of their relative need, as determined by the  
6 Secretary in accordance with the purposes of this  
7 subtitle;

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

12 (4) reserve not more than 1 percent or  
13 \$30,000,000, whichever amount is less, for national  
14 activities, including administration, technical assist-  
15 ance, and evaluation.

16 (b) ALLOTMENTS.—

17 (1) IN GENERAL.—From the amount made  
18 available each fiscal year to carry out this subtitle  
19 and not reserved under subsection (a), the Secretary  
20 shall make allotments to States in accordance with  
21 paragraph (2) that have submitted an approved ap-  
22 plication.

23 (2) ALLOTMENT AMOUNT.—

24 (A) IN GENERAL.—Subject to subpara-  
25 graph (B), the Secretary shall allot the amount

1 made available under paragraph (1) for a fiscal  
2 year among the States in proportion to the  
3 number of children who are age 4 who reside  
4 within the State and are from families with in-  
5 comes at or below 200 percent of the poverty  
6 line for the most recent fiscal year for which  
7 satisfactory data are available, compared to the  
8 number of such children who reside in all such  
9 States for that fiscal year.

10 (B) MINIMUM ALLOTMENT AMOUNT.—No  
11 State receiving an allotment under subpara-  
12 graph (A) may receive less than  $\frac{1}{2}$  of 1 percent  
13 of the total amount allotted under such sub-  
14 paragraph.

15 (3) REALLOTMENT AND CARRY OVER.—

16 (A) IN GENERAL.—If 1 or more States  
17 does not receive an allotment under this sub-  
18 section for any fiscal year, the Secretary may  
19 use the amount of the allotments for such State  
20 or States for either or both of the following, in  
21 such amounts as the Secretary determines ap-  
22 propriate:

23 (i) To increase the allotments of  
24 States with approved applications, con-  
25 sistent with subparagraph (B).

1 (ii) To carry over the funds to the  
2 next fiscal year.

3 (B) REALLOTMENT.—From the total  
4 amount available under subparagraph (A)(i), if  
5 any, the Secretary shall allot to each State with  
6 an approved application an amount that bears  
7 the same relationship to that total amount, as  
8 the amount the State received under paragraph  
9 (2) for that fiscal year bears to the amount that  
10 all States with approved applications received  
11 under paragraph (2) for that fiscal year.

12 (4) STATE.—For purposes of this subsection,  
13 the term “State” means each of the 50 States, the  
14 District of Columbia, and the Commonwealth of  
15 Puerto Rico.

16 (c) FLEXIBILITY.—The Secretary may make minimal  
17 adjustments to allotments under this subsection, which  
18 shall neither lead to a significant increase or decrease in  
19 a State’s allotment determined under subsection (b), based  
20 on a set of factors, such as the level of program participa-  
21 tion and the estimated cost of the activities specified in  
22 the State plan.

23 (d) APPLICATIONS FOR RESERVED FUNDS.—A tribe,  
24 tribal organization, outlying area, or entity for which the  
25 Secretary reserves funds under subsection (a) and that de-



1 sires to receive such funds shall submit an application to  
 2 the Secretary at such time, in such manner, and con-  
 3 taining or accompanied by such information as the Sec-  
 4 retary may reasonably require, including a description of  
 5 how such tribe, organization, area, or entity will carry out  
 6 the purposes of this subtitle.

7 **SEC. 115. STATE ELIGIBILITY CRITERIA.**

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

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

22 (A) physical well-being and motor develop-  
 23 ment;

24 (B) social and emotional development;

1 (C) approaches to learning, including cre-  
 2 ative arts expression;

3 (D) developmentally appropriate oral and  
 4 written language and literacy development; and

5 (E) cognition and general knowledge, in-  
 6 cluding early mathematics and early scientific  
 7 development;

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

17 (3) offers kindergarten for children who are eli-  
 18 gible children for that service in the State; and

19 (4) has established or designated, or will estab-  
 20 lish or designate, a State Advisory Council on Early  
 21 Childhood Education and Care.

22 **SEC. 116. STATE APPLICATIONS.**

23 (a) IN GENERAL.—The Governor, or chief executive  
 24 officer, of a State that desires to receive a grant under  
 25 this subtitle shall submit an application, in consultation

1 with Indian tribes and tribal organizations (as such terms  
2 are defined under the Child Care and Development Block  
3 Grant Act of 1990 (42 U.S.C. 9858n)), if there are Indian  
4 tribes and tribal organizations in the State, to the Sec-  
5 retary at such time, in such manner, and containing such  
6 information as the Secretary may reasonably require. At  
7 a minimum, each such application shall include—

8 (1) an assurance that the State—

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

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

1 (C) will establish, or certify the existence  
2 of, program standards for all State prekindergarten  
3 programs consistent with the definition  
4 of a high-quality prekindergarten program  
5 under section 112; and

6 (2) a description of—

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

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

13 and

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

16 (B) how the State plans to develop or enhance  
17 a system for monitoring eligible local entities  
18 that are receiving funds under this subtitle  
19 for compliance with quality standards developed  
20 by the State and to provide program  
21 improvement support, which may be accomplished  
22 through the use of a State-developed  
23 system for quality rating and improvement;

24 (C) the State's plan, if applicable, to expand  
25 participation in the State's high-quality

1 prekindergarten programs to children from  
2 families with incomes above 200 percent of the  
3 poverty line;

4 (D) the State's comprehensive early learn-  
5 ing assessment system, or how the State plans  
6 to develop such a system, ensuring that any as-  
7 sessments are age-appropriate, as well as cul-  
8 turally and developmentally appropriate and,  
9 consistent with the recommendations from the  
10 study on Developmental Outcomes and Assess-  
11 ments for Young Children by the National  
12 Academy of Sciences, consistent with section  
13 649(j) of the Head Start Act (42 U.S.C.  
14 9844(j));

15 (E) the State's plan to develop, implement,  
16 and make publicly available the measures and  
17 targets described in section 118;

18 (F) the State's plan to increase the num-  
19 ber of teachers with bachelor's degrees in early  
20 childhood education, or with bachelor's degrees  
21 in another closely related field and specialized  
22 training and demonstrated competency in early  
23 childhood education, including how higher edu-  
24 cation will support increasing the number of  
25 teachers with such degrees and training, includ-

1 ing through the use of assessments of prior  
2 learning, knowledge, and skills to facilitate and  
3 expedite attainment of such degrees;

