

113TH CONGRESS
1ST SESSION

H. R. 3461

To support early learning.

IN THE HOUSE OF REPRESENTATIVES

NOVEMBER 13, 2013

Mr. GEORGE MILLER of California (for himself and Mr. HANNA) introduced the following bill; which was referred to the Committee on Education and the Workforce

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 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
 10 programs for all children from low-income and mod-

1 erate-income families to ensure that they enter kin-
2 dergarten prepared for success;

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

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

9 **SEC. 112. DEFINITIONS.**

10 In this subtitle:

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

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

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

23 (i) organizes information about the
24 process and context of young children’s
25 learning and development to help early

1 childhood educators make informed in-
2 structional and programmatic decisions;
3 and

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

7 (B) includes, at a minimum—

8 (i) child screening measures;

9 (ii) child formative assessments;

10 (iii) measures of environmental qual-
11 ity; and

12 (iv) measures of the quality of adult-
13 child interactions.

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

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

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

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

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

8 (A) a local educational agency, including—

9 (i) a charter school or a charter man-
10 agement organization that acts as a local
11 educational agency; or

12 (ii) an educational service agency in
13 partnership with a local educational agen-
14 cy;

15 (B) an entity that carries out an early
16 childhood education program; or

17 (C) a consortium of entities described in
18 subparagraph (A) or (B).

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

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

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

24 (9) HIGH-QUALITY PREKINDERGARTEN PRO-
25 GRAM.—The term “high-quality prekindergarten

1 program” means a prekindergarten program sup-
2 ported by an eligible local entity that includes, at a
3 minimum, the following elements based on nationally
4 recognized standards:

5 (A) Serves children who—

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

10 (ii) have attained the legal age for
11 State-funded prekindergarten.

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

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

20 (ii) The teacher—

21 (I) has a bachelor’s degree in any
22 field;

23 (II) has demonstrated knowledge
24 of early childhood education by pass-

1 ing a State-approved assessment in
2 early childhood education;

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

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

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

19 (C) Maintains an evidence-based maximum
20 class size.

21 (D) Maintains an evidence-based child to
22 instructional staff ratio.

23 (E) Offers a full-day program.

24 (F) Provides developmentally appropriate,
25 evidence-based curricula and learning environ-

1 ments that are aligned with the State’s early
2 learning and development standards described
3 in section 115(1).

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

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

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

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

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

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

1 promulgated by the Department of Agri-
2 culture as well as regular, age-appropriate,
3 nutrition education for children and their
4 families;

5 (iv) programs coordinated with local
6 educational agencies and entities providing
7 programs authorized under section 619
8 and part C of the Individuals with Disabil-
9 ities Education Act (20 U.S.C. 1419 and
10 1431 et seq.);

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

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

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

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

1 assistants by individuals trained in such obser-
2 vation.

3 (K) Meets the education performance
4 standards in effect under section 641A(a)(1)(B)
5 of the Head Start Act (42 U.S.C.
6 9836a(a)(1)(B)).

7 (L) Maintains evidence-based health and
8 safety standards.

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

11 (11) HOMELESS CHILD.—The term “homeless
12 child” means a child or youth described in section
13 725(2) of the McKinney-Vento Homeless Assistance
14 Act (42 U.S.C. 11434a(2)).

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

19 (13) INDIAN TRIBE; TRIBAL ORGANIZATION.—
20 The terms “Indian tribe” and “tribal organization”
21 have the meanings given the terms in 658P of the
22 Child Care and Development Block Grant of 1990
23 (42 U.S.C. 9858n).

24 (14) LIMITED ENGLISH PROFICIENT.—The
25 term “limited English proficient” has the meaning

1 given the term in section 637 of the Head Start Act
2 (42 U.S.C. 9832).

3 (15) LOCAL EDUCATIONAL AGENCY; STATE
4 EDUCATIONAL AGENCY; EDUCATIONAL SERVICE
5 AGENCY.—The terms “local educational agency”,
6 “State educational agency”, and “educational service
7 agency” have the meanings given the terms in sec-
8 tion 9101 of the Elementary and Secondary Edu-
9 cation Act of 1965 (20 U.S.C. 7801).

10 (16) MIGRATORY CHILD.—The term “migratory
11 child” has the meaning given the term in section
12 1309 of the Elementary and Secondary Education
13 Act of 1965 (20 U.S.C. 6399).

14 (17) OUTLYING AREA.—The term “outlying
15 area” means each of the United States Virgin Is-
16 lands, Guam, American Samoa, the Commonwealth
17 of the Northern Mariana Islands, and the Republic
18 of Palau.

19 (18) POVERTY LINE.—The term “poverty line”
20 means the official poverty line (as defined by the Of-
21 fice of Management and Budget)—

22 (A) adjusted to reflect the percentage
23 change in the Consumer Price Index for All
24 Urban Consumers published by the Bureau of
25 Labor Statistics of the Department of Labor

1 for the most recent 12-month period or other
2 interval for which the data are available; and

3 (B) applicable to a family of the size in-
4 volved.

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

9 (20) SECRETARY.—The term “Secretary”
10 means the Secretary of Education.

