

111TH CONGRESS  
2D SESSION

# H. R. 6302

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

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## IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 29, 2010

Mr. ALTMIRE (for himself and Mr. HIMES) introduced the following bill; which was referred to the Committee on Education and Labor

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## A BILL

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

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

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Early Learning Align-  
5 ment Act”.

6 **SEC. 2. PROFESSIONAL DEVELOPMENT FOR ELEMENTARY**  
7 **SCHOOL PRINCIPALS IN EARLY CHILDHOOD**  
8 **EDUCATION AND DEVELOPMENT.**

9 (a) IN GENERAL.—Part A of title II of the Elemen-  
10 tary and Secondary Education Act of 1965 (20 U.S.C.

1 6601 et seq.) is amended by adding at the end the fol-  
2 lowing:

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

6 **“SEC. 2161. PURPOSE.**

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

10 “(1) create high quality early learning environ-  
11 ments;

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

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

18 “(A) learning at each stage;

19 “(B) effective transition among settings;

20 and

21 “(C) continuous family engagement.

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

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

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

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

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

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

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

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

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

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

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

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

8 “(a) GRANTS TO PARTNERSHIPS.—

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

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

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

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

21 “(i) a local educational agency;

22 “(ii) a State educational agency;

23 “(iii) a State human services agency;

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

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

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

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

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

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

13 “(b) AUTHORIZED ACTIVITIES.—

14 “(1) REQUIRED USES.—Each partnership re-  
15 ceiving a grant under this subpart shall use the  
16 grant funds—

17 “(A) to carry out professional development  
18 to help elementary school principals acquire the  
19 principal competencies in early childhood edu-  
20 cation and development;

21 “(B) to gain a knowledge base and capac-  
22 ity to provide high quality early childhood edu-  
23 cation; and

24 “(C) to work collaboratively with early  
25 childhood education providers, services pro-

1           viders, and families in creating a continuum of  
2           high quality development and learning for chil-  
3           dren in the community and school settings.

4           “(2) ALLOWABLE ACTIVITIES.—The activities  
5           described in paragraph (1) may include providing  
6           professional development programs for elementary  
7           school principals, including mentoring programs and  
8           other means of professional learning, in—

9                   “(A) early childhood education and devel-  
10                  opment in all domains (including language arts  
11                  and literacy, mathematics, emotional develop-  
12                  ment, social development, approaches to learn-  
13                  ing, physical development, science, and creative  
14                  arts), and the continuity of standards and high  
15                  quality curriculum and teaching practices from  
16                  prekindergarten through the third grade, with  
17                  emphasis on meeting the needs of children with  
18                  disabilities and English language learners;

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

22                   “(C) collaborating with early childhood  
23                  education providers and other community based  
24                  organizations to provide multiple educational  
25                  and social service programs to meet the needs

1 of children in prekindergarten through the third  
2 grade related to learning and development; and

3 “(D) providing ongoing transition services  
4 for children through active family engagement.

5 “(c) PRIORITY.—In awarding grants under this sec-  
6 tion the Secretary shall give priority to supporting profes-  
7 sional development programs that target opportunities for  
8 elementary school principals—

9 “(1) to participate in induction and mentoring  
10 programs for principals during the principals’ first 5  
11 years of employment as a principal;

12 “(2) to better understand ways to enhance fam-  
13 ily engagement and transition strategies, improve  
14 transition services, and work more collaboratively  
15 with community-based early childhood education  
16 providers;

17 “(3) to create a continuum of high quality  
18 teaching and learning for children in prekind-  
19 garten through the third grade; and

20 “(4) to participate in ongoing professional de-  
21 velopment, which may include mentoring programs  
22 for veteran principals in the education field.

23 “(d) APPLICATIONS.—

24 “(1) IN GENERAL.—Each partnership desiring  
25 a grant under this subpart shall submit an applica-

1       tion to the Secretary at such time, in such manner,  
2       and containing such information as the Secretary  
3       may require.

4               “(2) CONTENTS REQUIRED.—Each application  
5       submitted to the Secretary under paragraph (1)  
6       shall include—

7                       “(A) a description of the professional de-  
8       velopment for elementary school principals that  
9       will be provided under the grant, including how  
10      the principals will access professional develop-  
11      ment;

12                      “(B) a description of the professional de-  
13      velopment described in subparagraph (A) that  
14      will be provided in rural areas if applicable;

15                      “(C) how the professional development will  
16      address—

17                               “(i) child development and learning  
18      and the relationship of such development  
19      and learning to providing—

20                                       “(I) safe, supportive, and engag-  
21      ing learning environments; and

22                                       “(II) support for instructional  
23      and educational staff in using develop-  
24      mentally appropriate curricula, assess-  
25      ments, and other practices;

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

3                   “(iii) opportunities to collaborate with  
4 community based organizations on con-  
5 tinuity of standards, curricula, family edu-  
6 cation, and transition services from com-  
7 munity based settings to schools and from  
8 year to year;

9                   “(iv) collaborative planning to support  
10 developmentally appropriate interactions  
11 between teachers, children, and the fami-  
12 lies of children; and

13                   “(v) sustainability of the ongoing pro-  
14 fessional development upon completion of  
15 the grant term.

16                   “(e) EVALUATION AND DISSEMINATION.—

17                   “(1) EVALUATION.—Each partnership that re-  
18 ceives a grant under this section shall conduct an  
19 ongoing evaluation to—

20                   “(A) assess the effectiveness of the pro-  
21 grams and activities carried out under the  
22 grant;

23                   “(B) assess whether professional develop-  
24 ment programs for elementary school principals

1 in early childhood education may lead to im-  
2 proved school performance; and

3 “(C) determine how effective professional  
4 development programs and activities can be rep-  
5 licated.

6 “(2) DISSEMINATION.—Using funds made  
7 available under this subpart, the Secretary shall es-  
8 tablish a panel of leading experts in elementary and  
9 early childhood education, including researchers, ele-  
10 mentary school principals, and classroom practi-  
11 tioners, to—

12 “(A) identify best practices in professional  
13 development for elementary school principals in  
14 early childhood education, and review effective  
15 coordination of professional development among  
16 the partnerships receiving grants under this  
17 subpart; and

18 “(B) disseminate to the public the latest  
19 research and findings in professional develop-  
20 ment for elementary school principals in early  
21 childhood education, including through reports  
22 and technical assistance.

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

1       “(g) AUTHORIZATION OF APPROPRIATIONS.—There  
2 are authorized to be appropriated such sums as may be  
3 necessary to carry out this subpart for fiscal year 2011  
4 and each of the 4 succeeding fiscal years.”.

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

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

“Sec. 2161. Purpose.

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

“Sec. 2163. Grant program authorized.”.

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