

113TH CONGRESS  
1ST SESSION

# H. R. 2706

To establish a comprehensive literacy program, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

JULY 17, 2013

Mr. YARMUTH (for himself, Mr. POLIS, Ms. BONAMICI, Ms. NORTON, Mr. RAHALL, Mr. CONNOLLY, Mr. COHEN, and Mr. CARTWRIGHT) introduced the following bill; which was referred to the Committee on Education and the Workforce

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## A BILL

To establish a comprehensive literacy program, 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; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as—

5 (1) the “Literacy Education for All, Results for  
6 the Nation Act”; or

7 (2) the “LEARN Act”.

8 (b) TABLE OF CONTENTS.—The table of contents for  
9 this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Findings.

- Sec. 3. Purposes.
- Sec. 4. Programs authorized.
- Sec. 5. State planning grants.
- Sec. 6. State implementation grants.
- Sec. 7. Subgrants to eligible entities in support of literacy for children from birth through kindergarten entry.
- Sec. 8. Subgrants to eligible entities in support of literacy for students in kindergarten through grade 12.
- Sec. 9. Additional State activities.
- Sec. 10. National evaluation, information dissemination, and technical assistance.
- Sec. 11. Consequences of insufficient progress, reporting requirements, and conflicts of interest.
- Sec. 12. Rules of construction.
- Sec. 13. Definitions.
- Sec. 14. Authorization of appropriations.

1 **SEC. 2. FINDINGS.**

2       The Congress finds that in order for a comprehensive  
3 and effective literacy program to address the needs of chil-  
4 dren it is critical to address the following:

5           (1) Literacy development is an ongoing process  
6 that requires a sustained engagement and invest-  
7 ment beginning in early childhood and continuing  
8 through secondary school.

9           (2) Developing literacy skills begins at birth as  
10 infants and toddlers associate sounds, gestures, and  
11 marks on paper with consequences and meaning.  
12 Many teachers and staff in early learning programs  
13 are not provided with high-quality professional devel-  
14 opment in how to support children's language and  
15 literacy development. Such high-quality professional  
16 learning and preparation, that is job-embedded and  
17 ongoing, promotes strong early language and literacy  
18 for all children's readiness for school.

1           (3) Research shows that writing leads to im-  
2           proved reading achievement, reading leads to better  
3           writing performance, and combined instruction leads  
4           to improvements in both areas. Students in kinder-  
5           garten through grade 12 need to be engaged in com-  
6           bined reading and writing experiences that lead to a  
7           higher level of thinking than when either process is  
8           taught alone.

9           (4) Teachers and early childhood educators  
10          need professional development to improve the read-  
11          ing and writing abilities of children who are at risk  
12          for developmental delays or are reading and writing  
13          several years below grade level. Middle school and  
14          secondary school teachers in core academic subjects  
15          must have the tools and skills to teach reading and  
16          writing for subject area understanding and to dif-  
17          ferentiate and provide instruction for students with  
18          varying literacy skills.

19          (5) Approximately 70 percent of 4th graders  
20          and 8th graders read below the proficient level on  
21          the 2007 National Assessment of Educational  
22          Progress.

23          (6) Between 1971 and 2008, the reading levels  
24          of 17-year-olds in the United States showed little to  
25          no improvement. The ability of secondary school stu-

1 dents to read complex texts is strongly predictive of  
2 their performance in postsecondary mathematics and  
3 science courses.

4 (7) Only one-third of secondary school students  
5 who enter 9th grade each year can expect to grad-  
6 uate in 4 years with the skills needed to succeed in  
7 higher education and the workplace.

8 (8) The 25 fastest growing professions have  
9 higher than average literacy demands while the fast-  
10 est declining professions have lower than average lit-  
11 eracy demands.

12 (9) The intellectual and linguistic skills nec-  
13 essary for reading and writing must be developed  
14 through explicit, intentional, and systematic lan-  
15 guage activities, to which many low-income and mi-  
16 nority students do not have access.

17 (10) Only 71 percent of secondary school stu-  
18 dents graduate on time with a diploma, meaning  
19 that every year 1,230,000 students fail to graduate  
20 from secondary school in the United States. These  
21 1,230,000 nongraduates cost the United States more  
22 than \$319,000,000,000 in lost wages, taxes, and  
23 productivity over their lifetimes.

24 (11) Meaningful engagement of families in their  
25 children's early learning supports school readiness

1 and later academic success. Parental literacy habits  
2 are positively associated with parental reading be-  
3 liefs, parent-child literacy and language activities in  
4 the home, children's print knowledge, and interest in  
5 reading and writing.

6 **SEC. 3. PURPOSES.**

7 The purposes of this Act are—

8 (1) to improve reading, writing, and academic  
9 achievement for children and students by providing  
10 Federal support to State educational agencies, in  
11 collaboration with State agencies that oversee child  
12 care programs, to develop, coordinate, and imple-  
13 ment comprehensive State literacy plans that ensure  
14 high-quality instruction and effective practices in  
15 early language and literacy in early learning pro-  
16 grams (serving children from birth through kinder-  
17 garten entry) and in reading and writing in kinder-  
18 garten through grade 12; and

19 (2) to assist State educational agencies and  
20 State agencies that oversee child care and other  
21 early childhood programs in achieving the purposes  
22 described in paragraph (1) by—

23 (A) supporting the development and imple-  
24 mentation of early learning through grade 12  
25 literacy programs that are based on scientif-

1           ically valid research, to ensure that every stu-  
2           dent can read and write at grade level or above;

3           (B) providing children attending early  
4           learning programs that serve children from  
5           birth through kindergarten entry, including pro-  
6           grams, such as child care, Early Head Start,  
7           Head Start, State-funded preschool, public li-  
8           brary programs, and other early childhood edu-  
9           cation settings, with high-quality, language-rich,  
10          literature-rich, informational text-rich, cul-  
11          turally relevant, developmentally appropriate  
12          environments, so that such children develop the  
13          fundamental knowledge and skills necessary for  
14          literacy engagement, development, and achieve-  
15          ment in kindergarten and beyond;

16          (C) educating parents in the ways they can  
17          support their child's communication and lit-  
18          eracy development;

19          (D) supporting efforts to link and align  
20          standards and evidence-based teaching practices  
21          and instruction in early learning programs serv-  
22          ing children from birth through kindergarten  
23          entry;

24          (E) supporting high-quality, effective edu-  
25          cational and development environments for chil-

1           dren and students from birth through grade 12  
2           to develop oral language, reading comprehen-  
3           sion, and writing abilities through evidence-  
4           based instruction and practices;

5           (F) improving student achievement by es-  
6           tablishing literacy initiatives that provide ex-  
7           plicit and systematic instruction in oral lan-  
8           guage, reading, and writing development across  
9           the curriculum;

10          (G) identifying and supporting students  
11          who are reading and writing below grade level  
12          by providing evidence-based intensive interven-  
13          tions, including extended learning time, to help  
14          such students acquire the language and literacy  
15          skills they need to graduate from secondary  
16          school;

17          (H) providing assistance to eligible entities  
18          in order to provide educators with high-quality  
19          professional development in the essential com-  
20          ponents of early literacy instruction and the es-  
21          sential components of reading and writing in-  
22          struction;

23          (I) supporting State educational agencies  
24          and local educational agencies in using age- and  
25          developmentally appropriate instructional mate-

1           rials and strategies, including those consistent  
2           with universal design for learning, that assist  
3           teachers as they work with students to develop  
4           reading and writing competencies appropriate  
5           to the student’s grade and skill levels;

6           (J) supporting State educational agencies  
7           and eligible entities in improving reading, writ-  
8           ing, and academic achievement for children and  
9           students, especially those that are low-income,  
10          limited English proficient, migratory, Indian or  
11          Alaskan Native, neglected or delinquent, home-  
12          less, in the custody of the child welfare system,  
13          those that have disabilities, or those who have  
14          dropped out of school; and

15          (K) strengthening coordination among  
16          schools, early learning programs, early literacy  
17          programs, family literacy programs, juvenile  
18          justice programs, public libraries, and outside-  
19          of-school programs that provide children and  
20          youth with strategies, curricula, interventions,  
21          and assessments designed to advance early and  
22          continuing language and literacy development in  
23          ways appropriate for each context.

24 **SEC. 4. PROGRAMS AUTHORIZED.**

25          (a) IN GENERAL.—The Secretary is authorized—



1 (1) to award State planning grants in accord-  
2 ance with subsection (b) and section 5; and

3 (2) to award State implementation grants in ac-  
4 cordance with subsection (b) and section 6 to en-  
5 able—

6 (A) the State agency that oversees child  
7 care programs, in consultation with the State  
8 Advisory Council on Early Childhood Education  
9 and Care described in section 642B of the  
10 Head Start Act and other early childhood agen-  
11 cies, to award subgrants to eligible entities in  
12 accordance with section 7;

13 (B) the State educational agency to award  
14 subgrants to eligible entities in accordance with  
15 section 8; and

16 (C) the State educational agency to carry  
17 out the additional State activities described in  
18 section 9.

19 (b) AWARDS TO STATE EDUCATIONAL AGENCIES.—

20 (1) DISCRETIONARY GRANTS.—

21 (A) IN GENERAL.—If the amount appro-  
22 priated under section 14 for a fiscal year is less  
23 than \$500,000,000 the Secretary shall—

24 (i) reserve not more than 5 percent of  
25 such amount for the national evaluation,

1 dissemination of information, and technical  
2 assistance under section 10;

3 (ii) reserve not more than 5 percent of  
4 such amount to make awards, on a com-  
5 petitive basis, under section 5; and

6 (iii) use the amount not reserved  
7 under clauses (i) and (ii) to make awards,  
8 on a competitive basis and based on the  
9 quality of the applications submitted, to  
10 State educational agencies that have appli-  
11 cations approved under section 6 to enable  
12 the agencies to carry out sections 7  
13 through 9.

14 (B) ALLOCATION OF FUNDS.—The Sec-  
15 retary shall allocate the funds described in sub-  
16 paragraph (A)(iii) among approved applicants  
17 on the basis of the relative number or percent-  
18 age of children counted under section 1124(c)  
19 of the Elementary and Secondary Education  
20 Act of 1965 (20 U.S.C. 6333(c)) in a State  
21 served by an approved applicant compared to  
22 the number or percentage of such children in all  
23 States served by approved applicants, except  
24 that awards under this paragraph shall be of  
25 sufficient size and scope to be effective.

