

AMENDMENT TO H.R. 5

OFFERED BY M .

In title VI of the Elementary and Secondary Education Act of 1965, as proposed to be amended by section 601(a) of the bill—

- (1) redesignate part F as part G; and
- (2) insert after part E the following:

1 **“PART F—GRANTS TO SUPPORT**
2 **COMPREHENSIVE LITERACY EDUCATION**

3 **“SEC. 6571. PURPOSES.**

4 “The purposes of this part are—

5 “(1) to improve student literacy and academic
6 achievement, including the ability to problem solve,
7 communicate effectively, and acquire new knowledge
8 and skills;

9 “(2) to assist State educational agencies and
10 local educational agencies in the development, co-
11 ordination, and implementation of comprehensive lit-
12 eracy plans that promote high-quality evidence based
13 instruction in alignment with State early learning
14 and college- and career-ready standards from pre-
15 school through grade 12;

1 “(3) to identify and support students reading
2 and writing significantly below grade level by pro-
3 viding evidence-based, intensive interventions to help
4 the students acquire the language and literacy skills
5 the students need to stay on track for graduation;

6 “(4) to support State educational agencies and
7 local educational agencies in improving reading,
8 writing, and literacy-based academic achievement for
9 children and students, especially children and stu-
10 dents who are low-income, are English learners, are
11 migratory, are children with disabilities, are Indian
12 or Alaskan Native, are neglected or delinquent, are
13 homeless, are in the custody of the child welfare sys-
14 tem, or have dropped out of school;

15 “(5) to provide assistance to local educational
16 agencies in order to provide educators with ongoing,
17 job-embedded professional development and other
18 support focusing on imparting and employing—

19 “(A) the characteristics of effective lan-
20 guage and literacy instruction;

21 “(B) the special knowledge and skills nec-
22 essary to teach and support literacy develop-
23 ment effectively across the developmental span
24 and age span;

1 “(C) the essential components of reading
2 instruction; and

3 “(D) the essential components of writing
4 instruction;

5 “(6) to evaluate whether the professional devel-
6 opment activities and approaches are effective in
7 building knowledge and skills of educators and their
8 use of appropriate and effective practices.

9 “(7) to support State educational agencies and
10 local educational agencies in using age appropriate
11 and developmentally appropriate instructional mate-
12 rials and strategies that assist teachers as the teach-
13 ers work with students to develop reading and writ-
14 ing competencies appropriate to the students’ grade
15 and skill levels;

16 “(8) to support efforts to link and align college
17 and career-ready standards and evidence-based
18 teaching practices and instruction in early childhood
19 education programs serving children from preschool
20 through kindergarten entry;

21 “(9) strengthening coordination among schools,
22 early literacy programs, family literacy programs, ju-
23 venile justice programs, public libraries, and outside-
24 of-school programs that provide children and youth
25 with strategies, curricula, interventions, and assess-

1 ments designed to advance early and continuing lan-
2 guage and literacy development in ways appropriate
3 for each context; and

4 “(10) to engage the participation of parents in
5 supporting their child’s communication and literacy
6 development.

7 **“SEC. 6572. PROGRAM AUTHORIZED.**

8 “(a) IN GENERAL.—The Secretary is authorized—

9 “(1) to award State planning grants in accord-
10 ance with section 6573; and

11 “(2) to award State implementation grants in
12 accordance with section 6574 to enable the State
13 educational agency to—

14 “(A) carry out the State activities de-
15 scribed in section 6575;

16 “(B) award subgrants to eligible entities in
17 accordance with section 6576; and

18 “(C) award subgrants to eligible entities in
19 accordance with section 6577.

20 “(b) AWARDS TO STATE EDUCATIONAL AGENCIES.—

21 “(1) AMOUNTS LESS THAN \$250,000,000.—If the
22 amount appropriated under section 6579 for a fiscal
23 year is less than \$250,000,000, then the Secretary
24 shall—

1 “(A) reserve not more than 5 percent to
2 award planning grants, on a competitive basis,
3 to State educational agencies, in accordance
4 with section 6573; and

5 “(B) use the amount not reserved under
6 subparagraphs (A) to make awards, on a com-
7 petitive basis, to State educational agencies
8 serving States that have applications approved
9 under section 6574(b) to enable the State edu-
10 cational agencies to carry out sections 6574 and
11 6575.

12 “(2) AMOUNTS EQUAL TO OR EXCEEDING
13 \$250,000,000.—

14 “(A) IN GENERAL.—If the amount appro-
15 priated under section 6579 for a fiscal year
16 equals or exceeds \$250,000,000, then the Sec-
17 retary shall—

18 “(i) reserve a total of 1 percent of
19 such amount for—

20 “(I) allotments for the United
21 States Virgin Islands, Guam, Amer-
22 ican Samoa, and the Commonwealth
23 of the Northern Mariana Islands, to
24 be distributed among such outlying
25 areas on the basis of their relative

1 need, as determined by the Secretary
2 in accordance with the purposes of
3 this part; and

4 “(II) the Secretary of the Inte-
5 rior for programs under sections
6 6573, 6574, 6575, 6576, and 6577 in
7 schools operated or funded by the Bu-
8 reau of Indian Education;

9 “(ii) reserve not more than 5 percent
10 to award planning grants, to State edu-
11 cational agencies serving States, in accord-
12 ance with section 6573;

13 “(iii) reserve not more than 3 percent
14 for national activities, such as evaluations,
15 training, and technical assistance, to the
16 Department of Education to support com-
17 prehensive literacy reform at the State
18 level; and

19 “(iv) use the amount not reserved
20 under clauses (i), and (ii) to make awards,
21 from allotments under subparagraph (C),
22 to State educational agencies serving
23 States that have applications approved
24 under section 6574 and that are not re-
25 ceiving an allotment under clause (i)(I), to

1 enable the State educational agencies to
2 carry out sections 6574 and 6575.

3 “(B) SPECIAL RULES.—

4 “(i) PROPORTIONAL DIVISION.—In
5 each fiscal year, the amount reserved
6 under subparagraph (A)(i) shall be divided
7 between the uses described in subclauses
8 (I) and (II) of subparagraph (A)(i) in the
9 same proportion as the amount reserved
10 under [section 1121(a)] is divided be-
11 tween the uses described in paragraphs (1)
12 and (2) of such section for such fiscal year.

13 “(ii) CONSULTATION.—A State edu-
14 cational agency that receives an allotment
15 under this paragraph shall engage in time-
16 ly and meaningful consultation with rep-
17 resentatives of Indian tribes located in the
18 State in order to improve the coordination
19 and quality of activities designed to de-
20 velop effective approaches to achieve the
21 purposes of this part consistent with the
22 cultural, language, and educational needs
23 of Indian students.

24 “(C) STATE ALLOTMENT FORMULA.—The
25 Secretary shall allot the amount made available

1 under subparagraph (A)(iv) for a fiscal year
2 among the States not receiving an allotment
3 from the reservation under subparagraph
4 (A)(i)(I) in proportion to the number of chil-
5 dren, from preschool through age 17, who re-
6 side within the State and are from families with
7 incomes below the poverty line for the most re-
8 cent fiscal year for which satisfactory data are
9 available, compared to the number of such chil-
10 dren who reside in all such States for that fiscal
11 year.

12 “(3) MINIMUM AWARD AMOUNT.—Notwith-
13 standing paragraphs (1) and (2), no State edu-
14 cational agency receiving an award under this sec-
15 tion for a fiscal year may receive less than one-
16 fourth of 1 percent of the total amount appropriated
17 under section 6579 for the fiscal year, except as pro-
18 vided under paragraph (2)(A)(i).

