

112TH CONGRESS
1ST SESSION

S. 929

To establish a comprehensive literacy program.

IN THE SENATE OF THE UNITED STATES

MAY 10, 2011

Mrs. MURRAY (for herself, Mr. SANDERS, Mr. BEGICH, Mr. REED, Mr. BROWN of Ohio, and Mr. FRANKEN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To establish a comprehensive literacy program.

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

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Literacy Education for All, Results for the Nation Act”
6 or the “LEARN Act”.

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

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings.
- Sec. 3. Purposes.
- Sec. 4. Definitions.
- Sec. 5. Program authorized.

- Sec. 6. State planning grants.
- Sec. 7. State implementation grants.
- Sec. 8. State activities.
- Sec. 9. Subgrants to eligible entities in support of birth through kindergarten entry literacy.
- Sec. 10. Subgrants to local educational agencies in support of kindergarten through grade 12 literacy.
- Sec. 11. National evaluation, information dissemination, and technical assistance.
- Sec. 12. Consequences of insufficient progress, reporting requirements, and conflicts of interest.
- Sec. 13. Rules of construction.
- Sec. 14. Authorization of appropriations.

1 **SEC. 2. FINDINGS.**

2 Congress finds that in order for a comprehensive, ef-
 3 fective literacy program to address the needs of readers
 4 and writers it is critical to address the following:

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

9 (2) Developing literacy skills begins at birth as
 10 infants and toddlers associate sounds, gestures, and
 11 marks on paper with consequences and meaning.
 12 Many low-income children from birth through kin-
 13 dergarten entry lack oral and print language-rich en-
 14 vironments in their homes and early childhood edu-
 15 cation programs and teachers and staff in early
 16 childhood education programs are often not provided
 17 with high-quality professional development on how to
 18 support children's language and literacy develop-
 19 ment.

1 (3) Early childhood educators whose profes-
2 sional preparation and ongoing development includes
3 study of language learning and early childhood de-
4 velopment promote early language and literacy as
5 part of the overall curriculum for children’s readi-
6 ness for school, particularly for young English lan-
7 guage learners and children with disabilities or de-
8 velopmental delays.

9 (4) Research shows that writing leads to im-
10 proved reading achievement, reading leads to better
11 writing performance, and combined instruction leads
12 to improvements in both areas. Children in kinder-
13 garten through grade 12 need to be engaged in com-
14 bined reading and writing experiences that lead to a
15 higher level of thinking than when either process is
16 taught alone.

17 (5) Environments rich in language and literacy
18 experiences, books, resources, and models facilitate
19 reading and writing development. Schools, prin-
20 cipals, librarians, and teachers must have the knowl-
21 edge, skills, and tools to create environments appro-
22 priate to meet the diverse literacy needs of children
23 from birth through grade 12, especially for children
24 whose home environments lack support for literacy
25 development.

1 (6) Middle school and secondary school teachers
2 need professional development to improve the read-
3 ing and writing abilities of students who are reading
4 and writing several years below grade level. Middle
5 school and secondary school teachers in core aca-
6 demic subjects must have the tools and skills to
7 teach reading and writing for subject area under-
8 standing and to differentiate and provide instruction
9 for students with varying literacy skills.

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

15 (8) Between 1971 and 2004, the reading levels
16 of America's 17-year-olds showed little to no im-
17 provement at all. The ability of secondary school
18 students to read complex texts is strongly predictive
19 of their performance in college mathematics and
20 science courses.

21 (9) Fewer than 2 in 10 eighth graders from the
22 secondary school graduating classes of 2005 and
23 2006 met all 4 EXPLORE College Readiness
24 Benchmarks (English, Mathematics, Reading, and
25 Science), the minimum level of achievement that

1 ACT has shown is necessary if students are to be
2 college and career ready upon their secondary school
3 graduation.

4 (10) Seventy percent of eighth graders read
5 below the proficient level on the 2007 National As-
6 sessment of Educational Progress, indicating that
7 students in middle schools and secondary schools
8 struggle to graduate because the students' literacy
9 achievement is alarmingly low. Only one-third of sec-
10 ondary school students who enter grade 9 each year
11 can expect to graduate in 4 years with the skills the
12 student needs to succeed in college and the work-
13 place.

14 (11) Secondary school graduation rates for low-
15 income students and students of color hover around
16 50 percent, as do graduation rates for students in
17 urban school districts and students with disabilities.
18 Graduation rates for English language learners are
19 particularly low.

20 (12) Only 71 percent of secondary school stu-
21 dents graduate on time with a diploma, meaning
22 that every year 1,230,000 students fail to graduate
23 from secondary school. These 1,230,000 nongrad-
24 uates cost the Nation more than \$319,000,000,000

1 in lost wages, taxes, and productivity over the life-
2 times of the nongraduates.

3 (13) About 40 percent of secondary school
4 graduates lack the literacy skills employers seek.
5 The 25 fastest growing professions have far greater
6 than average literacy demands, while the fastest de-
7 clining professions have lower than average literacy
8 demands.

9 (14) Research shows that low expectations for
10 the reading and writing achievement of students in
11 schools results in curriculum that does not challenge
12 or adequately support the student's literacy learning
13 and in subsequent low achievement, while high aca-
14 demic expectations can help boost student learning
15 and achievement.

16 (15) Children learn best in settings where
17 teachers understand the developmental continuum of
18 language, reading, and writing and are skilled in a
19 variety of strategies that help the children achieve.

20 (16) Meaningful engagement of families in their
21 children's early learning supports school readiness
22 and later academic success.

23 (17) Parental literacy habits are positively asso-
24 ciated with parental reading beliefs, parent-child lit-
25 eracy and language activities in the home, children's

1 print knowledge, and parents' and children's interest
2 in reading and writing.

3 **SEC. 3. PURPOSES.**

4 The purposes of this Act are—

5 (1) to improve reading, writing, and academic
6 achievement for children and students by providing
7 Federal support to State educational agencies to de-
8 velop, coordinate, and implement comprehensive lit-
9 eracy plans that ensure high quality instruction and
10 effective practices in reading and writing from early
11 childhood education through grade 12; and

12 (2) to assist State educational agencies in
13 achieving the purposes described in paragraph (1)
14 by—

15 (A) supporting the development and imple-
16 mentation of comprehensive early childhood
17 education through grade 12 literacy programs
18 in every State that are based on scientifically
19 valid research, to ensure that every child can
20 read and write at grade level or above;

21 (B) providing children from birth through
22 kindergarten entry with learning opportunities
23 in high quality, language rich, literature rich,
24 informational text rich, culturally relevant, de-
25 velopmentally appropriate environments, such

1 as child care, Early Head Start, Head Start,
2 public library programs, and other early child-
3 hood education settings, so that the children de-
4 velop the fundamental knowledge and skills nec-
5 essary for literacy engagement, development,
6 and achievement in kindergarten and beyond;

7 (C) educating parents in the ways the par-
8 ents can support their child's communication
9 and literacy development;

10 (D) supporting efforts to link and align
11 standards and research-based teaching practices
12 and instruction in early childhood education
13 programs serving children from birth through
14 kindergarten entry;

15 (E) supporting high-quality and effective
16 educational, and developmental, environments
17 for children from birth through grade 12 to de-
18 velop oral language, reading comprehension,
19 and writing abilities through high quality re-
20 search-based instruction and practices;

21 (F) improving student achievement by es-
22 tablishing adolescent literacy initiatives that
23 provide explicit and systematic instruction in
24 oral language, reading, and writing development
25 across the curriculum;

1 (G) identifying and supporting students
2 reading and writing significantly below grade
3 level by providing research-based, intensive
4 interventions, including those conducted during
5 extended learning time, to help the students ac-
6 quire the language and literacy skills the stu-
7 dents need to stay on track for graduation;

8 (H) providing assistance to local edu-
9 cational agencies in order to provide educators
10 with ongoing, job-embedded professional devel-
11 opment and other support focusing on impart-
12 ing and employing—

13 (i) the characteristics of effective lan-
14 guage and literacy instruction;

15 (ii) the special knowledge and skills
16 necessary to teach and support literacy de-
17 velopment effectively across the develop-
18 mental span and age span;

19 (iii) the essential components of read-
20 ing instruction; and

21 (iv) the essential components of writ-
22 ing instruction;

23 (I) supporting State educational agencies
24 and local educational agencies in improving
25 reading, writing, and literacy-based academic

1 achievement for children and students, espe-
2 cially children and students who are low-in-
3 come, are English language learners, are migra-
4 tory, are children with disabilities, are Indian or
5 Alaskan Native, are neglected or delinquent, are
6 homeless, are in the custody of the child welfare
7 system, or have dropped out of school;

8 (J) supporting State educational agencies
9 and local educational agencies in using age ap-
10 propriate and developmentally appropriate in-
11 structional materials and strategies that assist
12 teachers as the teachers work with students to
13 develop reading and writing competencies ap-
14 propriate to the students' grade and skill levels;

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

1 (L) supporting professional development
 2 for educators based on scientific approaches to
 3 adult learning; and

4 (M) evaluating whether the professional
 5 development activities and approaches sup-
 6 ported under this Act are effective in building—

7 (i) the knowledge and skills of edu-
 8 cators; and

9 (ii) the educators' use of appropriate
 10 and effective practices.

11 **SEC. 4. DEFINITIONS.**

12 (a) IN GENERAL.—Unless otherwise specified, the
 13 terms used in this Act have the meanings given the terms
 14 in section 9101 of the Elementary and Secondary Edu-
 15 cation Act of 1965 (20 U.S.C. 7801).

