

114TH CONGRESS
1ST SESSION

S. 643

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 SENATE OF THE UNITED STATES

MARCH 3, 2015

Mr. CASEY (for himself and Ms. HIRONO) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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 2015”.

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.

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Sec. 104. Local educational agency plans.

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Sec. 106. Qualifications for teachers and paraprofessionals.

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TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-
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Sec. 203. State use of funds.

Sec. 204. Local applications and needs assessment.

Sec. 205. Local use of funds.

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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 services or
17 remedial education services;

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 the long-term national
24 economic strength of the United States.

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 ACA-**
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 at
6 the end and 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 early childhood home visitation pro-
14 grams, as described in section 511 of the Social Se-
15 curity 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, challenging student academic achievement
5 standards, and other learning standards (such
6 as social, emotional, and physical development
7 and approaches to learning for children in the
8 early elementary grades and younger children)
9 that are challenging and grounded in the appro-
10 priate developmental expectations for children
11 and 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 2015, 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, complete a re-
7 view and create or revise, as necessary, the
8 State’s early learning guidelines for young
9 children in order to promote develop-
10 mentally 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.

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”;

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

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

1 part), by disseminating information through publica-
2 tions, conferences, and other events, that describe
3 how such funds may best be used to support early
4 childhood education programs and evidence-based
5 and promising early childhood home visitation pro-
6 grams, as described under section 511 of the Social
7 Security Act (42 U.S.C. 711).”;

8 (4) in subsection (d)—

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

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

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

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

16 (5) in subsection (h)(2)(B)(i)—

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

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

20 “(III) information that shows
21 how children younger than the man-
22 datory age of school entry are served
23 directly by the local educational agen-
24 cy, or through contract or other col-
25 laboration with early childhood pro-

1 grams, including early childhood home
 2 visitation programs, as described
 3 under section 511 of the Social Secu-
 4 rity Act (42 U.S.C. 711), including—

5 “(aa) the number of children
 6 served, disaggregated by income,
 7 race, and disability status;

8 “(bb) a description of the
 9 services received; and

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

15 (6) by striking subsection (l) and inserting the
 16 following:

17 “(l) CONSTRUCTION.—

18 “(1) STUDENT PROMOTION OR GRADUATION.—

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

23 “(2) COMPULSORY EDUCATION AND SPECIAL

24 EDUCATION SERVICES.—Nothing in this title shall

25 be construed to limit a child’s right to compulsory

1 education under State law, or to special education
2 and related services under the Individuals with Dis-
3 abilities Education Act.”.

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

5 Section 1112 (20 U.S.C. 6312) is amended—

6 (1) in subsection (b)—

7 (A) in paragraph (1)—

8 (i) in subparagraph (D), by inserting
9 “and joint high-quality, evidence-based
10 professional development between preschool
11 through grade 3 teachers in Head Start
12 programs and, as feasible, other commu-
13 nity-based early childhood education pro-
14 grams,” after “teachers and principals,”;

15 (ii) by striking subparagraph (K) and
16 inserting the following:

17 “(K) if appropriate, a description of how
18 the local educational agency will use funds
19 under this part to support educational and de-
20 velopmental opportunities for young children
21 from birth to the age of mandatory school entry
22 through early childhood education programs, in-
23 cluding providing full day and full year services,
24 or early childhood home visitation programs, as

1 described in section 511 of the Social Security
2 Act (42 U.S.C. 711);”.

3 (B) in paragraph (2)—

4 (i) in subparagraph (A), by striking
5 “or” after the semicolon;

6 (ii) in subparagraph (B), by striking
7 the period at the end and inserting “;
8 and”; and

9 (iii) by adding at the end the fol-
10 lowing:

11 “(C) to constitute, or construed to con-
12 stitute, an evaluation required under the Indi-
13 viduals with Disabilities Education Act.”; and

14 (2) by striking paragraph (1) of subsection (d)
15 and inserting the following:

16 “(1) CONSULTATION.—Each local educational
17 agency plan shall be developed in consultation
18 with—

19 “(A) teachers, principals, and administra-
20 tors (including administrators of programs de-
21 scribed in other parts of this title);

22 “(B) other appropriate school personnel;

23 “(C) parents of children in schools served
24 under this part; and

1 “(D) local early childhood councils and
 2 representatives of community-based early child-
 3 hood education programs, such as Head Start,
 4 State-funded prekindergarten programs, early
 5 intervention programs, and child care pro-
 6 viders.”.

