

[DISCUSSION DRAFT]

113TH CONGRESS
1ST SESSION

H. R. _____

To support early learning.

IN THE HOUSE OF REPRESENTATIVES

Mr. GEORGE MILLER of California introduced the following bill; which was 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 “Early Childhood Edu-
5 cation Improvement Act of 2013”.

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

Subtitle B—Prekindergarten Development Grants

- Sec. 151. Prekindergarten development grants.

TITLE II—EARLY LEARNING QUALITY PARTNERSHIPS

- Sec. 201. Purposes.
- Sec. 202. Early Learning Quality Partnerships.

TITLE III—CHILD CARE

- Sec. 301. State plan.
- Sec. 302. Authorization of appropriations.

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

- Sec. 401. Sense of the House of Representatives.

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

1 programs for all children from low-income and mod-
2 erate-income families to ensure that they enter kin-
3 dergarten prepared for success;

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

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

10 **SEC. 112. DEFINITIONS.**

11 In this subtitle:

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

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

19 (A) means a coordinated and comprehen-
20 sive system of multiple assessments, each of
21 which is valid and reliable for its specified pur-
22 pose and for the population with which it will
23 be used, that—

24 (i) organizes information about the
25 process and context of young children’s

1 learning and development to help early
2 childhood educators make informed in-
3 structional and programmatic decisions;
4 and

5 (ii) conforms to the recommendations
6 of the National Research Council reports
7 on early childhood; and

8 (B) includes, at a minimum—

- 9 (i) child screening measures;
10 (ii) child formative assessments;
11 (iii) measures of environmental qual-
12 ity; and
13 (iv) measures of the quality of adult-
14 child interactions.

15 (3) DUAL LANGUAGE LEARNER.—The term
16 “dual language learner” means an individual who is
17 limited English proficient.

18 (4) EARLY CHILDHOOD EDUCATION PRO-
19 GRAM.—The term “early childhood education pro-
20 gram” has the meaning given the term under section
21 103 of the Higher Education Act of 1965 (20
22 U.S.C. 1003).

23 (5) ELEMENTARY SCHOOL.—The term “elemen-
24 tary school” has the meaning given the term in sec-

1 tion 9101 of the Elementary and Secondary Edu-
2 cation Act of 1965 (20 U.S.C. 7801).

3 (6) ELIGIBILITY DETERMINATION DATE.—The
4 term “eligibility determination date” means the date
5 used to determine eligibility for public elementary
6 school in the community in which the eligible local
7 entity involved is located.

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

10 (A) a local educational agency, including a
11 charter school or a charter management organi-
12 zation that acts as a local educational agency;

13 (B) an entity that carries out an early
14 childhood education program; or

15 (C) a consortium of entities described in
16 subparagraph (A) or (B).

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

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

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

22 (9) HIGH-QUALITY PREKINDERGARTEN PRO-
23 GRAM.—The term “high-quality prekindergarten
24 program” means a prekindergarten program sup-
25 ported by an eligible local entity that includes, at a

1 minimum, the following elements based on nationally
2 recognized standards:

3 (A) Serves children who—

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

8 (ii) have attained the legal age for
9 State-funded prekindergarten.

10 (B) Requires high-qualifications for staff,
11 including that teachers meet the requirements
12 of 1 of the following clauses:

13 (i) The teacher has a bachelor's de-
14 gree in early childhood education or a re-
15 lated field with coursework that dem-
16 onstrates competence in early childhood
17 education.

18 (ii) The teacher—

19 (I) has a bachelor's degree in any
20 field;

21 (II) has demonstrated knowledge
22 of early childhood education by pass-
23 ing a State-approved assessment in
24 early childhood education;

1 (III) while employed as a teacher
2 the prekindergarten program, is en-
3 gaged in on-going professional devel-
4 opment in early childhood education
5 for not less than 2 years; and

6 (IV) not more than 3 years after
7 starting employment as a teacher in
8 the prekindergarten program, enrolls
9 in and completes a State-approved ed-
10 ucator preparation program in which
11 the teacher receives training and sup-
12 port in early childhood education.

13 (iii) The teacher has bachelor's degree
14 with a credential, license, or endorsement
15 that demonstrates competence in early
16 childhood education.

17 (C) Maintains an evidence-based maximum
18 class size.

19 (D) Maintains an evidence-based child to
20 instructional staff ratio.

21 (E) Offers a full-day program.

22 (F) Provides developmentally appropriate,
23 evidence-based curricula and learning environ-
24 ments that are aligned with the State's early

1 learning and development standards described
2 in section 115(1).

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

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

9 (I) Offers accessible comprehensive services
10 for children that include, at a minimum—

11 (i) screenings for vision, dental, health
12 (including mental health), and development
13 and referrals, and assistance obtaining
14 services, when appropriate;

15 (ii) family engagement opportunities
16 that take into account home language,
17 such as parent conferences (including par-
18 ent input about their child's development)
19 and support services, such as parent edu-
20 cation;

21 (iii) nutrition services, including nutri-
22 tious meals and snack options aligned with
23 requirements set by the most recent Child
24 and Adult Care Food Program guidelines
25 promulgated by the Department of Agri-

1 culture as well as regular, age-appropriate,
2 nutrition education for children and their
3 families;

4 (iv) programs coordinated with local
5 educational agencies and entities providing
6 programs authorized under section 619
7 and part C of the Individuals with Disabil-
8 ities Education Act (20 U.S.C. 1419 and
9 1431 et seq.);

10 (v) physical activity programs aligned
11 with evidence-based guidelines, such as
12 those recommended by the Institute of
13 Medicine, and which take into account and
14 accommodate children with disabilities;

15 (vi) additional support services, as ap-
16 propriate, based on the findings of the
17 needs analysis as described in section 120;
18 and

19 (vii) on-site coordination, to the max-
20 imum extent feasible.

21 (J) Provides high-quality professional de-
22 velopment for all staff, including regular in-
23 classroom observation for teachers and teacher
24 assistants.

1 (K) Meets the education performance
2 standards in effect under section 641A(a)(1)(B)
3 of the Head Start Act (42 U.S.C.
4 9836a(a)(1)(B)).

5 (L) Maintains evidence-based health and
6 safety standards.

7 (10) GOVERNOR.—The term “Governor” means
8 the chief executive officer of a State.

9 (11) HOMELESS CHILD.—The term “homeless
10 child” means a child or youth described in section
11 725(2) of the McKinney-Vento Homeless Assistance
12 Act (42 U.S.C. 11434a(2)).

13 (12) INSTITUTION OF HIGHER EDUCATION.—
14 The term “institution of higher education” has the
15 meaning given the term in section 102 of the Higher
16 Education Act of 1965 (20 U.S.C. 1002).

17 (13) LIMITED ENGLISH PROFICIENT.—The
18 term “limited English proficient” has the meaning
19 given the term in section 637 of the Head Start Act
20 (42 U.S.C. 9832).