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

1 Act (42 U.S.C. 711), health improvements to  
2 child care funded under title XIX of the Social  
3 Security Act (42 U.S.C. 1396 et seq.), the pro-  
4 gram under subtitle B of title VII of the  
5 McKinney-Vento Homeless Assistance Act (42  
6 U.S.S. 11431 et seq.), the Investing In Innova-  
7 tion program under section 14007 of the Amer-  
8 ican Recovery and Reinvestment Act of 2009  
9 (Public Law 111–5), programs authorized  
10 under part E of title IV of the Social Security  
11 Act (42 U.S.C. 670 et seq.), programs amended  
12 by the Fostering Connections to Success and  
13 Increasing Adoptions Act of 2008 (Public Law  
14 110–351), and any other Federal, State, or  
15 local early childhood education programs used  
16 in the State;

17 (H) how the State will award subgrants to  
18 eligible local entities, and in awarding such sub-  
19 grants, will facilitate a delivery system of high-  
20 quality prekindergarten programs that includes  
21 diverse providers, such as providers in commu-  
22 nity-based, public school, and private settings,  
23 and will expand options for families;

24 (I) if the State does not have a funding  
25 mechanism for subgranting funds to implement

high-quality prekindergarten programs, how the State will use objective criteria in awarding subgrants to eligible local entities that will implement high-quality prekindergarten programs, including actions the State 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



1           115(1) will address the needs of dual language  
2           learners, including by incorporating benchmarks  
3           related to English language development;

4           (K) the process by which the State will  
5           identify barriers in the State, and propose solu-  
6           tions to overcome such barriers (which may in-  
7           clude seeking assistance under section 125), to  
8           effectively use and integrate Federal, State, and  
9           local public funds and private funds for early  
10          childhood education that are available to the  
11          State on the date on which the application is  
12          submitted;

13          (L) the State's plan to support articulation  
14          agreements among public 2-year and public 4-  
15          year institutions of higher education and other  
16          credit-bearing professional development entities  
17          in the State for early childhood teacher prepa-  
18          ration programs and closely related fields;

19          (M) an inventory of the State's higher edu-  
20          cation programs that prepare individuals for  
21          work in a high-quality prekindergarten pro-  
22          gram, including—

- 23                   (i) certification programs;
- 24                   (ii) associate degree programs;
- 25                   (iii) baccalaureate degree programs;

1 (iv) master's degree programs; and

2 (v) other programs that lead to a spe-  
3 cialization in early childhood education, or  
4 a closely related field;

5 (N) the State's plan for ensuring that the  
6 higher education programs in the State have  
7 the capacity to prepare a workforce to provide  
8 high-quality prekindergarten programs;

9 (O) the State's plan for supporting work-  
10 force development, including State and local  
11 policies that support prekindergarten instruc-  
12 tional staff's ability to earn a degree, certifi-  
13 cation, or other specializations or qualifications,  
14 including policies on leave, substitutes, and  
15 child care services, including nontraditional  
16 hour child care;

17 (P) the State's plan for holding eligible  
18 local entities accountable for use of funds;

19 (Q) the State's process to ensure that the  
20 State's early learning and development stand-  
21 ards are integrated into the instructional and  
22 programmatic practices of high-quality pre-  
23 kindergarten programs and related programs  
24 and services, such as those provided to children  
25 under section 619 and part C of the Individuals

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

3 (R) if the State funds full-day kinder-  
4 garten programs, but such full-day kinder-  
5 garten programs are not available to all chil-  
6 dren who are eligible to attend such programs  
7 in the State, how the State plans to increase  
8 the number of children in the State who are en-  
9 rolled in full-day kindergarten programs and to  
10 provide a strategy to implement such a plan;

11 (S) if the State does not fund full-day kin-  
12 dergarten programs, a description of how the  
13 State plans to establish such programs to  
14 strengthen the educational continuum for chil-  
15 dren who will be involved in the State's high-  
16 quality prekindergarten program supported  
17 through grants authorized under this subtitle;

18 (T) how the State will encourage eligible  
19 local entities to coordinate with community-  
20 based learning resources, if available, such as li-  
21 braries, arts and arts education programs, ap-  
22 propriate media programs, family literacy pro-  
23 grams, public parks and recreation programs,  
24 museums, nutrition education programs, and

1 programs supported by the Corporation for Na-  
2 tional and Community Service;

3 (U) how the State will work with eligible  
4 local entities, in consultation with elementary  
5 school principals, to ensure that high-quality  
6 prekindergarten programs have sufficient and  
7 appropriate facilities to meet the needs of chil-  
8 dren eligible for prekindergarten;

9 (V) how the State will support local early  
10 childhood coordinating entities, such as local  
11 early childhood councils and entities admin-  
12 istering shared services networks or models, if  
13 applicable, and help such entities to coordinate  
14 early childhood education programs with high-  
15 quality prekindergarten programs to ensure ef-  
16 fective and efficient delivery of early childhood  
17 education program services;

18 (W) how the State will ensure that the  
19 provision of high-quality prekindergarten pro-  
20 grams will not lead to a diminution in the qual-  
21 ity or supply of services for infants and toddlers  
22 or disrupt the care of infants and toddlers in  
23 the geographic area served by the eligible local  
24 entity, which may include demonstrating that  
25 the State will direct funds to provide high-qual-

ity early childhood education and care to infants and toddlers in accordance with section 117(d);

(X) how the State will ensure that all high-quality prekindergarten programs the State supports under this Act will conduct criminal history background checks on employees and applicants for employment with direct access to children; and

(Y) how the State will provide technical assistance in rural communities to address unique barriers to the implementation of high-quality prekindergarten programs in rural areas.

(b) CRIMINAL HISTORY BACKGROUND CHECKS.—

(1) IN GENERAL.—The criminal history background checks required under subsection (a)(2)(Y) shall include—

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

(B) a search of the State-based child abuse and neglect registries and databases in the State in which the employee resides and previously 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 that support the  
6           elements of high-quality prekindergarten programs  
7           or the activities described in section 116(a)(2). Such  
8           quality improvement activities may include—

9                   (A) supporting teachers, principals, and  
10                  center directors, in a State’s high-quality pre-  
11                  kindergarten program, licensed or regulated  
12                  child care, or Head Start programs to enable  
13                  such teachers or directors to earn a bacca-  
14                  laureate degree in early childhood education, or  
15                  a closely related field, through activities which  
16                  may include expanding or establishing scholar-  
17                  ships, counseling, and compensation initiatives  
18                  to cover the cost of tuition, fees, materials,  
19                  transportation, and release time for such teach-  
20                  ers;

21                   (B) providing ongoing professional develop-  
22                  ment opportunities, including regular in-class  
23                  observation by individuals trained in observa-  
24                  tion and evidence-based coaching or mentoring,  
25                  for such teachers, directors, and principals, if



applicable, and teacher assistants to enable such teachers, directors, and principals, if applicable, and teacher assistants to carry out the elements of high-quality prekindergarten programs, which may include activities that address—

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

(ii) developmentally appropriate curricula and 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;

(vi) childhood nutrition and physical education programs;

(vii) social and emotional development; and

(viii) incorporating age-appropriate strategies of positive behavioral interventions and supports; and

1 (C) providing families with increased op-  
2 portunities to learn how best to support their  
3 children’s physical, cognitive, social, and emo-  
4 tional development during the first 5 years of  
5 life.