7 **SEC. 105. ACADEMIC ASSESSMENT AND LOCAL EDU-**
 8 **CATIONAL AGENCY AND SCHOOL IMPROVE-**
 9 **MENT.**

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

12 (1) by redesignating clauses (vi), (vii), and
 13 (viii), as clauses (vii), (viii), and (ix), respectively;
 14 and

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

16 “(vi) coordinate, as appropriate, serv-
 17 ices for children before the age of manda-
 18 tory school entry, who are enrolled in an
 19 early childhood education program.”;

20 **SEC. 106. QUALIFICATIONS FOR TEACHERS AND PARA-**
 21 **PROFESSIONALS.**

22 Section 1119(a)(1) (20 U.S.C. 6319(a)(1)) is amend-
 23 ed by inserting “and to the extent feasible, starting with
 24 the 2017–2018 school year, that teachers placed in class-
 25 rooms to teach children in the early grades of elementary

1 school have a specialized early childhood education teach-
 2 ing license, credential, or endorsement” before the period.

3 **SEC. 107. COORDINATION REQUIREMENTS.**

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

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

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

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

12 “(2) develop agreements with Head Start agen-
 13 cies as specified in section 642(e)(5) of the Head
 14 Start Act to carry out the activities described in sub-
 15 section (b).

16 “(b) ACTIVITIES.—The activities referred to in sub-
 17 section (a) are activities that increase coordination be-
 18 tween the local educational agency and a Head Start agen-
 19 cy and, to the maximum extent practicable, other entities
 20 carrying out early childhood education programs, such as
 21 State-funded prekindergarten, and child care, serving chil-
 22 dren who will attend the schools served by the local edu-
 23 cational agency, including—

24 “(1) developing and implementing with local
 25 Head Start agency staff and staff from other early

1 childhood education programs, a systematic and
2 comprehensive transition procedure, which shall in-
3 clude procedures for receiving records regarding
4 such children, transferred with the consent of a par-
5 ent or guardian;

6 “(2) establishing channels of communication be-
7 tween school staff and their counterparts (including
8 teachers, social workers, local educational agency li-
9 aisons designated under section 722(g)(1)(J)(ii) of
10 the McKinney-Vento Homeless Assistance Act (42
11 U.S.C. 11432(g)(1)(J)(ii)), and health staff) in such
12 Head Start agencies and other entities carrying out
13 early childhood education programs, as appropriate,
14 to facilitate coordination of supportive service deliv-
15 ery;

16 “(3) establishing ongoing communications be-
17 tween the Head Start agency or other entities car-
18 rying out early childhood education programs and
19 the local educational agency for developing con-
20 tinuity of developmentally appropriate curricular ob-
21 jectives and for shared expectations for children’s
22 learning and development as the children transition
23 to school;

24 “(4) conducting meetings involving parents,
25 kindergarten or elementary school teachers, and

1 Head Start teachers or, if appropriate, teachers
2 from other early childhood education programs, to
3 discuss the developmental and other needs of chil-
4 dren and families and the appropriate instructional
5 and noninstructional services;

6 “(5) organizing and participating in joint high-
7 quality, evidence-based professional development of
8 school staff, Head Start program staff, and other
9 early childhood education program staff on—

10 “(A) developmentally appropriate curricula
11 and teaching practices;

12 “(B) family engagement;

13 “(C) support for children with disabilities
14 and dual language learners; and

15 “(D) transitions and continuity; and

16 “(6) linking the educational services provided
17 by such local educational agency with the services
18 provided by local Head Start agencies and, as fea-
19 sible, other entities carrying out early childhood edu-
20 cation programs.

