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(Original Signature of Member)

113TH CONGRESS
1ST SESSION

H. R. _____

To support early learning.

IN THE HOUSE OF REPRESENTATIVES

Mr. GEORGE MILLER of California (for himself and Mr. HANNA) 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 “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—

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

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

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

12 **SEC. 112. DEFINITIONS.**

13 In this subtitle:

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

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

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

1 (i) organizes information about the
2 process and context of young children’s
3 learning and development to help early
4 childhood educators make informed in-
5 structional and programmatic decisions;
6 and

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

10 (B) includes, at a minimum—

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

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

20 (4) EARLY CHILDHOOD EDUCATION PRO-
21 GRAM.—The term “early childhood education pro-
22 gram” has the meaning given the term under section
23 103 of the Higher Education Act of 1965 (20
24 U.S.C. 1003).

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

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

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

12 (A) a local educational agency, including—

13 (i) a charter school or a charter man-
14 agement organization that acts as a local
15 educational agency; or

16 (ii) an educational service agency in
17 partnership with a local educational agen-
18 cy;

19 (B) an entity that carries out an early
20 childhood education program; or

21 (C) a consortium of entities described in
22 subparagraph (A) or (B).

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

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

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

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

10 (A) Serves children who—

11 (i) are age 4 or children who are age
12 3 or 4, by the eligibility determination date
13 (including children who turn age 5 while
14 attending the program); or

15 (ii) have attained the legal age for
16 State-funded prekindergarten.

17 (B) Requires high-qualifications for staff,
18 including that teachers meet the requirements
19 of 1 of the following clauses:

20 (i) The teacher has a bachelor’s de-
21 gree in early childhood education or a re-
22 lated field with coursework that dem-
23 onstrates competence in early childhood
24 education.

25 (ii) The teacher—

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

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

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

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

19 (iii) The teacher has bachelor's degree
20 with a credential, license, or endorsement
21 that demonstrates competence in early
22 childhood education.

23 (C) Maintains an evidence-based maximum
24 class size.

1 (D) Maintains an evidence-based child to
2 instructional staff ratio.

3 (E) Offers a full-day program.

4 (F) Provides developmentally appropriate,
5 evidence-based curricula and learning environ-
6 ments that are aligned with the State's early
7 learning and development standards described
8 in section 115(1).

9 (G) Offers instructional staff salaries com-
10 parable to kindergarten through grade 12
11 teaching staff.

12 (H) Provides for ongoing monitoring and
13 program evaluation to ensure continuous im-
14 provement.

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

17 (i) screenings for vision, dental, health
18 (including mental health), and development
19 and referrals, and assistance obtaining
20 services, when appropriate;

21 (ii) family engagement opportunities
22 that take into account home language,
23 such as parent conferences (including par-
24 ent input about their child's development)

1 and support services, such as parent edu-
2 cation;

3 (iii) nutrition services, including nutri-
4 tious meals and snack options aligned with
5 requirements set by the most recent Child
6 and Adult Care Food Program guidelines
7 promulgated by the Department of Agri-
8 culture as well as regular, age-appropriate,
9 nutrition education for children and their
10 families;

11 (iv) programs coordinated with local
12 educational agencies and entities providing
13 programs authorized under section 619
14 and part C of the Individuals with Disabil-
15 ities Education Act (20 U.S.C. 1419 and
16 1431 et seq.);

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

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

1 (vii) on-site coordination, to the max-
2 imum extent feasible.

3 (J) Provides high-quality professional de-
4 velopment for all staff, including regular in-
5 classroom observation for teachers and teacher
6 assistants by individuals trained in such obser-
7 vation.

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

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

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

16 (11) HOMELESS CHILD.—The term “homeless
17 child” means a child or youth described in section
18 725(2) of the McKinney-Vento Homeless Assistance
19 Act (42 U.S.C. 11434a(2)).

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

24 (13) INDIAN TRIBE; TRIBAL ORGANIZATION.—
25 The terms “Indian tribe” and “tribal organization”

1 have the meanings given the terms in 658P of the
2 Child Care and Development Block Grant of 1990
3 (42 U.S.C. 9858n).

4 (14) LIMITED ENGLISH PROFICIENT.—The
5 term “limited English proficient” has the meaning
6 given the term in section 637 of the Head Start Act
7 (42 U.S.C. 9832).

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

15 (16) MIGRATORY CHILD.—The term “migratory
16 child” has the meaning given the term in section
17 1309 of the Elementary and Secondary Education
18 Act of 1965 (20 U.S.C. 6399).

19 (17) OUTLYING AREA.—The term “outlying
20 area” means each of the United States Virgin Is-
21 lands, Guam, American Samoa, the Commonwealth
22 of the Northern Mariana Islands, and the Republic
23 of Palau.

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

4 (A) adjusted to reflect the percentage
5 change in the Consumer Price Index for All
6 Urban Consumers published by the Bureau of
7 Labor Statistics of the Department of Labor
8 for the most recent 12-month period or other
9 interval for which the data are available; and

10 (B) applicable to a family of the size in-
11 volved.

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

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

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

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

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

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

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

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

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

17 (1) reserve not less than 1 percent and not
18 more than 2 percent for payments to Indian tribes
19 and tribal organizations;

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

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

4 (4) reserve not more than 1 percent or
5 \$30,000,000, whichever amount is less, for national
6 activities, including administration, technical assist-
7 ance, and evaluation.