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

15 (22) STATE ADVISORY COUNCIL ON EARLY
16 CHILDHOOD EDUCATION AND CARE.—The term
17 “State Advisory Council on Early Childhood Edu-
18 cation and Care” means the State Advisory Council
19 on Early Childhood Education and Care established
20 under section 642B(b) of the Head Start Act (42
21 U.S.C. 9837b(b)).

22 **SEC. 113. PROGRAM AUTHORIZATION.**

23 From amounts made available to carry out this sub-
24 title, the Secretary, in consultation with the Secretary of
25 Health and Human Services, shall award grants to States

1 to implement high-quality prekindergarten programs, con-
2 sistent with the purposes of this subtitle described in sec-
3 tion 111. For each fiscal year, the funds provided under
4 a grant by a State shall equal the allotment determined
5 for the State under section 114.

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

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

10 (1) reserve not less than 1 percent and not
11 more than 2 percent for payments to Indian tribes
12 and tribal organizations;

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

18 (3) reserve $\frac{1}{2}$ of 1 percent for eligible local en-
19 tities that serve children in families who are engaged
20 in migrant or seasonal agricultural labor; and

21 (4) reserve not more than 1 percent or
22 \$30,000,000, whichever amount is less, for national
23 activities, including administration, technical assist-
24 ance, and evaluation.

25 (b) ALLOTMENTS.—

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

7 (2) ALLOTMENT AMOUNT.—

8 (A) IN GENERAL.—Subject to subpara-
9 graph (B), the Secretary shall allot the amount
10 made available under paragraph (1) for a fiscal
11 year among the States in proportion to the
12 number of children who are age 4 who reside
13 within the State and are from families with in-
14 comes at or below 200 percent of the poverty
15 line for the most recent year for which satisfac-
16 tory data are available, compared to the num-
17 ber of such children who reside in all such
18 States for that fiscal year.

19 (B) MINIMUM ALLOTMENT AMOUNT.—No
20 State receiving an allotment under subpara-
21 graph (A) may receive less than $\frac{1}{2}$ of 1 percent
22 of the total amount allotted under such sub-
23 paragraph.

24 (3) REALLOTMENT AND CARRY OVER.—

1 (A) IN GENERAL.—If one or more States
2 do not receive an allotment under this sub-
3 section for any fiscal year, the Secretary may
4 use the amount of the allotment for that State
5 or States, in such amounts as the Secretary de-
6 termines appropriate, for either or both of the
7 following:

8 (i) To increase the allotments of
9 States with approved applications for the
10 fiscal year, consistent with subparagraph
11 (B).

12 (ii) To carry over the funds to the
13 next fiscal year.

14 (B) REALLOTMENT.—In increasing allot-
15 ments under subparagraph (A)(i), the Secretary
16 shall allot to each State with an approved appli-
17 cation an amount that bears the same relation-
18 ship to the total amount to be allotted under
19 subparagraph (A)(i), as the amount the State
20 received under paragraph (2) for that fiscal
21 year bears to the amount that all States re-
22 ceived under paragraph (2) for that fiscal year.

23 (4) STATE.—For purposes of this subsection,
24 the term “State” means each of the 50 States, the

1 District of Columbia, and the Commonwealth of
2 Puerto Rico.

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

10 **SEC. 115. STATE ELIGIBILITY CRITERIA.**

11 A State is eligible to receive a grant under this sub-
12 title if the State demonstrates to the Secretary that the
13 State—

14 (1) has established or will establish early learn-
15 ing and development standards that describe what
16 children from birth to kindergarten entry should
17 know and be able to do, are universally designed and
18 developmentally, culturally, and linguistically appro-
19 priate, are aligned with the State’s challenging aca-
20 demic content standards and challenging student
21 academic achievement standards, as adopted under
22 section 1111(b)(1) of the Elementary and Secondary
23 Education Act of 1965 (20 U.S.C. 6311(b)(1)), and
24 cover the essential domains of school readiness,
25 which address—

1 (A) physical well-being and motor develop-
2 ment;

3 (B) social and emotional development;

4 (C) approaches to learning, including cre-
5 ative arts expression;

6 (D) developmentally appropriate oral and
7 written language and literacy development; and

8 (E) cognition and general knowledge, in-
9 cluding early mathematics and early scientific
10 development;

11 (2) has the ability or will develop the ability to
12 link prekindergarten data with its elementary school
13 and secondary school data for the purpose of col-
14 lecting longitudinal information for all children par-
15 ticipating in the State's high-quality prekindergarten
16 program and any other Federally-funded early child-
17 hood program that will remain with the child
18 through the child's public education through grade
19 12;

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

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

1 **SEC. 116. STATE APPLICATIONS.**

2 (a) IN GENERAL.—To receive a grant under this sub-
3 title, the Governor of a State, in consultation with the In-
4 dian tribes and tribal organizations in the State, if any,
5 shall submit an application to the Secretary at such time,
6 in such manner, and containing such information as the
7 Secretary may reasonably require. At a minimum, each
8 such application shall include—