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

1 (15) 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 (16) 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
11 Urban Consumers published by the Bureau of
12 Labor Statistics of the Department of Labor
13 for the most recent 12-month period or other
14 interval for which the data are available; and

15 (B) applicable to a family of the size in-
16 volved.

17 (17) SECONDARY SCHOOL.—The term “sec-
18 ondary school” has the meaning given the term in
19 section 9101 of the Elementary and Secondary Edu-
20 cation Act of 1965 (20 U.S.C. 7801).

21 (18) SECRETARY.—The term “Secretary”
22 means the Secretary of Education.

23 (19) STATE.—Except as otherwise provided in
24 this subtitle, the term “State” means each of the 50

1 States, the District of Columbia, the Commonwealth
2 of Puerto Rico, and each of the outlying areas.

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

10 **SEC. 113. PROGRAM AUTHORIZATION.**

11 From amounts made available to carry out this sub-
12 title, the Secretary, in consultation with the Secretary of
13 Health and Human Services, shall award grants to States
14 to implement high-quality prekindergarten programs, con-
15 sistent with the purposes of this subtitle described in sec-
16 tion 111. For each fiscal year, the funds provided under
17 a grant by a State shall equal the allotment determined
18 for the State under section 114.

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

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

23 (1) reserve $\frac{1}{2}$ of 1 percent for the Secretary of
24 the Interior for programs under this subtitle oper-
25 ated or funded by the Bureau of Indian Affairs;

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; and

6 (3) reserve not more than 1 percent or
7 \$30,000,000, whichever amount is less, for national
8 activities, including administration, technical assist-
9 ance, and evaluation.

10 (b) ALLOTMENTS.—

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

17 (2) ALLOTMENT AMOUNT.—

18 (A) IN GENERAL.—Subject to subpara-
19 graph (B), the Secretary shall allot the amount
20 made available under paragraph (1) for a fiscal
21 year among the States in proportion to the
22 number of children who are age 4 who reside
23 within the State and are from families with in-
24 comes at or below 200 percent of the poverty
25 line for the most recent year for which satisfac-

1 tory data are available, compared to the num-
2 ber of such children who reside in all such
3 States for that fiscal year.

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

9 (3) REALLOTMENT AND CARRY OVER.—

10 (A) IN GENERAL.—If one or more States
11 do not receive an allotment under this sub-
12 section for any fiscal year, the Secretary may
13 use the amount of the allotment for that State
14 or States, in such amounts as the Secretary de-
15 termines appropriate, for either or both of the
16 following:

17 (i) To increase the allotments of
18 States with approved applications for the
19 fiscal year, consistent with subparagraph
20 (B).

21 (ii) To carry over the funds to the
22 next fiscal year.

23 (B) REALLOTMENT.—In increasing allot-
24 ments under subparagraph (A)(i), the Secretary
25 shall allot to each State with an approved appli-

1 cation an amount that bears the same relation-
2 ship to the total amount to be allotted under
3 subparagraph (A)(i), as the amount the State
4 received under paragraph (2) for that fiscal
5 year bears to the amount that all States re-
6 ceived under paragraph (2) for that fiscal year.

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

11 (c) FLEXIBILITY.—The Secretary may make minimal
12 adjustments to allotments under this subsection, which
13 shall neither lead to a significant increase or decrease in
14 a State’s allotment determined under subsection (b), based
15 on a set of factors, such as the level of program participa-
16 tion and the estimated cost of the activities specified in
17 the State plan under section 116(a)(2).

18 **SEC. 115. STATE ELIGIBILITY CRITERIA.**

19 A State is eligible to receive a grant under this sub-
20 title if the State demonstrates to the Secretary that the
21 State—

22 (1) has established or will establish early learn-
23 ing and development standards that describe what
24 children from birth to kindergarten entry should
25 know and be able to do, are universally designed and

1 developmentally, culturally, and linguistically appro-
2 priate, are aligned with the State’s challenging aca-
3 demic content standards and challenging student
4 academic achievement standards, as adopted under
5 section 1111(b)(1) of the Elementary and Secondary
6 Education Act of 1965 (20 U.S.C. 6311(b)(1)), and
7 cover the essential domains of school readiness,
8 which address—

9 (A) physical well-being and motor develop-
10 ment;

11 (B) social and emotional development;

12 (C) approaches to learning, including cre-
13 ative arts expression;

14 (D) developmentally appropriate oral and
15 written language and literacy development; and

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

19 (2) has the ability or will develop the ability to
20 link prekindergarten data with its elementary school
21 and secondary school data for the purpose of col-
22 lecting longitudinal information for all children par-
23 ticipating in the State’s high-quality prekindergarten
24 program and any other Federally-funded early child-
25 hood program that will remain with the child

1 through the child's public education through grade
2 12;

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

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

8 **SEC. 116. STATE APPLICATIONS.**

9 (a) IN GENERAL.—To receive a grant under this sub-
10 title, the Governor of a State shall submit an application
11 to the Secretary at such time, in such manner, and con-
12 taining such information as the Secretary may reasonably
13 require. At a minimum, each such application shall in-
14 clude—

15 (1) an assurance that the State—

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

1 (B) will designate a State-level entity (such
2 as an agency or joint interagency office), se-
3 lected by the Governor, for the administration
4 of the grant, which shall coordinate and consult
5 with the State educational agency if the entity
6 is not the State educational agency; and

7 (C) will establish, or certify the existence
8 of, program standards for all State prekind-
9 garten programs consistent with the definition
10 of a high-quality prekindergarten program
11 under section 112;

12 (2) a description of the State's plan to—

13 (A) use funds received under this subtitle
14 and the State's matching funds to provide high-
15 quality prekindergarten programs, in accord-
16 ance with section 117(d), with open enrollment
17 for all children in the State who—

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

19 and

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

22 (B) develop or enhance a system for moni-
23 toring eligible local entities that are receiving
24 funds under this subtitle for compliance with
25 quality standards developed by the State and to

1 provide program improvement support, which
2 may be accomplished through the use of a
3 State-developed system for quality rating and
4 improvement;

5 (C) if applicable, expand participation in
6 the State's high-quality prekindergarten pro-
7 grams to children from families with incomes
8 above 200 percent of the poverty line;

9 (D) carry out the State's comprehensive
10 early learning assessment system, or how the
11 State plans to develop such a system, ensuring
12 that any assessments are culturally, develop-
13 mentally, and age-appropriate and consistent
14 with the recommendations from the study on
15 Developmental Outcomes and Assessments for
16 Young Children by the National Academy of
17 Sciences, consistent with section 649(j) of the
18 Head Start Act (42 U.S.C. 9844);

19 (E) develop, implement, and make publicly
20 available the performance measures and targets
21 described in section 119;

22 (F) increase the number of teachers with
23 bachelor's degrees in early childhood education,
24 or with bachelor's degrees in another closely re-
25 lated field and specialized training in early

1 childhood education, including how institutions
2 of higher education will support increasing the
3 number of teachers with such degrees and
4 training, including through the use of assess-
5 ments of prior learning, knowledge, and skills
6 to facilitate and expedite attainment of such de-
7 grees;