16 (b) OTHER TERMS.—In this Act:

17 (1) CHARACTERISTICS OF EFFECTIVE LITERACY
 18 STRATEGIES AND INSTRUCTION.—The term “charac-
 19 teristics of effective literacy strategies and instruc-
 20 tion” means—

21 (A) for children from birth through kinder-
 22 garten entry—

23 (i) providing high quality professional
 24 development opportunities for early child-

- 1 hood educators, teachers, and school lead-
2 ers in—
- 3 (I) literacy development;
 - 4 (II) language development;
 - 5 (III) English language acquisi-
6 tion (as appropriate); and
 - 7 (IV) effective language and lit-
8 eracy instruction and teaching strate-
9 gies aligned to State standards;
- 10 (ii) reading aloud to children, engag-
11 ing children in shared reading experiences,
12 discussing reading with children, and mod-
13 eling age and developmentally appropriate
14 reading strategies;
 - 15 (iii) encouraging children’s early at-
16 tempts at communication, reading, writing,
17 and drawing, and talking about the mean-
18 ing of the reading, writing, and drawing
19 with others;
 - 20 (iv) creating conversation rich class-
21 rooms and using oral modeling techniques
22 to build oral language skills;
 - 23 (v) multiplying opportunities for chil-
24 dren to use language with peers and
25 adults;

1 (vi) providing strategic and explicit in-
2 struction in the identification of speech
3 sounds, letters, and letter-sound cor-
4 respondence;

5 (vii) integrating oral and written lan-
6 guage;

7 (viii) stimulating vocabulary develop-
8 ment;

9 (ix) using differentiated instructional
10 approaches or teaching strategies, includ-
11 ing—

12 (I) individual and small group in-
13 struction or interactions; and

14 (II) professional development,
15 curriculum development, and class-
16 room instruction;

17 (x) applying the principles of universal
18 design for learning;

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

24 (I) student progress and the ef-
25 fects of instruction over time; and

1 (II) for children between the ages
2 of birth and kindergarten entry,
3 progress and development within es-
4 tablished norms;

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

11 (xiii) using a variety of age and devel-
12 opmentally appropriate, high quality mate-
13 rials for language development, reading,
14 and writing;

15 (xiv) encouraging family literacy expe-
16 riences and practices, and educating teach-
17 ers, public librarians, and parents and
18 other caregivers about literacy development
19 and child literacy development; and

20 (xv) using strategies to enhance chil-
21 dren's—

22 (I) motivation to communicate,
23 read, and write; and

24 (II) engagement in self-directed
25 learning;

1 (B) for students in kindergarten through
2 grade 3—

3 (i) providing high quality professional
4 development opportunities, for teachers,
5 literacy coaches, literacy specialists,
6 English as a second language specialists
7 (as appropriate), school librarians, and
8 principals, on literacy development, lan-
9 guage development, English language ac-
10 quisition, and effective literacy instruction
11 that—

12 (I) aligns to State standards as
13 well as local curricula and instruc-
14 tional assessments; and

15 (II) addresses literacy develop-
16 ment opportunities across the cur-
17 ricula;

18 (ii) providing age appropriate direct
19 and explicit instruction;

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

- 1 (iv) making available and using di-
2 verse texts at the reading, development,
3 and interest level of students;
- 4 (v) providing multiple opportunities
5 for students to write individually and col-
6 laboratively with instruction and feedback;
- 7 (vi) using differentiated instructional
8 approaches, including individual, small
9 group, and classroom-based instruction
10 and discussion;
- 11 (vii) using oral modeling techniques
12 and opportunities for students to use lan-
13 guage with the students' peers and adults
14 to build student language skills;
- 15 (viii) providing time and opportunities
16 for systematic and intensive instruction,
17 intervention, and practice to supplement
18 regular instruction, which can be provided
19 inside and outside the classroom as well as
20 during and outside regular school hours;
- 21 (ix) providing instruction in uses of
22 print materials and technological resources
23 for research and for generating and pre-
24 senting content and ideas;

1 (x) using screening assessments, diag-
2 nostic assessments, formative assessments,
3 and summative assessments to identify stu-
4 dent learning needs, to inform instruction,
5 and to monitor student progress and the
6 effects of instruction over time;

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

12 (xii) encouraging family literacy expe-
13 riences and practices; and

14 (xiii) using strategies to enhance stu-
15 dents’—

16 (I) motivation to read and write;

17 and

18 (II) engagement in self-directed
19 learning; and

20 (C) for students in grades 4 through 12—

21 (i) providing high quality professional
22 development opportunities for teachers, lit-
23 eracy coaches, literacy specialists, English
24 as a second language specialists (as appro-
25 priate), school librarians, and principals,

1 including professional development on lit-
2 eracy development, language development,
3 and effective literacy instruction embedded
4 in schools and aligned to 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 write;

2 and

3 (II) engagement in self-directed

4 learning;

5 (viii) providing for text-based learning

6 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) CHILD.—The term “child” means an indi-
12 vidual from the ages of birth through the final year
13 for which the State provides free public education.

14 (3) CLASSROOM-BASED INSTRUCTIONAL AS-
15 SESSMENT.—The term “classroom-based instruc-
16 tional assessment” means an assessment, for chil-
17 dren between birth through grade 3, that—

18 (A) is valid and reliable for the age and
19 population of children being assessed;

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

1 (C) is used to improve classroom instruc-
2 tion.

3 (4) COMPREHENSIVE LITERACY INSTRU-
4 TION.—The term “comprehensive literacy instruc-
5 tion” means instruction that—

6 (A) involves the characteristics of effective
7 literacy instruction; and

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

11 (5) DEVELOPMENTAL DELAY.—The term “de-
12 velopmental delay” has the meaning given the term
13 in section 632 of the Individuals with Disabilities
14 Education Act (20 U.S.C. 1432).

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

17 (A) is valid, reliable, and based on scientif-
18 ically valid research on language, literacy, and
19 English language acquisition;

20 (B) is used for the purposes of—

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

24 (ii) determining any difficulties that
25 the student may have in oral language and

1 literacy and the potential cause of such dif-
2 ficulties; and

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

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

11 (7) ELIGIBLE ENTITY.—The term “eligible enti-
12 ty” means—

13 (A) when used with respect to children
14 from birth through kindergarten entry—

15 (i) 1 or more local educational agen-
16 cies providing early childhood education
17 programs, or 1 or more public or private
18 early childhood education programs, serv-
19 ing children from birth through kinder-
20 garten entry (such as a Head Start pro-
21 gram, a child care program, a State-funded
22 prekindergarten program, a public library
23 program, or a family literacy program),
24 that has a demonstrated record of pro-
25 viding effective literacy instruction for the

1 age group such agency or program pro-
2 poses to serve under section 9; or

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

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

11 (II) in providing professional de-
12 velopment aligned with the activities
13 described in section 9(e)(1); or

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

20 (i)(I) is among, or consists of, the
21 local educational agencies in the State with
22 the highest numbers or percentages of stu-
23 dents reading or writing below grade level,
24 based on the most currently available State
25 assessment data;

1 (II) has jurisdiction over a significant
 2 number or percentage of schools that are
 3 identified for school improvement under
 4 section 1116(b) of the Elementary and
 5 Secondary Education Act of 1965 (20
 6 U.S.C. 6316(b)); or

7 (III) has the highest numbers or per-
 8 centages of children who are counted under
 9 section 1124(c) of such Act (20 U.S.C.
 10 6333(c)), in comparison to other local edu-
 11 cational agencies in the State; and

12 (ii) may act in partnership with 1 or
 13 more public agencies or private nonprofit
 14 organizations, which agencies or organiza-
 15 tions shall have a demonstrated record of
 16 effectiveness, consistent with the purposes
 17 of their participation, in improving literacy
 18 achievement of students from kindergarten
 19 through grade 12 and in providing profes-
 20 sional development described in section
 21 10(a)(3)(B).

22 (8) ENGLISH LANGUAGE ACQUISITION.—

23 (A) IN GENERAL.—The term “English lan-
 24 guage acquisition” means the process by which
 25 a non-native English speaker acquires pro-

1 ficiency in speaking, listening, reading, and
2 writing the English language.

3 (B) INCLUSIONS FOR ENGLISH LANGUAGE
4 LEARNERS IN SCHOOL.—For an English lan-
5 guage learner in school, such term includes not
6 only the social language proficiency needed to
7 participate in the school environment, but also
8 the academic language proficiency needed to ac-
9 quire literacy and academic content and dem-
10 onstrate the student’s learning.

11 (9) ESSENTIAL COMPONENTS OF READING IN-
12 STRUCTION.—The term “essential components of
13 reading instruction” means developmentally appro-
14 priate, contextually explicit, systematic instruction,
15 and frequent practice, in reading across content
16 areas.

17 (10) ESSENTIAL COMPONENTS OF WRITING IN-
18 STRUCTION.—The term “essential components of
19 writing instruction” means developmentally appro-
20 priate and contextually explicit instruction, and fre-
21 quent practice, in writing across content areas.

22 (11) FAMILY LITERACY SERVICES.—The term
23 “family literacy services” means literacy services
24 provided on a voluntary basis that are of sufficient

1 intensity in terms of hours and duration and that in-
2 tegrate all of the following activities:

3 (A) Interactive literacy activities between
4 or among parents and their children, including
5 parent literacy training.

6 (B) Training for parents regarding how to
7 be the primary teacher for their children and
8 full partners in the education of their children.

9 (12) FORMATIVE ASSESSMENT.—The term
10 “formative assessment” means a process that—

11 (A) is teacher-generated or selected by
12 teachers and students during instructional
13 learning;

14 (B) is embedded within the learning activ-
15 ity and linked directly to the current unit of in-
16 struction; and

17 (C) provides feedback to adjust ongoing
18 teaching and learning to improve students’
19 achievement of intended instructional outcomes.

