

113TH CONGRESS
1ST SESSION

H. R. 791

To amend titles I and II of the Elementary and Secondary Education Act of 1965 to strengthen connections to early childhood education programs, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 15, 2013

Mr. POLIS (for himself and Mr. YOUNG of Alaska) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend titles I and II of the Elementary and Secondary Education Act of 1965 to strengthen connections to early childhood education programs, and for other purposes.

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 “Continuum of Learn-
5 ing 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.
- Sec. 3. References.
- Sec. 4. Findings.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE
DISADVANTAGED

- Sec. 101. Statement of purpose.
- Sec. 102. School improvement.
- Sec. 103. State plans.
- Sec. 104. Local educational agency plans.
- Sec. 105. Academic assessment and local educational agency and school improvement.
- Sec. 106. Qualifications for teachers and paraprofessionals.
- Sec. 107. Coordination requirements.
- Sec. 108. Prohibited use of assessments for young children.

TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-
QUALITY TEACHERS AND PRINCIPALS

- Sec. 201. Purpose.
- Sec. 202. State applications.
- Sec. 203. State use of funds.
- Sec. 204. Local applications and needs assessment.
- Sec. 205. Local use of funds.
- Sec. 206. Definitions.
- Sec. 207. Use of funds for eligible partnerships.

TITLE III—MISCELLANEOUS

- Sec. 301. Definitions.

1 SEC. 3. REFERENCES.

2 Except as otherwise expressly provided, whenever in
3 this Act an amendment or repeal is expressed in terms
4 of an amendment to, or repeal of, a section or other provi-
5 sion, the reference shall be considered to be made to a
6 section or other provision of the Elementary and Sec-
7 ondary Education Act of 1965 (20 U.S.C. 6301 et seq.).

8 SEC. 4. FINDINGS.

9 Congress finds the following:

- 10 (1) Research conclusively shows that children’s
- 11 experiences in the early years of life influence the
- 12 developing brain and have a significant and lasting

1 impact upon their ability to succeed in school and in
2 life.

3 (2) All children deserve access to high-quality
4 early childhood education programs that support
5 their social, emotional, and cognitive development
6 and help prepare them to enter school ready to
7 learn.

8 (3) Research conclusively shows that high-quality
9 early childhood education programs lead to an in-
10 crease in positive outcomes for children in multiple
11 arenas, including—

12 (A) improved socialization skills;

13 (B) higher early reading and early mathe-
14 matics skills;

15 (C) decreased grade retention;

16 (D) decreased special education or reme-
17 dial education services, or both;

18 (E) decreased involvement with the juve-
19 nile justice system;

20 (F) increased likelihood that children will
21 graduate from high school; and

22 (G) increased likelihood of employment,
23 thus helping support America's long-term na-
24 tional economic strength.

1 (4) High-quality early childhood education pro-
2 grams provide parents the means to work and be fi-
3 nancially responsible for their families.

4 (5) Research conclusively shows the cost-effec-
5 tiveness of investments in high-quality early child-
6 hood education programs, with cost savings ranging
7 from \$7 to \$17 for every dollar invested.

8 (6) Aligning and connecting Federal and State
9 early education efforts with the Elementary and Sec-
10 ondary Education Act of 1965 (20 U.S.C. 6301 et
11 seq.) is critical to establishing quality care and
12 learning opportunities for children, beginning at
13 birth and continuing through adulthood, thereby
14 closing the achievement gap, and improving high
15 school graduation rates and college enrollment rates.

16 (7) Utilizing existing partnerships, as well as
17 instituting new partnerships, between high-quality
18 early childhood education programs, particularly in
19 high-need communities, and elementary schools will
20 provide opportunities for meaningful transitions for
21 children and result in a successful elementary and
22 secondary education experience.

23 (8) Under section 1112(b)(1)(K) of the Ele-
24 mentary and Secondary Education Act of 1965 (20
25 U.S.C. 6312(b)(1)(K)), local educational agencies

1 may, but are not required to, support preschool-age
2 and younger children through direct services or sub-
3 contracts with Head Start or other early childhood
4 programs, but more effort is required to ensure that
5 early learning programs and elementary schools are
6 meeting the educational needs of young children.

7 (9) There is widespread acknowledgment among
8 experts on child education that prior to entrance in
9 kindergarten, and in the early grades, children re-
10 main on a path of development that requires atten-
11 tion to and support for their emotional, social, and
12 physical development and their creativity, curiosity
13 and tenacity.

14 (10) Better alignment between early childhood
15 education programs and elementary schools, and
16 greater support for elementary school leadership in
17 instituting more developmentally appropriate and
18 comprehensive learning approaches for young chil-
19 dren, are widely acknowledged within the education
20 community as areas ripe for improvement that would
21 lead to better outcomes for children.