1 (2) FORMULA GRANTS.—

2 (A) IN GENERAL.—If the amount appro-  
3 priated under section 14 for a fiscal year is  
4 equal to or exceeds \$500,000,000 the Secretary  
5 shall—

6 (i) reserve not more than 5 percent of  
7 such amount for the national evaluation,  
8 dissemination of information, and technical  
9 assistance under section 10;

10 (ii) reserve not more than 5 percent of  
11 such amount to make awards, on a com-  
12 petitive basis, under section 5;

13 (iii) reserve a total of 1 percent of  
14 such amount for—

15 (I) allotments for the United  
16 States Virgin Islands, Guam, Amer-  
17 ican Samoa, and the Commonwealth  
18 of the Northern Mariana Islands, to  
19 be distributed among such outlying  
20 areas on the basis of their relative  
21 need, as determined by the Secretary  
22 in accordance with the purposes of  
23 this Act; and

24 (II) the Secretary of the Interior  
25 for programs under sections 5

1 through 9 in schools operated or fund-  
2 ed by the Bureau of Indian Edu-  
3 cation; and

4 (iv) use the amount not reserved  
5 under clauses (i) through (iii) to make  
6 awards, from allotments under subpara-  
7 graph (B), to State educational agencies  
8 serving States, excluding States described  
9 in clause (iii)(I), that have applications ap-  
10 proved under section 6 to enable the agen-  
11 cies to carry out sections 7 through 9.

12 (B) STATE ALLOTMENT FORMULA.—From  
13 the funds described in subparagraph (A)(iv),  
14 the Secretary shall make an award to each ap-  
15 proved applicant under section 6 on the basis of  
16 the relative number of children counted under  
17 section 1124(c) of the Elementary and Sec-  
18 ondary Education Act of 1965 (20 U.S.C.  
19 6333(c)) in the State served by the applicant  
20 compared to the number of such children in all  
21 States served by approved applicants.

22 (C) PROPORTIONAL DIVISION.—In each  
23 fiscal year, the amount reserved under subpara-  
24 graph (A)(iii) shall be divided between the uses  
25 described in subclauses (I) and (II) of such sub-

1 paragraph in the same proportion as the  
2 amount reserved under section 1121(a) of the  
3 Elementary and Secondary Education Act of  
4 1965 (20 U.S.C. 6331(a)) is divided between  
5 the uses described in paragraphs (1) and (2) of  
6 such section 1121(a) for such fiscal year.

7 (3) CONSULTATION.—

8 (A) IN GENERAL.—As applicable, a State  
9 educational agency that receives a discretionary  
10 grant or allotment under this subsection shall  
11 engage in timely and meaningful consultation  
12 with representatives of Indian tribes located in  
13 the State in order to improve the coordination  
14 of activities designed to develop effective ap-  
15 proaches to achieve the purposes of the Act  
16 consistent with the cultural, language, and edu-  
17 cational needs of Indian students.

18 (B) SPECIAL RULE.—Of the funds re-  
19 served under paragraph (2)(A)(iii)(II), the Sec-  
20 retary of the Interior shall consult with tribes  
21 and school boards connected with bureau-fund-  
22 ed schools to ensure allocation of funds to the  
23 extent possible in accordance with subpara-  
24 graphs (A), (B), and (C) of section 6(a)(2).

25 (c) PEER REVIEW.—

1           (1) IN GENERAL.—The Secretary shall convene  
2 a peer review panel to evaluate and make rec-  
3 ommendations to the Secretary regarding each appli-  
4 cation for a grant under section 5 or 6 using the  
5 evaluation criteria described in paragraph (2).

6           (2) DEVELOPMENT OF EVALUATION CRI-  
7 TERIA.—The Secretary shall report to the Congress  
8 the peer review process and evaluation criteria that  
9 will be used to evaluate grant applications under sec-  
10 tions 5 and 6 and shall make a copy of the peer re-  
11 view panel’s comments available to the public.

12          (d) SUPPLEMENT NOT SUPPLANT.—Grant funds  
13 provided under this section shall be used to supplement,  
14 and not supplant, other Federal, State, or local funds that  
15 would, in the absence of such grant funds, be made avail-  
16 able for literacy instruction and support of children and  
17 students participating in programs assisted under this  
18 Act.

19 **SEC. 5. STATE PLANNING GRANTS.**

20          (a) PLANNING GRANTS AUTHORIZED.—

21           (1) IN GENERAL.—The Secretary may award  
22 planning grants to State educational agencies to en-  
23 able the State educational agencies to develop or im-  
24 prove a comprehensive plan, in consultation with the  
25 State agencies that oversee child care and other

1 early childhood programs, the State Advisory Coun-  
2 cil on Early Childhood Education and Care, and the  
3 State Head Start Collaboration Office, to carry out  
4 activities that improve literacy for children and stu-  
5 dents from birth through grade 12.

6 (2) GRANT PERIOD.—A planning grant under  
7 this section shall be awarded for a period of not  
8 more than 1 year.

9 (3) NONRENEWABILITY.—The Secretary shall  
10 not award a State educational agency more than 1  
11 planning grant under this section.

12 (4) RELATION TO IMPLEMENTATION GRANTS.—  
13 A State educational agency may not receive a plan-  
14 ning grant under this section at the same time it is  
15 receiving an implementation grant under section 6.

16 (b) APPLICATION.—Each State educational agency  
17 desiring a planning grant under this section shall submit,  
18 jointly with the State agencies that oversee child care and  
19 other early childhood programs and the State Advisory  
20 Council on Early Childhood Education and Care, an appli-  
21 cation to the Secretary at such time, in such manner, and  
22 accompanied by such information as the Secretary may  
23 require.

1           (c) EXISTING STATE LITERACY PLAN.—An existing  
2 Federally funded comprehensive State literacy plan may  
3 be improved using a grant under this section.

4 **SEC. 6. STATE IMPLEMENTATION GRANTS.**

5           (a) IMPLEMENTATION GRANTS AUTHORIZED.—

6               (1) IN GENERAL.—The Secretary shall award  
7 implementation grants to State educational agen-  
8 cies—

9                   (A) to implement, in collaboration with the  
10 State agencies that oversee child care and other  
11 early childhood programs, the State Advisory  
12 Council on Early Childhood Education and  
13 Care, and the State Head Start Collaboration  
14 Office—

15                       (i) the comprehensive State literacy  
16 plan developed under section 5, if the State  
17 educational agency received a grant under  
18 such section; or

19                       (ii) another comprehensive State lit-  
20 eracy plan for serving children from birth  
21 through grade 12;

22                   (B) to provide funds made available under  
23 paragraph (2)(A) to the State agency that over-  
24 sees child care programs to award subgrants  
25 under section 7;



1 (C) to award subgrants under section 8;  
2 and

3 (D) to carry out additional State activities  
4 under section 9.

5 (2) USE OF FUNDS.—State educational agency  
6 shall use implementation grant funds received under  
7 this section as follows:

8 (A) LEARNERS FROM BIRTH THROUGH  
9 KINDERGARTEN ENTRY.—Not less than 15 per-  
10 cent of such grant funds shall be used in ac-  
11 cordance with section 7.

12 (B) STUDENTS IN KINDERGARTEN  
13 THROUGH GRADE 5.—Not less than 40 percent  
14 of such grant funds shall be used in accordance  
15 with section 8, to be allocated equitably among  
16 grades kindergarten through grade 5, unless  
17 the State educational agency determines that  
18 an exception is necessary based on a capacity  
19 survey described in section 8(c)(1).

20 (C) STUDENTS IN GRADES 6 THROUGH  
21 12.—Not less than 40 percent of such grant  
22 funds shall be used in accordance with section  
23 8, to be allocated equitably among grades 6  
24 through 12, unless the State educational agency  
25 determines that an exception is necessary based

1 on a capacity survey described in section  
2 8(e)(1).

3 (D) STATE ACTIVITIES.—Not more than 5  
4 percent of such grant funds shall be used for  
5 the State activities described in section 9.

6 (3) DURATION OF GRANTS.—An implementa-  
7 tion grant under this section shall be awarded for a  
8 period of not less than 3 years and not more than  
9 5 years.

10 (4) RENEWALS.—

11 (A) IN GENERAL.—Implementation grants  
12 under this section may be renewed.

13 (B) CONDITIONS.—In order to be eligible  
14 to have an implementation grant renewed under  
15 this paragraph, the State educational agency, in  
16 collaboration with the State agencies that over-  
17 see child care and other early childhood pro-  
18 grams and the State Advisory Council on Early  
19 Childhood Education and Care, shall dem-  
20 onstrate, to the satisfaction of the Secretary,  
21 that—

22 (i) the State educational agency has  
23 complied with the terms of the grant, in-  
24 cluding using the funds to—

1 (I) increase access to high-quality  
2 professional development;

3 (II) use developmentally appro-  
4 priate curricula and teaching mate-  
5 rials; and

6 (III) use developmentally appro-  
7 priate classroom-based instructional  
8 assessments and developmentally ap-  
9 propriate screening and diagnostic as-  
10 sements; and

11 (ii) with respect to students in kinder-  
12 garten through grade 12, during the period  
13 of the grant there has been significant  
14 progress in student achievement, as meas-  
15 ured by appropriate assessments, including  
16 meeting the measurable annual objectives  
17 established pursuant to section  
18 1111(b)(2)(C)(v) of the Elementary and  
19 Secondary Education Act of 1965 (20  
20 U.S.C. 6311(b)(2)(C)(v)).

21 (b) STATE APPLICATIONS.—

22 (1) IN GENERAL.—A State educational agency  
23 that desires to receive an implementation grant  
24 under this section shall, in collaboration with the  
25 State agencies that oversee child care and other

1 early childhood programs and the State Advisory  
2 Council on Early Childhood Education and Care,  
3 submit an application to the Secretary at such time,  
4 in such manner, and containing such information as  
5 the Secretary may require.