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

9 (3) COORDINATION.—A State that reserves an  
10 amount under paragraph (1) shall coordinate the  
11 use of such amount with activities funded under sec-  
12 tion 658G of the Child Care and Development Block  
13 Grant Act of 1990 (42 U.S.C. 9858e) and the Head  
14 Start Act (42 U.S.C. 9831 et seq.).

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

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

1       (c) ADMINISTRATION.—A State that receives a grant  
 2 under this subtitle may reserve not more than 1 percent  
 3 of the grant funds for administration of the grant, and  
 4 may use part of that reservation for the maintenance of  
 5 the State Advisory Council on Early Childhood Education  
 6 and Care.

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

9           (1) USE OF ALLOTMENT FOR INFANTS AND  
 10 TODDLERS.—An eligible State may apply to use, and  
 11 the appropriate Secretary may grant permission for  
 12 the State to use, not more than 15 percent of the  
 13 funds made available through a grant received under  
 14 this subtitle to award subgrants to early childhood  
 15 education programs to provide high-quality early  
 16 childhood education and care, consistent with the  
 17 State’s early learning and development guidelines for  
 18 infants and toddlers, to infants and toddlers who re-  
 19 side within the State and are from families with in-  
 20 comes at or below 200 percent of the poverty line.

21           (2) APPLICATION.—To be eligible to use the  
 22 grant funds as described in paragraph (1), the State  
 23 shall submit an application to the appropriate Sec-  
 24 retary at such time, in such manner, and containing  
 25 such information as the Secretary may require. Such

1 application shall, at a minimum, include a descrip-  
2 tion of how the State will—

3 (A) designate a lead agency which shall ad-  
4 minister such funds;

5 (B) ensure that such lead agency, in co-  
6 ordination with the State Advisory Council on  
7 Early Childhood Education and Care, will col-  
8 laborate with other agencies in administering  
9 programs supported under this subsection for  
10 infants and toddlers in order to obtain input  
11 about the appropriate use of such funds and en-  
12 sure coordination with programs for infants and  
13 toddlers funded under the Child Care and De-  
14 velopment Block Grant Act of 1990 (42 U.S.C.  
15 9858 et seq.), the Head Start Act (42 U.S.C.  
16 9831 et seq.) (including any early learning  
17 quality partnerships established under section  
18 645B of the Head Start Act), the Race to the  
19 Top and Early Learning Challenge program  
20 under section 14006 of the American Recovery  
21 and Reinvestment Act of 2009 (Public Law  
22 111–5), the maternal, infant, and early child-  
23 hood home visiting programs funded under sec-  
24 tion 511 of the Social Security Act (42 U.S.C.  
25 711), and part C of the Individuals with Dis-

1 abilities Education Act (20 U.S.C. 1431 et  
2 seq.);

3 (C) ensure that infants and toddlers who  
4 benefit from amounts made available under this  
5 subsection will transition to and have the oppor-  
6 tunity to participate in a high-quality pre-  
7 kindergarten program supported under this  
8 subtitle;

9 (D) in awarding subgrants, give preference  
10 to early childhood education programs that  
11 have a plan to increase services to children with  
12 special needs, including children with develop-  
13 mental delays or disabilities, children who are  
14 dual language learners, homeless children, chil-  
15 dren who are in foster care, children of migrant  
16 families, children eligible for nutrition assist-  
17 ance under the United States Department of  
18 Agriculture's Food and Nutrition Service, or  
19 children in the child welfare system; and

20 (E) give priority to activities carried out  
21 under this subsection that will increase access  
22 to high-quality early childhood education pro-  
23 grams for infants and toddlers in local areas  
24 with significant concentrations of low-income

1 families that do not currently benefit from such  
2 programs.

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

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

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

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

13 (ii) high-quality, demonstrated, valid,  
14 and reliable program standards that have  
15 been established through a national entity  
16 that accredits early childhood education  
17 programs.

18 (4) FEDERAL ADMINISTRATION.—

19 (A) IN GENERAL.—The Secretary of Edu-  
20 cation shall bear responsibility for obligating  
21 and disbursing funds to support activities under  
22 this subsection and ensuring compliance with  
23 applicable laws and administrative require-  
24 ments, subject to subparagraph (B).

1 (B) INTERAGENCY AGREEMENT.—The Sec-  
 2 retary of Education and the Secretary of  
 3 Health and Human Services shall jointly ad-  
 4 minister activities supported under this sub-  
 5 section on such terms as such Secretaries shall  
 6 set forth in an interagency agreement. The Sec-  
 7 retary of Health and Human Services shall be  
 8 responsible for any final approval of a State’s  
 9 application under this subsection that addresses  
 10 the use of funds designated for services to in-  
 11 fants and toddlers.

12 (C) APPROPRIATE SECRETARY.—In this  
 13 subsection, the term “appropriate Secretary”,  
 14 when used with respect to a function, means  
 15 the Secretary designated for that function  
 16 under the interagency agreement.

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

18 (a) IN GENERAL.—A State that receives a grant  
 19 under this subtitle shall develop, implement, and make  
 20 publicly available performance measures and targets for  
 21 the activities carried out with grant funds. Such measures  
 22 shall, at a minimum, track the State’s progress in—

23 (1) increasing school readiness across all do-  
 24 mains for all categories of children described in sec-

1       tion 122(b)(7), including children with disabilities  
2       and dual language learners;

3           (2) narrowing school readiness gaps between  
4       minority and nonminority children, and low-income  
5       children and more advantaged children, in prepara-  
6       tion for kindergarten entry;

7           (3) increasing developmental screening and ap-  
8       propriate referral under section 619 and part C of  
9       the Individuals with Disabilities Education Act (20  
10      U.S.C. 1419 and 1431 et seq.) to identify children  
11      early who are eligible for services under such Act;

12          (4) increasing the number of programs meeting  
13      the criteria for high-quality prekindergarten pro-  
14      grams across all types of eligible local entities, as de-  
15      fined by the State and in accordance with section  
16      112;

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

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

23          (7) increasing the number and percentage of  
24      low-income children in high-quality early childhood



1 education programs that receive financial support  
 2 through funds provided under this subtitle; and

3 (8) providing high-quality nutrition services,  
 4 nutrition education, physical activity, and obesity  
 5 prevention programs.

