To direct the Secretary of Education, in coordination with the Secretary of Health and Human Services, to award competitive grants to eligible partnerships to establish, expand, or support career and technical education programs of study in early childhood education.

---

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 14, 2024

Ms. Kuster (for herself, Ms. Bonamici, Mrs. Chavez-DeRemer, and Mr. Lawler) introduced the following bill; which was referred to the Committee on Education and the Workforce

---

A BILL

To direct the Secretary of Education, in coordination with the Secretary of Health and Human Services, to award competitive grants to eligible partnerships to establish, expand, or support career and technical education programs of study in early childhood education.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Early Childhood Workforce Advancement Act of 2024”.

1

2

3

4

5
SEC. 2. GRANT PROGRAM FOR CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY IN EARLY CHILDHOOD EDUCATION.

(a) Grant Program Authorized.—The Secretary of Education, in coordination with the Secretary of Health and Human Services, shall award grants, on a competitive basis, to eligible partnerships for the purpose of establishing, supporting, or expanding career and technical education programs of study in early childhood education.

(b) Grant Duration.—

(1) In general.—Subject to paragraph (2), a grant awarded under this section may not exceed a 5-year grant period.

(2) Extension.—The Secretary may extend the grant period for an eligible partnership for not more than 1 additional 2-year period if the eligible partnership demonstrates to the Secretary that the eligible partnership—

(A) is achieving the program objectives for which the eligible partnership is receiving the grant; and

(B) has improved education outcomes for students participating in the programs funded by such grant, including special populations.

(c) Application.—To be considered for a grant under this section, an eligible partnership shall submit an
application to the Secretary at such time, in such manner, and containing such information as the Secretary may re-
quire, including—

(1) a description of how the eligible partnership will use such grant to establish, support, or expand a career and technical education program of study in early childhood education;

(2) a description of the roles and responsibilities of each partner of the eligible partnership;

(3) the grant budget, how the partnership will fund necessary expenses for the career and technical education program of study described in paragraph (1), which will not be covered by the grant (such as any funds to be provided by State, local, or private entities), and how the eligible partnership will continue the program after the grant period ends;

(4) a description of how the grant will directly benefit students, including special populations, served by the eligible partnership;

(5) a description of how such career and technical education program of study will be coordinated with the activities carried out under section 124 or 135 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2344; 2355);
(6) a description of how the program reflects the needs of regional, State, or local employers, as demonstrated by the local comprehensive needs assessment under section 134(c) of Carl D. Perkins Career and Technical Education Act of 2006;

(7) a description of how the program will benefit the child care industry and early childhood education workforce;

(8) an assurance that the eligible partnership will—

(A) provide information to the Secretary of Education, as requested, for evaluations that the Secretary may carry out; and

(B) make data available to third parties for validation, in accordance with applicable data privacy laws, including section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”);

(9) a description on how the program will include curriculum and practical training opportunities focused on infant and toddler development and the learning and development of infants or toddlers with a disability (as defined in section 632 of the Individ-
uals with Disabilities Education Act (20 U.S.C. 1432)); and

(10) a description, if applicable, about how the program will respond to the needs or goals identified by the applicable State in the statewide needs assessment or statewide strategic plan developed, updated, or implemented for purposes of a preschool development grant under section 9212 of the Every Student Succeeds Act (42 U.S.C. 9831 note).

(d) PRIORITY.—In awarding grants under this section, the Secretary, jointly with the Secretary of Health and Human Services, shall—

(1) ensure an equitable national geographic distribution of the grants;

(2) award grants to applicants that propose to serve communities in rural areas and to applicants that propose to serve communities in urban areas;

(3) give priority to applicants located in areas with a documented shortage of childcare providers;

(4) give priority to applicants that include an institution of higher education with a program of study in early childhood education or a consortium of such institutions; and

(5) give priority, if applicable, to applicants that demonstrate, in the application submitted under
subsection (c) for a grant under this section, that
the program to be funded with such grant will re-
spond to the needs or goals identified by the applica-
ble State in the statewide needs assessment or state-
wide strategic plan developed, updated, or imple-
mented for purposes of a preschool development
grant under section 9212 of the Every Student Suc-
ceeds Act (42 U.S.C. 9831 note).