8 (b) ALLOTMENTS.—

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

15 (2) ALLOTMENT AMOUNT.—

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

1 ber of such children who reside in all such
2 States for that fiscal year.

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

8 (3) REALLOTMENT AND CARRY OVER.—

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

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

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

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

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

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

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

17 **SEC. 115. STATE ELIGIBILITY CRITERIA.**

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

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

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

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

10 (B) social and emotional development;

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

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

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

18 (2) has the ability or will develop the ability to
19 link prekindergarten data with its elementary school
20 and secondary school data for the purpose of col-
21 lecting longitudinal information for all children par-
22 ticipating in the State’s high-quality prekindergarten
23 program and any other Federally-funded early child-
24 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, in consultation with the In-
11 dian tribes and tribal organizations in the State, if any,
12 shall submit an application to the Secretary at such time,
13 in such manner, and containing such information as the
14 Secretary may reasonably require. At a minimum, each
15 such application shall include—

16 (1) an assurance that the State—

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

1 tion 511 of the Social Security Act (42 U.S.C.
2 711) for the duration of the grant;

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

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

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

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

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

21 and

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

24 (B) develop or enhance a system for moni-
25 toring eligible local entities that are receiving

1 funds under this subtitle for compliance with
2 quality standards developed by the State and to
3 provide program improvement support, which
4 may be accomplished through the use of a
5 State-developed system for quality rating and
6 improvement;

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

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

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

24 (F) increase the number of teachers with
25 bachelor's degrees in early childhood education,

1 or with bachelor's degrees in another closely re-
2 lated field and specialized training in early
3 childhood education, including how institutions
4 of higher education will support increasing the
5 number of teachers with such degrees and
6 training, including through the use of assess-
7 ments of prior learning, knowledge, and skills
8 to facilitate and expedite attainment of such de-
9 grees;

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

1 section 14006 of the American Recovery and
2 Reinvestment Act of 2009 (Public Law 111–5),
3 Federally funded early literacy programs, the
4 maternal, infant, and early childhood home vis-
5 iting programs funded under section 511 of the
6 Social Security Act (42 U.S.C. 711), health im-
7 provements to child care funded under title
8 XIX of the Social Security Act (42 U.S.C. 1396
9 et seq.), the program under subtitle B of title
10 VII of the McKinney-Vento Homeless Assist-
11 ance Act (42 U.S.S. 11431 et seq.), the Invest-
12 ing In Innovation program under section 14007
13 of the American Recovery and Reinvestment
14 Act of 2009 (Public Law 111–5), programs au-
15 thorized under part E of title IV of the Social
16 Security Act (42 U.S.C. 670 et seq.), the Fos-
17 tering Connections to Success and Increasing
18 Adoptions Act of 2008 (Public Law 110–351),
19 and any other Federal, State, or local early
20 childhood education programs used in the
21 State;

22 (H) award subgrants to eligible local enti-
23 ties, and in awarding such subgrants, facilitate
24 a delivery system of high-quality prekinderg-
25 arten programs that includes diverse pro-

1 viders, such as providers in community-based,
2 public school, and private settings, and consider
3 the system’s impact on options for families;

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

18 (i) aligning curricular objectives and
19 instruction;

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

1 (iii) coordinating family engagement
2 and support services; and

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

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

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

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

1 (M) ensure that the higher education pro-
2 grams in the State have the capacity to prepare
3 a workforce to provide high-quality prekinderg-
4 arten programs;

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

12 (O) hold eligible local entities accountable
13 for use of funds;

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

22 (Q) increase the number of children in the
23 State who are enrolled in high-quality kinder-
24 garten programs and carry out a strategy to
25 implement such a plan;

1 (R) coordinate the State's activities sup-
2 ported by grants under this subtitle with activi-
3 ties in State plans required under the Elemen-
4 tary and Secondary Education Act of 1965 (20
5 U.S.C. 6301 et seq.), the Individuals with Dis-
6 abilities Education Act (20 U.S.C. 1400 et
7 seq.), the Head Start Act (42 U.S.C. 9831 et
8 seq.), the Child Care and Development Block
9 Grant Act of 1990 (42 U.S.C. 9858 et seq.),
10 and the Adult Education and Family Literacy
11 Act (20 U.S.C. 9201 et seq.);

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

21 (T) work with eligible local entities, in con-
22 sultation with elementary school principals, to
23 ensure that high-quality prekindergarten pro-
24 grams have sufficient facilities to meet the
25 needs of children eligible for prekindergarten;

1 (U) support local early childhood coordi-
2 nating entities, such as local early childhood
3 councils, if applicable, and help such entities to
4 coordinate early childhood education programs
5 with high-quality prekindergarten programs to
6 ensure effective and efficient delivery of early
7 childhood education program services;

8 (V) ensure that the provision of high-qual-
9 ity prekindergarten programs will not lead to a
10 diminution of services for infants and toddlers
11 or disrupt the care of infants and toddlers in
12 the geographic area served by the eligible local
13 entity, which may include demonstrating that
14 the State will direct funds to provide high-qual-
15 ity early childhood education and care to in-
16 fants and toddlers in accordance with section
17 117(d); and

18 (W) ensure that all high-quality prekinde-
19 rgarten programs the State supports under this
20 Act will conduct criminal history background
21 checks that meet the requirements of subsection
22 (b) on employees and applicants for employ-
23 ment with direct access to children; and

1 (3) an inventory of the State’s higher education
2 programs that prepare individuals for work in a
3 high-quality prekindergarten program, including—
4 (A) certification programs;
5 (B) associate degree programs;
6 (C) baccalaureate degree programs
7 (D) masters degree programs; and
8 (E) other programs that lead to a speciali-
9 zation in early childhood education, or a related
10 field.