20 (13) HIGH-QUALITY PROFESSIONAL DEVELOP-
21 MENT.—The term “high-quality professional devel-
22 opment” means professional development that—

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

1 (B) is sustained, intensive, and classroom-
2 focused, and is not limited in scope to a 1-day
3 or short-term workshop or conference;

4 (C) is designed to increase the knowledge
5 and expertise of teachers, early childhood edu-
6 cators and administrators, principals, other
7 school leaders, and other program staff in ap-
8 plying—

9 (i) the characteristics of effective lit-
10 eracy instruction;

11 (ii) the essential components of read-
12 ing instruction;

13 (iii) the essential components of writ-
14 ing instruction; and

15 (iv) instructional strategies and prac-
16 tices that are appropriate to the age, devel-
17 opment, and needs of children and improve
18 student learning, including strategies and
19 practices consistent with the principles of
20 universal design for learning;

21 (D) includes and supports teachers in ef-
22 fectively administering age appropriate and de-
23 velopmentally appropriate assessments, and
24 analyzing the results of such assessments for
25 the purposes of planning, monitoring, adapting,

1 and improving effective classroom instruction or
2 teaching strategies to improve student literacy;

3 (E) for educators working with students in
4 kindergarten through grade 12—

5 (i) supports the characteristics of ef-
6 fective literacy instruction through core
7 academic subjects, and through career and
8 technical education subjects where such ca-
9 reer and technical education subjects pro-
10 vide for the integration of core academic
11 subjects; and

12 (ii) includes explicit instruction in dis-
13 cipline-specific thinking and how to read
14 and interpret discipline-specific text struc-
15 tures and features;

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

20 (G) provides ongoing instructional literacy
21 coaching—

22 (i) to ensure high-quality implementa-
23 tion of effective practices of literacy in-
24 struction that are content-centered, inte-
25 grated across the curricula, collaborative,

1 and embedded in the school, classroom, or
2 other setting; and

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

5 (H) includes and supports teachers in set-
6 ting high reading and writing achievement goals
7 for all students and provides the teachers with
8 the instructional tools and skills to help stu-
9 dents reach such goals; and

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

15 (14) LITERACY COACH.—The term “literacy
16 coach” means a professional—

17 (A) who—

18 (i) has previous teaching experience
19 and—

20 (I) a master’s degree with a con-
21 centration in reading and writing edu-
22 cation;

23 (II) demonstrated proficiency in
24 teaching reading or writing in a core
25 academic subject consistent with the

1 characteristics of effective literacy in-
2 struction; or

3 (III) in the case of a literacy
4 coach for children from birth through
5 kindergarten entry, a concentration,
6 credential, or significant experience in
7 child development and early literacy
8 development; and

9 (ii) is able to demonstrate the ability
10 to help teachers—

11 (I) apply research on how stu-
12 dents become successful readers, writ-
13 ers, and communicators;

14 (II) apply multiple forms of as-
15 sessment to guide instructional deci-
16 sionmaking and use data to improve
17 literacy instruction;

18 (III) improve student writing and
19 reading in and across content areas
20 such as mathematics, science, social
21 studies, and language arts;

22 (IV) develop and implement dif-
23 ferentiated instruction and teaching
24 approaches to serve the needs of the
25 full range of learners, including

1 English language learners and chil-
2 dren with disabilities;

3 (V) apply principles of universal
4 design for learning;

5 (VI) employ best practices in en-
6 gaging principals, early childhood edu-
7 cators and administrators, teachers,
8 and other professionals supporting lit-
9 eracy instruction to change school cul-
10 tures to better encourage and support
11 literacy development and achievement;
12 and

13 (VII)(aa) for children from birth
14 through kindergarten entry, set devel-
15 opmentally appropriate expectations
16 for language; and

17 (bb) for all children, set literacy
18 development and high reading and
19 writing achievement goals and select,
20 acquire, and use instructional tools
21 and skills to help the children reach
22 such goals; and

23 (B) whose role with teachers and profes-
24 sionals supporting literacy instruction is—

1 (i) to provide high-quality professional
2 development;

3 (ii) to work cooperatively and collabo-
4 ratively with principals, teachers, and other
5 professionals in employing strategies to
6 help teachers identify and support student
7 language and literacy needs and teach lit-
8 eracy across content areas and develop-
9 mental domains; and

10 (iii) to work cooperatively and collabo-
11 ratively with other professionals in employ-
12 ing strategies to help teachers teach lit-
13 eracy across content areas so that the
14 teachers can meet the needs of all stu-
15 dents, including children with disabilities,
16 English language learners, and students
17 who are reading at or above grade level.

18 (15) LOCAL EDUCATIONAL AGENCY.—The term
19 “local educational agency”—

20 (A) has the meaning given the term in sec-
21 tion 9101 of the Elementary and Secondary
22 Education Act of 1965 (20 U.S.C. 7801); and

23 (B) includes any public charter school that
24 constitutes a local educational agency under
25 State law.

1 (16) MULTITIER SYSTEM OF SUPPORT.—The
2 term “multitier system of support” means a com-
3 prehensive system of differentiated supports that in-
4 cludes evidence-based instruction, universal screen-
5 ing, progress monitoring, formative assessments,
6 summative assessments, research-based interventions
7 matched to student needs, and educational decision-
8 making using academic progress over time

9 (17) READING.—The term “reading” means a
10 complex system of deriving meaning from print that
11 requires, in ways that are developmentally, content,
12 and contextually appropriate, all of the following:

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

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

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

22 (D) ACTIVE STRATEGIES.—The develop-
23 ment and use of appropriate active strategies to
24 interpret and construct meaning from print.

1 (E) ENGAGED AND SELF-DIRECTED READ-
2 ER.—The development and maintenance of an
3 engaged and self-directed reader.

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

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

8 (B) is responsible for—

9 (i) the school’s performance; and

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

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

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

18 (A) is valid, reliable, and based on scientif-
19 ically valid research on literacy and English lan-
20 guage acquisition; and

21 (B) is a procedure designed as a first step
22 in identifying children who may be at high risk
23 for delayed development or academic failure and
24 in need of further diagnosis of the children’s

1 need for special services or additional literacy
2 instruction.

3 (21) STATE.—The term “State” has the mean-
4 ing given the term in section 103 of the Higher
5 Education Act of 1965 (20 U.S.C. 1003).

6 (22) STATE LITERACY LEADERSHIP TEAM.—

7 (A) IN GENERAL.—The term “State lit-
8 eracy leadership team” means a team that—

9 (i) is appointed and coordinated by
10 the State educational agency;

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

14 (iii) is composed of not less than 11
15 individuals;

16 (iv) shall include—

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

20 (aa) birth through school
21 entry, such as the State Head
22 Start collaboration director;

23 (bb) kindergarten entry
24 through grade 5; and

25 (cc) grades 6 through 12;

- 1 (II) a school principal;
- 2 (III) a teacher with literacy ex-
- 3 pertise or an administrator with spe-
- 4 cial education and literacy expertise;
- 5 (IV) a teacher or administrator
- 6 with expertise in teaching the English
- 7 language to English language learn-
- 8 ers;
- 9 (V) a representative from the
- 10 State educational agency who oversees
- 11 literacy initiatives; and
- 12 (VI) a representative from higher
- 13 education who is actively involved in
- 14 research, development, or teacher
- 15 preparation in literacy instruction and
- 16 intervention based on scientifically
- 17 valid research; and
- 18 (v) may include—
- 19 (I) a literacy specialist serving in
- 20 a school district within the State;
- 21 (II) a literacy coach;
- 22 (III) a library media specialist;
- 23 (IV) a representative from the
- 24 family literacy community;

- 1 (V) a representative from a State
2 agency serving children, with expertise
3 in literacy instruction;
- 4 (VI) a school counselor;
- 5 (VII) a teacher of a core aca-
6 demic subject;
- 7 (VIII) a special education admin-
8 istrator;
- 9 (IX) a professor of a 4-year insti-
10 tution of higher education;
- 11 (X) a parent;
- 12 (XI) a business leader;
- 13 (XII) a representative from the
14 Governor's office;
- 15 (XIII) a representative from the
16 State board of education;
- 17 (XIV) a representative from the
18 State legislature;
- 19 (XV) a nonprofit and commu-
20 nity-based organization providing lit-
21 eracy instruction and support; and
- 22 (XVI) a representative from a
23 school district superintendent's office.
- 24 (B) INCLUSION OF A PREEXISTING PART-
25 NERSHIP.—If, before the date of enactment of

1 this Act, a State educational agency established
2 a consortium, partnership, or any other similar
3 body that was considered a literacy partnership
4 for purposes of subpart 1 or 2 of part B of title
5 I of the Elementary and Secondary Education
6 Act of 1965 (20 U.S.C. 6361 et seq., 6371 et
7 seq.) and that includes the individuals required
8 under subparagraph (A)(iv), such consortium,
9 partnership, or body may be considered a State
10 literacy leadership team for purposes of sub-
11 paragraph (A).

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

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

18 (B) measures—

19 (i) for children from birth through
20 kindergarten entry, how the children have
21 progressed over time relative to develop-
22 mental norms; and

23 (ii) for students in kindergarten
24 through grade 12, what the students have

1 learned over time, relative to academic con-
2 tent standards.

3 (24) UNIVERSAL DESIGN FOR LEARNING.—The
4 term “universal design for learning” has the mean-
5 ing given the term in section 103 of the Higher
6 Education Act of 1965 (20 U.S.C. 1003).

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

8 (A) composing meaning in print or through
9 other media, including technologies, to commu-
10 nicate and to create new knowledge in ways ap-
11 propriate to the context of the writing and the
12 literacy development stage of the writer;

13 (B) composing ideas individually and col-
14 laboratively in ways that are appropriate for a
15 variety of purposes, audiences, and occasions;

16 (C) choosing vocabulary, tone, genre, and
17 conventions, such as spelling and punctuation,
18 suitable to the purpose, audience, and occasion;
19 and

20 (D) revising compositions for clarity of
21 ideas, coherence, logical development, and preci-
22 sion of language use.

23 **SEC. 5. PROGRAM AUTHORIZED.**

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

1 (1) to award State planning grants in accord-
2 ance with section 6; and

3 (2) to award State implementation grants in ac-
4 cordance with section 7 to enable the State edu-
5 cational agency to—

6 (A) carry out the State activities described
7 in section 8;

8 (B) award subgrants to eligible entities in
9 accordance with section 9; and

10 (C) award subgrants to eligible entities in
11 accordance with section 10.

