

117TH CONGRESS
2D SESSION

S. _____

To establish competitive Federal grants that will empower community colleges and minority-serving institutions to become incubators for infant and toddler child care talent, training, and access on their campuses and in their communities, and for other purposes.

IN THE SENATE OF THE UNITED STATES

_____ introduced the following bill; which was read twice
and referred to the Committee on _____

A BILL

To establish competitive Federal grants that will empower community colleges and minority-serving institutions to become incubators for infant and toddler child care talent, training, and access on their campuses and in their communities, 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. SHORT TITLE.**

4 This Act may be cited as the “Preparing and
5 Resourcing Our Student Parents and Early Childhood
6 Teachers Act” or the “PROSPECT Act”.

2

1 **SEC. 2. TABLE OF CONTENTS.**

2 The table of contents of this Act is as follows:

- Sec. 1. Short title.
- Sec. 2. Table of contents.
- Sec. 3. Findings.

TITLE I—ESTABLISHMENT OF INFANT AND TODDLER CHILD
CARE LEADERSHIP GRANTS

- Sec. 101. Purpose.
- Sec. 102. Definitions.
- Sec. 103. Authorization of appropriations.

Subtitle A—General Provisions

- Sec. 111. Program authorized.
- Sec. 112. Application; selection criteria.
- Sec. 113. Amount, duration, and administration of grants.

Subtitle B—Planning and Implementation Grants

- Sec. 121. Grants authorized.
- Sec. 122. Planning grants.
- Sec. 123. Access grants providing infant and toddler child care for community college or minority-serving institution student parents.
- Sec. 124. Impact grants.
- Sec. 125. Pipeline grants.
- Sec. 126. Evaluation criteria for grants.
- Sec. 127. Report to Congress.
- Sec. 128. Nondiscrimination in programs and activities.

TITLE II—CHILD CARE AND DEVELOPMENT BLOCK GRANT
PROGRAM

- Sec. 201. Eligibility.
- Sec. 202. Conforming amendments.
- Sec. 203. Increased Federal matching payments for child care.

TITLE III—OUTREACH REGARDING THE DEPENDENT CARE
ALLOWANCE FOR FEDERAL STUDENT AID

- Sec. 301. Sharing dependent care allowance information for Federal student aid.

3 **SEC. 3. FINDINGS.**

4 Congress finds the following:

- 5 (1) A child's brain grows at a faster rate be-
- 6 tween birth and age 3 than at any later point in the
- 7 child's lifetime.

1 (2) Decades of research shows that children
2 under age 3 that receive quality child care are more
3 likely to have the behavioral, cognitive, and language
4 skills development necessary for success in school,
5 college, and life.

6 (3) According to a 2018 survey, 83 percent of
7 parents with a child under age 5 responded that
8 finding quality, affordable child care was a serious
9 problem in their area.

10 (4) In 2017, on average, center-based child care
11 for an infant cost 61 percent more than for a pre-
12 schooler, over \$11,000 annually per child, and in 28
13 States, more than the cost of public college tuition.

14 (5) In the 2015–2016 academic year, approxi-
15 mately 4,300,000 postsecondary education students
16 were raising children while in college, and over half
17 of those students had children preschool-aged or
18 younger.

19 (6) According to a 2016 survey, 95 percent of
20 child care centers at 2-year and 4-year colleges
21 across the United States had a waiting list, with the
22 average list containing 82 children.

23 (7) Student parents were 20 percent more likely
24 to leave college without a degree than students with-
25 out children.

1 (8) The Child Care Access Means Parents in
2 School Federal Grant program under subpart 7 of
3 part A of title IV of the Higher Education Act of
4 1965 (20 U.S.C. 1070e et seq.) helps over 3,300
5 students at institutions of higher education afford
6 child care each year, but this program impacts just
7 0.5 percent of the entire student parent population,
8 and many institutions of higher education do not
9 open their subsidized child care programs to children
10 under age 3.

11 (9) The share of community colleges and 4-year
12 institutions of higher education with on-campus
13 child care has been in decline. Community colleges
14 saw a 10 percent decrease in the number of cam-
15 puses with child care between 2002 and 2017.

16 (10) Student parents are more likely to be en-
17 rolled at community colleges and minority-serving
18 institutions than other institutions of higher edu-
19 cation. Over a quarter of all community college stu-
20 dents are parents, and in the 2015–2016 academic
21 year, 40 percent of Black women attending college
22 were parents, 3 times the rate for White male col-
23 lege students.

24 (11) Community colleges and minority-serving
25 institutions lead the higher education sector in edu-

1 cating infant and toddler child care providers, espe-
2 cially child care providers of color, so they are the
3 optimal actors for driving quality infant and toddler
4 child care access in their regions.

5 **TITLE I—ESTABLISHMENT OF IN-**
6 **FANT AND TODDLER CHILD**
7 **CARE LEADERSHIP GRANTS**

8 **SEC. 101. PURPOSE.**

9 The purposes of this title are to expand access to in-
10 fant and toddler child care for children of students at pub-
11 lic community colleges and at minority-serving institutions
12 and to grow, diversify, and strengthen the workforce pipe-
13 line of highly effective infant and toddler child care pro-
14 viders, especially in communities of color and infant and
15 toddler child care deserts.

16 **SEC. 102. DEFINITIONS.**

17 In this title:

18 (1) **COMMUNITY COLLEGE.**—The term “commu-
19 nity college” means a public institution of higher
20 education, as defined in section 101(a) of the Higher
21 Education Act of 1965 (20 U.S.C. 1001(a)), that
22 provides an educational program of not less than 2
23 years that culminates in an associate degree and is
24 acceptable for full credit toward a baccalaureate de-
25 gree.

1 (2) COMMUNITY COLLEGE OR MINORITY-SERV-
2 ING INSTITUTION STUDENT PARENT.—The term
3 “community college or minority-serving institution
4 student parent” means an individual who—

5 (A) is a parent or legal guardian of a child
6 who qualifies for infant and toddler child care;
7 and

8 (B) is a full-time or part-time student at
9 a community college or minority-serving institu-
10 tion participating in an eligible entity.

11 (3) CULTURALLY RESPONSIVE TEACHING.—The
12 term “culturally responsive teaching” means teach-
13 ing—

14 (A) using the cultural characteristics, expe-
15 riences, and perspectives of ethnically diverse
16 students as conduits for teaching them more ef-
17 fectively; and

18 (B) based on understanding the influences
19 of race, culture, and ethnicity in teaching and
20 learning and using the cultural experiences and
21 contributions of different ethnic groups as in-
22 strumental tools for teaching academic and so-
23 cial knowledge and skills.

24 (4) DROP-IN.—The term “drop-in”, when used
25 with respect to child care—

1 (A) means child care that—

2 (i) does not require prescheduling a
3 definite number of scheduled days or hours
4 per week; or

5 (ii) is short term, such as less than 5
6 hours per day; and

7 (B) includes child care described in sub-
8 paragraph (A) that requires parents to provide
9 24-hour notice before using the child care or
10 provides child care subject to availability.