22 (11) Through several laws enacted in the past
23 2 decades, Congress has signified its interest in en-
24 suring that young children's learning opportunities
25 are enhanced by requiring States to develop and im-

1 plement guidelines and standards to support devel-
2 opmentally appropriate instruction across com-
3 prehensive domains of learning.

4 **TITLE I—IMPROVING THE AKA-**
5 **DEMIC ACHIEVEMENT OF THE**
6 **DISADVANTAGED**

7 **SEC. 101. STATEMENT OF PURPOSE.**

8 Section 1001 (20 U.S.C. 6301) is amended—

9 (1) in paragraph (1)—

10 (A) by inserting “and other types of” after
11 “high-quality academic”;

12 (B) by inserting “developmentally appro-
13 priate” after “challenging”; and

14 (C) by inserting “and other learning” after
15 “State academic”;

16 (2) in paragraph (3), by inserting “between stu-
17 dents who are children with disabilities and students
18 without disabilities,” after “minority and non-
19 minority students,”;

20 (3) in paragraph (6), by inserting “and other
21 early learning guidelines” after “content standards”;
22 and

23 (4) in paragraph (11), by inserting “with com-
24 munity-based providers of early childhood education
25 programs,” after “educational services,”.

1 **SEC. 102. SCHOOL IMPROVEMENT.**

2 Section 1003(c) (20 U.S.C. 6303(c)) is amended—

3 (1) in paragraph (2), by striking “and” after
4 the semicolon;

5 (2) in paragraph (3), by striking the period and
6 inserting “; and”; and

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

8 “(4) with respect to the elementary schools
9 served by the local educational agencies, dem-
10 onstrate a commitment to long-term, high-quality,
11 evidence-based strategies for school improvement
12 through coordination with early childhood education
13 programs and, if available, early childhood home vis-
14 itation programs, as described under section 511 of
15 the Social Security Act (42 U.S.C. 711).”.

16 **SEC. 103. STATE PLANS.**

17 Section 1111 (20 U.S.C. 6311) is amended—

18 (1) in subsection (a)(1), by striking “and par-
19 ents,” and inserting “parents, the State Advisory
20 Council on Early Childhood Education and Care
21 designated or established under section 642B of the
22 Head Start Act and preschool through grade 20 (P-
23 20) councils, to the extent that such councils exist,
24 and other community-based providers of early child-
25 hood education programs,”;

26 (2) in subsection (b)(1)—

1 (A) in subparagraph (A), by striking
2 “standards and challenging student academic
3 achievement standards” and inserting “stand-
4 ards, student academic achievement standards,
5 and other learning standards (such as social,
6 emotional, and physical development and ap-
7 proaches to learning for children in the early el-
8 elementary grades and younger children) that are
9 challenging and grounded in the appropriate de-
10 velopmental expectations for children and
11 youth,”;

12 (B) by redesignating subparagraphs (E)
13 and (F) as subparagraphs (F) and (G), respec-
14 tively; and

15 (C) by inserting after subparagraph (D)
16 the following:

17 “(E) EARLY LEARNING GUIDELINES AND
18 EARLY GRADES STANDARDS.—Not later than 3
19 years after the date of enactment of the Con-
20 tinuum of Learning Act of 2013, the State shall
21 carry out the following:

22 “(i) EARLY LEARNING GUIDELINES.—
23 In collaboration and agreement with the
24 State Advisory Council on Early Childhood
25 Education and Care designated or estab-

1 lished under section 642B of the Head
2 Start Act, the State agency designated to
3 administer State programs under the Child
4 Care and Development Block Grant Act of
5 1990 (42 U.S.C. 9858 et seq.), and the
6 State educational agency, shall complete a
7 review and create or revise, as necessary,
8 the State’s early learning guidelines for
9 young children in order to promote devel-
10 opmentally appropriate, high-quality pro-
11 grams so that the guidelines—

12 “(I) address infants, toddlers,
13 and preschool age children;

14 “(II) are developed in all do-
15 mains of child development and learn-
16 ing, as appropriate, for each age
17 group (including language, literacy,
18 mathematics, creative arts, science,
19 social studies, social and emotional de-
20 velopment, physical development and
21 health, and approaches to learning);

22 “(III) reflect research and evi-
23 dence-based developmental and learn-
24 ing expectations, including the foun-
25 dation for and progression in how

1 children develop and learn the req-
2 uisite skills and content forward from
3 one stage to the next, including what
4 children should know and be able to
5 do;

6 “(IV) address cultural, linguistic,
7 and ability diversity of young children;