12 (b) AWARDS TO STATE EDUCATIONAL AGENCIES.—

13 (1) AMOUNTS LESS THAN \$500,000,000.—If the
14 amount appropriated under section 14 for a fiscal
15 year is less than \$500,000,000, then the Secretary
16 shall—

17 (A) reserve not more than a total of 5 per-
18 cent of such amount for the national evaluation,
19 dissemination of information, and technical as-
20 sistance under section 11;

21 (B) reserve not more than 5 percent to
22 award planning grants, on a competitive basis,
23 to State educational agencies, in accordance
24 with section 6; and

1 (C) use the amount not reserved under
2 subparagraphs (A) and (B) to make awards, on
3 a competitive basis, to State educational agen-
4 cies serving States that have applications ap-
5 proved under section 7 to enable the State edu-
6 cational agencies to carry out sections 7 and 8.

7 (2) AMOUNTS EQUAL TO OR EXCEEDING
8 \$500,000,000.—

9 (A) IN GENERAL.—If the amount appro-
10 priated under section 14 for a fiscal year equals
11 or exceeds \$500,000,000, then the Secretary
12 shall—

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

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

24 (II) the Secretary of the Interior
25 for programs under sections 6, 7, 8,

1 9, and 10 in schools operated or fund-
2 ed by the Bureau of Indian Edu-
3 cation;

4 (ii) reserve not more than 5 percent to
5 award planning grants, to State edu-
6 cational agencies serving States, in accord-
7 ance with section 6;

8 (iii) reserve not more than 5 percent
9 for the national evaluation, dissemination
10 of information, and technical assistance
11 under section 11; and

12 (iv) use the amount not reserved
13 under clauses (i), (ii), and (iii) to make
14 awards, from allotments under subpara-
15 graph (C), to State educational agencies
16 serving States that have applications ap-
17 proved under section 7 and that are not re-
18 ceiving an allotment under clause (i)(I), to
19 enable the State educational agencies to
20 carry out sections 7 and 8.

21 (B) SPECIAL RULES.—

22 (i) PROPORTIONAL DIVISION.—In
23 each fiscal year, the amount reserved
24 under subparagraph (A)(i) shall be divided
25 between the uses described in subclauses

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

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

20 (C) STATE ALLOTMENT FORMULA.—The
21 Secretary shall allot the amount made available
22 under subparagraph (A)(iv) for a fiscal year
23 among the States not receiving an allotment
24 from the reservation under subparagraph
25 (A)(i)(I) in proportion to the number of chil-

1 dren, from birth through age 17, who reside
2 within the State and are from families with in-
3 comes below the poverty line for the most re-
4 cent fiscal year for which satisfactory data are
5 available, compared to the number of such chil-
6 dren who reside in all such States for that fiscal
7 year.

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

15 (c) PEER REVIEW.—

16 (1) IN GENERAL.—The Secretary shall convene
17 a peer review panel to evaluate the application for
18 each grant awarded to a State educational agency
19 under sections 6 and 7 using the evaluation criteria
20 described in paragraph (2).

21 (2) DEVELOPMENT OF EVALUATION CRI-
22 TERIA.—The Secretary shall report to Congress the
23 peer review process and evaluation criteria that shall
24 be used to evaluate the grant applications under sec-
25 tions 6 and 7.

1 (3) MEMBERSHIP.—

2 (A) COMPOSITION.—A peer review panel
3 convened under paragraph (1) shall be com-
4 posed of not less than 9 members, of whom—

5 (i) 3 shall be appointed by the Sec-
6 retary;

7 (ii) 3 shall be appointed by the Sec-
8 retary from among individuals—

9 (I) recommended by the Chair-
10 man of the National Research Council
11 of the National Academy of Sciences;
12 and

13 (II) with expertise in literacy in-
14 struction and learning at various de-
15 velopmental stages; and

16 (iii) 3 shall be appointed by the Sec-
17 retary from among individuals—

18 (I) recommended by the Director
19 of the National Institute of Child
20 Health and Human Development; and

21 (II) with expertise concerning lit-
22 eracy development from birth through
23 grade 12.

1 (B) COMPETENCY AND EXPERTISE; EX-
2 PERTISE.—The peer review panel appointed
3 under this paragraph may include—

4 (i) classroom teachers with expertise
5 in literacy, and literacy coaches, includ-
6 ing—

7 (I) special education teachers;

8 (II) teachers of students who are
9 English language learners; and

10 (III) early childhood educators;

11 (ii) experts who provide high-quality
12 professional development to teachers and
13 other individuals to support children’s lit-
14 eracy development;

15 (iii) experts in the screening assess-
16 ment, diagnostic assessment, or other as-
17 sessment of children’s literacy (including
18 reading and writing) development and
19 progress; and

20 (iv) experts in strategies and instruc-
21 tion in reading and writing, language de-
22 velopment, and English language acquisi-
23 tion (as appropriate), including reading
24 and writing in core academic subjects.

1 (4) DISTRIBUTION OF RECOMMENDATIONS.—
2 Not later than 120 days after a peer review panel
3 submits to the Secretary the panel’s recommenda-
4 tion regarding an application by a State educational
5 agency for a grant under section 6 or 7, the Sec-
6 retary shall notify the State educational agency that
7 the application has been approved or disapproved
8 and shall provide to such State educational agency
9 a copy of the peer review panel’s recommendation.

10 (d) SUPPLEMENT NOT SUPPLANT.—Award funds
11 provided under this Act shall supplement, and not sup-
12 plant, non-Federal funds that would, in the absence of
13 such award funds, be made available for literacy instruc-
14 tion and support of children and students participating in
15 programs assisted under this Act.

16 (e) MAINTENANCE OF EFFORT.—Each State edu-
17 cational agency that receives an award under this section,
18 and each eligible entity that receives a subgrant under sec-
19 tion 9 or 10, shall maintain for the fiscal year for which
20 the grant or subgrant is received and for each subsequent
21 fiscal year the expenditures of the State educational agen-
22 cy or eligible entity, respectively, for literacy instruction
23 at a level not less than the level of such expenditures main-
24 tained by the State educational agency or eligible entity,

1 respectively, for the fiscal year preceding such fiscal year
2 for which the grant or subgrant is received.

3 **SEC. 6. STATE PLANNING GRANTS.**

4 (a) **PLANNING GRANTS AUTHORIZED.**—

5 (1) **IN GENERAL.**—From any amounts made
6 available under paragraph (1)(B) or (2)(A)(ii) of
7 section 5(b), the Secretary may award planning
8 grants to State educational agencies to enable the
9 State educational agencies to complete comprehen-
10 sive planning to carry out activities that improve lit-
11 eracy for children and students from birth through
12 grade 12.

13 (2) **GRANT PERIOD.**—A planning grant awarded
14 under this section shall be for a period of not more
15 than 1 year.

16 (3) **NONRENEWABILITY.**—The Secretary shall
17 not award a State educational agency more than 1
18 planning grant under this section.

19 (b) **APPLICATION.**—

20 (1) **IN GENERAL.**—Each State educational
21 agency desiring a planning grant under this section
22 shall submit an application to the Secretary at such
23 time, in such manner, and accompanied by such in-
24 formation as the Secretary may require.

1 (2) CONTENTS.—Each application submitted
2 under this subsection shall, at a minimum, include
3 a description of how the State educational agency
4 proposes to use the planning grant funds awarded
5 under this section to develop a plan for improving
6 State efforts to develop, coordinate, and implement
7 comprehensive literacy activities that ensure high-
8 quality language development and effective strategies
9 and instruction in reading and writing for all stu-
10 dents in early childhood education programs serving
11 children from birth through kindergarten entry
12 through grade 12 programs, with a particular focus
13 on students who are reading or writing below grade
14 level and children whose early literacy skills are
15 below the appropriate age or developmental level.
16 Such plan for improvement shall—

17 (A) describe the activities for which assist-
18 ance under this section is sought;

19 (B) provide a budget for the use of the
20 planning grant funds to complete the required
21 activities described in subsection (c);

22 (C) include an assessment of child and stu-
23 dent language and literacy data to identify
24 baseline and benchmark levels to monitor
25 progress and improvement; and

1 (D) provide an assurance that all State
2 agencies responsible for administering early
3 childhood education programs and services (in-
4 cluding the State Head Start Collaboration Of-
5 fice), including the State agency responsible for
6 administering child care and the State Advisory
7 Council on Early Childhood Education and
8 Care established under section 642B(b) of the
9 Head Start Act (42 U.S.C. 9837b(b)), collabo-
10 rated with the State educational agency to write
11 the early learning portion of the grant applica-
12 tion submitted under this subsection.

13 (3) APPROVAL OF APPLICATIONS.—

14 (A) IN GENERAL.—The Secretary, in con-
15 sultation with the peer review panel described
16 in subparagraph (B), shall evaluate State edu-
17 cational agency applications under this sub-
18 section based on the responsiveness of the ap-
19 plications to the application requirements under
20 this subsection.

21 (B) PEER REVIEW.—The Secretary shall
22 convene a peer review panel in accordance with
23 section 5(c) to evaluate planning grant applica-
24 tions under this section.

1 (c) REQUIRED ACTIVITIES.—A State educational
2 agency receiving planning grant funds under this section
3 shall carry out each of the following activities:

4 (1) REVIEW.—Reviewing reading, writing, or
5 other literacy resources and programs, such as
6 school library programs, and data across the State
7 to identify any literacy needs and gaps in the State.