11 (b) **CRIMINAL HISTORY BACKGROUND CHECKS.**—

12 (1) **IN GENERAL.**—The criminal history back-
13 ground checks required under subsection (a)(2)(Z)
14 shall include—

15 (A) a search of the State criminal registry
16 or repository in the State in which the employee
17 resides and previously resided;

18 (B) a search of the State-based child abuse
19 and neglect registries and databases in the
20 State in which the employee resides and pre-
21 viously resided;

22 (C) a Federal Bureau of Investigation fin-
23 gerprint check using the Integrated Automated
24 Fingerprint Identification System; and

1 (D) a search of the National Sex Offender
2 Registry established under section 119 of the
3 Adam Walsh Child Protection and Safety Act of
4 2006 (42 U.S.C. 16919).

5 (2) PROHIBITION OF EMPLOYMENT.—To be eli-
6 gible to receive a grant under this subtitle, a State
7 shall prohibit an individual with direct access to chil-
8 dren from employment with a program supported
9 with grant funds under this subtitle if the individual
10 has been convicted of a violent felony or any violent
11 or sexual crime against a minor, as defined by the
12 State.

13 (3) UPDATED CHECKS.—To be eligible to re-
14 ceive a grant under this subtitle, each criminal his-
15 tory background check conducted on an employee as
16 required under subsection (a)(2)(Z) shall be periodi-
17 cally repeated or updated in accordance with State
18 law.

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

22 (A) appeal the results of a criminal history
23 background check conducted under this section
24 to challenge the accuracy or completeness of the

1 information produced by such background
2 check; and

3 (B) seek appropriate relief for any final
4 employment decision based on materially inac-
5 curate or incomplete information produced by
6 such background check.

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

12 (d) CONSTRUCTION.—Nothing in this section shall be
13 construed to alter or otherwise affect the rights, remedies,
14 and procedures afforded school employees, local edu-
15 cational agency employees, and the employees of early
16 childhood education programs under Federal, State, or
17 local laws (including applicable regulations or court or-
18 ders) or under the terms of collective bargaining agree-
19 ments, memoranda of understanding, or other agreements
20 between such employees and their employers.

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

22 (a) RESERVATION FOR QUALITY IMPROVEMENT AC-
23 TIVITIES.—

24 (1) IN GENERAL.—A State that receives a
25 grant under this subtitle may reserve for, not more

1 than the first 4 years such State receives such a
2 grant, not more than 20 percent of the grant funds
3 for quality improvement activities if such activities
4 support the elements of high-quality prekindergarten
5 programs. Such quality improvement activities may
6 include supporting teachers and principals in a
7 State's high-quality prekindergarten program, li-
8 censed or regulated child care, or Head Start pro-
9 grams to enable such teachers to earn a bacca-
10 laurate degree in early childhood education, or
11 closely-related field, through activities which may in-
12 clude—

13 (A) expanding or establishing scholarships,
14 counseling, and compensation initiatives to
15 cover the cost of tuition, fees, materials, trans-
16 portation, and release time for such teachers;
17 and

18 (B) providing ongoing professional develop-
19 ment opportunities, including regular in-class-
20 room observation by individuals trained in such
21 observation, for such teachers, principals, and
22 teachers assistants to enable such teachers,
23 principals, and teachers assistants to carry out
24 the elements of high-quality prekindergarten

1 programs, which may include activities that ad-
2 dress—

3 (i) promoting children’s development
4 across the essential domains of early learn-
5 ing and development;

6 (ii) developmentally appropriate teach-
7 er-child interaction; and

8 (iii) effective family engagement;

9 (iv) providing culturally competent in-
10 struction;

11 (v) working with a diversity of chil-
12 dren and families, including children with
13 special needs and dual language learners;

14 (vi) childhood nutrition and physical
15 education programs; and

16 (vii) supporting the implementation of
17 evidence-based curricula.

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

21 (3) COORDINATION.—A State that reserves an
22 amount under paragraph (1) shall coordinate the
23 use of such amount with activities funded under sec-
24 tion 658G of the Child Care and Development Block

1 Grant Act of 1990 (42 U.S.C. 9858e) and the Head
2 Start Act (42 U.S.C. 9831 et seq.).

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

6 (b) SUBGRANTS FOR HIGH-QUALITY PREKINDER-
7 GARTEN PROGRAMS.—A State that receives a grant under
8 this subtitle shall award subgrants of sufficient size to eli-
9 gible local entities to enable such eligible local entities to
10 implement high-quality prekindergarten programs for chil-
11 dren who—

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

13 (2) reside within the State; and

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

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

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

24 (1) USE OF ALLOTMENT FOR INFANTS AND
25 TODDLERS.—An eligible State may apply to use, and

1 the appropriate Secretary may grant permission for
2 the State to use, not more than 15 percent of the
3 funds made available through a grant received under
4 this subtitle to award subgrants to early childhood
5 education programs to provide, consistent with the
6 State's early learning and development guidelines for
7 infants and toddlers, high-quality early childhood
8 education and care to infants and toddlers who re-
9 side within the State and are from families with in-
10 comes at or below 200 percent of the poverty line.