19 “(c) PEER REVIEW.—The Secretary shall convene a
20 peer review panel to evaluate the application for each
21 grant awarded to a State educational agency under sec-
22 tions 6573 and 6574 and shall make a copy of the peer
23 review comments available to the public.

24 “(d) SUPPLEMENT NOT SUPPLANT.—Award funds
25 provided under this part shall supplement, and not sup-

1 plant, other Federal, State, or local funds that would, in
2 the absence of such award funds, be made available for
3 literacy instruction and support of children and students
4 participating in programs assisted under this part.

5 “(e) MAINTENANCE OF EFFORT.—Each State edu-
6 cational agency that receives an award under sections
7 6573 and 6574, and each eligible entity that receives a
8 subgrant under section 6576 or 6577, shall maintain for
9 the fiscal year for which the grant or subgrant is received
10 and for each subsequent fiscal year the expenditures of
11 the State educational agency or eligible entity, respec-
12 tively, for literacy instruction at a level not less than the
13 level of such expenditures maintained by the State edu-
14 cational agency or eligible entity, respectively, for the fis-
15 cal year preceding such fiscal year for which the grant
16 or subgrant is received.

17 **“SEC. 6573. STATE PLANNING GRANTS.**

18 “(a) PLANNING GRANTS AUTHORIZED.—

19 “(1) IN GENERAL.—From any amounts made
20 available under paragraph (1)(A) or (2)(A)(ii) of
21 section 6572(b), the Secretary may award planning
22 grants to State educational agencies to enable the
23 State educational agencies to develop or improve a
24 comprehensive planning to carry out activities that

1 improve literacy for children and students from pre-
2 school through grade 12.

3 “(2) GRANT PERIOD.—A planning grant award-
4 ed under this section shall be for a period of not
5 more than 1 year.

6 “(3) NONRENEWABILITY.—The Secretary shall
7 not award a State educational agency more than 1
8 planning grant under this section.

9 “(4) LIMITATION.—A State educational agency
10 may not receive a planning grant under this section
11 at the same time it is receiving an implementation
12 grant under section 6574.

13 “(b) APPLICATION.—

14 “(1) IN GENERAL.—Each State educational
15 agency desiring a planning grant under this section
16 shall submit an application to the Secretary at such
17 time, in such manner, and accompanied by such in-
18 formation as the Secretary may require.

19 “(2) EXISTING PLAN.—An existing federally
20 funded State literacy plan can be used to meet the
21 requirements of this subsection.

22 “(c) REQUIRED ACTIVITIES.—A State educational
23 agency receiving planning grant funds under this section
24 shall carry out each of the following activities:

1 “(1) Reviewing reading, writing, or other lit-
2 eracy resources and programs, such as school library
3 programs, high-quality distance learning programs,
4 and data across the State to identify any literacy
5 needs and gaps in the State.

6 “(2) Forming or designating a State literacy
7 leadership team which shall execute the following
8 functions:

9 “(A) Creating a comprehensive State lit-
10 eracy plan that—

11 “(i) is designed to improve language,
12 reading, writing, and academic achieve-
13 ment for children and students, especially
14 those reading below grade level;

15 “(ii) includes a needs assessment and
16 an implementation plan, including an anal-
17 ysis of child and student literacy data to
18 identify baseline and benchmark levels of
19 literacy and early literacy skills in order to
20 monitor progress and improvement, and a
21 plan to improve literacy levels among all
22 children and students;

23 “(iii) ensures high quality strategies
24 and instruction in early literacy develop-
25 ment (which includes communication, read-

1 ing, and writing) in early childhood edu-
2 cation programs serving children from pre-
3 school through kindergarten entry and in
4 kindergarten through grade 12 programs;

5 “(iv) provides for activities designed
6 to improve literacy achievement for stu-
7 dents who—

8 “(I) read or write below grade
9 level;

10 “(II) attend schools in need of
11 improvement and persistently low-
12 achieving schools; and

13 “(III) attend schools with a high
14 percentage or number of students that
15 are eligible for free or reduced price
16 lunch under the Richard B. Russell
17 National School Lunch Act (42
18 U.S.C. 1751 et seq.); and

19 “(v) is submitted to the Secretary.

20 “(B) Providing recommendations to guide
21 the State educational agency in the State edu-
22 cational agency’s process of strengthening State
23 literacy standards and embedding State literacy
24 standards with the State’s college and career

1 ready standards, academic achievement stand-
2 ards, and early learning standards.

3 “(C) Providing recommendations to guide
4 the State educational agency in the State edu-
5 cational agency’s process of measuring, assess-
6 ing, and monitoring progress in literacy at the
7 school, local educational agency, and State lev-
8 els.

9 “(D) Identifying criteria for high quality
10 professional development providers, which pro-
11 viders may include qualified teachers within the
12 State, for the State educational agency and
13 local educational agencies.

14 “(E) Advising the State educational agen-
15 cy on how to help ensure that local educational
16 agencies and schools provide timely and appro-
17 priate data to teachers to inform and improve
18 instruction.

19 “(F) Providing recommendations to guide
20 the State educational agency in the State edu-
21 cational agency’s planning process of building
22 educators’ capacity to provide high-quality lit-
23 eracy instruction.

24 “(3) REPORTING REQUIREMENT.—Not later
25 than 1 year after a State educational agency receives

1 a planning grant under this section, the State edu-
2 cational agency shall submit a report to the Sec-
3 retary on the State educational agency's perform-
4 ance of the activities described in this subsection.

5 **“SEC. 6574. STATE IMPLEMENTATION GRANTS.**

6 “(a) IMPLEMENTATION GRANTS AUTHORIZED.—

7 “(1) IN GENERAL.—From awards made avail-
8 able under paragraph (1)(B) or (2)(A)(iv) of section
9 6572(b), the Secretary shall, on a competitive basis
10 or through allotments, respectively, award implemen-
11 tation grants to State educational agencies to enable
12 the State educational agencies—

13 “(A) to implement a comprehensive lit-
14 eracy plan that meets the criteria in section
15 6573(c)(2)(A) for programs serving children
16 from preschool through kindergarten entry
17 through grade 12 programs;

18 “(B) to carry out State activities under
19 section 6575; and

20 “(C) to award subgrants under sections
21 6576 and 6577.

22 “(2) LIMITATION.—The Secretary shall not
23 award a implementation grant under this section to
24 a State for any year for which the State has received
25 a planning grant under section 6573.

1 “(3) DURATION OF GRANTS.—An implementa-
2 tion grant under this section shall be awarded for a
3 period of not more than 5 years.

4 “(4) RENEWALS.—

5 “(A) IN GENERAL.—Implementation
6 grants under this section may be renewed.

7 “(B) CONDITIONS.—In order to be eligible
8 to have an implementation grant renewed under
9 this paragraph, the State educational agency
10 shall demonstrate to the satisfaction of the Sec-
11 retary that—

12 “(i) the State educational agency has
13 complied with the terms of the grant, in-
14 cluding using the funds to—

15 “(I) increase access to high-qual-
16 ity professional development;

17 “(II) use developmentally appro-
18 priate curricula and teaching mate-
19 rials; and

20 “(III) use developmentally appro-
21 priate classroom-based instructional
22 assessments and developmentally ap-
23 propriate screening and diagnostic as-
24 sessments; and

1 “(ii) with respect to students in kin-
2 dergarten through grade 12, during the pe-
3 riod of the grant there has been significant
4 progress in student achievement, as meas-
5 ured by the metrics described in section
6 6574(b)(2)(C).