9 (1) an assurance that the State—

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

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

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

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

7 (A) use funds received under this subtitle
8 and the State's matching funds to provide high-
9 quality prekindergarten programs, in accord-
10 ance with section 117(d), with open enrollment
11 for all children in the State who—

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

13 and

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

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

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

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

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

13 (E) develop, implement, and make publicly
14 available the performance measures and targets
15 described in section 119;

16 (F) increase the number of teachers with
17 bachelor's degrees in early childhood education,
18 or with bachelor's degrees in another closely re-
19 lated field and specialized training in early
20 childhood education, including how institutions
21 of higher education will support increasing the
22 number of teachers with such degrees and
23 training, including through the use of assess-
24 ments of prior learning, knowledge, and skills

1 to facilitate and expedite attainment of such de-
2 grees;

3 (G) coordinate and integrate the activities
4 funded under this subtitle with Federal, State,
5 and local services and programs that support
6 early childhood education and care, including
7 programs supported under this subtitle, the El-
8 elementary and Secondary Education Act of 1965
9 (20 U.S.C. 6301 et seq.), the Individuals with
10 Disabilities Education Act (20 U.S.C. 1400 et
11 seq.), the Head Start Act (42 U.S.C. 9831 et
12 seq.), the Community Services Block Grant Act
13 (42 U.S.C. 9901 et seq.), the Child Care and
14 Development Block Grant Act of 1990 (42
15 U.S.C. 9858 et seq.), the temporary assistance
16 for needy families program under part A of title
17 IV of the Social Security Act (42 U.S.C. 601 et
18 seq.), the State incentive grant program under
19 section 14006 of the American Recovery and
20 Reinvestment Act of 2009 (Public Law 111-5),
21 Federally funded early literacy programs, the
22 maternal, infant, and early childhood home vis-
23 iting programs funded under section 511 of the
24 Social Security Act (42 U.S.C. 711), health im-
25 provements to child care funded under title

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

15 (H) award subgrants to eligible local enti-
16 ties, and in awarding such subgrants, facilitate
17 a delivery system of high-quality prekind-
18 garten programs that includes diverse pro-
19 viders, such as providers in community-based,
20 public school, and private settings, and consider
21 the system’s impact on options for families;

22 (I) in the case of a State that does not
23 have a funding mechanism for subgranting
24 funds to implement high-quality prekind-
25 garten, use objective criteria in awarding sub-

1 grants to eligible local entities that will imple-
2 ment high-quality prekindergarten programs,
3 including actions the State will take to ensure
4 that eligible local entities will coordinate with
5 local educational agencies or other early learn-
6 ing providers, as appropriate, to carry out ac-
7 tivities to provide children served under this
8 subtitle with a successful transition from pre-
9 school into kindergarten, which activities shall
10 include—

11 (i) aligning curricular objectives and
12 instruction;

13 (ii) providing staff professional devel-
14 opment, including opportunities for joint-
15 professional development on early learning
16 and kindergarten through grade 3 stand-
17 ards, assessments, and curricula;

18 (iii) coordinating family engagement
19 and support services; and

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

22 (J) use the State early learning and devel-
23 opment standards described in section 115(1)
24 to address the needs of dual language learners,

1 including by incorporating benchmarks related
2 to English language development;

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

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

18 (M) ensure that the higher education pro-
19 grams in the State have the capacity to prepare
20 a workforce to provide high-quality prekind-
21 garten programs;

22 (N) support workforce development, in-
23 cluding State and local policies that support
24 prekindergarten instructional staff's ability to
25 earn a degree, certification, or other specializa-

1 tions or qualifications, including policies on
2 leave, substitutes, and child care services, in-
3 cluding non-traditional hour child care;

4 (O) hold eligible local entities accountable
5 for use of funds;

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

14 (Q) increase the number of children in the
15 State who are enrolled in high-quality kinder-
16 garten programs and carry out a strategy to
17 implement such a plan;

18 (R) coordinate the State's activities sup-
19 ported by grants under this subtitle with activi-
20 ties in State plans required under the Elemen-
21 tary and Secondary Education Act of 1965 (20
22 U.S.C. 6301 et seq.), the Individuals with Dis-
23 abilities Education Act (20 U.S.C. 1400 et
24 seq.), the Head Start Act (42 U.S.C. 9831 et
25 seq.), the Child Care and Development Block

1 Grant Act of 1990 (42 U.S.C. 9858 et seq.),
2 and the Adult Education and Family Literacy
3 Act (20 U.S.C. 9201 et seq.);

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

13 (T) work with eligible local entities, in con-
14 sultation with elementary school principals, to
15 ensure that high-quality prekindergarten pro-
16 grams have sufficient facilities to meet the
17 needs of children eligible for prekindergarten;

18 (U) support local early childhood coordi-
19 nating entities, such as local early childhood
20 councils, if applicable, and help such entities to
21 coordinate early childhood education programs
22 with high-quality prekindergarten programs to
23 ensure effective and efficient delivery of early
24 childhood education program services;

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

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

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

20 (A) certification programs;

21 (B) associate degree programs;

22 (C) baccalaureate degree programs

23 (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.