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

18 (A) designate a lead agency which shall ad-
19 minister such funds;

20 (B) ensure that such lead agency, in co-
21 ordination with the State's Advisory Council on
22 Early Childhood Education and Care, will col-
23 laborate with other agencies in administering
24 programs supported under this subsection for
25 infants and toddlers in order to obtain input

1 about the appropriate use of such funds and en-
2 sure coordination with programs for infants and
3 toddlers funded under the Child Care and De-
4 velopment Block Grant Act of 1990 (42 U.S.C.
5 9858 et seq.), the Head Start Act (42 U.S.C.
6 9831 et seq.) (including any Early Learning
7 Quality Partnerships established in the State
8 under section 645B of the Head Start Act, as
9 added by section 202), the Race to the Top and
10 Early Learning Challenge program under sec-
11 tion 14006 of Public Law 111–5 (123 Stat.
12 283), the maternal, infant, and early childhood
13 home visiting programs funded under section
14 511 of the Social Security Act (42 U.S.C. 711),
15 and part C of the Individuals with Disabilities
16 Education Act (20 U.S.C. 1431 et seq.);

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

23 (D) in awarding subgrants, give preference
24 to early childhood education programs that
25 have a plan to increase services to children with

1 special needs, including children with develop-
2 mental delays or disabilities, children who are
3 dual language learners, homeless children, chil-
4 dren who are in foster care, children of migrant
5 families, children eligible for free or reduced-
6 price lunch under the Richard B. Russell Na-
7 tional School Lunch Act (42 U.S.C. 1751 et
8 seq.), or children in the child welfare system;
9 and

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

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

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

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

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

4 (ii) high quality, demonstrated, valid,
5 and reliable program standards that have
6 been established through a national entity
7 that accredits early childhood education
8 programs.

9 (4) FEDERAL ADMINISTRATION.—

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

16 (B) INTERAGENCY AGREEMENT.—The Sec-
17 retary of Education and the Secretary of
18 Health and Human Services shall jointly ad-
19 minister activities supported under this sub-
20 section on such terms as such Secretaries shall
21 set forth in an interagency agreement. The Sec-
22 retary of Health and Human Services shall be
23 responsible for any final approval of a State's
24 application under this subsection that addresses

1 the use of funds designated for services to in-
2 fants and toddlers.

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

8 **SEC. 118. ADDITIONAL PREKINDERGARTEN SERVICES.**

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

19 (b) SUBGRANTS.—In each State that has a city,
20 county, or local educational agency that provides univer-
21 sally available high-quality prekindergarten programs for
22 4-year old children who reside within the State and are
23 from families with incomes at or below 200 percent of the
24 poverty line the State may use amounts from the State’s
25 allocation under section 114(b) to award subgrants to eli-

1 gible local entities to enable such eligible local entities to
2 provide high-quality prekindergarten programs for 3-year
3 old children who are from families with incomes at or
4 below 200 percent of the poverty line and who reside in
5 such city, county or local educational agency.

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

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

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

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

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

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

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

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

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

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

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

1 **SEC. 120. MATCHING REQUIREMENTS.**

2 (a) MATCHING FUNDS.—

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

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

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

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

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

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

23 (F) 50 percent of the Federal funds pro-
24 vided under the grant in the sixth year of grant
25 administration;

1 (G) 75 percent of the Federal funds pro-
2 vided under the grant in the seventh year of
3 grant administration; and

4 (H) 100 percent of the Federal funds pro-
5 vided under the grant in the eighth and fol-
6 lowing years of grant administration.

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

12 (A) 5 percent of the Federal funds pro-
13 vided under the grant in the first year of grant
14 administration;

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

18 (C) 10 percent of the Federal funds pro-
19 vided under the grant in the third year of grant
20 administration;

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

1 (E) 30 percent of the Federal funds pro-
2 vided under the grant in the fifth year of grant
3 administration;

4 (F) 40 percent of the Federal funds pro-
5 vided under the grant in the sixth year of grant
6 administration;

7 (G) 50 percent of the Federal funds pro-
8 vided under the grant in the seventh year of
9 grant administration;

10 (H) 75 percent of the Federal funds pro-
11 vided under the grant in the eighth year of
12 grant administration; and

13 (I) 100 percent of the Federal funds pro-
14 vided under the grant in the ninth and fol-
15 lowing years of the grant administration.

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

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

23 (i) age 4 on the eligibility determination
24 date; and

1 (ii) from families with incomes at or below
2 200 percent of the poverty line; and

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

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

10 (c) NON-FEDERAL RESOURCES.—

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

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

24 (d) MAINTENANCE OF EFFORT.—

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

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

12 (A) the Secretary determines that a waiver
13 would be appropriate due to a precipitous de-
14 cline in the financial resources of a State as a
15 result of unforeseen economic hardship or a
16 natural disaster that has necessitated across-
17 the-board reductions in State services, including
18 early childhood education programs; or

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

1 State will not be disproportionately harmed by
2 such State action.

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

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

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

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

16 (1) PARENT AND FAMILY ENGAGEMENT.—A de-
17 scription of how the eligible local entity plans to en-
18 gage the parents and families of the children such
19 entity serves and ensure that parents and families of
20 eligible children are aware of the services provided
21 by the eligible local entity, which shall include a plan
22 to—

23 (A) carry out meaningful parent and fam-
24 ily engagement, through the implementation
25 and replication of evidence-based or promising

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

9 (i) provide parents and family mem-
10 bers with the skills and opportunities nec-
11 essary to become full partners in their chil-
12 dren’s education, particularly the families
13 of dual language learners and children
14 with disabilities;

15 (ii) improve child development; and

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

19 (B) perform community outreach to en-
20 courage families with eligible children to partici-
21 pate in the eligible local entity’s high-quality
22 prekindergarten program, including—

23 (i) homeless children;

24 (ii) dual language learners;

25 (iii) children in foster care;

- 1 (iv) children with disabilities; and
2 (v) migrant children.