11 (5) DUAL LANGUAGE LEARNER.—The term
12 “dual language learner” means a child who—

13 (A) is acquiring 2 or more languages at
14 the same time; or

15 (B) is learning a second language while
16 continuing to develop the child’s first language,
17 including a child who may also be identified by
18 a State or locality as bilingual or limited
19 English proficient or as an English language
20 learner, an English learner, or a child who
21 speaks a language other than English.

22 (6) EARLY CHILDHOOD EDUCATOR PREPARA-
23 TION PROGRAM.—The term “early childhood educa-
24 tor preparation program” means a postsecondary
25 course of study that—

1 (A) is designed to prepare individuals to
2 teach in early childhood settings serving chil-
3 dren between birth and age 5; and

4 (B) leads to a degree (including an associ-
5 ate's, bachelor's, or graduate degree) or a State
6 or nationally recognized credential enabling in-
7 dividuals to teach in early childhood settings,
8 including a child development associate creden-
9 tial or a State teaching license.

10 (7) ELIGIBLE ENTITY.—The term “eligible enti-
11 ty” means—

12 (A) a community college;

13 (B) a minority-serving institution; or

14 (C) a consortium of 2 or more community
15 colleges or minority-serving institutions.

16 (8) FLEX INFANT AND TODDLER CHILD
17 CARE.—The term “flex infant and toddler child
18 care” means infant and toddler child care for which
19 a child is registered to attend weekly, but for a total
20 of less than five days per week.

21 (9) HIGH SCHOOL.—The term “high school”
22 has the meaning given the term in section 8101 of
23 the Elementary and Secondary Education Act of
24 1965 (20 U.S.C. 7801).

1 (10) INFANT AND TODDLER CHILD CARE.—The
2 term “infant and toddler child care” means child
3 care for children who are under the age of 3 as of
4 the first day of the academic year of the applicable
5 community college or minority-serving institution.

6 (11) INFANT AND TODDLER CHILD CARE
7 DESERT.—The term “infant and toddler child care
8 desert” means a community that the State or tribal
9 entity involved determines has a low supply of qual-
10 ity, affordable infant and toddler child care.

11 (12) INFANT OR TODDLER WITH A DIS-
12 ABILITY.—The term “infant or toddler with a dis-
13 ability” has the meaning given the term in section
14 632 of the Individuals with Disabilities Education
15 Act (20 U.S.C. 1432).

16 (13) LOW-INCOME.—The term “low-income”
17 means an individual from a family with an income
18 at or below 150 percent of the poverty line (as de-
19 fined by the Office of Management and Budget and
20 revised annually in accordance with section 673(2)
21 of the Community Services Block Grant Act) appli-
22 cable to a family of the size involved.

23 (14) MINORITY-SERVING INSTITUTION.—The
24 term “minority-serving institution” means an insti-

1 tution described in section 371(a) of the Higher
2 Education Act of 1965 (20 U.S.C. 1067q(a)).

3 (15) NONTRADITIONAL HOURS.—The term
4 “nontraditional hours” means—

5 (A) the hours before 9 a.m. and after 4
6 p.m.; and

7 (B) any hours during weekends, breaks
8 during the academic year, and holidays.

9 (16) ON-CAMPUS.—The term “on-campus”,
10 when used with respect to a childcare center, means
11 a childcare center that is located on the campus of
12 a community college or minority-serving institution.

13 (17) SECRETARY.—The term “Secretary”
14 means the Secretary of Education.

15 (18) SERVICE AREA.—The term “service area”,
16 when used with respect to an eligible entity, means
17 the area served by the eligible entity.

18 (19) STATE.—The term “State” has the mean-
19 ing given the term in section 103 of the Higher
20 Education Act of 1965 (20 U.S.C. 1003).

21 **SEC. 103. AUTHORIZATION OF APPROPRIATIONS.**

22 There is authorized to be appropriated to carry out
23 this title a total of \$9,000,000,000 for fiscal years 2021
24 through 2025.

1 **Subtitle A—General Provisions**

2 **SEC. 111. PROGRAM AUTHORIZED.**

3 (a) IN GENERAL.—From amounts made available
4 under section 103, the Secretary shall award to eligible
5 entities—

6 (1) planning grants under section 122;

7 (2) access grants under section 123, which will
8 provide free high-quality child care for as many as
9 500,000 infants and toddlers who have a community
10 college or minority-serving institution student par-
11 ent, helping to reduce barriers that impact the abil-
12 ity of community college or minority-serving institu-
13 tion student parents attending community college or
14 a minority-serving institution to graduate, and re-
15 ducing their postgraduation debt;

16 (3) impact grants under section 124, which will
17 expand the supply and quality of child care in the
18 community by providing training, mentorship, tech-
19 nical support, and expansion funding to new and ex-
20 isting child care providers in the service area of the
21 eligible entity; and

22 (4) pipeline grants under section 125, which
23 will fund eligible entities to—

24 (A) launch and expand early childhood ed-
25 ucator preparation programs; and

1 (B) form strategic partnerships with re-
2 gional institutions to expand, diversify, and
3 strengthen the workforce pipeline for infant and
4 toddler care providers.

5 (b) ADMINISTRATION.—In administering this title,
6 the Secretary shall—

7 (1) consult with the Secretary of Health and
8 Human Services with respect to all grants carried
9 out under this Act; and

10 (2) consult with the Administrator of the Small
11 Business Administration with respect to impact
12 grants carried out under section 124.

13 **SEC. 112. APPLICATION; SELECTION CRITERIA.**

14 (a) APPLICATION.—

15 (1) IN GENERAL.—An eligible entity desiring a
16 grant under subtitle B shall submit an application to
17 the Secretary at such time, in such manner, and
18 containing such information as the Secretary may
19 require.

20 (2) CONTENTS.—An application submitted
21 under paragraph (1) shall include—

22 (A) a landscape review on the need for in-
23 fant and toddler child care within the current
24 and prospective student populations of the eligi-
25 ble entity and in the broader service area of the

1 eligible entity, with an emphasis on community
2 college or minority-serving institution student
3 parents in communities of color and low-income
4 parents;

5 (B) a landscape review of the infant and
6 toddler care workforce within the service area of
7 the eligible entity;

8 (C) a high-level vision (which, in the case
9 of an eligible entity desiring a planning grant
10 under section 122, will be clarified and adjusted
11 through the needs assessment and activities
12 carried out under the grant) for how to leverage
13 1 or more access, impact, or pipeline grants
14 under subtitle B to enhance access and quality
15 in the infant and toddler child care landscape of
16 the service area of the eligible entity;

17 (D) a description of how the eligible entity
18 will advance child development (including social
19 and emotional development), family engage-
20 ment, and culturally responsive and linguis-
21 tically responsive pedagogy for infant and tod-
22 dler child care within its child care center or
23 early childhood education programs (as applica-
24 ble), through professional development, required

1 coursework, or targeted outreach and enroll-
2 ment;

3 (E) an assurance that the eligible entity
4 will submit annual reports that document how
5 funds were allocated and the impact of the
6 grant;

7 (F) a commitment that wages for child
8 care staff at each on-campus child care center
9 of a participating community college or minor-
10 ity-serving institution during the grant period
11 shall be—

12 (i) comparable to wages for elemen-
13 tary educators with similar credentials and
14 experience in the State; and

15 (ii) at a minimum, at a rate that is
16 enough to provide a living wage for all
17 child care staff; and

18 (G) in the case of an impact, access, or
19 pipeline grant under subtitle B, an assurance
20 that the eligible entity will continue to convene
21 and consult an infant and toddler care com-
22 mittee described in section 122(a)(1).

