



## ANALYSIS OF BIRTH-THROUGH-KINDERGARTEN ENTRY PROVISIONS IN “LITERACY FOR ALL, RESULTS FOR THE NATION (LEARN) ACT” S. 2740/H.R. 4037

Comprehensive literacy legislation to improve reading, writing and academic achievement for children from birth through grade twelve was introduced in the 111<sup>th</sup> Congress as S. 2740 and H.R. 4037. The following is a comparison of the birth-through-kindergarten entry provisions of both bills.

While the LEARN Act is pending in Congress, a first step toward comprehensive literacy was funded in the FY 2010 appropriations bill, providing \$250 million for a literacy initiative from pre-K through grade 12 - modeled after the LEARN Act - to help struggling students build their literacy skills and improve the integration of reading initiatives across the Department of Education.

If you have any questions, please contact Lucy Gettman, director, federal programs, at 703-838-6763 or [lgettman@nsba.org](mailto:lgettman@nsba.org).

Issues	S. 2740	H.R. 4037
<b>Intro/Sponsors</b>	Senators Patty Murray (D-WA), Sherrod Brown (D-OH) and Al Franken (D-MN) <i>Introduced November 5, 2009</i>	Representatives John Yarmuth (D-KY-3), Jared Polis (D-CO-2) and George Miller (D-CA-7) <i>Introduced November 6, 2009</i>
<b>Funding authorized</b>	\$2.35 billion annually, a minimum of 10% of which is designated for birth through kindergarten entry grants.	\$2.35 billion annually, a minimum of 15% of which is designated for birth through kindergarten entry grants.
<b>Purposes</b>	To improve reading, writing, and academic achievement for children & students by providing Federal support to State educational agencies to develop, coordinate, and implement comprehensive literacy plans and... supporting the development and implementation of comprehensive early learning 11 through grade 12 literacy programs.  Coordination - Includes strengthening coordination between early education providers, schools, libraries and other eligible entities.	To improve reading, writing, and academic achievement for children and students by providing Federal support to State educational agencies, in collaboration with State agencies that oversee child care programs, to develop, coordinate, and implement comprehensive State literacy plans that ensure high-quality instruction in early language and literacy in early learning programs (serving children from birth through kindergarten entry) and in reading and writing in kindergarten through grade 12.  Coordination - Includes strengthening coordination between early education providers, schools, libraries and other eligible entities.

### OFFICE OF ADVOCACY

Issues	S. 2740	H.R. 4037
<b>Federal peer review of state applications</b>	Peer review panel must include expertise in early childhood development and early literacy.	Same
<b>State Planning Grants</b>	To permit states to develop comprehensive literacy plans for birth through grade 12.	Same
<b>State Implementation Grant</b>	<p>To permit states to implement comprehensive literacy plans for birth through grade 12.</p> <ul style="list-style-type: none"> <li>SEA administers grants, but must provide assure extensive collaboration with State child care agency and State early education agency.</li> </ul>	<p>Similar – H.R. 4037 does not permit a state with a planning grant to also apply for an implementation grant.</p> <ul style="list-style-type: none"> <li>SEA transfers funds to State child care agency to administer subgrants.</li> </ul>
<b>State Literacy Leadership Teams</b>	<ul style="list-style-type: none"> <li>Must have at least one individual with literacy expertise in birth through kindergarten entry, such as State Head Start collaboration director</li> <li>All members appointed by State Education Agency.</li> </ul>	<ul style="list-style-type: none"> <li>Must have at least one individual with literacy expertise in birth through kindergarten entry.</li> <li>Early Education representative appointed by the State child care program agency.</li> </ul>
<b>Local Uses of Funds for birth through kindergarten entry</b>	<p>Enhance and improve early learning programs to ensure that children in such programs are provided with high-quality, developmentally appropriate oral language, literature and print-rich environments:</p> <ul style="list-style-type: none"> <li>Provide high-quality professional development and training for assessments.</li> <li>Acquire, as appropriate, and integrate evidence-based instructional materials activities, tools, and measures.</li> <li>Family literary.</li> <li>Analysis and use of data.</li> <li>Coordinate with K-5 education.</li> <li>Multi-tier system of support optional.</li> </ul>	Similar, but providing a multi-tier system of support is required.