

114TH CONGRESS  
1ST SESSION

# H. R. 858

To establish a comprehensive literacy program, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 10, 2015

Mr. YARMUTH (for himself, Mr. POLIS, Ms. NORTON, Mr. COHEN, Mr. MCGOVERN, Mr. RANGEL, and Mr. POCAN) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To establish a comprehensive literacy program, and for other purposes.

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

3       **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4       (a) SHORT TITLE.—This Act may be cited as—

5               (1) the “Literacy Education for All, Results for  
6       the Nation Act”; or

7               (2) the “LEARN Act”.

8       (b) TABLE OF CONTENTS.—The table of contents for  
9       this Act is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings.
- Sec. 3. Purposes.

- Sec. 4. Programs authorized.
- Sec. 5. State planning grants.
- Sec. 6. State implementation grants.
- Sec. 7. Subgrants to eligible entities in support of literacy for children from birth through kindergarten entry.
- Sec. 8. Subgrants to eligible entities in support of literacy for students in kindergarten through grade 12.
- Sec. 9. Additional State activities.
- Sec. 10. National evaluation, information dissemination, and technical assistance.
- Sec. 11. Consequences of insufficient progress, reporting requirements, and conflicts of interest.
- Sec. 12. Rules of construction.
- Sec. 13. Definitions.
- Sec. 14. Authorization of appropriations.

## 1 **SEC. 2. FINDINGS.**

2       The Congress finds that in order for a comprehensive  
3 and effective literacy program to address the needs of chil-  
4 dren it is critical to address the following:

5           (1) Literacy development is an ongoing process  
6 that requires a sustained engagement and invest-  
7 ment beginning in early childhood and continuing  
8 through secondary school.

9           (2) Developing literacy skills begins at birth as  
10 infants and toddlers associate sounds, gestures, and  
11 marks on paper with consequences and meaning.  
12 Many teachers and staff in early learning programs  
13 are not provided with high-quality professional devel-  
14 opment in how to support children's language and  
15 literacy development. Such high-quality professional  
16 learning and preparation, that is job-embedded and  
17 ongoing, promotes strong early language and literacy  
18 for all children's readiness for school.

1           (3) Research shows that writing leads to im-  
2           proved reading achievement, reading leads to better  
3           writing performance, and combined instruction leads  
4           to improvements in both areas. Students in kinder-  
5           garten through grade 12 need to be engaged in com-  
6           bined reading and writing experiences that lead to a  
7           higher level of thinking than when either process is  
8           taught alone.

9           (4) Teachers and early childhood educators  
10          need professional development to improve the read-  
11          ing and writing abilities of children who are at risk  
12          for developmental delays or are reading and writing  
13          several years below grade level. Middle school and  
14          secondary school teachers in core academic subjects  
15          must have the tools and skills to teach reading and  
16          writing for subject area understanding and to dif-  
17          ferentiate and provide instruction for students with  
18          varying literacy skills.

19          (5) Approximately 65 percent of 4th graders  
20          and 8th graders read below the proficient level on  
21          the 2013 National Assessment of Educational  
22          Progress.

23          (6) One in four students enter 9th grade read-  
24          ing below grade level and struggle to graduate be-  
25          cause their literacy achievement is alarmingly low.

1 Many of the more than 700,000 students who leave  
2 U.S. high schools each year without a diploma have  
3 low literacy skills. For those students who earn a di-  
4 ploma, an increasing number must take remedial  
5 coursework upon entering college, without promising  
6 results: students who enroll in a remedial reading  
7 course are less likely to eventually earn a degree or  
8 certificate.

9 (7) Fewer than 2 in 10 high school students  
10 who graduated in 2014 met all 4 ACT College Read-  
11 iness Benchmarks (English, Mathematics, Reading,  
12 and Science), the minimum level of achievement that  
13 ACT indicates is necessary if students are to experi-  
14 ence success in first-year college courses.

15 (8) Roughly 40 percent of secondary school  
16 graduates lack the literacy skills employers seek.  
17 The 25 fastest growing professions have higher than  
18 average literacy demands while the fastest declining  
19 professions have lower than average literacy de-  
20 mands.

21 (9) The intellectual and linguistic skills nec-  
22 essary for reading and writing must be developed  
23 through explicit, intentional, and systematic lan-  
24 guage activities, to which many low-income and mi-  
25 nority students do not have access.

1           (10) Meaningful engagement of families in their  
2       children’s early learning supports school readiness  
3       and later academic success. Parental literacy habits  
4       are positively associated with parental reading be-  
5       liefs, parent-child literacy and language activities in  
6       the home, children’s print knowledge, and interest in  
7       reading and writing.

8           (11) Research shows that low expectations for  
9       the reading and writing achievement of students in  
10      schools results in curricula that do not challenge stu-  
11      dents or adequately support literacy education, while  
12      high academic expectations and quality instruction  
13      and supports can boost student learning and  
14      achievement.

15 **SEC. 3. PURPOSES.**

16       The purposes of this Act are—

17           (1) to improve reading, writing, and academic  
18      achievement for children and students by providing  
19      Federal support to State educational agencies, in  
20      collaboration with State agencies that oversee child  
21      care programs, to develop, coordinate, and imple-  
22      ment comprehensive State literacy plans that ensure  
23      high-quality instruction and effective practices in  
24      early language and literacy in early learning pro-  
25      grams (serving children from birth through kinder-

garten entry) and in reading and writing in kindergarten through grade 12; and

(2) to assist State educational agencies and State agencies that oversee child care and other early childhood programs in achieving the purposes described in paragraph (1) by—

(A) supporting the development and implementation of early learning through grade 12 literacy programs that are based on scientifically valid research, to ensure that every student can read and write at grade level or above;

(B) providing children attending early learning programs that serve children from birth through kindergarten entry, including programs, such as child care, Early Head Start, Head Start, State-funded preschool, public library programs, and other early childhood education settings, with high-quality, language-rich, literature-rich, informational text-rich, culturally relevant, developmentally appropriate environments, so that such children develop the fundamental knowledge and skills necessary for literacy engagement, development, and achievement in kindergarten and beyond;

1 (C) educating parents in the ways they can  
2 support their child's communication and lit-  
3 eracy development;

4 (D) supporting efforts to link and align  
5 standards and evidence-based teaching practices  
6 and instruction in early learning programs serv-  
7 ing children from birth through kindergarten  
8 entry;

9 (E) supporting high-quality, effective edu-  
10 cational and development environments for chil-  
11 dren and students from birth through grade 12  
12 to develop oral language, reading comprehen-  
13 sion, and writing abilities through evidence-  
14 based instruction and practices;

15 (F) improving student achievement by es-  
16 tablishing literacy initiatives that provide ex-  
17 plicit and systematic instruction in oral lan-  
18 guage, reading, and writing development across  
19 the curriculum;

20 (G) identifying and supporting students  
21 who are reading and writing below grade level  
22 by providing evidence-based intensive interven-  
23 tions, including extended learning time, to help  
24 such students acquire the language and literacy

1 skills they need to graduate from secondary  
2 school;

3 (H) providing assistance to eligible entities  
4 in order to provide educators with high-quality  
5 professional development in the essential com-  
6 ponents of early literacy instruction and the es-  
7 sential components of reading and writing in-  
8 struction;

9 (I) supporting State educational agencies  
10 and local educational agencies in using age- and  
11 developmentally appropriate instructional mate-  
12 rials and strategies, including those consistent  
13 with universal design for learning, that assist  
14 teachers as they work with students to develop  
15 reading and writing competencies appropriate  
16 to the student's grade and skill levels;

17 (J) supporting State educational agencies  
18 and eligible entities in improving reading, writ-  
19 ing, and academic achievement for children and  
20 students, especially those that are low-income,  
21 limited English proficient, migratory, Indian or  
22 Alaskan Native, neglected or delinquent, home-  
23 less, in the custody of the child welfare system,  
24 those that have disabilities, or those who have  
25 dropped out of school; and



(K) strengthening coordination among schools, early learning programs, early literacy programs, family literacy programs, juvenile justice programs, public libraries, and outside-of-school programs that provide children and youth with strategies, curricula, interventions, and assessments designed to advance early and continuing language and literacy development in ways appropriate for each context.

**SEC. 4. PROGRAMS AUTHORIZED.**

(a) IN GENERAL.—The Secretary is authorized—

(1) to award State planning grants in accordance with subsection (b) and section 5; and

(2) to award State implementation grants in accordance with subsection (b) and section 6 to enable—

(A) the State agency that oversees child care programs, in consultation with the State Advisory Council on Early Childhood Education and Care described in section 642B of the Head Start Act and other early childhood agencies, to award subgrants to eligible entities in accordance with section 7;

1 (B) the State educational agency to award  
2 subgrants to eligible entities in accordance with  
3 section 8; and

4 (C) the State educational agency to carry  
5 out the additional State activities described in  
6 section 9.

7 (b) AWARDS TO STATE EDUCATIONAL AGENCIES.—

8 (1) DISCRETIONARY GRANTS.—

9 (A) IN GENERAL.—If the amount appro-  
10 priated under section 14 for a fiscal year is less  
11 than \$500,000,000 the Secretary shall—

12 (i) reserve not more than 5 percent of  
13 such amount for the national evaluation,  
14 dissemination of information, and technical  
15 assistance under section 10;

16 (ii) reserve not more than 5 percent of  
17 such amount to make awards, on a com-  
18 petitive basis, under section 5; and

19 (iii) use the amount not reserved  
20 under clauses (i) and (ii) to make awards,  
21 on a competitive basis and based on the  
22 quality of the applications submitted, to  
23 State educational agencies that have appli-  
24 cations approved under section 6 to enable

1           the agencies to carry out sections 7  
2           through 9.