23 (b) SELECTION CRITERIA.—

24 (1) IN GENERAL.—The Secretary shall award
25 grants under subtitle B on a competitive basis, in

1 accordance with the priorities described in para-
2 graph (2), and in a manner that supports eligible
3 entities that—

4 (A) enroll a high percentage of students
5 who are eligible for a Federal Pell Grant under
6 section 401 of the Higher Education Act of
7 1965 (20 U.S.C. 1070a) and who have children
8 under age 3;

9 (B) are located within or in the immediate
10 vicinity of an infant and toddler child care
11 desert; or

12 (C) have a clear and compelling plan for—

13 (i) in the case of a planning grant
14 under section 122, carrying out the activi-
15 ties of the planning grant;

16 (ii) in the case of an access grant
17 under section 123, expanding access to
18 free infant and toddler child care for com-
19 munity college or minority-serving institu-
20 tion student parents;

21 (iii) in the case of an impact grant
22 under section 124, expanding the supply
23 and quality of child care in the community
24 by providing training, mentorship, tech-
25 nical support, and startup funding, in col-

1 laboration with existing child care agencies
2 and organizations; or

3 (iv) in the case of a pipeline grant
4 under section 125, growing and strength-
5 ening the workforce pipeline of highly ef-
6 fective infant and toddler child care pro-
7 viders, especially such providers serving in-
8 fant and toddler child care deserts, by ex-
9 panding early childhood education pro-
10 grams or upgrading an on-campus child
11 care center into a lab school.

12 (2) PRIORITIES IN AWARDING GRANTS.—In
13 awarding grants under subtitle B, the Secretary
14 shall, to the extent practicable based on the strength
15 of the applications and the availability of appropria-
16 tions—

17 (A) first, ensure that not less than 80 per-
18 cent of the funds appropriated for grants under
19 subtitle B are awarded to eligible entities that
20 are eligible institutions, as defined in section
21 312(b) of the Higher Education Act of 1965
22 (20 U.S.C. 1058(b));

23 (B) second, ensure that not less than 1 eli-
24 gible entity in each State is awarded a grant;
25 and

1 (C) third, provide special consideration to
2 applications described in paragraph (3).

3 (3) ADDITIONAL CONSIDERATION AND FUND-
4 ING.—In awarding grants under subtitle B and sub-
5 ject to paragraph (2), the Secretary shall provide
6 special consideration, and may provide additional
7 funding as needed, including funding to exceed the
8 limits described in section 113(a), for—

9 (A) applications for access grants under
10 section 123 that will provide—

11 (i) infant and toddler child care for
12 children of all ages between birth and age
13 3;

14 (ii) infant and toddler child care avail-
15 able during nontraditional hours;

16 (iii) infant and toddler child care that
17 has the supports and staffing needed for
18 children who are dual language learners;

19 (iv) infant and toddler child care that
20 has the supports and staffing needed for
21 children in need of trauma-informed care
22 and infants and toddlers with disabilities,
23 which may include providing training for
24 infant and toddler child care staff to sup-
25 port the needs of infants and toddlers with

1 disabilities or coordinating with service
2 providers to deliver services under section
3 619 or part C of the Individuals with Dis-
4 abilities Education Act (20 U.S.C. 1419;
5 1431 et seq.); and

6 (v) child care and aftercare for chil-
7 dren age 3 and older, especially for chil-
8 dren that age out of the infant and toddler
9 child care program supported under this
10 title, and for siblings of children enrolled
11 in campus-sponsored infant and toddler
12 care; and

13 (B) applications for pipeline grants under
14 section 125 that propose to—

15 (i) develop and teach courses on cul-
16 turally responsive and linguistically respon-
17 sive teaching in early childhood education;
18 and

19 (ii) develop and teach courses on sup-
20 porting infants and toddlers with disabil-
21 ities who are under age 3.

22 (c) PREREQUISITES FOR ACCESS, IMPACT, AND PIPE-
23 LINE GRANTS.—An eligible entity shall receive and timely
24 complete all requirements of a planning grant under sec-

tion 122 before receiving an access, impact, or pipeline grant under section 123, 124, or 125.

SEC. 113. AMOUNT, DURATION, AND ADMINISTRATION OF GRANTS.

(a) AMOUNT OF GRANTS.—Each grant awarded under subtitle B to an eligible entity shall be in an amount of—

(1) in the case of a grant awarded to an individual community college or minority-serving institution, not more than \$20,000,000; and

(2) in the case of a grant to a consortium of community colleges or minority-serving institutions, not more than \$220,000,000.

(b) DURATION OF GRANTS.—A grant awarded under subtitle B shall be for a period of 4 years, except that a planning grant awarded under section 122 shall be for a period of 1 year.

(c) NUMBER OF GRANTS.—

(1) PLANNING GRANTS.—No eligible entity shall receive more than 1 planning grant under section 122.

(2) IMPACT, ACCESS, AND PIPELINE GRANTS.—An eligible entity may receive multiple grants under sections 123, 124, and 125, including 2 or more

1 grants under different sections for the same grant
2 period or for overlapping grant periods.

3 (d) ANNUAL GRANT COMPETITIONS.—The Secretary
4 shall conduct annual grant competitions for the grants
5 under subtitle B.

6 (e) RULE OF CONSTRUCTION.—Nothing in this title
7 shall be construed to limit any program or grant estab-
8 lished under any other Federal law, including the Higher
9 Education Act of 1965 (20 U.S.C. 1001 et seq.), the Ele-
10 mentary and Secondary Education Act of 1965 (20 U.S.C.
11 6301 et seq.), or the Individuals with Disabilities Edu-
12 cation Act (20 U.S.C. 1400 et seq.).

13 **Subtitle B—Planning and** 14 **Implementation Grants**

15 **SEC. 121. GRANTS AUTHORIZED.**

16 From amounts made available under section 103, the
17 Secretary shall award to eligible entities—

18 (1) planning grants under section 122, to en-
19 able the eligible entities to assess the infant and tod-
20 dler care needs of current and prospective commu-
21 nity college or minority-serving institution student
22 parents and the surrounding community and develop
23 a detailed proposal to address such needs;

24 (2) access grants under section 123, which will
25 provide free high-quality child care for up to

1 500,000 children under the age of 3 of community
2 college or minority-serving institution student par-
3 ents, helping to reduce barriers that impact the abil-
4 ity of community college or minority-serving institu-
5 tion student parents to graduate, and reducing their
6 postgraduation debt;

7 (3) impact grants under section 124, which will
8 expand the supply and quality of child care in the
9 community by providing training, mentorship, tech-
10 nical support, and expansion funding to new and ex-
11 isting child care providers in the service area of the
12 eligible entities; and

13 (4) pipeline grants under section 125, which
14 will fund eligible entities to—

15 (A) launch and expand early childhood ed-
16 ucator preparation programs; and

17 (B) form strategic partnerships with re-
18 gional institutions to expand, diversify, and
19 strengthen the workforce pipeline for infant and
20 toddler child care providers.

