

113TH CONGRESS
1ST SESSION

S. 1113

To provide professional development for elementary school principals in early childhood education and development.

IN THE SENATE OF THE UNITED STATES

JUNE 7, 2013

Mr. UDALL of Colorado (for himself, Mr. BEGICH, and Mr. BENNET) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide professional development for elementary school principals in early childhood education and development.

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. PROFESSIONAL DEVELOPMENT FOR ELEMEN-**
4 **TARY SCHOOL PRINCIPALS IN EARLY CHILD-**
5 **HOOD EDUCATION AND DEVELOPMENT.**

6 (a) IN GENERAL.—Part A of title II of the Elemen-
7 tary and Secondary Education Act of 1965 (20 U.S.C.
8 6601 et seq.) is amended by adding at the end the fol-
9 lowing:

1 **“Subpart 6—Professional Development for Elemen-**
2 **tary School Principals in Early Childhood Edu-**
3 **cation and Development**

4 **“SEC. 2161. PURPOSE.**

5 “The purpose of this subpart is to improve the knowl-
6 edge of elementary school principals in areas related to
7 early childhood education and development in order to—

8 “(1) create high quality early learning environ-
9 ments;

10 “(2) provide a continuum of learning through
11 the third grade with developmentally effective and
12 appropriate curricula and teaching practices;

13 “(3) establish partnerships and collaboration
14 with community-based early childhood education
15 providers and families to better support—

16 “(A) learning at each stage;

17 “(B) effective transition among settings;

18 and

19 “(C) continuous family engagement; and

20 “(4) support school readiness by providing high
21 quality professional development for elementary
22 school principals.

1 **“SEC. 2162. DEFINITION OF PRINCIPAL COMPETENCIES IN**
2 **EARLY CHILDHOOD EDUCATION AND DEVEL-**
3 **OPMENT.**

4 “(a) IN GENERAL.—In this subpart, the term ‘prin-
5 cipal competencies in early childhood education and devel-
6 opment’ means the skills that—

7 “(1) elementary school principals must know
8 and be able to do; and

9 “(2) are acquired through high quality profes-
10 sional development in early childhood education and
11 developmentally appropriate practice.

12 “(b) INCLUSIONS.—The principal competencies in
13 early childhood education and development include—

14 “(1) supporting an expanded continuum of
15 learning through the third grade to ensure an effec-
16 tive transition from early learning or home settings
17 to the primary school years;

18 “(2) engaging the school community to partner
19 with early learning programs, and working with fam-
20 ilies to set a shared vision for understanding early
21 childhood development;

22 “(3) supporting teachers through strong in-
23 structional leadership; and

24 “(4) providing safe and supportive early learn-
25 ing environments that focus on the needs of the
26 whole child, including the intellectual, social, emo-

1 tional, physical, and nutritional well-being of chil-
 2 dren; and

3 “(5) utilizing multiple measures of develop-
 4 mentally appropriate assessment and acquiring the
 5 ability to manage and use data effectively to make
 6 instructional decisions.

7 **“SEC. 2163. GRANT PROGRAM AUTHORIZED.**

8 “(a) GRANTS TO PARTNERSHIPS.—

9 “(1) IN GENERAL.—The Secretary is authorized
 10 to award grants, on a competitive basis, to partner-
 11 ships described in paragraph (2) to enable the part-
 12 nerships to carry out the authorized activities de-
 13 scribed in subsection (b).

14 “(2) PARTNERSHIPS.—A partnership referred
 15 to in paragraph (1) shall consist of—

16 “(A) a public or private entity with a dem-
 17 onstrated capacity to provide professional devel-
 18 opment for elementary school principals;

19 “(B) one or more public agencies, includ-
 20 ing—

21 “(i) a local educational agency;

22 “(ii) a State educational agency;

23 “(iii) a State human services agency;

24 “(iv) a State lead agency admin-
 25 istering a program under the Child Care

1 and Development Block Grant Act of 1990
2 (42 U.S.C. 9858 et seq.);

3 “(v) a public agency administering a
4 State funded prekindergarten program; or

5 “(vi) a Head Start agency, including
6 an Early Head Start agency; and

7 “(C) one or more early childhood education
8 organizations that provide professional develop-
9 ment to early childhood education providers.

10 “(3) DURATION.—The Secretary shall award a
11 grant under this subpart for a period of not less
12 than 3 years.

13 “(4) RENEWAL.—The Secretary may renew a
14 grant under this subpart if the Secretary deter-
15 mines, on the basis of the evaluations submitted
16 under subsection (e)(1)(B), that the programs and
17 activities carried out under the grant have been ef-
18 fective.

19 “(b) AUTHORIZED ACTIVITIES.—

20 “(1) REQUIRED USES.—Each partnership re-
21 ceiving a grant under this subpart shall use the
22 grant funds—

23 “(A) to carry out high quality professional
24 development to help elementary school prin-
25 cipals acquire principal competencies in early

1 childhood education and development in order
2 to support increased school readiness for stu-
3 dents;

4 “(B) to gain a knowledge base and capac-
5 ity to provide high quality early childhood edu-
6 cation; and

7 “(C) to work collaboratively with early
8 childhood education providers, services pro-
9 viders, and families in creating a continuum of
10 high quality development and learning for chil-
11 dren in the community and school settings.