7 “(b) STATE APPLICATIONS.—

8 “(1) IN GENERAL.—A State educational agency
9 that desires to receive an implementation grant
10 under this section shall submit an application to the
11 Secretary at such time, in such manner, and con-
12 taining such information as the Secretary may re-
13 quire. The State educational agency shall collaborate
14 with all State agencies responsible for administering
15 early childhood education programs, and the State
16 agency responsible for administering child care pro-
17 grams, in the State in writing and implementing the
18 early learning portion of the grant application under
19 this subsection.

20 “(2) CONTENTS.—An application described in
21 paragraph (1) shall include the following:

22 “(A) A description of the members of the
23 State literacy leadership team and a description
24 of how the State educational agency has devel-

1 oped a comprehensive State literacy plan, as de-
2 scribed in section 6573(c)(2)(A).

3 “(B) An implementation plan that includes
4 a description of how the State educational agen-
5 cy will—

6 “(i) carry out the State activities de-
7 scribed in section 6575;

8 “(ii) assist eligible entities with—

9 “(I) providing strategic and in-
10 tensive literacy instruction based on
11 scientifically valid research for stu-
12 dents who are reading and writing
13 below grade level, including through
14 the use of multi-tiered systems of sup-
15 port, including addressing the literacy
16 needs of children and youth with dis-
17 abilities or developmental delays and
18 English learners in early childhood
19 education programs serving children
20 from preschool through kindergarten
21 entry and programs serving students
22 from preschool through grade 12;

23 “(II) providing training to par-
24 ents, as appropriate, so that the par-
25 ents can participate in the literacy re-

1 lated activities described in sections
2 6576 and 6577 to assist in the lan-
3 guage and literacy development of
4 their children;

5 “ (III) selecting and using read-
6 ing and writing assessments;

7 “ (IV) providing classroom-based
8 instruction that is supported by one-
9 to-one and small group work;

10 “ (V) using curricular materials
11 and instructional tools, which may in-
12 clude technology, to improve instruc-
13 tion and literacy achievement;

14 “ (VI) providing for high-quality
15 professional development; and

16 “ (VII) using the principles of
17 universal design for learning, as de-
18 scribed in section 6579(b)(21);

19 “ (iii) ensure that local educational
20 agencies in the State have leveraged and
21 are effectively leveraging the resources
22 needed to implement effective literacy in-
23 struction, and have the capacity to imple-
24 ment literacy initiatives effectively;

1 “(iv) continually coordinate and align
2 the activities assisted under this section
3 and sections 6576 and 6577 with reading,
4 writing, and other literacy resources and
5 programs across the State and locally that
6 serve children and students and their fami-
7 lies and promote literacy instruction and
8 learning, including strengthening partner-
9 ships among schools, libraries, local youth-
10 serving agencies, and programs, in order to
11 improve literacy for all children and youth;
12 and

13 “(v) ensure that funds provided under
14 this section are awarded in a manner that
15 will provide services to all grade levels, in-
16 cluding proportionally to middle schools
17 and high schools.

18 “(C) A description of the key data metrics
19 that will be used and reported annually under
20 section 6577(b)(1)(E), that shall include—

21 “(i) student academic achievement on
22 the English language arts State academic
23 assessments and student growth over time;

24 “(ii) for diploma granting schools,
25 graduation rates;

1 “(D) An assurance that the State edu-
2 cational agency will use implementation grant
3 funds under this section for literacy programs
4 as follows:

5 “(i) Not less than 10 percent of such
6 grant funds shall be used for State and
7 local programs and activities pertaining to
8 learners from preschool through kinder-
9 garten entry.

10 “(ii) Not less than 40 percent of such
11 implementation grant funds shall be used
12 for State and local programs and activities
13 allocated equitably among the grades of
14 kindergarten through grade 5.

15 “(iii) Not less than 40 percent of such
16 implementation grant funds shall be used
17 for State and local programs and activities,
18 allocated equitably among grades 6
19 through 12.

20 “(iv) Not more than 10 percent of
21 such implementation grant funds shall be
22 used for the State activities described in
23 section 6575.

1 “(E) An assurance that the State edu-
2 cational agency shall give priority to awarding
3 a subgrant to an eligible entity—

4 “(i) under section 6576 based on the
5 number or percentage of children younger
6 than the age of kindergarten entry and the
7 number of students from kindergarten
8 through 17 who are—

9 “(I) served by the eligible entity;
10 and

11 “(II) from families with income
12 below the poverty line, based on the
13 most recent satisfactory data provided
14 to the Secretary by the Bureau of the
15 Census for determining eligibility
16 under title I; and

17 “(ii) under section 6577, that pro-
18 poses to serve—

19 “(I) a high number or percentage
20 of students served by the eligible enti-
21 ty that are reading and writing below
22 grade level according to State assess-
23 ments;

1 “(II) students that attend schools
2 in need of improvement and persist-
3 ently low-achieving schools; and

4 “(III) students that attend
5 schools with a high percentage or
6 number of students that are eligible
7 for free or reduced price lunch under
8 the Richard B. Russell National
9 School Lunch Act (42 U.S.C. 1751 et
10 seq.).

11 “(c) APPROVAL OF APPLICATIONS.—

12 “(1) IN GENERAL.—The Secretary, in consulta-
13 tion with the peer review panel established under
14 paragraph (2), shall evaluate State educational
15 agency applications under subsection (b) based on
16 the responsiveness of the applications to the applica-
17 tion requirements under such subsection.

18 “(2) PEER REVIEW.—The Secretary shall con-
19 vene a peer review panel in accordance with section
20 6572(e) to evaluate applications for each implemen-
21 tation grant awarded to a State educational agency
22 under this section.

23 “(3) EARLY LEARNING.—In order for a State
24 educational agency’s application under this section
25 to be approved by the Secretary, the application

1 shall contain an assurance that the State agencies
2 responsible for administering early childhood edu-
3 cation programs and services, including the State
4 agency responsible for administering child care pro-
5 grams and the State Advisory Council on Early
6 Childhood Education and Care established under
7 section 642B(b) of the Head Start Act (42 U.S.C.
8 9837b(b)), approves of, and will be extensively con-
9 sulted in the implementation of related activities and
10 services consistent with section 6576 with respect to,
11 the early learning portion of the application.

12 **“SEC. 6575. STATE ACTIVITIES.**

13 “(a) REQUIRED ACTIVITIES.—A State educational
14 agency shall use funds made available under section
15 6572(a)(2)(A) and described in section 6574(b)(2)(D)(iv)
16 to carry out the activities proposed in a State’s plan con-
17 sistent with section 6574(b)(2), including the following ac-
18 tivities:

19 “(1) Carrying out the assurances and activities
20 provided in the State application under section
21 6574(b)(2).

22 “(2) In consultation with the State literacy
23 leadership team, providing technical assistance or
24 engaging qualified providers to provide technical as-
25 sistance to eligible entities to enable the eligible enti-

1 ties to design and implement a literacy program
2 under sections 6576 and 6577.

3 “(3) Providing technical assistance to eligible
4 entities that are prioritized in section 6574(b)(2)(E),
5 including eligible entities that serve low-capacity
6 rural and urban areas by—

7 “(A) informing those eligible entities that
8 they have a priority for competing for grants
9 under section 6576 and 6577; and

10 “(B) providing eligible entities who do not
11 receive a grant under section 6576 and 6577
12 technical assistance so that they may re-com-
13 pete in following competitions.