8 (2) STATE LITERACY LEADERSHIP TEAM.—
9 Forming or designating a State literacy leadership
10 team which shall execute the following functions:

11 (A) COMPREHENSIVE STATE LITERACY
12 PLAN.—Creating a comprehensive State literacy
13 plan that—

14 (i) is designed to improve language,
15 reading, writing, and academic achieve-
16 ment for children and students, especially
17 those reading below grade level;

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

1 (iii) ensures high quality strategies
2 and instruction in early literacy develop-
3 ment (which includes communication, read-
4 ing, and writing) in early childhood edu-
5 cation programs serving children from
6 birth through kindergarten entry and in
7 kindergarten through grade 12 programs;

8 (iv) provides for activities designed to
9 improve literacy achievement for students
10 who—

11 (I) read or write below grade
12 level;

13 (II) attend schools that are iden-
14 tified for school improvement under
15 section 1116(b) of the Elementary
16 and Secondary Education Act of 1965
17 (20 U.S.C. 6316(b)); and

18 (III) are counted under section
19 1124(e) of the Elementary and Sec-
20 ondary Education Act of 1965 (20
21 U.S.C. 6333(e)); and

22 (v) is submitted to the Secretary.

23 (B) STANDARDS.—Providing recommenda-
24 tions to guide the State educational agency in
25 the State educational agency's process of

1 strengthening State literacy standards and em-
2 bedding State literacy standards with the
3 State’s challenging academic content standards
4 and academic achievement standards under sec-
5 tion 1111(b) of the Elementary and Secondary
6 Education Act of 1965, and early learning and
7 development standards.

8 (C) PROGRESS.—Providing recommenda-
9 tions to guide the State educational agency in
10 the State educational agency’s process of meas-
11 uring, assessing, and monitoring progress in lit-
12 eracy at the school, local educational agency,
13 and State levels.

14 (D) CRITERIA.—Identifying criteria for
15 high quality professional development providers,
16 which providers may include qualified teachers
17 within the State, for the State educational
18 agency and local educational agencies.

19 (E) DATA.—Advising the State educational
20 agency on how to help ensure that local edu-
21 cational agencies and schools provide timely and
22 appropriate data to teachers to inform and im-
23 prove instruction.

24 (F) EDUCATOR CAPACITY.—Providing rec-
25 ommendations to guide the State educational

1 agency in the State educational agency’s plan-
2 ning process of building educators’ capacity to
3 provide high-quality literacy instruction.

4 (3) REPORTING REQUIREMENT.—Not later than
5 1 year after a State educational agency receives a
6 planning grant under this section, the State edu-
7 cational agency shall submit a report to the Sec-
8 retary on the State educational agency’s perform-
9 ance of the activities described in this subsection.

10 **SEC. 7. STATE IMPLEMENTATION GRANTS.**

11 (a) IMPLEMENTATION GRANTS AUTHORIZED.—

12 (1) IN GENERAL.—From awards made available
13 under paragraph (1)(C) or (2)(A)(iv) of section 5(b),
14 the Secretary shall, on a competitive basis or
15 through allotments, respectively, award implementa-
16 tion grants to State educational agencies to enable
17 the State educational agencies—

18 (A) to implement a comprehensive literacy
19 plan that meets the criteria in section
20 6(e)(2)(A) for early childhood education pro-
21 grams serving children from birth through kin-
22 dergarten entry through grade 12 programs;

23 (B) to carry out State activities under sec-
24 tion 8; and

1 (C) to award subgrants under sections 9
2 and 10.

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

6 (3) RENEWALS.—

7 (A) IN GENERAL.—Implementation grants
8 under this section may be renewed.

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

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

17 (I) increase access to high-quality
18 professional development;

19 (II) use developmentally appro-
20 priate curricula and teaching mate-
21 rials; and

22 (III) use developmentally appro-
23 priate classroom-based instructional
24 assessments and developmentally ap-

1 appropriate screening and diagnostic as-
2 sessments; and

3 (ii) with respect to students in kinder-
4 garten through grade 12, during the period
5 of the grant there has been significant
6 progress in student achievement, as meas-
7 ured by appropriate assessments, including
8 meeting the measurable annual objectives
9 established pursuant to section
10 1111(b)(2)(C)(v) of the Elementary and
11 Secondary Education Act of 1965 (20
12 U.S.C. 6311(b)(2)(C)(v)).

13 (b) STATE APPLICATIONS.—

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

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

3 (A) STATE LITERACY LEADERSHIP TEAM;
4 COMPREHENSIVE STATE LITERACY LEADERSHIP
5 PLAN.—A description of the members of the
6 State literacy leadership team and a description
7 of how the State educational agency has devel-
8 oped a comprehensive State literacy plan, as de-
9 scribed in section 6(c)(2)(A).

10 (B) IMPLEMENTATION.—An implementa-
11 tion plan that includes a description of how the
12 State educational agency will—

13 (i) carry out the State activities de-
14 scribed in section 8;

15 (ii) assist eligible entities with—

16 (I) providing strategic and inten-
17 sive literacy instruction based on sci-
18 entifically valid research for students
19 who are reading and writing below
20 grade level, including through the use
21 of multitier systems of support, in-
22 cluding addressing the literacy needs
23 of children and youth with disabilities
24 or developmental delays and English
25 language learners in early childhood

1 education programs serving children
2 from birth through kindergarten entry
3 and programs serving students from
4 birth through grade 12;

5 (II) providing training to par-
6 ents, as appropriate, so that the par-
7 ents can participate in the literacy re-
8 lated activities described in sections 9
9 and 10 to assist in the language and
10 literacy development of their children;

11 (III) selecting and using reading
12 and writing assessments;

13 (IV) providing classroom-based
14 instruction that is supported by one-
15 to-one and small group work;

16 (V) using curricular materials
17 and instructional tools, which may in-
18 clude technology, to improve instruc-
19 tion and literacy achievement;

20 (VI) providing for high-quality
21 professional development; and

22 (VII) using the principles of uni-
23 versal design for learning; and

24 (iii) ensure that local educational
25 agencies in the State have leveraged and

1 are effectively leveraging the resources
2 needed to implement effective literacy in-
3 struction, and have the capacity to imple-
4 ment literacy initiatives effectively;

5 (iv) continually coordinate and align
6 the activities assisted under this section
7 and sections 9 and 10 with reading, writ-
8 ing, and other literacy resources and pro-
9 grams across the State and locally that
10 serve children and students and their fami-
11 lies and promote literacy instruction and
12 learning, including strengthening partner-
13 ships among schools, libraries, local youth-
14 serving agencies, and programs, in order to
15 improve literacy for all children and youth;
16 and

17 (v) ensure that funds provided under
18 this section are awarded in a manner that
19 will provide services to all grade levels, in-
20 cluding proportionally to middle schools
21 and high schools.

22 (C) KEY DATA METRICS.—A description of
23 the key data metrics that will be used and re-
24 ported annually under section 12(b)(1)(E),
25 which shall include progress in meeting the an-

1 nual objectives established pursuant to section
2 1111(b)(2)(C)(v) of the Elementary and Sec-
3 ondary Education Act of 1965 (20 U.S.C.
4 6311(b)(2)(C)(v)) for students in grades 3
5 through 12.

6 (D) NATIONAL EVALUATION.—An assur-
7 ance that the State educational agency, and any
8 eligible entity receiving a subgrant from the
9 State educational agency under section 9 or 10,
10 will, if requested, participate in the national
11 evaluation under section 11.

12 (E) LITERACY PROGRAMS.—An assurance
13 that the State educational agency will use im-
14 plementation grant funds under this section for
15 literacy programs as follows:

16 (i) LEARNERS FROM BIRTH THROUGH
17 KINDERGARTEN ENTRY.—Not less than 10
18 percent of such grant funds shall be used
19 for State and local programs and activities
20 pertaining to learners from birth through
21 kindergarten entry.

22 (ii) STUDENTS IN KINDERGARTEN
23 THROUGH GRADE 5.—Not less than 40
24 percent of such implementation grant
25 funds shall be used for State and local pro-

1 grams and activities allocated equitably
2 among the grades of kindergarten through
3 grade 5.

4 (iii) STUDENTS IN GRADES 6
5 THROUGH 12.—Not less than 40 percent of
6 such implementation grant funds shall be
7 used for State and local programs and ac-
8 tivities, allocated equitably among grades 6
9 through 12.

10 (iv) STATE ACTIVITIES.—Not more
11 than 10 percent of such implementation
12 grant funds shall be used for the State ac-
13 tivities described in section 8.

14 (F) PRIORITY.—An assurance that the
15 State educational agency shall give priority to
16 awarding a subgrant to an eligible entity—

17 (i) under section 9 based on the num-
18 ber or percentage of children younger than
19 the age of kindergarten entry and the
20 number of students from birth through 17
21 who are—

22 (I) served by the eligible entity;

23 and

24 (II) from families with income
25 below the poverty line, based on the

1 most recent satisfactory data provided
2 to the Secretary by the Bureau of the
3 Census for determining eligibility
4 under section 1124(c)(1)(A) of the El-
5 elementary and Secondary Education
6 Act of 1965 (20 U.S.C.
7 6333(c)(1)(A)); and

8 (ii) under section 10 based on—

9 (I) the number or percentage de-
10 scribed in clause (i); and

11 (II) the number or percentage of
12 students served by the eligible entity
13 that are reading and writing below
14 grade level according to State assess-
15 ments.

16 (c) APPROVAL OF APPLICATIONS.—

17 (1) IN GENERAL.—The Secretary, in consulta-
18 tion with the peer review panel established under
19 paragraph (2), shall evaluate State educational
20 agency applications under subsection (b) based on
21 the responsiveness of the applications to the applica-
22 tion requirements under such subsection.

23 (2) PEER REVIEW.—The Secretary shall con-
24 vene a peer review panel in accordance with section
25 5(c) to evaluate applications for each implementation

1 grant awarded to a State educational agency under
2 this section.