3           (B) ALLOCATION OF FUNDS.—The Sec-  
4           retary shall allocate the funds described in sub-  
5           paragraph (A)(iii) among approved applicants  
6           on the basis of the relative number or percent-  
7           age of children counted under section 1124(c)  
8           of the Elementary and Secondary Education  
9           Act of 1965 (20 U.S.C. 6333(c)) in a State  
10          served by an approved applicant compared to  
11          the number or percentage of such children in all  
12          States served by approved applicants, except  
13          that awards under this paragraph shall be of  
14          sufficient size and scope to be effective.

15          (2) FORMULA GRANTS.—

16               (A) IN GENERAL.—If the amount appro-  
17               priated under section 14 for a fiscal year is  
18               equal to or exceeds \$500,000,000 the Secretary  
19               shall—

20                       (i) reserve not more than 5 percent of  
21                       such amount for the national evaluation,  
22                       dissemination of information, and technical  
23                       assistance under section 10;

1 (ii) reserve not more than 5 percent of  
2 such amount to make awards, on a com-  
3 petitive basis, under section 5;

4 (iii) reserve a total of 1 percent of  
5 such amount for—

6 (I) allotments for the United  
7 States Virgin Islands, Guam, Amer-  
8 ican Samoa, and the Commonwealth  
9 of the Northern Mariana Islands, to  
10 be distributed among such outlying  
11 areas on the basis of their relative  
12 need, as determined by the Secretary  
13 in accordance with the purposes of  
14 this Act; and

15 (II) the Secretary of the Interior  
16 for programs under sections 5  
17 through 9 in schools operated or fund-  
18 ed by the Bureau of Indian Edu-  
19 cation; and

20 (iv) use the amount not reserved  
21 under clauses (i) through (iii) to make  
22 awards, from allotments under subpara-  
23 graph (B), to State educational agencies  
24 serving States, excluding States described  
25 in clause (iii)(I), that have applications ap-

1           proved under section 6 to enable the agen-  
2           cies to carry out sections 7 through 9.

3           (B) STATE ALLOTMENT FORMULA.—From  
4           the funds described in subparagraph (A)(iv),  
5           the Secretary shall make an award to each ap-  
6           proved applicant under section 6 on the basis of  
7           the relative number of children counted under  
8           section 1124(c) of the Elementary and Sec-  
9           ondary Education Act of 1965 (20 U.S.C.  
10          6333(c)) in the State served by the applicant  
11          compared to the number of such children in all  
12          States served by approved applicants.

13          (C) PROPORTIONAL DIVISION.—In each  
14          fiscal year, the amount reserved under subpara-  
15          graph (A)(iii) shall be divided between the uses  
16          described in subclauses (I) and (II) of such sub-  
17          paragraph in the same proportion as the  
18          amount reserved under section 1121(a) of the  
19          Elementary and Secondary Education Act of  
20          1965 (20 U.S.C. 6331(a)) is divided between  
21          the uses described in paragraphs (1) and (2) of  
22          such section 1121(a) for such fiscal year.

23          (3) CONSULTATION.—

24          (A) IN GENERAL.—As applicable, a State  
25          educational agency that receives a discretionary

1 grant or allotment under this subsection shall  
2 engage in timely and meaningful consultation  
3 with representatives of Indian tribes located in  
4 the State in order to improve the coordination  
5 of activities designed to develop effective ap-  
6 proaches to achieve the purposes of the Act  
7 consistent with the cultural, language, and edu-  
8 cational needs of Indian students.

9 (B) SPECIAL RULE.—Of the funds re-  
10 served under paragraph (2)(A)(iii)(II), the Sec-  
11 retary of the Interior shall consult with tribes  
12 and school boards connected with bureau-fund-  
13 ed schools to ensure allocation of funds to the  
14 extent possible in accordance with subpara-  
15 graphs (A), (B), and (C) of section 6(a)(2).

16 (c) PEER REVIEW.—

17 (1) IN GENERAL.—The Secretary shall convene  
18 a peer review panel to evaluate and make rec-  
19 ommendations to the Secretary regarding each appli-  
20 cation for a grant under section 5 or 6 using the  
21 evaluation criteria described in paragraph (2).

22 (2) DEVELOPMENT OF EVALUATION CRI-  
23 TERIA.—The Secretary shall report to the Congress  
24 the peer review process and evaluation criteria that  
25 will be used to evaluate grant applications under sec-

1        tions 5 and 6 and shall make a copy of the peer re-  
2        view panel's comments available to the public.

3        (d) SUPPLEMENT NOT SUPPLANT.—Grant funds  
4        provided under this section shall be used to supplement,  
5        and not supplant, other Federal, State, or local funds that  
6        would, in the absence of such grant funds, be made avail-  
7        able for literacy instruction and support of children and  
8        students participating in programs assisted under this  
9        Act.

10    **SEC. 5. STATE PLANNING GRANTS.**

11        (a) PLANNING GRANTS AUTHORIZED.—

12            (1) IN GENERAL.—The Secretary may award  
13        planning grants to State educational agencies to en-  
14        able the State educational agencies to develop or im-  
15        prove a comprehensive plan, in consultation with the  
16        State agencies that oversee child care and other  
17        early childhood programs, the State Advisory Coun-  
18        cil on Early Childhood Education and Care, and the  
19        State Head Start Collaboration Office, to carry out  
20        activities that improve literacy for children and stu-  
21        dents from birth through grade 12.

22            (2) GRANT PERIOD.—A planning grant under  
23        this section shall be awarded for a period of not  
24        more than 1 year.

1           (3) NONRENEWABILITY.—The Secretary shall  
2       not award a State educational agency more than 1  
3       planning grant under this section.

4           (4) RELATION TO IMPLEMENTATION GRANTS.—  
5       A State educational agency may not receive a plan-  
6       ning grant under this section at the same time it is  
7       receiving an implementation grant under section 6.

8       (b) APPLICATION.—Each State educational agency  
9       desiring a planning grant under this section shall submit,  
10      jointly with the State agencies that oversee child care and  
11      other early childhood programs and the State Advisory  
12      Council on Early Childhood Education and Care, an appli-  
13      cation to the Secretary at such time, in such manner, and  
14      accompanied by such information as the Secretary may  
15      require.

16      (c) EXISTING STATE LITERACY PLAN.—An existing  
17      Federally funded comprehensive State literacy plan may  
18      be improved using a grant under this section.

19   **SEC. 6. STATE IMPLEMENTATION GRANTS.**

20      (a) IMPLEMENTATION GRANTS AUTHORIZED.—

21           (1) IN GENERAL.—The Secretary shall award  
22      implementation grants to State educational agen-  
23      cies—

24                   (A) to implement, in collaboration with the  
25      State agencies that oversee child care and other



1 early childhood programs, the State Advisory  
2 Council on Early Childhood Education and  
3 Care, and the State Head Start Collaboration  
4 Office—

5 (i) the comprehensive State literacy  
6 plan developed under section 5, if the State  
7 educational agency received a grant under  
8 such section; or

9 (ii) another comprehensive State lit-  
10 eracy plan for serving children from birth  
11 through grade 12;

12 (B) to provide funds made available under  
13 paragraph (2)(A) to the State agency that over-  
14 sees child care programs to award subgrants  
15 under section 7;

16 (C) to award subgrants under section 8;

17 and

18 (D) to carry out additional State activities  
19 under section 9.

20 (2) USE OF FUNDS.—State educational agency  
21 shall use implementation grant funds received under  
22 this section as follows:

23 (A) LEARNERS FROM BIRTH THROUGH  
24 KINDERGARTEN ENTRY.—Not less than 15 per-

cent of such grant funds shall be used in accordance with section 7.

(B) STUDENTS IN KINDERGARTEN THROUGH GRADE 5.—Not less than 40 percent of such grant funds shall be used in accordance with section 8, to be allocated equitably among grades kindergarten through grade 5, unless the State educational agency determines that an exception is necessary based on a capacity survey described in section 8(c)(1).

(C) STUDENTS IN GRADES 6 THROUGH 12.—Not less than 40 percent of such grant funds shall be used in accordance with section 8, to be allocated equitably among grades 6 through 12, unless the State educational agency determines that an exception is necessary based on a capacity survey described in section 8(c)(1).

(D) STATE ACTIVITIES.—Not more than 5 percent of such grant funds shall be used for the State activities described in section 9.

(3) DURATION OF GRANTS.—An implementation grant under this section shall be awarded for a period of not less than 3 years and not more than 5 years.

1 (4) RENEWALS.—

2 (A) IN GENERAL.—Implementation grants  
3 under this section may be renewed.

4 (B) CONDITIONS.—In order to be eligible  
5 to have an implementation grant renewed under  
6 this paragraph, the State educational agency, in  
7 collaboration with the State agencies that over-  
8 see child care and other early childhood pro-  
9 grams and the State Advisory Council on Early  
10 Childhood Education and Care, shall dem-  
11 onstrate, to the satisfaction of the Secretary,  
12 that—

13 (i) the State educational agency has  
14 complied with the terms of the grant, in-  
15 cluding using the funds to—

16 (I) increase access to high-quality  
17 professional development;

18 (II) use developmentally appro-  
19 priate curricula and teaching mate-  
20 rials; and

21 (III) use developmentally appro-  
22 priate classroom-based instructional  
23 assessments and developmentally ap-  
24 propriate screening and diagnostic as-  
25 sessments; and

1 (ii) with respect to students in kinder-  
2 garten through grade 12, during the period  
3 of the grant there has been significant  
4 progress in student achievement, as meas-  
5 ured by appropriate assessments, including  
6 meeting the measurable annual objectives  
7 established pursuant to section  
8 1111(b)(2)(C)(v) of the Elementary and  
9 Secondary Education Act of 1965 (20  
10 U.S.C. 6311(b)(2)(C)(v)).

11 (b) STATE APPLICATIONS.—

12 (1) IN GENERAL.—A State educational agency  
13 that desires to receive an implementation grant  
14 under this section shall, in collaboration with the  
15 State agencies that oversee child care and other  
16 early childhood programs and the State Advisory  
17 Council on Early Childhood Education and Care,  
18 submit an application to the Secretary at such time,  
19 in such manner, and containing such information as  
20 the Secretary may require.

