

113TH CONGRESS  
2D SESSION

**S.** \_\_\_\_\_

To support early learning.

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IN THE SENATE OF THE UNITED STATES

\_\_\_\_\_ introduced the following bill; which was read twice  
and referred to the Committee on \_\_\_\_\_

## **A BILL**

To support early learning.

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

3 **SECTION 1. SHORT TITLE.**

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

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

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

Sec. 1. Short title.

Sec. 2. Table of contents.

### TITLE I—PREKINDERGARTEN ACCESS

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

Sec. 111. Purposes.

Sec. 112. Definitions.

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

#### Subtitle B—Prekindergarten Development Grants

- Sec. 151. Prekindergarten development grants.

#### TITLE II—LEARNING QUALITY PARTNERSHIPS

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

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

- Sec. 301. Sense of Senate.

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

6     **SEC. 111. PURPOSES.**

7         The purposes of this subtitle are to—

- 8             (1) establish a Federal-State partnership to
- 9             provide access to high-quality public prekindergarten
- 10            programs for all children from low-income and mod-
- 11            erate-income families to ensure that they enter kin-
- 12            dergarten prepared for success;

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

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

7 **SEC. 112. DEFINITIONS.**

8 In this subtitle:

9           (1) **CHILD WITH A DISABILITY.**—The term  
10 “child with a disability” has the meaning—

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

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

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

20           (A) means a coordinated and comprehen-  
21 sive system of multiple assessments, each of  
22 which is valid and reliable for its specified pur-  
23 pose and for the population with which it will  
24 be used, that organizes information about the  
25 process and context of young children’s learning

1 and development in order to help early child-  
2 hood educators make informed instructional  
3 and programmatic decisions and that conforms  
4 to the recommendations of the National Re-  
5 search Council reports on early childhood; and

6 (B) includes, at a minimum—

7 (i) child screening measures to iden-  
8 tify children who may need follow-up serv-  
9 ices to address developmental, learning, or  
10 health needs in, at a minimum, areas of  
11 physical health, behavioral health, oral  
12 health, child development, vision, and hear-  
13 ing;

14 (ii) child formative assessments;

15 (iii) measures of environmental qual-  
16 ity; and

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

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

23 (4) EARLY CHILDHOOD EDUCATION PRO-  
24 GRAM.—The term “early childhood education pro-  
25 gram” has the meaning given the term under section

1 103 of the Higher Education Act of 1965 (20  
2 U.S.C. 1003).

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

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

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

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

18 (C) a consortium of entities described  
19 under subparagraph (A) or (B).

20 (7) ELIGIBILITY DETERMINATION DATE.—The  
21 term “eligibility determination date” means the date  
22 used to determine eligibility for public elementary  
23 school in the community in which the eligible local  
24 entity involved is located.

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

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

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

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

12           (A) Serves children who—

13           (i) are age 4 or children who are age  
14 3 or 4, by the eligibility determination date  
15 (including children who turn age 5 while  
16 attending the program); or

17           (ii) have attained the legal age for  
18 State-funded prekindergarten.

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

22           (i) has a bachelor’s degree in early  
23 childhood education or a related field with  
24 coursework that demonstrates competence  
25 in early childhood education;

1 (ii)(I) has a bachelor's degree in any  
2 field;

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

7 (III) engages in on-going professional  
8 development in early childhood education  
9 for not less than 2 years; and

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

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

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

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

24 (E) Offers a full-day program.

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

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

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

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

13 (i) include, at a minimum—

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

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



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

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

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

22 (VI) additional support services,  
23 as appropriate, based on the findings  
24 of the needs analysis as described in  
25 section 120; and

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

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

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

12 (L) Maintains evidence-based health and  
13 safety standards.

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

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

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

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

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

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

15           (B) adjusted for family size.

16           (15) SECRETARY.—The term “Secretary”  
17 means the Secretary of Education.

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

22           (17) STATE ADVISORY COUNCIL ON EARLY  
23 CHILDHOOD EDUCATION AND CARE.—The term  
24 “State Advisory Council on Early Childhood Edu-  
25 cation and Care” means the State Advisory Council

1 on Early Childhood Education and Care established  
2 under section 642B(b) of the Head Start Act (42  
3 U.S.C. 9837b(b)).

4 **SEC. 113. PROGRAM AUTHORIZATION.**

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

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

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

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

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

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

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

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

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

10           (4) reserve not more than 1 percent or  
11 \$30,000,000, whichever amount is less, for national  
12 activities, including administration, technical assist-  
13 ance, and evaluation.

14 (b) ALLOTMENTS.—

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

21           (2) ALLOTMENT AMOUNT.—

22           (A) IN GENERAL.—Subject to subpara-  
23 graph (B), the Secretary shall allot the amount  
24 made available under paragraph (1) for a fiscal  
25 year among the States in proportion to the

1 number of children who are age 4 who reside  
2 within the State and are from families with in-  
3 comes at or below 200 percent of the poverty  
4 line for the most recent year for which satisfac-  
5 tory data are available, compared to the num-  
6 ber of such children who reside in all such  
7 States for that fiscal year.

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

13 (3) REALLOTMENT AND CARRY OVER.—

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

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

24 (ii) To carry over the funds to the  
25 next fiscal year.