8 “(V) can inform teaching prac-
9 tices, improve professional develop-
10 ment, and support quality services in
11 early childhood education programs;

12 “(VI) are disseminated to par-
13 ents, educators, and other stake-
14 holders; and

15 “(VII) for preschool age children,
16 appropriately assist in the transition
17 of such children to kindergarten; and

18 “(ii) EARLY LEARNING STANDARDS.—
19 Review and revise, as needed, standards
20 for kindergarten through grade 3 to ensure
21 that such standards—

22 “(I) are developed in all domains
23 of child development and learning (in-
24 cluding language, literacy, mathe-
25 matics, creative arts, science, social

1 studies, social and emotional develop-
2 ment, physical development and
3 health, and approaches to learning);

4 “(II) reflect research and evi-
5 dence-based development and learning
6 expectations for each level and ad-
7 dress cultural, linguistic, and ability-
8 level diversity; and

9 “(III) across grade levels, reflect
10 progression in how children develop
11 and learn the requisite skills and con-
12 tent from earlier grades forward, in-
13 cluding preschool.”;

14 (3) in subsection (c)—

15 (A) in paragraph (13), by striking “and”
16 after the semicolon;

17 (B) in paragraph (14), by striking the pe-
18 riod at the end and inserting “; and”; and

19 (C) by adding at the end the following:

20 “(15) using funds under this part, the State
21 educational agency will develop a plan to encourage
22 local educational agencies and individual elementary
23 schools that are participating in a program assisted
24 under this part to offer early childhood education
25 programs from birth to the age of mandatory school

1 entry in schools and other settings, such as child
2 care or Early Head Start or Head Start program
3 carried out under the Head Start Act (42 U.S.C.
4 9831 et seq.), by disseminating information through
5 publications, conferences, and other events, that de-
6 scribe how such funds may best be used to support
7 such early childhood education programs and evi-
8 dence-based and promising early childhood home vis-
9 itation programs, as described under section 511 of
10 the Social Security Act (42 U.S.C. 711).”;

11 (4) in subsection (d)—

12 (A) in paragraph (1), by striking “and”
13 after the semicolon;

14 (B) in paragraph (2), by striking the pe-
15 riod at the end and inserting “; and”; and

16 (C) by adding at the end the following:

17 “(3) reflect the diversity of family cultures,
18 structures, and languages.”;

19 (5) in subsection (h)(2)(B)(i)—

20 (A) in subclause (I), by striking “and”
21 after the semicolon; and

22 (B) by adding at the end the following:

23 “(III) information that shows
24 how children younger than the man-
25 datory age of school entry are served

1 directly by the local educational agen-
2 cy, or through contract or other col-
3 laboration with early childhood pro-
4 grams, including early childhood home
5 visitation programs, as described
6 under section 511 of the Social Secu-
7 rity Act (42 U.S.C. 711), including—

8 “(aa) the number of children
9 served, disaggregated by income,
10 race, and disability status;

11 “(bb) a description of the
12 services received; and

13 “(cc) the amount each local
14 educational agency spent using
15 grant funds awarded under this
16 title on services for such children;
17 and”;

18 (6) by striking subsection (l) and inserting the
19 following:

20 “(l) CONSTRUCTION.—

21 “(1) STUDENT PROMOTION OR GRADUATION.—

22 Nothing in this part shall be construed to prescribe
23 the use of the academic assessments described in
24 this part for student promotion or graduation pur-
25 poses.

1 “(2) COMPULSORY EDUCATION AND SPECIAL
2 EDUCATION SERVICES.—Nothing in this title shall
3 be construed to limit a child’s right to compulsory
4 education under State law, or to special education
5 and related services under the Individuals with Dis-
6 abilities Education Act.”.

7 **SEC. 104. LOCAL EDUCATIONAL AGENCY PLANS.**

8 Section 1112 (20 U.S.C. 6312) is amended as fol-
9 lows:

10 (1) GENERAL PLAN PROVISIONS.—Subsection
11 (b)(1) is amended as follows:

12 (A) JOINT PROFESSIONAL DEVELOP-
13 MENT.—In subparagraph (D), by inserting
14 “and joint high-quality, evidence-based profes-
15 sional development between preschool through
16 grade 3 teachers in Head Start programs and,
17 as feasible, other community-based early child-
18 hood education programs,” after “teachers and
19 principals,”.