14 “(4) Continuing to consult with the State lit-
15 eracy leadership team and continuing to coordinate
16 with institutions of higher education in the State—

17 “(A) in order to provide recommendations
18 to strengthen and enhance preservice courses
19 for students preparing, at institutions of higher
20 education in the State, to teach children from
21 preschool through grade 12 in explicit, system-
22 atic, and intensive instruction in evidence-based
23 literacy methods; and

24 “(B) by following up reviews completed by
25 the State literacy leadership team with rec-

1 ommendations to ensure that such institutions
2 offer courses that meet the highest standards.

3 “(5) Reviewing and updating, in collaboration
4 with teachers, statewide educational and professional
5 organizations representing teachers, and statewide
6 educational and professional organizations rep-
7 resenting institutions of higher education, State li-
8 censure and certification standards in the area of lit-
9 eracy instruction in early childhood education
10 through grade 12.

11 “(6) Making publicly available, including on the
12 State educational agency’s website, information on
13 promising instructional practices to improve student
14 literacy achievement.

15 “(b) PERMISSIVE ACTIVITIES.—After carrying out
16 activities described in subsection (a), a State educational
17 agency may use remaining funds made available under
18 section 6572(a)(2)(A) and described in section
19 6574(b)(2)(D)(iv) to carry out 1 or more of the following
20 activities:

21 “(1) Training the personnel of eligible entities
22 to use data systems that track student literacy
23 achievement.

24 “(2) Developing literacy coach training pro-
25 grams and training literacy coaches.

1 “(3) Building public support among local edu-
2 cational agency personnel, early childhood education
3 programs, and the community for comprehensive lit-
4 eracy instruction for children and students from pre-
5 school through grade 12.

6 **“SEC. 6576. SUBGRANTS TO ELIGIBLE ENTITIES IN SUP-
7 PORT OF PRESCHOOL THROUGH KINDER-
8 GARTEN ENTRY LITERACY.**

9 “(a) SUBGRANTS.—

10 “(1) IN GENERAL.—A State educational agen-
11 cy, in consultation with the State agencies respon-
12 sible for administering early childhood education
13 programs and services, including the State agency
14 responsible for administering child care programs
15 and the State Advisory Council on Early Childhood
16 Education and Care established under section
17 642B(b) of the Head Start Act (42 U.S.C.
18 9837b(b)), shall use implementation grant funds
19 provided under section 6572(a)(2)(B) to award sub-
20 grants, on a competitive basis, to eligible entities to
21 enable the eligible entities to support high-quality
22 early literacy initiatives for children from preschool
23 through kindergarten entry.

24 “(2) DURATION.—The term of subgrant under
25 this section shall be for 5 years.

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 high-quality
4 early literacy initiatives for children from preschool
5 through kindergarten entry.

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

12 “(1) how the subgrant funds will be used to en-
13 hance the language and literacy aspects of school
14 readiness of children, from preschool through kin-
15 dergarten entry, in early childhood education pro-
16 grams, including an analysis of the data used to
17 identify how funds will be used to improve language
18 and literacy;

19 “(2) the programs assisted under the subgrant,
20 including demographic and socioeconomic informa-
21 tion on the children enrolled in the programs;

22 “(3) a budget for the eligible entity that
23 projects the cost of developing and implementing lit-
24 eracy initiatives to carry out the activities described
25 in subsection (e);

1 “(4) how, if the eligible entity is requesting a
2 planning period, the eligible entity will use that plan-
3 ning period to prepare for successful implementation
4 of a plan to support the development of learning and
5 literacy consistent with the purposes of this part;

6 “(5) the literacy initiatives, if any, in place and
7 how these initiatives will be coordinated and inte-
8 grated with activities supported under this section;

9 “(6) how the subgrant funds will be used to
10 prepare and provide ongoing assistance to staff in
11 the programs, through high-quality professional de-
12 velopment;

13 “(7) how the subgrant funds will be used to
14 provide services, incorporate activities, and select
15 and use literacy instructional materials that meet
16 the diverse developmental and linguistic needs of
17 children, including English learners and children
18 with disabilities and developmental delays, and that
19 are based on scientifically valid research on child de-
20 velopment and learning for children from preschool
21 through kindergarten entry;

22 “(8) how the subgrant funds will be used to
23 provide screening assessments, diagnostic assess-
24 ments, classroom-based instructional assessments,
25 and assessments of developmental progress;

1 “(9) how families and caregivers will be in-
2 volved, as appropriate, in supporting their children’s
3 literacy development, instruction, and assessment;

4 “(10) how the subgrant funds will be used to
5 help children, particularly children experiencing dif-
6 ficulty with oral and written language, to make the
7 transition from early childhood education to formal
8 classroom instruction;

9 “(11) how the activities assisted under the
10 subgrant will be coordinated with literacy instruction
11 at the kindergarten through grade 5 level;

12 “(12) how the subgrant funds will be used—

13 “(A) to evaluate the success of the activi-
14 ties assisted under the subgrant in enhancing
15 the early language and literacy development of
16 children from preschool through kindergarten
17 entry; and

18 “(B) to evaluate data for program im-
19 provement; and

20 “(13) such other information as the State edu-
21 cational agency may require.

22 “(d) APPROVAL OF LOCAL APPLICATIONS.—The
23 State educational agency, in consultation with the State
24 agencies responsible for administering early childhood
25 education programs, including the State agency respon-

1 sible for administering child care programs and the State
2 Advisory Council on Early Childhood Education and Care
3 established under section 642B(b) of the Head Start Act
4 (42 U.S.C. 9837b(b)), shall—

5 “(1) select applications for funding under this
6 section based on the quality of the applications sub-
7 mitted, including the relationship between literacy
8 activities proposed and the research base or data
9 supporting such activities, as appropriate, and the
10 recommendations of—

11 “(A) the State literacy leadership team;

12 and

13 “(B) other experts in the area of early lit-
14 eracy; and

15 “(2) place priority for funding programs based
16 on the criteria in section 6574(b)(2)(E)(i).

17 “(e) LOCAL USES OF FUNDS.—

18 “(1) IN GENERAL.—An eligible entity that re-
19 ceives a subgrant under this section shall use the
20 subgrant funds consistent with the application pro-
21 posed in subsection (c) to carry out the following ac-
22 tivities:

23 “(A) Enhancing and improving early child-
24 hood education programs to ensure that chil-
25 dren in such programs are provided with high-

1 quality oral language and literature- and print-
2 rich environments in which to develop early lit-
3 eracy skills.

4 “(B) Providing high-quality professional
5 development.

6 “(C) Acquiring, providing training for, and
7 implementing screening assessments, diagnostic
8 assessments, and classroom-based instructional
9 assessments.

10 “(D) Selecting, developing, and imple-
11 menting a multi-tiered system of support.

12 “(E) Integrating evidence-based instruc-
13 tional materials, activities, tools, and measures
14 into the programs offered by the eligible entity
15 to improve development of early learning lan-
16 guage and literacy skills.

17 “(F) Training providers and personnel to
18 support, develop, and administer high-quality
19 early learning literacy initiatives that—

20 “(i) utilize data—

21 “(I) to inform instructional de-
22 sign; and

23 “(II) to assess literacy needs;
24 and

1 “(ii) provide time and support for per-
2 sonnel to meet to plan literacy instruction.

3 “(G) Providing for family literacy services,
4 as appropriate, and partnering with families to
5 support their child’s learning.

6 “(H) Annually collecting, summarizing,
7 and reporting to the State educational agency
8 data—

9 “(i) to document and monitor, for the
10 purpose of improving or increasing early
11 literacy and language skills development
12 pursuant to activities carried out under
13 this section;

14 “(ii) to stimulate and accelerate im-
15 provement by identifying the programs
16 served by the eligible entity that produce
17 significant gains in skills development; and

18 “(iii) for all subgroups of students
19 and categories of students that—

20 “(I) utilizes a variety of data;
21 and

22 “(II) is consistent across the
23 State.