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

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

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

21          **SEC. 115. STATE ELIGIBILITY CRITERIA.**

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

24                  (1) has established, or will establish, early  
25          learning and development standards that describe



1        what children from birth to kindergarten entry  
2        should know and be able to do, are universally de-  
3        signed and developmentally, culturally, and linguis-  
4        tically appropriate, are aligned with the State’s chal-  
5        lenging academic content standards and challenging  
6        student academic achievement standards, as adopted  
7        under section 1111(b)(1) of the Elementary and  
8        Secondary Education Act of 1965 (20 U.S.C.  
9        6311(b)(1)), and cover all of the essential domains  
10       of school readiness, which address—

11                (A) physical well-being and motor develop-  
12                ment;

13                (B) social and emotional development;

14                (C) approaches to learning, including cre-  
15                ative arts expression;

16                (D) developmentally appropriate oral and  
17                written language and literacy development; and

18                (E) cognition and general knowledge, in-  
19                cluding early mathematics and early scientific  
20                development;

21                (2) has the ability, or will develop the ability,  
22        to link prekindergarten data with its elementary  
23        school and secondary school data for the purpose of  
24        collecting longitudinal information, including  
25        through the use of a unique State-assigned student

1 identifier number, for all children participating in  
2 the State's high-quality prekindergarten program  
3 and any other federally funded early childhood pro-  
4 gram;

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

7 (4) has established, or will establish, a State  
8 Advisory Council on Early Childhood Education and  
9 Care.

10 **SEC. 116. STATE APPLICATIONS.**

11 (a) IN GENERAL.—The Governor, or chief executive  
12 officer, of a State that desires to receive a grant under  
13 this subtitle shall submit an application, in consultation  
14 with Indian tribes and tribal organizations (as such terms  
15 are defined under the Child Care and Development Block  
16 Grant Act of 1990 (42 U.S.C. 9858n)), if there are tribes  
17 and organizations in the State, to the Secretary at such  
18 time, in such manner, and containing such information as  
19 the Secretary may reasonably require. At a minimum,  
20 each such application shall include—

21 (1) an assurance that the State—

22 (A) will coordinate with and continue to  
23 participate in the programs authorized under  
24 section 619 and part C of the Individuals with  
25 Disabilities Education Act (20 U.S.C. 1419 and

1 1431 et seq.), the Child Care and Development  
2 Block Grant Act of 1990 (42 U.S.C. 9858 et  
3 seq.), and the maternal, infant, and early child-  
4 hood home visiting programs funded under sec-  
5 tion 511 of the Social Security Act (42 U.S.C.  
6 711) for the duration of the grant;

7 (B) will designate a State-level entity, se-  
8 lected by the Governor or chief executive officer  
9 of the State, such as an agency or joint inter-  
10 agency office, for the administration of the  
11 grant, which shall coordinate and consult with  
12 the State educational agency if the entity is not  
13 the State educational agency; and

14 (C) will establish, or certify the existence  
15 of, program standards for all State prekind-  
16 garten programs consistent with the definition  
17 of a high-quality prekindergarten program  
18 under section 112; and

19 (2) a description of—

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

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

2 and

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

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

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

18 (D) the State's comprehensive early learn-  
19 ing assessment system, or how the State plans  
20 to develop such a system, ensuring that any as-  
21 sessments are age-appropriate, as well as cul-  
22 turally and developmentally appropriate and  
23 ,consistent with the recommendations from the  
24 study on Developmental Outcomes and Assess-  
25 ments for Young Children by the National

1 Academy of Sciences, consistent with section  
2 649(j) of the Head Start Act (42 U.S.C. 9844);

3 (E) the State's plan to develop, implement,  
4 and make publically available the measures and  
5 targets described in section 118;

6 (F) the State's plan to increase the num-  
7 ber of teachers with bachelor's degrees in early  
8 childhood education, or with bachelor's degrees  
9 in another closely related field and specialized  
10 training and demonstrated competency in early  
11 childhood education, including how higher edu-  
12 cation will support increasing the number of  
13 teachers with such degrees and training, includ-  
14 ing through the use of assessments of prior  
15 learning, knowledge, and skills to facilitate and  
16 expedite attainment of such degrees;

17 (G) how activities funded under this sub-  
18 title will be coordinated and integrated with  
19 Federal, State, and local services and programs  
20 that support early childhood education and  
21 care, including programs supported under this  
22 subtitle, the Elementary and Secondary Edu-  
23 cation Act of 1965 (20 U.S.C. 6301 et seq.),  
24 the Individuals with Disabilities Education Act  
25 (20 U.S.C. 1400 et seq.), the Head Start Act

