

110TH CONGRESS
1ST SESSION

S. 1431

To provide for a statewide early childhood education professional development and career system, and for other purposes.

IN THE SENATE OF THE UNITED STATES

MAY 17, 2007

Mr. BROWN (for himself and Mr. VOINOVICH) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To provide for a statewide early childhood education professional development and career system, and for other purposes.

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. GRANTS AUTHORIZED.**

4 Title II of the Higher Education Act of 1965 (20
5 U.S.C. 1021 et seq.) is amended by adding at the end
6 the following:

1 **“PART C—EARLY CHILDHOOD EDUCATION PRO-**
2 **FESSIONAL DEVELOPMENT AND CAREER**
3 **SYSTEM**

4 **“SEC. 231. SHORT TITLE.**

5 “This part may be cited as the ‘Early Childhood Edu-
6 cation Professional Development and Career System
7 Grants Act’.

8 **“SEC. 232. FINDINGS.**

9 “Congress makes the following findings:

10 “(1) According to 2005 data from the Bureau
11 of the Census, nearly 12,000,000 children under the
12 age of 5 are in some type of child care arrangement.

13 “(2) The knowledge and skills of individuals in
14 early childhood education programs, including ad-
15 ministrators, directors, teachers, and other staff, is
16 a predictor of the ability to provide high quality ex-
17periences for children in such programs.

18 “(3) Early childhood professionals enter the
19 early childhood education field through various
20 paths. Some individuals have completed early child-
21 hood education professional preparation programs
22 prior to working in an early childhood education pro-
23 gram.

24 “(4) The delivery system of education, profes-
25 sional development, and training for early childhood
26 educators has disparate standards and funding.

1 “(5) Funding for such education, professional
2 development, and training is fragmented, sporadic,
3 and insufficient.

4 “(6) Compensation (salaries and benefits) for
5 early childhood education program personnel is woe-
6 fully inadequate, and creates a crisis in the attrac-
7 tion and retention of high quality staff and direc-
8 tors.

9 “(7) To attract and retain qualified adults to
10 work in early childhood programs, there must be via-
11 ble career lattices that provide opportunities for con-
12 tinued professional development and increased com-
13 pensation.

14 **“SEC. 233. PURPOSE.**

15 “It is the purpose of this part—

16 “(1) to improve the quality of the early child-
17 hood education workforce by creating a statewide
18 early childhood education professional development
19 and career system linked to appropriate compensa-
20 tion for early childhood education program staff, di-
21 rectors, and administrators; and

22 “(2) to create—

23 “(A) a coherent system of core com-
24 petencies, pathways to qualifications, creden-
25 tials, degrees, quality assurances, access, and

1 outreach for early childhood education program
2 staff, directors, and administrators;

3 “(B) articulation agreements so that early
4 childhood education professionals can have
5 smooth transitions among degrees; and

6 “(C) compensation initiatives for individ-
7 uals working in an early childhood education
8 program that reflect the individuals’ credentials,
9 degrees and experience.

10 **“SEC. 234. DEFINITION OF EARLY CHILDHOOD EDUCATION**
11 **PROGRAM.**

12 “In this part, the term ‘early childhood education
13 program’ means—

14 “(1) a family child care program, center-based
15 child care program, State prekindergarten program,
16 school program, or other out-of-home early childhood
17 development care program, that—

18 “(A) is licensed or regulated by the State;

19 and

20 “(B) serves 2 or more unrelated children
21 from birth until entry into kindergarten;

22 “(2) a Head Start Program carried out under
23 the Head Start Act; or

24 “(3) an Early Head Start Program carried out
25 under section 645A of the Head Start Act.

1 **“SEC. 235. GRANTS AUTHORIZED.**

2 “(a) IN GENERAL.—The Secretary is authorized to
3 award grants to States in accordance with the provisions
4 of this part to enable such States—

5 “(1) to establish a State Task Force described
6 in section 236;

7 “(2) to support the activities of the State Task
8 Force described in section 237; and

9 “(3) to pay the costs of the activities described
10 in the statewide plan submitted pursuant to section
11 238(b).

12 “(b) COMPETITIVE BASIS.—Grants under this part
13 shall be awarded on a competitive basis.

14 “(c) DURATION.—Grants under this part shall be
15 awarded for a period of 5 years.

16 “(d) EQUITABLE GEOGRAPHIC DISTRIBUTION.—In
17 awarding grants under this part the Secretary shall take
18 into consideration providing an equitable geographic dis-
19 tribution of the grants.