24 “(2) LIMITATION.—An eligible entity that re-
25 ceives a subgrant under this section shall not use

1 more than 10 percent of the subgrant funds to pur-
2 chase curricula and assessment materials.

3 “(f) PROHIBITION.—The use of assessment items
4 and data on any assessment authorized under this section
5 to provide rewards or sanctions for individual children,
6 early childhood educators, teachers, program directors, or
7 principals is prohibited.

8 **“SEC. 6577. CONSEQUENCES OF INSUFFICIENT PROGRESS,**
9 **REPORTING REQUIREMENTS, AND CON-**
10 **FLICTS OF INTEREST.**

11 “(a) CONSEQUENCES OF INSUFFICIENT
12 PROGRESS.—

13 “(1) CONSEQUENCES FOR GRANT RECIPI-
14 ENTS.—If the Secretary determines that a State
15 educational agency receiving an award under section
16 6572(b) or an eligible entity receiving a subgrant
17 under section 6576 or 6577 is not making signifi-
18 cant progress in meeting the purposes of this part
19 and the key metrics identified by the State edu-
20 cational agency under section 6574(b)(2)(C) after
21 the submission of a report described in subsection
22 (b), then the Secretary may withhold, in whole or in
23 part, further payments under this part in accordance
24 with section 455 of the General Education Provi-
25 sions Act (20 U.S.C. 1234d) or take such other ac-

1 tion authorized by law as the Secretary determines
2 necessary, including providing technical assistance
3 upon request of the State educational agency or eli-
4 gible entity, respectively.

5 “(2) CONSEQUENCES FOR SUBGRANT RECIPI-
6 ENTS.—

7 “(A) IN GENERAL.—A State educational
8 agency receiving an award under section
9 6572(b) may refuse to award subgrant funds to
10 an eligible entity under section 6576 or 6577 if
11 the State educational agency finds that the eli-
12 gible entity is not making significant progress
13 in meeting the purposes of this part, after—

14 “(i) affording the eligible entity no-
15 tice, a period for correction, and an oppor-
16 tunity for a hearing; and

17 “(ii) providing technical assistance to
18 the eligible entity.

19 “(B) FUNDS AVAILABLE.—Subgrant funds
20 not awarded under subparagraph (A) shall be
21 redirected to an eligible entity serving similar
22 children and students in the same area or re-
23 gion as the eligible entity not awarded the
24 subgrant funds, to the greatest extent prac-
25 ticable.

1 “(b) REPORTING REQUIREMENTS.—

2 “(1) STATE EDUCATIONAL AGENCY REPORTS.—

3 Each State educational agency receiving an award
4 under section 6572(b) shall report annually to the
5 Secretary regarding the State educational agency’s
6 progress in addressing the purposes of this part.

7 Such report shall include, at a minimum, a descrip-
8 tion of—

9 “(A) the professional development activi-
10 ties provided under the award, including types
11 of activities and entities involved in providing
12 professional development to classroom teachers
13 and other program staff, such as school librari-
14 ans;

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

18 “(C)(i) the types of programs and, for chil-
19 dren from preschool to kindergarten entry, pro-
20 gram settings, funded under the award; and

21 “(ii) the ages and demographic information
22 that is not individually identifiable of children
23 served by the programs funded under the
24 award;

1 “(D) the experience and qualifications of
2 the program staff who provide literacy instruc-
3 tion under the programs funded under the
4 award, including the experience and qualifica-
5 tions of those staff working with children with
6 disabilities or developmental delays and with
7 English learners and children from preschool to
8 kindergarten entry;

9 “(E) key data metrics identified under sec-
10 tion 6574(b)(2)(C) used for literacy initiatives;

11 “(F) student performance on relevant pro-
12 gram metrics, as identified in the State edu-
13 cation agency’s implementation plan under sec-
14 tion 6574(b)(2)(C); and

15 “(G) the outcomes of programs and activi-
16 ties provided under the award.

17 “(2) ELIGIBLE ENTITY REPORTS.—Each eligi-
18 ble entity receiving a subgrant under section 6576 or
19 6577 shall report annually to the State educational
20 agency regarding the eligible entity’s progress in ad-
21 dressing the purposes of this part. Such report shall
22 include, at a minimum, a description of—

23 “(A) how the subgrant funds were used;
24 and

1 “(B) student performance on relevant pro-
2 gram metrics, as identified in the State edu-
3 cation agency’s implementation plan under sec-
4 tion 6574(b)(2)(C).

5 “(c) CONFLICTS OF INTEREST.—The Secretary shall
6 ensure that each member of the peer review panel de-
7 scribed in section 6572(c) and each member of a State
8 literacy leadership team participating in a program or ac-
9 tivity assisted under this part does not stand to benefit
10 financially from a grant or subgrant awarded under this
11 part.

12 **“SEC. 6578. DEFINITIONS.**

13 “In this part:

14 “(1) CHARACTERISTICS OF EFFECTIVE LIT-
15 ERACY STRATEGIES AND INSTRUCTION.—The term
16 ‘characteristics of effective literacy strategies and in-
17 struction’ means—

18 “(A) for children from preschool through
19 kindergarten entry—

20 “(i) providing high quality profes-
21 sional development opportunities for early
22 childhood educators, teachers, and school
23 leaders in—

24 “(I) literacy development;

25 “(II) language development;

1 “(III) English language acquisi-
2 tion (as appropriate); and

3 “(IV) effective language and lit-
4 eracy instruction and teaching strate-
5 gies aligned to State standards;

6 “(ii) reading aloud to children, engag-
7 ing children in shared reading experiences,
8 discussing reading with children, and mod-
9 eling age and developmentally appropriate
10 reading strategies;

11 “(iii) encouraging children’s early at-
12 tempts at communication, reading, writing,
13 and drawing, and talking about the mean-
14 ing of the reading, writing, and drawing
15 with others;

16 “(iv) creating conversation rich class-
17 rooms and using oral modeling techniques
18 to build oral language skills;

19 “(v) multiplying opportunities for chil-
20 dren to use language with peers and
21 adults;

22 “(vi) providing strategic and explicit
23 instruction in the identification of speech
24 sounds, letters, and letter-sound cor-
25 respondence;

1 “(vii) integrating oral and written lan-
2 guage;

3 “(viii) stimulating vocabulary develop-
4 ment;

5 “(ix) using differentiated instructional
6 approaches or teaching strategies, includ-
7 ing—

8 “(I) individual and small group
9 instruction or interactions; and

10 “(II) professional development,
11 curriculum development, and class-
12 room instruction;

13 “(x) applying the principles of uni-
14 versal design for learning, as described in
15 section 6579(b)(21);

16 “(xi) using age-appropriate screening
17 assessments, diagnostic assessments, form-
18 ative assessments, and summative assess-
19 ments to identify individual learning needs,
20 to inform instruction, and to monitor—

21 “(I) student progress and the ef-
22 fects of instruction over time; and

23 “(II) for children between the
24 ages of preschool and kindergarten

1 entry, progress and development with-
2 in established norms;

3 “(xii) coordinating the involvement of
4 families, early childhood education pro-
5 gram staff, principals, other school leaders,
6 and teachers in the reading and writing
7 achievement of children served under this
8 part;

9 “(xiii) using a variety of age and de-
10 velopmentally appropriate, high quality
11 materials for language development, read-
12 ing, and writing;