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, not more
17 than the first 4 years such State receives such a
18 grant, not more than 20 percent of the grant funds
19 for quality improvement activities if such activities
20 support the elements of high-quality prekindergarten
21 programs. Such quality improvement activities may
22 include supporting teachers and principals in a
23 State's high-quality prekindergarten program, li-
24 censed or regulated child care, or Head Start pro-
25 grams to enable such teachers to earn a bacca-

1 laureate degree in early childhood education, or
2 closely-related field, through activities which may in-
3 clude—

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

9 (B) providing ongoing professional develop-
10 ment opportunities, including regular in-class-
11 room observation by individuals trained in such
12 observation, for such teachers, principals, and
13 teachers assistants to enable such teachers,
14 principals, and teachers assistants to carry out
15 the elements of high-quality prekindergarten
16 programs, which may include activities that ad-
17 dress—

18 (i) promoting children’s development
19 across the essential domains of early learn-
20 ing and development;

21 (ii) developmentally appropriate teach-
22 er-child interaction;

23 (iii) effective family engagement;

24 (iv) providing culturally competent in-
25 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; and

6 (vii) supporting the implementation of
7 evidence-based curricula.

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

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

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

20 (b) SUBGRANTS FOR HIGH-QUALITY PREKINDER-
21 GARTEN PROGRAMS.—A State that receives a grant under
22 this subtitle shall award subgrants of sufficient size to eli-
23 gible local entities to enable such eligible local entities to
24 implement high-quality prekindergarten programs for chil-
25 dren who—

- 1 (1) are described in section 112(9)(A);
- 2 (2) reside within the State; and
- 3 (3) are from families with incomes at or below
- 4 200 percent of the poverty line.

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

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

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

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

8 (A) designate a lead agency which shall ad-
9 minister such funds;

10 (B) ensure that such lead agency, in co-
11 ordination with the State’s Advisory Council on
12 Early Childhood Education and Care, will col-
13 laborate with other agencies in administering
14 programs supported under this subsection for
15 infants and toddlers in order to obtain input
16 about the appropriate use of such funds and en-
17 sure coordination with programs for infants and
18 toddlers funded under the Child Care and De-
19 velopment Block Grant Act of 1990 (42 U.S.C.
20 9858 et seq.), the Head Start Act (42 U.S.C.
21 9831 et seq.) (including any Early Learning
22 Quality Partnerships established in the State
23 under section 645B of the Head Start Act, as
24 added by section 202), the Race to the Top and
25 Early Learning Challenge program under sec-

1 tion 14006 of Public Law 111–5 (123 Stat.
2 283), the maternal, infant, and early childhood
3 home visiting programs funded under section
4 511 of the Social Security Act (42 U.S.C. 711),
5 and part C of the Individuals with Disabilities
6 Education Act (20 U.S.C. 1431 et seq.);

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

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

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

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

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

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

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

18 (ii) high quality, demonstrated, valid,
19 and reliable program standards that have
20 been established through a national entity
21 that accredits early childhood education
22 programs.

23 (4) FEDERAL ADMINISTRATION.—

24 (A) IN GENERAL.—The Secretary of Edu-
25 cation shall bear responsibility for obligating

1 and disbursing funds to support activities under
2 this subsection and ensuring compliance with
3 applicable laws and administrative require-
4 ments, subject to paragraph (3).

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

16 (C) APPROPRIATE SECRETARY.—In this
17 subsection, the term “appropriate Secretary”
18 used with respect to a function, means the Sec-
19 retary designated for that function under the
20 interagency agreement.

21 **SEC. 118. ADDITIONAL PREKINDERGARTEN SERVICES.**

22 (a) PREKINDERGARTEN FOR 3-YEAR OLDS.—Each
23 State that certifies to the Secretary that the State pro-
24 vides universally available, voluntary, high-quality pre-
25 kindergarten programs for 4-year old children who reside

1 within the State and are from families with incomes at
2 or below 200 percent of the poverty line may use the
3 State's allocation under section 114(b) to provide high-
4 quality prekindergarten programs for 3-year old children
5 who reside within the State and are from families with
6 incomes at or below 200 percent of the poverty line.

7 (b) SUBGRANTS.—In each State that has a city,
8 county, or local educational agency that provides univer-
9 sally available high-quality prekindergarten programs for
10 4-year old children who reside within the State and are
11 from families with incomes at or below 200 percent of the
12 poverty line the State may use amounts from the State's
13 allocation under section 114(b) to award subgrants to eli-
14 gible local entities to enable such eligible local entities to
15 provide high-quality prekindergarten programs for 3-year
16 old children who are from families with incomes at or
17 below 200 percent of the poverty line and who reside in
18 such city, county or local educational agency.