21 “(c) COORDINATION OF REGULATIONS.—The Sec-
22 retary shall work with the Secretary of Health and Human
23 Services to coordinate regulations promulgated under this
24 part with regulations promulgated under the Head Start
25 Act, including reasonable compliance measures.”.

1 **SEC. 108. PROHIBITED USE OF ASSESSMENTS FOR YOUNG**
2 **CHILDREN.**

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

5 **“SEC. 1909. PROHIBITED USE OF ASSESSMENTS FOR YOUNG**
6 **CHILDREN.**

7 “Funds available under this title may not be used for
8 child assessments for children from birth through grade
9 2 for any of the following:

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

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

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

16 “(A) improving instruction or classroom
17 environment;

18 “(B) targeting high-quality, evidence-based
19 professional development;

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

22 “(D) informing the quality improvement
23 process at the State level;

24 “(E) program evaluation for the purposes
25 of program improvement and parent informa-
26 tion; or

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

3 **TITLE II—PREPARING, TRAIN-**
4 **ING, AND RECRUITING HIGH-**
5 **QUALITY TEACHERS AND**
6 **PRINCIPALS**

7 **SEC. 201. PURPOSE.**

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

9 (1) in paragraph (1), by striking “and” after
10 the semicolon;

11 (2) by redesignating paragraph (2) as para-
12 graph (3); and

13 (3) by inserting after paragraph (1) the fol-
14 lowing:

15 “(2) enhance the knowledge of elementary
16 school principals and other school administrators in
17 early childhood development and learning and to
18 build ongoing relationships with early childhood edu-
19 cation programs to create a continuum of develop-
20 mentally appropriate and effective learning; and”.

21 **SEC. 202. STATE APPLICATIONS.**

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

23 (1) in paragraph (1), by inserting “and positive
24 child development and learning for children in the

1 early elementary grades and younger” after “student
2 academic achievement”;

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

6 (3) by inserting after paragraph (3) the fol-
7 lowing:

8 “(4) A description of how the State educational
9 agency, in collaboration with other agencies that
10 oversee early childhood development and education
11 programs and the State Advisory Council on Early
12 Childhood Education and Care designated or estab-
13 lished under section 642B of the Head Start Act,
14 will ensure that high-quality, evidence-based profes-
15 sional development activities assisted under this sub-
16 part reflect research and best practices across all do-
17 mains of child development and learning.”; and

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

20 “(12) A description of the State’s plan for re-
21 forming, by not later than the end of the 2017–2018
22 school year and consistent with section 2113(c)(1),
23 teacher certification or licensing requirements that
24 reflect the specialized knowledge and skills needed
25 for teachers of children in the early grades of ele-

1 elementary school and younger children, and elemen-
2 tary school principal certification or licensing re-
3 quirements to reflect knowledge of child development
4 and learning.”.

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

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

7 (1) by striking paragraph (1) and inserting the
8 following:

9 “(1) Reforming teacher and principal certifi-
10 cation (including recertification) or licensing require-
11 ments to ensure that—

12 “(A) teachers have the necessary subject
13 matter knowledge and teaching skills in the
14 academic subjects that the teachers teach and
15 the necessary specialized knowledge of child de-
16 velopment and learning for those teachers work-
17 ing with children in the early grades of elemen-
18 tary school and younger children, including
19 knowledge of State early learning guidelines
20 and State early grade standards, and under-
21 standing of child instructional assessment, in-
22 cluding observational assessment, to improve in-
23 struction and services for children;

24 “(B) principals have the instructional lead-
25 ership skills, including collaboration with other

1 early childhood education providers and support
2 services, and knowledge of child development
3 and learning to help teachers teach and stu-
4 dents learn;

5 “(C) teacher certification (including recer-
6 tification) or licensing requirements are aligned
7 with challenging State academic content stand-
8 ards under section 1111(b)(1) and State early
9 learning guidelines, including a separate certifi-
10 cation for teachers of early childhood education
11 for the early grades of elementary school and
12 younger children; and

13 “(D) teachers have the subject matter
14 knowledge and teaching skills, including tech-
15 nology literacy, and principals have the instruc-
16 tional leadership skills and knowledge of child
17 development and learning and collaboration
18 with early childhood education providers, nec-
19 essary to help—