1 (42 U.S.C. 9831 et seq.), the Community Serv-  
2 ices Block Grant Act (42 U.S.C. 9901 et seq.),  
3 the Child Care and Development Block Grant  
4 Act of 1990 (42 U.S.C. 9858 et seq.), the tem-  
5 porary assistance for needy families program  
6 under part A of title IV of the Social Security  
7 Act (42 U.S.C. 601 et seq.), the State incentive  
8 grant program under section 14006 of the  
9 American Recovery and Reinvestment Act of  
10 2009 (Public Law 111–5), Federally funded  
11 early literacy programs, the maternal, infant,  
12 and early childhood home visiting programs  
13 funded under section 511 of the Social Security  
14 Act (42 U.S.C. 711), health improvements to  
15 child care funded under title XIX of the Social  
16 Security Act (42 U.S.C. 1396 et seq.), the pro-  
17 gram under subtitle B of title VII of the  
18 McKinney-Vento Homeless Assistance Act (42  
19 U.S.S. 11431 et seq.), the Investing In Innova-  
20 tion program under section 14007 of the Amer-  
21 ican Recovery and Reinvestment Act of 2009  
22 (Public Law 111–5), programs authorized  
23 under part E of title IV of the Social Security  
24 Act (42 U.S.C. 670 et seq.), the Fostering Con-  
25 nections to Success and Increasing Adoptions

1 Act of 2008 (Public Law 110–351), and any  
2 other Federal, State, or local early childhood  
3 education programs used in the State;

4 (H) how the State will award subgrants to  
5 eligible local entities, and in awarding such sub-  
6 grants, will facilitate a delivery system of high-  
7 quality prekindergarten programs that includes  
8 diverse providers, such as providers in commu-  
9 nity-based, public school, and private settings,  
10 and will expand on options for families;

11 (I) if the State does not have a funding  
12 mechanism for subgranting funds to implement  
13 high-quality prekindergarten, how the State will  
14 use objective criteria in awarding subgrants to  
15 eligible local entities that will implement high-  
16 quality prekindergarten programs, including ac-  
17 tions it will take to ensure that eligible local en-  
18 tities will coordinate with local educational  
19 agencies or other early learning providers, as  
20 appropriate, to carry out activities to provide  
21 children served under this subtitle with a suc-  
22 cessful transition from preschool into kinder-  
23 garten, which activities shall include—

24 (i) aligning curricular objectives and  
25 instruction;

1 (ii) providing staff professional devel-  
2 opment, including opportunities for joint-  
3 professional development on early learning  
4 and kindergarten through grade 3 stand-  
5 ards, assessments, and curricula;

6 (iii) coordinating family engagement  
7 and support services; and

8 (iv) encouraging the shared use of fa-  
9 cilities and transportation, as appropriate;

10 (J) how the State early learning and devel-  
11 opment standards described under section  
12 115(1) will address the needs of dual language  
13 learners, including by incorporating benchmarks  
14 related to English language development;

15 (K) the process by which the State will  
16 identify barriers, and propose solutions to over-  
17 come such barriers, which may include seeking  
18 assistance under section 125, in the State to ef-  
19 fectively use and integrate Federal, State, and  
20 local public funds and private funds for early  
21 childhood education that are available to the  
22 State on the date on which the application is  
23 submitted;

24 (L) the State's plan to support articulation  
25 agreements among public 2-year and public 4-



1 year institutions of higher education and other  
2 credit-bearing professional development in the  
3 State for early childhood teacher preparation  
4 programs and closely related fields;

5 (M) an inventory of the State's higher edu-  
6 cation programs that prepare individuals for  
7 work in a high-quality prekindergarten pro-  
8 gram, including—

9 (i) certification programs;

10 (ii) associate degree programs;

11 (iii) baccalaureate degree programs;

12 (iv) masters degree programs; and

13 (v) other programs that lead to a spe-  
14 cialization in early childhood education, or  
15 a closely related field;

16 (N) the State's plan for ensuring that the  
17 higher education programs in the State have  
18 the capacity to prepare a workforce to provide  
19 high-quality prekindergarten programs;

20 (O) the State's plan for supporting work-  
21 force development, including State and local  
22 policies that support prekindergarten instruc-  
23 tional staff's ability to earn a degree, certifi-  
24 cation, or other specializations or qualifications,  
25 including policies on leave, substitutes, and

1 child care services, including non-traditional  
2 hour child care;

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

5 (Q) the State's process to ensure that the  
6 State's early learning and development stand-  
7 ards are integrated into the instructional and  
8 programmatic practices of high-quality pre-  
9 kindergarten programs and related programs  
10 and services, such as those provided to children  
11 under section 619 and part C of the Individuals  
12 with Disabilities Education Act (20 U.S.C.  
13 1419 and 1431 et seq);

14 (R) if the State funds full-day kinder-  
15 garten programs, but such full-day kinder-  
16 garten programs are not available to all chil-  
17 dren who are eligible to attend such programs  
18 in the State, how the State plans to increase  
19 the number of children in the State who are en-  
20 rolled in full-day kindergarten programs and a  
21 strategy to implement such a plan;

22 (S) if the State does not fund full-day kin-  
23 dergarten programs, a description of how the  
24 State plans to establish such programs to  
25 strengthen the educational continuum for chil-

1           dren who will be involved in the State's high-  
2           quality prekindergarten program supported  
3           through grants authorized under this subtitle;

4           (T) how the State will encourage eligible  
5           local entities to coordinate with community-  
6           based learning resources, if available, such as li-  
7           braries, arts and arts education programs, ap-  
8           propriate media programs, family literacy pro-  
9           grams, public parks and recreation programs,  
10          museums, nutrition education programs, and  
11          programs supported by the Corporation for Na-  
12          tional and Community Service;