6 (2) CONTENTS.—An application described in  
7 paragraph (1) shall include the following:

8 (A) STATE LITERACY TEAM AND PLAN.—

9 A description of how the State educational  
10 agency has formed a State literacy leadership  
11 team and developed a comprehensive State lit-  
12 eracy plan, as described in section 5.

13 (B) CONFLICTS OF INTEREST.—An assur-

14 ance that the State has a process to safeguard  
15 against conflicts of interest consistent with sec-  
16 tion 11(c) for individuals providing technical as-  
17 sistance on behalf of the State educational  
18 agency or the State agencies that oversee child  
19 care and other early childhood programs or  
20 serving on the State literacy leadership team.

21 (C) IMPLEMENTATION.—An implementa-

22 tion plan that includes a description of how the  
23 State educational agency and the State agency  
24 that oversees child care programs will—

25 (i) assist eligible entities with—

- 1 (I) selecting and using screening  
2 assessments and diagnostic assess-  
3 ments;
- 4 (II) providing classroom-based  
5 instruction that is supported by one-  
6 to-one and small group instruction;
- 7 (III) using curricular materials  
8 and instructional tools, which may in-  
9 clude technology, to improve instruc-  
10 tion and literacy achievement;
- 11 (IV) using the principles of uni-  
12 versal design for learning in all phases  
13 of instructional practice, including  
14 professional development, curriculum  
15 development and selection of instruc-  
16 tional materials, and classroom in-  
17 struction;
- 18 (V) providing high-quality profes-  
19 sional development as part of such eli-  
20 gible entities' literacy initiatives to im-  
21 prove the literacy development and  
22 learning of children and students  
23 served under the implementation  
24 grant; and

1 (VI) providing diverse learners,  
2 including English language learners,  
3 with culturally, linguistically, and de-  
4 velopmentally appropriate curricula,  
5 instructional materials, interactive  
6 technologies, and valid and reliable as-  
7 sessments that support such learners  
8 in meeting State academic and con-  
9 tent standards;

10 (ii) ensure that eligible entities in the  
11 State have leveraged and are effectively  
12 leveraging the resources to implement  
13 high-quality literacy instruction, and have  
14 the capacity to implement high-quality lit-  
15 eracy initiatives effectively;

16 (iii) ensure that professional develop-  
17 ment activities are based on—

18 (I) the essential components of  
19 early literacy instruction and the es-  
20 sential components of reading and  
21 writing instruction, as appropriate;  
22 and

23 (II) evidence-based English lan-  
24 guage acquisition and adult learning  
25 research, as appropriate;

1 (iv) coordinate and align, as appro-  
2 priate, the activities assisted under this  
3 section and sections 7 and 8 with other  
4 State and local programs that—

5 (I) serve children and students,  
6 and their families; and

7 (II) promote literacy instruction  
8 and learning;

9 (v) ensure that funds provided under  
10 this section are awarded in a manner that  
11 will provide services to all age and grade  
12 levels consistent with section 6(a)(2);

13 (vi) award subgrants to eligible enti-  
14 ties to enable the eligible entities to carry  
15 out the activities described in sections 7  
16 and 8, including to—

17 (I) eligible entities that serve  
18 rural areas; and

19 (II) eligible entities that serve  
20 urban areas; and

21 (vii) assist the eligible entities in the  
22 State in—

23 (I) providing strategic and inten-  
24 sive literacy instruction for students  
25 reading and writing below grade level,

1 including through the use of multi-  
2 tiered systems of supports;

3 (II) providing high-quality pro-  
4 fessional development in literacy in-  
5 struction to teachers, including—

6 (aa) special education teach-  
7 ers or teachers of students who  
8 are English language learners;  
9 and

10 (bb) teachers of core aca-  
11 demic subjects;

12 (III) addressing the literacy  
13 needs of children and students with  
14 disabilities and English language  
15 learners served by the eligible entity;  
16 and

17 (IV) providing training to par-  
18 ents so that the parents can partici-  
19 pate in the literacy related activities  
20 described under sections 7 and 8 to  
21 assist in the language and literacy de-  
22 velopment of their children.

23 (D) KEY DATA METRICS.—A description of  
24 the key data metrics that will be collected and  
25 reported annually under section 11(b)(1)(E).



1 (E) NATIONAL EVALUATION.—An assur-  
2 ance that the State educational agency, the  
3 State agency that awards subgrants under sec-  
4 tion 7, and any eligible entity receiving a  
5 subgrant under section 7 or 8, will, if re-  
6 quested, participate in the national evaluation  
7 under section 10.

8 (F) PRIORITY.—An assurance that the  
9 State educational agency and the State agency  
10 that oversees child care programs, as appro-  
11 priate, shall prioritize awarding subgrants—

12 (i) under section 7, based on the per-  
13 centage of low-income children proposed to  
14 be served by the applicant; and

15 (ii) under section 8, based on the  
16 number or percentage of children counted  
17 under section 1124(c) of the Elementary  
18 and Secondary Education Act of 1965 (20  
19 U.S.C. 6333(c)) proposed to be served by  
20 the applicant.

21 **SEC. 7. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF**  
22 **LITERACY FOR CHILDREN FROM BIRTH**  
23 **THROUGH KINDERGARTEN ENTRY.**

24 (a) SUBGRANTS.—A State educational agency shall  
25 provide the funds provided under section 4(a)(2)(A) to the

1 State agency that oversees child care programs, who shall  
2 award subgrants, on a competitive basis, in consultation  
3 with the State Advisory Council on Early Childhood Edu-  
4 cation and Care and other State early childhood agencies,  
5 to eligible entities to enable the eligible entities to carry  
6 out the activities described in subsection (e).

7 (b) SUFFICIENT SIZE AND SCOPE.—Each subgrant  
8 awarded under this section shall be of sufficient size and  
9 scope to allow the eligible entity to carry out the activities  
10 described in subsection (e).

11 (c) LOCAL APPLICATIONS.—An eligible entity that  
12 desires to receive a subgrant under this section shall sub-  
13 mit an application to the State agency that oversees child  
14 care programs, at such time, in such manner, and includ-  
15 ing such information as such agency may require. Such  
16 application shall include a description of—

17 (1) a needs assessment, including an analysis of  
18 data on child literacy as applicable;

19 (2) an implementation plan that utilizes the  
20 needs assessment described in paragraph 1 that  
21 identifies a baseline level of literacy and early lit-  
22 eracy skills, as well as benchmarks for making im-  
23 provements and monitoring progress;

24 (3) the programs assisted under the subgrant,  
25 including demographic and socioeconomic informa-

1       tion on the children from birth through kindergarten  
2       entry enrolled in the programs;

3           (4) a budget for the eligible entity that projects  
4       the cost of developing and implementing literacy ini-  
5       tiatives to carry out the activities described in sub-  
6       section (e);

7           (5) how the subgrant funds will be used to en-  
8       hance the language and literacy aspects of school  
9       readiness of children from birth through kinder-  
10      garten entry in early childhood education programs;

11          (6) how the subgrant funds will be used to pre-  
12      pare and provide ongoing assistance to staff in the  
13      programs, through professional development focused  
14      on the essential components of early literacy instruc-  
15      tion, including onsite intensive mentoring by early  
16      childhood literacy coaches to provide high-quality lit-  
17      eracy activities based on scientifically valid research  
18      on child development and learning for children from  
19      birth through kindergarten entry;

20          (7) how the subgrant funds will be used to pro-  
21      vide services, incorporate activities, and select and  
22      use literacy instructional materials that are based on  
23      scientifically valid research on child development and  
24      early learning;

1           (8) how the subgrant funds will be used to pro-  
2       vide—

3           (A) screening assessments or other appro-  
4       priate measures—

5           (i) to effectively identify children from  
6       birth through kindergarten entry who may  
7       be at risk for delayed development or later  
8       academic difficulties; and

9           (ii) to determine whether such chil-  
10       dren are developing the fundamental  
11       knowledge necessary for literacy, engage-  
12       ment, development, and achievement in  
13       kindergarten and beyond; and

14          (B) diagnostic assessments, as appropriate,  
15       to determine the need for additional services;

16          (C) classroom-based instructional assess-  
17       ments; and

18          (D) other appropriate assessments of de-  
19       velopmental progress;

20       (9) how the subgrant funds will be used to help  
21       instructional staff in the programs assisted under  
22       the subgrant to more effectively meet the diverse de-  
23       velopmental and linguistic needs of children from  
24       birth through kindergarten entry in the community,

1 including the needs of English language learners and  
2 children with disabilities;

3 (10) how the subgrant funds will be used to en-  
4 sure that parents receive instruction—

5 (A) on their children’s early literacy devel-  
6 opment; and

7 (B) on how parents can support children’s  
8 literacy development at home;

9 (11) how the subgrant funds will be used to  
10 help children, particularly children experiencing dif-  
11 ficulty with spoken and written language, to make  
12 the transition from early education to formal class-  
13 room instruction;

14 (12) how the activities assisted under the  
15 subgrant will be coordinated with literacy instruction  
16 at the kindergarten through grade 3 levels;

17 (13) how the eligible entity will—

18 (A) evaluate the success of the activities  
19 supported under the subgrant in enhancing the  
20 early language and literacy development of chil-  
21 dren served under such subgrant; and

22 (B) evaluate data for program improve-  
23 ment; and

24 (14) such other information as the State agency  
25 that oversees child care programs may require.

1 (d) APPROVAL OF LOCAL APPLICATIONS.—The State  
2 agency that oversees child care programs shall—

3 (1) award subgrants to eligible entities in ac-  
4 cordance with this section based on the quality of  
5 applications submitted; and

6 (2) prioritize awarding subgrants based on the  
7 criteria described in section 6(b)(2)(F).

8 (e) LOCAL USES OF FUNDS.—

9 (1) REQUIRED USES.—An eligible entity that  
10 receives a subgrant under this section shall use the  
11 subgrant funds to carry out the following activities  
12 to support the development of early language and  
13 literacy in children from birth through kindergarten  
14 entry:

15 (A) Enhance and improve early learning  
16 programs to ensure that children in such pro-  
17 grams are provided with high-quality, develop-  
18 mentally appropriate oral language, literature-  
19 and print-rich environments.