6 (b) PROHIBITION OF MISDIAGNOSIS PRACTICES.—A  
 7 State shall not, in order to meet the performance meas-  
 8 ures and targets described in subsection (a), engage in  
 9 practices or policies that will lead to the misdiagnosis or  
 10 under-diagnosis of disabilities or developmental delays  
 11 among children who are served through programs sup-  
 12 ported under this subtitle.

13 **SEC. 119. MATCHING REQUIREMENTS.**

14 (a) MATCHING FUNDS.—

15 (1) IN GENERAL.—Except as provided in para-  
 16 graph (2), a State that receives a grant under this  
 17 subtitle shall provide matching funds from non-Fed-  
 18 eral sources, as described in subsection (c), in an  
 19 amount equal to—

20 (A) 10 percent of the Federal funds pro-  
 21 vided under the grant in the first year of grant  
 22 administration;

23 (B) 10 percent of the Federal funds pro-  
 24 vided under the grant in the second year of  
 25 grant administration;

1 (C) 20 percent of the Federal funds pro-  
2 vided under the grant in the third year of grant  
3 administration;

4 (D) 30 percent of the Federal funds pro-  
5 vided under the grant in the fourth year of  
6 grant administration;

7 (E) 40 percent of the Federal funds pro-  
8 vided under the grant in the fifth year of grant  
9 administration;

10 (F) 50 percent of the Federal funds pro-  
11 vided under the grant in the sixth year of grant  
12 administration;

13 (G) 75 percent of the Federal funds pro-  
14 vided under the grant in the seventh year of  
15 grant administration; and

16 (H) 100 percent of the Federal funds pro-  
17 vided under the grant in the eighth and all fol-  
18 lowing years of grant administration.

19 (2) REDUCED MATCH RATE.—A State that  
20 meets the requirements under subsection (b) may  
21 provide matching funds from non-Federal sources at  
22 a reduced rate. The full reduced matching funds  
23 rate shall be in an amount equal to—

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

4           (B) 5 percent of the Federal funds pro-  
5           vided under the grant in the second year of  
6           grant administration;

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

10          (D) 20 percent of the Federal funds pro-  
11          vided under the grant in the fourth year of  
12          grant administration;

13          (E) 30 percent of the Federal funds pro-  
14          vided under the grant in the fifth year of grant  
15          administration;

16          (F) 40 percent of the Federal funds pro-  
17          vided under the grant in the sixth year of grant  
18          administration;

19          (G) 50 percent of the Federal funds pro-  
20          vided under the grant in the seventh year of  
21          grant administration;

22          (H) 75 percent of the Federal funds pro-  
23          vided under the grant in the eighth year of  
24          grant administration; and

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

4 (b) REDUCED MATCH RATE ELIGIBILITY.—A State  
 5 that receives a grant under this subtitle may provide  
 6 matching funds from non-Federal sources at the full re-  
 7 duced rate under subsection (a)(2) if the State, across all  
 8 publicly funded programs (including locally funded pro-  
 9 grams)—

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

13 (i) age 4 on the eligibility determination  
 14 date; and

15 (ii) from families with incomes at or below  
 16 200 percent of the poverty line; and

17 (B) has a plan for continuing to expand access  
 18 to high-quality prekindergarten programs for such  
 19 children in the State; and

20 (2) has a plan to expand access to high-quality  
 21 prekindergarten programs to children from moderate  
 22 income families with incomes above 200 percent of  
 23 the poverty line.

24 (c) NON-FEDERAL RESOURCES.—

1           (1) IN GENERAL.—A State shall provide the  
 2       matching funds under this section from non-Federal  
 3       resources, which may include State funding, local  
 4       funding, or contributions from philanthropy or other  
 5       private sources, or a combination of such sources.

6           (2) FUNDS TO BE CONSIDERED AS MATCHING  
 7       FUNDS.—A State may include, as part of the State’s  
 8       matching funds under this section, not more than 10  
 9       percent of the amount of State or local funds des-  
 10      ignated for State or local public prekindergarten  
 11      programs or to supplement Head Start programs  
 12      under the Head Start Act (42 U.S.C. 9831 et seq.)  
 13      as of the date of enactment of this Act, but may not  
 14      include any funds that are attributed as matching  
 15      funds, as part of a non-Federal share, or as a main-  
 16      tenance of effort requirement, for any other Federal  
 17      program.

18       (d) MAINTENANCE OF EFFORT.—

19           (1) IN GENERAL.—If a State reduces its com-  
 20      bined fiscal effort per student or the aggregate ex-  
 21      penditures within the State to support early child-  
 22      hood education programs for any fiscal year that a  
 23      State receives a grant authorized under this subtitle  
 24      relative to the previous fiscal year, the Secretary  
 25      shall reduce support for such State under this sub-

1 title by the same amount as the decline in State and  
 2 local effort for such fiscal year.

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

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

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

20 (e) SUPPLEMENT NOT SUPPLANT.—Grant funds re-  
 21 ceived under this title shall be used to supplement and  
 22 not supplant other Federal, State, and local public funds  
 23 expended on public prekindergarten programs in the  
 24 State.