3 (3) EARLY LEARNING.—In order for a State
4 educational agency’s application under this section
5 to be approved by the Secretary, the application
6 shall contain an assurance that the State agencies
7 responsible for administering early childhood edu-
8 cation programs and services, including the State
9 agency responsible for administering child care pro-
10 grams and the State Advisory Council on Early
11 Childhood Education and Care established under
12 section 642B(b) of the Head Start Act (42 U.S.C.
13 9837b(b)), approves of, and will be extensively con-
14 sulted in the implementation of related activities and
15 services consistent with section 9 with respect to, the
16 early learning portion of the application.

17 **SEC. 8. STATE ACTIVITIES.**

18 (a) REQUIRED ACTIVITIES.—A State educational
19 agency shall use funds made available under section
20 5(a)(2)(A) and described in section 7(b)(2)(E)(iv) to carry
21 out the activities proposed in a State’s plan consistent
22 with section 7(b)(2), including the following activities:

23 (1) CARRYING OUT ASSURANCES AND ACTIVI-
24 TIES IN APPLICATION.—Carrying out the assurances

1 and activities provided in the State application
2 under section 7(b)(2).

3 (2) TECHNICAL ASSISTANCE.—In consultation
4 with the State literacy leadership team, providing
5 technical assistance or engaging qualified providers
6 to provide technical assistance to eligible entities to
7 enable the eligible entities to design and implement
8 a literacy program under sections 9 and 10.

9 (3) PRESERVICE COURSEWORK REVIEW.—Con-
10 tinuing to consult with the State literacy leadership
11 team and continuing to coordinate with institutions
12 of higher education in the State—

13 (A) in order to provide recommendations
14 to strengthen and enhance preservice courses
15 for students preparing, at institutions of higher
16 education in the State, to teach children from
17 birth through grade 12 in explicit, systematic,
18 and intensive instruction in evidence-based lit-
19 eracy methods; and

20 (B) by following up reviews completed by
21 the State literacy leadership team with rec-
22 ommendations to ensure that such institutions
23 offer courses that meet the highest standards.

24 (4) STATE LICENSURE AND CERTIFICATION
25 RECOMMENDATIONS.—Reviewing and updating, in

1 collaboration with teachers, statewide educational
2 and professional organizations representing teachers,
3 and statewide educational and professional organiza-
4 tions representing institutions of higher education,
5 State licensure and certification standards in the
6 area of literacy instruction in early childhood edu-
7 cation through grade 12.

8 (5) EFFECTIVE PRACTICES.—Making publicly
9 available, including on the State educational agen-
10 cy’s website, information on promising instructional
11 practices to improve student literacy achievement.

12 (b) PERMISSIVE ACTIVITIES.—After carrying out ac-
13 tivities described in subsection (a), a State educational
14 agency may use remaining funds made available under
15 section 5(a)(2)(A) and described in section 7(b)(2)(E)(iv)
16 to carry out 1 or more of the following activities:

17 (1) DATA SYSTEMS TRAINING.—Training the
18 personnel of eligible entities to use data systems that
19 track student literacy achievement.

20 (2) LITERACY COACH TRAINING.—Developing
21 literacy coach training programs and training lit-
22 eracy coaches.

23 (3) PUBLIC SUPPORT.—Building public support
24 among local educational agency personnel, early
25 childhood education programs, and the community

1 for comprehensive literacy instruction for children
2 and students from birth through grade 12.

3 **SEC. 9. SUBGRANTS TO ELIGIBLE ENTITIES IN SUPPORT OF**
4 **BIRTH THROUGH KINDERGARTEN ENTRY**
5 **LITERACY.**

6 (a) SUBGRANTS.—A State educational agency, in
7 consultation with the State agencies responsible for ad-
8 ministering early childhood education programs and serv-
9 ices, including the State agency responsible for admin-
10 istering child care programs and the State Advisory Coun-
11 cil on Early Childhood Education and Care established
12 under section 642B(b) of the Head Start Act (42 U.S.C.
13 9837b(b)), shall use implementation grant funds provided
14 under section 5(a)(2)(B) to award subgrants, on a com-
15 petitive basis, to eligible entities to enable the eligible enti-
16 ties to support high-quality early literacy initiatives for
17 children from birth through kindergarten entry.

18 (b) SUFFICIENT SIZE AND SCOPE.—Each subgrant
19 awarded under this section shall be of sufficient size and
20 scope to allow the eligible entity to carry out high-quality
21 early literacy initiatives for children from birth through
22 kindergarten entry.

23 (c) LOCAL APPLICATIONS.—An eligible entity desir-
24 ing to receive a subgrant under this section shall submit
25 an application to the State educational agency, at such

1 time, in such manner, and containing such information as
2 the State educational agency may require. Such applica-
3 tion shall include a description of—

4 (1) how the subgrant funds will be used to en-
5 hance the language and literacy aspects of school
6 readiness of children, from birth through kinder-
7 garten entry, in early childhood education programs,
8 including an analysis of the data used to identify
9 how funds will be used to improve language and lit-
10 eracy;

11 (2) the programs assisted under the subgrant,
12 including demographic and socioeconomic informa-
13 tion on the children enrolled in the programs;

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

18 (4) how, if the eligible entity is requesting a
19 planning period, the eligible entity will use that plan-
20 ning period to prepare for successful implementation
21 of a plan to support the development of learning and
22 literacy consistent with the purposes of this Act;

23 (5) the literacy initiatives, if any, in place and
24 how these initiatives will be coordinated and inte-
25 grated with activities supported under this section;

1 (6) how the subgrant funds will be used to pre-
2 pare and provide ongoing assistance to staff in the
3 programs, through high-quality professional develop-
4 ment;

5 (7) how the subgrant funds will be used to pro-
6 vide services, incorporate activities, and select and
7 use literacy instructional materials that meet the di-
8 verse developmental and linguistic needs of children,
9 including English language learners and children
10 with disabilities and developmental delays, and that
11 are based on scientifically valid research on child de-
12 velopment and learning for children from birth
13 through kindergarten entry;

14 (8) how the subgrant funds will be used to pro-
15 vide screening assessments, diagnostic assessments,
16 classroom-based instructional assessments, and as-
17 sessments of developmental progress;

18 (9) how families and caregivers will be involved,
19 as appropriate, in supporting their children's literacy
20 development, instruction, and assessment;

21 (10) how the subgrant funds will be used to
22 help children, particularly children experiencing dif-
23 ficulty with oral and written language, to make the
24 transition from early childhood education to formal
25 classroom instruction;

1 (11) how the activities assisted under the
2 subgrant will be coordinated with literacy instruction
3 at the kindergarten through grade 5 level;

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

5 (A) to evaluate the success of the activities
6 assisted under the subgrant in enhancing the
7 early language and literacy development of chil-
8 dren from birth through kindergarten entry;
9 and

10 (B) to evaluate data for program improve-
11 ment; and

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

14 (d) APPROVAL OF LOCAL APPLICATIONS.—The State
15 educational agency, in consultation with the State agencies
16 responsible for administering early childhood education
17 programs, including the State agency responsible for ad-
18 ministering child care programs and the State Advisory
19 Council on Early Childhood Education and Care estab-
20 lished under section 642B(b) of the Head Start Act (42
21 U.S.C. 9837b(b)), shall—

22 (1) select applications for funding under this
23 section based on the quality of the applications sub-
24 mitted, including the relationship between literacy
25 activities proposed and the research base or data

1 supporting such activities, as appropriate, and the
2 recommendations of—

3 (A) the State literacy leadership team; and

4 (B) other experts in the area of early lit-
5 eracy; and

6 (2) place priority for funding programs based
7 on the criteria in section 7(b)(2)(F).

8 (e) LOCAL USES OF FUNDS.—

9 (1) IN GENERAL.—An eligible entity that re-
10 ceives a subgrant under this section shall use the
11 subgrant funds consistent with the application pro-
12 posed in subsection (c) to carry out the following ac-
13 tivities:

14 (A) EARLY CHILDHOOD EDUCATION PRO-
15 GRAMS.—Enhancing and improving early child-
16 hood education programs to ensure that chil-
17 dren in such programs are provided with high-
18 quality oral language and literature- and print-
19 rich environments in which to develop early lit-
20 eracy skills.

21 (B) PROFESSIONAL DEVELOPMENT.—Pro-
22 viding high-quality professional development.

23 (C) SCREENING ASSESSMENTS AND OTHER
24 MEASURES.—Acquiring, providing training for,
25 and implementing screening assessments, diag-

1 nostic assessments, and classroom-based in-
2 structional assessments.

3 (D) MULTITIER SYSTEM OF SUPPORT.—
4 Selecting, developing, and implementing a
5 multitier system of support.

6 (E) INTEGRATING.—Integrating research-
7 based instructional materials, activities, tools,
8 and measures into the programs offered by the
9 eligible entity to improve development of early
10 learning language and literacy skills.

11 (F) TRAINING.—Training providers and
12 personnel to support, develop, and administer
13 high-quality early learning literacy initiatives
14 that—

15 (i) utilize data—

16 (I) to inform instructional design;

17 and

18 (II) to assess literacy needs; and

19 (ii) provide time and support for per-
20 sonnel to meet to plan literacy instruction.

21 (G) FAMILY LITERACY SERVICES.—Pro-
22 viding for family literacy services, as appro-
23 priate, and partnering with families to support
24 their child’s learning.

1 (H) DATA.—Annually collecting, summa-
2 rizing, and reporting to the State educational
3 agency data—

4 (i) to document and monitor, for the
5 purpose of improving or increasing early
6 literacy and language skills development
7 pursuant to activities carried out under
8 this section;

9 (ii) to stimulate and accelerate im-
10 provement by identifying the programs
11 served by the eligible entity that produce
12 significant gains in skills development; and

13 (iii) for all subgroups of students and
14 categories of students, including students
15 described in section 1111(b)(2)(C)(v)(II)
16 of the Elementary and Secondary Edu-
17 cation Act of 1965 (20 U.S.C.
18 6311(b)(2)(C)(v)(II)), in a manner that—

19 (I) utilizes a variety of data; and

20 (II) is consistent across the

21 State.

22 (2) CURRICULA AND ASSESSMENT MATERIALS
23 LIMITATION.—Each eligible entity that receives a
24 subgrant under this section shall not use more than

1 10 percent of the subgrant funds to purchase cur-
2 ricula and assessment materials.