20 (B) Provide high-quality professional devel-  
21 opment on how children develop language and  
22 literacy skills (including children with disabil-  
23 ities and English language learners), and the  
24 selection and integration of developmentally,  
25 linguistically, and culturally appropriate literacy

1 instructional strategies, activities, and mate-  
2 rials, which may include the use of an early lit-  
3 eracy coach for the staff of the eligible entity,  
4 in such entity's curriculum and activities.

5 (C) Acquire, provide training for, and im-  
6 plement, as appropriate—

7 (i) screening assessments or other ap-  
8 propriate measures to determine whether  
9 children from birth through kindergarten  
10 entry are developing appropriate early lan-  
11 guage and literacy skills;

12 (ii) diagnostic assessments, as appro-  
13 priate, to determine the need for additional  
14 services; and

15 (iii) classroom-based instructional as-  
16 sessments.

17 (D) Acquire, as appropriate, and integrate  
18 evidence-based instructional materials, activi-  
19 ties, tools, and measures into the early learning  
20 programs offered by the eligible entity to im-  
21 prove development of children's early language  
22 and literacy skills.

23 (2) ALLOWABLE USES.—An eligible entity that  
24 receives a subgrant under this section may use the  
25 subgrant funds to carry out either or both of the fol-

1       lowing activities to support the development of early  
2       language and literacy in children from birth through  
3       kindergarten entry:

4               (A) Selecting, developing, and imple-  
5               menting a multitier system of supports.

6               (B) Providing activities that encourage  
7               family literacy experiences and practices and  
8               educate parents of children enrolled in a pro-  
9               gram receiving funds under this section on the  
10              development of their children’s early literacy  
11              skills.

12       (f) PROHIBITION.—The use of assessment items and  
13       data on any assessment authorized under this section to  
14       provide rewards or sanctions for individual children, early  
15       learning providers, program directors, or principals is pro-  
16       hibited.

17       **SEC. 8. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF**  
18                               **LITERACY FOR STUDENTS IN KINDERGARTEN**  
19                               **THROUGH GRADE 12.**

20       (a) SUBGRANTS.—A State educational agency shall  
21       use the implementation grant funds provided under sec-  
22       tion 4(a)(2)(B) to award subgrants, on a competitive  
23       basis, to eligible entities to enable the eligible entities to  
24       carry out the activities described in subsection (e).



1           (b) SUFFICIENT SIZE AND SCOPE.—Each subgrant  
2 awarded under this section shall be of sufficient size and  
3 scope to allow the eligible entity to carry out the activities  
4 described in subsection (e).

5           (c) LOCAL APPLICATIONS.—An eligible entity desir-  
6 ing to receive a subgrant under this section shall submit  
7 an application to the State educational agency at such  
8 time, in such manner, and containing such information as  
9 the State educational agency may require. Such applica-  
10 tion shall include, the following information:

11               (1) CAPACITY SURVEY.—Results of the eligible  
12 entity's capacity survey that—

13                       (A) identify—

14                               (i) the strengths and weaknesses of  
15 such entity related to literacy;

16                               (ii) how subgrant funds will be used  
17 to inform and improve literacy instruction  
18 within such entity; and

19                               (iii) the demographic and socio-  
20 economic information on the students en-  
21 rolled in such entity; and

22                       (B) include an analysis, disaggregated by  
23 the subgroups described in section  
24 1111(b)(2)(C)(v)(II) of the Elementary and

1 Secondary Education Act of 1965 (20 U.S.C.  
2 6311(b)(2)(C)(v)(II)) and by grade level, of—

3 (i) State scores on the reading or lan-  
4 guage arts assessments conducted under  
5 section 1111(b)(3) of the Elementary and  
6 Secondary Education Act of 1965 (20  
7 U.S.C. 6311(b)(3));

8 (ii) National Assessment of Edu-  
9 cational Progress reading scores, as appro-  
10 priate;

11 (iii) the percentage of students in  
12 need of reading and writing remediation;

13 (iv) core course passing and failure  
14 rates for secondary school students;

15 (v) credit accumulation for secondary  
16 school students; and

17 (vi) graduation rates.

18 (2) PROFESSIONAL DEVELOPMENT.—How each  
19 participating school, eligible entity, or a provider of  
20 high-quality professional development will provide  
21 ongoing high-quality professional development in  
22 language development, English language acquisition  
23 (as appropriate), and literacy instruction to all  
24 teachers, principals, and other school leaders served  
25 by the school.

1           (3) INTERVENTIONS.—How each participating  
2 school will identify students in need of interventions  
3 and provide appropriate scientifically valid instruc-  
4 tional interventions or other services which may in-  
5 clude one-on-one instruction and extended learning  
6 time for struggling students.

7           (4) BUDGET.—A budget for each participating  
8 school that projects the cost of developing and im-  
9 plementing literacy initiatives to carry out the activi-  
10 ties described in subsection (e).

11           (5) INTEGRATION.—An explanation of how each  
12 participating school will integrate literacy instruction  
13 into core academic subjects.

14           (6) COORDINATION.—A description of how each  
15 participating school will coordinate literacy instruc-  
16 tion with early education, after-school programs, and  
17 other programs serving students in the school, such  
18 as library programs, as appropriate.

19           (7) ASSESSMENTS.—A description of the  
20 screening, diagnostic, formative, and summative as-  
21 sessments that will be used in an assessment system  
22 to improve literacy instruction and track student lit-  
23 eracy progress.

24           (8) FAMILIES AND CAREGIVERS.—A description  
25 of how the families and caregivers will be involved

1 in supporting their children’s literacy instruction  
2 and assessment.

3 (9) INITIATIVES.—A description of the literacy  
4 and other academic initiatives, if any, in place and  
5 how these initiatives will be coordinated and inte-  
6 grated with activities supported under this section.

7 (10) PARTICIPATION IN EVALUATION.—An as-  
8 surance that the eligible entity will, if requested,  
9 participate in the national evaluation described in  
10 section 10.

11 (d) APPROVAL OF LOCAL APPLICATIONS.—The State  
12 educational agency shall—

13 (1) award subgrants to eligible entities in ac-  
14 cordance with this section based on the quality of  
15 applications submitted; and

16 (2) prioritize awarding subgrants to eligible en-  
17 tities based on the criteria described in section  
18 6(b)(2)(F).

19 (e) LOCAL USES OF FUNDS FOR KINDERGARTEN  
20 THROUGH GRADE 12.—

21 (1) REQUIRED USES.—An eligible entity that  
22 receives a subgrant under this section shall use the  
23 subgrant funds to carry out the following activities  
24 for students in kindergarten through grade 12:

1 (A) Develop and implement a literacy ini-  
2 tiative that—

3 (i) includes all of the essential compo-  
4 nents of reading and writing instruction;

5 (ii) supports activities that are pro-  
6 vided primarily during the regular school  
7 day but which may be augmented by in-  
8 struction during nonschool hours or peri-  
9 ods when school is not in session (such as  
10 before and after school or during summer  
11 recess);

12 (iii) integrates literacy instruction into  
13 core academic subjects and, to the extent  
14 practicable, other subjects taught in a  
15 school, such as career and technical edu-  
16 cation; and

17 (iv) addresses the literacy needs of  
18 English language learners and students  
19 with disabilities.

20 (B) Form school literacy leadership teams  
21 to help implement, assess, and identify changes  
22 to the literacy initiative.

23 (C) Provide high-quality, developmentally  
24 appropriate oral language, including listening

1 and speaking, literature, and print-rich class-  
2 room environments.

3 (D) Provide high-quality professional de-  
4 velopment for instructional staff, including lit-  
5 eracy coaches and teachers of students with dis-  
6 abilities and English language learners.

7 (E) Select and administer screening and  
8 diagnostic assessments and support teachers'  
9 use of formative assessments and assessment  
10 data to plan instruction.

11 (F) Select and implement a multitier sys-  
12 tem of supports that includes intensive, supple-  
13 mental interventions for students.

14 (G) Provide training to principals and  
15 other school and district personnel in imple-  
16 menting the literacy initiative, particularly in  
17 the areas of—

18 (i) utilizing data;

19 (ii) assessing the quality of literacy in-  
20 struction across content areas; and

21 (iii) providing time and support for  
22 teachers to plan literacy instruction.

23 (H) Provide family literacy services for  
24 students and their parents, including training

1 to enable families and caregivers to support the  
2 literacy initiative.

3 (I) Promote writing experiences and imple-  
4 ment programs that instruct and engage stu-  
5 dents in practicing writing for multiple audi-  
6 ences and purposes appropriate to the interests  
7 and capacities of students.

8 (J) Annually collect, analyze, and report  
9 data to the State educational agency.

10 (2) ALLOWABLE USES.—An eligible entity that  
11 receives a subgrant under this section may use the  
12 subgrant funds to carry out the following activities  
13 for students in kindergarten through grade 12:

14 (A) Acquire and utilize developmentally ap-  
15 propriate instructional materials based on sci-  
16 entifically valid research, including materials  
17 that utilize technology.

18 (B) Hire and train literacy coaches.

19 (C) Promote reading, library, and writing  
20 programs that provide access to engaging read-  
21 ing material in school and at home.

22 (D) Connect out-of-school learning oppor-  
23 tunities to in-school learning, including the  
24 alignment of after-school activities with in-

1 school curricula, in order to improve the literacy  
2 achievement of students.

3 (E) Form an acting partnership with 1 or  
4 more public or private nonprofit organizations  
5 that have a demonstrated record of effective-  
6 ness in improving literacy development or pro-  
7 viding professional development aligned with  
8 the activities described in this subsection.

9 (F) Providing time for teachers and school  
10 librarians to meet to plan literacy instruction,  
11 as appropriate.

12 (f) LIMITATION TO CERTAIN SCHOOLS.—An eligible  
13 entity receiving a subgrant under this section shall, in dis-  
14 tributing subgrant funds under this subsection, provide  
15 the subgrant funds only to schools, including public char-  
16 ter schools, that—

17 (1) are among the schools served by the eligible  
18 entity with the highest numbers or percentages of  
19 students in grades kindergarten through 12 reading  
20 and writing below grade level, based on the most  
21 current State data as available; and

22 (2) have the highest numbers or percentages of  
23 children counted under section 1124(c) of the Ele-  
24 mentary and Secondary Education Act of 1965 (20  
25 U.S.C. 6333(c)).