21 (2) CONTENTS.—An application described in  
22 paragraph (1) shall include the following:

23 (A) STATE LITERACY TEAM AND PLAN.—

24 A description of how the State educational  
25 agency has formed a State literacy leadership

1 team and developed a comprehensive State lit-  
2 eracy plan, as described in section 5.

3 (B) CONFLICTS OF INTEREST.—An assur-  
4 ance that the State has a process to safeguard  
5 against conflicts of interest consistent with sec-  
6 tion 11(c) for individuals providing technical as-  
7 sistance on behalf of the State educational  
8 agency or the State agencies that oversee child  
9 care and other early childhood programs or  
10 serving on the State literacy leadership team.

11 (C) IMPLEMENTATION.—An implementa-  
12 tion plan that includes a description of how the  
13 State educational agency and the State agency  
14 that oversees child care programs will—

15 (i) assist eligible entities with—

16 (I) selecting and using screening  
17 assessments and diagnostic assess-  
18 ments;

19 (II) providing classroom-based  
20 instruction that is supported by one-  
21 to-one and small group instruction;

22 (III) using curricular materials  
23 and instructional tools, which may in-  
24 clude technology, to improve instruc-  
25 tion and literacy achievement;

1 (IV) using the principles of uni-  
2 versal design for learning in all phases  
3 of instructional practice, including  
4 professional development, curriculum  
5 development and selection of instruc-  
6 tional materials, and classroom in-  
7 struction;

8 (V) providing high-quality profes-  
9 sional development as part of such eli-  
10 gible entities' literacy initiatives to im-  
11 prove the literacy development and  
12 learning of children and students  
13 served under the implementation  
14 grant; and

15 (VI) providing diverse learners,  
16 including English language learners,  
17 with culturally, linguistically, and de-  
18 velopmentally appropriate curricula,  
19 instructional materials, interactive  
20 technologies, and valid and reliable as-  
21 sessments that support such learners  
22 in meeting State academic and con-  
23 tent standards;

24 (ii) ensure that eligible entities in the  
25 State have leveraged and are effectively

1 leveraging the resources to implement  
2 high-quality literacy instruction, and have  
3 the capacity to implement high-quality lit-  
4 eracy initiatives effectively;

5 (iii) ensure that professional develop-  
6 ment activities are based on—

7 (I) the essential components of  
8 early literacy instruction and the es-  
9 sential components of reading and  
10 writing instruction, as appropriate;  
11 and

12 (II) evidence-based English lan-  
13 guage acquisition and adult learning  
14 research, as appropriate;

15 (iv) coordinate and align, as appro-  
16 priate, the activities assisted under this  
17 section and sections 7 and 8 with other  
18 State and local programs that—

19 (I) serve children and students,  
20 and their families; and

21 (II) promote literacy instruction  
22 and learning;

23 (v) ensure that funds provided under  
24 this section are awarded in a manner that

1 will provide services to all age and grade  
2 levels consistent with section 6(a)(2);

3 (vi) award subgrants to eligible enti-  
4 ties to enable the eligible entities to carry  
5 out the activities described in sections 7  
6 and 8, including to—

7 (I) eligible entities that serve  
8 rural areas; and

9 (II) eligible entities that serve  
10 urban areas; and

11 (vii) assist the eligible entities in the  
12 State in—

13 (I) providing strategic and inten-  
14 sive literacy instruction for students  
15 reading and writing below grade level,  
16 including through the use of multi-  
17 tiered systems of supports;

18 (II) providing high-quality pro-  
19 fessional development in literacy in-  
20 struction to teachers, including—

21 (aa) special education teach-  
22 ers or teachers of students who  
23 are English language learners;  
24 and



1 (bb) teachers of core aca-  
2 demic subjects;

3 (III) addressing the literacy  
4 needs of children and students with  
5 disabilities and English language  
6 learners served by the eligible entity;  
7 and

8 (IV) providing training to par-  
9 ents so that the parents can partici-  
10 pate in the literacy related activities  
11 described under sections 7 and 8 to  
12 assist in the language and literacy de-  
13 velopment of their children.

14 (D) KEY DATA METRICS.—A description of  
15 the key data metrics that will be collected and  
16 reported annually under section 11(b)(1)(E).

17 (E) NATIONAL EVALUATION.—An assur-  
18 ance that the State educational agency, the  
19 State agency that awards subgrants under sec-  
20 tion 7, and any eligible entity receiving a  
21 subgrant under section 7 or 8, will, if re-  
22 quested, participate in the national evaluation  
23 under section 10.

24 (F) PRIORITY.—An assurance that the  
25 State educational agency and the State agency

1 that oversees child care programs, as appropriate,  
2 shall prioritize awarding subgrants—

3 (i) under section 7, based on the percentage  
4 of low-income children proposed to  
5 be served by the applicant; and

6 (ii) under section 8, based on the  
7 number or percentage of children counted  
8 under section 1124(c) of the Elementary  
9 and Secondary Education Act of 1965 (20  
10 U.S.C. 6333(c)) proposed to be served by  
11 the applicant.

12 **SEC. 7. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF**  
13 **LITERACY FOR CHILDREN FROM BIRTH**  
14 **THROUGH KINDERGARTEN ENTRY.**

15 (a) SUBGRANTS.—A State educational agency shall  
16 provide the funds provided under section 4(a)(2)(A) to the  
17 State agency that oversees child care programs, who shall  
18 award subgrants, on a competitive basis, in consultation  
19 with the State Advisory Council on Early Childhood Education  
20 and Care and other State early childhood agencies,  
21 to eligible entities to enable the eligible entities to carry  
22 out the activities described in subsection (e).

23 (b) SUFFICIENT SIZE AND SCOPE.—Each subgrant  
24 awarded under this section shall be of sufficient size and

1 scope to allow the eligible entity to carry out the activities  
2 described in subsection (e).

3 (c) LOCAL APPLICATIONS.—An eligible entity that  
4 desires to receive a subgrant under this section shall sub-  
5 mit an application to the State agency that oversees child  
6 care programs, at such time, in such manner, and includ-  
7 ing such information as such agency may require. Such  
8 application shall include a description of—

9 (1) a needs assessment, including an analysis of  
10 data on child literacy as applicable;

11 (2) an implementation plan that utilizes the  
12 needs assessment described in paragraph 1 that  
13 identifies a baseline level of literacy and early lit-  
14 eracy skills, as well as benchmarks for making im-  
15 provements and monitoring progress;

16 (3) the programs assisted under the subgrant,  
17 including demographic and socioeconomic informa-  
18 tion on the children from birth through kindergarten  
19 entry enrolled in the programs;

20 (4) a budget for the eligible entity that projects  
21 the cost of developing and implementing literacy ini-  
22 tiatives to carry out the activities described in sub-  
23 section (e);

24 (5) how the subgrant funds will be used to en-  
25 hance the language and literacy aspects of school

1 readiness of children from birth through kinder-  
2 garten entry in early childhood education programs;

3 (6) how the subgrant funds will be used to pre-  
4 pare and provide ongoing assistance to staff in the  
5 programs, through professional development focused  
6 on the essential components of early literacy instruc-  
7 tion, including onsite intensive mentoring by early  
8 childhood literacy coaches to provide high-quality lit-  
9 eracy activities based on scientifically valid research  
10 on child development and learning for children from  
11 birth through kindergarten entry;

12 (7) how the subgrant funds will be used to pro-  
13 vide services, incorporate activities, and select and  
14 use literacy instructional materials that are based on  
15 scientifically valid research on child development and  
16 early learning;

17 (8) how the subgrant funds will be used to pro-  
18 vide—

19 (A) screening assessments or other appro-  
20 priate measures—

21 (i) to effectively identify children from  
22 birth through kindergarten entry who may  
23 be at risk for delayed development or later  
24 academic difficulties; and

1 (ii) to determine whether such chil-  
2 dren are developing the fundamental  
3 knowledge necessary for literacy, engage-  
4 ment, development, and achievement in  
5 kindergarten and beyond; and

6 (B) diagnostic assessments, as appropriate,  
7 to determine the need for additional services;

8 (C) classroom-based instructional assess-  
9 ments; and

10 (D) other appropriate assessments of de-  
11 velopmental progress;

12 (9) how the subgrant funds will be used to help  
13 instructional staff in the programs assisted under  
14 the subgrant to more effectively meet the diverse de-  
15 velopmental and linguistic needs of children from  
16 birth through kindergarten entry in the community,  
17 including the needs of English language learners and  
18 children with disabilities;

19 (10) how the subgrant funds will be used to en-  
20 sure that parents receive instruction—

21 (A) on their children’s early literacy devel-  
22 opment; and

23 (B) on how parents can support children’s  
24 literacy development at home;

1           (11) how the subgrant funds will be used to  
2           help children, particularly children experiencing dif-  
3           ficulty with spoken and written language, to make  
4           the transition from early education to formal class-  
5           room instruction;

6           (12) how the activities assisted under the  
7           subgrant will be coordinated with literacy instruction  
8           at the kindergarten through grade 3 levels;

9           (13) how the eligible entity will—

10                 (A) evaluate the success of the activities  
11                 supported under the subgrant in enhancing the  
12                 early language and literacy development of chil-  
13                 dren served under such subgrant; and

14                 (B) evaluate data for program improve-  
15                 ment; and

16           (14) such other information as the State agency  
17           that oversees child care programs may require.

18           (d) APPROVAL OF LOCAL APPLICATIONS.—The State  
19           agency that oversees child care programs shall—

20                 (1) award subgrants to eligible entities in ac-  
21                 cordance with this section based on the quality of  
22                 applications submitted; and

23                 (2) prioritize awarding subgrants based on the  
24                 criteria described in section 6(b)(2)(F).