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

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

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

9 (1) PARENT AND FAMILY ENGAGEMENT.—A de-  
 10 scription of how the eligible local entity plans to en-  
 11 gage the parents and families of the children such  
 12 entity serves and ensure that parents and families of  
 13 eligible children, as described in clauses (i) and (ii)  
 14 of section 116(a)(2)(A), are aware of the services  
 15 provided by the eligible local entity, which shall in-  
 16 clude a plan to—

17 (A) carry out meaningful parent and fam-  
 18 ily engagement, through the implementation  
 19 and replication of evidence-based or promising  
 20 practices and strategies, which shall be coordi-  
 21 nated with parent and family engagement strat-  
 22 egies supported under the Individuals with Dis-  
 23 abilities Education Act (20 U.S.C. 1400 et seq.)  
 24 and part A of title I and title V of the Elemen-  
 25 tary and Secondary Education Act of 1965 (20

1 U.S.C. 6311 et seq. and 7201 et seq.), if appli-  
 2 cable, in order to—

3 (i) provide parents and family mem-  
 4 bers with the skills and opportunities nec-  
 5 essary to become engaged and effective  
 6 partners in their child’s education, particu-  
 7 larly the families of dual language learners  
 8 and children with disabilities, which may  
 9 include access to family literacy services;

10 (ii) improve child development; and

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

14 (B) participate in community outreach to  
 15 encourage families with eligible children to par-  
 16 ticipate in the eligible local entity’s high-quality  
 17 prekindergarten program, including—

18 (i) homeless children;

19 (ii) dual language learners;

20 (iii) children in foster care;

21 (iv) children with disabilities; and

22 (v) migrant children.

23 (2) COORDINATION & ALIGNMENT.—A descrip-  
 24 tion 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 en-  
6 tity 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) develop a process with local elementary  
21 schools to promote continuity of develop-  
22 mentally appropriate instructional programs  
23 and shared expectations for children's learning  
24 and development as children transition to kin-  
25 dergarten;

1           (C) organize, if feasible, and participate in  
2 joint training, when available, including transi-  
3 tion-related training for school staff and early  
4 childhood education program staff;

5           (D) establish comprehensive transition  
6 policies and procedures with elementary school  
7 principals, as applicable, for children served by  
8 the eligible local entity that support the school  
9 readiness of children transitioning to kinder-  
10 garten, including the transfer of early childhood  
11 education program records with parental con-  
12 sent;

13          (E) conduct outreach to parents, families,  
14 and elementary school teachers and principals  
15 to discuss the educational, developmental, and  
16 other needs of children entering kindergarten;

17          (F) help parents, including parents of chil-  
18 dren who are dual language learners, under-  
19 stand and engage with the instructional and  
20 other services provided by the kindergarten in  
21 which such child will enroll after participation  
22 in a high-quality prekindergarten program; and

23          (G) develop and implement a system to in-  
24 crease program participation of underserved  
25 populations of eligible children, especially home-

1 less children, children eligible for a free or re-  
2 duced price lunch under the Richard B. Russell  
3 National School Lunch Act (42 U.S.C. 1751 et  
4 seq.), parents of children who are dual language  
5 learners, and parents of children with disabili-  
6 ties.

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

16 (A) ensure the eligible local entity’s high-  
17 quality prekindergarten program is accessible  
18 and appropriate for children with disabilities  
19 and dual language learners;

20 (B) establish effective procedures for pro-  
21 viding early developmental screening and appro-  
22 priate referral to local agencies responsible for  
23 providing services under section 619 or part C  
24 of the Individuals with Disabilities Education  
25 Act (20 U.S.C. 1419 and 1431 et seq.);

1 (C) establish effective procedures for time-  
2 ly referral of children with disabilities to the  
3 State or local agency described in subparagraph  
4 (B);

5 (D) ensure that the eligible local entity's  
6 high-quality prekindergarten program works  
7 with appropriate entities to address the elimi-  
8 nation of barriers to immediate and continuous  
9 enrollment for homeless children; and

10 (E) ensure access to and continuity of en-  
11 rollment in high-quality prekindergarten pro-  
12 grams for migratory children, as defined under  
13 section 1309 of the Elementary and Secondary  
14 Education Act of 1965 (20 U.S.C. 6399), if ap-  
15 plicable, and homeless children, including  
16 through policies and procedures that require—

17 (i) outreach to identify migratory and  
18 homeless children;

19 (ii) immediate enrollment, including  
20 enrollment during the period of time when  
21 documents typically required for enroll-  
22 ment, including health and immunization  
23 records, proof of eligibility, and other docu-  
24 ments, are obtained;

1 (iii) continuous enrollment and par-  
 2 ticipation in the same high-quality pre-  
 3 kindergarten program for a child, even if  
 4 the child moves out of the program's serv-  
 5 ice area, if that enrollment and participa-  
 6 tion are in the child's best interest, includ-  
 7 ing by providing transportation when nec-  
 8 essary;

9 (iv) professional development for high-  
 10 quality prekindergarten program staff re-  
 11 garding migratory children and homeless-  
 12 ness among families with young children;  
 13 and

14 (v) in serving homeless children, col-  
 15 laboration with local educational agency li-  
 16 aisons designated under section  
 17 722(g)(1)(J)(ii) of the McKinney-Vento  
 18 Homeless Assistance Act (42 U.S.C.  
 19 11432(g)(1)(J)(ii)), and local homeless  
 20 service providers.

21 (4) COMPREHENSIVE SERVICES.—A description  
 22 of how the eligible local entity plans to provide com-  
 23 prehensive services, as described in section  
 24 112(9)(I), to the children the eligible local entity

1 serves. Such description shall provide information on  
2 how the entity will—

3 (A) use a recently conducted data-driven  
4 assessment or conduct a data-driven community  
5 assessment in coordination with members of the  
6 community, including parents and community  
7 organizations, which—

8 (i) may involve an external partner  
9 with expertise in conducting such needs  
10 analysis, to determine the most appro-  
11 priate social or other support services to  
12 offer through the eligible local entity's on-  
13 site comprehensive services to children who  
14 participate in high-quality prekindergarten  
15 programs; and

16 (ii) shall consider the resources avail-  
17 able at the school, local educational agen-  
18 cy, and community levels to address the  
19 needs of the community and improve child  
20 outcomes; and

21 (B) have a coordinated system to facilitate  
22 the screening, referral, and provision of services  
23 related to health, nutrition, mental health, dis-  
24 ability, and family support for children served  
25 by the eligible local entity.

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

13           (A) acquiring content knowledge and learn-  
14      ing teaching strategies needed to provide effec-  
15      tive instruction that addresses the State’s early  
16      learning and development standards described  
17      under section 115(1), including professional  
18      training to support the social and emotional de-  
19      velopment of children;

20           (B) enabling high-quality prekindergarten  
21      teachers and staff to pursue specialized training  
22      in early childhood development;

23           (C) enabling high-quality prekindergarten  
24      teachers and staff to acquire the knowledge and  
25      skills to provide instruction and appropriate

1 language and support services to increase the  
 2 English language skills of dual language learn-  
 3 ers;

4 (D) enabling high-quality prekindergarten  
 5 teachers and staff to acquire the knowledge and  
 6 skills to provide developmentally appropriate in-  
 7 struction for children with disabilities;

8 (E) promoting classroom management;

9 (F) providing high-quality induction and  
 10 support for incoming teachers and staff serving  
 11 high-quality prekindergarten programs, includ-  
 12 ing through the use of mentoring programs and  
 13 coaching that have a demonstrated track record  
 14 of success;

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

18 (H) enabling high-quality prekindergarten  
 19 teachers and staff to acquire the knowledge and  
 20 skills to provide culturally competent instruc-  
 21 tion for children from diverse backgrounds.