13          (U) how the State will work with eligible  
14          local entities, in consultation with elementary  
15          school principals, to ensure that high-quality  
16          prekindergarten programs have sufficient and  
17          appropriate facilities to meet the needs of chil-  
18          dren eligible for prekindergarten;

19          (V) how the State will support local early  
20          childhood coordinating entities, such as local  
21          early childhood councils and entities admin-  
22          istering shared services networks or models, if  
23          applicable, and help such entities to coordinate  
24          early childhood education programs with high-  
25          quality prekindergarten programs to ensure ef-

1           fective and efficient delivery of early childhood  
2           education program services;

3           (W) how the State will ensure that the  
4           provision of high-quality prekindergarten pro-  
5           grams will not lead to a diminution in the qual-  
6           ity or supply of services for infants and toddlers  
7           or disrupt the care of infants and toddlers in  
8           the geographic area served by the eligible local  
9           entity, which may include demonstrating that  
10          the State will direct funds to provide high-qual-  
11          ity early childhood education and care to in-  
12          fants and toddlers in accordance with section  
13          117(d);

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

20          (Y) how the State will provide technical as-  
21          sistance in rural communities to address unique  
22          barriers to the implementation of high-quality  
23          prekindergarten programs in rural areas.

24          (b) CRIMINAL HISTORY BACKGROUND CHECKS.—

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

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

7                   (B) a search of the State-based child abuse  
8                   and neglect registries and databases in the  
9                   State in which the employee resides and pre-  
10                  viously resided;

11                  (C) a Federal Bureau of Investigation fin-  
12                  gerprint check using the Integrated Automated  
13                  Fingerprint Identification System; and

14                  (D) a search of the National Sex Offender  
15                  Registry established under section 119 of the  
16                  Adam Walsh Child Protection and Safety Act of  
17                  2006 (42 U.S.C. 16919).

18           (2) PROHIBITION OF EMPLOYMENT.—To be eli-  
19           gible to receive a grant under this subtitle, a State  
20           shall prohibit an individual with direct access to chil-  
21           dren from employment with a program supported  
22           with grant funds under this subtitle if the individual  
23           has been convicted of a violent felony or any violent  
24           or sexual crime against a minor, as defined by the  
25           State.

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

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

9           (A) appeal the results of a criminal history  
10 background check conducted under this section  
11 to challenge the accuracy or completeness of the  
12 information produced by such background  
13 check; and

14           (B) seek appropriate relief for any final  
15 employment decision based on materially inac-  
16 curate or incomplete information produced by  
17 such background check.

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

23           (d) CONSTRUCTION.—Nothing in this section shall be  
24 construed to alter or otherwise affect the rights, remedies,  
25 and procedures afforded school employees, school district

1 employees, and the employees of early childhood education  
2 programs under Federal, State, or local laws (including  
3 applicable regulations or court orders) or under the terms  
4 of collective bargaining agreements, memoranda of under-  
5 standing, or other agreements between such employees  
6 and their employers.

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

8 (a) RESERVATION FOR QUALITY IMPROVEMENT AC-  
9 TIVITIES.—

10 (1) IN GENERAL.—A State that receives a  
11 grant under this subtitle may reserve, for not more  
12 than the first 4 years such State receives such a  
13 grant, not more than 20 percent of the grant funds  
14 for quality improvement activities that support the  
15 elements of high-quality prekindergarten programs  
16 or the activities described in section 116(a)(2). Such  
17 quality improvement activities may include—

18 (A) supporting teachers, principals, and  
19 center directors, in a State's high-quality pre-  
20 kindergarten program, licensed or regulated  
21 child care, or Head Start programs to enable  
22 such teachers or directors to earn a bacca-  
23 laurate degree in early childhood education, or  
24 closely related field, through activities which  
25 may include expanding or establishing scholar-

1           ships, counseling, and compensation initiatives  
2           to cover the cost of tuition, fees, materials,  
3           transportation, and release time for such teach-  
4           ers;

5                   (B) providing ongoing professional develop-  
6           ment opportunities, including regular in-class  
7           observation by individuals trained in observa-  
8           tion and evidence-based coaching or mentoring,  
9           for such teachers, directors, and principals, if  
10          applicable, and teacher assistants to enable  
11          such teachers, directors, and principals, if appli-  
12          cable, and teacher assistants to carry out the  
13          elements of high-quality prekindergarten pro-  
14          grams, which may include activities that ad-  
15          dress—

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

19                   (ii) developmentally appropriate cur-  
20                   ricula and teacher-child interaction;

21                   (iii) effective family engagement;

22                   (iv) providing culturally competent in-  
23                   struction;



1 (v) working with a diversity of chil-  
2 dren and families, including children with  
3 special needs and dual language learners;

4 (vi) childhood nutrition and physical  
5 education programs;

6 (vii) social and emotional develop-  
7 ment; and

8 (viii) incorporating age-appropriate  
9 strategies of positive behavioral interven-  
10 tions and supports; and

11 (C) providing families with increased op-  
12 portunities to learn how best to support their  
13 children's physical, cognitive, social, and emo-  
14 tional development during the first 5 years of  
15 life.