20 (B) READY SCHOOL NEEDS REVIEW.—By
21 amending subparagraph (E) to read as follows:

22 “(E) a description of how the local edu-
23 cational agency will assist each elementary
24 school that is served by the local educational
25 agency and that receives assistance under this

1 part, in conducting, not less often than once
2 every 3 years (depending on the needs of the
3 school), a ready school needs review that—

4 “(i) will be used by the school in de-
5 veloping and implementing policies and
6 procedures that create a school environ-
7 ment and classroom practices that—

8 “(I) support each child in meet-
9 ing State and grade level expectations
10 and challenges, including the aca-
11 demic content standards and academic
12 achievement standards under section
13 1111(b); and

14 “(II) support successful transi-
15 tions for children; and

16 “(ii) includes, at a minimum, the
17 needs of the school regarding—

18 “(I) the use of developmentally
19 appropriate (including culturally and
20 linguistically appropriate) curricula,
21 classroom materials, teaching prac-
22 tices, instructional assessments, and
23 accommodations;

24 “(II) appropriate services and
25 supports for children with disabilities

1 and children who are limited English
2 proficient;

3 “(III) family and community en-
4 gagement policies and practices;

5 “(IV) building and maintaining a
6 school climate that supports positive
7 development and learning;

8 “(V) leadership and support for
9 school staff, including—

10 “(aa) professional develop-
11 ment for elementary school prin-
12 cipals, other school leaders,
13 teachers, and specialized instruc-
14 tional support personnel in the
15 development and learning of
16 young children and develop-
17 mentally appropriate practice;

18 “(bb) the assignment of
19 teachers based on degrees and
20 certification or licensure for
21 teaching children in prekind-
22 garten through grade 3 and ap-
23 propriate student-to-teacher ra-
24 tios for such children; and

1 “(cc) teacher and student
2 interactions in the classroom that
3 improve instruction and learning;
4 and

5 “(VI) outreach and collaboration
6 with—

7 “(aa) early childhood care
8 and education providers in the
9 school attendance area, including
10 ongoing channels of communica-
11 tion on—

12 “(AA) issues relating to
13 continuity of high-quality,
14 developmentally appropriate,
15 and well-aligned standards,
16 curricula, classroom prac-
17 tices, and instructional as-
18 sessment and supports;

19 “(BB) transitions be-
20 tween program settings; and

21 “(CC) other services to
22 support learning and devel-
23 opment; and

24 “(bb) other providers of
25 services that support learning

1 and development, such as nutri-
2 tion, health, and mental health
3 services;”.

4 (C) ALLOWABLE USE.—By striking sub-
5 paragraph (K) and inserting the following:

6 “(K) if appropriate, a description of how
7 the local educational agency will use funds
8 under this part to support educational and de-
9 velopmental opportunities for young children
10 from birth to the age of mandatory school entry
11 through early childhood education programs, in-
12 cluding providing full-day and full-year services,
13 or early childhood home visitation programs, as
14 described under section 511 of the Social Secu-
15 rity Act (42 U.S.C. 711);”.

16 (2) NOT AN EVALUATION UNDER IDEA.—Sub-
17 section (b)(2) is amended—

18 (A) in subparagraph (B), by striking the
19 period at the end and inserting “; and”; and

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

21 “(C) to constitute, or construed to con-
22 stitute, an evaluation required under the Indi-
23 viduals with Disabilities Education Act.”.

24 (3) CONSULTATION.—By striking paragraph
25 (1) of subsection (d) and inserting the following:

1 “(1) CONSULTATION.—Each local educational
2 agency plan shall be developed in consultation
3 with—

4 “(A) teachers, principals, and administra-
5 tors (including administrators of programs de-
6 scribed in other parts of this title);

7 “(B) other appropriate school personnel;

8 “(C) parents of children in schools served
9 under this part; and

10 “(D) local early childhood councils and
11 representatives of community-based early child-
12 hood education programs, such as Head Start,
13 State-funded prekindergarten programs, early
14 intervention programs, and child care pro-
15 viders.”.

16 **SEC. 105. ACADEMIC ASSESSMENT AND LOCAL EDU-**
17 **CATIONAL AGENCY AND SCHOOL IMPROVE-**
18 **MENT.**

19 Section 1116(c)(7)(A) (20 U.S.C. 6316(c)(7)) is
20 amended—

21 (1) by redesignating clauses (vi), (vii), and
22 (viii), as clauses (vii), (viii), and (ix) respectively;
23 and

24 (2) by inserting after clause (v) the following:

1 “(vi) coordinate, as appropriate, serv-
2 ices for children before the age of manda-
3 tory school entry, who are enrolled in an
4 early childhood education program.”.

5 **SEC. 106. QUALIFICATIONS FOR TEACHERS AND PARA-**
6 **PROFESSIONALS.**

7 Section 1119(a)(1) (20 U.S.C. 6319(a)(1)) is amend-
8 ed by inserting “and to the extent feasible, starting with
9 the 2015–2016 school year, that teachers placed in class-
10 rooms to teach children in the early grades of elementary
11 school have a specialized early childhood education teach-
12 ing license, credential, or endorsement” before the period.