1 **SEC. 9. ADDITIONAL STATE ACTIVITIES.**

2 (a) **REQUIRED ACTIVITIES.**—A State educational  
3 agency, in consultation with the State agency that over-  
4 sees child care programs, shall use funds made available  
5 under section 4(a)(2)(C) and described in section  
6 6(a)(1)(D) to carry out each of the following activities:

7 (1) Providing technical assistance or engaging  
8 qualified providers to provide such assistance, to as-  
9 sist eligible entities to design and implement literacy  
10 initiatives.

11 (2) Identifying and supporting high-quality pro-  
12 fessional development in literacy instruction for eligi-  
13 ble entities.

14 (3) Coordinating activities under this Act with  
15 reading, writing, and other literacy resources and  
16 programs across the State.

17 (4) Disseminating information, including mak-  
18 ing publicly available on the Web sites of the State  
19 educational agency and the State agency that over-  
20 sees child care programs, on promising practices to  
21 improve children’s early literacy and language devel-  
22 opment and student literacy achievement.

23 (5) Reviewing and developing recommendations  
24 in collaboration with teachers, early childhood pro-  
25 viders, statewide educational and professional orga-  
26 nizations representing teachers, and statewide and

1 educational and professional organizations rep-  
2 resenting institutions of higher education, to  
3 strengthen State licensure and certification stand-  
4 ards for literacy instruction in early education  
5 through grade 12.

6 (6) Coordinating with institutions of higher  
7 education in the State to strengthen and enhance  
8 pre-service course work for students preparing to  
9 teach literacy to children and students from birth  
10 through grade 12.

11 (7) Administration and reporting.

12 (b) PERMISSIVE ACTIVITIES.—A State educational  
13 agency, in collaboration with the State agency that over-  
14 sees child care programs, may use funds made available  
15 under section 4(a)(2)(C) and described in section  
16 6(a)(1)(D) to carry out one or more of the following activi-  
17 ties:

18 (1) Training personnel of eligible entities to use  
19 data systems to track student literacy achievement.

20 (2) Developing and providing training to lit-  
21 eracy coaches, including literacy coaches with exper-  
22 tise in early literacy development, language develop-  
23 ment, and adolescent literacy.

1 **SEC. 10. NATIONAL EVALUATION, INFORMATION DISSEMI-**  
2 **NATION, AND TECHNICAL ASSISTANCE.**

3 (a) NATIONAL EVALUATION.—

4 (1) IN GENERAL.—From funds reserved under  
5 paragraph (1)(A)(i) or (2)(A)(i) of section 4(b), the  
6 Secretary shall perform a 5-year national evaluation  
7 of the grant and subgrant programs assisted under  
8 this Act by entering into one or more contracts or  
9 cooperative agreements with independent organiza-  
10 tions. Such evaluation shall include scientifically  
11 valid research that applies rigorous and systematic  
12 procedures to obtain information relevant to the im-  
13 plementation and effect of the programs assisted  
14 under this Act.

15 (2) CONTENTS OF EVALUATION.—The evalua-  
16 tion described in this subsection shall include an  
17 analysis of each of the following:

18 (A) IMPACT.—The impact of literacy ini-  
19 tiatives supported under this Act on improving  
20 early literacy skills and student academic out-  
21 comes, including student literacy development  
22 in reading and writing, student literacy develop-  
23 ment in other academic content areas, grade  
24 promotion, and graduation.

25 (B) IMPLEMENTATION OF CORE FEA-  
26 TURES.—The fidelity of implementation of core

1 program features, such as coherence of program  
2 across grades, quality of technical assistance,  
3 State and school district leadership, profes-  
4 sional development for teachers and administra-  
5 tors, use of quality materials and pedagogy, and  
6 use of assessment.

7 (C) OTHER INQUIRIES.—Other inquiries as  
8 designated by the Secretary, such as—

9 (i) the types of literacy initiatives that  
10 have demonstrated the greatest impact on  
11 student achievement;

12 (ii) how State standards, local edu-  
13 cational agency and school curricula, as-  
14 sessments, and interventions combine to  
15 improve literacy;

16 (iii) how screening, diagnostic, and  
17 formative assessments of reading and writ-  
18 ing assist teachers in identifying students'  
19 reading and writing needs;

20 (iv) how job-embedded, ongoing, high-  
21 quality professional development improves  
22 teacher practice and increases literacy  
23 skills of children and students;

24 (v) the types of literacy activities that  
25 improve the early reading, writing, and

1 language skills of children from birth  
2 through kindergarten entry;

3 (vi) how early learning providers are  
4 being prepared with scientifically valid re-  
5 search on early childhood literacy and lit-  
6 eracy development;

7 (vii) how early literacy instructional  
8 materials and activities based on scientif-  
9 ically valid research are being integrated  
10 into preschools, child care programs and  
11 programs carried out under the Head  
12 Start Act (42 U.S.C. 9831 et seq.), and  
13 family literacy programs;

14 (viii) the impact of adolescent literacy  
15 initiatives on student motivation, engage-  
16 ment, and participation in adolescent lit-  
17 eracy activities;

18 (ix) the impact of literacy initiatives  
19 on diverse learners, including English lan-  
20 guage learners;

21 (x) the relationship between students'  
22 literacy achievement and secondary school  
23 graduation rates; and

1 (xi) effective strategies to integrate  
2 school and public library programs to im-  
3 prove literacy.

4 (3) REPORTS.—

5 (A) INTERIM REPORT.—Not later than 2  
6 years after the date of the enactment of this  
7 Act, the Secretary shall submit to the Congress  
8 an interim report on the national evaluation  
9 conducted under this subsection.

10 (B) FINAL REPORT.—Not later than 5  
11 years after the date of the enactment of this  
12 Act, the Secretary shall submit a final report  
13 containing the results of the national evaluation  
14 conducted under this subsection to—

15 (i) State educational agencies and eli-  
16 gible entities on a periodic basis for use in  
17 program improvement; and

18 (ii) the Congress.

19 (b) INFORMATION DISSEMINATION AND TECHNICAL  
20 ASSISTANCE.—

21 (1) IN GENERAL.—From amounts reserved  
22 under paragraph (1)(A)(i) or (2)(A)(i) of section  
23 4(b), the Secretary shall, in collaboration with the  
24 Secretary of Health and Human Services, the Direc-  
25 tor of the National Institute of Child Health and

1 Human Development, regional educational labora-  
2 tories established under section 174 of the Edu-  
3 cation Sciences Reform Act of 2002 (20 U.S.C.  
4 9564), and the comprehensive centers established  
5 under section 203 of the Educational Technical As-  
6 sistance Act of 2002 (20 U.S.C. 9602), distribute  
7 information and provide technical assistance on lit-  
8 eracy instruction, including—

9 (A) information on literacy instruction and  
10 the impact of the instruction on—

11 (i) student achievement, motivation,  
12 and engagement for literacy; and

13 (ii) student graduation with a sec-  
14 ondary school diploma;

15 (B) information on elements of job-embed-  
16 ded, ongoing, high-quality professional develop-  
17 ment that improves literacy achievement in chil-  
18 dren and students in early education through  
19 grade 12; and

20 (C) information on schools, eligible enti-  
21 ties, and States that have successfully improved  
22 literacy achievement in early education through  
23 grade 12.

1           (2) DISSEMINATION AND COORDINATION.—The  
2 Secretary shall disseminate and make publicly avail-  
3 able the information described in paragraph (1) to—

4           (A) recipients of Federal financial assist-  
5 ance under this Act, part A of title I of the Ele-  
6 mentary and Secondary Education Act of 1965  
7 (20 U.S.C. 6311 et seq.), the Head Start Act  
8 (42 U.S.C. 9831 et seq.), the Individuals with  
9 Disabilities Education Act (20 U.S.C. 1400 et  
10 seq.), and the Adult Education and Family Lit-  
11 eracy Act (20 U.S.C. 9201 et seq.); and

12           (B) each school operated or funded by the  
13 Bureau of Indian Education.

14           (3) USE OF NETWORKS.—In carrying out this  
15 subsection, the Secretary shall, to the extent prac-  
16 ticable, use information and dissemination networks  
17 developed and maintained through other public and  
18 private entities.

19 **SEC. 11. CONSEQUENCES OF INSUFFICIENT PROGRESS, RE-**  
20 **PORTING REQUIREMENTS, AND CONFLICTS**  
21 **OF INTEREST.**

22           (a) CONSEQUENCES OF INSUFFICIENT PROGRESS.—

23           (1) CONSEQUENCES FOR GRANT RECIPIENTS.—

24           If the Secretary determines that a State educational  
25 agency receiving an award under section 4(b) or an



1 eligible entity receiving a subgrant under section 7  
2 or 8 is not making significant progress in meeting  
3 the purposes of this Act after the submission of a  
4 report described in subsection (b), then the Sec-  
5 retary may withhold, in whole or in part, further  
6 payments under this Act in accordance with section  
7 455 of the General Education Provisions Act (20  
8 U.S.C. 1234d) or take such other action authorized  
9 by law as the Secretary determines necessary, in-  
10 cluding providing technical assistance upon request  
11 of the State educational agency, or eligible entity,  
12 respectively.

13 (2) CONSEQUENCES FOR SUBGRANT RECIPI-  
14 ENTS.—A State educational agency or State agency  
15 that oversees child care programs, as appropriate,  
16 receiving an award under section 4(b) may refuse to  
17 award subgrant funds to an eligible entity under sec-  
18 tion 7 or 8 if such State agency finds that the eligi-  
19 ble entity is not making significant progress in meet-  
20 ing the purposes of this Act, after—

21 (A) providing technical assistance to the el-  
22 igible entity; and

23 (B) affording the eligible entity notice and  
24 an opportunity for a hearing.