(e) Use of Funds.—Each eligible partnership re-
ceiving a grant under this section shall use such grant to
establish, support, or expand career and technical edu-
cation programs of study in early childhood education,
which shall include one or more of the following:

   (1) curriculum development and delivery, in-
   cluding classroom instruction, work-based learning,
support attainment of dual or concurrent enrollment
credits, industry credentials such as a Child Devel-
ment Associate, a preapprenticeship, and an ap-
prenticeship through career and technical student
organizations;

   (2) supporting the recruiting, hiring, and train-
ing of effective educators in early childhood edu-
cation, including educators who became certified
through State and local alternative routes to certifi-
cation;
(3) improving career and technical education outcomes of students served by the eligible partnership through activities such as—

(A) supporting the development and enhancement of innovative delivery models for career and technical education-related work-based learning (including school-based simulated work sites, mentoring, apprenticeship programs, work site visits, job shadowing, project-based learning, and skills-based and paid internships); and

(B) providing academic and nonacademic wrap-around supports and services, including advising, tutoring, test preparation, child care assistance, transportation, and financial assistance (which may include scholarships or stipends), during the period in which such students—

(i) complete a Child Development Associate credential, early childhood education associate degree program, or baccalaureate degree program, as applicable;

(ii) access and complete State licensure or certification examinations; or
(iii) receive opportunities to practice
and develop teaching in early childhood
education; and

(4) creating or expanding recruitment, reten-
tion, or professional development activities for career
and technical education teachers, faculty, school
leaders, administrators, specialized instructional sup-
port personnel, career guidance and academic coun-
selors, and paraprofessionals, which may include—

(A) high-quality teacher mentoring by ex-
perienced teachers in early childhood education;

(B) providing resources and training to im-
prove instruction for, and provide appropriate
accommodations to, special populations, including
the unique needs of teaching in rural or
urban communities;

(C) the integration of coherent and rig-
orous academic content standards and career
and technical education curricula, including
through opportunities for appropriate academic
and career and technical education teachers to
jointly develop and implement curricula and
pedagogical strategies;
(D) providing resources or assistance with meeting State teacher licensure and credential requirements;

(E) implementing initiatives that increase compensation for early childhood educators who attain a Child Development Associate credential, or an associate or baccalaureate degree in early childhood education; or

(F) training for career guidance and academic counselors at the secondary level to improve awareness of postsecondary education and postsecondary career options in early childhood education, and improve the ability of such counselors to communicate to students career opportunities and employment trends in early childhood education.

(f) EVALUATION AND ANNUAL REPORT.—Each eligible partnership receiving a grant under this section shall provide for an independent evaluation of the activities carried out using such grant and submit to the Secretary an annual report that includes—

(1) a description of how funds received under this section were used; and

(2) the performance of the career and technical education program of study funded with such grant
with respect to, at a minimum, the performance in-
dicators described under section 113 of the Carl D.
Perkins Career and Technical Education Act of
2006 (20 U.S.C. 2323), as applicable, and
disaggregated—

(A) by subgroups of students described in
section 1111(c)(2)(B) of the Elementary and
Secondary Education Act of 1965 (20 U.S.C.
6311(c)(2)(B)); and

(B) by each special population; and

(3) a quantitative analysis of the effectiveness
of such program.

(g) DEFINITIONS.—In this section:

(1) CHILD CARE PROVIDER.—The term “child
care provider” has the meaning given such term in
section 658H(i) of the Child Care and Development
Block Grant Act of 1990 (42 U.S.C. 9858f(i)).

(2) EARLY CHILDHOOD EDUCATION.—The term
“early childhood education program” has the mean-
ing given the term in section 103 of the Higher

(3) ELIGIBLE RECIPIENT.—The term “eligible
recipient” has the meaning given the term in section
3(21)(A) of the Carl D. Perkins Career and Tech-
nical Education Act of 2006 (20 U.S.C. 2302(21)(A)).

(4) ELIGIBLE PARTNERSHIP.—The term "eligible partnership" means a partnership between or among—

(A) an eligible recipient; and

(B) one or more of the following:

(i) An institution of higher education with a program of study in early childhood education or a consortium of such institutions.

(ii) A child care provider.

(iii) A community stakeholder relevant to a career and technical education programs of study in early childhood education to be funded under this section, including a labor organization, a local or regional business or industry, or a local workforce development board.

(iv) A Child Care Resource and Referral Organization (as described in section 658E(c)(3)(B)(iii) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858c(c)(3)(B)(iii)).
(v) A staffed family child care network.

(5) PERKINS TERMS.—Except as otherwise provided, any term used in this Act that is defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 has the meaning given that term in such section.

(6) STAFFED FAMILY CHILD CARE NETWORK.—The term ‘‘staffed family child care network’’ means a nonprofit organization—

(A) that may be a component of a child care resource and referral organization;

(B) that has at least one paid staff member; and

(C) that offers evidence-based professional development, quality improvement support, business support, and technical assistance, including on achieving licensure as a child care provider, to family child care providers.