22 **SEC. 121. REQUIRED SUBGRANT ACTIVITIES.**

23 (a) IN GENERAL.—

24 (1) IN GENERAL.—An eligible local entity that  
 25 receives a subgrant under section 117(b) shall use



1 the subgrant funds to implement the elements of a  
2 high-quality prekindergarten program for the chil-  
3 dren described in section 117(b).

4 (2) TEACHER QUALIFICATIONS.—

5 (A) NEW PREKINDERGARTEN TEACH-  
6 ERS.—Each eligible local entity that receives a  
7 subgrant under section 117(b) shall ensure that  
8 all prekindergarten teachers hired after the  
9 date of receipt of such subgrant and working in  
10 a program supported with funds under such  
11 subgrant meet the requirements in section  
12 112(9)(B).

13 (B) EXISTING PREKINDERGARTEN TEACH-  
14 ERS.—Each eligible local entity that receives a  
15 subgrant under section 117(b) shall ensure that  
16 all prekindergarten teachers hired before the  
17 date of receipt of such subgrant and working in  
18 a program supported with funds under such  
19 subgrant meet the requirements in section  
20 112(9)(B) not later than 3 years after the date  
21 of enactment of this Act.

22 (b) COORDINATION.—

23 (1) LOCAL EDUCATIONAL AGENCY PARTNER-  
24 SHIPS WITH LOCAL EARLY CHILDHOOD EDUCATION  
25 PROGRAMS.—A local educational agency that re-

1 ceives a subgrant under this subtitle shall provide an  
 2 assurance that the local educational agency will  
 3 enter into strong partnerships with local early child-  
 4 hood education programs, including programs sup-  
 5 ported through the Head Start Act (42 U.S.C. 9831  
 6 et seq.).

7 (2) ELIGIBLE LOCAL ENTITIES THAT ARE NOT  
 8 LOCAL EDUCATIONAL AGENCIES.—An eligible local  
 9 entity that is not a local educational agency that re-  
 10 ceives a subgrant under this subtitle shall provide an  
 11 assurance that such entity will enter into strong  
 12 partnerships with local educational agencies.

13 **SEC. 122. REPORT AND EVALUATION.**

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

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

20 (1) a description of the manner in which the  
 21 State has used the funds made available through the  
 22 grant and a report of the expenditures made with  
 23 the funds;

24 (2) a summary of the State's progress toward  
 25 providing access to high-quality prekindergarten pro-

grams for children eligible for such services, as determined by the State, from families with incomes at or below 200 percent of the poverty line, including the percentage of funds spent on children from families with incomes—

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

(B) above 100 percent and at or below 150 percent of the poverty line; and

(C) above 150 percent and at or below 200 percent of the poverty line;

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

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

1           (5) data on the kindergarten readiness of chil-  
2       dren in the State;

3           (6) a description of the State's progress in ef-  
4       fectively using Federal, State, and local public funds  
5       and private funds for early childhood education;

6           (7) the number and percentage of children in  
7       the State participating in high-quality prekindergarten  
8       programs, disaggregated by race, ethnicity,  
9       family income, child age, disability, whether the chil-  
10      dren are homeless children, and whether the children  
11      are dual language learners;

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

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

17          (10) information, for each of the local edu-  
18      cational agencies described in paragraph (9), on the  
19      percentage of the costs of the public early childhood  
20      education programs that is funded from Federal,  
21      from State, and from local sources, including the  
22      percentages from specific funding programs;

23          (11) data on the number and percentage of  
24      children in the State participating in public kinder-  
25      garten programs, disaggregated by race, family in-

1       come, child age, disability, whether the children are  
2       homeless children, and whether the children are dual  
3       language learners, with information on whether such  
4       programs are offered—

5               (A) for a full day; and

6               (B) at no cost to families;

7               (12) data on the number of individuals in the  
8       State who are supported with scholarships, if appli-  
9       cable, to meet the baccalaureate degree requirement  
10      for high-quality prekindergarten programs, as de-  
11      fined in section 112; and

12              (13) if applicable, data on the rates of expul-  
13      sion, suspension, and similar disciplinary action, of  
14      children in the State participating in high-quality  
15      prekindergarten programs, disaggregated by race,  
16      ethnicity, family income, child age, and disability.

17      (c) SUBMISSION.—A State shall submit the annual  
18      report prepared under subsection (a), at the end of each  
19      fiscal year, to the Secretary, the Secretary of Health and  
20      Human Services, and the State Advisory Council on Early  
21      Childhood Education and Care.

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

1 (e) NATIONAL REPORT.—The Secretary shall compile  
 2 and summarize the annual State reports described under  
 3 subsection (c) and shall prepare and submit an annual re-  
 4 port to Congress that includes a summary of such State  
 5 reports.

6 **SEC. 123. PROHIBITION OF REQUIRED PARTICIPATION OR**  
 7 **USE OF FUNDS FOR ASSESSMENTS.**

8 (a) PROHIBITION ON REQUIRED PARTICIPATION.—A  
 9 State receiving a grant under this subtitle shall not re-  
 10 quire any child to participate in any Federal, State, local,  
 11 or private early childhood education program, including a  
 12 high-quality prekindergarten program.

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

18 (1) An assessment that provides rewards or  
 19 sanctions for individual children or teachers.

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

22 (3) Evaluating children, other than for the pur-  
 23 poses of—

24 (A) improving instruction or the classroom  
 25 environment;

- 1 (B) targeting professional development;
- 2 (C) determining the need for health, men-
- 3 tal health, disability, or family support services;
- 4 (D) program evaluation for the purposes of
- 5 program improvement and parent information;
- 6 and
- 7 (E) improving parent and family engage-
- 8 ment.