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

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

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

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

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

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

20           (1) USE OF ALLOTMENT FOR INFANTS AND  
21 TODDLERS.—An eligible State may apply to use, and  
22 the appropriate Secretary may grant permission for  
23 the State to use, not more than 15 percent of the  
24 funds made available through a grant received under  
25 this subtitle to award subgrants to early childhood

1 education programs to provide high-quality early  
2 childhood education and care, consistent with the  
3 State's early learning and development guidelines for  
4 infants and toddlers, to infants and toddlers who re-  
5 side within the State and are from families with in-  
6 comes at or below 200 percent of the poverty line.

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

14 (A) designate a lead agency which shall ad-  
15 minister such funds;

16 (B) ensure that such lead agency, in co-  
17 ordination with the State Advisory Council on  
18 Early Childhood Education and Care, will col-  
19 laborate with other agencies in administering  
20 programs supported under this subsection for  
21 infants and toddlers in order to obtain input  
22 about the appropriate use of such funds and en-  
23 sure coordination with programs for infants and  
24 toddlers funded under the Child Care and De-  
25 velopment Block Grant Act of 1990 (42 U.S.C.

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

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

19 (D) in awarding subgrants, give preference  
20 to early childhood education programs that  
21 have a plan to increase services to children with  
22 special needs, including children with develop-  
23 mental delays or disabilities, children who are  
24 dual language learners, homeless children, chil-  
25 dren who are in foster care, children of migrant

1 families, children eligible for nutrition assist-  
2 ance under the United State Department of Ag-  
3 riculture’s Food and Nutrition Service, or chil-  
4 dren in the child welfare system; and

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

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

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

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

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

22 (ii) high quality, demonstrated, valid,  
23 and reliable program standards that have  
24 been established through a national entity

1           that accredits early childhood education  
2           programs.

3           (4) FEDERAL ADMINISTRATION.—

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

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

21          (C) APPROPRIATE SECRETARY.—In this  
22          subsection, the term “appropriate Secretary”  
23          used with respect to a function, means the Sec-  
24          retary designated for that function under the  
25          interagency agreement.

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

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

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

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

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

20 (4) increasing the number of programs meeting  
21 the criteria for high-quality prekindergarten pro-  
22 grams across all types of local eligible entities, as de-  
23 fined by the State and in accordance with section  
24 112;

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

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

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

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

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

19          **SEC. 119. MATCHING REQUIREMENTS.**

20          (a) MATCHING FUNDS.—

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



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

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

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

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

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

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

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

22          (H) 100 percent of the Federal funds pro-  
23          vided under the grant in the eighth and fol-  
24          lowing years of grant administration.

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

6                   (A) 5 percent of the Federal funds pro-  
7                   vided under the grant in the first year of grant  
8                   administration;

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

12                  (C) 10 percent of the Federal funds pro-  
13                  vided under the grant in the third year of grant  
14                  administration;

15                  (D) 20 percent of the Federal funds pro-  
16                  vided under the grant in the fourth year of  
17                  grant administration;

18                  (E) 30 percent of the Federal funds pro-  
19                  vided under the grant in the fifth year of grant  
20                  administration;

21                  (F) 40 percent of the Federal funds pro-  
22                  vided under the grant in the sixth year of grant  
23                  administration;

1           (G) 50 percent of the Federal funds pro-  
2           vided under the grant in the seventh year of  
3           grant administration;

4           (H) 75 percent of the Federal funds pro-  
5           vided under the grant in the eighth year of  
6           grant administration; and

7           (I) 100 percent of the Federal funds pro-  
8           vided under the grant in the ninth and fol-  
9           lowing years of the grant administration.

10       (b) REDUCED MATCH RATE ELIGIBILITY.—A State  
11 that receives a grant under this subtitle may provide  
12 matching funds from non-Federal sources at the full re-  
13 duced rate under subsection (a)(2) if the State, across all  
14 publicly-funded programs (including locally-funded pro-  
15 grams)—

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

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

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

23           (B) has a plan for continuing to expand access  
24           to high-quality prekindergarten programs for such  
25           children in the State; and

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

5           (c) NON-FEDERAL RESOURCES.—

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

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

23          (d) MAINTENANCE OF EFFORT.—

24          (1) IN GENERAL.—If a State reduces its com-  
25          bined fiscal effort per student or the aggregate ex-

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

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

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

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

1 (e) SUPPLEMENT NOT SUPPLANT.—Grant funds re-  
2 ceived under this title shall be used to supplement and  
3 not supplant other Federal, State, and local public funds  
4 expended on public prekindergarten programs in the  
5 State.

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

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

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

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

22 (A) carry out meaningful parent and fam-  
23 ily engagement, through the implementation  
24 and replication of evidence-based or promising  
25 practices and strategies, which shall be coordi-

1 nated with parent and family engagement strat-  
2 egies supported under the Individuals with Dis-  
3 abilities Education Act (20 U.S.C. 1400 et seq.)  
4 and part A of title I and title V of the Elemen-  
5 tary and Secondary Education Act of 1965 (20  
6 U.S.C. 6311 et seq. and 7201 et seq.), if appli-  
7 cable, in order to—

8 (i) provide parents and family mem-  
9 bers with the skills and opportunities nec-  
10 essary to become engaged and effective  
11 partners in their children’s education, par-  
12 ticularly the families of dual language  
13 learners and children with disabilities,  
14 which may include access to family literacy  
15 services;

16 (ii) improve child development; and

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

20 (B) participate in community outreach to  
21 encourage families with eligible children to par-  
22 ticipate in the eligible local entity’s high-quality  
23 prekindergarten program, including—

24 (i) homeless children;

25 (ii) dual language learners;

- 1 (iii) children in foster care;
- 2 (iv) children with disabilities; and
- 3 (v) migrant children.