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

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

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

11 (ii) local educational agencies, if the
12 eligible local entity is not a local edu-
13 cational agency;

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

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

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

24 (B) if applicable, develop and implement a
25 systematic procedure for transferring, with pa-

1 rental consent, early childhood education pro-
2 gram records for each participating child to the
3 school in which such child will enroll in kinder-
4 garten;

5 (C) develop a plan to promote continuity of
6 developmentally appropriate instructional pro-
7 grams and shared expectations with local ele-
8 mentary schools for children's learning and de-
9 velopment as children transition to kinder-
10 garten;

11 (D) organize, if feasible, and participate in
12 joint training, when available, including transi-
13 tion-related training for school staff and early
14 childhood education program staff;

15 (E) establish comprehensive transition poli-
16 cies and procedures, with applicable elementary
17 schools and principals, for the children served
18 by the eligible local entity that support the
19 school readiness of children transitioning to kin-
20 dergarten;

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

1 (G) help parents, including parents of chil-
2 dren who are dual language learners, under-
3 stand and engage with the instructional and
4 other services provided by the kindergarten in
5 which such child will enroll after participation
6 in a high-quality prekindergarten program; and

7 (H) develop and implement a system to in-
8 crease program participation of underserved
9 populations of eligible children, especially home-
10 less children, children eligible for a free or re-
11 duced-price lunch under the Richard B. Russell
12 National School Lunch Act (42 U.S.C. 1751 et
13 seq.), parents of children who are dual language
14 learners, and parents of children with disabil-
15 ities.

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

1 (A) ensure the eligible local entity's high-
2 quality prekindergarten program is accessible
3 and appropriate for children with disabilities
4 and dual language learners;

5 (B) establish effective English procedures
6 for providing necessary early intervening serv-
7 ices to children with disabilities prior to an eli-
8 gibility determination by the State or local
9 agency responsible for providing services under
10 section 619 or part C of the Individuals with
11 Disabilities Education Act (20 U.S.C. 1419 and
12 1431 et seq.);

13 (C) establish effective procedures for time-
14 ly referral of children with disabilities to the
15 State or local agency described in subparagraph
16 (B);

17 (D) ensure that the eligible local entity's
18 high-quality prekindergarten program works
19 with appropriate entities to address the elimi-
20 nation of barriers to immediate and continuous
21 enrollment for homeless children; and

22 (E) ensure access to and continuity of en-
23 rollment in high-quality prekindergarten pro-
24 grams for migratory children, if applicable, and

1 homeless children, including through policies
2 and procedures that require—

3 (i) outreach to identify migratory chil-
4 dren and homeless children;

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

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

19 (iv) professional development for high-
20 quality prekindergarten program staff re-
21 garding migratory children and homeless-
22 ness among families with young children;
23 and

24 (v) in serving homeless children, col-
25 laboration with local educational agency li-

1 aions designated under section
2 722(g)(1)(J)(ii) of the McKinney-Vento
3 Homeless Assistance Act (42 U.S.C.
4 11432(g)(1)(J)(ii)), and local homeless
5 service providers.

6 (4) ACCESSIBLE COMPREHENSIVE SERVICES.—
7 A description of how the eligible local entity plans to
8 provide accessible comprehensive services, described
9 in section 112(9)(I), to the children the eligible local
10 entity serves. Such description shall provide informa-
11 tion on how the entity will—

12 (A) conduct a data-driven community as-
13 sessment in coordination with members of the
14 community, including parents and community
15 organizations, or use a recently conducted data-
16 driven assessment, which—

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

1 (ii) shall consider the resources avail-
2 able at the school, local educational agen-
3 cy, and community levels to address the
4 needs of the community and improve child
5 outcomes; and

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

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

23 (A) acquiring content knowledge and learn-
24 ing teaching strategies needed to provide effec-
25 tive instruction that addresses the State’s early

1 learning and development standards described
2 under section 115(1);

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

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

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

16 (E) promoting classroom management;

17 (F) providing high-quality induction and
18 support for incoming high-quality prekinde-
19 rgarten teachers and staff in high-quality pre-
20 kindergarten programs, including through the
21 use of mentoring programs that have a dem-
22 onstrated track record of success;

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

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

5 **SEC. 122. REQUIRED SUBGRANT ACTIVITIES.**

6 (a) IN GENERAL.—An eligible local entity that re-
7 ceives a subgrant under section 117(b) shall use subgrant
8 funds to implement the elements of a high-quality pre-
9 kindergarten program for the children described in section
10 117(b).

11 (b) COORDINATION.—

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

21 (2) ELIGIBLE LOCAL ENTITIES THAT ARE NOT
22 LOCAL EDUCATIONAL AGENCIES.—An eligible local
23 entity that is not a local educational agency that re-
24 ceives a subgrant under this subtitle shall provide an

1 assurance that such entity will enter into strong
2 partnerships with local educational agencies.