8 (G) coordinate and integrate the activities
9 funded under this subtitle with Federal, State,
10 and local services and programs that support
11 early childhood education and care, including
12 programs supported under this subtitle, the El-
13 elementary and Secondary Education Act of 1965
14 (20 U.S.C. 6301 et seq.), the Individuals with
15 Disabilities Education Act (20 U.S.C. 1400 et
16 seq.), the Head Start Act (42 U.S.C. 9831 et
17 seq.), the Community Services Block Grant Act
18 (42 U.S.C. 9901 et seq.), the Child Care and
19 Development Block Grant Act of 1990 (42
20 U.S.C. 9858 et seq.), the temporary assistance
21 for needy families program under part A of title
22 IV of the Social Security Act (42 U.S.C. 601 et
23 seq.), the State incentive grant program under
24 section 14006 of the American Recovery and
25 Reinvestment Act of 2009 (Public Law 111–5),

1 Federally funded early literacy programs, the
2 maternal, infant, and early childhood home vis-
3 iting programs funded under section 511 of the
4 Social Security Act (42 U.S.C. 711), health im-
5 provements to child care funded under title
6 XIX of the Social Security Act (42 U.S.C. 1396
7 et seq.), the program under subtitle B of title
8 VII of the McKinney-Vento Homeless Assist-
9 ance Act (42 U.S.S. 11431 et seq.), the Invest-
10 ing In Innovation program under section 14007
11 of the American Recovery and Reinvestment
12 Act of 2009 (Public Law 111–5), programs au-
13 thorized under part E of title IV of the Social
14 Security Act (42 U.S.C. 670 et seq.), the Fos-
15 tering Connections to Success and Increasing
16 Adoptions Act of 2008 (Public Law 110–351),
17 and any other Federal, State, or local early
18 childhood education programs used in the
19 State;

20 (H) award subgrants to local eligible enti-
21 ties, and in awarding such subgrants, consider
22 the impacts on high-quality prekindergarten op-
23 tions of a diverse delivery system of high-qual-
24 ity prekindergarten providers, including pro-

1 viders in community-based, private, and public
2 school settings;

3 (I) in the case of a State that does not
4 have a funding mechanism for subgranting
5 funds to implement high-quality prekindergarten,
6 use objective criteria in awarding sub-
7 grants to eligible local entities that will imple-
8 ment high-quality prekindergarten programs,
9 including actions the State will take to ensure
10 that eligible local entities will coordinate with
11 local educational agencies or other early learn-
12 ing providers, as appropriate, to carry out ac-
13 tivities to provide children served under this
14 subtitle with a successful transition from pre-
15 school into kindergarten, which activities shall
16 include—

17 (i) aligning curricular objectives and
18 instruction;

19 (ii) providing staff professional devel-
20 opment, including opportunities for joint-
21 professional development on early learning
22 and kindergarten through grade 3 stand-
23 ards, assessments, and curricula;

24 (iii) coordinating family engagement
25 and support services; and

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

3 (J) use the State early learning and devel-
4 opment standards described in section 115(1)
5 to address the needs of dual language learners,
6 including by incorporating benchmarks related
7 to English language development;

8 (K) identify barriers, and propose solutions
9 to overcome such barriers, which may include
10 seeking assistance under section 126, in the
11 State to effectively use and integrate Federal,
12 State, and local public funds and private funds
13 for early childhood education that are available
14 to the State on the date on which the applica-
15 tion is submitted;

16 (L) support articulation agreements (as
17 defined in section 486A of the Higher Edu-
18 cation Act of 1965 (20 U.S.C. 1093a)) between
19 public 2-year and public 4-year institutions of
20 higher education in the State for early child-
21 hood education programs and related fields;

22 (M) ensure that the higher education pro-
23 grams in the State have the capacity to prepare
24 a workforce to provide high-quality prekind-
25 garten programs;

1 (N) support workforce development, in-
2 cluding State and local policies that support
3 prekindergarten instructional staff's ability to
4 earn a degree, certification, or other specializa-
5 tions or qualifications, including policies on
6 leave, substitutes, and child care services, in-
7 cluding non-traditional hour child care;

8 (O) hold eligible local entities accountable
9 for use of funds;

10 (P) ensure that the State's early learning
11 and development standards are integrated into
12 the instructional and programmatic practices of
13 high-quality prekindergarten programs and re-
14 lated programs and services, such as those pro-
15 vided to children under section 619 and part C
16 of the Individuals with Disabilities Education
17 Act (20 U.S.C. 1419 and 1431 et seq);

18 (Q) increase the number of children in the
19 State who are enrolled in high-quality kinder-
20 garten programs and carry out a strategy to
21 implement such a plan;

22 (R) coordinate the State's activities sup-
23 ported by grants under this subtitle with activi-
24 ties in State plans required under the Elemen-
25 tary and Secondary Education Act of 1965 (20

1 U.S.C. 6301 et seq.), the Individuals with Dis-
2 abilities Education Act (20 U.S.C. 1400 et
3 seq.), the Head Start Act (42 U.S.C. 9831 et
4 seq.), the Child Care and Development Block
5 Grant Act of 1990 (42 U.S.C. 9858 et seq.),
6 and the Adult Education and Family Literacy
7 Act (20 U.S.C. 9201 et seq.);

8 (S) encourage eligible local entities to co-
9 ordinate with community-based learning re-
10 sources, such as libraries, arts and arts edu-
11 cation programs, appropriate media programs,
12 family literacy programs, public parks and
13 recreation programs, museums, nutrition edu-
14 cation programs, and programs supported by
15 the Corporation for National and Community
16 Service;

17 (T) work with eligible local entities to en-
18 sure that high-quality prekindergarten pro-
19 grams have sufficient facilities to meet the
20 needs of children eligible for prekindergarten;

21 (U) support local early childhood coordi-
22 nating entities, such as local early childhood
23 councils, if applicable, and help such entities to
24 coordinate early childhood education programs
25 with high-quality prekindergarten programs to

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

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

13 (W) ensure that all high-quality prekindergarten
14 programs the State supports under this
15 Act will conduct criminal history background
16 checks that meet the requirements of subsection
17 (b) on employees and applicants for employ-
18 ment with direct access to children; and

19 (3) an inventory of the State's higher education
20 programs that prepare individuals for work in a
21 high-quality prekindergarten program, including—

22 (A) certification programs;

23 (B) associate degree programs;

24 (C) baccalaureate degree programs

25 (D) masters degree programs; and

1 (E) other programs that lead to a speciali-
2 zation in early childhood education, or a related
3 field.