13 **SEC. 107. COORDINATION REQUIREMENTS.**

14 Section 1120B (20 U.S.C. 6322) is amended to read
15 as follows:

16 **“SEC. 1120B. COORDINATION REQUIREMENTS.**

17 “(a) IN GENERAL.—Each local educational agency
18 receiving assistance under this part shall—

19 “(1) coordinate, as feasible, with early child-
20 hood education programs to carry out the activities
21 described in subsection (b); and

22 “(2) develop agreements with Head Start agen-
23 cies as specified in section 642(e)(5) of the Head
24 Start Act to carry out the activities described in sub-
25 section (b).

1 “(b) ACTIVITIES.—The activities referred to in sub-
2 section (a) are activities that increase coordination be-
3 tween the local educational agency and a Head Start agen-
4 cy and, to the maximum extent practicable, other entities
5 carrying out early childhood education programs, such as
6 State-funded prekindergarten, and child care, serving chil-
7 dren who will attend the schools served by the local edu-
8 cational agency, including—

9 “(1) developing and implementing with local
10 Head Start agency staff and staff from other early
11 childhood education programs, a systematic and
12 comprehensive transition procedure, which shall in-
13 clude procedures for receiving records regarding
14 such children, transferred with the consent of a par-
15 ent or guardian;

16 “(2) establishing channels of communication be-
17 tween school staff and their counterparts (including
18 teachers, social workers, local educational agency li-
19 aisons designated under section 722(g)(1)(J)(ii) of
20 the McKinney-Vento Homeless Assistance Act (42
21 U.S.C. 11432(g)(1)(J)(ii)), and health staff) in such
22 Head Start agencies and other entities carrying out
23 early childhood education programs, as appropriate,
24 to facilitate coordination of supportive service deliv-
25 ery;

1 “(3) establishing ongoing communications be-
2 tween the Head Start agency or other entities car-
3 rying out early childhood education programs and
4 the local educational agency for developing con-
5 tinuity of developmentally appropriate curricular ob-
6 jectives and for shared expectations for children’s
7 learning and development as the children transition
8 to school;

9 “(4) conducting meetings involving parents,
10 kindergarten or elementary school teachers, and
11 Head Start teachers or, if appropriate, teachers
12 from other early childhood education programs to
13 discuss the developmental and other needs of chil-
14 dren and families, and to the appropriate instruc-
15 tional and noninstructional services;

16 “(5) organizing and participating in joint high-
17 quality, evidence-based professional development of
18 school staff, Head Start program staff, and other
19 early childhood education program staff on—

20 “(A) developmentally appropriate curricula
21 and teaching practices;

22 “(B) family engagement;

23 “(C) support for children with disabilities
24 and dual language learners; and

25 “(D) transitions and continuity; and

1 “(6) linking the educational services provided
2 by such local educational agency with the services
3 provided by local Head Start agencies and, as fea-
4 sible, other entities carrying out early childhood edu-
5 cation programs.

6 “(c) COORDINATION OF REGULATIONS.—The Sec-
7 retary shall work with the Secretary of Health and Human
8 Services to coordinate regulations promulgated under this
9 part with regulations promulgated under the Head Start
10 Act, including reasonable compliance measures.”.

11 **SEC. 108. PROHIBITED USE OF ASSESSMENTS FOR YOUNG**
12 **CHILDREN.**

13 Part I of title I (20 U.S.C. 6571 et seq.) is amended
14 by adding at the end the following:

15 **“SEC. 1909. PROHIBITED USE OF ASSESSMENTS FOR YOUNG**
16 **CHILDREN.**

17 “Funds available under this title may not be used for
18 child assessments for children from birth through grade
19 2 for any of the following:

20 “(1) Assessments that provide or lead to re-
21 wards or sanctions for individual children, teachers,
22 early childhood education programs, or schools.

23 “(2) A single assessment used as the primary
24 or sole method for assessing program effectiveness.

25 “(3) Evaluating such children other than for—

1 “(A) improving instruction or classroom
2 environment;

3 “(B) targeting high-quality, evidence-based
4 professional development;

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

7 “(D) informing the quality improvement
8 process at the State level;

9 “(E) program evaluation for the purposes
10 of program improvement and parent informa-
11 tion; or

12 “(F) research conducted as part of a na-
13 tional evaluation.”.