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

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

1 (1) increasing school readiness across all do-
2 mains for all categories of children, as described in
3 section 123(b)(7), including children with disabilities
4 and dual language learners;

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

9 (3) decreasing placement for children in ele-
10 mentary school in special education programs and
11 services as described in part B of the Individuals
12 with Disabilities Education Act (20 U.S.C. 1411 et
13 seq.);

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

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

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

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

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

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

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

13 **SEC. 120. MATCHING REQUIREMENTS.**

14 (a) MATCHING FUNDS.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11 (i) age 4 on the eligibility determination
12 date; and

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

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

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

22 (c) NON-FEDERAL RESOURCES.—

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

1 (2) FUNDS TO BE CONSIDERED AS MATCHING
2 FUNDS.—A State may include, as part of the State’s
3 matching funds under this section, not more than 10
4 percent of the amount of State funds designated for
5 State prekindergarten programs or to supplement
6 Head Start programs under the Head Start Act (42
7 U.S.C. 9831 et seq.) as of the date of enactment of
8 this Act, but may not include any funds that are at-
9 tributed as matching funds, as part of a non-Federal
10 share, or as a maintenance of effort requirement, for
11 any other Federal program.

12 (d) MAINTENANCE OF EFFORT.—

13 (1) IN GENERAL.—If a State reduces its com-
14 bined fiscal effort per student or the aggregate ex-
15 penditures within the State to support early child-
16 hood education programs for any fiscal year that a
17 State receives a grant authorized under this subtitle
18 relative to the previous fiscal year, the Secretary
19 shall reduce support for such State under this sub-
20 title by the same amount as the decline in State and
21 local effort for such fiscal year.

22 (2) WAIVER.—The Secretary may waive the re-
23 quirements of paragraph (1) if—

24 (A) the Secretary determines that a waiver
25 would be appropriate due to a precipitous de-

1 cline in the financial resources of a State as a
2 result of unforeseen economic hardship or a
3 natural disaster that has necessitated across-
4 the-board reductions in State services, including
5 early childhood education programs; or

6 (B) due to the circumstances of a State re-
7 quiring reductions in specific programs, includ-
8 ing early childhood education, if the State pre-
9 sents to the Secretary a justification and dem-
10 onstration why other programs could not be re-
11 duced and how early childhood programs in the
12 State will not be disproportionately harmed by
13 such State action.

14 (e) SUPPLEMENT NOT SUPPLANT.—Grant funds re-
15 ceived under this title shall be used to supplement and
16 not supplant other Federal, State, and local public funds
17 expended on public prekindergarten programs in the
18 State.

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

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

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

3 (1) PARENT AND FAMILY ENGAGEMENT.—A de-
4 scription of how the eligible local entity plans to en-
5 gage the parents and families of the children such
6 entity serves and ensure that parents and families of
7 eligible children are aware of the services provided
8 by the eligible local entity, which shall include a plan
9 to—

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

21 (i) provide parents and family mem-
22 bers with the skills and opportunities nec-
23 essary to become full partners in their chil-
24 dren’s education, particularly the families

1 of dual language learners and children
2 with disabilities;

3 (ii) improve child development; and

4 (iii) strengthen relationships among
5 prekindergarten staff and parents and
6 family members; and

7 (B) perform community outreach to en-
8 courage families with eligible children to partici-
9 pate in the eligible local entity's high-quality
10 prekindergarten program, including—

11 (i) homeless children;

12 (ii) dual language learners;

13 (iii) children in foster care;

14 (iv) children with disabilities; and

15 (v) migrant children.

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

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

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

1 (ii) local educational agencies, if the
2 eligible local entity is not a local edu-
3 cational agency;

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

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

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

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

20 (C) develop a plan to promote continuity of
21 developmentally appropriate instructional pro-
22 grams and shared expectations with local ele-
23 mentary schools for children's learning and de-
24 velopment as children transition to kinder-
25 garten;

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

5 (E) establish comprehensive transition poli-
6 cies and procedures, with applicable elementary
7 schools and principals, for the children served
8 by the eligible local entity that support the
9 school readiness of children transitioning to kin-
10 dergarten;

11 (F) conduct outreach to parents, families,
12 and elementary school teachers and principals
13 to discuss the educational, developmental, and
14 other needs of 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 procedures for pro-
19 viding necessary early intervening services to
20 children with disabilities prior to an eligibility
21 determination by the State or local agency re-
22 sponsible for providing services under section
23 619 or part C of the Individuals with Disabil-
24 ities Education Act (20 U.S.C. 1419 and 1431
25 et seq.);

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

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

10 (E) ensure access to and continuity of en-
11 rollment in high-quality prekindergarten pro-
12 grams for migratory children, if applicable, and
13 homeless children, including through policies
14 and procedures that require—

15 (i) outreach to identify migratory chil-
16 dren and homeless children;

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

23 (iii) continuous enrollment and par-
24 ticipation in the same high-quality pre-
25 kindergarten program for a child, even if

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

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

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

18 (4) ACCESSIBLE COMPREHENSIVE SERVICES.—

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

24 (A) conduct a data-driven community as-
25 sessment in coordination with members of the

1 community, including parents and community
2 organizations, or use a recently conducted data-
3 driven assessment, which—

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

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

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

22 (5) WORKFORCE.—A description of how the eli-
23 gible local entity plans to support the instructional
24 staff of such entity's high-quality prekindergarten
25 program, which shall, at a minimum, include a plan

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

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

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

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

23 (D) enabling high-quality prekindergarten
24 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 section 117(b) shall use subgrant
20 funds to implement the elements of a high-quality pre-
21 kindergarten program for the children described in section
22 117(b).