3 **SEC. 123. REPORT AND EVALUATION.**

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

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

10 (1) a description of the manner in which the
11 State has used the funds made available through the
12 grant and a report of the expenditures made with
13 the funds;

14 (2) a summary of the State's progress toward
15 providing access to high-quality prekindergarten pro-
16 grams for children eligible for such services, as de-
17 termined by the State, from families with incomes at
18 or below 200 percent of the poverty line, including
19 the percentage of funds spent on children from fami-
20 lies with incomes—

21 (A) at or below 100 percent of the poverty
22 line;

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

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

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

6 (4) data on the number of high-quality pre-
7 kindergarten program teachers and staff in the
8 State (including teacher turnover rates and teacher
9 compensation levels compared to teachers in elemen-
10 tary schools and secondary schools), according to the
11 setting in which such teachers and staff work (which
12 settings shall include, at a minimum, Head Start
13 programs, public prekindergarten, and child care
14 programs) who received training or education during
15 the period of the grant and remained in the early
16 childhood education program field;

17 (5) data on the kindergarten readiness of chil-
18 dren in the State;

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

23 (7) the number and percentage of children in
24 the State participating in high-quality prekinde-
25 rgarten programs, disaggregated by race, ethnicity,

1 family income, child age, disability, whether the chil-
2 dren are homeless children, and whether the children
3 are dual language learners;

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

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

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

12 (11) information, for each of the local edu-
13 cational agencies described in paragraph (10), on
14 the percentage of the costs of the public early child-
15 hood education programs that is funded from Fed-
16 eral, from State, and from local sources, including
17 the percentages from specific funding programs;

18 (12) data on the number and percentage of
19 children in the State participating in public kinder-
20 garten programs, disaggregated by race, family in-
21 come, child age, disability, whether the children are
22 homeless children, and whether the children are dual
23 language learners, with information on whether such
24 programs are offered—

25 (A) for a full-day; and

1 (B) at no cost to families; and

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

7 (c) SUBMISSION.—A State shall submit the annual
8 report prepared under subsection (a), at the end of each
9 fiscal year, to the Secretary, the Secretary of Health and
10 Human Services, and the State Advisory Council on Early
11 Childhood Education and Care.

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

16 (e) NATIONAL REPORT.—The Secretary shall compile
17 and summarize the annual State reports described under
18 subsection (c) and shall prepare and submit an annual re-
19 port to Congress that includes a summary of such State
20 reports.

21 **SEC. 124. PROHIBITION OF REQUIRED PARTICIPATION OR**
22 **USE OF FUNDS FOR ASSESSMENTS.**

23 (a) PROHIBITION ON REQUIRED PARTICIPATION.—A
24 State receiving a grant under this subtitle shall not re-
25 quire any child to participate in any Federal, State, local,

1 or private early childhood education program, including a
2 high-quality prekindergarten program.

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

8 (1) An assessment that provides rewards or
9 sanctions for individual children, teachers, or prin-
10 cipals.

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

13 (3) Evaluating children, other than for the pur-
14 poses of—

15 (A) improving instruction or the classroom
16 environment;

17 (B) targeting professional development;

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

20 (D) program evaluation for the purposes of
21 program improvement and parent information;

22 and

23 (E) improving parent and family engage-
24 ment.

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

2 (a) INCREASED ACCESS FOR YOUNGER CHILDREN.—

3 Not later than 1 year after the date of enactment of this
4 Act, the Secretary and the Secretary of Health and
5 Human Services shall develop a process—

6 (1) for use in the event that Head Start pro-
7 grams funded under the Head Start Act (42 U.S.C.
8 9831 et seq.) operate in States or regions that have
9 achieved sustained universal, voluntary access to 4-
10 year old children who reside within the State and
11 who are from families with incomes at or below 200
12 percent of the poverty line to high-quality prekinde-
13 rgarten programs; and

14 (2) for how such Head Start programs will
15 begin converting slots for children who are age 4 on
16 the eligibility determination date to children who are
17 age 3 on the eligibility determination date, or, when
18 appropriate, converting Head Start Programs into
19 Early Head Start programs to serve infants and tod-
20 dlers.

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

23 (1) be carried out on a case-by-case basis and
24 shall ensure that sufficient resources and time are
25 allocated for the development of such a process so

1 that no child or cohort is excluded from currently
2 available services; and

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

8 (c) PUBLIC COMMENT AND NOTICE.—Not fewer than
9 90 days after the development of the proposed process de-
10 scribed in subsection (a), the Secretary and the Secretary
11 of Health and Human Services shall publish a notice de-
12 scribing such proposed process for conversion in the Fed-
13 eral Register providing at least 90 days for public com-
14 ment. The Secretaries shall review and consider public
15 comments prior to finalizing the process for conversion of
16 Head Start slots and programs.

17 (d) REPORTS TO CONGRESS.—Concurrently with
18 publishing a notice in the Federal Register as described
19 in subsection (c), the Secretaries shall provide a report
20 to the Committee on Education and the Workforce of the
21 House of Representatives and the Committee on Health,
22 Education, Labor, and Pensions of the Senate that pro-
23 vides a detailed description of the proposed process de-
24 scribed in subsection (a), including a description of the
25 degree to which Head Start programs are providing State-

1 funded high-quality prekindergarten programs as a result
2 of the grant opportunity provided under this subtitle in
3 States where Head Start programs are eligible for conver-
4 sion described in subsection (a).