13 “(xiv) encouraging family literacy ex-
14 periences and practices, and educating
15 teachers, public librarians, and parents
16 and other caregivers about literacy develop-
17 ment and child literacy development; and

18 “(xv) using strategies to enhance chil-
19 dren’s—

20 “(I) motivation to communicate,
21 read, and write; and

22 “(II) engagement in self-directed
23 learning;

24 “(B) for students in kindergarten through
25 grade 3—

1 “(i) providing high quality profes-
2 sional development opportunities, for
3 teachers, literacy coaches, literacy special-
4 ists, English as a second language special-
5 ists (as appropriate), school librarians, and
6 principals, on literacy development, lan-
7 guage development, English language ac-
8 quisition, and effective literacy instruction
9 that—

10 “(I) aligns to State standards as
11 well as local curricula and instruc-
12 tional assessments; and

13 “(II) addresses literacy develop-
14 ment opportunities across the cur-
15 ricula;

16 “(ii) providing age appropriate direct
17 and explicit instruction;

18 “(iii) providing strategic, systematic,
19 and explicit instruction in phonological
20 awareness, phonic decoding, vocabulary,
21 reading fluency, and reading comprehen-
22 sion;

23 “(iv) making available and using di-
24 verse texts at the reading, development,
25 and interest level of students;

1 “(v) providing multiple opportunities
2 for students to write individually and col-
3 laboratively with instruction and feedback;

4 “(vi) using differentiated instructional
5 approaches, including individual, small
6 group, and classroom-based instruction
7 and discussion;

8 “(vii) using oral modeling techniques
9 and opportunities for students to use lan-
10 guage with the students’ peers and adults
11 to build student language skills;

12 “(viii) providing time and opportuni-
13 ties for systematic and intensive instruc-
14 tion, intervention, and practice to supple-
15 ment regular instruction, which can be
16 provided inside and outside the classroom
17 as well as during and outside regular
18 school hours;

19 “(ix) providing instruction in uses of
20 print materials and technological resources
21 for research and for generating and pre-
22 senting content and ideas;

23 “(x) using screening assessments, di-
24 agnostic assessments, formative assess-
25 ments, and summative assessments to

1 identify student learning needs, to inform
2 instruction, and to monitor student
3 progress and the effects of instruction over
4 time;

5 “(xi) coordinating the involvement of
6 families, caregivers, teachers, principals,
7 other school leaders, and teacher literacy
8 teams in the reading and writing achieve-
9 ment of children served under this part;

10 “(xii) encouraging family literacy ex-
11 periences and practices; and

12 “(xiii) using strategies to enhance stu-
13 dents’—

14 “(I) motivation to read and
15 write; and

16 “(II) engagement in self-directed
17 learning; and

18 “(C) for students in grades 4 through
19 12—

20 “(i) providing high quality profes-
21 sional development opportunities for teach-
22 ers, literacy coaches, literacy specialists,
23 English as a second language specialists
24 (as appropriate), school librarians, and
25 principals, including professional develop-

1 ment on literacy development, language de-
2 velopment, and effective literacy instruc-
3 tion embedded in schools and aligned to
4 State standards;

5 “(ii) providing direct and explicit com-
6 prehension instruction;

7 “(iii) providing direct and explicit in-
8 struction that builds academic vocabulary
9 and strategies and knowledge of text struc-
10 ture for reading different kinds of texts
11 within and across core academic subjects;

12 “(iv) making available and using di-
13 verse texts at the reading, development,
14 and interest level of the students;

15 “(v) providing multiple opportunities
16 for students to write with clear purposes
17 and critical reasoning appropriate to the
18 topic and purpose and with specific in-
19 struction and feedback from teachers and
20 peers;

21 “(vi) using differentiated instructional
22 approaches;

23 “(vii) using strategies to enhance stu-
24 dents’—

1 “(I) motivation to read and
2 write; and

3 “(II) engagement in self-directed
4 learning;

5 “(viii) providing for text-based learn-
6 ing across content areas;

7 “(ix) providing systematic, strategic,
8 and individual and small group instruction,
9 including intensive supplemental interven-
10 tion for students reading significantly
11 below grade level, which may be provided
12 inside and outside the classroom as well as
13 during and outside regular school hours;

14 “(x) providing instruction in the uses
15 of technology and multimedia resources for
16 classroom research and for generating and
17 presenting content and ideas;

18 “(xi) using screening assessments, di-
19 agnostic assessments, formative assess-
20 ments, and summative assessments to
21 identify learning needs, inform instruction,
22 and monitor student progress and the ef-
23 fects of instruction;

24 “(xii) coordinating the involvement of
25 families and caregivers, to the extent fea-

1 sible and appropriate as determined by the
2 Secretary, to improve reading, writing, and
3 academic achievement; and

4 “(xiii) coordinating the involvement of
5 school librarians, teachers, principals,
6 other school leaders, teacher literacy
7 teams, and English as a second language
8 specialists (as appropriate), that analyze
9 student work and plan or deliver instruc-
10 tion over time.

11 “(2) CLASSROOM-BASED INSTRUCTIONAL AS-
12 SESSMENT.—The term ‘classroom-based instruc-
13 tional assessment’ means an assessment, for children
14 between preschool through grade 3, that—

15 “(A) is valid and reliable for the age and
16 population of children being assessed;

17 “(B) is used to evaluate children’s develop-
18 mental progress and learning, including system-
19 atic observations by teachers of children per-
20 forming tasks, including academic and literacy
21 tasks, that are part of their daily classroom ex-
22 perience; and

23 “(C) is used to improve classroom instruc-
24 tion.

1 “(3) COMPREHENSIVE LITERACY INSTRU-
2 TION.—The term ‘comprehensive literacy instruc-
3 tion’ means instruction that—

4 “(A) involves the characteristics of effec-
5 tive literacy instruction; and

6 “(B) is designed to support the essential
7 components of reading instruction and the es-
8 sential components of writing instruction.

9 “(4) DEVELOPMENTAL DELAY.—The term ‘de-
10 velopmental delay’ has the meaning given the term
11 in section 632 of the Individuals with Disabilities
12 Education Act (20 U.S.C. 1432).

13 “(5) DIAGNOSTIC ASSESSMENT.—The term ‘di-
14 agnostic assessment’ means an assessment that—

15 “(A) is valid, reliable, and based on sci-
16 entifically valid research on language, literacy,
17 and English language acquisition;

18 “(B) is used for the purposes of—

19 “(i) identifying a student’s specific
20 areas of strengths and weaknesses in oral
21 language and literacy;

22 “(ii) determining any difficulties that
23 the student may have in oral language and
24 literacy and the potential cause of such dif-
25 ficulties; and

1 “(iii) helping to determine possible lit-
2 eracy intervention strategies and related
3 special needs of the student; and

4 “(C) in the case of young children, is con-
5 ducted after a screening assessment that identi-
6 fies potential risks or a lack of school prepared-
7 ness, including oral language and literacy devel-
8 opment, or delayed development.