4 (b) CRIMINAL HISTORY BACKGROUND CHECKS.—

5 (1) IN GENERAL.—The criminal history back-
6 ground checks required under subsection (a)(2)(Z)
7 shall include—

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

11 (B) a search of the State-based child abuse
12 and neglect registries and databases in the
13 State in which the employee resides and pre-
14 viously resided;

15 (C) a Federal Bureau of Investigation fin-
16 gerprint check using the Integrated Automated
17 Fingerprint Identification System; and

18 (D) a search of the National Sex Offender
19 Registry established under section 119 of the
20 Adam Walsh Child Protection and Safety Act of
21 2006 (42 U.S.C. 16919).

22 (2) PROHIBITION OF EMPLOYMENT.—To be eli-
23 gible to receive a grant under this subtitle, a State
24 shall prohibit an individual with direct access to chil-
25 dren from employment with a program supported

1 with grant funds under this subtitle if the individual
2 has been convicted of a violent felony or any violent
3 or sexual crime against a minor, as defined by the
4 State.

5 (3) UPDATED CHECKS.—To be eligible to re-
6 ceive a grant under this subtitle, each criminal his-
7 tory background check conducted on an employee as
8 required under subsection (a)(2)(Z) shall be periodi-
9 cally repeated or updated in accordance with State
10 law, but not less often than once every 5 years.

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

14 (A) appeal the results of a criminal history
15 background check conducted under this section
16 to challenge the accuracy or completeness of the
17 information produced by such background
18 check; and

19 (B) seek appropriate relief for any final
20 employment decision based on materially inac-
21 curate or incomplete information produced by
22 such background check.

23 (c) DEVELOPMENT OF APPLICATION.—In developing
24 an application for a grant under this subtitle, a State shall
25 consult with the State Advisory Council on Early Child-

1 hood Education and Care and incorporate such Council's
2 recommendations, where applicable.

3 (d) CONSTRUCTION.—Nothing in this section shall be
4 construed to alter or otherwise affect the rights, remedies,
5 and procedures afforded school employees, local edu-
6 cational agency employees, and the employees of early
7 childhood education programs under Federal, State, or
8 local laws (including applicable regulations or court or-
9 ders) or under the terms of collective bargaining agree-
10 ments, memoranda of understanding, or other agreements
11 between such employees and their employers.

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

13 (a) RESERVATION FOR QUALITY IMPROVEMENT AC-
14 TIVITIES.—

15 (1) IN GENERAL.—A State that receives a
16 grant under this subtitle may reserve, for the first
17 4 years such State receives such a grant, not more
18 than 20 percent of the grant funds for quality im-
19 provement activities if such activities support the
20 elements of high-quality prekindergarten programs.
21 Such quality improvement activities may include
22 supporting teachers in a State's high-quality pre-
23 kindergarten program, licensed or regulated child
24 care, or Head Start programs to enable such teach-
25 ers to earn a baccalaureate degree in early childhood

1 education, or closely related field, through activities
2 which may include—

3 (A) expanding or establishing scholarships,
4 counseling, and compensation initiatives to
5 cover the cost of tuition, fees, materials, trans-
6 portation, and release time for such teachers;
7 and

8 (B) providing ongoing professional develop-
9 ment opportunities, including regular in-class-
10 room observation, for such teachers and teach-
11 ers assistants to enable such teachers and
12 teachers assistants to carry out the elements of
13 high-quality prekindergarten programs, which
14 may include activities that address—

15 (i) promoting children’s development
16 across the essential domains of early learn-
17 ing and development;

18 (ii) developmentally appropriate teach-
19 er-child interaction; and

20 (iii) effective family engagement;

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

23 (v) working with a diversity of chil-
24 dren and families, including children with
25 special needs and dual language learners;

1 (vi) childhood nutrition and physical
2 education programs; and

3 (vii) supporting the implementation of
4 evidence-based curricula.

5 (2) NOT SUBJECT TO MATCHING.—The amount
6 reserved under paragraph (1) shall not be subject to
7 the matching requirements under section 120.

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

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

17 (b) SUBGRANTS FOR HIGH-QUALITY PREKINDER-
18 GARTEN PROGRAMS.—A State that receives a grant under
19 this subtitle shall award subgrants of sufficient size to eli-
20 gible local entities to enable such eligible local entities to
21 implement high-quality prekindergarten programs.

22 (c) ADMINISTRATION.—A State that receives a grant
23 under this subtitle may reserve not more than 1 percent
24 of the grant funds for administration of the grant, and
25 may use part of that reservation for the maintenance of

1 the State Advisory Council on Early Childhood Education
2 and Care.

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

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

17 (2) APPLICATION.—To be eligible to use the
18 grant funds as described in paragraph (1), the State
19 shall submit an application to the appropriate Sec-
20 retary at such time, in such manner, and containing
21 such information as the Secretary may require. Such
22 application shall, at a minimum, include a descrip-
23 tion of how the State will—

24 (A) designate a lead agency which shall ad-
25 minister such funds;

1 (B) ensure that such lead agency, in co-
2 ordination with the State’s Advisory Council on
3 Early Childhood Education and Care, will col-
4 laborate with other agencies in administering
5 programs supported under this subsection for
6 infants and toddlers in order to obtain input
7 about the appropriate use of such funds and en-
8 sure coordination with programs for infants and
9 toddlers funded under the Child Care and De-
10 velopment Block Grant Act of 1990 (42 U.S.C.
11 9858 et seq.), the Head Start Act (42 U.S.C.
12 9831 et seq.) (including any Early Learning
13 Quality Partnerships established in the State
14 under section 645B of the Head Start Act, as
15 added by section 202), the Race to the Top and
16 Early Learning Challenge program under sec-
17 tion 14006 of Public Law 111–5 (123 Stat.
18 283), the maternal, infant, and early childhood
19 home visiting programs funded under section
20 511 of the Social Security Act (42 U.S.C. 711),
21 and part C of the Individuals with Disabilities
22 Education Act (20 U.S.C. 1431 et seq.);
23 (C) ensure that infants and toddlers who
24 benefit from amounts made available under this
25 subsection will transition to and have the oppor-

1 tunity to participate in a high-quality pre-
2 kindergarten program supported under this
3 subtitle;

4 (D) in awarding subgrants, give preference
5 to early childhood education programs that
6 have a plan to increase services to children with
7 special needs, including children with develop-
8 mental delays or disabilities, children who are
9 dual language learners, homeless children, chil-
10 dren who are in foster care, children of migrant
11 families, children eligible for free or reduced-
12 price lunch under the Richard B. Russell Na-
13 tional School Lunch Act (42 U.S.C. 1751 et
14 seq.), or children in the child welfare system;
15 and

16 (E) give priority to activities carried out
17 under this subsection that will increase access
18 to high-quality early childhood education pro-
19 grams for infants and toddlers in local areas
20 with significant concentrations of low-income
21 families that do not currently benefit from such
22 programs.

23 (3) **ELIGIBLE PROVIDERS.**—A State may use
24 the grant funds as described in paragraph (1) to

1 serve infants and toddlers only by working with
2 early childhood education program providers that—

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

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

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

9 (ii) high quality, demonstrated, valid,
10 and reliable program standards that have
11 been established through a national entity
12 that accredits early childhood education
13 programs.