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

10 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—

11 Not later than 1 year after the date of enactment of this

12 Act, the Secretary and the Secretary of Health and

13 Human Services shall develop a process for use in the

14 event that Head Start programs funded under the Head

15 Start Act (42 U.S.C. 9831 et seq.) operate in States or

16 regions that have achieved sustained universal, voluntary

17 access to 4-year old children who reside within the State

18 and who are from families with incomes at or below 200

19 percent of the poverty line, to high-quality prekindergarten

20 programs and how such Head Start programs will

21 begin converting slots for children who are age 4 on the

22 eligibility determination date to children who are age 3

23 on the eligibility determination date, or, when appropriate,

24 converting Head Start Programs into Early Head Start

25 programs to serve infants and toddlers.

1 (b) COMMUNITY NEED AND RESOURCES.—The proc-  
2 ess described in subsection (a) shall—

3 (1) be carried out on a case-by-case basis and  
4 shall ensure that sufficient resources and time are  
5 allocated for the development of such a process so  
6 that no child or cohort is excluded from currently  
7 available services; and

8 (2) ensure that any conversion shall be based  
9 on community need and not on the aggregate num-  
10 ber of children served in a State or region that has  
11 achieved sustained, universal, voluntary access to  
12 high-quality prekindergarten programs.

13 (c) PUBLIC COMMENT AND NOTICE.—Not fewer than  
14 90 days after the development of the proposed process de-  
15 scribed in subsection (a), the Secretary and the Secretary  
16 of Health and Human Services shall publish a notice de-  
17 scribing such proposed process for conversion in the Fed-  
18 eral Register providing at least 90 days for public com-  
19 ment. The Secretaries shall review and consider public  
20 comments prior to finalizing the process for conversion of  
21 Head Start slots and programs.

22 (d) REPORTS TO CONGRESS.—Concurrently with  
23 publishing a notice in the Federal Register as described  
24 in subsection (c), the Secretaries shall provide a report  
25 to the Committee on Education and the Workforce of the



1 House of Representatives and the Committee on Health,  
2 Education, Labor, and Pensions of the Senate that pro-  
3 vides a detailed description of the proposed process de-  
4 scribed in subsection (a), including a description of the  
5 degree to which Head Start programs are providing State-  
6 funded high-quality prekindergarten programs as a result  
7 of the grant opportunity provided under this subtitle in  
8 States where Head Start programs are eligible for conver-  
9 sion described in subsection (a).

10 **SEC. 125. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**  
11 **TRATION.**

12 In providing technical assistance to carry out activi-  
13 ties under this title, the Secretary shall coordinate that  
14 technical assistance, in appropriate cases, with technical  
15 assistance provided by the Secretary of Health and  
16 Human Services to carry out the programs authorized  
17 under the Head Start Act (42 U.S.C. 9831 et seq.), the  
18 Child Care and Development Block Grant Act of 1990 (42  
19 U.S.C. 9858 et seq.), and the maternal, infant and early  
20 childhood home visiting programs assisted under section  
21 511 of the Social Security Act (42 U.S.C. 711).

22 **SEC. 126. RULE OF CONSTRUCTION.**

23 Nothing in this Act shall be construed to permit dis-  
24 crimination on the basis of race, color, religion, sex (except  
25 as otherwise permitted under title IX of the Education

1 Amendments of 1972 (20 U.S.C. 1681 et seq.) (also  
 2 known as the Patsy Takemoto Mink Equal Opportunity  
 3 in Education Act)), national origin, or disability in any  
 4 program funded under this Act.

5 **SEC. 127. AUTHORIZATION OF APPROPRIATIONS.**

6 There are authorized to be appropriated to carry out  
 7 this subtitle—

8 (1) \$1,300,000,000 for fiscal year 2015;

9 (2) \$3,250,000,000 for fiscal year 2016;

10 (3) \$5,780,000,000 for fiscal year 2017;

11 (4) \$7,580,000,000 for fiscal year 2018;

12 (5) \$8,960,000,000 for fiscal year 2019; and

13 (6) such sums as may be necessary for each of  
 14 fiscal years 2020 through 2023.

15 **Subtitle B—Prekindergarten**  
 16 **Development Grants**

17 **SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.**

18 (a) IN GENERAL.—The Secretary of Education, in  
 19 consultation with the Secretary of Health and Human  
 20 Services, shall award competitive grants to States, local  
 21 educational agencies, or other local government entities  
 22 that wish to increase their capacity and build the infra-  
 23 structure within the State to offer high-quality prekin-  
 24 dergarten programs.

1 (b) ELIGIBILITY OF STATES.—A State that is not re-  
2 ceiving funds under section 115 may compete for grant  
3 funds under this subtitle if the State provides an assur-  
4 ance that the State will, through the support of grant  
5 funds awarded under this subtitle, meet the eligibility re-  
6 quirements of section 115 not later than 3 years after the  
7 date the State first receives grant funds under this sub-  
8 title.

9 (c) GRANT DURATION.—The Secretary shall award  
10 grants under this subtitle for a period of not more than  
11 3 years. Such grants shall not be renewed.

12 (d) APPLICATION.—

13 (1) IN GENERAL.—A Governor, or chief execu-  
14 tive officer of a State, a local educational agency, or  
15 another local government entity that desires to re-  
16 ceive a grant under this subtitle shall submit an ap-  
17 plication to the Secretary of Education at such time,  
18 in such manner, and accompanied by such informa-  
19 tion as the Secretary may reasonably require, includ-  
20 ing, if applicable, a description of how the State  
21 plans to become eligible for grants under section 115  
22 by not later than 3 years after the date the State  
23 first receives grant funds under this subtitle.

24 (2) DEVELOPMENT OF STATE APPLICATION.—

25 In developing an application for a grant under this

1 subtitle, a State shall consult with the State Advi-  
 2 sory Council on Early Childhood Education and  
 3 Care and incorporate their recommendations, where  
 4 applicable.

5 (e) MATCHING REQUIREMENT.—

6 (1) IN GENERAL.—To be eligible to receive a  
 7 grant under this subtitle, a State, local educational  
 8 agency, or other local government entity shall con-  
 9 tribute for the activities for which the grant was  
 10 awarded non-Federal matching funds in an amount  
 11 equal to not less than 20 percent of the amount of  
 12 the grant.

13 (2) NON-FEDERAL FUNDS.—To satisfy the re-  
 14 quirement of paragraph (1), a State, local edu-  
 15 cational agency, or other local government entity  
 16 may use—

17 (A) non-Federal resources in the form of  
 18 State funding, local funding, or contributions  
 19 from philanthropy or other private sources, or  
 20 a combination of such resources; or

21 (B) in-kind contributions.