20 “(i) students meet challenging State
21 student academic achievement standards,
22 and State early learning guidelines and
23 State early grade standards; and

1 “(ii) promote appropriate and effec-
2 tive transitions from early childhood edu-
3 cation programs to school.”;

4 (2) in paragraph (2)—

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

7 (B) in subparagraph (B), by inserting
8 “and State early learning guidelines, as appro-
9 priate,” after “academic achievement stand-
10 ards”;

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

15 (4) by redesignating paragraphs (7) through
16 (18) as paragraphs (9) through (20), respectively;

17 (5) by inserting after paragraph (6) the fol-
18 lowing:

19 “(7) Developing high-quality, evidence-based
20 professional development opportunities—

21 “(A) for principals, superintendents, and
22 local educational agency staff with responsibility
23 for curriculum, assessment, special education,
24 and teacher professional development, to gain
25 knowledge of—

1 “(i) child development and learning
2 (including cognitive, social, emotional, and
3 physical development and approaches to
4 learning) of children from birth through
5 the early grades of elementary school; and

6 “(ii) developmentally appropriate
7 practices to support such children’s posi-
8 tive development and learning; and

9 “(B) to create collaborations with commu-
10 nity-based early childhood education programs
11 for joint high-quality, evidence-based profes-
12 sional development and transition activities for
13 young children and families.

14 “(8) Providing joint high-quality, evidence-
15 based professional development for elementary
16 school teachers and staff with early childhood edu-
17 cation program staff, for—

18 “(A) a shared understanding and commu-
19 nication of continuity of expectations for stu-
20 dents in all domains of learning and develop-
21 ment (including language, literacy, mathe-
22 matics, creative arts, science, social studies, so-
23 cial and emotional development, physical devel-
24 opment and health, and approaches to learn-
25 ing);

1 “(B) appropriate curricula and instruc-
2 tional assessment practices;

3 “(C) family engagement; and

4 “(D) transition between community-based
5 early childhood education programs and
6 school.”;

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

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

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

18 (9) in paragraph (18), as redesignated by para-
19 graph (4), by striking “State academic content
20 standards” and all that follows through the period
21 and inserting “State academic content standards
22 and student academic achievement standards under
23 section 1111(b)(1), State early learning guidelines,
24 and State assessments, to improve instructional
25 practices and improve student academic achievement

1 and areas of development that support student cog-
2 nitive development in the early elementary grades
3 and in younger children.”; and

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

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

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

10 (1) in paragraph (1)(A)—

11 (A) in clause (i), by striking “and State
12 assessments” and inserting “State early learn-
13 ing guidelines, and State assessments”; and

14 (B) in clause (ii), by inserting “age and
15 developmentally appropriate” before “cur-
16 ricula”;

17 (2) in paragraph (4), by inserting “, including
18 joint high-quality, evidence-based professional devel-
19 opment with other early childhood education pro-
20 gram providers such as Head Start providers and
21 providers receiving State prekindergarten funds”
22 after “local programs”; and

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

1 “(A) teach and address the needs of chil-
2 dren in the early grades of elementary school
3 and younger children with different learning
4 styles, particularly students who are children
5 with disabilities, students with special learning
6 needs (including students who are gifted and
7 talented), and students who are limited English
8 proficient;

9 “(B) improve student behavior in the class-
10 room and identify early and appropriate inter-
11 ventions to help students described in subpara-
12 graph (A) learn;

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

16 “(D) understand and use data and assess-
17 ments to improve classroom practice and stu-
18 dent learning; and

19 “(E) understand and implement effective,
20 developmentally appropriate curricula, teaching,
21 and instructional assessment practices for chil-
22 dren in the early grades of elementary school
23 and younger children in all domains of learning
24 and development (including language, literacy,
25 mathematics, creative arts, science, social stud-

1 ies, social and emotional development, physical
2 development and health, and approaches to
3 learning), and including the principles of uni-
4 versal design for learning.”.