23 (b) COORDINATION.—

24 (1) LOCAL EDUCATIONAL AGENCY PARTNER-
25 SHIPS WITH LOCAL EARLY CHILDHOOD EDUCATION

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

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

14 **SEC. 123. REPORT AND EVALUATION.**

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

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

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

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

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

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

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

14 (3) an evaluation of the State’s progress toward
15 achieving the State’s performance targets, described
16 in section 119;

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

1 the period of the grant and remained in the early
2 childhood education program field;

3 (5) data on the kindergarten readiness of chil-
4 dren in the State;

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

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

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

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

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

23 (11) information, for each of the local edu-
24 cational agencies described in paragraph (10), on
25 the percentage of the costs of the public early child-

1 hood education programs that is funded from Fed-
2 eral, from State, and from local sources, including
3 the percentages from specific funding programs;

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

11 (A) for a full-day; and

12 (B) at no cost to families; and

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

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

23 (d) COOPERATION.—An eligible local entity that re-
24 ceives a subgrant under this subtitle shall cooperate with

1 all Federal and State efforts to evaluate the effectiveness
2 of the program the entity implements with subgrant funds.

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

8 **SEC. 124. PROHIBITION OF REQUIRED PARTICIPATION OR**
9 **USE OF FUNDS FOR ASSESSMENTS.**

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

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

20 (1) An assessment that provides rewards or
21 sanctions for individual children, teachers, or prin-
22 cipals.

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

1 (3) Evaluating children, other than for the pur-
2 poses of—

3 (A) improving instruction or the classroom
4 environment;

5 (B) targeting professional development;

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

8 (D) program evaluation for the purposes of
9 program improvement and parent information;
10 and

11 (E) improving parent and family engage-
12 ment.

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

14 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—

15 Not later than 1 year after the date of enactment of this
16 Act, the Secretary and the Secretary of Health and
17 Human Services shall develop a process—

18 (1) for use in the event that Head Start pro-
19 grams funded under the Head Start Act (42 U.S.C.
20 9831 et seq.) operate in States or regions that have
21 achieved sustained universal, voluntary access to 4-
22 year old children who reside within the State and
23 who are from families with incomes at or below 200
24 percent of the poverty line to high-quality prekindergarten
25 programs; and

1 (2) for how such Head Start programs will
2 begin converting slots for children who are age 4 on
3 the eligibility determination date to children who are
4 age 3 on the eligibility determination date, or, when
5 appropriate, converting Head Start Programs into
6 Early Head Start programs to serve infants and tod-
7 dlers.

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

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

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

20 (c) PUBLIC COMMENT AND NOTICE.—Not fewer than
21 90 days after the development of the proposed process de-
22 scribed in subsection (a), the Secretary and the Secretary
23 of Health and Human Services shall publish a notice de-
24 scribing such proposed process for conversion in the Fed-
25 eral Register providing at least 90 days for public com-

1 ment. The Secretaries shall review and consider public
2 comments prior to finalizing the process for conversion of
3 Head Start slots and programs.

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

17 **SEC. 126. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**
18 **TRATION.**

19 In providing technical assistance to carry out activi-
20 ties under this title, the Secretary shall coordinate that
21 technical assistance, in appropriate cases, with technical
22 assistance provided by the Secretary of Health and
23 Human Services to carry out the programs authorized
24 under the Head Start Act (42 U.S.C. 9831 et seq.), the
25 Child Care and Development Block Grant Act of 1990 (42

1 U.S.C. 9858 et seq.), and the maternal, infant and early
2 childhood home visiting programs assisted under section
3 511 of the Social Security Act (42 U.S.C. 711).

4 **SEC. 127. AUTHORIZATION OF APPROPRIATIONS.**

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

7 (1) \$1,300,000,000 for fiscal year 2014;

8 (2) 3,250,000,000 for fiscal year 2015;

9 (3) \$5,780,000,000 for fiscal year 2016;

10 (4) \$7,580,000,000 for fiscal year 2017;

11 (5) \$8,960,000,000 for fiscal year 2018; and

12 (6) such sums as may be necessary for each of
13 fiscal years 2019 through 2023.

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

16 **SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.**

17 (a) IN GENERAL.—From the amounts appropriated
18 under subsection (f), the Secretary of Education, in con-
19 sultation with the Secretary of Health and Human Serv-
20 ices, shall award competitive grants to States that wish
21 to increase the capacity and build the infrastructure with-
22 in the State to offer high-quality prekindergarten pro-
23 grams.

24 (b) ELIGIBILITY.—A State that is not receiving funds
25 under section 115 may compete for grant funds under this

1 subtitle if the State provides an assurance that the State
2 will, through the support of grant funds awarded under
3 this subtitle, meet the eligibility requirements of section
4 115 not later than 3 years after the date the State first
5 receives grant funds under this subtitle.