9 “(6) ELIGIBLE ENTITY.—The term ‘eligible en-
10 tity’ means—

11 “(A) when used with respect to children
12 from preschool through kindergarten entry—

13 “(i) 1 or more local educational agen-
14 cies providing early childhood education
15 programs, or 1 or more public or private
16 early childhood education programs, serv-
17 ing children from preschool through kin-
18 dergarten entry (such as a Head Start pro-
19 gram, a child care program, a State-funded
20 prekindergarten program, a public library
21 program, or a family literacy program),
22 that has a demonstrated record of pro-
23 viding effective literacy instruction for the
24 age group such agency or program pro-
25 poses to serve under section 6576; or

1 “(ii) 1 or more entities described in
2 clause (i) acting in partnership with 1 or
3 more public agencies or private nonprofit
4 organizations that have a demonstrated
5 record of effectiveness—

6 “(I) in improving the early lit-
7 eracy development of children from
8 preschool through kindergarten entry;
9 and

10 “(II) in providing professional
11 development aligned with the activities
12 described in section 6576(e)(1); or

13 “(B) when used with respect to students in
14 kindergarten through grade 12—

15 “(i) that is—

16 “(I) a local educational agency;

17 “(II) a consortium of local edu-
18 cational agencies; or

19 “(III) or a local educational
20 agency or consortium of local edu-
21 cational agencies that may act in
22 partnership with 1 or more public
23 agencies or private nonprofit organi-
24 zations, which agencies or organiza-
25 tions shall have a demonstrated record

1 of effectiveness, consistent with the
2 purposes of their participation, in im-
3 proving literacy achievement of stu-
4 dents from kindergarten through
5 grade 12 and in providing professional
6 development described in section
7 6577(a)(3)(B);

8 “(ii) that—

9 “(I) is among, or consists of, the
10 local educational agencies in the State
11 with the highest numbers or percent-
12 ages of students reading or writing
13 below grade level, based on the most
14 currently available State academic as-
15 sessment data;

16 “(II) has jurisdiction over a sig-
17 nificant number or percentage of
18 schools that are identified for school
19 improvement under section
20 1111(b)(3); or

21 “(iii) has the highest numbers or per-
22 centages of children who are counted under
23 section 1124(c), in comparison to other
24 local educational agencies in the State.

25 “(7) ENGLISH LANGUAGE ACQUISITION.—

1 “(A) IN GENERAL.—The term ‘English
2 language acquisition’ means the process by
3 which a non-native English speaker acquires
4 proficiency in speaking, listening, reading, and
5 writing the English language.

6 “(B) INCLUSIONS FOR ENGLISH LEARNERS
7 IN SCHOOL.—For an English language learner
8 in school, such term includes not only the social
9 language proficiency needed to participate in
10 the school environment, but also the academic
11 language proficiency needed to acquire literacy
12 and academic content and demonstrate the stu-
13 dent’s learning.

14 “(8) ESSENTIAL COMPONENTS OF READING IN-
15 STRUCTION.—The term ‘essential components of
16 reading instruction’ means developmentally appro-
17 priate, contextually explicit, systematic instruction,
18 and frequent practice, in reading across content
19 areas.

20 “(9) ESSENTIAL COMPONENTS OF WRITING IN-
21 STRUCTION.—The term ‘essential components of
22 writing instruction’ means developmentally appro-
23 priate and contextually explicit instruction, and fre-
24 quent practice, in writing across content areas.

1 “(10) FAMILY LITERACY SERVICES.—The term
2 ‘family literacy services’ means literacy services pro-
3 vided on a voluntary basis that are of sufficient in-
4 tensity in terms of hours and duration and that inte-
5 grate all of the following activities:

6 “(A) Interactive literacy activities between
7 or among parents and their children, including
8 parent literacy training.

9 “(B) Training for parents regarding how
10 to be the primary teacher for their children and
11 full partners in the education of their children.

12 “(C) Parent literacy training that leads to
13 economic self-sufficiency.

14 “(D) An age-appropriate education to pre-
15 pare children for success in school and life ex-
16 periences.

17 “(11) FORMATIVE ASSESSMENT.—The term
18 ‘formative assessment’ means a process that—

19 “(A) is teacher-generated or selected by
20 teachers and students during instructional
21 learning;

22 “(B) is embedded within the learning ac-
23 tivity and linked directly to the current unit of
24 instruction; and

1 “(C) provides feedback to adjust ongoing
2 teaching and learning to improve students’
3 achievement of intended instructional outcomes.

4 “(12) HIGH-QUALITY PROFESSIONAL DEVELOP-
5 MENT.—The term ‘high-quality professional develop-
6 ment’ means professional development that—

7 “(A) is job-embedded, ongoing, and based
8 on scientifically valid research;

9 “(B) is sustained, intensive, and class-
10 room-focused;

11 “(C) is designed to increase the knowledge
12 and expertise of teachers, early childhood edu-
13 cators and administrators, principals, other
14 school leaders, and other program staff in ap-
15 plying—

16 “(i) the characteristics of effective lit-
17 eracy instruction;

18 “(ii) the essential components of read-
19 ing instruction;

20 “(iii) the essential components of writ-
21 ing instruction; and

22 “(iv) instructional strategies and prac-
23 tices that are appropriate to the age, devel-
24 opment, and needs of children and improve
25 student learning, including strategies and

1 practices consistent with the principles of
2 universal design for learning, as described
3 in section 6579(b)(21);

4 “(D) includes and supports teachers in ef-
5 fectively administering age appropriate and de-
6 velopmentally appropriate assessments, and
7 analyzing the results of such assessments for
8 the purposes of planning, monitoring, adapting,
9 and improving effective classroom instruction or
10 teaching strategies to improve student literacy;

11 “(E) for educators working with students
12 in kindergarten through grade 12—

13 “(i) supports the characteristics of ef-
14 fective literacy instruction through core
15 academic subjects, and through career and
16 technical education subjects where such ca-
17 reer and technical education subjects pro-
18 vide for the integration of core academic
19 subjects; and

20 “(ii) includes explicit instruction in
21 discipline-specific thinking and how to read
22 and interpret discipline-specific text struc-
23 tures and features;

24 “(F) includes instructional strategies uti-
25 lizing one-to-one, small group, and classroom-

1 based instructional materials and approaches
2 based on scientifically valid research on literacy;

3 “(G) provides ongoing instructional lit-
4 eracy coaching—

5 “(i) to ensure high-quality implemen-
6 tation of effective practices of literacy in-
7 struction that are content-centered, inte-
8 grated across the curricula, collaborative,
9 and embedded in the school, classroom, or
10 other setting; and

11 “(ii) that uses student data to im-
12 prove instruction;

13 “(H) includes and supports teachers in set-
14 ting high reading and writing achievement goals
15 for all students and provides the teachers with
16 the instructional tools and skills to help stu-
17 dents reach such goals; and

18 “(I) is differentiated for educators working
19 with children from preschool through kinder-
20 garten entry, students in kindergarten through
21 grade 5, and students in grades 6 through 12,
22 and, as appropriate, by student grade or stu-
23 dent need.