25           (e) LOCAL USES OF FUNDS.—

1           (1) REQUIRED USES.—An eligible entity that  
2       receives a subgrant under this section shall use the  
3       subgrant funds to carry out the following activities  
4       to support the development of early language and  
5       literacy in children from birth through kindergarten  
6       entry:

7           (A) Enhance and improve early learning  
8       programs to ensure that children in such pro-  
9       grams are provided with high-quality, develop-  
10      mentally appropriate oral language, literature-  
11      and print-rich environments.

12          (B) Provide high-quality professional devel-  
13      opment on how children develop language and  
14      literacy skills (including children with disabil-  
15      ities and English language learners), and the  
16      selection and integration of developmentally,  
17      linguistically, and culturally appropriate literacy  
18      instructional strategies, activities, and mate-  
19      rials, which may include the use of an early lit-  
20      eracy coach for the staff of the eligible entity,  
21      in such entity's curriculum and activities.

22          (C) Acquire, provide training for, and im-  
23      plement, as appropriate—

24              (i) screening assessments or other ap-  
25      propriate measures to determine whether

1 children from birth through kindergarten  
2 entry are developing appropriate early lan-  
3 guage and literacy skills;

4 (ii) diagnostic assessments, as appro-  
5 priate, to determine the need for additional  
6 services; and

7 (iii) classroom-based instructional as-  
8 sessments.

9 (D) Acquire, as appropriate, and integrate  
10 evidence-based instructional materials, activi-  
11 ties, tools, and measures into the early learning  
12 programs offered by the eligible entity to im-  
13 prove development of children's early language  
14 and literacy skills.

15 (2) ALLOWABLE USES.—An eligible entity that  
16 receives a subgrant under this section may use the  
17 subgrant funds to carry out either or both of the fol-  
18 lowing activities to support the development of early  
19 language and literacy in children from birth through  
20 kindergarten entry:

21 (A) Selecting, developing, and imple-  
22 menting a multitier system of supports.

23 (B) Providing activities that encourage  
24 family literacy experiences and practices and  
25 educate parents of children enrolled in a pro-



1           gram receiving funds under this section on the  
2           development of their children’s early literacy  
3           skills.

4           (f) PROHIBITION.—The use of assessment items and  
5   data on any assessment authorized under this section to  
6   provide rewards or sanctions for individual children, early  
7   learning providers, program directors, or principals is pro-  
8   hibited.

9   **SEC. 8. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF**  
10                   **LITERACY FOR STUDENTS IN KINDERGARTEN**  
11                   **THROUGH GRADE 12.**

12          (a) SUBGRANTS.—A State educational agency shall  
13   use the implementation grant funds provided under sec-  
14   tion 4(a)(2)(B) to award subgrants, on a competitive  
15   basis, to eligible entities to enable the eligible entities to  
16   carry out the activities described in subsection (e).

17          (b) SUFFICIENT SIZE AND SCOPE.—Each subgrant  
18   awarded under this section shall be of sufficient size and  
19   scope to allow the eligible entity to carry out the activities  
20   described in subsection (e).

21          (c) LOCAL APPLICATIONS.—An eligible entity desir-  
22   ing to receive a subgrant under this section shall submit  
23   an application to the State educational agency at such  
24   time, in such manner, and containing such information as

1 the State educational agency may require. Such applica-  
2 tion shall include, the following information:

3 (1) CAPACITY SURVEY.—Results of the eligible  
4 entity's capacity survey that—

5 (A) identify—

6 (i) the strengths and weaknesses of  
7 such entity related to literacy;

8 (ii) how subgrant funds will be used  
9 to inform and improve literacy instruction  
10 within such entity; and

11 (iii) the demographic and socio-  
12 economic information on the students en-  
13 rolled in such entity; and

14 (B) include an analysis, disaggregated by  
15 the subgroups described in section  
16 1111(b)(2)(C)(v)(II) of the Elementary and  
17 Secondary Education Act of 1965 (20 U.S.C.  
18 6311(b)(2)(C)(v)(II)) and by grade level, of—

19 (i) State scores on the reading or lan-  
20 guage arts assessments conducted under  
21 section 1111(b)(3) of the Elementary and  
22 Secondary Education Act of 1965 (20  
23 U.S.C. 6311(b)(3));

- 1 (ii) National Assessment of Edu-  
2 cational Progress reading scores, as appro-  
3 priate;
- 4 (iii) the percentage of students in  
5 need of reading and writing remediation;
- 6 (iv) core course passing and failure  
7 rates for secondary school students;
- 8 (v) credit accumulation for secondary  
9 school students; and
- 10 (vi) graduation rates.

11 (2) PROFESSIONAL DEVELOPMENT.—How each  
12 participating school, eligible entity, or a provider of  
13 high-quality professional development will provide  
14 ongoing high-quality professional development in  
15 language development, English language acquisition  
16 (as appropriate), and literacy instruction to all  
17 teachers, principals, and other school leaders served  
18 by the school.

19 (3) INTERVENTIONS.—How each participating  
20 school will identify students in need of interventions  
21 and provide appropriate scientifically valid instruc-  
22 tional interventions or other services which may in-  
23 clude one-on-one instruction and extended learning  
24 time for struggling students.

1           (4) BUDGET.—A budget for each participating  
2       school that projects the cost of developing and im-  
3       plementing literacy initiatives to carry out the activi-  
4       ties described in subsection (e).

5           (5) INTEGRATION.—An explanation of how each  
6       participating school will integrate literacy instruction  
7       into core academic subjects.

8           (6) COORDINATION.—A description of how each  
9       participating school will coordinate literacy instruc-  
10      tion with early education, after-school programs, and  
11      other programs serving students in the school, such  
12      as library programs, as appropriate.

13          (7) ASSESSMENTS.—A description of the  
14      screening, diagnostic, formative, and summative as-  
15      sessments that will be used in an assessment system  
16      to improve literacy instruction and track student lit-  
17      eracy progress.

18          (8) FAMILIES AND CAREGIVERS.—A description  
19      of how the families and caregivers will be involved  
20      in supporting their children’s literacy instruction  
21      and assessment.

22          (9) INITIATIVES.—A description of the literacy  
23      and other academic initiatives, if any, in place and  
24      how these initiatives will be coordinated and inte-  
25      grated with activities supported under this section.

1           (10) PARTICIPATION IN EVALUATION.—An as-  
2           surance that the eligible entity will, if requested,  
3           participate in the national evaluation described in  
4           section 10.

5           (d) APPROVAL OF LOCAL APPLICATIONS.—The State  
6           educational agency shall—

7           (1) award subgrants to eligible entities in ac-  
8           cordance with this section based on the quality of  
9           applications submitted; and

10          (2) prioritize awarding subgrants to eligible en-  
11          tities based on the criteria described in section  
12          6(b)(2)(F).

13          (e) LOCAL USES OF FUNDS FOR KINDERGARTEN  
14          THROUGH GRADE 12.—

15          (1) REQUIRED USES.—An eligible entity that  
16          receives a subgrant under this section shall use the  
17          subgrant funds to carry out the following activities  
18          for students in kindergarten through grade 12:

19                  (A) Develop and implement a literacy ini-  
20                  tiative that—

21                          (i) includes all of the essential compo-  
22                          nents of reading and writing instruction;

23                          (ii) supports activities that are pro-  
24                          vided primarily during the regular school  
25                          day but which may be augmented by in-

1 instruction during nonschool hours or peri-  
2 ods when school is not in session (such as  
3 before and after school or during summer  
4 recess);

5 (iii) integrates literacy instruction into  
6 core academic subjects and, to the extent  
7 practicable, other subjects taught in a  
8 school, such as career and technical edu-  
9 cation; and

10 (iv) addresses the literacy needs of  
11 English language learners and students  
12 with disabilities.

13 (B) Form school literacy leadership teams  
14 to help implement, assess, and identify changes  
15 to the literacy initiative.

16 (C) Provide high-quality, developmentally  
17 appropriate oral language, including listening  
18 and speaking, literature, and print-rich class-  
19 room environments.

20 (D) Provide high-quality professional de-  
21 velopment for instructional staff, including lit-  
22 eracy coaches and teachers of students with dis-  
23 abilities and English language learners.

24 (E) Select and administer screening and  
25 diagnostic assessments and support teachers'

1 use of formative assessments and assessment  
2 data to plan instruction.

3 (F) Select and implement a multitier sys-  
4 tem of supports that includes intensive, supple-  
5 mental interventions for students.

6 (G) Provide training to principals and  
7 other school and district personnel in imple-  
8 menting the literacy initiative, particularly in  
9 the areas of—

10 (i) utilizing data;

11 (ii) assessing the quality of literacy in-  
12 struction across content areas; and

13 (iii) providing time and support for  
14 teachers to plan literacy instruction.

15 (H) Provide family literacy services for  
16 students and their parents, including training  
17 to enable families and caregivers to support the  
18 literacy initiative.

19 (I) Promote writing experiences and imple-  
20 ment programs that instruct and engage stu-  
21 dents in practicing writing for multiple audi-  
22 ences and purposes appropriate to the interests  
23 and capacities of students.

24 (J) Annually collect, analyze, and report  
25 data to the State educational agency.

1           (2) ALLOWABLE USES.—An eligible entity that  
2       receives a subgrant under this section may use the  
3       subgrant funds to carry out the following activities  
4       for students in kindergarten through grade 12:

5           (A) Acquire and utilize developmentally ap-  
6       propriate instructional materials based on sci-  
7       entifically valid research, including materials  
8       that utilize technology.

9           (B) Hire and train literacy coaches.

10          (C) Promote reading, library, and writing  
11       programs that provide access to engaging read-  
12       ing material in school and at home.

13          (D) Connect out-of-school learning oppor-  
14       tunities to in-school learning, including the  
15       alignment of after-school activities with in-  
16       school curricula, in order to improve the literacy  
17       achievement of students.

18          (E) Form an acting partnership with 1 or  
19       more public or private nonprofit organizations  
20       that have a demonstrated record of effective-  
21       ness in improving literacy development or pro-  
22       viding professional development aligned with  
23       the activities described in this subsection.



1 (F) Providing time for teachers and school  
2 librarians to meet to plan literacy instruction,  
3 as appropriate.