20 **“SEC. 236. ESTABLISHMENT OF STATE EARLY CHILDHOOD**
21 **EDUCATION PROFESSIONAL DEVELOPMENT**
22 **AND CAREER SYSTEM TASK FORCE.**

23 “(a) IN GENERAL.—The Governor of the State shall
24 establish, or may designate an existing entity to serve as,
25 the State Early Childhood Education Professional Devel-

1 opment and Career System Task Force (hereafter in this
2 part referred to as the ‘State Task Force’).

3 “(b) MEMBERSHIP.—The State Task Force shall in-
4 clude, to the maximum extent possible—

5 “(1) a representative of the State agency that
6 administers the Child Care and Development Block
7 Grant;

8 “(2) a representative of the State agency that
9 regulates child care providers;

10 “(3) a representative of the State educational
11 agency;

12 “(4) a representative of the State agency re-
13 sponsible for higher education;

14 “(5) a representative of the State entity that
15 establishes requirements for teacher licensure, cer-
16 tification, or professional standards for early child-
17 hood educators;

18 “(6) the State Director of Head Start Collabo-
19 ration;

20 “(7) a representative of an institution of higher
21 education that awards an associate degree;

22 “(8) a representative of an institution of higher
23 education that awards a baccalaureate or graduate
24 degree;

1 “(9) 1 or more providers of an early childhood
2 education program who represent the diverse range
3 of early childhood education program settings;

4 “(10) a representative of the State network of
5 child care resource and referral agencies;

6 “(11) a representative of a State organization
7 representing providers of early childhood education
8 programs that provide—

9 “(A) professional development to staff in
10 early childhood education programs; and

11 “(B) other assistance;

12 “(12) a representative of any statewide early
13 childhood workforce scholarship or supplement ini-
14 tiative; and

15 “(13) a representative of any other entity the
16 Governor of the State determines relevant to the ac-
17 tivities of the State Task Force.

18 **“SEC. 237. STATE TASK FORCE ACTIVITIES.**

19 “(a) ACTIVITIES.—The State Task Force shall—

20 “(1) coordinate and communicate regularly
21 with, and provide recommendations for a statewide
22 early childhood professional development and career
23 system to, the State early learning council or similar
24 State entity charged with creating a comprehensive
25 system of early childhood education in the State;

1 “(2) develop a plan for a comprehensive state-
2 wide professional development and career system, for
3 individuals working in early childhood education pro-
4 grams or for early childhood education providers,
5 that includes—

6 “(A) methods of providing outreach to
7 early childhood education program staff, direc-
8 tors, and administrators, including how out-
9 reach is made to non-English speaking pro-
10 viders, to enable the staff, directors, and admin-
11 istrators to be aware of the opportunities and
12 resources available under the plan;

13 “(B) developing a unified data collection
14 and dissemination system for early childhood
15 education training, professional development,
16 and higher education programs, and providing
17 resources for paying the costs of enrollment and
18 completion in such training, professional devel-
19 opment, and programs;

20 “(3) conduct a periodic statewide survey con-
21 cerning—

22 “(A) the demographics of individuals work-
23 ing in early childhood education programs in
24 the State, including information disaggregated
25 by—

- 1 “(i) race, gender, and ethnicity;
- 2 “(ii) compensation levels;
- 3 “(iii) type of early childhood education
- 4 program setting;
- 5 “(iv) specialized knowledge of child
- 6 development;
- 7 “(v) years of experience in an early
- 8 childhood education program; and
- 9 “(vi) attainment of—
- 10 “(I) academic credit for
- 11 coursework;
- 12 “(II) an academic degree;
- 13 “(III) a credential;
- 14 “(IV) licensure; or
- 15 “(V) certification in early child-
- 16 hood education; and
- 17 “(B) opportunities for and barriers to high
- 18 quality professional development, training, and
- 19 higher education degree programs, in early
- 20 childhood development and learning;
- 21 “(4) develop a statewide professional develop-
- 22 ment and career lattice providing for a variety of
- 23 early childhood professional roles with varying pro-
- 24 fessional qualifications and responsibilities for early
- 25 childhood education personnel, including strategies

1 to enhance the compensation (salaries and benefits)
2 of such personnel, and provide resources for paying
3 the costs of enrollment and completion in the train-
4 ing, professional development, and programs related
5 to the career lattice;

6 “(5) assist 2- and 4-year public and private in-
7 stitutions of higher education to develop articulation
8 agreements and mechanisms, including transforming
9 diverse training, professional development, and expe-
10 rience into academic credit;

11 “(6) provide for mentoring and coaching pro-
12 grams to support new teachers in and directors of
13 early childhood education programs;

14 “(7) provide for career development advising
15 with respect to the field of early childhood education,
16 including informing an individual regarding—

17 “(A) entry into and continuing education
18 requirements for professional roles in the field;

19 “(B) available financial assistance; and

20 “(C) professional development and career
21 advancement in the field;

22 “(8) support programs of institutions of higher
23 education that provide an associate, a baccalaureate,
24 or a graduate degree in early childhood education in

1 order to meet the standards a of national accrediting
 2 agency or association for such degree program; and

3 “(9) provide for a system of quality assurance
 4 with respect to the early childhood education profes-
 5 sional development and career system, including
 6 standards or qualifications for individuals and enti-
 7 ties who offer training and professional development
 8 in early childhood education.

