

112TH CONGRESS
1ST SESSION

S. 1677

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

IN THE SENATE OF THE UNITED STATES

OCTOBER 11, 2011

Mr. CASEY introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

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

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Continuum of Learn-
5 ing Act of 2011”.

6 **SEC. 2. TABLE OF CONTENTS.**

7 The table of contents for this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. References.
- Sec. 4. Findings.

TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE
DISADVANTAGED

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

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

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

TITLE III—MISCELLANEOUS

- Sec. 301. Definitions.

1 SEC. 3. REFERENCES.

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

8 SEC. 4. FINDINGS.

9 Congress finds the following:

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

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

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

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

12 (A) improved socialization skills;

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

15 (C) decreased grade retention;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9 (1) in paragraph (1)—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

26 (2) in subsection (b)(1)—

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

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

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

17 “(E) EARLY LEARNING GUIDELINES AND
18 EARLY GRADES STANDARDS.—Not later than 3
19 years after the date of enactment of the Con-
20 tinuum of Learning Act of 2011, the State shall
21 carry out the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

14 (3) in subsection (c)—

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

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

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

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

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

8 (4) in subsection (d)—

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

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

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

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

16 (5) in subsection (h)(2)(B)(i)—

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

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

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

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

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

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

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

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

17 “(l) CONSTRUCTION.—

18 “(1) STUDENT PROMOTION OR GRADUATION.—

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

23 “(2) COMPULSORY EDUCATION AND SPECIAL

24 EDUCATION SERVICES.—Nothing in this title shall

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

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

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

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

7 (1) GENERAL PLAN PROVISIONS.—Subsection
8 (b)(1) is amended as follows:

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

17 (B) ALLOWABLE USE.—By striking sub-
18 paragraph (K) and inserting the following:

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

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

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

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

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

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

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

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

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

20 “(B) other appropriate school personnel;

21 “(C) parents of children in schools served
22 under this part; and

23 “(D) local early childhood councils and
24 representatives of community-based early child-
25 hood education programs, such as Head Start,

1 State-funded prekindergarten programs, early
2 intervention programs, and child care pro-
3 viders.”.

4 **SEC. 105. ACADEMIC ASSESSMENT AND LOCAL EDU-**
5 **CATIONAL AGENCY AND SCHOOL IMPROVE-**
6 **MENT.**

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

9 (1) by redesignating clauses (vi), (vii), and
10 (viii), as clauses (vii), (viii), and (ix) respectively;
11 and

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

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

17 **SEC. 106. QUALIFICATIONS FOR TEACHERS AND PARA-**
18 **PROFESSIONALS.**

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

1 **SEC. 107. COORDINATION REQUIREMENTS.**

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

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

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

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

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

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

22 “(1) developing and implementing with local
23 Head Start agency staff and staff from other early
24 childhood education programs, a systematic and
25 comprehensive transition procedure, which shall in-
26 clude procedures for receiving records regarding

1 such children, transferred with the consent of a par-
2 ent or guardian;

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

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

21 “(4) conducting meetings involving parents,
22 kindergarten or elementary school teachers, and
23 Head Start teachers or, if appropriate, teachers
24 from other early childhood education programs to
25 discuss the developmental and other needs of chil-

1 dren and families, and to the appropriate instruc-
2 tional and noninstructional services;

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

7 “(A) developmentally appropriate curricula
8 and teaching practices;

9 “(B) family engagement;

10 “(C) support for children with disabilities
11 and dual language learners; and

12 “(D) transitions and continuity; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7 **SEC. 201. PURPOSE.**

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

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

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

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

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

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

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

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

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

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

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

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

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

20 “(12) A description of the State’s plan for re-
21 forming, by not later than the end of the 2015–2016
22 school year and consistent with section 2113(c)(1),
23 teacher certification or licensing requirements that
24 reflect the specialized knowledge and skills needed
25 for teachers of children in the early grades of ele-

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

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

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

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

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

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

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

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

5 “(C) teacher certification (including recer-
6 tification) or licensing requirements are aligned
7 with challenging State academic content stand-
8 ards and State early learning guidelines, includ-
9 ing a separate certification for teachers of early
10 childhood education for the early grades of ele-
11 mentary school and younger children; and

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

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

23 “(ii) promote appropriate and effec-
24 tive transitions from early childhood edu-
25 cation programs to school.”;

1 (2) in paragraph (2)—

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

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

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

12 (4) by redesignating paragraphs (7) through
13 (18) as paragraphs (9) through (20), respectively;

14 (5) by inserting after paragraph (6) the fol-
15 lowing:

16 “(7) Developing high-quality, evidence-based
17 professional development opportunities—

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

23 “(i) child development and learning
24 (including cognitive, social, emotional, and
25 physical development and approaches to

1 learning) of children from birth through
2 the early grades of elementary school; and

3 “(ii) developmentally appropriate
4 practices to support children’s positive de-
5 velopment and learning; and

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

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

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

23 “(B) appropriate curricula and instruc-
24 tional assessment practices;

25 “(C) family engagement; and

1 “(D) transition between community-based
2 early childhood education programs and
3 school.”;