5 **SEC. 126. TECHNICAL ASSISTANCE IN PROGRAM ADMINIS-**
6 **TRATION.**

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

17 **SEC. 127. AUTHORIZATION OF APPROPRIATIONS.**

18 There are authorized to be appropriated to carry out
19 this subtitle—

- 20 (1) \$1,300,000,000 for fiscal year 2014;
21 (2) 3,250,000,000 for fiscal year 2015;
22 (3) \$5,780,000,000 for fiscal year 2016;
23 (4) \$7,580,000,000 for fiscal year 2017;
24 (5) \$8,960,000,000 for fiscal year 2018; and

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

3 **Subtitle B—Prekindergarten**
4 **Development Grants**

5 **SEC. 151. PREKINDERGARTEN DEVELOPMENT GRANTS.**

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

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

20 (c) GRANTS.—

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

25 (2) AUTHORITY TO SUBGRANT.—

1 (A) IN GENERAL.—A State receiving a
2 grant under this subtitle may use the grant
3 funds to make subgrants to eligible local enti-
4 ties (defined in section 112(7)) to carry out ac-
5 tivities under the grant.

6 (B) ELIGIBLE LOCAL ENTITIES.—An eligi-
7 ble local entity receiving a subgrant under sub-
8 paragraph (A) shall comply with the require-
9 ments for States receiving a grant under this
10 subtitle, as appropriate.

11 (d) APPLICATION.—

12 (1) IN GENERAL.—A Governor of a State that
13 desires to receive a grant under this subtitle shall
14 submit an application to the Secretary of Education
15 at such time, in such manner, and accompanied by
16 such information as the Secretary may reasonably
17 require, including a description of how the State
18 plans to become eligible for grants under section 115
19 by not later than 3 years after the date the State
20 first receives grant funds under this subtitle.

21 (2) DEVELOPMENT OF APPLICATION.—In devel-
22 oping an application for a grant under this subtitle,
23 a Governor of a State shall consult with the State
24 Advisory Council on Early Childhood Education and

1 Care, and incorporate their recommendations, where
2 applicable.

3 (e) MATCHING REQUIREMENT.—

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

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

11 (A) cash; or

12 (B) an in-kind contribution.

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

21 (f) AUTHORIZATION OF APPROPRIATIONS.—There
22 are authorized to be appropriated to carry out this sub-
23 title—

24 (1) \$750,000,000 for fiscal year 2014; and

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

3 **TITLE II—EARLY LEARNING**
4 **QUALITY PARTNERSHIPS**

5 **SEC. 201. PURPOSES.**

6 The purposes of this title are to—

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

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

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

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

17 The Head Start Act is amended—

18 (1) by amending section 645A(e) (42 U.S.C.
19 9840a(e)) to read as follows:

20 “(e) SELECTION OF GRANT RECIPIENTS.—The Sec-
21 retary shall award grants under this section on a competi-
22 tive basis to applicants meeting the criteria in subsection
23 (d) (giving priority to entities with a record of providing
24 early, continuous, and comprehensive childhood develop-
25 ment and family services and entities that agree to partner

1 with a center-based or family child care provider to carry
2 out the activities described in section 645B).”; and

3 (2) by inserting after section 645A (42 U.S.C.
4 9840a) the following:

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

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

16 “(b) SELECTION OF GRANT RECIPIENTS.—

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

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

24 “(A) that propose to create strong align-
25 ment of programs with maternal, infant and

1 early childhood home visiting programs assisted
2 under section 511 of the Social Security Act
3 (42 U.S.C. 711), State-funded prekindergarten
4 programs, programs carried out under the
5 Child Care and Development Block Grant Act
6 of 1990 (42 U.S.C. 9858 et seq.), and other
7 programs supported under this Act, to create a
8 strong continuum of high-quality services for
9 children from birth to school entry; and

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

13 “(3) ALLOCATION.—

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

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

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

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

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

8 “(c) ELIGIBILITY OF CHILDREN.—

9 “(1) Partnerships formed through assistance
10 provided under this section may serve children
11 through age 3; and

12 “(2) the standards applied to children in sub-
13 section (a) shall be consistent with those applied to
14 3-year old children under this subchapter.

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

17 “(1) enter into a contractual relationship with
18 a center-based or family child care provider to raise
19 the quality of such provider’s programs so that the
20 provider meets the program performance standards
21 described in subsection (a) through activities that
22 may include—

23 “(A) expanding the center-based or family
24 child care provider’s programs through financial
25 support;

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

10 “(C) blending funds received under the
11 Child Care and Development Block Grant of
12 1990 (42 U.S.C. 9858 et seq.) and the Early
13 Head Start program carried out under section
14 645A in order to provide high-quality child
15 care, for a full day, that meets the program
16 performance standards;

17 “(2) develop and implement a proposal to re-
18 cruit and enter into the contract with a center-based
19 or family child care provider, particularly a provider
20 that serves children who receive assistance under the
21 Child Care and Development Block Grant of 1990
22 (42 U.S.C. 9858 et seq.);

23 “(3) create a clear and realizable timeline to in-
24 crease the quality and capacity of a center-based or
25 family child care provider so that the provider meets

1 the program performance standards described in
2 subsection (a); and

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

6 “(e) STANDARDS.—Prior to awarding grants under
7 this section, the Secretary shall establish standards to en-
8 sure that the responsibility and expectations of the Early
9 Head Start Agency and the partner child care providers
10 are clearly defined.