4 (f) LIMITATION TO CERTAIN SCHOOLS.—An eligible  
5 entity receiving a subgrant under this section shall, in dis-  
6 tributing subgrant funds under this subsection, provide  
7 the subgrant funds only to schools, including public char-  
8 ter schools, that—

9 (1) are among the schools served by the eligible  
10 entity with the highest numbers or percentages of  
11 students in grades kindergarten through 12 reading  
12 and writing below grade level, based on the most  
13 current State data as available; and

14 (2) have the highest numbers or percentages of  
15 children counted under section 1124(c) of the Ele-  
16 mentary and Secondary Education Act of 1965 (20  
17 U.S.C. 6333(c)).

18 **SEC. 9. ADDITIONAL STATE ACTIVITIES.**

19 (a) REQUIRED ACTIVITIES.—A State educational  
20 agency, in consultation with the State agency that over-  
21 sees child care programs, shall use funds made available  
22 under section 4(a)(2)(C) and described in section  
23 6(a)(1)(D) to carry out each of the following activities:

24 (1) Providing technical assistance or engaging  
25 qualified providers to provide such assistance, to as-

1       sist eligible entities to design and implement literacy  
2       initiatives.

3               (2) Identifying and supporting high-quality pro-  
4       fessional development in literacy instruction for eligi-  
5       ble entities.

6               (3) Coordinating activities under this Act with  
7       reading, writing, and other literacy resources and  
8       programs across the State.

9               (4) Disseminating information, including mak-  
10      ing publicly available on the Web sites of the State  
11      educational agency and the State agency that over-  
12      sees child care programs, on promising practices to  
13      improve children’s early literacy and language devel-  
14      opment and student literacy achievement.

15              (5) Reviewing and developing recommendations  
16      in collaboration with teachers, early childhood pro-  
17      viders, statewide educational and professional orga-  
18      nizations representing teachers, and statewide and  
19      educational and professional organizations rep-  
20      resenting institutions of higher education, to  
21      strengthen State licensure and certification stand-  
22      ards for literacy instruction in early education  
23      through grade 12.

24              (6) Coordinating with institutions of higher  
25      education in the State to strengthen and enhance

1 pre-service course work for students preparing to  
2 teach literacy to children and students from birth  
3 through grade 12.

4 (7) Administration and reporting.

5 (b) PERMISSIVE ACTIVITIES.—A State educational  
6 agency, in collaboration with the State agency that over-  
7 sees child care programs, may use funds made available  
8 under section 4(a)(2)(C) and described in section  
9 6(a)(1)(D) to carry out one or more of the following activi-  
10 ties:

11 (1) Training personnel of eligible entities to use  
12 data systems to track student literacy achievement.

13 (2) Developing and providing training to lit-  
14 eracy coaches, including literacy coaches with exper-  
15 tise in early literacy development, language develop-  
16 ment, and adolescent literacy.

17 **SEC. 10. NATIONAL EVALUATION, INFORMATION DISSEMI-**  
18 **NATION, AND TECHNICAL ASSISTANCE.**

19 (a) NATIONAL EVALUATION.—

20 (1) IN GENERAL.—From funds reserved under  
21 paragraph (1)(A)(i) or (2)(A)(i) of section 4(b), the  
22 Secretary shall perform a 5-year national evaluation  
23 of the grant and subgrant programs assisted under  
24 this Act by entering into one or more contracts or  
25 cooperative agreements with independent organiza-

1        tions. Such evaluation shall include scientifically  
2        valid research that applies rigorous and systematic  
3        procedures to obtain information relevant to the im-  
4        plementation and effect of the programs assisted  
5        under this Act.

6            (2) CONTENTS OF EVALUATION.—The evalua-  
7        tion described in this subsection shall include an  
8        analysis of each of the following:

9            (A) IMPACT.—The impact of literacy ini-  
10        tiatives supported under this Act on improving  
11        early literacy skills and student academic out-  
12        comes, including student literacy development  
13        in reading and writing, student literacy develop-  
14        ment in other academic content areas, grade  
15        promotion, and graduation.

16           (B) IMPLEMENTATION OF CORE FEA-  
17        TURES.—The fidelity of implementation of core  
18        program features, such as coherence of program  
19        across grades, quality of technical assistance,  
20        State and school district leadership, profes-  
21        sional development for teachers and administra-  
22        tors, use of quality materials and pedagogy, and  
23        use of assessment.

24           (C) OTHER INQUIRIES.—Other inquiries as  
25        designated by the Secretary, such as—

1 (i) the types of literacy initiatives that  
2 have demonstrated the greatest impact on  
3 student achievement;

4 (ii) how State standards, local edu-  
5 cational agency and school curricula, as-  
6 sessments, and interventions combine to  
7 improve literacy;

8 (iii) how screening, diagnostic, and  
9 formative assessments of reading and writ-  
10 ing assist teachers in identifying students'  
11 reading and writing needs;

12 (iv) how job-embedded, ongoing, high-  
13 quality professional development improves  
14 teacher practice and increases literacy  
15 skills of children and students;

16 (v) the types of literacy activities that  
17 improve the early reading, writing, and  
18 language skills of children from birth  
19 through kindergarten entry;

20 (vi) how early learning providers are  
21 being prepared with scientifically valid re-  
22 search on early childhood literacy and lit-  
23 eracy development;

24 (vii) how early literacy instructional  
25 materials and activities based on scientif-

1 ically valid research are being integrated  
2 into preschools, child care programs and  
3 programs carried out under the Head  
4 Start Act (42 U.S.C. 9831 et seq.), and  
5 family literacy programs;

6 (viii) the impact of adolescent literacy  
7 initiatives on student motivation, engage-  
8 ment, and participation in adolescent lit-  
9 eracy activities;

10 (ix) the impact of literacy initiatives  
11 on diverse learners, including English lan-  
12 guage learners;

13 (x) the relationship between students'  
14 literacy achievement and secondary school  
15 graduation rates; and

16 (xi) effective strategies to integrate  
17 school and public library programs to im-  
18 prove literacy.

19 (3) REPORTS.—

20 (A) INTERIM REPORT.—Not later than 2  
21 years after the date of the enactment of this  
22 Act, the Secretary shall submit to the Congress  
23 an interim report on the national evaluation  
24 conducted under this subsection.

1 (B) FINAL REPORT.—Not later than 5  
2 years after the date of the enactment of this  
3 Act, the Secretary shall submit a final report  
4 containing the results of the national evaluation  
5 conducted under this subsection to—

6 (i) State educational agencies and eli-  
7 gible entities on a periodic basis for use in  
8 program improvement; and

9 (ii) the Congress.

10 (b) INFORMATION DISSEMINATION AND TECHNICAL  
11 ASSISTANCE.—

12 (1) IN GENERAL.—From amounts reserved  
13 under paragraph (1)(A)(i) or (2)(A)(i) of section  
14 4(b), the Secretary shall, in collaboration with the  
15 Secretary of Health and Human Services, the Direc-  
16 tor of the National Institute of Child Health and  
17 Human Development, regional educational labora-  
18 tories established under section 174 of the Edu-  
19 cation Sciences Reform Act of 2002 (20 U.S.C.  
20 9564), and the comprehensive centers established  
21 under section 203 of the Educational Technical As-  
22 sistance Act of 2002 (20 U.S.C. 9602), distribute  
23 information and provide technical assistance on lit-  
24 eracy instruction, including—

1 (A) information on literacy instruction and  
2 the impact of the instruction on—

3 (i) student achievement, motivation,  
4 and engagement for literacy; and

5 (ii) student graduation with a sec-  
6 ondary school diploma;

7 (B) information on elements of job-embed-  
8 ded, ongoing, high-quality professional develop-  
9 ment that improves literacy achievement in chil-  
10 dren and students in early education through  
11 grade 12; and

12 (C) information on schools, eligible enti-  
13 ties, and States that have successfully improved  
14 literacy achievement in early education through  
15 grade 12.

16 (2) DISSEMINATION AND COORDINATION.—The  
17 Secretary shall disseminate and make publicly avail-  
18 able the information described in paragraph (1) to—

19 (A) recipients of Federal financial assist-  
20 ance under this Act, part A of title I of the Ele-  
21 mentary and Secondary Education Act of 1965  
22 (20 U.S.C. 6311 et seq.), the Head Start Act  
23 (42 U.S.C. 9831 et seq.), the Individuals with  
24 Disabilities Education Act (20 U.S.C. 1400 et



seq.), and the Adult Education and Family Literacy Act (20 U.S.C. 9201 et seq.); and

(B) each school operated or funded by the Bureau of Indian Education.

(3) USE OF NETWORKS.—In carrying out this subsection, the Secretary shall, to the extent practicable, use information and dissemination networks developed and maintained through other public and private entities.

**SEC. 11. CONSEQUENCES OF INSUFFICIENT PROGRESS, REPORTING REQUIREMENTS, AND CONFLICTS OF INTEREST.**

(a) CONSEQUENCES OF INSUFFICIENT PROGRESS.—

(1) CONSEQUENCES FOR GRANT RECIPIENTS.—

If the Secretary determines that a State educational agency receiving an award under section 4(b) or an eligible entity receiving a subgrant under section 7 or 8 is not making significant progress in meeting the purposes of this Act after the submission of a report described in subsection (b), then the Secretary may withhold, in whole or in part, further payments under this Act in accordance with section 455 of the General Education Provisions Act (20 U.S.C. 1234d) or take such other action authorized by law as the Secretary determines necessary, in-

cluding providing technical assistance upon request of the State educational agency, or eligible entity, respectively.

(2) CONSEQUENCES FOR SUBGRANT RECIPIENTS.—A State educational agency or State agency that oversees child care programs, as appropriate, receiving an award under section 4(b) may refuse to award subgrant funds to an eligible entity under section 7 or 8 if such State agency finds that the eligible entity is not making significant progress in meeting the purposes of this Act, after—

(A) providing technical assistance to the eligible entity; and

(B) affording the eligible entity notice and an opportunity for a hearing.