22 (3) FINANCIAL HARDSHIP WAIVER.—The Sec-  
 23 retary may waive paragraph (1) or reduce the  
 24 amount of matching funds required under that para-  
 25 graph for a State, local educational agency, or other

1 local government entity that has submitted an appli-  
2 cation for a grant under this subsection if the State,  
3 local educational agency, or other local government  
4 entity demonstrates, in the application, a need for  
5 such a waiver or reduction due to extreme financial  
6 hardship, as determined by the Secretary.

7 (f) SUBGRANTS.—

8 (1) IN GENERAL.—A State, local educational  
9 agency, or other local government entity awarded a  
10 grant under this subtitle may use the grant funds to  
11 award subgrants to eligible local entities, as defined  
12 in section 112, to carry out the activities under the  
13 grant.

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

18 (g) AUTHORIZATION OF APPROPRIATIONS.—There  
19 are authorized to be appropriated to carry out this sec-  
20 tion—

21 (1) \$750,000,000 for fiscal year 2015; and

22 (2) such sums as may be necessary for each of  
23 fiscal years 2016 through 2024.

1     **TITLE II—LEARNING QUALITY**  
2                     **PARTNERSHIPS**

3     **SEC. 201. PURPOSES.**

4         The purposes of this title are to—

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

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

11            (3) encourage the provision of comprehensive,  
12        coordinated full-day services and supports for in-  
13        fants and toddlers.

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

15         The Head Start Act is amended—

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

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

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

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

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

14          “(b) SELECTION OF GRANT RECIPIENTS.—

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

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

22                       “(A) that propose to create strong align-  
23   ment of programs with maternal, infant, and  
24   early childhood home visiting programs assisted  
25   under section 511 of the Social Security Act

(42 U.S.C. 711), State-funded prekindergarten programs, programs carried out under the 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



1 carry out this section and not reserved under  
2 subparagraph (A), through grants to Early  
3 Head Start agencies, among the States propor-  
4 tionally based on the number of young children  
5 from families whose income is below the poverty  
6 line residing in such States.

7 “(C) REALLOCATION.—After allocating  
8 funds made available under this section in a  
9 manner consistent with the purposes and re-  
10 quirements of this section, the Secretary may  
11 use any unallocated funds for unfunded, high-  
12 quality partnership applications in other States  
13 or to expand Early Head Start slots in commu-  
14 nities without center-based or family child care  
15 providers with which to partner.

16 “(c) ELIGIBILITY OF CHILDREN.—

17 “(1) IN GENERAL.—Partnerships formed  
18 through assistance provided under this section may  
19 serve children through age 3.

20 “(2) STANDARDS.—The standards applied to  
21 children served under this section shall be consistent  
22 with those applied to children through age 3 who are  
23 otherwise served under this Act.

24 “(3) MINIMUM DURATION.—Children deter-  
25 mined eligible and subsequently served under this

1 section shall be deemed eligible for the full com-  
2 plement of services provided under the partnership  
3 through the end of the succeeding program year,  
4 consistent with section 645(a)(1)(B)(v).

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

7 “(1) develop and implement a proposal to re-  
8 cruit and enter into the contract with a center-based  
9 or family child care provider, particularly a provider  
10 that serves children who receive assistance under the  
11 Child Care and Development Block Grant of 1990  
12 (42 U.S.C. 9858 et seq.);

13 “(2) 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 or the addition of Early Head Start  
22 slots in the child care provider’s setting;

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

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

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

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

20          “(4) align activities and services provided  
 21          through funding under this section with the Head  
 22          Start Child Outcomes Framework.

23          “(e) STANDARDS.—Prior to awarding grants under  
 24          this section, the Secretary shall establish standards to en-  
 25          sure that the responsibility and expectations of the Early

1 Head Start Agency and the partner child care providers  
2 are clearly defined.

3 “(f) DESIGNATION RENEWAL.—A partner child care  
4 provider that receives assistance through a grant provided  
5 under this section shall be exempt, for a period of 18  
6 months (from the start of the provision of services under  
7 the grant), from the designation renewal requirements  
8 under section 641(c).

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

13 “(1) conduct a survey of Early Head Start  
14 agencies to determine the extent of barriers to enter-  
15 ing into early learning quality partnership agree-  
16 ments under this section on Early Head Start agen-  
17 cies and on child care providers; and

18 “(2) submit information obtained from the sur-  
19 vey conducted under paragraph (1), with suggested  
20 steps to overcome such barriers, in a report to the  
21 Committee on Education and the Workforce of the  
22 House of Representatives and the Committee on  
23 Health, Education, Labor, and Pensions of the Sen-  
24 ate, including a detailed description of the degree to

1       which Early Head Start agencies are utilizing the  
2       funds provided.

3       “(h) MONITORING.—The Secretary shall establish  
4       and ensure monitoring that is sensitive and appropriate  
5       to the model used for partnerships administered under  
6       this section.

7       “(i) 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 2015; and

11               “(2) such sums as may be necessary for each  
12       of fiscal years 2016 through 2024.”.

13       **TITLE III—MATERNAL, INFANT,**  
14       **AND EARLY CHILDHOOD**  
15       **HOME VISITING PROGRAM**

16       **SEC. 301. SENSE OF SENATE.**

17       It is the sense of the Senate that—

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

22               (2) as reported by the National Academy of  
23       Sciences in 2001, striking disparities exist in what  
24       children know and can do that are evident well be-  
25       fore they enter kindergarten; these differences are

1 strongly associated with social and economic cir-  
2 cumstances, and they are predictive of subsequent  
3 academic performance;

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

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

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

23 (6) MIECHV is an evidence-based policy initia-  
24 tive and its authorizing legislation requires that at  
25 least 75 percent of funds dedicated to the program

1        must support programs to implement evidence-based  
2        home visiting models, which includes the home-based  
3        model of Early Head Start; and

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

8            (A) promote maternal, infant, and child  
9        health;

10          (B) improve school readiness and achieve-  
11        ment;

12          (C) prevent potential child abuse or neglect  
13        and injuries;

14          (D) support family economic self-suffi-  
15        ciency;

16          (E) reduce crime or domestic violence; and

17          (F) improve coordination or referrals for  
18        community resources and supports.

Calendar No. 427

113<sup>TH</sup> CONGRESS  
2<sup>D</sup> Session

**S. 2452**

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**A BILL**

To support early learning.

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JUNE 10, 2014

Read twice and placed on the calendar