25 (b) REPORTING REQUIREMENTS.—

1 (1) STATE EDUCATIONAL AGENCY REPORTS.—

2 Each State educational agency receiving an award  
3 under section 6 shall report annually to the Sec-  
4 retary regarding the State educational agency's  
5 progress and the progress of the State agency that  
6 oversees child care programs in addressing the pur-  
7 poses of this Act. Such report shall include, at a  
8 minimum, a description of—

9 (A) the professional development activities  
10 provided under the award, including types of  
11 activities and entities involved in providing pro-  
12 fessional development to early childhood pro-  
13 viders, classroom teachers, and other instruc-  
14 tional staff;

15 (B) instruction, strategies, activities, cur-  
16 ricula, materials, and assessments used in the  
17 programs funded under the award;

18 (C) the types of programs and program  
19 settings for children younger than kindergarten  
20 entry funded under the award and the ages,  
21 grade levels, and demographic information of  
22 children served by the programs funded under  
23 the award, except that individually identifiable  
24 information shall not be included;

1 (D) the experience and qualifications of  
2 the instructional staff who provide literacy in-  
3 struction under the programs funded under the  
4 award, including the experience and qualifica-  
5 tions of those staff working with children with  
6 disabilities, English language learners, and chil-  
7 dren younger than kindergarten entry;

8 (E) key data metrics used for literacy ini-  
9 tiatives;

10 (F) student performance on relevant pro-  
11 gram metrics, as identified in the State edu-  
12 cation agency's implementation plan under sec-  
13 tion 6(b)(2)(C), such as—

14 (i) the number of students reading  
15 and writing on grade level by the end of  
16 the third grade, disaggregated by the sub-  
17 groups described in section  
18 1111(b)(2)(C)(v)(II) of the Elementary  
19 and Secondary Education Act of 1965 (20  
20 U.S.C. 6311(b)(2)(C)(v)(II)); and

21 (ii) the instruction and activities deliv-  
22 ered to at-risk students served under the  
23 award; and

24 (G) the outcomes of programs and activi-  
25 ties provided under the award.

1           (2) ELIGIBLE ENTITY REPORTS.—Each eligible  
2           entity receiving a subgrant under section 7 or 8  
3           shall report annually to the State educational agency  
4           or the State agency that oversees child care pro-  
5           grams, as appropriate, regarding the eligible entity’s  
6           progress in addressing the purposes of this Act.  
7           Such report shall include, at a minimum, a descrip-  
8           tion of—

9                   (A) how the subgrant funds were used;

10                   (B) the degree of appropriate develop-  
11                   mental progress or literacy achievement growth  
12                   of students, including children who are English  
13                   language learners and children with disabilities,  
14                   assisted under the subgrant;

15                   (C) the professional development of activi-  
16                   ties provided under the award, including types  
17                   of activities and entities involved in providing  
18                   professional development to early childhood pro-  
19                   viders, classroom teachers, and other instruc-  
20                   tional staff;

21                   (D) instruction, strategies, activities, cur-  
22                   ricula, materials, and assessments used in the  
23                   programs funded under the award;

24                   (E) the types of programs funded under  
25                   the award and the ages, grade levels, and demo-

1 graphic information of children served by the  
2 programs funded under the award, except that  
3 individually identifiable information shall not be  
4 included;

5 (F) the experience and qualifications of the  
6 instructional staff who provide literacy instruc-  
7 tion under the programs funded under the  
8 award, including the experience and qualifica-  
9 tions of those staff working with children with  
10 disabilities and with English language learners;

11 (G) key data metrics used for literacy ini-  
12 tiatives;

13 (H) student performance on relevant pro-  
14 gram metrics, as identified in the State edu-  
15 cation agency's implementation plan under sec-  
16 tion 6(b)(2)(C), such as—

17 (i) the number of students reading  
18 and writing on grade level by the end of  
19 the third grade, disaggregated by the sub-  
20 groups described in section  
21 1111(b)(2)(C)(v)(II) of the Elementary  
22 and Secondary Education Act of 1965 (20  
23 U.S.C. 6311(b)(2)(C)(v)(II)); and

1 (ii) the instruction and activities deliv-  
2 ered to at-risk students served under the  
3 award;

4 (I) the outcomes of programs and activities  
5 provided under the award; and

6 (J) the results of an external evaluation, if  
7 the Secretary determines applicable.

8 (c) CONFLICTS OF INTEREST.—

9 (1) IN GENERAL.—Not later than 30 days after  
10 the date of the enactment of this Act, the Secretary  
11 of Education shall create and implement proce-  
12 dures—

13 (A) to assess whether a covered individual  
14 or entity has a potential conflict of interest; and

15 (B) to require the disclosure and mitiga-  
16 tion of any such conflict of interest to ensure  
17 the integrity of the related program.

18 (2) EVALUATION BY THE COMPTROLLER GEN-  
19 ERAL.—

20 (A) IN GENERAL.—Not later than 60 days  
21 after the creation of the procedures described in  
22 paragraph (1), the Comptroller General of the  
23 United States shall report to the Committee on  
24 Education and Labor of the House of Rep-  
25 resentatives and the Committee on Health,

1 Education, Labor, and Pensions of the Senate  
2 on the adequacy of such procedures to identify,  
3 disclose, and manage conflicts of interest.

4 (B) UPDATES.—Beginning not less than 6  
5 months after the report described in subpara-  
6 graph (A) is filed, the Comptroller General shall  
7 evaluate the Department’s implementation of  
8 the procedures described in paragraph (1) and  
9 report to the Committee on Education and  
10 Labor of the House of Representatives and the  
11 Committee on Health, Education, Labor, and  
12 Pensions of the Senate every 6 months to en-  
13 sure that the Department has adequately imple-  
14 mented such procedures. The Comptroller Gen-  
15 eral shall include in the reports any rec-  
16 ommendations for modifications to such proce-  
17 dures that the Comptroller General determines  
18 are appropriate to properly identify, disclose,  
19 and manage conflicts of interest.

20 (3) DEFINITIONS.—For the purposes of this  
21 subsection:

22 (A) The term “covered individual or enti-  
23 ty” means—

24 (i) an officer or professional employee  
25 of the Department of Education;

1 (ii) a contractor or subcontractor of  
2 the Department, or an individual hired by  
3 the contracted entity;

4 (iii) a member of a peer review panel  
5 described in section 4(c); or

6 (iv) a consultant or advisor to the De-  
7 partment.

8 (B) The term “conflict of interest” means  
9 a financial interest or other self-interest that a  
10 reasonable person would expect to lead to an  
11 undue bias, or the appearance of such bias, to-  
12 wards a particular product or service purchased  
13 with, guaranteed or insured by, or under con-  
14 sideration for purchase with, or to be guaran-  
15 teed or insured by, funds administered by the  
16 Department of Education or a contracted entity  
17 of the Department.

18 **SEC. 12. RULES OF CONSTRUCTION.**

19 (a) STUDENT ELIGIBILITY.—Nothing in this Act  
20 shall be construed to prohibit students eligible for assist-  
21 ance under title I or III of the Elementary and Secondary  
22 Education Act of 1965 (20 U.S.C. 6301 et seq., 6801 et  
23 seq.) or students eligible for assistance under the Individ-  
24 uals with Disabilities Education Act (20 U.S.C. 1400 et



1 seq.) from receiving literacy instruction and intervention  
2 under this Act.

3 (b) IDEA EVALUATION.—The assessments required  
4 under this Act shall not be construed to constitute an eval-  
5 uation required under the Individuals with Disabilities  
6 Education Act (20 U.S.C. 1400 et seq.).

7 **SEC. 13. DEFINITIONS.**

8 (a) IN GENERAL.—Except as otherwise provided in  
9 this Act, the terms used in this Act have the meanings  
10 given such terms in section 9101 of the Elementary and  
11 Secondary Education Act of 1965 (20 U.S.C. 7801).

12 (b) OTHER TERMS.—In this Act:

13 (1) CHILD WITH A DISABILITY.—The term  
14 “child with a disability” has the same meaning given  
15 the term in section 602(3) of the Individuals with  
16 Disabilities Education Act (20 U.S.C. 1401(3)).

17 (2) CLASSROOM-BASED INSTRUCTIONAL AS-  
18 SESSMENT.—The term “classroom-based instruc-  
19 tional assessment” means an assessment for children  
20 in third grade or younger that—

21 (A) is valid and reliable for the age and  
22 population of children served in the program,  
23 and is used to evaluate children’s developmental  
24 progress and learning, including systematic ob-  
25 servations by teachers of children performing

1 tasks, including academic and literary tasks,  
2 that are part of their daily classroom experi-  
3 ence; and

4 (B) is used to improve classroom instruc-  
5 tion.

6 (3) DIAGNOSTIC ASSESSMENT.—The term “di-  
7 agnostic assessment” means an assessment that—

8 (A) is developmentally, linguistically, and  
9 culturally appropriate;

10 (B) is valid, reliable, and based on scientif-  
11 ically valid research on language, literacy, and  
12 English language acquisition;

13 (C) is used for the purposes of—

14 (i) identifying a student’s specific  
15 areas of strengths and weaknesses in oral  
16 language and literacy;

17 (ii) determining any difficulties that  
18 the student may have in language and lit-  
19 eracy and the potential cause of such dif-  
20 ficulties; and

21 (iii) helping to determine possible lit-  
22 eracy intervention strategies and related  
23 special needs of the student; and

24 (D) in the case of young children, is con-  
25 ducted after a screening assessment that identi-

1           fies potential risks for delayed development or  
2           later academic difficulties.

3           (4) ELIGIBLE ENTITY.—The term “eligible enti-  
4           ty” means—

5                   (A) when used with respect to children  
6           from birth through kindergarten entry—

7                           (i) one or more local educational agen-  
8                           cies providing early learning programs, or  
9                           one or more public or private early learn-  
10                          ing programs, serving children from birth  
11                          through kindergarten entry, such as a  
12                          Head Start agency, an Early Head Start  
13                          program, a child care program, a State-  
14                          funded pre-kindergarten program, a public  
15                          library program, or a family literacy pro-  
16                          gram that has a demonstrated record of  
17                          providing effective literacy instruction for  
18                          the age group such agency or program is  
19                          proposing to serve under section 7; or

20                           (ii) one or more local educational  
21                           agencies providing early learning pro-  
22                           grams, or one or more public or private  
23                           early learning programs, serving children  
24                           from birth through kindergarten entry,  
25                           such as a Head Start agency, an Early

1 Head Start program, a child care program,  
2 a State-funded pre-kindergarten program,  
3 a public library program, or a family lit-  
4 eracy program in partnership with one or  
5 more public or private nonprofit organiza-  
6 tions or agencies that have a demonstrated  
7 record of effectiveness—

8 (I) in improving the early literacy  
9 development of children from birth  
10 through kindergarten entry; and

11 (II) in providing professional de-  
12 velopment aligned with the activities  
13 described in section 7(e)(1); and

14 (B) when used with respect to students in  
15 kindergarten through grade 12, a local edu-  
16 cational agency or consortium of local edu-  
17 cational agencies that—

18 (i) is among the local educational  
19 agencies in the State with the highest  
20 numbers or percentages of students read-  
21 ing and writing below grade level, based on  
22 the most current State data, where avail-  
23 able; and

24 (ii) has the highest numbers or per-  
25 centages of children who are counted under

1 section 1124(c) of the Elementary and  
2 Secondary Education Act of 1965 (20  
3 U.S.C. 6333(c)), in comparison to other  
4 local educational agencies in the State.