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

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

7 (1) in paragraph (1), in the matter preceding
8 subparagraph (A), by inserting “teachers with a cer-
9 tificate or license in early childhood education for
10 the early grades of elementary school and younger
11 children,” after “core academic subjects,”;

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

14 “(i) involve collaborative groups of
15 teachers and administrators;

16 “(ii) involve joint high-quality, evi-
17 dence-based professional development with
18 other early childhood education programs
19 (including Head Start programs, child care
20 programs, and State funded prekind-
21 ergarten programs) on developmentally ap-
22 propriate curricula, assessments for in-
23 structional improvement, and other sup-
24 ports of children’s development and learn-
25 ing and shared expectations for transitions

1 from preschool to kindergarten and the
2 early elementary grades;

3 “(iii) provide training in how to teach
4 and address the needs of students with dif-
5 ferent learning styles, particularly students
6 who are children with disabilities, students
7 with special learning needs (including stu-
8 dents who are gifted and talented), and
9 students with limited English proficiency;

10 “(iv) provide training in child develop-
11 ment and learning (including cognitive, so-
12 cial, emotional, and physical development
13 and approaches to learning) of children
14 from birth through the early grades of ele-
15 mentary school;

16 “(v) provide training in methods of—

17 “(I) improving student behavior
18 in the classroom; and

19 “(II) identifying early and appro-
20 priate interventions to help students
21 described in clause (iii) learn;

22 “(vi) provide training to enable teach-
23 ers and principals to involve parents in
24 their child’s education, especially parents

1 of limited English proficient children and
2 immigrant children;

3 “(vii) provide training on how to un-
4 derstand and use data and assessments to
5 improve classroom practice and student
6 learning; and

7 “(viii) provide training on how to im-
8 plement the principles of universal design
9 for learning.”;

10 (3) by redesignating paragraphs (7), (8), and
11 (10) as paragraphs (8), (9), and (10), respectively;
12 and

13 (4) by inserting after paragraph (6) the fol-
14 lowing:

15 “(7) Carrying out high-quality, evidence-based
16 professional development for elementary school prin-
17 cipals and other school administrators in early child-
18 hood development and education, including—

19 “(A) knowledge of child development and
20 developmentally appropriate curricula and
21 teaching practices;

22 “(B) collaboration with community-based
23 early childhood education programs, such as
24 Head Start programs, Early Head Start pro-
25 grams, and child care programs;

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

3 “(D) support for teachers in the early
4 grades of elementary school to use develop-
5 mentally, culturally, and linguistically appro-
6 priate curricula and teaching practices.”.

7 **SEC. 206. DEFINITIONS.**

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

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

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

16 “(A) ensure that the individuals—

17 “(i) are able to use challenging State
18 academic content standards and student
19 academic achievement standards under sec-
20 tion 1111(b)(1), and State assessments, to
21 improve instructional practices and im-
22 prove student academic achievement; and

23 “(ii) who serve children in the early
24 grades of elementary school and younger
25 children, are able to use State early learn-

1 ing guidelines and the full range of do-
 2 mains (cognitive, physical, social, emo-
 3 tional, and approaches to learning);”.

4 **TITLE III—MISCELLANEOUS**

5 **SEC. 301. DEFINITIONS.**

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

7 (1) by redesignating paragraphs (17) through
 8 (43) as paragraphs (18) through (44), respectively;

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

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

15 (3) in paragraph (35)(A) (as redesignated by
 16 paragraph (1))—

17 (A) in clause (i), by striking “the teachers
 18 teach” and inserting “as well as other learning
 19 standards (such as social, emotional, and phys-
 20 ical development and approaches to learning)”;

21 (B) in clause (iii), by inserting “and other
 22 learning standards” after “academic content
 23 standards”;

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

1 (D) in clause (viii)(I), by striking “content
2 standards,” and inserting “content standards
3 and other learning standards (such as social,
4 emotional, and physical development and ap-
5 proaches to learning), and State early learning
6 guidelines,”; and

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

8 “(45) UNIVERSAL DESIGN FOR LEARNING.—
9 The term ‘universal design for learning’ has the
10 meaning given the term in section 103 of the Higher
11 Education Act of 1965.”.

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