21 **SEC. 122. PLANNING GRANTS.**

22 (a) USE OF FUNDS.—An eligible entity receiving a
23 grant under this section shall use grant funds to—

24 (1) establish an infant and toddler child care
25 committee that is reflective and inclusive of the com-

1 munity being served and composed of members who
2 are—

3 (A) student parents at the participating
4 community college or minority-serving institu-
5 tion;

6 (B) faculty of any participating community
7 college or minority-serving institution;

8 (C) representatives of a local educational
9 agency (as defined in section 8101 of the Ele-
10 mentary and Secondary Education Act of 1965
11 (20 U.S.C. 7801)) serving the service area of
12 the eligible entity;

13 (D) where applicable, a local public charter
14 school provider;

15 (E) representatives of a local child care re-
16 source and referral agency; and

17 (F) infant and toddler child care profes-
18 sionals (such as representatives from a local
19 Head Start or Early Head Start program,
20 home-based infant and toddler child care pro-
21 viders, and child care providers with expertise
22 working with infants or toddlers with disabil-
23 ities);

24 (2) conduct an infant and toddler child care
25 needs assessment of current and prospective commu-

1 nity college or minority-serving institution student
2 parents, the infant and toddler child care workforce,
3 and the service area of the eligible entity, that in-
4 cludes information on the level of need for—

5 (A) infant and toddler child care during
6 nontraditional hours;

7 (B) 3-year-old child care, toddler care, and
8 infant care;

9 (C) care for infants and toddlers with dis-
10 abilities;

11 (D) care for children from households that
12 speak a language other than English; and

13 (E) child care in specific communities, es-
14 pecially infant and toddler child care deserts;

15 (3) begin research, outreach, and planning for
16 expanding access to free infant and toddler child
17 care for community college or minority-serving insti-
18 tution student parents, which may include drafting
19 a delivery agreement with infant and toddler child
20 care providers in the community to provide infant
21 and toddler child care to community college or mi-
22 nority-serving institution student parents; and

23 (4) develop a detailed proposal, with a focus on
24 the needs of parents of children under age 3, to ad-
25 dress those needs, which may include applying for

1 an impact, access, or pipeline grant under section
2 123, 124, or 125.

3 (b) REPORTING REQUIREMENTS.—Not later than 30
4 days after the end of a grant period under this section,
5 the eligible entity that received the grant shall prepare and
6 submit a report to the Secretary that includes—

7 (1) the results of the needs assessment con-
8 ducted under subsection (a)(2);

9 (2) the detailed proposal developed under sub-
10 section (a)(4); and

11 (3) in the case of an eligible entity that desires
12 an impact, access, or pipeline grant under section
13 123, 124, or 125, an application for the grant.

14 **SEC. 123. ACCESS GRANTS PROVIDING INFANT AND TOD-**
15 **DLER CHILD CARE FOR COMMUNITY COL-**
16 **LEGE OR MINORITY-SERVING INSTITUTION**
17 **STUDENT PARENTS.**

18 (a) USE OF GRANTS.—An eligible entity receiving a
19 grant under this section shall use grant funds to expand
20 access to free infant and toddler child care for community
21 college or minority-serving institution student parents by
22 carrying out 1 or more of the following:

23 (1) Paying the infant and toddler child care
24 costs of community college or minority-serving insti-
25 tution student parents at an on-campus child care

1 center, State licensed off-campus child care center,
2 or State licensed or registered home-based child care
3 provider.

4 (2)(A) Operating an on-campus child care cen-
5 ter that provides infant and toddler child care; or

6 (B) contracting with a child care provider that
7 is operating 1 or more child care centers (as of the
8 date of the contract) to operate an on-campus child
9 care center that provides infant and toddler child
10 care.

11 (3) Coordinating with local child care resource
12 and referral agencies for services such as helping
13 community college or minority-serving institution
14 student parents find infant and toddler child care.

15 (4) Expanding the resources for existing on-
16 campus child care centers, as of the date of the ap-
17 plication for the grant, by—

18 (A) expanding the space of the center for
19 infant and toddler child care;

20 (B) purchasing equipment to be used for
21 infant and toddler child care; or

22 (C) hiring staff to accommodate additional
23 children under the age of 3.

24 (5) Lengthening the hours of an existing on-
25 campus infant and toddler child care center or keep-

1 ing the on-campus infant and toddler child care cen-
2 ter open during breaks (including summer).

3 (6) Establishing capacity for drop-in infant and
4 toddler child care or flex infant and toddler child
5 care for the children of community college or minor-
6 ity-serving institution student parents.

7 (7) Renovating campus facilities to allow for the
8 operation of an on-campus child care center that—

9 (A) satisfies the standards that apply to
10 alterations or (as applicable) new construction
11 under title II or III of the Americans with Dis-
12 abilities Act of 1990 (42 U.S.C. 12131 et seq.,
13 12181 et seq.), as the case may be; and

14 (B)(i) meets a high-quality standard, ac-
15 cording to a State quality rating and improve-
16 ment system or the standards applicable to an
17 Early Head Start program under the Head
18 Start Act (42 U.S.C. 9831 et seq.); or

19 (ii) is accredited through the National As-
20 sociation for the Education of Young Children
21 or another organization of similar expertise, as
22 determined by the Secretary.

23 (b) REQUIREMENTS OF ON-CAMPUS CHILD CARE
24 CENTERS.—In order for an on-campus child care center
25 of a community college or minority-serving institution par-

1 icipating in an eligible entity to be supported with funds
2 from a grant under this section, the on-campus child care
3 center shall meet the following requirements:

4 (1) The child care center shall be licensed by
5 the State and shall meet a high-quality standard de-
6 scribed in subsection (a)(7)(B)(i) or be accredited in
7 accordance with subsection (a)(7)(B)(ii).

8 (2) Children of community college or minority-
9 serving institution student parents shall receive pri-
10 ority enrollment in the child care center, with pri-
11 ority going first to low-income community college or
12 minority-serving institution student parents, al-
13 though dependents of faculty and staff of the com-
14 munity college or minority-serving institution and
15 community members may be enrolled once the en-
16 rollment needs of all requesting community college
17 or minority-serving institution student parents are
18 fulfilled.

19 (3) The child care center shall provide infant
20 and toddler child care to children of community col-
21 lege or minority-serving institution student parents,
22 without regard as to whether the parent is a full-
23 time or part-time student.

24 (4) Not less than 85 percent of the community
25 college or minority-serving institution student par-

1 ents using the on-campus child care center for infant
2 and toddler child care shall be eligible to receive
3 Federal Pell Grants under section 401 of the Higher
4 Education Act of 1965 (20 U.S.C. 1070a), except
5 that the Secretary may grant a waiver from this re-
6 quirement if the Secretary determines necessary.