5 (5) ENGLISH LANGUAGE ACQUISITION.—

6 (A) IN GENERAL.—The term “English lan-  
7 guage acquisition” means the process by which  
8 a non-native English speaker acquires pro-  
9 ficiency in speaking, listening, reading, and  
10 writing the English language.

11 (B) INCLUSION FOR ENGLISH LANGUAGE  
12 LEARNERS IN SCHOOL.—For an English lan-  
13 guage learner in school, such term includes not  
14 only the social language proficiency needed to  
15 participate in the school environment, but also  
16 the academic language proficiency needed to ac-  
17 quire literacy and academic content and dem-  
18 onstrate the student’s learning.

19 (6) ENGLISH LANGUAGE LEARNER.—The term  
20 “English language learner” means an individual who  
21 is limited English proficient, as defined in section  
22 9101(25) of the Elementary and Secondary Edu-  
23 cation Act of 1965 (20 U.S.C. 7801(25)).

24 (7) ESSENTIAL COMPONENTS OF EARLY LIT-  
25 ERACY INSTRUCTION.—The term “essential compo-

1 nents of early literacy instruction” means providing,  
 2 for children prior to the age of kindergarten entry,  
 3 interactive experiences in a print- and literacy-rich  
 4 environment that promote the development of—

5 (A) oral language, including vocabulary,  
 6 grammar, and syntax;

7 (B) motivational aspects of early literacy,  
 8 including enjoyment of reading and books;

9 (C) book-reading behaviors, including book  
 10 handling and orientation;

11 (D) recognition and understanding of pic-  
 12 tures and story concepts;

13 (E) concepts about print;

14 (F) alphabet knowledge;

15 (G) phonological awareness, including the  
 16 awareness of rhymes, sounds, and syllables;

17 (H) emergent writing skills, including use  
 18 of writing materials; and

19 (I) integration of print concepts into play.

20 (8) ESSENTIAL COMPONENTS OF READING AND  
 21 WRITING INSTRUCTION.—The term “essential com-  
 22 ponents of reading and writing instruction” means,  
 23 for students in kindergarten through grade 12, de-  
 24 velopmentally appropriate, explicit, and systematic  
 25 instruction that provides students the following:

- 1 (A) With respect to students in kinder-  
2 garten through grade 12—
- 3 (i) high-quality professional develop-  
4 ment for teachers, instructional staff, and  
5 principals;
- 6 (ii) diverse texts at the appropriate  
7 reading and interest level of students;
- 8 (iii) differentiated instructional ap-  
9 proaches;
- 10 (iv) instruction and supports to in-  
11 crease students' motivation to read, includ-  
12 ing self-directed learning;
- 13 (v) as appropriate, systematic and in-  
14 tensive one-to-one and small group instruc-  
15 tion, including extended time for intense  
16 intervention for students reading signifi-  
17 cantly below grade level, which can be pro-  
18 vided both inside and outside the classroom  
19 as well as during and outside regular  
20 school hours;
- 21 (vi) opportunities to write individually  
22 and collaboratively;
- 23 (vii) instruction in uses of print mate-  
24 rials, multimedia, and technological re-

1 sources for research and for generating  
2 and presenting content and ideas; and

3 (viii) use of screening, diagnostic,  
4 formative, and summative assessments.

5 (B) With respect to students in grades kin-  
6 dergarten through grade 3—

7 (i) strategic and explicit instruction  
8 using phonological awareness, phonic de-  
9 coding, vocabulary, language structure,  
10 reading fluency and reading comprehen-  
11 sion;

12 (ii) use of oral modeling techniques to  
13 build language skills; and

14 (iii) coordinated involvement of fami-  
15 lies, caregivers, school leaders, and instruc-  
16 tional staff.

17 (C) With respect to students in grades 4  
18 through 12—

19 (i) direct and explicit comprehension  
20 instruction;

21 (ii) direct and explicit instruction that  
22 builds academic vocabulary;

23 (iii) multiple opportunities to write  
24 with clear purposes and critical reasoning  
25 appropriate to the topic and purpose and



1 with specific instruction and feedback from  
2 teachers;

3 (iv) text-based collaborative learning;

4 and

5 (v) coordinated involvement of school  
6 leaders and instructional staff that are  
7 interdisciplinary and interdepartmental  
8 and that analyze student work over time  
9 and plan literacy instruction.

10 (9) FAMILY LITERACY SERVICES.—The term  
11 “family literacy services” means services provided to  
12 participants on a voluntary basis that are of suffi-  
13 cient intensity in terms of hours, and of sufficient  
14 duration, to make sustainable changes in a family,  
15 and that integrate all of the following activities:

16 (A) Interactive literacy activities between  
17 parents and their children.

18 (B) Training for parents regarding how to  
19 be the primary teacher for their children and  
20 full partners in the education of their children.

21 (C) Parent literacy training that leads to  
22 economic self-sufficiency.

23 (D) An age-appropriate education to pre-  
24 pare children for success in school and life ex-  
25 periences.

1           (10) FORMATIVE ASSESSMENT.—The term  
2 “formative assessment” means assessment ques-  
3 tions, tools, and processes that are—

4           (A) developmentally, linguistically, and cul-  
5 turally appropriate;

6           (B) embedded in instruction; and

7           (C) used by teachers and students to pro-  
8 vide timely feedback for purposes of adjusting  
9 instruction to improve learning.

10          (11) HIGH-QUALITY PROFESSIONAL DEVELOP-  
11 MENT.—The term “high-quality professional devel-  
12 opment” means professional development that—

13          (A) is job-embedded, ongoing, and based  
14 on scientifically valid research;

15          (B) is sustained, intensive, and classroom  
16 focused, if such workshop or conference is part  
17 of a professional development plan for the  
18 attendee;

19          (C) is designed to increase the knowledge  
20 and expertise of instructional staff in imple-  
21 menting the essential components of early lit-  
22 eracy instruction and the essential components  
23 of reading and writing instruction, as appro-  
24 priate;

1 (D) includes and supports teachers and  
2 early learning providers in administering age-  
3 and developmentally appropriate assessments;  
4 and analyzing the results of these student as-  
5 sessments when implementing the essential  
6 components of early literacy instruction and the  
7 essential components of reading and writing in-  
8 struction for the purposes of planning, moni-  
9 toring, adapting, and improving classroom in-  
10 struction or teaching strategies to improve stu-  
11 dent learning, as appropriate;

12 (E) for kindergarten through 12th grade,  
13 supports the integration of literacy instruction  
14 in core academic subjects and, to the extent  
15 practicable, other subjects taught at school,  
16 such as career and technical education;

17 (F) includes information on one-to-one,  
18 small group, and classroom-based instructional  
19 materials and approaches based on scientifically  
20 valid research on literacy;

21 (G) provides ongoing instructional literacy  
22 coaching—

23 (i) to ensure high-quality implementa-  
24 tion of effective practices of literacy in-  
25 struction that is content centered, inte-

1           grated across the curricula, collaborative,  
2           and school, setting, and classroom embed-  
3           ded; and

4           (ii) that uses student data to improve  
5           instruction;

6           (H) includes and supports teachers in set-  
7           ting high reading and writing achievement goals  
8           for all students and provides the teachers with  
9           the instructional tools and skills, including  
10          strategies consistent with the principles of uni-  
11          versal design for learning, to help students  
12          reach such goals; and

13          (I) is differentiated for educators working  
14          with children from birth through kindergarten  
15          entry, students in kindergarten through grade  
16          5, and students in grades 6 through 12, and, as  
17          appropriate, by student grade or student need.

18          (12) INSTRUCTIONAL STAFF.—

19          (A) IN GENERAL.—The term “instruc-  
20          tional staff” means individuals who have re-  
21          sponsibility for teaching students to read and  
22          write, or in the case of children from birth to  
23          kindergarten entry, teaching early literacy skills  
24          and language development.

1           (B) INCLUSIONS.—Such term includes  
2 principals, teachers, early learning providers,  
3 supervisors of instruction, pupil services per-  
4 sonnel, librarians, library school media special-  
5 ists, teachers of academic subjects other than  
6 reading or writing, other school leaders, literacy  
7 coaches, and other individuals who have respon-  
8 sibility for assisting children to learn to read  
9 and write.