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

8 **SEC. 10. SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES**
9 **IN SUPPORT OF KINDERGARTEN THROUGH**
10 **GRADE 12 LITERACY.**

11 (a) SUBGRANTS TO LOCAL EDUCATIONAL AGEN-
12 CIES.—

13 (1) SUBGRANTS.—A State educational agency
14 shall use the implementation grant funds provided
15 under section 5(a)(2)(C) to award subgrants, on a
16 competitive basis, to eligible entities to enable the el-
17 igible entities to carry out the authorized activities
18 described in subsections (b) and (c).

19 (2) SUFFICIENT SIZE AND SCOPE.—A State
20 educational agency shall award subgrants under this
21 section of sufficient size and scope to allow the eligi-
22 ble entities to carry out high-quality literacy initia-
23 tives in each grade level for which the subgrant
24 funds are provided.

1 (3) LOCAL APPLICATIONS.—An eligible entity
2 desiring to receive a subgrant under this section
3 shall submit an application to the State educational
4 agency at such time, in such manner, and containing
5 such information as the State educational agency
6 may require. Such application shall include, for each
7 school that the eligible entity identifies as partici-
8 pating in a subgrant program under this section, the
9 following information:

10 (A) CAPACITY SURVEY.—A description of
11 the eligible entity’s capacity survey conducted to
12 identify how subgrant funds will be used to in-
13 form and improve literacy instruction at the
14 school.

15 (B) PROFESSIONAL DEVELOPMENT.—How
16 the school, local educational agency, or a pro-
17 vider of high-quality professional development
18 will provide ongoing high-quality professional
19 development to all teachers (including early
20 childhood educators), principals, and other
21 school leaders served by the school (including
22 early childhood program administrators).

23 (C) INTERVENTIONS.—How the school will
24 identify students in need of literacy interven-
25 tions or other support services and provide ap-

1 appropriate scientifically valid instructional inter-
2 ventions or other support services which may
3 include extended learning time for struggling
4 students.

5 (D) BUDGET.—A budget for the school
6 that projects the cost of developing and imple-
7 menting literacy initiatives to carry out the ac-
8 tivities described in subsections (b) and (c), as
9 applicable.

10 (E) INTEGRATION.—An explanation of how
11 the school will integrate literacy instruction into
12 core academic subjects.

13 (F) COORDINATION.—A description of how
14 the school will coordinate literacy instruction
15 with early childhood education and after-school
16 programs and activities in the area served by
17 the local educational agency, such as library
18 programs.

19 (G) ASSESSMENTS.—A description of the
20 assessments that will be used in an assessment
21 system to improve literacy instruction and track
22 student literacy progress.

23 (H) FAMILIES AND CAREGIVERS.—A de-
24 scription of how families and caregivers will be

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

3 (I) PLANNING PERIOD.—A description of
4 how, if an eligible entity is requesting a plan-
5 ning period, the eligible entity will use that
6 planning period to prepare for successful imple-
7 mentation of a plan to support the development
8 of learning and literacy consistent with the pur-
9 poses of this Act.

10 (J) INITIATIVES.—A description of the lit-
11 eracy initiatives, if any, in place and how these
12 initiatives will be coordinated and integrated
13 with activities supported under this section.

14 (K) PARTICIPATION IN EVALUATION.—An
15 assurance that the eligible entity will, if re-
16 quested, participate in the national evaluation
17 described in section 11.

18 (b) LOCAL USES OF FUNDS FOR KINDERGARTEN
19 THROUGH GRADE 5.—An eligible entity that receives a
20 subgrant under this section shall use the subgrant funds
21 to carry out the following activities pertaining to students
22 in kindergarten through grade 5:

23 (1) LITERACY PLAN.—Developing and imple-
24 menting a literacy plan across content areas that—

1 (A) serves the needs of all students, includ-
2 ing children with disabilities and English lan-
3 guage learners, especially the students who are
4 reading or writing below grade level;

5 (B) provides intensive, supplemental, accel-
6 erated, and explicit intervention and support in
7 reading and writing for students whose literacy
8 skills are below grade level; and

9 (C) supports activities that are provided
10 primarily during the regular school day but
11 which may be augmented by after-school and
12 out-of-school time instruction.

13 (2) ASSESSMENTS.—Acquiring, providing train-
14 ing for, selecting, and administering assessments,
15 and managing, monitoring, and planning instruction
16 based on the assessment data.

17 (3) PROFESSIONAL DEVELOPMENT.—Providing
18 high quality professional development.

19 (4) TRAINING.—Training principals, pupil serv-
20 ices personnel, and other school district personnel to
21 support, develop, administer, and evaluate high-qual-
22 ity kindergarten through grade 5 literacy initiatives
23 that—

24 (A) utilize data—

- 1 (i) to inform instructional decisions;
2 and
3 (ii) to assess professional development
4 needs; and
5 (B) provide time and support for teachers
6 to meet to plan literacy instruction.

7 (c) LOCAL USES OF FUNDS FOR GRADES 6
8 THROUGH 12.—

9 (1) REQUIRED USES.—An eligible entity that
10 receives a subgrant under this section shall use
11 subgrant funds to carry out the following activities
12 pertaining to students in grades 6 through 12:

13 (A) LITERACY PLAN.—Developing and im-
14 plementing a literacy plan across content areas
15 that—

16 (i) serves the needs of all students, in-
17 cluding children with disabilities and
18 English language learners, especially stu-
19 dents who are reading or writing below
20 grade level;

21 (ii) provides intensive, supplemental,
22 accelerated, and explicit intervention and
23 support in reading and writing for stu-
24 dents whose literacy skills are below grade
25 level; and

1 (iii) supports activities that are pro-
2 vided primarily during the regular school
3 day but which may be augmented by after-
4 school and out-of-school time instruction.

5 (B) ASSESSMENTS.—Acquiring, providing
6 training for, selecting and administering assess-
7 ments, and managing, monitoring, and planning
8 instruction based on the assessment data.

9 (C) PROFESSIONAL DEVELOPMENT.—Pro-
10 viding high-quality professional development.

11 (D) TRAINING.—Training principals, pupil
12 service personnel, and other school leaders to
13 support, develop, administer, and evaluate high-
14 quality adolescent literacy initiatives that—

15 (i) utilize data—

16 (I) to inform instructional deci-
17 sions and allow for personalization of
18 instruction based on student need;
19 and

20 (II) to assess professional devel-
21 opment needs;

22 (ii) assess the quality of adolescent lit-
23 eracy instruction in core academic subjects,
24 and career and technical education sub-
25 jects where such career and technical edu-

1 cation subjects provide for the integration
2 of core academic subjects;

3 (iii) provide time for teachers to meet
4 to plan research-based adolescent literacy
5 instruction in core academic subjects, and
6 career and technical education subjects
7 where such career and technical education
8 subjects provide for the integration of core
9 academic subjects; and

10 (iv) include explicit instruction in dis-
11 cipline-specific thinking and how to read
12 and interpret discipline-specific text struc-
13 tures and features.

14 (E) DATA.—Annually collecting, summa-
15 rizing, and reporting to the State educational
16 agency, data—

17 (i) to document and monitor, for the
18 purpose of improving practice, the im-
19 provements or increases in student reading
20 and writing pursuant to activities carried
21 out under this section;

22 (ii) to stimulate and accelerate im-
23 provement by identifying the schools that
24 produce significant gains in literacy
25 achievement; and

1 (iii) for all students and categories of
2 students, including students described in
3 section 1111(b)(2)(C)(v)(II) of the Ele-
4 mentary and Secondary Education Act of
5 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II)), in
6 a manner that utilizes a variety of data
7 and that is consistent across the State.

8 (2) LIMITATION TO CERTAIN SCHOOLS.—An eli-
9 gible entity receiving a subgrant under this section
10 shall, in distributing subgrant funds under this sub-
11 section, provide the subgrant funds only to schools,
12 including public charter schools, that have the high-
13 est percentages or numbers of children counted
14 under section 1124(c) of the Elementary and Sec-
15 ondary Education Act of 1965 (20 U.S.C. 6333(c))
16 after carrying out the activities described in this
17 subsection and subsection (b).

18 (d) ALLOWABLE USES.—An eligible entity that re-
19 ceives a subgrant under this section may use remaining
20 subgrant funds to carry out the following activities per-
21 taining to learners in kindergarten through grade 12:

22 (1) PLANNING.—Providing a planning period of
23 not more than 1 year for the eligible entity to estab-
24 lish the elements necessary for successful implemen-

1 tation of a literacy program for kindergarten
2 through grade 12.

3 (2) LITERACY COACHES.—Recruiting, placing,
4 training, and compensating literacy coaches.

5 (3) CONNECTING LEARNING OPPORTUNITIES.—
6 Connecting out-of-school learning opportunities to
7 in-school learning in order to improve the literacy
8 achievement of the students.

9 (4) TRAINING.—Training families and care-
10 givers to support the improvement of adolescent lit-
11 eracy.

12 (5) MULTITIER SYSTEM OF SUPPORT.—Pro-
13 viding for a multitier system of support.

14 (6) SCHOOL LITERACY LEADERSHIP TEAM.—
15 Forming a school literacy leadership team to help
16 implement, assess, and identify necessary changes to
17 the literacy initiatives in 1 or more schools to ensure
18 success.

19 (7) LITERACY-RICH ENVIRONMENT.—Providing
20 high-quality, literacy-rich environments that engage
21 students with materials and experiences at the stu-
22 dents' reading and writing levels.

23 (8) PLANNING AMONG TEACHERS AND OTHER
24 STAFF.—Providing time for teachers to meet with

1 school librarians and other building staff to plan lit-
2 eracy instruction, as appropriate.