4 (2) COORDINATION & ALIGNMENT.—A descrip-  
5 tion of how the eligible local entity will—

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

8 (i) Head Start agencies (consistent  
9 with section 642(e)(5) of the Head Start  
10 Act (42 U.S.C. 9837(e)(5)), if the local en-  
11 tity is not a Head Start agency;

12 (ii) local educational agencies, if the  
13 local entity is not a local educational agen-  
14 cy;

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

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

21 (v) if feasible, other entities carrying  
22 out early childhood education programs  
23 and services within the area served by the  
24 local educational agency;



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

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

11 (D) establish comprehensive transition  
12 policies and procedures with elementary school  
13 principals, as applicable, for children served by  
14 the eligible local entity that support the school  
15 readiness of children transitioning to kinder-  
16 garten, including the transfer of early childhood  
17 education program records with parental con-  
18 sent;

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

23 (F) help parents, including parents of chil-  
24 dren who are dual language learners, under-  
25 stand and engage with the instructional and

1 other services provided by the kindergarten in  
2 which such child will enroll after participation  
3 in a high-quality prekindergarten program; and  
4 (G) develop and implement a system to in-  
5 crease program participation of underserved  
6 populations of eligible children, especially home-  
7 less children, children eligible for a free or re-  
8 duced price lunch under the Richard B. Russell  
9 National School Lunch Act (42 U.S.C. 1751 et  
10 seq.), parents of children who are dual language  
11 learners, and parents of children with disabil-  
12 ities.

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

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

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

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

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

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

23 (i) outreach to identify migratory and  
24 homeless children;

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

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

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

20           (v) in serving homeless children, col-  
21 laboration with local educational agency li-  
22 aisons designated under section  
23 722(g)(1)(J)(ii) of the McKinney-Vento  
24 Homeless Assistance Act (42 U.S.C.

1                   11432(g)(1)(J)(ii)), and local homeless  
2                   service providers.

3                   (4) COMPREHENSIVE SERVICES.—A description  
4                   of how the eligible local entity plans to provide com-  
5                   prehensive services, as described in section 112(9)(I)  
6                   to the children the eligible local entity serves. Such  
7                   description shall provide information on how the en-  
8                   tity will—

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

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

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

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

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

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

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

1 training to support the social and emotional de-  
2 velopment of children;

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

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

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

16 (E) promoting classroom management;

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

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

1 (H) enabling high-quality prekindergarten  
2 teachers and staff to acquire the knowledge and  
3 skills to provide culturally competent instruc-  
4 tion for children from diverse backgrounds.

5 **SEC. 121. REQUIRED SUBGRANT ACTIVITIES.**

6 (a) IN GENERAL.—

7 (1) IN GENERAL.—An eligible local entity that  
8 receives a subgrant under section 117(b) shall use  
9 the subgrant funds to implement the elements of a  
10 high-quality prekindergarten program for the chil-  
11 dren described in section 117(b).

12 (2) TEACHER QUALIFICATIONS.—

13 (A) NEW PREKINDERGARTEN TEACH-  
14 ERS.—Each eligible local entity that receives a  
15 subgrant under section 117(b) shall ensure that  
16 all prekindergarten teachers hired after the  
17 date of enactment of this Act and working in a  
18 program supported with funds under such  
19 subgrant meet the requirements in section  
20 112(9)(B).

21 (B) EXISTING PREKINDERGARTEN TEACH-  
22 ERS.—Each eligible local entity that receives a  
23 subgrant under section 117(b) shall ensure that  
24 all prekindergarten teachers hired before the  
25 date of enactment of this Act and working in a



1 program supported with funds under such  
2 subgrant meet the requirements in section  
3 112(9)(B) not later than 3 years after such  
4 date of enactment.

5 (b) COORDINATION.—

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

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

21 **SEC. 122. REPORT AND EVALUATION.**

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

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

3 (1) a description of the manner in which the  
4 State has used the funds made available through the  
5 grant and a report of the expenditures made with  
6 the funds;

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

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

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

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

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

23 (4) data on the number of high-quality pre-  
24 kindergarten program teachers and staff in the  
25 State, including teacher turnover rates and teacher

1 compensation levels compared to teachers in elemen-  
2 tary schools and secondary schools, according to the  
3 setting in which such teachers and staff work (which  
4 settings shall include, at a minimum, Head Start  
5 programs, public prekindergarten, and child care  
6 programs) who received training or education during  
7 the period of the grant and remained in the early  
8 childhood education program field;

9 (5) data on the kindergarten readiness of chil-  
10 dren in the State;