10           (13) LITERACY COACH.—The term “literacy  
11 coach” means a professional—

12           (A) who—

13           (i) has previous teaching experience  
14 and—

15           (I) for the purpose of literacy  
16 coaches working with early learning  
17 programs, has expertise in early child-  
18 hood development and early literacy;  
19 and

20           (II) for the purpose of literacy  
21 coaches working with kindergarten  
22 through grade 12—

23           (aa) a master’s degree with  
24 a concentration in reading and  
25 writing education; or

1 (bb) has demonstrated pro-  
2 ficiency in teaching reading or  
3 writing in a core academic sub-  
4 ject; and

5 (ii) is able to demonstrate the ability  
6 to help early learning providers or teach-  
7 ers—

8 (I) use evidence-based research  
9 on how children and students become  
10 successful readers, writers, and com-  
11 municators;

12 (II) use multiple forms of assess-  
13 ment to guide instructional decision-  
14 making;

15 (III) for the purpose of literacy  
16 coaches working with—

17 (aa) early learning pro-  
18 grams, support and coordinate  
19 the language and literacy cur-  
20 ricula and activities with the  
21 overall early childhood education  
22 program; and

23 (bb) teachers in kinder-  
24 garten through grade 12, im-  
25 prove student writing and read-

1 ing in and across content areas  
2 such as mathematics, science, so-  
3 cial studies, and language arts;

4 (IV) develop and implement dif-  
5 ferentiated instruction and teaching  
6 approaches to serve the needs of di-  
7 verse learners, including English lan-  
8 guage learners and children with dis-  
9 abilities;

10 (V) use the principles of uni-  
11 versal design for learning in instruc-  
12 tional strategies and in selecting ma-  
13 terials and tools to serve the diverse  
14 needs of all learners, including  
15 English language learners and chil-  
16 dren with disabilities;

17 (VI) employ best practices in en-  
18 gaging instructional staff to change  
19 school cultures to better encourage  
20 and support literacy development and  
21 achievement;

22 (VII) use data to improve in-  
23 struction; and

24 (VIII) for the purpose of literacy  
25 coaches working with—

1                   (aa) early learning pro-  
2                   grams, set developmentally ap-  
3                   propriate early literacy goals and  
4                   select and acquire instructional  
5                   tools and skills to help children  
6                   reach such goals; and

7                   (bb) kindergarten through  
8                   grade 12, set high reading and  
9                   writing achievement goals for all  
10                  students and select and acquire  
11                  instructional tools and skills to  
12                  help students reach such goals;  
13                  and

14                  (B) whose role with early learning pro-  
15                  viders, teachers and school personnel is—

16                   (i) to provide high-quality professional  
17                   development opportunities in literacy and  
18                   language development for early learning  
19                   providers, teachers and school personnel,  
20                   including in the case of early learning pro-  
21                   viders, helping staff in planning and imple-  
22                   mentation of ongoing professional develop-  
23                   ment;

24                   (ii) to work cooperatively and collabo-  
25                   ratively with principals, teachers, early



1 learning providers and other professionals  
2 in planning programs to help, as appro-  
3 priate—

4 (I) early learning providers iden-  
5 tify children’s early literacy needs so  
6 that such providers can meet the early  
7 literacy needs of children at risk for  
8 delayed development and later aca-  
9 demic difficulties; and

10 (II) teachers identify student lit-  
11 eracy needs and teach literacy across  
12 the content areas so that the teachers  
13 can meet the needs of students read-  
14 ing and writing below grade level; and

15 (iii) to work cooperatively and collabo-  
16 ratively with other professionals in plan-  
17 ning programs to help early learning pro-  
18 viders and teachers teach literacy across  
19 content areas so that the early learning  
20 providers and teachers can meet the needs  
21 of diverse learners, including children with  
22 disabilities, English language learners, and  
23 students who are reading at grade level.

24 (14) LOCAL EDUCATIONAL AGENCY.—The term  
25 “local educational agency”—

1 (A) has the meaning given to that term in  
2 section 9101 of the Elementary and Secondary  
3 Education Act of 1965; and

4 (B) includes any public charter school that  
5 constitutes a local educational agency under  
6 State law.

7 (15) MULTITIER SYSTEM OF SUPPORTS.—The  
8 term “multitier system of supports” means a com-  
9 prehensive system of differentiated supports that in-  
10 cludes evidence-based instruction, universal screen-  
11 ing, progress monitoring, formative assessment, and  
12 evidence-based interventions matched to student  
13 needs, and educational decisionmaking using student  
14 outcome data.

15 (16) READING.—The term “reading” means a  
16 complex system of deriving meaning from print that  
17 requires all of the following:

18 (A) The skills and knowledge to under-  
19 stand how phonemes, or speech sounds, are  
20 connected to print.

21 (B) The ability to decode unfamiliar words.

22 (C) The ability to read fluently.

23 (D) Sufficient background information and  
24 vocabulary to foster reading comprehension.

1           (E) The development of appropriate active  
2 strategies to construct meaning from print.

3           (F) The development and maintenance of a  
4 motivation to read.

5           (17) SCHOOL LEADER.—The term “school lead-  
6 er” means an individual who—

7           (A) is an employee or officer of a school;  
8 and

9           (B) is responsible for—

10           (i) the school’s performance; and

11           (ii) the daily instructional and mana-  
12 gerial operations of the school.

13           (18) SCIENTIFICALLY VALID RESEARCH.—The  
14 term “scientifically valid research” has the meaning  
15 given the term in section 200 of the Higher Edu-  
16 cation Act of 1965 (20 U.S.C. 1021).

17           (19) SCREENING ASSESSMENT.—The term  
18 “screening assessment” means an assessment that—

19           (A) is developmentally, linguistically, and  
20 culturally appropriate;

21           (B) is valid, reliable, and based on scientif-  
22 ically valid research on literacy and English lan-  
23 guage acquisition; and

24           (C) is a procedure designed as a first step  
25 in identifying children who may be at high risk

1 for delayed development or later academic dif-  
2 ficulties and in need of further diagnosis of the  
3 children’s need for special services or additional  
4 literacy instruction.

5 (20) STATE.—The term “State” means each of  
6 the 50 States, the District of Columbia, the Com-  
7 monwealth of Puerto Rico, the United States Virgin  
8 Islands, Guam, American Samoa, and the Common-  
9 wealth of the Northern Mariana Islands.

10 (21) STATE LITERACY LEADERSHIP TEAM.—

11 (A) IN GENERAL.—

12 (i) APPOINTMENT; RESPONSIBILITY;  
13 COMPOSITION.—The term “State literacy  
14 leadership team” means a team that—

15 (I) is appointed and coordinated  
16 by the State educational agency, ex-  
17 cept that individuals described in sub-  
18 clauses (I)(aa), (I)(hh), and (II)(gg)  
19 of clause (ii) shall be appointed by the  
20 State agency that oversees child care  
21 programs; and

22 (II) is composed of not less than  
23 13 individuals and includes the indi-  
24 viduals described in clause (ii).

1 (ii) INDIVIDUALS INCLUDED.—A

2 State literacy team—

3 (I) shall include—

4 (aa) an individual who has  
5 literacy expertise with respect to  
6 children from birth through kin-  
7 dergarten entry;

8 (bb) an individual who has  
9 literacy expertise with respect to  
10 students in kindergarten through  
11 grade 5;

12 (cc) an individual who has  
13 literacy expertise with respect to  
14 students in grades 6 through 12;

15 (dd) a school principal;

16 (ee) a special education  
17 teacher with literacy expertise;

18 (ff) a representative from  
19 the family literacy community;

20 (gg) a teacher or adminis-  
21 trator with expertise in teaching  
22 English language learners;

23 (hh) a representative from  
24 the State's agency that oversees  
25 child care programs;

- 1 (ii) a representative from  
2 the State educational agency who  
3 oversees literacy initiatives; and
- 4 (jj) a representative from  
5 higher education who is actively  
6 involved in research, develop-  
7 ment, and teacher preparation in  
8 literacy instruction and interven-  
9 tion based on scientifically valid  
10 research; and
- 11 (II) may include—
- 12 (aa) a literacy specialist  
13 serving in a school district within  
14 the State;
- 15 (bb) a literacy coach;
- 16 (cc) a library media spe-  
17 cialist;
- 18 (dd) a school counselor;
- 19 (ee) a teacher of a core aca-  
20 demic subject;
- 21 (ff) a special education ad-  
22 ministratoꝛ;
- 23 (gg) an early learning pro-  
24 vider;

- 1 (hh) a college or university  
2 professor;
- 3 (ii) a parent;
- 4 (jj) a business leader;
- 5 (kk) a representative from  
6 the Governor's office;
- 7 (ll) a representative from  
8 the State board of education;
- 9 (mm) a representative from  
10 the State legislature;
- 11 (nn) a nonprofit and com-  
12 munity-based organization pro-  
13 viding literacy instruction and  
14 support; and
- 15 (oo) a representative from a  
16 school district superintendent's  
17 office.

18 (B) INCLUSION OF A PREEXISTING PART-  
19 NERSHIP.—If, before the date of the enactment  
20 of this Act, a State educational agency estab-  
21 lished a consortium, partnership, or any other  
22 similar body that was considered a literacy  
23 partnership for purposes of subpart 1 or 2 of  
24 part B of title I of the Elementary and Sec-  
25 ondary Education Act of 1965 (20 U.S.C. 6361

1 et seq., 6371 et seq.) and that includes the indi-  
2 viduals required under subparagraph (A)(ii)(I),  
3 such consortium, partnership, or body may be  
4 considered a State literacy leadership team for  
5 purposes of subparagraph (A).

6 (22) STUDENT WITH A DISABILITY.—The term  
7 “student with a disability” has the meaning given  
8 the term “child with a disability” in section 602(3)  
9 of the Individuals with Disabilities Education Act  
10 (20 U.S.C. 1401(3)).

11 (23) SUMMATIVE ASSESSMENT.—The term  
12 “summative assessment” means an assessment  
13 that—

14 (A) is developmentally, linguistically, and  
15 culturally appropriate;

16 (B) is valid, reliable, and based on scientif-  
17 ically valid research on literacy and English lan-  
18 guage acquisition; and

19 (C) measures how young children have pro-  
20 gressed over time relative to developmental  
21 norms and what students have learned over  
22 time.

23 (24) UNIVERSAL DESIGN FOR LEARNING.—The  
24 term “universal design for learning” has the mean-



1       ing given the term in section 103 of the Higher  
2       Education Act of 1965 (20 U.S.C. 1001 et seq.).

3               (25) WRITING.—The term “writing” means—

4                       (A) the ability to compose meaning and  
5                       print to communicate ideas, including the use of  
6                       vocabulary, tone, and genre to fit purpose, audi-  
7                       ence and occasion;

8                       (B) the use of conventions such as spelling  
9                       and punctuation; and

10                      (C) the ability to revise in order to improve  
11                      clarity of ideas, coherence, logical development,  
12                      and precision of language use.

13 **SEC. 14. AUTHORIZATION OF APPROPRIATIONS.**

14       There are authorized to be appropriated to carry out  
15 this Act—

16               (1) \$2,350,000,000 for fiscal year 2014;

17               (2) \$2,350,000,000 for fiscal year 2015;

18               (3) \$2,350,000,000 for fiscal year 2016;

19               (4) \$2,350,000,000 for fiscal year 2017; and

20               (5) \$2,350,000,000 for fiscal year 2018.

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