7 (5) The child care center shall provide drop-in
8 infant and toddler child care for community college
9 and minority-serving institution student parents and
10 may not impose minimum enrollment requirements
11 for children of community college or minority-serving
12 institution student parents. The Secretary shall pro-
13 mulgate regulations that specify the percentage of
14 infant and toddler child care slots that must be re-
15 served for drop-in infant and toddler child care
16 under this paragraph.

17 (6) The child care center—

18 (A) shall provide infant and toddler child
19 care for children under the age of 3 (as of the
20 first day of the academic year of the community
21 college or minority-serving institution sup-
22 porting the child care center) of community col-
23 lege and minority-serving institution student
24 parents for free;

1 (B) may charge faculty and staff of the
2 community college or minority institution and
3 community members fees, using a sliding scale
4 based on family income, to enroll their children
5 in the child care center; and

6 (C) shall comply with the suspension and
7 expulsion performance standard for Head Start
8 programs under section 1302.17 of title 45,
9 Code of Federal Regulations, or any successor
10 standard.

11 (7)(A) The child care center shall maintain a
12 continuity of care for the children of parents who—

13 (i) were community college or minority-
14 serving institution student parents during any
15 reasonable or unavoidable break in the parents'
16 enrollment; or

17 (ii) transferred from a community college
18 to a 4-year minority-serving institution during
19 the student's enrollment at the 4-year institu-
20 tion.

21 (B) The child care center may charge a parent
22 described in subparagraph (A) a fee for the child
23 care services provided during the period when the
24 parent is not enrolled in the community college or
25 minority-serving institution, using a sliding scale

1 based on family income during this period, as long
2 as the fee does not exceed 7 percent of the family's
3 income.

4 (8) The child care center shall pay its child care
5 staff a wage that—

6 (A) is comparable to wages for elementary
7 educators with similar credentials and experi-
8 ence in the State; and

9 (B) at a minimum, provides a living wage
10 for all child care staff of the child care center;
11 and

12 (9) The child care center, if not a child care
13 provider covered by subsection (c) of section 658H
14 of the Child Care and Development Block Grant Act
15 of 1990 (42 U.S.C. 9858f), shall comply with that
16 section in the same manner and to the same extent
17 as such a child care provider, with respect to back-
18 ground checks for child care staff members (includ-
19 ing prospective child care staff members) for the
20 center.

21 (c) CONSULTATION AND REPORTS.—

22 (1) CONSULTATION.—An eligible entity receiv-
23 ing a grant under this section shall, for each year
24 of the grant, consult with an infant and toddler child
25 care committee described in section 122(a)(2) re-

1 garding the results of the grant and the contents of
2 the annual report submitted to the Secretary.

3 (2) REPORTS.—An eligible entity receiving a
4 grant under this section shall, for each year of the
5 grant, prepare and submit a report to the Secretary
6 that includes—

7 (A) the number of community college or
8 minority-serving institution student parents
9 that received access to State licensed or reg-
10 istered child care because of the grant, in the
11 aggregate and disaggregated by age, gender,
12 race and ethnicity, family income, disability sta-
13 tus, and full-time or part-time enrollment sta-
14 tus in the community college or minority-serv-
15 ing institution;

16 (B) the number of children under age 3
17 enrolled in each on-campus child care center
18 supported under the grant, disaggregated by
19 age, gender, disability status, marital status of
20 parents, and race and ethnicity;

21 (C) for each on-campus child care center
22 supported under the grant, the number of sus-
23 pensions of children enrolled in the child care
24 center, in the aggregate and disaggregated by
25 race and ethnicity, gender, and disability status;

1 (D) the demographics, including race, eth-
2 nicity, and gender of the staff and leadership of
3 all child care centers supported under the
4 grant;

5 (E) the most frequent times of the day and
6 days of the week, and the average number of
7 hours per week, that on-campus child care cen-
8 ters were used by community college or minor-
9 ity-serving institution student parents, and the
10 child care hours per week provided to commu-
11 nity college or minority-serving institution stu-
12 dent parents, disaggregated by child care pro-
13 vided at nontraditional hours and traditional
14 daytime, weekday child care;

15 (F) semester-to-semester persistence and
16 fall-to-fall persistence rates of community col-
17 lege or minority-serving institution student par-
18 ents with children enrolled in infant and toddler
19 child care sponsored by the community college
20 or minority-serving institution, compared to the
21 persistence rate of community college or minor-
22 ity-serving institution student parents with chil-
23 dren under 3 who are not enrolled in commu-
24 nity college or minority-serving institution spon-
25 sored child care—

1 (i) collected in accordance with regu-
2 lations promulgated by the Secretary; and

3 (ii) in the aggregate and
4 disaggregated as described in subpara-
5 graph (A) and by the age of the children
6 of the community college or minority-serv-
7 ing institution students;

8 (G) the degree or certificate completion
9 rate of community college minority-serving in-
10 stitution student parents with children enrolled
11 in child care that is sponsored by the commu-
12 nity college or minority-serving institution and
13 is not infant and toddler child care, in the ag-
14 gregate and disaggregated as described in such
15 subparagraph and by the age of the children of
16 the community college or minority-serving insti-
17 tution student parents; and

18 (H) if grant funds are used to renovate
19 campus facilities under subsection (a)(7), proof
20 of the on-campus child care center's compliance
21 with the standards that apply to alterations or
22 (as applicable) new construction under title II
23 or III of the Americans with Disabilities Act of
24 1990 (42 U.S.C. 12131 et seq., 12181 et seq.),
25 as the case may be.

1 (3) CROSS-TABULATION.—In each report sub-
2 mitted by an eligible entity under paragraph (2), the
3 eligible entity shall also provide the information de-
4 scribed in subparagraphs (A), (B), (C), and (F)(ii)
5 of such paragraph cross-tabulated by, at a min-
6 imum, gender, disability status, and each major ra-
7 cial and ethnic group, which shall be presented in a
8 manner that—

9 (A) is first anonymized and does not reveal
10 personally identifiable information about an in-
11 dividual community college or minority-serving
12 institution student parent or child enrolled in
13 the child care center;

14 (B) does not include a number of individ-
15 uals in any subgroup of community college or
16 minority-serving institution student parents or
17 children enrolled in the child care center that is
18 insufficient to yield statistically reliable infor-
19 mation or that would reveal personally identifi-
20 able information about an individual; and

21 (C) is consistent with the requirements of
22 section 444 of the General Education Provi-
23 sions Act (20 U.S.C. 1232g, commonly known
24 as the “Family Educational Rights and Privacy
25 Act of 1974”).

1 (d) DEFINITION.—In subsection (b)(9), the term
2 “child care staff member” means an individual—

3 (1) who is employed by a child care center cov-
4 ered by subsection (b) for compensation; or

5 (2) whose activities involve the care or super-
6 vision of children for, or unsupervised access to chil-
7 dren who are cared for or supervised by, such a
8 child care center.

