

116TH CONGRESS  
2D SESSION

# S. 3168

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.

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## IN THE SENATE OF THE UNITED STATES

JANUARY 8, 2020

Mr. BOOKER (for himself, Mrs. GILLIBRAND, Ms. HARRIS, Mr. HEINRICH, and Ms. WARREN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

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## 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”.

**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**

- See. 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 between birth and age 3 than at any later point in the child's lifetime.

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.

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.

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.

(11) Community colleges and minority-serving 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.

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

(B) is a full-time or part-time student at a community college or minority-serving institution 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.

(5) DUAL LANGUAGE LEARNER.—The term “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 edu-  
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.

- 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.

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.

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—

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.—

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 enrollment;  
2

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.

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

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

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                  ties 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-

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

3 **SEC. 113. AMOUNT, DURATION, AND ADMINISTRATION OF**  
4 **GRANTS.**

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

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

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

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

16 (c) **NUMBER OF GRANTS.**—

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

19 (2) **IMPACT, ACCESS, AND PIPELINE GRANTS.**—  
20 An eligible entity may receive multiple grants under  
21 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       ties);

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 ticipating 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;

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.

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;

(D) the demographics, including race, ethnicity, and gender of the staff and leadership of all child care centers supported under the grant;

(E) the most frequent times of the day and days of the week, and the average number of hours per week, that on-campus child care centers were used by community college or minority-serving institution student parents, and the child care hours per week provided to community college or minority-serving institution student parents, disaggregated by child care provided at nontraditional hours and traditional daytime, weekday child care;

(F) semester-to-semester persistence and fall-to-fall persistence rates of community college or minority-serving institution student parents with children enrolled in infant and toddler child care sponsored by the community college or minority-serving institution, compared to the persistence rate of community college or minority-serving institution student parents with children under 3 who are not enrolled in community college or minority-serving institution sponsored child care—

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

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.

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 pathways  
5 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 received 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

(F) the details of any partnerships or articulation agreements established with local public high schools or local 4-year degree-granting institutions of higher education.

(A) is first anonymized and does not reveal personally identifiable information about an individual student;

22 (B) does not include a number of individuals  
23 in any subgroup of students that is insufficient  
24 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-

lege or minority-serving institution student par-  
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 institu-  
16 tion 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

24

(A) the number of attendees for the child care professional development sessions coordinated by the eligible entity under the grants;

(B) the number of community colleges or minority-serving institutions that joined or established networks of child care providers as a result of the grants;

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

(D) the number of child care providers fluent in a language other than English that received professional development under the grants.

(3) For pipeline grants under section 125—

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

(B) the number of existing early childhood educator preparation programs that expanded course, certificate, or degree offerings as a result 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);

(E) persistence, retention, and completion rates of students receiving such microgrants, as 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-

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

21 SEC. 128. NONDISCRIMINATION IN PROGRAMS AND ACTIVI-  
22 TIES.

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 Preparing and 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), taking into account  
14                    the geographic area, type of child  
15                    care, and age of the child, 90 percent  
16                    of the State’s expenditures for such  
17                    assistance; and

18                         “(II) the amount equal to the  
19                     Federal medical assistance percentage  
20                     that applies to the State for the fiscal  
21                     year under section 1905(b) (without  
22                     regard to any adjustments to such  
23                     percentage applicable under that sec-  
24                     tion or any other provision of law) of  
25                     so much of the State’s expenditures

1 for child care in that fiscal year for  
2 children other than infants and tod-  
3 dlers.”.

4 **TITLE III—OUTREACH REGARD-  
5       ING THE DEPENDENT CARE  
6       ALLOWANCE FOR FEDERAL  
7       STUDENT AID**

8 **SEC. 301. SHARING DEPENDENT CARE ALLOWANCE INFOR-  
9       MATION FOR FEDERAL STUDENT AID.**

10 Section 132(h)(4) of the Higher Education Act of  
11 1965 (20 U.S.C. 1015a(h)(4)) is amended—

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

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

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

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

19               “(D) explaining—

20                       “(i) that a student with a dependent  
21                       may be eligible to include a dependent care  
22                       allowance described in section 471(a)(8) in  
23                       the student’s cost of attendance;

24                       “(ii) the effect that a dependent care  
25                       allowance may have on the amount of fi-

1 nancial aid available to the student from  
2 the institution; and  
3 “(iii) how to apply for the dependent  
4 care allowance.”.

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