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

14 (7) the number and percentage of children in  
15 the State participating in high-quality prekind-  
16 garten programs, disaggregated by race, ethnicity,  
17 family income, child age, disability, whether the chil-  
18 dren are homeless children, and whether the children  
19 are dual language learners;

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

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

1           (10) information, for each of the local edu-  
2           cational agencies described in paragraph (9), on the  
3           percentage of the costs of the public early childhood  
4           education programs that is funded from Federal,  
5           from State, and from local sources, including the  
6           percentages from specific funding programs;

7           (11) data on the number and percentage of  
8           children in the State participating in public kinder-  
9           garten programs, disaggregated by race, family in-  
10          come, child age, disability, whether the children are  
11          homeless children, and whether the children are dual  
12          language learners, with information on whether such  
13          programs are offered—

14                   (A) for a full-day; and

15                   (B) at no cost to families;

16          (12) data on the number of individuals in the  
17          State who are supported with scholarships, if appli-  
18          cable, to meet the baccalaureate degree requirement  
19          for high-quality prekindergarten programs, as de-  
20          fined in section 112; and

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

1 (c) SUBMISSION.—A State shall submit the annual  
2 report prepared under subsection (a), at the end of each  
3 fiscal year, to the Secretary, the Secretary of Health and  
4 Human Services, and the State Advisory Council on Early  
5 Childhood Education and Care.

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

10 (e) NATIONAL REPORT.—The Secretary shall compile  
11 and summarize the annual State reports described under  
12 subsection (c) and shall prepare and submit an annual re-  
13 port to Congress that includes a summary of such State  
14 reports.

15 **SEC. 123. PROHIBITION OF REQUIRED PARTICIPATION OR**  
16 **USE OF FUNDS FOR ASSESSMENTS.**

17 (a) PROHIBITION ON REQUIRED PARTICIPATION.—A  
18 State receiving a grant under this subtitle shall not re-  
19 quire any child to participate in any Federal, State, local,  
20 or private early childhood education program, including a  
21 high-quality prekindergarten program.

22 (b) PROHIBITION ON USE OF FUNDS FOR ASSESS-  
23 MENT.—A State receiving a grant under this subtitle and  
24 an eligible local entity receiving a subgrant under this sub-

1 title shall not use any grant or subgrant funds to carry  
2 out any of the following activities:

3 (1) An assessment that provides rewards or  
4 sanctions for individual children or teachers.

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

7 (3) Evaluating children, other than for the pur-  
8 poses of—

9 (A) improving instruction or the classroom  
10 environment;

11 (B) targeting professional development;

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

14 (D) program evaluation for the purposes of  
15 program improvement and parent information;

16 and

17 (E) improving parent and family engage-  
18 ment.

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

20 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—

21 Not later than 1 year after the date of enactment of this  
22 Act, the Secretary and the Secretary of Health and  
23 Human Services shall develop a process for use in the  
24 event that Head Start programs funded under the Head  
25 Start Act (42 U.S.C. 9831 et seq.) operate in States or

1 regions that have achieved sustained universal, voluntary  
2 access to 4-year old children who reside within the State  
3 and who are from families with incomes at or below 200  
4 percent of the poverty line, to high-quality prekindergarten  
5 garten programs and how such Head Start programs will  
6 begin converting slots for children who are age 4 on the  
7 eligibility determination date to children who are age 3  
8 on the eligibility determination date, or, when appropriate,  
9 converting Head Start Programs into Early Head Start  
10 programs to serve infants and toddlers.

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

12 (1) be carried out on a case-by-case basis and  
13 shall ensure that sufficient resources and time are  
14 allocated for the development of such a process so  
15 that no child or cohort is excluded from currently  
16 available services; and

17 (2) ensure that any conversion shall be based  
18 on community need and not on the aggregate number  
19 of children served in a State or region that has  
20 achieved sustained, universal, voluntary access to  
21 high-quality prekindergarten programs.

22 (c) PUBLIC COMMENT AND NOTICE.—Not fewer than  
23 90 days after the development of the proposed process described  
24 in subsection (a), the Secretary and the Secretary  
25

1 of Health and Human Services shall publish a notice de-  
2 scribing such proposed process for conversion in the Fed-  
3 eral Register providing at least 90 days for public com-  
4 ment. The Secretaries shall review and consider public  
5 comments prior to finalizing the process for conversion of  
6 Head Start slots and programs.

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

20 **SEC. 125. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**  
21 **TRATION.**

22 In providing technical assistance to carry out activi-  
23 ties under this title, the Secretary shall coordinate that  
24 technical assistance, in appropriate cases, with technical  
25 assistance provided by the Secretary of Health and



1 Human Services to carry out the programs authorized  
2 under the Head Start Act (42 U.S.C. 9831 et seq.), the  
3 Child Care and Development Block Grant Act of 1990 (42  
4 U.S.C. 9858 et seq.), and the maternal, infant and early  
5 childhood home visiting programs assisted under section  
6 511 of the Social Security Act (42 U.S.C. 711).

7 **SEC. 126. RULE OF CONSTRUCTION.**

8 Nothing in this Act shall be construed to permit dis-  
9 crimination on the basis of race, color, religion, sex (except  
10 as otherwise permitted under title IX of the Education  
11 Amendments of 1972 (20 U.S.C. 1681 et seq.) (also  
12 known as the Patsy Takemoto Mink Equal Opportunity  
13 in Education Act)), national origin, or disability in any  
14 program funded under this Act.