9 “(b) PUBLIC HEARINGS.—The State Task Force
 10 shall hold public hearings and provide an opportunity for
 11 public comment on the activities described in the statewide
 12 plan described in section 238(b).

13 “(c) PERIODIC REVIEW.—After submission to the
 14 Secretary of a statewide plan described in section 238(b),
 15 the State Task Force shall meet periodically to review im-
 16 plementation of the statewide plan and to recommend any
 17 changes to the statewide plan the State Task Force deter-
 18 mines necessary.

19 **“SEC. 238. STATE APPLICATION AND STATEWIDE PLAN.**

20 “(a) IN GENERAL.—Each State desiring a grant
 21 under this part shall submit an application to the Sec-
 22 retary at such time, in such manner and accompanied by
 23 such information as the Secretary may reasonably require.
 24 Each such application shall include a description of—

25 “(1) the membership of the State Task Force;

1 “(2) the activities for which assistance will be
2 used;

3 “(3) other Federal, State, local, and private re-
4 sources that will be available to support the activi-
5 ties of the State Task Force described in section
6 237;

7 “(4) the availability within the State of train-
8 ing, teacher preparation, professional development,
9 compensation initiatives, and career systems related
10 to early childhood education; and

11 “(5) the resources available within the State for
12 such training, teacher preparation, professional de-
13 velopment, compensation initiatives, and career sys-
14 tems.

15 “(b) CONTENTS OF STATEWIDE PLAN.—Not later
16 than 1 year after receiving a grant under this part, a State
17 shall submit a statewide plan to the Secretary that shall—

18 “(1) describe other Federal, State, local, and
19 private resources that will be used in combination
20 with a grant under this section to develop or expand
21 the State’s early childhood education professional
22 development and career system;

23 “(2) describe the ways in which the State will—

24 “(A) coordinate the various State and local
25 activities that support the early childhood edu-

1 cation professional development and career sys-
2 tem; and

3 “(B) ensure that individuals working in
4 early childhood education programs in the State
5 reflect the diversity of children served by the
6 programs;

7 “(3) describe the ways in which the State will
8 use the funds received under this part and any other
9 funds available to the State to carry out the activi-
10 ties described in section 237; and

11 “(4) describe the ways the State Task Force
12 will carry out the activities described in section 237.

13 **“SEC. 239. REPORT AND EVALUATION.**

14 “(a) STATE REPORT.—Each State receiving a grant
15 under this part shall—

16 “(1) evaluate the activities assisted under this
17 part to determine—

18 “(A) the effectiveness of the activities as-
19 sisted under this part in achieving State goals;

20 “(B) the impact of a career lattice for indi-
21 viduals working in early childhood education
22 programs;

23 “(C) the impact of the activities assisted
24 under this part on licensing or regulating re-

1 quirements for individuals in the field of early
2 childhood development;

3 “(D) the impact of the activities assisted
4 under this part and the impact of the statewide
5 plan on the quality of education, professional
6 development and training related to early child-
7 hood education programs that is offered in the
8 State; and

9 “(E) the change in compensation and re-
10 tention of individuals working in early childhood
11 education programs within the State resulting
12 from the activities assisted under this part; and

13 “(2) submit a report at the end of the grant pe-
14 riod to the Secretary regarding the evaluation de-
15 scribed in paragraph (1).

16 “(b) SECRETARY’S EVALUATION.—Not later than
17 September 30, 2013, the Secretary, in consultation with
18 the Secretary of Health and Human Services, shall pre-
19 pare and submit to the Committee on Health, Education,
20 Labor, and Pensions of the Senate and the Committee on
21 Education and Labor of the House of Representatives an
22 evaluation of the State reports submitted under subsection
23 (a)(2).

1 **“SEC. 240. AUTHORIZATION OF APPROPRIATIONS.**

2 “There are authorized to be appropriated to carry out
3 this part such sums as may be necessary for fiscal year
4 2008 and each of the 4 succeeding fiscal years.”.

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