12 “(2) ALLOWABLE ACTIVITIES.—The activities
13 described in paragraph (1) may include providing
14 professional development programs for elementary
15 school principals, including mentoring programs and
16 other means of professional learning, in—

17 “(A) early childhood education and devel-
18 opment in all domains (including language arts
19 and literacy, mathematics, emotional develop-
20 ment, social development, approaches to learn-
21 ing, physical development, science, and creative
22 arts), and the continuity of standards and high
23 quality curriculum and teaching practices from
24 prekindergarten through the third grade, with

1 emphasis on meeting the needs of children with
2 disabilities and English language learners;

3 “(B) safe and supportive early learning en-
4 vironments that focus on the social, emotional,
5 and cognitive needs of children;

6 “(C) collaborating with early childhood
7 education providers and other community based
8 organizations to provide multiple educational
9 and social service programs to meet the needs
10 of children in prekindergarten through the third
11 grade related to learning and development; and

12 “(D) providing ongoing transition services
13 for children through active family engagement.

14 “(c) PRIORITY.—In awarding grants under this sub-
15 part the Secretary shall give priority to supporting profes-
16 sional development programs that target opportunities for
17 elementary school principals—

18 “(1) to participate in high quality induction and
19 mentoring programs for principals during the prin-
20 cipals’ first 5 years of employment as a principal;

21 “(2) to better understand ways to enhance fam-
22 ily engagement and transition strategies, improve
23 transition services, and work more collaboratively
24 with community-based early childhood education
25 providers;

1 “(3) to create a continuum of high quality
2 teaching and learning for children in prekindergarten through the third grade; and

3
4 “(4) to participate in ongoing professional development, which may include mentoring programs
5 for veteran principals in the education field.

6
7 “(d) APPLICATIONS.—

8 “(1) IN GENERAL.—Each partnership desiring
9 a grant under this subpart shall submit an application to the Secretary at such time, in such manner,
10 and containing such information as the Secretary may require.
11

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13 “(2) CONTENTS REQUIRED.—Each application submitted to the Secretary under paragraph (1)
14 shall include—
15

16 “(A) a description of the professional development for elementary school principals that
17 will be provided under the grant, including how the principals will access professional development;
18
19

20
21 “(B) a description of the professional development described in subparagraph (A) that
22 will be provided in rural areas if applicable;
23

24 “(C) how the professional development will address—
25

1 “(i) child development and learning
2 and the relationship of such development
3 and learning to providing—

4 “(I) safe, supportive, and engag-
5 ing learning environments; and

6 “(II) support for instructional
7 and educational staff in using develop-
8 mentally appropriate curricula, assess-
9 ments, and other practices;

10 “(ii) outreach and engagement of
11 families in their child’s learning;

12 “(iii) opportunities to collaborate with
13 community based organizations on con-
14 tinuity of standards, curricula, family edu-
15 cation, and transition services from com-
16 munity based settings to schools and from
17 year to year;

18 “(iv) collaborative planning to support
19 developmentally appropriate interactions
20 between teachers, children, and the fami-
21 lies of children; and

22 “(v) sustainability of the ongoing pro-
23 fessional development upon completion of
24 the grant term.

25 “(e) EVALUATION AND DISSEMINATION.—

1 “(1) EVALUATION.—

2 “(A) IN GENERAL.—Each partnership that
3 receives a grant under this subpart shall con-
4 duct an ongoing evaluation to—

5 “(i) assess the effectiveness of the
6 programs and activities carried out under
7 the grant;

8 “(ii) assess whether professional de-
9 velopment programs for elementary school
10 principals in early childhood education may
11 lead to improved school performance; and

12 “(iii) determine how effective profes-
13 sional development programs and activities
14 can be replicated.

15 “(B) SUBMISSION.—The results of the
16 evaluation described in subparagraph (A) shall
17 be submitted to the Secretary annually.

18 “(2) DISSEMINATION.—Using funds made
19 available under this subpart, the Secretary shall es-
20 tablish a panel of leading experts in elementary and
21 early childhood education, including researchers, ele-
22 mentary school principals, and classroom practi-
23 tioners, to—

24 “(A) identify best practices in professional
25 development for elementary school principals in

1 early childhood education, and review effective
 2 coordination of professional development among
 3 the partnerships receiving grants under this
 4 subpart; and

5 “(B) disseminate to the public the latest
 6 research and findings in professional develop-
 7 ment for elementary school principals in early
 8 childhood education, including through reports
 9 and technical assistance.

10 “(f) INAPPLICABILITY.—The provisions of subparts 1
 11 through 5 shall not apply to this subpart.

12 “(g) AUTHORIZATION OF APPROPRIATIONS.—There
 13 are authorized to be appropriated such sums as may be
 14 necessary to carry out this subpart for fiscal year 2014
 15 and each of the 4 succeeding fiscal years.”.

16 (b) TABLE OF CONTENTS.—The table of contents in
 17 section 2 of the Elementary and Secondary Education Act
 18 of 1965 is amended by inserting after the item relating
 19 to section 2151 the following:

“SUBPART 6—PROFESSIONAL DEVELOPMENT FOR ELEMENTARY SCHOOL
 PRINCIPALS IN EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

“Sec. 2161. Purpose.

“Sec. 2162. Definition of principal competencies in early childhood education
 and development.

“Sec. 2163. Grant program authorized.”.