(b) REPORTING REQUIREMENTS.—

(1) STATE EDUCATIONAL AGENCY REPORTS.—Each State educational agency receiving an award under section 6 shall report annually to the Secretary regarding the State educational agency's progress and the progress of the State agency that oversees child care programs in addressing the purposes of this Act. Such report shall include, at a minimum, a description of—

1           (A) the professional development activities  
2           provided under the award, including types of  
3           activities and entities involved in providing pro-  
4           fessional development to early childhood pro-  
5           viders, classroom teachers, and other instruc-  
6           tional staff;

7           (B) instruction, strategies, activities, cur-  
8           ricula, materials, and assessments used in the  
9           programs funded under the award;

10          (C) the types of programs and program  
11          settings for children younger than kindergarten  
12          entry funded under the award and the ages,  
13          grade levels, and demographic information of  
14          children served by the programs funded under  
15          the award, except that individually identifiable  
16          information shall not be included;

17          (D) the experience and qualifications of  
18          the instructional staff who provide literacy in-  
19          struction under the programs funded under the  
20          award, including the experience and qualifica-  
21          tions of those staff working with children with  
22          disabilities, English language learners, and chil-  
23          dren younger than kindergarten entry;

24          (E) key data metrics used for literacy ini-  
25          tiatives;

(F) student performance on relevant program metrics, as identified in the State education agency's implementation plan under section 6(b)(2)(C), such as—

(i) the number of students reading and writing on grade level by the end of the third grade, disaggregated by the subgroups described in section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II)); and

(ii) the instruction and activities delivered to at-risk students served under the award; and

(G) the outcomes of programs and activities provided under the award.

(2) ELIGIBLE ENTITY REPORTS.—Each eligible entity receiving a subgrant under section 7 or 8 shall report annually to the State educational agency or the State agency that oversees child care programs, as appropriate, regarding the eligible entity's progress in addressing the purposes of this Act. Such report shall include, at a minimum, a description of—

(A) how the subgrant funds were used;

1           (B) the degree of appropriate develop-  
2           mental progress or literacy achievement growth  
3           of students, including children who are English  
4           language learners and children with disabilities,  
5           assisted under the subgrant;

6           (C) the professional development of activi-  
7           ties provided under the award, including types  
8           of activities and entities involved in providing  
9           professional development to early childhood pro-  
10          viders, classroom teachers, and other instruc-  
11          tional staff;

12          (D) instruction, strategies, activities, cur-  
13          ricula, materials, and assessments used in the  
14          programs funded under the award;

15          (E) the types of programs funded under  
16          the award and the ages, grade levels, and demo-  
17          graphic information of children served by the  
18          programs funded under the award, except that  
19          individually identifiable information shall not be  
20          included;

21          (F) the experience and qualifications of the  
22          instructional staff who provide literacy instruc-  
23          tion under the programs funded under the  
24          award, including the experience and qualifica-

tions of those staff working with children with disabilities and with English language learners;

(G) key data metrics used for literacy initiatives;

(H) student performance on relevant program metrics, as identified in the State education agency's implementation plan under section 6(b)(2)(C), such as—

(i) the number of students reading and writing on grade level by the end of the third grade, disaggregated by the subgroups described in section 1111(b)(2)(C)(v)(II) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II)); and

(ii) the instruction and activities delivered to at-risk students served under the award;

(I) the outcomes of programs and activities provided under the award; and

(J) the results of an external evaluation, if the Secretary determines applicable.

(c) CONFLICTS OF INTEREST.—

(1) IN GENERAL.—Not later than 30 days after the date of the enactment of this Act, the Secretary

1 of Education shall create and implement proce-  
2 dures—

3 (A) to assess whether a covered individual  
4 or entity has a potential conflict of interest; and

5 (B) to require the disclosure and mitiga-  
6 tion of any such conflict of interest to ensure  
7 the integrity of the related program.

8 (2) EVALUATION BY THE COMPTROLLER GEN-  
9 ERAL.—

10 (A) IN GENERAL.—Not later than 60 days  
11 after the creation of the procedures described in  
12 paragraph (1), the Comptroller General of the  
13 United States shall report to the Committee on  
14 Education and Labor of the House of Rep-  
15 resentatives and the Committee on Health,  
16 Education, Labor, and Pensions of the Senate  
17 on the adequacy of such procedures to identify,  
18 disclose, and manage conflicts of interest.

19 (B) UPDATES.—Beginning not less than 6  
20 months after the report described in subpara-  
21 graph (A) is filed, the Comptroller General shall  
22 evaluate the Department's implementation of  
23 the procedures described in paragraph (1) and  
24 report to the Committee on Education and  
25 Labor of the House of Representatives and the

1 Committee on Health, Education, Labor, and  
2 Pensions of the Senate every 6 months to en-  
3 sure that the Department has adequately imple-  
4 mented such procedures. The Comptroller Gen-  
5 eral shall include in the reports any rec-  
6 ommendations for modifications to such proce-  
7 dures that the Comptroller General determines  
8 are appropriate to properly identify, disclose,  
9 and manage conflicts of interest.

10 (3) DEFINITIONS.—For the purposes of this  
11 subsection:

12 (A) The term “covered individual or enti-  
13 ty” means—

14 (i) an officer or professional employee  
15 of the Department of Education;

16 (ii) a contractor or subcontractor of  
17 the Department, or an individual hired by  
18 the contracted entity;

19 (iii) a member of a peer review panel  
20 described in section 4(c); or

21 (iv) a consultant or advisor to the De-  
22 partment.

23 (B) The term “conflict of interest” means  
24 a financial interest or other self-interest that a  
25 reasonable person would expect to lead to an



undue bias, or the appearance of such bias, towards a particular product or service purchased with, guaranteed or insured by, or under consideration for purchase with, or to be guaranteed or insured by, funds administered by the Department of Education or a contracted entity of the Department.

**SEC. 12. RULES OF CONSTRUCTION.**

(a) STUDENT ELIGIBILITY.—Nothing in this Act shall be construed to prohibit students eligible for assistance under title I or III of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq., 6801 et seq.) or students eligible for assistance under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) from receiving literacy instruction and intervention under this Act.

(b) IDEA EVALUATION.—The assessments required under this Act shall not be construed to constitute an evaluation required under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

**SEC. 13. DEFINITIONS.**

(a) IN GENERAL.—Except as otherwise provided in this Act, the terms used in this Act have the meanings given such terms in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

1 (b) OTHER TERMS.—In this Act:

2 (1) CHILD WITH A DISABILITY.—The term  
3 “child with a disability” has the same meaning given  
4 the term in section 602(3) of the Individuals with  
5 Disabilities Education Act (20 U.S.C. 1401(3)).

6 (2) CLASSROOM-BASED INSTRUCTIONAL AS-  
7 SESSMENT.—The term “classroom-based instruc-  
8 tional assessment” means an assessment for children  
9 in third grade or younger that—

10 (A) is valid and reliable for the age and  
11 population of children served in the program,  
12 and is used to evaluate children’s developmental  
13 progress and learning, including systematic ob-  
14 servations by teachers of children performing  
15 tasks, including academic and literary tasks,  
16 that are part of their daily classroom experi-  
17 ence; and

18 (B) is used to improve classroom instruc-  
19 tion.

20 (3) DIAGNOSTIC ASSESSMENT.—The term “di-  
21 agnostic assessment” means an assessment that—

22 (A) is developmentally, linguistically, and  
23 culturally appropriate;

(B) is valid, reliable, and based on scientifically valid research on language, literacy, and English language acquisition;

(C) is used for the purposes of—

(i) identifying a student’s specific areas of strengths and weaknesses in oral language and literacy;

(ii) determining any difficulties that the student may have in language and literacy and the potential cause of such difficulties; and

(iii) helping to determine possible literacy intervention strategies and related special needs of the student; and

(D) in the case of young children, is conducted after a screening assessment that identifies potential risks for delayed development or later academic difficulties.

(4) ELIGIBLE ENTITY.—The term “eligible entity” means—

(A) when used with respect to children from birth through kindergarten entry—

(i) one or more local educational agencies providing early learning programs, or one or more public or private early learn-

1           ing programs, serving children from birth  
2           through kindergarten entry, such as a  
3           Head Start agency, an Early Head Start  
4           program, a child care program, a State-  
5           funded pre-kindergarten program, a public  
6           library program, or a family literacy pro-  
7           gram that has a demonstrated record of  
8           providing effective literacy instruction for  
9           the age group such agency or program is  
10          proposing to serve under section 7; or

11           (ii) one or more local educational  
12          agencies providing early learning pro-  
13          grams, or one or more public or private  
14          early learning programs, serving children  
15          from birth through kindergarten entry,  
16          such as a Head Start agency, an Early  
17          Head Start program, a child care program,  
18          a State-funded pre-kindergarten program,  
19          a public library program, or a family lit-  
20          eracy program in partnership with one or  
21          more public or private nonprofit organiza-  
22          tions or agencies that have a demonstrated  
23          record of effectiveness—

1 (I) in improving the early literacy  
2 development of children from birth  
3 through kindergarten entry; and

4 (II) in providing professional de-  
5 velopment aligned with the activities  
6 described in section 7(e)(1); and

7 (B) when used with respect to students in  
8 kindergarten through grade 12, a local edu-  
9 cational agency or consortium of local edu-  
10 cational agencies that—

11 (i) is among the local educational  
12 agencies in the State with the highest  
13 numbers or percentages of students read-  
14 ing and writing below grade level, based on  
15 the most current State data, where avail-  
16 able; and

17 (ii) has the highest numbers or per-  
18 centages of children who are counted under  
19 section 1124(c) of the Elementary and  
20 Secondary Education Act of 1965 (20  
21 U.S.C. 6333(c)), in comparison to other  
22 local educational agencies in the State.

23 (5) ENGLISH LANGUAGE ACQUISITION.—

24 (A) IN GENERAL.—The term “English lan-  
25 guage acquisition” means the process by which

1 a non-native English speaker acquires pro-  
2 ficiency in speaking, listening, reading, and  
3 writing the English language.