6 (c) GRANTS.—

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

11 (2) AUTHORITY TO SUBGRANT.—

12 (A) IN GENERAL.—A State receiving a
13 grant under this subtitle may use the grant
14 funds to make subgrants to eligible local enti-
15 ties (defined in section 112(7)) to carry out ac-
16 tivities under the grant.

17 (B) ELIGIBLE LOCAL ENTITIES.—An eligi-
18 ble local entity receiving a subgrant under sub-
19 paragraph (A) shall comply with the require-
20 ments for States receiving a grant under this
21 subtitle, as appropriate.

22 (d) APPLICATION.—

23 (1) IN GENERAL.—A Governor of a State that
24 desires to receive a grant under this subtitle shall
25 submit an application to the Secretary of Education

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

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

13 (e) MATCHING REQUIREMENT.—

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

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

21 (A) cash; or

22 (B) an in-kind contribution.

23 (3) FINANCIAL HARDSHIP WAIVER.—The Sec-
24 retary may waive paragraph (1) or reduce the
25 amount of matching funds required under that para-

1 graph for a State that has submitted an application
2 for a grant under this subtitle if the State dem-
3 onstrates, in the application, a need for such a waiv-
4 er or reduction due to extreme financial hardship, as
5 determined by the Secretary of Education.

6 (f) AUTHORIZATION OF APPROPRIATIONS.—There
7 are authorized to be appropriated to carry out this sub-
8 title—

9 (1) \$750,000,000 for fiscal year 2014; and

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

12 **TITLE II—EARLY LEARNING** 13 **QUALITY PARTNERSHIPS**

14 **SEC. 201. PURPOSES.**

15 The purposes of this title are to—

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

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

22 (3) encourage the provision of comprehensive,
23 coordinated full-day services and supports for in-
24 fants and toddlers.

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

2 The Head Start Act is amended—

3 (1) by amending section 645A(e) (42 U.S.C.
4 9840a(e)) to read as follows:

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

13 (2) by inserting after section 645A (42 U.S.C.
14 9840a) the following:

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

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

26 “(b) SELECTION OF GRANT RECIPIENTS.—

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

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

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

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

22 “(3) ALLOCATION.—

23 “(A) RESERVATION.—From funds appro-
24 priated to carry out this section, the Secretary
25 shall reserve—

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

4 “(ii) not less than 4.5 percent for mi-
5 grant and seasonal Head Start programs
6 that serve young children; and

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

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

17 “(c) ELIGIBILITY OF CHILDREN.—

18 “(1) Partnerships formed through assistance
19 provided under this section may serve children
20 through age 3; and

21 “(2) the standards applied to children in sub-
22 section (a) shall be consistent with those applied to
23 3-year old children under this subchapter.

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

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

7 “(A) expanding the center-based or family
8 child care provider’s programs through financial
9 support;

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

19 “(C) blending funds received under the
20 Child Care and Development Block Grant of
21 1990 (42 U.S.C. 9858 et seq.) and the Early
22 Head Start program carried out under section
23 645A in order to provide high-quality child
24 care, for a full day, that meets the program
25 performance standards;

1 “(2) develop and implement a proposal to re-
2 cruit and enter into the contract with a center-based
3 or family child care provider, particularly a provider
4 that serves children who receive assistance under the
5 Child Care and Development Block Grant of 1990
6 (42 U.S.C. 9858 et seq.);

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

12 “(4) align activities and services provided
13 through funding under this section with the Head
14 Start Child Outcomes Framework.

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

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

1 “(g) SURVEY OF EARLY HEAD START AGENCIES AND
2 REPORT TO CONGRESS.—Within one year of the effective
3 date of this section, the Secretary shall conduct a survey
4 of Early Head Start agencies to determine the extent of
5 barriers to entering into Early Learning Quality Partner-
6 ship agreements on Early Head Start agencies and on
7 child care providers, and submit this information, with
8 suggested steps to overcome such barriers, in a report to
9 the Committee on Education and Workforce of the House
10 of Representatives and the Committee on Health, Edu-
11 cation, Labor, and Pensions of the Senate, including a de-
12 tailed description of the degree to which Early Head Start
13 agencies are utilizing the funds provided.

14 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
15 are authorized to be appropriated to carry out this sec-
16 tion—

17 “(1) \$1,430,376,000 for fiscal year 2014; and

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

20 **TITLE III—CHILD CARE**

21 **SEC. 301. STATE PLAN.**

22 (a) COORDINATION; MINIMUM ELIGIBILITY; SUPPLE-
23 MENT NOT SUPPLANT.—Section 658E(c)(2) of the Child
24 Care and Development Block Grant of 1990 (42 U.S.C.

1 9858c(c)(2)) is amended by adding at the end the fol-
2 lowing:

3 “(I) COORDINATION WITH OTHER FED-
4 ERAL BLOCK GRANTS.—Certify that the State
5 will develop and implement a process, not later
6 than 3 years after the date of enactment of the
7 Strong Start for America’s Children Act of
8 2013, to ensure that the funding such State re-
9 ceives under the program of block grants for so-
10 cial services provided under subtitle A of title
11 XX of the Social Security Act (42 U.S.C. 1397
12 et seq.) and the Community Services Block
13 Grant Act (42 U.S.C. 9901 et seq.) that is used
14 for child care services is subject to the require-
15 ments and limitations of this subchapter.