9 **SEC. 124. IMPACT GRANTS.**

10 (a) USE OF FUNDS.—Grants awarded under this sec-
11 tion shall be used by eligible entities to expand the supply
12 and quality of child care in the community by providing
13 training, mentorship, technical support, and startup fund-
14 ing, in collaboration with existing (as of the date of appli-
15 cation for the grant) child care agencies and organiza-
16 tions, through carrying out 1 or more of the following ac-
17 tivities:

18 (1) Contracting with local child care resource
19 and referral organizations to support onsite technical
20 assistance for child care providers, and training,
21 mentorships, and business technical assistance re-
22 lated to existing (as of the date of the grant) or new
23 start-up child care programs.

24 (2) Contracting with local child care resource
25 and referral organizations to provide staffed family

1 child care networks, such as a hub that supports a
2 group of home-based care providers to promote high-
3 quality care.

4 (3) Establishing a network of child care pro-
5 viders in the community, or partnering with an ex-
6 isting, as of the date of application, provider or net-
7 work (such as an Early Head Start program oper-
8 ating in the community) to facilitate provider access
9 to training, coaching, mentorship, licensure, tech-
10 nical support, and expansion funding.

11 (4) Developing content for training for commu-
12 nity child care providers (including home-based pro-
13 viders and unlicensed providers) on strong child care
14 business practices and other supports and training
15 the providers may require.

16 (5) Compensating qualified individuals to de-
17 liver training for community members on providing
18 high-quality child care.

19 (6) Awarding microenterprise grants for State
20 licensed, qualified early childhood education profes-
21 sionals, State licensed child care centers, and State
22 licensed or registered home-based child care pro-
23 viders to open a child care program that provides in-
24 fant and toddler child care , or to expand infant and
25 toddler child care (including expanding access to

1 serve infants or toddlers with disabilities) at a child
2 care program in areas with low access to affordable,
3 quality infant and toddler child care.

4 (7) Developing and communicating clear path-
5 ways for community child care providers and current
6 and prospective students of infant and toddler child
7 care education, particularly individuals with low in-
8 comes and from historically underrepresented
9 groups, to take advantage of professional develop-
10 ment, certificate, and associate degree offerings, for
11 the purpose of advancing their skills and careers.

12 (8) Prioritizing child care programs, pathways,
13 and resources in communities of color and low-in-
14 come communities.

15 (9) Developing and delivering child care profes-
16 sional development and courses in languages other
17 than English.

18 (b) RULE REGARDING PROFESSIONAL DEVELOP-
19 MENT.—If an eligible entity elects to use grant funds
20 under this section for professional development, the eligi-
21 ble entity shall ensure that—

22 (1) a portion of the professional development is
23 open, available, and easily accessible to unlicensed
24 child care providers and a portion of the professional

1 development is available to State licensed or reg-
2 istered child care providers; and

3 (2) not more than 30 percent of the funds pro-
4 vided through the grant under this section are allo-
5 cated toward professional development.

6 (c) CONSULTATION AND REPORTS.—

7 (1) CONSULTATION.—An eligible entity receiv-
8 ing a grant under this section shall, for each year
9 of the grant, consult with an infant and toddler child
10 care committee described in section 122(a)(2) and
11 the lead agency for the applicable State designated
12 under section 658D of the Child Care Development
13 and Block Grant Act of 1990 (42 U.S.C. 9858b) re-
14 garding the results of the grant and the contents of
15 the annual report submitted to the Secretary.

16 (2) REPORTS.—An eligible entity receiving a
17 grant under this section shall, for each year of the
18 grant, prepare and submit a report to the Secretary
19 that includes—

20 (A) the number of child care providers that
21 attended child care professional development
22 sessions coordinated by the eligible entity under
23 the grant, and the type of training received;

24 (B)(i) the number of child care providers
25 fluent in a language other than English that re-

1 ceived professional development through the
2 grant, including the number of such child care
3 providers reached through the development and
4 delivery of coursework in languages other than
5 English; and

6 (ii) the number of such child care providers
7 that received professional development through
8 the grant and graduated with an infant toddler
9 credential, a child development associate cre-
10 dential, or associate degree related to early
11 childhood development;

12 (C) the number of community colleges or
13 minority-serving institutions that joined or es-
14 tablished networks of child care providers;

15 (D) the number of State licensed child care
16 spots created for children under 3 as a result
17 of the training or microenterprise grants pro-
18 vided, in the aggregate and disaggregated by lo-
19 cation in an infant and toddler child care
20 desert, location in a community of color, and,
21 for recipients of microenterprise grants under
22 subsection (a)(6), race, ethnicity, and gender of
23 recipient;

24 (E) the number of participants in
25 mentorship programs supported under the

1 grant, in the aggregate and disaggregated by
2 race, ethnicity, and gender; and

3 (F) the number of community child care
4 providers receiving technical support from the
5 on-campus child care center or network or the
6 child care resource and referral agency under
7 the grant.

8 (3) CROSS-TABULATION.—In each report sub-
9 mitted by an eligible entity under paragraph (2), the
10 eligible entity shall also provide the information de-
11 scribed in paragraph (2)(E) cross-tabulated by, at a
12 minimum, gender and each major racial and ethnic
13 group, which shall be presented in a manner that—

14 (A) is first anonymized and does not reveal
15 personally identifiable information about an in-
16 dividual participant in a mentorship program;

17 (B) does not include a number of individ-
18 uals in any subgroup of mentorship program
19 participants that is insufficient to yield statis-
20 tically reliable information or that would reveal
21 personally identifiable information about an in-
22 dividual; and

23 (C) is consistent with the requirements of
24 section 444 of the General Education Provi-
25 sions Act (20 U.S.C. 1232g, commonly known

1 as the “Family Educational Rights and Privacy
2 Act of 1974”).

3 **SEC. 125. PIPELINE GRANTS.**

4 (a) USE OF FUNDS.—Grants awarded under this sec-
5 tion shall be used by eligible entities to grow and strength-
6 en the workforce pipeline of highly effective infant and
7 toddler child care providers, especially such providers serv-
8 ing infant and toddler child care deserts, through carrying
9 out 1 or more of the following activities:

10 (1) Establishing—

11 (A) an associate degree program that in-
12 cludes not less than 2 courses specifically on in-
13 fants and toddlers; or

14 (B) a stackable child development associate
15 credential, infant toddler credential, or early
16 childhood education certificate, that can be in-
17 corporated into a higher-level credential or cer-
18 tificate.

19 (2) Hiring faculty to adopt and teach previously
20 developed competency-based high-quality infant-tod-
21 dler courses, or to develop and teach infant-toddler
22 courses, which may include courses required for an
23 infant or toddler care certificate, such as courses on
24 child growth and development, the physical and nu-
25 tritional needs of children, communicating with fam-

1 ilies, language development, child mental health,
2 supporting infants and toddlers with disabilities, and
3 effective interactions with children.

4 (3) Developing and executing a plan for in-
5 creased coordination between an early childhood edu-
6 cator preparation program of a participating com-
7 munity college or minority-serving institution and an
8 on-campus child care center of the community col-
9 lege or minority-serving institution, to enhance the
10 quality of both the child care and the early childhood
11 educator preparation program.

