

tion of this Act to the Code, see section 1400 of this title and Tables.

The Higher Education Act of 1965, referred to in subsec. (c), is Pub. L. 89-329, Nov. 8, 1965, 79 Stat. 1219, as amended. Title IV of the Act is classified generally to subchapter IV (§1070 et seq.) of chapter 28 of this title and part C (§2751 et seq.) of subchapter I of chapter 34 of Title 42, The Public Health and Welfare. For complete classification of this Act to the Code, see Short Title note set out under section 1001 of this title and Tables.

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in sections 9304, 9308 of this title.

§ 9306. Participation by States

(a) Discharge of State activities through consortia of States

The administering Secretary may permit States participating in the Troops-to-Teachers Program to carry out activities authorized for such States under the program through one or more consortia of such States.

(b) Assistance to States

(1) Subject to paragraph (2), the administering Secretary may make grants to States participating in the Troops-to-Teachers Program, or to consortia of such States, in order to permit such States or consortia of States to operate offices for purposes of recruiting eligible members of the Armed Forces for participation in the program and facilitating the employment of participants in the program in schools in such States or consortia of States.

(2) The total amount of grants under paragraph (1) in any fiscal year may not exceed \$4,000,000.

(Pub. L. 106-65, div. A, title XVII, §1706, Oct. 5, 1999, 113 Stat. 822.)

§ 9307. Termination of original program; transfer of functions

(a) Omitted

(b) Transfer of functions

(1) The Secretary of Defense, the Secretary of Transportation, and the Secretary of Education shall provide for the transfer to the Secretary of Education of any on-going functions and responsibilities of the Secretary of Defense and the Secretary of Transportation with respect to—

(A) the program authorized by section 1151 of title 10 before its repeal by subsection (a)(1) of this section; and

(B) the Troops-to-Teachers Program for the period beginning on October 5, 1999, and ending on September 30, 2000.

(2) The Secretaries referred to in paragraph (1) shall complete the transfer under such paragraph not later than October 1, 2000.

(3) After completion of the transfer, the Secretary of Education shall discharge that Secretary's functions and responsibilities with respect to the program in consultation with the Secretary of Defense and the Secretary of Transportation with respect to the Coast Guard.

(Pub. L. 106-65, div. A, title XVII, §1707, Oct. 5, 1999, 113 Stat. 823.)

CODIFICATION

Section is comprised of section 1707 of Pub. L. 106-65. Subsec. (a)(1) of section 1707 repealed section 1151 of Title 10, Armed Forces. Subsec. (a)(2) of section 1707 amended the table of sections at the beginning of chapter 58 of Title 10. Subsec. (a)(3) of section 1707 is set out as a note under section 1151 of Title 10.

SECTION REFERRED TO IN OTHER SECTIONS

This section is referred to in sections 9301, 9303 of this title.

§ 9308. Reporting requirements

(a) Report required

Not later than March 31, 2001, the Secretary of Education (in consultation with the Secretary of Defense and the Secretary of Transportation) and the Comptroller General shall each submit to Congress a report on the effectiveness of the Troops-to-Teachers Program in the recruitment and retention of qualified personnel by local educational agencies identified under section 9302(b) of this title.

(b) Elements of report

The report under subsection (a) of this section shall include information on the following:

(1) The number of participants in the Troops-to-Teachers Program.

(2) The schools in which such participants are employed.

(3) The grade levels at which such participants teach.

(4) The subject matters taught by such participants.

(5) The effectiveness of the teaching of such participants, as indicated by any relevant test scores of the students of such participants.

(6) The extent of any academic improvement in the schools in which such participants teach by reason of their teaching.

(7) The rates of retention of such participants by the local educational agencies employing such participants.

(8) The effect of any stipends or bonuses under section 9305 of this title in enhancing participation in the program or in enhancing recruitment or retention of participants in the program by the local educational agencies employing such participants.

(9) Such other matters as the Secretary of Education or the Comptroller General, as the case may be, considers appropriate.

(c) Recommendations

The report of the Comptroller General under this section shall also include any recommendations of the Comptroller General as to means of improving the Troops-to-Teachers Program, including means of enhancing the recruitment and retention of participants in the program.