16 “(J) MINIMUM ELIGIBILITY.—Demonstrate
17 that each child that receives assistance in ac-
18 cordance with this subchapter in the State will
19 receive such assistance for not less than 12
20 months (regardless of a change in family in-
21 come for the child’s family, if family income
22 does not exceed 85 percent of the State median
23 income for a family of the same size) before the
24 State redetermines the eligibility of the child
25 under this subchapter.

1 “(K) SUPPLEMENTING AND NOT SUP-
2 PLANTING CHILD CARE FUNDS.—Provide an as-
3 surance that funds received by the State to
4 carry out this subchapter shall be used to sup-
5 plement and not supplant other Federal, State,
6 and local public funds for child care services
7 and activities.”.

8 (b) ACTIVITIES TO IMPROVE THE QUALITY OF
9 CHILD CARE.—Section 658G of the Child Care and Devel-
10 opment Block Grant of 1990 (42 U.S.C. 9858e) is amend-
11 ed—

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

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

15 “(b) FORMULA GRANTS.—

16 “(1) IN GENERAL.—For fiscal years for which
17 the amount appropriated to carry out this sub-
18 chapter exceeds \$2,400,000,000, the Secretary may
19 reserve not less than \$100,000,000 for formula
20 grants to States, Indian tribes, and tribal organiza-
21 tions to improve the quality of child care programs
22 and services. Such funds may be used to—

23 “(A) support training, education, and
24 other professional development activities for
25 child care staff, which may include coaching,

1 mentoring, and other on-site training and tech-
2 nical assistance;

3 “(B) provide technical assistance to help
4 providers become licensed and comply with ap-
5 plicable licensing and regulatory requirements;

6 “(C) provide incentives for the child care
7 workforce linked to increased credential or de-
8 gree completion or the activities described in
9 subparagraph (A);

10 “(D) help programs meet applicable health
11 and safety standards; and

12 “(E) provide technical assistance to help
13 providers implement nutrition, physical activity,
14 or obesity prevention programs.

15 “(2) COORDINATION.—A State, Indian tribe, or
16 tribal organization that receives a grant under this
17 section shall coordinate with a State Advisory Coun-
18 cil on Early Childhood Education and Care in co-
19 ordinating activities carried out under this sub-
20 section with other quality-related activities directed
21 toward child care programs.

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

1 “(A) to areas with significant concentra-
2 tions of poverty and unemployment and that
3 lack access to high-quality child care, including
4 high-quality early childhood education pro-
5 grams; or

6 “(B) for otherwise underserved popu-
7 lations, such as children with disabilities (as de-
8 fined in section 602 of the Individuals with Dis-
9 abilities Education Act (20 U.S.C. 1401)),
10 homeless children, and children who are dual
11 language learners (as such term is defined in
12 section 112 of the Strong Start for America’s
13 Children Act of 2013).”.

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

18 “(c) DEMONSTRATION AND PILOT PROJECTS.—The
19 Secretary may, through grants or contracts, carry out
20 demonstration and pilot projects that are consistent with
21 the purposes of this subchapter and are designed to de-
22 velop and implement strategies and practices useful in
23 supporting the needs of low-income families in-need of, or
24 receiving, child care services. Such projects shall—

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

3 “(2) be subject to measures of performance
4 based on indicators developed and prescribed by the
5 Secretary in consultation with—

6 “(A) individuals and organizations cur-
7 rently administering programs that receive sup-
8 port under this subchapter;

9 “(B) individuals of other relevant Federal
10 agencies and departments; and

11 “(C) individuals in relevant academic dis-
12 ciplines; and

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

14 **SEC. 302. AUTHORIZATION OF APPROPRIATIONS.**

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

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

19 “There are authorized to be appropriated to carry out
20 this subchapter—

21 “(1) \$2,478,313,000 for fiscal year 2014; and

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

1 **TITLE IV—MATERNAL, INFANT,**
2 **AND EARLY CHILDHOOD**
3 **HOME VISITING PROGRAM**

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

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

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

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

17 (3) research has consistently demonstrated that
18 investments in high-quality programs that serve in-
19 fants and toddlers better positions those children for
20 success in elementary, secondary, and postsecondary
21 education as well as helping children develop the
22 critical physical, emotional, social, and cognitive
23 skills that they will need for the rest of their lives;

24 (4) in 2011, there were 11,000,000 infants and
25 toddlers living in the United States and 49 percent

1 of these children came from low-income families liv-
2 ing with incomes at or below 200 percent of the
3 Federal poverty guidelines;

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

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

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

21 (A) promote maternal, infant, and child
22 health;

23 (B) improve school readiness and achieve-
24 ment;

1 (C) prevent potential child abuse or neglect
2 and injuries;

3 (D) support family economic self-suffi-
4 ciency;

5 (E) reduce crime or domestic violence; and

6 (F) improve coordination or referrals for
7 community resources and supports.

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