24 “(13) LITERACY COACH.—The term ‘literacy
25 coach’ means a professional—

- 1 “(A) who—
- 2 “(i) has previous teaching experience
- 3 and—
- 4 “(I) a master’s degree with a
- 5 concentration in reading and writing
- 6 education;
- 7 “(II) demonstrated proficiency in
- 8 teaching reading or writing in a core
- 9 academic subject consistent with the
- 10 characteristics of effective literacy in-
- 11 struction; or
- 12 “(III) in the case of a literacy
- 13 coach for children from preschool
- 14 through kindergarten entry, a con-
- 15 centration, credential, or significant
- 16 experience in child development and
- 17 early literacy development; and
- 18 “(ii) is able to demonstrate the ability
- 19 to help teachers—
- 20 “(I) apply research on how stu-
- 21 dents become successful readers, writ-
- 22 ers, and communicators;
- 23 “(II) apply multiple forms of as-
- 24 sessment to guide instructional deci-

1 sionmaking and use data to improve
2 literacy instruction;

3 “(III) improve student writing
4 and reading in and across content
5 areas such as mathematics, science,
6 social studies, and language arts;

7 “(IV) develop and implement dif-
8 ferentiated instruction and teaching
9 approaches to serve the needs of the
10 full range of learners, including
11 English learners and children with
12 disabilities;

13 “(V) apply principles of universal
14 design for learning, as described in
15 section 6579(b)(21);

16 “(VI) employ best practices in
17 engaging principals, early childhood
18 educators and administrators, teach-
19 ers, and other professionals sup-
20 porting literacy instruction to change
21 school cultures to better encourage
22 and support literacy development and
23 achievement; and

24 “(VII)(aa) for children from pre-
25 school through kindergarten entry, set

1 developmentally appropriate expecta-
2 tions for language; and

3 “(bb) for all children, set literacy
4 development and high reading and
5 writing achievement goals and select,
6 acquire, and use instructional tools
7 and skills to help the children reach
8 such goals; and

9 “(B) whose role with teachers and profes-
10 sionals supporting literacy instruction is—

11 “(i) to provide high-quality profes-
12 sional development;

13 “(ii) to work cooperatively and col-
14 laboratively with principals, teachers, and
15 other professionals in employing strategies
16 to help teachers identify and support stu-
17 dent language and literacy needs and teach
18 literacy across content areas and develop-
19 mental domains; and

20 “(iii) to work cooperatively and col-
21 laboratively with other professionals in em-
22 ploying strategies to help teachers teach
23 literacy across content areas so that the
24 teachers can meet the needs of all stu-
25 dents, including children with disabilities,

1 English learners, and students who are
2 reading at or above grade level.

3 “(14) MULTI-TIERED SYSTEM OF SUPPORT.—
4 The term ‘multi-tiered system of support’ means a
5 comprehensive system of differentiated supports that
6 includes evidence-based instruction, universal screen-
7 ing, progress monitoring, formative assessments, evi-
8 dence-based interventions matched to student needs
9 and educational decisionmaking using student out-
10 come data.

11 “(15) READING.—The term ‘reading’ means a
12 complex system of deriving meaning from print that
13 requires, in ways that are developmentally, content,
14 and contextually appropriate, all of the following:

15 “(A) PHONEMES.—The skills and knowl-
16 edge to understand how phonemes, or speech
17 sounds, are connected to print.

18 “(B) ACCURACY, FLUENCY, AND UNDER-
19 STANDING.—The ability to read accurately, flu-
20 ently, and with understanding.

21 “(C) READING COMPREHENSION.—The use
22 of background knowledge and vocabulary to
23 make meaning from a text.

1 “(D) ACTIVE STRATEGIES.—The develop-
2 ment and use of appropriate active strategies to
3 interpret and construct meaning from print.

4 “(16) SCIENTIFICALLY VALID RESEARCH.—The
5 term ‘scientifically valid research’ has the meaning
6 given the term in section 200 of the Higher Edu-
7 cation Act of 1965 (20 U.S.C. 1021).

8 “(17) SCREENING ASSESSMENT.—The term
9 ‘screening assessment’ means an assessment that—

10 “(A) is valid, reliable, and based on sci-
11 entifically valid research on literacy and English
12 language acquisition; and

13 “(B) is a procedure designed as a first
14 step in identifying children who may be at high
15 risk for delayed development or academic fail-
16 ure and in need of further diagnosis of the chil-
17 dren’s need for special services or additional lit-
18 eracy instruction.

19 “(18) SPECIALIZED INSTRUCTIONAL SUPPORT
20 PERSONNEL (SISP).—The **term ‘Specialized Instruc-**
21 **tional Support Personnel’ or ‘SISP’** means school
22 counselors, school social workers, school psycholo-
23 gists, and other qualified professional personnel in-
24 volved in providing assessment, diagnosis, coun-
25 seling, educational, therapeutic, and other necessary

1 services (included related services as that term is de-
2 fined in section 602 of the Individuals with Disabil-
3 ities Education Act) as part of a comprehensive pro-
4 gram to meet student needs.

5 “(19) STATE.—The term ‘State’ has the mean-
6 ing given the term in section 103 of the Higher
7 Education Act of 1965 (20 U.S.C. 1003).

8 “(20) STATE LITERACY LEADERSHIP TEAM.—

9 “(A) IN GENERAL.—The term ‘State lit-
10 eracy leadership team’ means a team that—

11 “(i) is appointed and coordinated by
12 the State educational agency;

13 “(ii) assumes the responsibility to
14 guide the development and implementation
15 of a statewide, comprehensive literacy plan;

16 “(iii) is composed of not less than 11
17 individuals; and

18 “(iv) shall include—

19 “(I) not less than 3 individuals
20 who have literacy expertise in one of
21 each of the areas of—

22 “(aa) preschool through
23 school entry, such as the State
24 Head Start collaboration direc-
25 tor;

1 “(bb) kindergarten entry
2 through grade 5; and

3 “(cc) grades 6 through 12;

4 “(II) a school principal;

5 “(III) teachers and administra-
6 tors with expertise in literacy and spe-
7 cial education;

8 “(IV) teachers and administra-
9 tors with expertise in teaching the
10 English language to English learners;

11 “(V) a representative from the
12 State educational agency who oversees
13 literacy initiatives; and

14 “(VI) a representative from high-
15 er education who is actively involved
16 in research, development, or teacher
17 preparation in literacy instruction and
18 intervention based on scientifically
19 valid research.

20 “(B) INCLUSION OF A PREEXISTING PART-
21 NERSHIP.—If, before the date of enactment of
22 the Student Success Act, a State educational
23 agency established a consortium, partnership,
24 or any other similar body that was considered
25 a literacy partnership under section 1203(d) of

1 the Elementary and Secondary Education Act
2 of 1965 (as in effect on the day before the date
3 of the enactment of the Student Success Act)
4 and that includes the individuals required under
5 subparagraph (A)(iv), such consortium, part-
6 nership, or body may be considered a State lit-
7 eracy leadership team for purposes of subpara-
8 graph (A).

9 “(21) SUMMATIVE ASSESSMENT.—The term
10 ‘summative assessment’ means an assessment that—

11 “(A) is valid, reliable, and based on sci-
12 entifically valid research on literacy and English
13 language acquisition; and

14 “(B) measures—

15 “(i) for children from preschool
16 through kindergarten entry, how the chil-
17 dren have progressed over time relative to
18 developmental norms; and

19 “(ii) for students in kindergarten
20 through grade 12, what the students have
21 learned over time, relative to academic con-
22 tent standards.

23 “(22) UNIVERSAL DESIGN FOR LEARNING.—
24 The term ‘universal design for learning’ has the

1 meaning given the term in section 103 of the Higher
2 Education Act of 1965 (20 U.S.C. 1003).

3 “(23) WRITING.—The term ‘writing’ means—

4 “(A) composing meaning in print or
5 through other media, including technologies, to
6 communicate and to create new knowledge in
7 ways appropriate to the context of the writing
8 and the literacy development stage of the writ-
9 er;

10 “(B) composing ideas individually and col-
11 laboratively in ways that are appropriate for a
12 variety of purposes, audiences, and occasions;

13 “(C) choosing vocabulary, tone, genre, and
14 conventions, such as spelling and punctuation,
15 suitable to the purpose, audience, and occasion;
16 and

17 “(D) revising compositions for clarity of
18 ideas, coherence, logical development, and preci-
19 sion of language use.

20 **“SEC. 6579. AUTHORIZATION OF APPROPRIATIONS.**

21 “There are authorized to be appropriated to carry out
22 this part \$500,000,000 for fiscal year 2016 and such sums
23 as may be necessary for subsequent fiscal years.”.