3 **SEC. 11. NATIONAL EVALUATION, INFORMATION DISSEMI-**
4 **NATION, AND TECHNICAL ASSISTANCE.**

5 (a) NATIONAL EVALUATION.—

6 (1) IN GENERAL.—From funds reserved under
7 paragraph (1)(A) or (2)(A)(iii) of section 5(b), the
8 Secretary shall enter into a contract with an organi-
9 zation independent of the Department of Education
10 for a 5-year national evaluation of the grant and
11 subgrant programs assisted under this Act. Such
12 evaluation shall include scientifically valid research
13 that applies rigorous and systematic procedures to
14 obtain valid knowledge relevant to the implementa-
15 tion and effect of the programs.

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

19 (A) IMPACT.—The impact of the imple-
20 mentation of literacy initiatives and practices
21 supported under this Act on promoting the ap-
22 propriate development of young children in the
23 precursors to literacy and increasing student
24 academic outcomes, including student literacy
25 development in reading and writing, and speak-

1 ing (as appropriate), grade promotion, and
2 graduation to the extent predictable.

3 (B) IMPLEMENTATION OF CORE FEA-
4 TURES.—The fidelity of implementation of core
5 program features, such as coherence of program
6 across grades, quality of technical assistance,
7 State and school district leadership, profes-
8 sional development for teachers and administra-
9 tors, use of quality materials and pedagogy, and
10 use of assessment.

11 (C) STUDENT ACADEMIC OUTCOMES.—The
12 relationship between implementation of core
13 features, and student academic outcomes.

14 (D) OTHER INQUIRIES.—Other inquiries
15 as designated by the Secretary, such as—

16 (i) the core functions of literacy initia-
17 tives that have demonstrated the greatest
18 impact on student literacy achievement, es-
19 pecially among students reading below
20 grade level;

21 (ii) effective strategies to integrate
22 State and local standards, curricula, as-
23 sessments, and interventions to improve
24 literacy;

1 (iii) the types of literacy activities and
2 professional development that most effec-
3 tively improve the early reading, writing,
4 and language skills of children from birth
5 through kindergarten entry;

6 (iv) the impact of adolescent literacy
7 initiatives on student motivation, engage-
8 ment, and participation in adolescent lit-
9 eracy activities;

10 (v) the relationship between students'
11 literacy achievement and secondary
12 schools' success, including improving grad-
13 uation rates; and

14 (vi) effective strategies to integrate
15 school and public library programs to im-
16 prove literacy.

17 (3) PROGRAM IMPROVEMENT.—The findings of
18 the evaluation conducted under this subsection shall
19 be—

20 (A) provided to State educational agencies
21 and grant recipients for use in program im-
22 provement;

23 (B) made publicly available, including on
24 the Department's website; and

1 (C) submitted to the Committee on Health,
2 Education, Labor, and Pensions of the Senate
3 and the Committee on Education and the
4 Workforce of the House of Representatives.

5 (b) INFORMATION DISSEMINATION AND TECHNICAL
6 ASSISTANCE.—

7 (1) IN GENERAL.—From amounts reserved
8 under paragraph (1)(A) or (2)(A)(iii) of section 5(b)
9 for a fiscal year, the Secretary, in collaboration with
10 the regional educational laboratories established
11 under section 174 of the Education Sciences Reform
12 Act of 2002 (20 U.S.C. 9564), the comprehensive
13 centers established under section 203 of the Edu-
14 cational Technical Assistance Act of 2002 (20
15 U.S.C. 9602), and the Director of the National In-
16 stitute of Child Health and Human Development,
17 shall distribute information on literacy instruction,
18 including best practices and model programs identi-
19 fied in the evaluation, other inquiries described in
20 subsection (a)(2)(D), or related Federal studies of
21 literacy activities and provide technical assistance in
22 order to assist States and local educational agencies
23 in improving literacy instruction and learning.

1 (2) DISSEMINATION AND COORDINATION.—The
 2 Secretary shall disseminate the information de-
 3 scribed in paragraph (1) to—

4 (A) recipients of Federal financial assist-
 5 ance under this Act, the Head Start Act, the
 6 Individuals with Disabilities Education Act (20
 7 U.S.C. 1400 et seq.), and the Adult Education
 8 and Family Literacy Act (20 U.S.C. 9201 et
 9 seq.); and

10 (B) each Bureau-funded school (as defined
 11 in section 1141 of the Education Amendments
 12 of 1978 (25 U.S.C. 2021)).

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

18 **SEC. 12. CONSEQUENCES OF INSUFFICIENT PROGRESS, RE-**
 19 **PORTING REQUIREMENTS, AND CONFLICTS**
 20 **OF INTEREST.**

21 (a) CONSEQUENCES OF INSUFFICIENT PROGRESS.—

22 (1) CONSEQUENCES FOR GRANT RECIPIENTS.—

23 If the Secretary determines that a State educational
 24 agency receiving an award under section 5(b) or an
 25 eligible entity receiving a subgrant under section 9

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

13 (2) CONSEQUENCES FOR SUBGRANT RECIPI-
14 ENTS.—

15 (A) IN GENERAL.—A State educational
16 agency receiving an award under section 5(b)
17 may refuse to award subgrant funds to an eligi-
18 ble entity under section 9 or 10 if the State
19 educational agency finds that the eligible entity
20 is not making significant progress in meeting
21 the purposes of this Act, after—

22 (i) affording the eligible entity notice,
23 a period for correction, and an opportunity
24 for a hearing; and

1 (ii) providing technical assistance to
2 the eligible entity.

3 (B) FUNDS AVAILABLE.—Subgrant funds
4 not awarded under subparagraph (A) shall be
5 redirected to an eligible entity serving similar
6 children and students in the same area or re-
7 gion as the eligible entity not awarded the
8 subgrant funds, to the greatest extent prac-
9 ticable.

10 (b) REPORTING REQUIREMENTS.—

11 (1) STATE EDUCATIONAL AGENCY REPORTS.—
12 Each State educational agency receiving an award
13 under section 5(b) shall report annually to the Sec-
14 retary regarding the State educational agency's
15 progress in addressing the purposes of this Act.
16 Such report shall include, at a minimum, a descrip-
17 tion of—

18 (A) the professional development activities
19 provided under the award, including types of
20 activities and entities involved in providing pro-
21 fessional development to classroom teachers and
22 other program staff, such as school librarians;

23 (B) the instruction, strategies, activities,
24 curricula, materials, and assessments used in
25 the programs funded under the award;

1 (C)(i) the types of programs and, for chil-
2 dren from birth to kindergarten entry, program
3 settings, funded under the award; and

4 (ii) the ages and demographic information
5 that is not individually identifiable of children
6 served by the programs funded under the
7 award;

8 (D) the experience and qualifications of
9 the program staff who provide literacy instruc-
10 tion under the programs funded under the
11 award, including the experience and qualifica-
12 tions of those staff working with children with
13 disabilities or developmental delays and with
14 English language learners and children from
15 birth to kindergarten entry;

16 (E) key data metrics identified under sec-
17 tion 7(b)(2)(C) used for literacy initiatives;

18 (F) student performance on relevant pro-
19 gram metrics, as identified in the State edu-
20 cation agency's implementation plan under sec-
21 tion 7(b)(2)(C), such as—

22 (i) the number and percentage of chil-
23 dren reading and writing on grade level by
24 the end of grade 3;

1 (ii) the percent of students served
2 under the award who receive special edu-
3 cation services; and

4 (iii) the instruction and activities de-
5 livered to at-risk students served under the
6 award; and

7 (G) the outcomes of programs and activi-
8 ties provided under the award.

9 (2) ELIGIBLE ENTITY REPORTS.—Each eligible
10 entity receiving a subgrant under section 9 or 10
11 shall report annually to the State educational agency
12 regarding the eligible entity’s progress in addressing
13 the purposes of this Act. Such report shall include,
14 at a minimum, a description of—

15 (A) how the subgrant funds were used;

16 (B) the degree of appropriate develop-
17 mental progress or literacy achievement growth
18 of students, disaggregated by the categories de-
19 scribed in section 1111(b)(2)(C)(v)(II) of the
20 Elementary and Secondary Education Act of
21 1965 (20 U.S.C. 6311(b)(2)(C)(v)(II)); and

22 (C) the results of an external evaluation, if
23 the Secretary determines applicable.

24 (c) CONFLICTS OF INTEREST.—The Secretary shall
25 ensure that each member of the peer review panel de-

1 scribed in section 5(c) and each member of a State literacy
2 leadership team participating in a program or activity as-
3 sisted under this Act does not stand to benefit financially
4 from a grant or subgrant awarded under this Act.

5 **SEC. 13. RULES OF CONSTRUCTION.**

6 (a) **STUDENT ELIGIBILITY.**—Nothing in this Act
7 shall be construed to prohibit students eligible for assist-
8 ance under title I or III of the Elementary and Secondary
9 Education Act of 1965 (20 U.S.C. 6301 et seq., 6801 et
10 seq.) or students eligible for assistance under the Individ-
11 uals with Disabilities Education Act (20 U.S.C. 1400 et
12 seq.) from receiving literacy instruction and intervention
13 under this Act.

14 (b) **IDEA EVALUATION.**—The screening assess-
15 ments, diagnostic assessments, and formative assessments
16 of reading and writing authorized under this Act shall not
17 be construed to constitute an evaluation required under
18 the Individuals with Disabilities Education Act (20 U.S.C.
19 1400 et seq.).

20 **SEC. 14. AUTHORIZATION OF APPROPRIATIONS.**

21 There are authorized to be appropriated to carry out
22 this Act—

- 23 (1) \$2,350,000,000 for fiscal year 2012;
24 (2) \$2,350,000,000 for fiscal year 2013;
25 (3) \$2,350,000,000 for fiscal year 2014;

- 1 (4) \$2,350,000,000 for fiscal year 2015; and
- 2 (5) \$2,350,000,000 for fiscal year 2016.

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