4 (B) INCLUSION FOR ENGLISH LANGUAGE  
5 LEARNERS IN SCHOOL.—For an English lan-  
6 guage learner in school, such term includes not  
7 only the social language proficiency needed to  
8 participate in the school environment, but also  
9 the academic language proficiency needed to ac-  
10 quire literacy and academic content and dem-  
11 onstrate the student’s learning.

12 (6) ENGLISH LANGUAGE LEARNER.—The term  
13 “English language learner” means an individual who  
14 is limited English proficient, as defined in section  
15 9101(25) of the Elementary and Secondary Edu-  
16 cation Act of 1965 (20 U.S.C. 7801(25)).

17 (7) ESSENTIAL COMPONENTS OF EARLY LIT-  
18 ERACY INSTRUCTION.—The term “essential compo-  
19 nents of early literacy instruction” means providing,  
20 for children prior to the age of kindergarten entry,  
21 interactive experiences in a print- and literacy-rich  
22 environment that promote the development of—

23 (A) oral language, including vocabulary,  
24 grammar, and syntax;

1 (B) motivational aspects of early literacy,  
 2 including enjoyment of reading and books;

3 (C) book-reading behaviors, including book  
 4 handling and orientation;

5 (D) recognition and understanding of pic-  
 6 tures and story concepts;

7 (E) concepts about print;

8 (F) alphabet knowledge;

9 (G) phonological awareness, including the  
 10 awareness of rhymes, sounds, and syllables;

11 (H) emergent writing skills, including use  
 12 of writing materials; and

13 (I) integration of print concepts into play.

14 (8) ESSENTIAL COMPONENTS OF READING AND  
 15 WRITING INSTRUCTION.—The term “essential com-  
 16 ponents of reading and writing instruction” means,  
 17 for students in kindergarten through grade 12, de-  
 18 velopmentally appropriate, explicit, and systematic  
 19 instruction that provides students the following:

20 (A) With respect to students in kinder-  
 21 garten through grade 12—

22 (i) high-quality professional develop-  
 23 ment for teachers, instructional staff, and  
 24 principals;

1 (ii) diverse texts at the appropriate  
2 reading and interest level of students;

3 (iii) differentiated instructional ap-  
4 proaches;

5 (iv) instruction and supports to in-  
6 crease students' motivation to read, includ-  
7 ing self-directed learning;

8 (v) as appropriate, systematic and in-  
9 tensive one-to-one and small group instruc-  
10 tion, including extended time for intense  
11 intervention for students reading signifi-  
12 cantly below grade level, which can be pro-  
13 vided both inside and outside the classroom  
14 as well as during and outside regular  
15 school hours;

16 (vi) opportunities to write individually  
17 and collaboratively;

18 (vii) instruction in uses of print mate-  
19 rials, multimedia, and technological re-  
20 sources for research and for generating  
21 and presenting content and ideas; and

22 (viii) use of screening, diagnostic,  
23 formative, and summative assessments.

24 (B) With respect to students in grades kin-  
25 dergarten through grade 3—



1 (i) strategic and explicit instruction  
2 using phonological awareness, phonic de-  
3 coding, vocabulary, language structure,  
4 reading fluency and reading comprehen-  
5 sion;

6 (ii) use of oral modeling techniques to  
7 build language skills; and

8 (iii) coordinated involvement of fami-  
9 lies, caregivers, school leaders, and instruc-  
10 tional staff.

11 (C) With respect to students in grades 4  
12 through 12—

13 (i) direct and explicit comprehension  
14 instruction;

15 (ii) direct and explicit instruction that  
16 builds academic vocabulary;

17 (iii) multiple opportunities to write  
18 with clear purposes and critical reasoning  
19 appropriate to the topic and purpose and  
20 with specific instruction and feedback from  
21 teachers;

22 (iv) text-based collaborative learning;  
23 and

24 (v) coordinated involvement of school  
25 leaders and instructional staff that are

1 interdisciplinary and interdepartmental  
2 and that analyze student work over time  
3 and plan literacy instruction.

4 (9) FAMILY LITERACY SERVICES.—The term  
5 “family literacy services” means services provided to  
6 participants on a voluntary basis that are of suffi-  
7 cient intensity in terms of hours, and of sufficient  
8 duration, to make sustainable changes in a family,  
9 and that integrate all of the following activities:

10 (A) Interactive literacy activities between  
11 parents and their children.

12 (B) Training for parents regarding how to  
13 be the primary teacher for their children and  
14 full partners in the education of their children.

15 (C) Parent literacy training that leads to  
16 economic self-sufficiency.

17 (D) An age-appropriate education to pre-  
18 pare children for success in school and life ex-  
19 periences.

20 (10) FORMATIVE ASSESSMENT.—The term  
21 “formative assessment” means assessment ques-  
22 tions, tools, and processes that are—

23 (A) developmentally, linguistically, and cul-  
24 turally appropriate;

25 (B) embedded in instruction; and

1 (C) used by teachers and students to pro-  
2 vide timely feedback for purposes of adjusting  
3 instruction to improve learning.

4 (11) HIGH-QUALITY PROFESSIONAL DEVELOP-  
5 MENT.—The term “high-quality professional devel-  
6 opment” means professional development that—

7 (A) is job-embedded, ongoing, and based  
8 on scientifically valid research;

9 (B) is sustained, intensive, and classroom  
10 focused, if such workshop or conference is part  
11 of a professional development plan for the  
12 attendee;

13 (C) is designed to increase the knowledge  
14 and expertise of instructional staff in imple-  
15 menting the essential components of early lit-  
16 eracy instruction and the essential components  
17 of reading and writing instruction, as appro-  
18 priate;

19 (D) includes and supports teachers and  
20 early learning providers in administering age-  
21 and developmentally appropriate assessments;  
22 and analyzing the results of these student as-  
23 sessments when implementing the essential  
24 components of early literacy instruction and the  
25 essential components of reading and writing in-

1 instruction for the purposes of planning, moni-  
2 toring, adapting, and improving classroom in-  
3 struction or teaching strategies to improve stu-  
4 dent learning, as appropriate;

5 (E) for kindergarten through 12th grade,  
6 supports the integration of literacy instruction  
7 in core academic subjects and, to the extent  
8 practicable, other subjects taught at school,  
9 such as career and technical education;

10 (F) includes information on one-to-one,  
11 small group, and classroom-based instructional  
12 materials and approaches based on scientifically  
13 valid research on literacy;

14 (G) provides ongoing instructional literacy  
15 coaching—

16 (i) to ensure high-quality implementa-  
17 tion of effective practices of literacy in-  
18 struction that is content centered, inte-  
19 grated across the curricula, collaborative,  
20 and school, setting, and classroom embed-  
21 ded; and

22 (ii) that uses student data to improve  
23 instruction;

24 (H) includes and supports teachers in set-  
25 ting high reading and writing achievement goals

1 for all students and provides the teachers with  
2 the instructional tools and skills, including  
3 strategies consistent with the principles of uni-  
4 versal design for learning, to help students  
5 reach such goals; and

6 (I) is differentiated for educators working  
7 with children from birth through kindergarten  
8 entry, students in kindergarten through grade  
9 5, and students in grades 6 through 12, and, as  
10 appropriate, by student grade or student need.

11 (12) INSTRUCTIONAL STAFF.—

12 (A) IN GENERAL.—The term “instruc-  
13 tional staff” means individuals who have re-  
14 sponsibility for teaching students to read and  
15 write, or in the case of children from birth to  
16 kindergarten entry, teaching early literacy skills  
17 and language development.

18 (B) INCLUSIONS.—Such term includes  
19 principals, teachers, early learning providers,  
20 supervisors of instruction, pupil services per-  
21 sonnel, librarians, library school media special-  
22 ists, teachers of academic subjects other than  
23 reading or writing, other school leaders, literacy  
24 coaches, and other individuals who have respon-

1           sibility for assisting children to learn to read  
2           and write.

3           (13) LITERACY COACH.—The term “literacy  
4 coach” means a professional—

5           (A) who—

6           (i) has previous teaching experience  
7           and—

8           (I) for the purpose of literacy  
9           coaches working with early learning  
10          programs, has expertise in early child-  
11          hood development and early literacy;  
12          and

13          (II) for the purpose of literacy  
14          coaches working with kindergarten  
15          through grade 12—

16          (aa) a master’s degree with  
17          a concentration in reading and  
18          writing education; or

19          (bb) has demonstrated pro-  
20          ficiency in teaching reading or  
21          writing in a core academic sub-  
22          ject; and

23          (ii) is able to demonstrate the ability  
24          to help early learning providers or teach-  
25          ers—

1 (I) use evidence-based research  
2 on how children and students become  
3 successful readers, writers, and com-  
4 municators;

5 (II) use multiple forms of assess-  
6 ment to guide instructional decision-  
7 making;

8 (III) for the purpose of literacy  
9 coaches working with—

10 (aa) early learning pro-  
11 grams, support and coordinate  
12 the language and literacy cur-  
13 ricula and activities with the  
14 overall early childhood education  
15 program; and

16 (bb) teachers in kinder-  
17 garten through grade 12, im-  
18 prove student writing and read-  
19 ing in and across content areas  
20 such as mathematics, science, so-  
21 cial studies, and language arts;

22 (IV) develop and implement dif-  
23 ferentiated instruction and teaching  
24 approaches to serve the needs of di-  
25 verse learners, including English lan-

1 guage learners and children with dis-  
2 abilities;

3 (V) use the principles of uni-  
4 versal design for learning in instruc-  
5 tional strategies and in selecting ma-  
6 terials and tools to serve the diverse  
7 needs of all learners, including  
8 English language learners and chil-  
9 dren with disabilities;

10 (VI) employ best practices in en-  
11 gaging instructional staff to change  
12 school cultures to better encourage  
13 and support literacy development and  
14 achievement;