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

16 “(g) SURVEY OF EARLY HEAD START AGENCIES AND
17 REPORT TO CONGRESS.—Within one year of the effective
18 date of this section, the Secretary shall conduct a survey
19 of Early Head Start agencies to determine the extent of
20 barriers to entering into Early Learning Quality Partner-
21 ship agreements on Early Head Start agencies and on
22 child care providers, and submit this information, with
23 suggested steps to overcome such barriers, in a report to
24 the Committee on Education and Workforce of the House
25 of Representatives and the Committee on Health, Edu-

1 cation, Labor, and Pensions of the Senate, including a de-
2 tailed description of the degree to which Early Head Start
3 agencies are utilizing the funds provided.

4 “(h) AUTHORIZATION OF APPROPRIATIONS.—There
5 are authorized to be appropriated to carry out this sec-
6 tion—

7 “(1) \$1,430,376,000 for fiscal year 2014; and

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

10 **TITLE III—CHILD CARE**

11 **SEC. 301. STATE PLAN.**

12 (a) COORDINATION; MINIMUM ELIGIBILITY; SUPPLE-
13 MENT NOT SUPPLANT.—Section 658E(c)(2) of the Child
14 Care and Development Block Grant of 1990 (42 U.S.C.
15 9858c(e)(2)) is amended by adding at the end the fol-
16 lowing:

17 “(I) COORDINATION WITH OTHER FED-
18 ERAL BLOCK GRANTS.—Certify that the State
19 will develop and implement a process, not later
20 than 3 years after the date of enactment of the
21 Strong Start for America’s Children Act of
22 2013, to ensure that the funding such State re-
23 ceives under the program of block grants for so-
24 cial services provided under subtitle A of title
25 XX of the Social Security Act (42 U.S.C. 1397

1 et seq.) and the Community Services Block
2 Grant Act (42 U.S.C. 9901 et seq.) that is used
3 for child care services is subject to the require-
4 ments and limitations of this subchapter.

5 “(J) MINIMUM ELIGIBILITY.—Demonstrate
6 that each child that receives assistance in ac-
7 cordance with this subchapter in the State will
8 receive such assistance for not less than 12
9 months (regardless of a change in family in-
10 come for the child’s family, if family income
11 does not exceed 85 percent of the State median
12 income for a family of the same size) before the
13 State redetermines the eligibility of the child
14 under this subchapter.

15 “(K) SUPPLEMENTING AND NOT SUP-
16 PLANTING CHILD CARE FUNDS.—Provide an as-
17 surance that funds received by the State to
18 carry out this subchapter shall be used to sup-
19 plement and not supplant other Federal, State,
20 and local public funds for child care services
21 and activities.”.

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

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

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

4 “(b) FORMULA GRANTS.—

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

12 “(A) support training, education, and
13 other professional development activities for
14 child care staff, which may include coaching,
15 mentoring, and other on-site training and tech-
16 nical assistance;

17 “(B) provide technical assistance to help
18 providers become licensed and comply with ap-
19 plicable licensing and regulatory requirements;

20 “(C) provide incentives for the child care
21 workforce linked to increased credential or de-
22 gree completion or the activities described in
23 subparagraph (A);

24 “(D) help programs meet applicable health
25 and safety standards; and

1 “(E) provide technical assistance to help
2 providers implement nutrition, physical activity,
3 or obesity prevention programs.

4 “(2) COORDINATION.—A State, Indian tribe, or
5 tribal organization that receives a grant under this
6 section shall coordinate with a State Advisory Coun-
7 cil on Early Childhood Education and Care in co-
8 ordinating activities carried out under this sub-
9 section with other quality-related activities directed
10 toward child care programs.

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

15 “(A) to areas with significant concentra-
16 tions of poverty and unemployment and that
17 lack access to high-quality child care, including
18 high-quality early childhood education pro-
19 grams; or

20 “(B) for otherwise underserved popu-
21 lations, such as children with disabilities (as de-
22 fined in section 602 of the Individuals with Dis-
23 abilities Education Act (20 U.S.C. 1401)),
24 homeless children, and children who are dual
25 language learners (as such term is defined in

1 section 112 of the Strong Start for America’s
2 Children Act of 2013).”.

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

7 “(c) DEMONSTRATION AND PILOT PROJECTS.—The
8 Secretary may, through grants or contracts, carry out
9 demonstration and pilot projects that are consistent with
10 the purposes of this subchapter and are designed to de-
11 velop and implement strategies and practices useful in
12 supporting the needs of low-income families in-need of, or
13 receiving, child care services. Such projects shall—

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

16 “(2) be subject to measures of performance
17 based on indicators developed and prescribed by the
18 Secretary in consultation with—

19 “(A) individuals and organizations cur-
20 rently administering programs that receive sup-
21 port under this subchapter;

22 “(B) individuals of other relevant Federal
23 agencies and departments; and

24 “(C) individuals in relevant academic dis-
25 ciplines; and

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

2 **SEC. 302. AUTHORIZATION OF APPROPRIATIONS.**

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

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

7 “There are authorized to be appropriated to carry out
8 this subchapter—

9 “(1) \$2,478,313,000 for fiscal year 2014; and

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

12 **TITLE IV—MATERNAL, INFANT,**
13 **AND EARLY CHILDHOOD**
14 **HOME VISITING PROGRAM**

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

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

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

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

1 cumstances, and they are predictive of subsequent
2 academic performance;

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

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

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

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

1 home visiting models, which includes the home-based
2 model of Early Head Start; and

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

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

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

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

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

15 (E) reduce crime or domestic violence; and

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