14 (4) FEDERAL ADMINISTRATION.—

15 (A) IN GENERAL.—The Secretary of Edu-
16 cation shall bear responsibility for obligating
17 and disbursing funds to support activities under
18 this subsection and ensuring compliance with
19 applicable laws and administrative require-
20 ments, subject to paragraph (3).

21 (B) INTERAGENCY AGREEMENT.—The Sec-
22 retary of Education and the Secretary of
23 Health and Human Services shall jointly ad-
24 minister activities supported under this sub-
25 section on such terms as such Secretaries shall

1 set forth in an interagency agreement. The Sec-
2 retary of Health and Human Services shall be
3 responsible for any final approval of a State's
4 application under this subsection that addresses
5 the use of funds designated for services to in-
6 fants and toddlers.

7 (C) APPROPRIATE SECRETARY.—In this
8 subsection, the term “appropriate Secretary”
9 used with respect to a function, means the Sec-
10 retary designated for that function under the
11 interagency agreement.

12 **SEC. 118. ADDITIONAL PREKINDERGARTEN SERVICES.**

13 (a) PREKINDERGARTEN FOR 3 YEAR OLDS.—Each
14 State that certifies to the Secretary that the State pro-
15 vides universally available, voluntary, high-quality pre-
16 kindergarten programs for 4-year old children who reside
17 within the State and are from families with incomes at
18 or below 200 percent of the poverty line may use the
19 State's allocation under section 114(b) to provide high-
20 quality prekindergarten programs for 3-year old children
21 who reside within the State and are from families with
22 incomes at or below 200 percent of the poverty line.

23 (b) SUBGRANTS.—In each State that has a city,
24 county, or local educational agency that provides univer-
25 sally available high-quality prekindergarten programs for

1 4-year old children who reside within the State and are
2 from families with incomes at or below 200 percent of the
3 poverty line the State may use amounts from the State's
4 allocation under section 114(b) to award subgrants to eli-
5 gible local entities to enable such eligible local entities to
6 provide high-quality prekindergarten programs for 3-year
7 old children who are from families with incomes at or
8 below 200 percent of the poverty line and who reside in
9 such city, county or local educational agency.

10 **SEC. 119. PERFORMANCE MEASURES AND TARGETS.**

11 (a) IN GENERAL.—A State that receives a grant
12 under this subtitle shall develop, implement, and make
13 publicly available the performance measures and targets
14 for the activities carried out with grant funds. Such meas-
15 ures shall, at a minimum, track the State's progress in—

16 (1) increasing school readiness across all do-
17 mains for all categories of children, including chil-
18 dren with disabilities and dual language learners;

19 (2) narrowing school readiness gaps between
20 minority and nonminority children, and low-income
21 children and more advantaged children, in prepara-
22 tion for kindergarten entry;

23 (3) decreasing placement for children in ele-
24 mentary school in special education programs and
25 services as described in part B of the Individuals

1 with Disabilities Education Act (20 U.S.C. 1411 et
2 seq.);

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

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

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

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

17 (8) providing high-quality nutrition services,
18 nutrition education, physical activity, and obesity
19 prevention programs.

20 (b) PROHIBITION OF MISDIAGNOSIS PRACTICES.—A
21 State shall not, in order to meet the performance meas-
22 ures and targets described in subsection (a), engage in
23 practices or policies that will lead to the misdiagnosis or
24 under-diagnosis of disabilities or developmental delays

1 among children who are served through programs sup-
2 ported under this subtitle.

3 **SEC. 120. MATCHING REQUIREMENTS.**

4 (a) MATCHING FUNDS.—

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

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

13 (B) 10 percent of the Federal funds pro-
14 vided under the grant in the second year of
15 grant administration;

16 (C) 20 percent of the Federal funds pro-
17 vided under the grant in the third year of grant
18 administration;

19 (D) 30 percent of the Federal funds pro-
20 vided under the grant in the fourth year of
21 grant administration;

22 (E) 40 percent of the Federal funds pro-
23 vided under the grant in the fifth year of grant
24 administration;

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

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

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

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

15 (A) 5 percent of the Federal funds pro-
16 vided under the grant in the first year of grant
17 administration;

18 (B) 5 percent of the Federal funds pro-
19 vided under the grant in the second year of
20 grant administration;

21 (C) 10 percent of the Federal funds pro-
22 vided under the grant in the third year of grant
23 administration;

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

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

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

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

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

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

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

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

1 (i) age 4 on the eligibility determination
2 date; and

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

5 (B) has a plan for continuing to expand access
6 to high-quality prekindergarten programs for such
7 children in the State; and

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

12 (c) NON-FEDERAL RESOURCES.—

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

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

1 (d) MAINTENANCE OF EFFORT.—

2 (1) IN GENERAL.—If a State reduces its com-
3 bined fiscal effort per student or the aggregate ex-
4 penditures within the State to support early child-
5 hood education programs for any fiscal year that a
6 State receives a grant authorized under this subtitle
7 relative to the previous fiscal year, the Secretary
8 shall reduce support for such State under this sub-
9 title by the same amount as the decline in State and
10 local effort for such fiscal year.

11 (2) WAIVER.—The Secretary may waive the re-
12 quirements of paragraph (1) if the Secretary deter-
13 mines that a waiver would be appropriate due to a
14 precipitous decline in the financial resources of a
15 State as a result of unforeseen economic hardship or
16 a natural disaster that has necessitated across-the-
17 board reductions in State services, including early
18 childhood education programs.

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

1 **SEC. 121. ELIGIBLE LOCAL ENTITY APPLICATIONS.**

2 (a) IN GENERAL.—An eligible local entity desiring to
3 receive a subgrant under this subtitle shall submit an ap-
4 plication to the State, at such time, in such manner, and
5 containing such information as the State may reasonably
6 require.

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

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

16 (A) carry out meaningful parent and fam-
17 ily engagement, through the implementation
18 and replication of evidence-based or promising
19 practices and strategies, which shall be coordi-
20 nated with parent and family engagement strat-
21 egies supported under the Individuals with Dis-
22 abilities Education Act (20 U.S.C. 1400 et seq.)
23 and part A of title I and title V of the Elemen-
24 tary and Secondary Education Act of 1965 (20
25 U.S.C. 6311 et seq. and 7201 et seq.), if appli-
26 cable, to—

1 (i) provide parents and family mem-
2 bers with the skills and opportunities nec-
3 essary to become full partners in their chil-
4 dren’s education, particularly the families
5 of dual language learners and children
6 with disabilities;

7 (ii) improve child development; and

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

11 (B) perform community outreach to en-
12 courage families with eligible children to partici-
13 pate in the eligible local entity’s high-quality
14 prekindergarten program, including—

15 (i) homeless children;

16 (ii) dual language learners;

17 (iii) children in foster care;

18 (iv) children with disabilities; and

19 (v) migrant children.