15 **SEC. 127. AUTHORIZATION OF APPROPRIATIONS.**

16 There are authorized to be appropriated to carry out  
17 this subtitle—

- 18 (1) \$1,300,000,000 for fiscal year 2014;
- 19 (2) \$3,250,000,000 for fiscal year 2015;
- 20 (3) \$5,780,000,000 for fiscal year 2016;
- 21 (4) \$7,580,000,000 for fiscal year 2017;
- 22 (5) \$8,960,000,000 for fiscal year 2018; and
- 23 (6) such sums as may be necessary for each of  
24 fiscal years 2019 through 2023.

1           **Subtitle B—Prekindergarten**  
2                   **Development Grants**

3   **SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.**

4           (a) **IN GENERAL.**—The Secretary of Education, in  
5 consultation with the Secretary of Health and Human  
6 Services, shall award competitive grants to States, local  
7 educational agencies, or other local government entities  
8 that wish to increase their capacity and build the infra-  
9 structure within the State to offer high-quality prekin-  
10 dergarten programs.

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

18          (c) **GRANT DURATION.**—The Secretary shall award  
19 grants under this subtitle for a period of not more than  
20 3 years. Such grants shall not be renewed.

21          (d) **APPLICATION.**—

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

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

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

12      (e) MATCHING REQUIREMENT.—

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

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

20                  (A) nonfederal resources in the form of  
21                  State funding, local funding, or contributions  
22                  from philanthropy or other private sources, or  
23                  a combination of such resources; or

24                  (B) an in-kind contribution.

1           (3) FINANCIAL HARDSHIP WAIVER.—The Sec-  
2           retary may waive paragraph (1) or reduce the  
3           amount of matching funds required under that para-  
4           graph for a State that has submitted an application  
5           for a grant under this subsection if the State dem-  
6           onstrates, in the application, a need for such a waiv-  
7           er or reduction due to extreme financial hardship, as  
8           determined by the Secretary of Education.

9           (f) SUBGRANTS.—

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

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

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

22           (1) \$750,000,000 for fiscal year 2014; and

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

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

3     **SEC. 201. PURPOSES.**

4           The purposes of this title are to—

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

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

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

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

15          The Head Start Act is amended—

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

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

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

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

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

14           “(b) SELECTION OF GRANT RECIPIENTS.—

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

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

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

1 (42 U.S.C. 711), State-funded prekindergarten  
2 programs, programs carried out under the  
3 Child Care and Development Block Grant Act  
4 of 1990 (42 U.S.C. 9858 et seq.), and other  
5 programs supported under this Act, to create a  
6 strong continuum of high-quality services for  
7 children from birth to school entry; and

8 “(B) that seek to work with child care pro-  
9 viders across settings, including center-based  
10 and home-based programs.

11 “(3) ALLOCATION.—

12 “(A) RESERVATION.—From funds appro-  
13 priated to carry out this section, the Secretary  
14 shall reserve—

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

18 “(ii) not less than 4.5 percent for mi-  
19 grant and seasonal Head Start programs  
20 that serve young children; and

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

24 “(B) ALLOCATION AMONG STATES.—The  
25 Secretary shall allocate funds appropriated to

1 carry out this section and not reserved under  
2 subparagraph (A) among the States proportion-  
3 ally based on the number of young children  
4 from families whose income is below the poverty  
5 line residing in such States.

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

15 “(c) ELIGIBILITY OF CHILDREN.—

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

19 “(2) STANDARDS.—The standards applied to  
20 children served under this section shall be consistent  
21 with those applied to children through age 3 other-  
22 wise served under this Act.

23 “(3) MINIMUM DURATION.—Children deter-  
24 mined eligible and subsequently served under this  
25 section shall be deemed eligible for the full com-



1       plement of services provided under the partnership  
2       through the end of the succeeding program year,  
3       consistent with section 645(a)(1)(B)(v).

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

6               “(1) enter into a contractual relationship with  
7       a center-based or family child care provider to raise  
8       the quality of such provider’s programs so that the  
9       provider meets the program performance standards  
10      described in subsection (a) through activities that  
11      may include—

12               “(A) expanding the center-based or family  
13      child care provider’s programs through financial  
14      support or the addition of Early Head Start  
15      slots in the child care provider’s setting;

16               “(B) providing training, technical assist-  
17      ance, and support to the provider in order to  
18      help the provider meet the program perform-  
19      ance standards, which may include supporting  
20      program and partner staff in earning a child  
21      development associate credential, associate’s de-  
22      gree, or baccalaureate degree in early childhood  
23      education or a closely related field for working  
24      with infants and toddlers; and

1           “(C) blending funds received under the  
2           Child Care and Development Block Grant of  
3           1990 (42 U.S.C. 9858 et seq.) or other sources  
4           of child care support with the Early Head Start  
5           program carried out under section 645A in  
6           order to provide high-quality child care, for a  
7           full day, that meets the program performance  
8           standards;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

17 It is the sense of the Senate that—

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

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

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

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

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

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

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

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

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

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

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

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

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

16 (E) reduce crime or domestic violence; and

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