

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

- 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-

laboration with existing child care agencies  
and organizations; or

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

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

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

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

disabilities or coordinating with service providers to deliver services under section 619 or part C of the Individuals with Disabilities Education Act (20 U.S.C. 1419; 1431 et seq.); and

(v) child care and aftercare for children age 3 and older, especially for children that age out of the infant and toddler child care program supported under this title, and for siblings of children enrolled in campus-sponsored infant and toddler care; and

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

(i) develop and teach courses on culturally responsive and linguistically responsive teaching in early childhood education; and

(ii) develop and teach courses on supporting infants and toddlers with disabilities who are under age 3.

(c) PREREQUISITES FOR ACCESS, IMPACT, AND PIPELINE GRANTS.—An eligible entity shall receive and timely 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-

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

(ii) the number of such child care providers that received professional development through the grant and graduated with an infant toddler credential, a child development associate credential, or associate degree related to early childhood development;

(C) the number of community colleges or minority-serving institutions that joined or established networks of child care providers;

(D) the number of State licensed child care spots created for children under 3 as a result of the training or microenterprise grants provided, in the aggregate and disaggregated by location in an infant and toddler child care desert, location in a community of color, and, for recipients of microenterprise grants under subsection (a)(6), race, ethnicity, and gender of recipient;

(E) the number of participants in 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           nority-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

24          124—

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

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), 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.”.