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

22 (A) coordinate the eligible local entity’s ac-
23 tivities with—

24 (i) Head Start agencies (consistent
25 with section 642(e)(5) of the Head Start

1 Act (42 U.S.C. 9837(e)(5)), if the local en-
2 tity is not a Head Start agency;

3 (ii) local educational agencies, if the
4 local entity is not a local educational agen-
5 cy;

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

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

12 (v) if feasible, other entities carrying
13 out early childhood education programs
14 and services within the area served by the
15 local educational agency.

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

22 (C) develop a plan to promote continuity of
23 developmentally appropriate instructional pro-
24 grams and shared expectations for children's

1 learning and development as children transition
2 to kindergarten;

3 (D) organize and participate in joint train-
4 ing, including transition-related training for
5 school staff and early childhood education pro-
6 gram staff;

7 (E) establish comprehensive transition poli-
8 cies and procedures that support the school
9 readiness of children transitioning to kinder-
10 garten;

11 (F) conduct outreach to parents, families,
12 and elementary school teachers to discuss the
13 educational, developmental, and other needs of
14 children entering kindergarten;

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

21 (H) develop and implement a system to in-
22 crease program participation of underserved
23 populations of eligible children, especially home-
24 less children, children eligible for a free or re-
25 duced-price lunch under the Richard B. Russell

1 National School Lunch Act (42 U.S.C. 1751 et
2 seq.), parents of children who are dual language
3 learners, and parents of children with disabili-
4 ties.

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

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

18 (B) establish effective English procedures
19 for providing necessary early intervening serv-
20 ices to children with disabilities prior to an eli-
21 gibility determination by the State or local
22 agency responsible for providing services under
23 section 619 or part C of the Individuals with
24 Disabilities Education Act (20 U.S.C. 1419 and
25 1431 et seq.);

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

5 (D) ensure that the eligible local entity's
6 high-quality prekindergarten program elimi-
7 nates barriers to immediate and continuous en-
8 rollment for homeless children; and

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

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

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

24 (iii) continuous enrollment and par-
25 ticipation in the same high-quality pre-

1 kindergarten program for a child, even if
2 the child moves out of the program's serv-
3 ice area, if that enrollment and participa-
4 tion are in the child's best interest, includ-
5 ing by providing transportation when nec-
6 essary;

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

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

19 (4) ACCESSIBLE COMPREHENSIVE SERVICES.—
20 A description of how the eligible local entity plans to
21 provide accessible comprehensive services, described
22 in section 112(9)(I), to the children the eligible local
23 entity serves. Such description shall provide informa-
24 tion on how the entity will—

1 (A) conduct a data-driven community as-
2 sessment in coordination with members of the
3 community, including parents and community
4 organizations, which—

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

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

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

23 (5) WORKFORCE.—A description of how the eli-
24 gible local entity plans to support the instructional
25 staff of such entity's high-quality prekindergarten

1 program, which shall, at a minimum, include a plan
2 to provide high-quality professional development, or
3 facilitate the provision of high-quality professional
4 development through an external partner with exper-
5 tise and a demonstrated track record of success,
6 based on scientifically valid research, that will im-
7 prove the knowledge and skills of high-quality pre-
8 kindergarten teachers and staff through activities,
9 which may include—

10 (A) acquiring content knowledge and learn-
11 ing teaching strategies needed to provide effec-
12 tive instruction that addresses the State’s early
13 learning and development standards described
14 under section 115(1);

15 (B) enabling high-quality prekindergarten
16 teachers and staff to pursue specialized training
17 in early childhood development;

18 (C) enabling high-quality prekindergarten
19 teachers and staff to acquire the knowledge and
20 skills to provide instruction and appropriate
21 language and support services to increase the
22 English language skills of dual language learn-
23 ers;

24 (D) enabling high-quality prekindergarten
25 teachers and staff to acquire the knowledge and

1 skills to provide developmentally appropriate in-
2 struction for children with disabilities;

3 (E) promoting classroom management;

4 (F) providing high-quality induction and
5 support for incoming high-quality prekinde-
6 rgarten teachers and staff in high-quality pre-
7 kindergarten programs, including through the
8 use of mentoring programs that have a dem-
9 onstrated track record of success;

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

13 (H) enabling high-quality prekindergarten
14 teachers and staff to acquire the knowledge and
15 skills to provide culturally competent instruc-
16 tion for children from diverse backgrounds.

17 **SEC. 122. REQUIRED SUBGRANT ACTIVITIES.**

18 (a) IN GENERAL.—An eligible local entity that re-
19 ceives a subgrant under this subtitle shall use subgrant
20 funds to implement the elements of a high-quality pre-
21 kindergarten program.

22 (b) COORDINATION.—

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

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

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

13 **SEC. 123. REPORT AND EVALUATION.**

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

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

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

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

1 grams for children eligible for such services, as de-
2 termined by the State, from families with incomes at
3 or below 200 percent of the poverty line, including
4 the percentage of funds spent on children from fami-
5 lies with incomes—

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

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

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

12 (3) an evaluation of the State's progress toward
13 achieving the State's performance targets, described
14 in section 119;

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

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

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

7 (7) the number and percentage of children in
8 the State participating in high-quality prekind-
9 ergarten 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;

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

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

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

21 (11) information, for each of the local edu-
22 cational agencies described in paragraph (10), on
23 the percentage of the costs of the public early child-
24 hood education programs that is funded from Fed-

1 eral, from State, and from local sources, including
2 the percentages from specific funding programs;

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

10 (A) for a full-day; and

11 (B) at no cost to families; and

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

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

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

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

6 **SEC. 124. PROHIBITION OF REQUIRED PARTICIPATION OR**
7 **USE OF FUNDS FOR ASSESSMENTS.**

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

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

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

20 (2) A single assessment that is used as the pri-
21 mary or sole method for assessing program effective-
22 ness.

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

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

11 **SEC. 125. COORDINATION WITH HEAD START PROGRAMS.**

12 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—
13 Not later than 1 year after the date of enactment of this
14 Act, the Secretary and the Secretary of Health and
15 Human Services shall develop a process for use in the
16 event that Head Start programs funded under the Head
17 Start Act (42 U.S.C. 9831 et seq.) operate in States or
18 regions that have achieved sustained universal, voluntary
19 access to high-quality prekindergarten programs and how
20 such Head Start programs will begin converting slots for
21 children who are age 4 on the eligibility determination
22 date to children who are age 3 on the eligibility determina-
23 tion date, or, when appropriate, converting Head Start
24 Programs into Early Head Start programs to serve in-
25 fants and toddlers.

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

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

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

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

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

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

10 **SEC. 126. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**
11 **TRATION.**

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

22 **SEC. 127. AUTHORIZATION OF APPROPRIATIONS.**

23 There are authorized to be appropriated to carry out
24 this subtitle—

25 (1) \$1,300,000,000 for fiscal year 2014;

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

7 **Subtitle B—Prekindergarten**
8 **Development Grants**

9 **SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.**

10 (a) IN GENERAL.—From the amounts appropriated
11 under subsection (f), the Secretary of Education, in con-
12 sultation with the Secretary of Health and Human Serv-
13 ices, shall award competitive grants to States that wish
14 to increase the capacity and build the infrastructure with-
15 in the State to offer high-quality prekindergarten pro-
16 grams.