14 **TITLE II—PREPARING, TRAIN-**
15 **ING, AND RECRUITING HIGH-**
16 **QUALITY TEACHERS AND**
17 **PRINCIPALS**

18 **SEC. 201. PURPOSE.**

19 Section 2101 (20 U.S.C. 6601) is amended—

20 (1) in paragraph (1), by striking “and” after
21 the semicolon;

22 (2) by redesignating paragraph (2) as para-
23 graph (3); and

24 (3) by inserting after paragraph (1) the fol-
25 lowing:

1 “(2) enhance the knowledge of elementary
2 school principals and other school administrators in
3 early childhood development and learning and to
4 build ongoing relationships with early childhood edu-
5 cation programs to create a continuum of develop-
6 mentally appropriate and effective learning; and”.

7 **SEC. 202. STATE APPLICATIONS.**

8 Section 2112(b) (20 U.S.C. 6612(b)) is amended—

9 (1) in paragraph (1), by inserting “and positive
10 child development and learning for children in the
11 early elementary grades and younger” after “student
12 academic achievement”;

13 (2) by redesignating paragraphs (4) through
14 (10) and (11) and (12) as paragraphs (5) through
15 (11) and (13) and (14), respectively;

16 (3) by inserting after paragraph (3) the fol-
17 lowing:

18 “(4) A description of how the State educational
19 agency, in collaboration with other agencies that
20 oversee early childhood development and education
21 programs and the State Advisory Council on Early
22 Childhood Education and Care designated or estab-
23 lished under section 642B of the Head Start Act,
24 will ensure that high-quality, evidence-based profes-
25 sional development activities assisted under this sub-

1 part reflect research and best practices across all do-
2 mains of child development and learning.”; and

3 (4) by inserting after paragraph (11), as redesi-
4 gnated by paragraph (2), the following:

5 “(12) A description of the State’s plan for re-
6 forming, by not later than the end of the 2015–2016
7 school year and consistent with section 2113(c)(1),
8 teacher certification or licensing requirements that
9 reflect the specialized knowledge and skills needed
10 for teachers of children in the early grades of ele-
11 mentary school and younger children, and elemen-
12 tary school principal certification or licensing re-
13 quirements to reflect knowledge of child development
14 and learning.”.

15 **SEC. 203. STATE USE OF FUNDS.**

16 Section 2113(c) (20 U.S.C. 6613(c)) is amended—

17 (1) by striking paragraph (1) and inserting the
18 following:

19 “(1) Reforming teacher and principal certifi-
20 cation (including recertification) or licensing require-
21 ments to ensure that—

22 “(A) teachers have the necessary subject
23 matter knowledge and teaching skills in the
24 academic subjects that the teachers teach and
25 the necessary specialized knowledge of child de-

1 velopment and learning for those teachers work-
2 ing with children in the early grades of elemen-
3 tary school and younger children, including
4 knowledge of State early learning guidelines
5 and State early grade standards, and under-
6 standing of child instructional assessment, in-
7 cluding observational assessment, to improve in-
8 struction and services for children;

9 “(B) principals have the instructional lead-
10 ership skills, including collaboration with other
11 early childhood education providers and support
12 services, and knowledge of child development
13 and learning to help teachers teach and stu-
14 dents learn;

15 “(C) teacher certification (including recer-
16 tification) or licensing requirements are aligned
17 with challenging State academic content stand-
18 ards and State early learning guidelines, includ-
19 ing a separate certification for teachers of early
20 childhood education for the early grades of ele-
21 mentary school and younger children; and

22 “(D) teachers have the subject matter
23 knowledge and teaching skills, including tech-
24 nology literacy, and principals have the instruc-
25 tional leadership skills and knowledge of child

1 development and learning and collaboration
2 with early childhood education providers, nec-
3 essary to help—

4 “(i) students meet challenging State
5 student academic achievement standards,
6 and State early learning guidelines and
7 State early grade standards; and

8 “(ii) promote appropriate and effec-
9 tive transitions from early childhood edu-
10 cation programs to school.”;

11 (2) in paragraph (2)—

12 (A) in subparagraph (A), by inserting “or
13 coaching” after “mentoring”; and

14 (B) in subparagraph (B), by inserting
15 “and State early learning guidelines, as appro-
16 priate” after “academic achievement stand-
17 ards”;

18 (3) in paragraph (4), by inserting “teachers
19 with a specialized certification or licensure in early
20 childhood education for the early grades of elemen-
21 tary school,” after “core academic subjects,”;

22 (4) by redesignating paragraphs (7) through
23 (18) as paragraphs (9) through (20), respectively;

24 (5) by inserting after paragraph (6) the fol-
25 lowing:

1 “(7) Developing high-quality, evidence-based
2 professional development opportunities—

3 “(A) for principals, superintendents, and
4 local educational agency staff with responsibility
5 for curriculum, assessment, special education,
6 and teacher professional development, to gain
7 knowledge of—

8 “(i) child development and learning
9 (including cognitive, social, emotional, and
10 physical development and approaches to
11 learning) of children from birth through
12 the early grades of elementary school; and

13 “(ii) developmentally appropriate
14 practices to support children’s positive de-
15 velopment and learning; and

16 “(B) to create collaborations with commu-
17 nity-based early childhood education programs
18 for joint high-quality, evidence-based profes-
19 sional development and transition activities for
20 young children and families.