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

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

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

15 (9) in paragraph (18), as redesignated by para-
16 graph (4), by striking “State academic content
17 standards” and all that follows through the period
18 and inserting “State academic content standards,
19 student academic achievement standards, State early
20 learning guidelines, and State assessments, to im-
21 prove instructional practices and improve student
22 academic achievement and areas of development that
23 support student cognitive development in the early
24 elementary grades and in younger children.”; and

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

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

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

7 (1) in paragraph (1)(A)—

8 (A) in clause (i), by striking “and State
9 assessments” and inserting “State early learn-
10 ing guidelines, and State assessments”; and

11 (B) in clause (ii), by inserting “age and
12 developmentally appropriate” before “cur-
13 ricula”;

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

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

22 “(A) teach and address the needs of chil-
23 dren in the early grades of elementary school
24 and younger children with different learning
25 styles, particularly students with disabilities,

1 students with special learning needs (including
2 students who are gifted and talented), students
3 with limited English proficiency;

4 “(B) improve student behavior in the class-
5 room and identify early and appropriate inter-
6 ventions to help students described in subpara-
7 graph (A) learn;

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

11 “(D) understand and use data and assess-
12 ments to improve classroom practice and stu-
13 dent learning; and

14 “(E) understand and implement effective,
15 developmentally appropriate curricula, teaching,
16 and instructional assessment practices for chil-
17 dren in the early grades of elementary school
18 and younger children in all domains of learning
19 and development (including language, literacy,
20 mathematics, creative arts, science, social stud-
21 ies, social and emotional development, physical
22 development and health, and approaches to
23 learning), and including the principles of uni-
24 versal design for learning.”.

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

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

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

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

10 “(i) involve collaborative groups of
11 teachers and administrators;

12 “(ii) involve joint high-quality, evi-
13 dence-based professional development with
14 other early childhood education programs
15 (including Head Start programs, child care
16 programs, and State funded prekind-
17 garten programs) on developmentally ap-
18 propriate curricula, assessments for in-
19 structional improvement, and other sup-
20 ports of children’s development and learn-
21 ing and shared expectations for transitions
22 from preschool to kindergarten and the
23 early elementary grades;

24 “(iii) provide training in how to teach
25 and address the needs of students with dif-
26 ferent learning styles, particularly students

1 with disabilities, students with special
2 learning needs (including students who are
3 gifted and talented), and students with
4 limited English proficiency;

5 “(iv) provide training in child develop-
6 ment and learning (including cognitive, so-
7 cial, emotional, and physical development
8 and approaches to learning) of children
9 from birth through the early grades of ele-
10 mentary school;

11 “(v) provide training in methods of—

12 “(I) improving student behavior
13 in the classroom; and

14 “(II) identifying early and appro-
15 priate interventions to help students
16 described in clause (iii) learn;

17 “(vi) provide training to enable teach-
18 ers and principals to involve parents in
19 their child’s education, especially parents
20 of limited English proficient children and
21 immigrant children;

22 “(vii) provide training on how to un-
23 derstand and use data and assessments to
24 improve classroom practice and student
25 learning; and

1 “(viii) provide training on how to im-
2 plement the principles of universal design
3 for learning.”;

4 (3) by redesignating paragraphs (7), (8), and
5 (10) as paragraphs (8), (9), and (10), respectively;
6 and

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

9 “(7) Carrying out high-quality, evidence-based
10 professional development for elementary school prin-
11 cipals and other school administrators in early child-
12 hood development and education, including—

13 “(A) knowledge of child development and
14 developmentally appropriate curricula and
15 teaching practices;

16 “(B) collaboration with community-based
17 early childhood education programs, such as
18 Head Start programs, Early Head Start pro-
19 grams, and child care programs;

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

22 “(D) support for teachers in the early
23 grades of elementary school to use develop-
24 mentally, culturally, and linguistically appro-
25 priate curricula and teaching practices.”.

1 **SEC. 206. DEFINITIONS.**

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

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

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

10 “(A) ensure that the individuals—

11 “(i) are able to use challenging State
 12 academic content standards and student
 13 academic achievement standards, and
 14 State assessments, to improve instructional
 15 practices and improve student academic
 16 achievement; and

17 “(ii) who serve children in the early
 18 grades of elementary school and younger
 19 children, are able to use State early learn-
 20 ing guidelines and the full range of do-
 21 mains (cognitive, physical, social, emo-
 22 tional, and approaches to learning);”.

23 **TITLE III—MISCELLANEOUS**

24 **SEC. 301. DEFINITIONS.**

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

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

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

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

9 (3) in paragraph (35)(A) (as redesignated by
10 paragraph (1))—

11 (A) in clause (i), by striking “the teachers
12 teach” and inserting “as well as other learning
13 standards (such as social, emotional, and phys-
14 ical development and approaches to learning)”;

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

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

19 (D) in clause (viii)(I), by striking “content
20 standards,” and inserting “content and other
21 learning standards (such as social, emotional,
22 and physical development and approaches to
23 learning), and State early learning guidelines,”;
24 and

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

1 “(45) UNIVERSAL DESIGN FOR LEARNING.—
2 The term ‘universal design for learning’ has the
3 meaning given the term in section 103 of the Higher
4 Education Act of 1965.”

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