15 (VII) use data to improve in-  
16 struction; and

17 (VIII) for the purpose of literacy  
18 coaches working with—

19 (aa) early learning pro-  
20 grams, set developmentally ap-  
21 propriate early literacy goals and  
22 select and acquire instructional  
23 tools and skills to help children  
24 reach such goals; and



1 (bb) kindergarten through  
2 grade 12, set high reading and  
3 writing achievement goals for all  
4 students and select and acquire  
5 instructional tools and skills to  
6 help students reach such goals;  
7 and

8 (B) whose role with early learning pro-  
9 viders, teachers and school personnel is—

10 (i) to provide high-quality professional  
11 development opportunities in literacy and  
12 language development for early learning  
13 providers, teachers and school personnel,  
14 including in the case of early learning pro-  
15 viders, helping staff in planning and imple-  
16 mentation of ongoing professional develop-  
17 ment;

18 (ii) to work cooperatively and collabo-  
19 ratively with principals, teachers, early  
20 learning providers and other professionals  
21 in planning programs to help, as appro-  
22 priate—

23 (I) early learning providers iden-  
24 tify children's early literacy needs so  
25 that such providers can meet the early

1 literacy needs of children at risk for  
2 delayed development and later aca-  
3 demic difficulties; and

4 (II) teachers identify student lit-  
5 eracy needs and teach literacy across  
6 the content areas so that the teachers  
7 can meet the needs of students read-  
8 ing and writing below grade level; and

9 (iii) to work cooperatively and collabo-  
10 ratively with other professionals in plan-  
11 ning programs to help early learning pro-  
12 viders and teachers teach literacy across  
13 content areas so that the early learning  
14 providers and teachers can meet the needs  
15 of diverse learners, including children with  
16 disabilities, English language learners, and  
17 students who are reading at grade level.

18 (14) LOCAL EDUCATIONAL AGENCY.—The term  
19 “local educational agency”—

20 (A) has the meaning given to that term in  
21 section 9101 of the Elementary and Secondary  
22 Education Act of 1965; and

23 (B) includes any public charter school that  
24 constitutes a local educational agency under  
25 State law.

1           (15) MULTITIER SYSTEM OF SUPPORTS.—The  
2       term “multitier system of supports” means a com-  
3       prehensive system of differentiated supports that in-  
4       cludes evidence-based instruction, universal screen-  
5       ing, progress monitoring, formative assessment, and  
6       evidence-based interventions matched to student  
7       needs, and educational decisionmaking using student  
8       outcome data.

9           (16) READING.—The term “reading” means a  
10      complex system of deriving meaning from print that  
11      requires all of the following:

12                (A) The skills and knowledge to under-  
13      stand how phonemes, or speech sounds, are  
14      connected to print.

15                (B) The ability to decode unfamiliar words.

16                (C) The ability to read fluently.

17                (D) Sufficient background information and  
18      vocabulary to foster reading comprehension.

19                (E) The development of appropriate active  
20      strategies to construct meaning from print.

21                (F) The development and maintenance of a  
22      motivation to read.

23           (17) SCHOOL LEADER.—The term “school lead-  
24      er” means an individual who—

1 (A) is an employee or officer of a school;  
2 and

3 (B) is responsible for—

4 (i) the school’s performance; and

5 (ii) the daily instructional and mana-  
6 gerial operations of the school.

7 (18) SCIENTIFICALLY VALID RESEARCH.—The  
8 term “scientifically valid research” has the meaning  
9 given the term in section 200 of the Higher Edu-  
10 cation Act of 1965 (20 U.S.C. 1021).

11 (19) SCREENING ASSESSMENT.—The term  
12 “screening assessment” means an assessment that—

13 (A) is developmentally, linguistically, and  
14 culturally appropriate;

15 (B) is valid, reliable, and based on scientif-  
16 ically valid research on literacy and English lan-  
17 guage acquisition; and

18 (C) is a procedure designed as a first step  
19 in identifying children who may be at high risk  
20 for delayed development or later academic dif-  
21 ficulties and in need of further diagnosis of the  
22 children’s need for special services or additional  
23 literacy instruction.

24 (20) SPECIALIZED INSTRUCTIONAL SUPPORT  
25 PERSONNEL.—The term “Specialized Instructional

1 Support Personnel (SISP)’’means school counselors,  
2 school social workers, school psychologists, and other  
3 qualified professional personnel involved in providing  
4 assessment, diagnosis, counseling, educational,  
5 therapeutic, and other necessary services (including  
6 related services as that term is defined in section  
7 602 of the Individuals with Disabilities Education  
8 Act) as part of a comprehensive program to meet  
9 student needs.

10 (21) STATE.—The term “State” means each of  
11 the 50 States, the District of Columbia, the Com-  
12 monwealth of Puerto Rico, the United States Virgin  
13 Islands, Guam, American Samoa, and the Common-  
14 wealth of the Northern Mariana Islands.

15 (22) STATE LITERACY LEADERSHIP TEAM.—

16 (A) IN GENERAL.—

17 (i) APPOINTMENT; RESPONSIBILITY;  
18 COMPOSITION.—The term “State literacy  
19 leadership team” means a team that—

20 (I) is appointed and coordinated  
21 by the State educational agency, ex-  
22 cept that individuals described in sub-  
23 clauses (I)(aa), (I)(hh), and (II)(gg)  
24 of clause (ii) shall be appointed by the

1 State agency that oversees child care  
2 programs; and

3 (II) is composed of not less than  
4 13 individuals and includes the indi-  
5 viduals described in clause (ii).

6 (ii) INDIVIDUALS INCLUDED.—A

7 State literacy team—

8 (I) shall include—

9 (aa) an individual who has  
10 literacy expertise with respect to  
11 children from birth through kin-  
12 dergarten entry;

13 (bb) an individual who has  
14 literacy expertise with respect to  
15 students in kindergarten through  
16 grade 5;

17 (cc) an individual who has  
18 literacy expertise with respect to  
19 students in grades 6 through 12;

20 (dd) a school principal;

21 (ee) a special education  
22 teacher with literacy expertise;

23 (ff) a representative from  
24 the family literacy community;

1 (gg) a teacher or adminis-  
2 trator with expertise in teaching  
3 English language learners;

4 (hh) a representative from  
5 the State's agency that oversees  
6 child care programs;

7 (ii) a representative from  
8 the State educational agency who  
9 oversees literacy initiatives; and

10 (jj) a representative from  
11 higher education who is actively  
12 involved in research, develop-  
13 ment, and teacher preparation in  
14 literacy instruction and interven-  
15 tion based on scientifically valid  
16 research; and

17 (II) may include—

18 (aa) a literacy specialist  
19 serving in a school district within  
20 the State;

21 (bb) a literacy coach;

22 (cc) a library media spe-  
23 cialist;

24 (dd) specialized instructional  
25 support personnel;

- 1 (ee) a teacher of a core aca-
- 2 demic subject;
- 3 (ff) a special education ad-
- 4 ministrator;
- 5 (gg) an early learning pro-
- 6 vider;
- 7 (hh) a college or university
- 8 professor;
- 9 (ii) a parent;
- 10 (jj) a business leader;
- 11 (kk) a representative from
- 12 the Governor's office;
- 13 (ll) a representative from
- 14 the State board of education;
- 15 (mm) a representative from
- 16 the State legislature;
- 17 (nn) a nonprofit and com-
- 18 munity-based organization pro-
- 19 viding literacy instruction and
- 20 support; and
- 21 (oo) a representative from a
- 22 school district superintendent's
- 23 office.

24 (B) INCLUSION OF A PREEXISTING PART-

25 NERSHIP.—If, before the date of the enactment



1 of this Act, a State educational agency estab-  
2 lished a consortium, partnership, or any other  
3 similar body that was considered a literacy  
4 partnership for purposes of subpart 1 or 2 of  
5 part B of title I of the Elementary and Sec-  
6 ondary Education Act of 1965 (20 U.S.C. 6361  
7 et seq., 6371 et seq.) and that includes the indi-  
8 viduals required under subparagraph (A)(ii)(I),  
9 such consortium, partnership, or body may be  
10 considered a State literacy leadership team for  
11 purposes of subparagraph (A).

12 (23) STUDENT WITH A DISABILITY.—The term  
13 “student with a disability” has the meaning given  
14 the term “child with a disability” in section 602(3)  
15 of the Individuals with Disabilities Education Act  
16 (20 U.S.C. 1401(3)).

17 (24) SUMMATIVE ASSESSMENT.—The term  
18 “summative assessment” means an assessment  
19 that—

20 (A) is developmentally, linguistically, and  
21 culturally appropriate;

22 (B) is valid, reliable, and based on scientif-  
23 ically valid research on literacy and English lan-  
24 guage acquisition; and

1 (C) measures how young children have pro-  
 2 gressed over time relative to developmental  
 3 norms and what students have learned over  
 4 time.

5 (25) UNIVERSAL DESIGN FOR LEARNING.—The  
 6 term “universal design for learning” has the mean-  
 7 ing given the term in section 103 of the Higher  
 8 Education Act of 1965 (20 U.S.C. 1001 et seq.).

9 (26) WRITING.—The term “writing” means—

10 (A) the ability to compose meaning and  
 11 print to communicate ideas, including the use of  
 12 vocabulary, tone, and genre to fit purpose, audi-  
 13 ence and occasion;

14 (B) the use of conventions such as spelling  
 15 and punctuation; and

16 (C) the ability to revise in order to improve  
 17 clarity of ideas, coherence, logical development,  
 18 and precision of language use.

19 **SEC. 14. AUTHORIZATION OF APPROPRIATIONS.**

20 There are authorized to be appropriated to carry out  
 21 this Act—

22 (1) \$500,000,000 for fiscal year 2016;

23 (2) \$525,000,000 for fiscal year 2017;

24 (3) \$550,000,000 for fiscal year 2018;

25 (4) \$575,000,000 for fiscal year 2019; and

1 (5) \$600,000,000 for fiscal year 2020.

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