12 (4) Creating or enhancing a partnership be-
13 tween a participating community college and a 4-
14 year degree-granting institution, to support and co-
15 ordinate associate degree programs or provide for
16 articulation agreements in early childhood education
17 with related baccalaureate degree programs.

18 (5) Upgrading an on-campus child care center
19 into a child care lab school for the purpose of facili-
20 tating early childhood educator preparation program
21 practicum work, which may include installing one-
22 way observation windows or live-feed cameras.

23 (6) Awarding microgrants to students in early
24 childhood educator preparation programs for tuition,
25 books, transportation, permitting or licensing fees,

1 apprenticeships, and time spent doing practicum
2 work.

3 (7) Developing and teaching courses on cul-
4 turally responsive teaching in early childhood edu-
5 cation.

6 (8) Forming partnerships with local public high
7 schools to establish early childhood education career
8 and technical education programs, including pro-
9 grams that lead to a degree or credential or provide
10 opportunities for students to enter the community
11 college or minority-serving institution with postsec-
12 ondary credits that can be counted towards an early
13 childhood education certificate, credential, or degree.

14 (b) CONSULTATION AND REPORTS.—

15 (1) CONSULTATION.—An eligible entity receiv-
16 ing a grant under this section shall, for each year
17 of the grant, consult with an infant and toddler child
18 care committee described in section 122(a)(2) re-
19 garding the results of the grant and the contents of
20 the annual report submitted to the Secretary.

21 (2) REPORTING REQUIREMENTS.—An eligible
22 entity receiving a grant under this section shall, for
23 each year of the grant, prepare and submit a report
24 to the Secretary that includes—

1 (A) the number of students that enrolled
2 in early childhood educator preparation pro-
3 grams due to the support provided by the
4 grant, in the aggregate and disaggregated by
5 credential or degree type of the program and by
6 age, gender, race or ethnic group, ability to
7 speak a second language, family income level,
8 disability status, and full-time or part-time stu-
9 dent status;

10 (B) the amount of funds allocated to early
11 childhood educator preparation program stu-
12 dents through microgrants under this section,
13 in the aggregate and disaggregated by usage of
14 funds and by demographics of the students re-
15 ceiving the microgrants, including age, gender,
16 race or ethnic group, second language ability,
17 parent status, family income level, disability
18 status, and full-time or part-time student sta-
19 tus;

20 (C) the persistence, retention, and comple-
21 tion rates of students receiving the microgrants,
22 as compared to such rates for students not re-
23 ceiving the microgrants;

24 (D) the number of students dual-enrolled
25 in high school and a community college or mi-

1 minority-serving institution early childhood educa-
2 tor preparation program;

3 (E) the number of students that completed
4 degrees, certificates, or credentials in dual-en-
5 rollment programs, in the aggregate and
6 disaggregated by degree, certificate, and creden-
7 tial type; and

8 (F) the details of any partnerships or ar-
9 ticulation agreements established with local
10 public high schools or local 4-year degree-grant-
11 ing institutions of higher education.

12 (3) CROSS-TABULATION.—In each report sub-
13 mitted by an eligible entity under paragraph (2), the
14 eligible entity shall also provide the information de-
15 scribed in subparagraphs (A) and (B) of such para-
16 graph cross-tabulated by, at a minimum, gender,
17 each major racial and ethnic group, and disability
18 status, which shall be presented in a manner that—

19 (A) is first anonymized and does not reveal
20 personally identifiable information about an in-
21 dividual student;

22 (B) does not include a number of individ-
23 uals in any subgroup of students that is insuffi-
24 cient to yield statistically reliable information or

1 that would reveal personally identifiable infor-
2 mation about an individual; and

3 (C) is consistent with the requirements of
4 section 444 of the General Education Provi-
5 sions Act (20 U.S.C. 1232g, commonly known
6 as the “Family Educational Rights and Privacy
7 Act of 1974”).

8 **SEC. 126. EVALUATION CRITERIA FOR GRANTS.**

9 For each year of the grant program under this title,
10 the Secretary shall evaluate the effectiveness of grants
11 under chapter 1. Each evaluation shall include the fol-
12 lowing criteria:

13 (1) For access grants awarded under section
14 123—

15 (A) the number of community college or
16 minority-serving institution student parents
17 that received access to licensed or registered in-
18 fant and toddler child care due to the grant, in
19 the aggregate and disaggregated by age, gen-
20 der, race or ethnic group, family income level,
21 disability status, marital status, and full-time or
22 part-time student status;

23 (B) the most frequent times, and the aver-
24 age number of hours per week, that on-campus
25 child care centers were used by community col-

1 lege or minority-serving institution student par-
2 ents;

3 (C) semester-to-semester persistence and
4 fall-to-fall persistence rates of community col-
5 lege or minority-serving institution student par-
6 ents with children enrolled in infant or toddler
7 child care sponsored by the community college
8 or minority-serving institution, compared to
9 such rate for students with children not en-
10 rolled in the community college or minority-
11 serving institution child care program, in the
12 aggregate and disaggregated by the categories
13 described in subparagraph (A); and

14 (D) degree and certificate completion rate
15 of community college or minority-serving insti-
16 tution student parents with children enrolled in
17 child care sponsored by the community college
18 or minority-serving institution, compared to
19 such rate for students with children not en-
20 rolled in such a sponsored child care program,
21 in the aggregate and disaggregated by the cat-
22 egories described in subparagraph (A).

23 (2) For impact grants awarded under section

1 (A) the number of attendees for the child
2 care professional development sessions coordi-
3 nated by the eligible entity under the grants;

4 (B) the number of community colleges or
5 minority-serving institutions that joined or es-
6 tablished networks of child care providers as a
7 result of the grants;

8 (C) the number of State licensed child care
9 spots created for children under 3 in infant and
10 toddler child care deserts and communities of
11 color that were established as a result of micro-
12 enterprise grants supported under section
13 124(a)(6); and

14 (D) the number of child care providers flu-
15 ent in a language other than English that re-
16 ceived professional development under the
17 grants.

18 (3) For pipeline grants under section 125—

19 (A) the number of early childhood educator
20 preparation programs that were established
21 with funding under the grants;

22 (B) the number of existing early childhood
23 educator preparation programs that expanded
24 course, certificate, or degree offerings as a re-
25 sult of funding under the grants;

1 (C) the number of students that enrolled
2 in early childhood educator preparation pro-
3 grams because of funding provided under the
4 grants, in the aggregate and disaggregated
5 by—

6 (i) type of degree or credential; and

7 (ii) student age, gender, race or ethnic
8 group, second language ability, family in-
9 come level, disability status, and status as
10 enrolled full- or part-time;

11 (D) the amount of funds allocated to early
12 childhood educator preparation program stu-
13 dents through microgrants supported under sec-
14 tion 125(a)(6), in the aggregate and
15 disaggregated by—

16 (i) category of usage of funds; and

17 (ii) the categories described in sub-
18 paragraph (C)(ii);

19 (E) persistence, retention, and completion
20 rates of students receiving such microgrants, as
21 compared to students not receiving microgrants;

22 (F) the number of new early childhood ed-
23 ucator preparation program partnerships
24 formed between community colleges or minor-

1 ity-serving institutions and area high schools as
2 a result of the grants;

3 (G) the number of students dual-enrolled
4 in high school and community college early
5 childhood educator preparation programs as a
6 result of the grants; and

7 (H) the number of students that completed
8 a degree or credential in a dual-enrollment pro-
9 gram as a result of the grants, in the aggregate
10 and disaggregated by degree or credential.