21 “(8) Providing joint high-quality, evidence-
22 based professional development for elementary
23 school teachers and staff with early childhood edu-
24 cation program staff, for—

1 “(A) a shared understanding and commu-
2 nication of continuity of expectations for stu-
3 dents in all domains of learning and develop-
4 ment (including language, literacy, mathe-
5 matics, creative arts, science, social studies, so-
6 cial and emotional development, physical devel-
7 opment and health, and approaches to learn-
8 ing);

9 “(B) appropriate curricula and instruc-
10 tional assessment practices;

11 “(C) family engagement; and

12 “(D) transition between community-based
13 early childhood education programs and
14 school.”;

15 (6) in paragraph (9), as redesignated by para-
16 graph (4), by inserting “and other” after “the aca-
17 demic”;

18 (7) in paragraph (12), as redesignated by para-
19 graph (4), by inserting “teacher mentoring or coach-
20 ing,” after “peer networks,”;

21 (8) in paragraph (17), as redesignated by para-
22 graph (4), by inserting “, including scholarships
23 with compensation rewards linked to attaining an
24 associate’s degree or a bachelor’s degree in early
25 childhood education” after “2001”;

1 (9) in paragraph (18), as redesignated by para-
2 graph (4), by striking “State academic content
3 standards” and all that follows through the period
4 and inserting “State academic content standards,
5 student academic achievement standards, State early
6 learning guidelines, and State assessments, to im-
7 prove instructional practices and improve student
8 academic achievement and areas of development that
9 support student cognitive development in the early
10 elementary grades and in younger children.”; and

11 (10) in paragraph (20), as redesignated by
12 paragraph (4), in subparagraph (A), by inserting
13 “preschool teachers (including in community-based
14 programs) and” after “placement of”.

15 **SEC. 204. LOCAL APPLICATIONS AND NEEDS ASSESSMENT.**

16 Section 2122(b) (20 U.S.C. 6622(b)) is amended—

17 (1) in paragraph (1)(A)—

18 (A) in clause (i), by striking “and State
19 assessments” and inserting “State early learn-
20 ing guidelines, and State assessments”; and

21 (B) in clause (ii), by inserting “age and
22 developmentally appropriate” before “cur-
23 ricula”;

24 (2) in paragraph (4), by inserting “, including
25 joint high-quality, evidence-based professional devel-

1 opment with other early childhood education pro-
2 gram providers such as Head Start providers and
3 providers receiving State prekindergarten funds”
4 after “local programs”; and

5 (3) in paragraph (9), by striking subparagraphs
6 (A) through (D) and inserting the following:

7 “(A) teach and address the needs of chil-
8 dren in the early grades of elementary school
9 and younger children with different learning
10 styles, particularly students with disabilities,
11 students with special learning needs (including
12 students who are gifted and talented), students
13 with limited English proficiency;

14 “(B) improve student behavior in the class-
15 room and identify early and appropriate inter-
16 ventions to help students described in subpara-
17 graph (A) learn;

18 “(C) engage families in their child’s edu-
19 cation in a meaningful, and culturally and lin-
20 guistically appropriate, manner;

21 “(D) understand and use data and assess-
22 ments to improve classroom practice and stu-
23 dent learning; and

24 “(E) understand and implement effective,
25 developmentally appropriate curricula, teaching,

1 and instructional assessment practices for chil-
2 dren in the early grades of elementary school
3 and younger children in all domains of learning
4 and development (including language, literacy,
5 mathematics, creative arts, science, social stud-
6 ies, social and emotional development, physical
7 development and health, and approaches to
8 learning), and including the principles of uni-
9 versal design for learning.”.

