

116TH CONGRESS  
1ST SESSION

# S. 2719

To amend the Higher Education Act of 1965 to increase the knowledge and skills of principals and school leaders regarding early childhood education.

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## IN THE SENATE OF THE UNITED STATES

OCTOBER 28, 2019

Mr. CASEY (for himself, Mr. ROMNEY, and Mr. JONES) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## A BILL

To amend the Higher Education Act of 1965 to increase the knowledge and skills of principals and school leaders regarding early childhood education.

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

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Creating Early Child-  
5       hood Leaders Act”.

6       **SEC. 2. FINDINGS AND PURPOSE.**

7       (a) FINDINGS.—Congress finds the following:

8               (1) Since principals and school leaders have the  
9       second largest in-school impact on student achieve-

1       ment (after teachers), a principal or school leader’s  
 2       knowledge has a substantial impact on the teachers  
 3       and students under the principal or school leader’s  
 4       supervision.

5           (2) Principals and school leaders are increas-  
 6       ingly being asked to supervise teachers and children  
 7       in pre-kindergarten programs, yet school leaders  
 8       often do not have training in early childhood edu-  
 9       cation.

10          (3) Given the critical development that occurs  
 11       in a child’s early life and the impacts of this develop-  
 12       mental period on later life outcomes, understanding  
 13       the standards of early childhood education is par-  
 14       ticularly important.

15          (b) PURPOSE.—The purpose of this Act is to ensure  
 16       that principals and school leaders are able to effectively  
 17       support teachers in providing pre-kindergarten students  
 18       with developmentally appropriate instruction.

19       **SEC. 3. SCHOOL LEADER TRAINING REGARDING EARLY**  
 20               **CHILDHOOD EDUCATION.**

21       Section 202(f)(1)(B) of the Higher Education Act of  
 22       1965 (20 U.S.C. 1022a(f)(1)(B)) is amended—

23           (1) by striking clause (v) and inserting the fol-  
 24       lowing:

1 “(v) engage and involve parents, com-  
2 munity members, the local educational  
3 agency, businesses, providers of early child-  
4 hood education programs, and other com-  
5 munity leaders, to leverage additional re-  
6 sources to improve student academic  
7 achievement;”;

8 (2) in clause (vi), by striking the period at the  
9 end and inserting “; and”; and

10 (3) by adding at the end the following:

11 “(vii) understand child development,  
12 social and emotional development, and ef-  
13 fective instructional leadership skills for  
14 children from birth through age 8, in order  
15 to effectively manage and support develop-  
16 mentally appropriate early childhood edu-  
17 cation programs.”.

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