17 (b) ELIGIBILITY.—A State that is not receiving funds
18 under section 115 may compete for grant funds under this
19 subtitle if the State provides an assurance that the State
20 will, through the support of grant funds awarded under
21 this subtitle, meet the eligibility requirements of section
22 115 not later than 3 years after the date the State first
23 receives grant funds under this subtitle.

24 (c) GRANTS.—

1 (1) DURATION.—The Secretary shall award
2 grants to States under this subtitle for a period of
3 not more than 3 years and such grants shall not be
4 renewed.

5 (2) AUTHORITY TO SUBGRANT.—

6 (A) IN GENERAL.—A State receiving a
7 grant under this subtitle may use the grant
8 funds to make subgrants to eligible local enti-
9 ties (defined in section 112(7)) to carry out ac-
10 tivities under the grant.

11 (B) ELIGIBLE LOCAL ENTITIES.—An eligi-
12 ble local entity receiving a subgrant under sub-
13 paragraph (A) shall comply with the require-
14 ments for States receiving a grant under this
15 subtitle, as appropriate.

16 (d) APPLICATION.—

17 (1) IN GENERAL.—A State that desires to re-
18 ceive a grant under this subtitle shall submit an ap-
19 plication to the Secretary of Education at such time,
20 in such manner, and accompanied by such informa-
21 tion as the Secretary may reasonably require, includ-
22 ing a description of how the State plans to become
23 eligible for grants under section 115 by not later
24 than 3 years after the date the State first receives
25 grant funds under this subtitle.

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

6 (e) MATCHING REQUIREMENT.—

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

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

14 (A) cash; or

15 (B) an in-kind contribution.

16 (3) FINANCIAL HARDSHIP WAIVER.—The Sec-
17 retary may waive paragraph (1) or reduce the
18 amount of matching funds required under that para-
19 graph for a State that has submitted an application
20 for a grant under this subtitle if the State dem-
21 onstrates, in the application, a need for such a waiv-
22 er or reduction due to extreme financial hardship, as
23 determined by the Secretary of Education.

1 (f) AUTHORIZATION OF APPROPRIATIONS.—There
2 are authorized to be appropriated to carry out this sub-
3 title—

4 (1) \$750,000,000 for fiscal year 2014; and

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

7 **TITLE II—EARLY LEARNING**
8 **QUALITY PARTNERSHIPS**

9 **SEC. 201. PURPOSES.**

10 The purposes of this title are to—

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

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

17 (3) encourage the provision of comprehensive,
18 coordinated full-day services and supports for in-
19 fants and toddlers.

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

21 The Head Start Act is amended—

22 (1) by amending section 645A(e) (42 U.S.C.
23 9840a(e)) to read as follows:

24 “(e) SELECTION OF GRANT RECIPIENTS.—The Sec-
25 retary shall award grants under this section on a competi-

1 tive basis to applicants meeting the criteria in subsection
2 (d) (giving priority to entities with a record of providing
3 early, continuous, and comprehensive childhood develop-
4 ment and family services and entities that agree to partner
5 with a center-based or family child care provider to carry
6 out the activities described in section 645B).”; and

7 (2) by inserting after section 645A (42 U.S.C.
8 9840a) the following:

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

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

20 “(b) SELECTION OF GRANT RECIPIENTS.—

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

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

4 “(A) that propose to create strong align-
5 ment of programs with maternal, infant and
6 early childhood home visiting programs assisted
7 under section 511 of the Social Security Act
8 (42 U.S.C. 711), State-funded prekindergarten
9 programs, programs carried out under the
10 Child Care and Development Block Grant Act
11 of 1990 (42 U.S.C. 9858 et seq.), and other
12 programs supported under this Act, to create a
13 strong continuum of high-quality services for
14 children from birth to school entry; and

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

18 “(3) ALLOCATION.—

19 “(A) RESERVATION.—From funds appro-
20 priated to carry out this section, the Secretary
21 shall reserve—

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

1 “(ii) not less than 4.5 percent for mi-
2 grant and seasonal Head Start programs
3 that serve young children; and

4 “(iii) not less than .2 percent for pro-
5 grams funded under clause (iv) or (v) of
6 section 640(a)(2)(B).

7 “(B) ALLOCATION AMONG STATES.—The
8 Secretary shall allocate funds appropriated to
9 carry out this section and not reserved under
10 subparagraph (A) among the States proportion-
11 ally based on the number of young children
12 from families whose income is below the poverty
13 line residing in such States.

14 “(c) ELIGIBILITY OF CHILDREN.—

15 “(1) Partnerships formed through assistance
16 provided under this section may serve children
17 through age 3; and

18 “(2) the standards applied to children in sub-
19 section (a) shall be consistent with those applied to
20 3-year old children under this subchapter.

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

23 “(1) enter into a contractual relationship with
24 a center-based or family child care provider to raise
25 the quality of such provider’s programs so that the

1 provider meets the program performance standards
2 described in subsection (a) through activities that
3 may include—

4 “(A) expanding the center-based or family
5 child care provider’s programs through financial
6 support;

7 “(B) providing training, technical assist-
8 ance, and support to the provider in order to
9 help the provider meet the program perform-
10 ance standards, which may include supporting
11 program and partner staff in earning a child
12 development associate credential, associate’s de-
13 gree, or baccalaureate degree in early childhood
14 education or a closely related field for working
15 with infants and toddlers; and

16 “(C) blending funds received under the
17 Child Care and Development Block Grant of
18 1990 (42 U.S.C. 9858 et seq.) and the Early
19 Head Start program carried out under section
20 645A in order to provide high-quality child
21 care, for a full day, that meets the program
22 performance standards;

23 “(2) develop and implement a proposal to re-
24 cruit and enter into the contract with a center-based
25 or family child care provider, particularly a provider

1 that serves children who receive assistance under the
2 Child Care and Development Block Grant of 1990
3 (42 U.S.C. 9858 et seq.);

4 “(3) create a clear and realizable timeline to in-
5 crease the quality and capacity of a center-based or
6 family child care provider so that the provider meets
7 the program performance standards described in
8 subsection (a); and

9 “(4) align activities and services provided
10 through funding under this section with the Head
11 Start Child Outcomes Framework.

12 “(e) STANDARDS.—Prior to awarding grants under
13 this section, the Secretary shall establish standards to en-
14 sure that the responsibility and expectations of the Early
15 Head Start Agency and the partner child care providers
16 are clearly defined.