(Pub. L. 106-65, div. A, title XVII, §1708, Oct. 5, 1999, 113 Stat. 823.)

§ 9309. Funds for fiscal year 2000

Of the amount authorized to be appropriated by section 301 for operation and maintenance for fiscal year 2000, \$3,000,000 shall be available for purposes of carrying out the Troops-to-Teachers Program.

(Pub. L. 106-65, div. A, title XVII, §1709, Oct. 5, 1999, 113 Stat. 824.)

REFERENCES IN TEXT

Section 301, referred to in text, is section 301 of Pub. L. 106-65, div. A, title III, Oct. 5, 1999, 113 Stat. 556, which is not classified to the Code.

CHAPTER 75—EARLY LEARNING OPPORTUNITIES

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§ 9401. Purposes

The purposes of this chapter are—

(1) to increase the availability of voluntary programs, services, and activities that support early childhood development, increase parent effectiveness, and promote the learning readiness of young children so that young children enter school ready to learn;

(2) to support parents, child care providers, and caregivers who want to incorporate early learning activities into the daily lives of young children;

(3) to remove barriers to the provision of an accessible system of early childhood learning programs in communities throughout the United States;

(4) to increase the availability and affordability of professional development activities and compensation for caregivers and child care providers; and

(5) to facilitate the development of community-based systems of collaborative service delivery models characterized by resource sharing, linkages between appropriate supports, and local planning for services.

(Pub. L. 106-554, §1(a)(1) [title VIII, §802], Dec. 21, 2000, 114 Stat. 2763, 2763A-80.)

SHORT TITLE; FINDINGS

Pub. L. 106-554, §1(a)(1) [title VIII, §801], Dec. 21, 2000, 114 Stat. 2763, 2763A-79, provided that:

“(a) SHORT TITLE.—This title [enacting this chapter] may be cited as the ‘Early Learning Opportunities Act’.

“(b) FINDINGS.—Congress finds that—

“(1) medical research demonstrates that adequate stimulation of a young child’s brain between birth and age 5 is critical to the physical development of the young child’s brain;

“(2) parents are the most significant and effective teachers of their children, and they alone are responsible for choosing the best early learning opportunities for their child;

“(3) parent education and parent involvement are critical to the success of any early learning program or activity;

“(4) the more intensively parents are involved in their child’s early learning, the greater the cognitive and noncognitive benefits to their children;

“(5) many parents have difficulty finding the information and support the parents seek to help their children grow to their full potential;

“(6) each day approximately 13,000,000 young children, including 6,000,000 infants or toddlers, spend some or all of their day being cared for by someone other than their parents;

“(7) quality early learning programs, including those designed to promote effective parenting, can increase the literacy rate, the secondary school graduation rate, the employment rate, and the college enrollment rate for children who have participated in voluntary early learning programs and activities;

“(8) early childhood interventions can yield substantial advantages to participants in terms of emotional and cognitive development, education, economic well-being, and health, with the latter two advantages applying to the children’s families as well;

“(9) participation in quality early learning programs, including those designed to promote effective parenting, can decrease the future incidence of teenage pregnancy, welfare dependency, at-risk behaviors, and juvenile delinquency for children;

“(10) several cost-benefit analysis studies indicate that for each \$1 invested in quality early learning programs, the Federal Government can save over \$5 by reducing the number of children and families who participate in Federal Government programs like special education and welfare;

“(11) for children placed in the care of others during the workday, the low salaries paid to the child care staff, the lack of career progression for the staff, and the lack of child development specialists involved in early learning and child care programs, make it difficult to attract and retain the quality of staff necessary for a positive early learning experience;

“(12) Federal Government support for early learning has primarily focused on out-of-home care programs like those established under the Head Start Act [42 U.S.C. 9831 et seq.], the Child Care and Development Block Grant [Act] of 1990 [42 U.S.C. 9858 et seq.], and part C of the Individuals with Disabilities Education Act [20 U.S.C. 1431 et seq.], and these programs—

“(A) serve far fewer than half of all eligible children;

“(B) are not primarily designed to provide support for parents who care for their young children in the home; and

“(C) lack a means of coordinating early learning opportunities in each community; and