10 **SEC. 205. LOCAL USE OF FUNDS.**

11 Section 2123(a) (20 U.S.C. 6623(a)) is amended—

12 (1) in paragraph (1), in the matter preceding
13 subparagraph (A), by inserting “teachers with a cer-
14 tificate or license in early childhood education for
15 the early grades of elementary school and younger
16 children,” after “core academic subjects,”;

17 (2) in paragraph (3)(B), by striking clauses (i)
18 through (v) and inserting the following:

19 “(i) involve collaborative groups of
20 teachers and administrators;

21 “(ii) involve joint high-quality, evi-
22 dence-based professional development with
23 other early childhood education programs
24 (including Head Start programs, child care
25 programs, and State funded prekind-

1 garten programs) on developmentally ap-
2 propriate curricula, assessments for in-
3 structional improvement, and other sup-
4 ports of children’s development and learn-
5 ing and shared expectations for transitions
6 from preschool to kindergarten and the
7 early elementary grades;

8 “(iii) provide training in how to teach
9 and address the needs of students with dif-
10 ferent learning styles, particularly students
11 with disabilities, students with special
12 learning needs (including students who are
13 gifted and talented), and students with
14 limited English proficiency;

15 “(iv) provide training in child develop-
16 ment and learning (including cognitive, so-
17 cial, emotional, and physical development
18 and approaches to learning) of children
19 from birth through the early grades of ele-
20 mentary school;

21 “(v) provide training in methods of—

22 “(I) improving student behavior
23 in the classroom; and

1 “(II) identifying early and appro-
2 priate interventions to help students
3 described in clause (iii) learn;

4 “(vi) provide training to enable teach-
5 ers and principals to involve parents in
6 their child’s education, especially parents
7 of limited English proficient children and
8 immigrant children;

9 “(vii) provide training on how to un-
10 derstand and use data and assessments to
11 improve classroom practice and student
12 learning; and

13 “(viii) provide training on how to im-
14 plement the principles of universal design
15 for learning.”;

16 (3) by redesignating paragraphs (7), (8), and
17 (10) as paragraphs (8), (9), and (10), respectively;
18 and

19 (4) by inserting after paragraph (6) the fol-
20 lowing:

21 “(7) Carrying out high-quality, evidence-based
22 professional development for elementary school prin-
23 cipals and other school administrators in early child-
24 hood development and education, including—

1 “(A) knowledge of child development and
2 developmentally appropriate curricula and
3 teaching practices;

4 “(B) collaboration with community-based
5 early childhood education programs, such as
6 Head Start programs, Early Head Start pro-
7 grams, and child care programs;

8 “(C) meaningful engagement of families in
9 children’s learning and development; and

10 “(D) support for teachers in the early
11 grades of elementary school to use develop-
12 mentally, culturally, and linguistically appro-
13 priate curricula and teaching practices.”.

14 **SEC. 206. DEFINITIONS.**

15 Section 2131(1)(B) (20 U.S.C. 6631(1)(B)) is
16 amended by inserting “an organization that represents
17 early childhood education programs in community set-
18 tings,” after “a principal organization,”.

19 **SEC. 207. USE OF FUNDS FOR ELIGIBLE PARTNERSHIPS.**

20 Section 2134(a)(2) (20 U.S.C. 6634(a)(2)) is amend-
21 ed by striking subparagraph (A) and inserting the fol-
22 lowing:

23 “(A) ensure that the individuals—

24 “(i) are able to use challenging State
25 academic content standards and student

1 academic achievement standards, and
 2 State assessments, to improve instructional
 3 practices and improve student academic
 4 achievement; and

5 “(ii) who serve children in the early
 6 grades of elementary school and younger
 7 children, are able to use State early learn-
 8 ing guidelines and the full range of do-
 9 mains (cognitive, physical, social, emo-
 10 tional, and approaches to learning);”.

11 **TITLE III—MISCELLANEOUS**

12 **SEC. 301. DEFINITIONS.**

13 Section 9101 (20 U.S.C. 7801) is amended—

14 (1) by redesignating paragraphs (17) through
 15 (43) as paragraphs (18) through (44), respectively;

16 (2) by inserting after paragraph (16) the fol-
 17 lowing:

18 “(17) EARLY CHILDHOOD EDUCATION PRO-
 19 GRAM.—The term ‘early childhood education pro-
 20 gram’ has the meaning given the term in section 103
 21 of the Higher Education Act of 1965.”;

22 (3) in paragraph (35)(A) (as redesignated by
 23 paragraph (1))—

24 (A) in clause (i), by striking “the teachers
 25 teach” and inserting “as well as other learning

1 standards (such as social, emotional, and phys-
2 ical development and approaches to learning)”;

3 (B) in clause (iii), by inserting “and other
4 learning” after “academic content”;

5 (C) in clause (v)(II), by striking “or short
6 term”; and

7 (D) in clause (viii)(I), by striking “content
8 standards,” and inserting “content and other
9 learning standards (such as social, emotional,
10 and physical development and approaches to
11 learning), and State early learning guidelines,”;
12 and

13 (4) by adding at the end the following:

14 “(45) UNIVERSAL DESIGN FOR LEARNING.—
15 The term ‘universal design for learning’ has the
16 meaning given the term in section 103 of the Higher
17 Education Act of 1965.”.

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