11 **SEC. 127. REPORT TO CONGRESS.**

12 The Secretary shall prepare and submit to Congress
13 an annual report on the grant program under this title
14 that includes—

15 (1) the results from the most recent evaluation
16 under section 126; and

17 (2) information regarding the progress made by
18 the grants based on the most recent reports sub-
19 mitted under sections 122(b), 123(c), 124(c), and
20 125(b).

21 **SEC. 128. NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES.**
22

23 (a) NONDISCRIMINATION.—No person in the United
24 States shall, on the basis of actual or perceived race, color,
25 religion, national origin, sex (which includes sexual ori-

1 entation, gender identity, pregnancy, childbirth, medical
2 conditions related to pregnancy or childbirth, or sex
3 stereotypes), or disability, be excluded from participation
4 in, be denied the benefits of, or be subjected to discrimina-
5 tion under any program or activity funded, in whole or
6 in part, with funds made available under this title or with
7 amounts appropriated for grants, contracts, or certificates
8 similar to a child care certificate as defined in section
9 658P of the Child Care and Development Block Grant Act
10 of 1990 (42 U.S.C. 9858n), administered with such funds.

11 (b) ENFORCEMENT.—Subsection (a) shall be en-
12 forced in the same manner and by the same means, as
13 if such subsection was incorporated in title VI of the Civil
14 Rights Act of 1964 (42 U.S.C. 2000d et seq.), and as if
15 a violation of subsection (a) was treated as if it was a
16 violation of section 601 of such Act (42 U.S.C. 2000d).

17 (c) RULE OF CONSTRUCTION.—Nothing in this sec-
18 tion shall be construed to alter or change any provisions
19 of section 658N of the Child Care and Development Block
20 Grant of 1990 (42 U.S.C. 9858l).

1 **TITLE II—CHILD CARE AND DE-**
2 **VELOPMENT BLOCK GRANT**
3 **PROGRAM**

4 **SEC. 201. ELIGIBILITY.**

5 (a) IN GENERAL.—Section 658P(4)(C)(i) of the
6 Child Care and Development Block Grant Act of 1990 (42
7 U.S.C. 9858n(4)(C)(i)) is amended by striking “job train-
8 ing or educational program” and inserting “job training
9 or educational program (which may be a program of study
10 at an institution of higher education (as defined in section
11 102 of the Higher Education Act of 1965 (20 U.S.C.
12 1002)), a program of secondary education, or a program
13 of study leading to the recognized equivalent of a sec-
14 ondary school diploma)”.

15 (b) PLAN REQUIREMENTS.—Section 658E(c)(2) of
16 such Act (42 U.S.C. 9858c(c)(2)) is amended by adding
17 at the end the following:

18 “(W) ELIGIBILITY STANDARDS.—The plan
19 shall contain an assurance that the State will
20 not use any requirement for the eligibility of a
21 child under this subchapter that is more restric-
22 tive than the requirements of (including regula-
23 tions issued under) this subchapter, such as a
24 family income standard, or a work, training, or
25 education standard, that is more restrictive

1 than the standards specified in section
2 658P(4).”.

3 **SEC. 202. CONFORMING AMENDMENTS.**

4 Section 658H(c) of the Child Care and Development
5 Block Grant Act of 1990 (42 U.S.C. 9858f(c)) is amend-
6 ed—

7 (1) in paragraph (1), in the matter preceding
8 subparagraph (A), by inserting “or a child care cen-
9 ter covered by section 123(b) of the Preparing and
10 Resourcing Our Student Parents and Early Child-
11 hood Teachers Act” before “if such”; and

12 (2) in paragraph (2), by inserting “, including
13 a child care center covered by section 123(b) of the
14 Preparing and Resourcing Our Student Parents and
15 Early Childhood Teachers Act,” before “shall be in-
16 eligible”.

17 **SEC. 203. INCREASED FEDERAL MATCHING PAYMENTS FOR**
18 **CHILD CARE.**

19 Section 418(a)(2)(C) of the Social Security Act (42
20 U.S.C. 618(a)(2)(C)) is amended to read as follows:

21 “(C) FEDERAL MATCHING OF STATE EX-
22 PENDITURES.—The Secretary shall pay to each
23 eligible State for a fiscal year an amount equal
24 to the lesser of—

1 “(i) the State’s allotment under sub-
2 paragraph (B); or

3 “(ii) the sum of—

4 “(I) in the case of a State that
5 provides payments for child care as-
6 sistance for infants and toddlers
7 (within the meaning of section 658G
8 of the Child Care and Development
9 Block Grant Act of 1990) at not less
10 than 75 percent of the market rates,
11 based on the most recent market rate
12 survey conducted under section
13 658E(c)(4)(B) of that Act or using an
14 alternative methodology, such as a
15 cost estimation model, that has been
16 developed by the State lead agency
17 and approved by the Administration
18 for Children and Families, taking into
19 account the geographic area, type of
20 child care, and age of the child, 90
21 percent of the State’s expenditures for
22 such assistance; and

23 “(II) the amount equal to the
24 Federal medical assistance percentage
25 that applies to the State for the fiscal

1 year under section 1905(b) (without
2 regard to any adjustments to such
3 percentage applicable under that sec-
4 tion or any other provision of law) of
5 so much of the State's expenditures
6 for child care in that fiscal year for
7 children other than infants and tod-
8 dlers.”.

9 **TITLE III—OUTREACH REGARD-**
10 **ING THE DEPENDENT CARE**
11 **ALLOWANCE FOR FEDERAL**
12 **STUDENT AID**

13 **SEC. 301. SHARING DEPENDENT CARE ALLOWANCE INFOR-**
14 **MATION FOR FEDERAL STUDENT AID.**

15 Section 132(h)(4) of the Higher Education Act of
16 1965 (20 U.S.C. 1015a(h)(4)) is amended—

17 (1) in the paragraph heading, by inserting
18 “AND INFORMATION” after “DISCLAIMER”;

19 (2) in subparagraph (B), by striking “and”
20 after the semicolon;

21 (3) in subparagraph (C), by striking the period
22 and inserting “; and”; and

23 (4) by adding at the end the following:

24 “(D) explaining—

1 “(i) that a student with a dependent
2 may be eligible to include a dependent care
3 allowance described in section 471(a)(8) in
4 the student’s cost of attendance;

5 “(ii) the effect that a dependent care
6 allowance may have on the amount of fi-
7 nancial aid available to the student from
8 the institution; and

9 “(iii) how to apply for the dependent
10 care allowance.”.