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

22 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
23 are authorized to be appropriated to carry out this sec-
24 tion—

25 “(1) \$1,430,376,000 for fiscal year 2014; and

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

3 **TITLE III—CHILD CARE**

4 **SEC. 301. STATE PLAN.**

5 (a) COORDINATION; MINIMUM ELIGIBILITY; SUPPLE-
6 MENT NOT SUPPLANT.—Section 658E(c)(2) of the Child
7 Care and Development Block Grant of 1990 (42 U.S.C.
8 9858c(c)(2)) is amended by adding at the end the fol-
9 lowing:

10 “(I) COORDINATION WITH OTHER FED-
11 ERAL BLOCK GRANTS.—Certify that the State
12 will develop and implement a process, not later
13 than 3 years after the date of enactment of the
14 Early Childhood Education Improvement Act of
15 2013, to ensure that the funding such State re-
16 ceives under the program of block grants for so-
17 cial services provided under subtitle A of title
18 XX of the Social Security Act (42 U.S.C. 1397
19 et seq.) and the Community Services Block
20 Grant Act (42 U.S.C. 9901 et seq.) that is used
21 for child care services is subject to the require-
22 ments and limitations of this subchapter.

23 “(J) MINIMUM ELIGIBILITY.—Demonstrate
24 that each child that receives assistance in ac-
25 cordance with this subchapter in the State will

1 receive such assistance for not less than 12
2 months (regardless of a change in family in-
3 come for the child’s family, if family income
4 does not exceed 85 percent of the State median
5 income for a family of the same size) before the
6 State redetermines the eligibility of the child
7 under this subchapter.

8 “(K) SUPPLEMENTING AND NOT SUP-
9 PLANTING CHILD CARE FUNDS.—Provide an as-
10 surance that funds received by the State to
11 carry out this subchapter shall be used to sup-
12 plement and not supplant other Federal, State,
13 and local public funds for child care services
14 and activities.”.

15 (b) ACTIVITIES TO IMPROVE THE QUALITY OF CHILD
16 CARE.—Section 658G of the Child Care and Development
17 Block Grant of 1990 (42 U.S.C. 9858e) is amended—

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

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

21 “(b) FORMULA GRANTS.—

22 “(1) IN GENERAL.—For fiscal years for which
23 the amount appropriated to carry out this sub-
24 chapter exceeds \$2,400,000,000, the Secretary may
25 reserve not less than \$100,000,000 for formula

1 grants to States, Indian tribes, and tribal organiza-
2 tions to improve the quality of child care programs
3 and services. Such funds may be used to—

4 “(A) support training, education, and
5 other professional development activities for
6 child care staff, which may include coaching,
7 mentoring, and other on-site training and tech-
8 nical assistance;

9 “(B) provide technical assistance to help
10 providers become licensed and comply with ap-
11 plicable licensing and regulatory requirements;

12 “(C) provide incentives for the child care
13 workforce linked to increased credential or de-
14 gree completion or the activities described in
15 subparagraph (A);

16 “(D) help programs meet applicable health
17 and safety standards; and

18 “(E) provide technical assistance to help
19 providers implement nutrition, physical activity,
20 or obesity prevention programs.

21 “(2) COORDINATION.—A State, Indian tribe, or
22 tribal organization that receives a grant under this
23 section shall coordinate with a State Advisory Coun-
24 cil on Early Childhood Education and Care in co-
25 ordinating activities carried out under this sub-

1 section with other quality-related activities directed
2 toward child care programs.

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

7 “(A) to areas with significant concentra-
8 tions of poverty and unemployment and that
9 lack access to high-quality child care, including
10 high-quality early childhood education pro-
11 grams; or

12 “(B) for otherwise underserved popu-
13 lations, such as children with disabilities (as de-
14 fined in section 602 of the Individuals with Dis-
15 abilities Education Act (20 U.S.C. 1401)),
16 homeless children, and children who are dual
17 language learners (as such term is defined in
18 section 112 of the Early Childhood Education
19 Improvement Act of 2013).”.

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

24 “(c) DEMONSTRATION AND PILOT PROJECTS.—The
25 Secretary may, through grants or contracts, carry out

1 demonstration and pilot projects that are consistent with
2 the purposes of this subchapter and are designed to de-
3 velop and implement strategies and practices useful in
4 supporting the needs of low-income families in-need of, or
5 receiving, child care services. Such projects shall—

6 “(1) include the provision of direct services to
7 individuals;

8 “(2) be subject to measures of performance
9 based on indicators developed and prescribed by the
10 Secretary in consultation with—

11 “(A) individuals and organizations cur-
12 rently administering programs that receive sup-
13 port under this subchapter;

14 “(B) individuals of other relevant Federal
15 agencies and departments; and

16 “(C) individuals in relevant academic dis-
17 ciplines; and

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

19 **SEC. 302. AUTHORIZATION OF APPROPRIATIONS.**

20 Section 658B of the Child Care and Development
21 Block Grant Act of 1990 (42 U.S.C. 9858) is amended
22 to read as follows:

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

24 “There are authorized to be appropriated to carry out
25 this subchapter—

1 “(1) \$2,478,313,000 for fiscal year 2014; and
2 “(2) such sums as may be necessary for each
3 of fiscal years 2015 through 2023.”.

4 **TITLE IV—MATERNAL, INFANT,**
5 **AND EARLY CHILDHOOD**
6 **HOME VISITING PROGRAM**

7 **SEC. 401. SENSE OF THE HOUSE OF REPRESENTATIVES.**

8 It is the sense of the House of Representatives that—

9 (1) from the prenatal period to the first day of
10 kindergarten, children’s development rapidly pro-
11 gresses at a pace exceeding that of any subsequent
12 stage of life;

13 (2) as reported by the National Academy of
14 Sciences in 2001, striking disparities exist in what
15 children know and can do that are evident well be-
16 fore they enter kindergarten; these differences are
17 strongly associated with social and economic cir-
18 cumstances, and they are predictive of subsequent
19 academic performance;

20 (3) research has consistently demonstrated that
21 investments in high-quality programs that serve in-
22 fants and toddlers better positions those children for
23 success in elementary, secondary, and postsecondary
24 education as well as helping children develop the

1 critical physical, emotional, social, and cognitive
2 skills that they will need for the rest of their lives;

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

8 (5) the Maternal, Infant, and Early Childhood
9 Home Visiting (MIECHV) program was authorized
10 by Congress to facilitate collaboration and partner-
11 ship at the Federal, State, and community levels to
12 improve health and development outcomes for at-risk
13 children, including those from low-income families,
14 through evidence-based home visiting programs;

15 (6) MIECHV is an evidence-based policy initia-
16 tive and its authorizing legislation requires that at
17 least 75 percent of funds dedicated to the program
18 must support programs to implement evidence-based
19 home visiting models, which includes the home-based
20 model of Early Head Start; and

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

- 1 (A) promote maternal, infant, and child
2 health;
- 3 (B) improve school readiness and achieve-
4 ment;
- 5 (C) prevent potential child abuse or neglect
6 and injuries;
- 7 (D) support family economic self-suffi-
8 ciency;
- 9 (E) reduce crime or domestic violence; and
- 10 (F) improve coordination or referrals for
11 community resources and supports.