

119TH CONGRESS
1ST SESSION

H. R. 2845

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

IN THE HOUSE OF REPRESENTATIVES

APRIL 10, 2025

Mrs. HAYES (for herself and Mr. NORCROSS) introduced the following bill; which was referred to the Committee on Education and Workforce, and in addition to the Committee on Ways and Means, for a period to be subsequently determined by the Speaker, in each case for consideration of such provisions as fall within the jurisdiction of the committee concerned

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 show that children
2 under age 3 that receive quality childcare 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) Of the more than 5,100,000 families with
7 young children that pay for childcare each year, 43
8 percent of parents pay unaffordable rates, as defined
9 by the Department of Health and Human Services
10 as more than 7 percent of income.

11 (4) In 2023, the average cost of childcare in the
12 United States was \$3,190 a month for nanny care,
13 \$1,230 a month for a daycare center, and \$992 a
14 month for home daycare, with families on average
15 spending 24 percent of their household income on
16 childcare expenses. Families pushed into poverty
17 from childcare expenses typically spend almost 28
18 percent of their income on childcare.

19 (5) According to a 2023 report, there are an es-
20 timated 5,400,000 college students with dependent
21 children.

22 (6) According to a 2020 report, only about five
23 percent of colleges and universities are providing the
24 child care slots that student parents need, leading to
25 long wait lists.

1 (7) Student parents are nearly twice as likely to
2 depart college prior to graduation than students
3 without children. Single mothers and Black parents,
4 especially fathers, are particularly likely to suspend
5 enrollment before completing their educational pro-
6 grams.

7 (8) The Child Care Access Means Parents in
8 School Federal Grant program under subpart 7 of
9 part A of title IV of the Higher Education Act of
10 1965 (20 U.S.C. 1070e et seq.) helps over 3,300
11 students at institutions of higher education afford
12 child care each year, but this program impacts just
13 0.5 percent of the entire student parent population,
14 and many institutions of higher education do not
15 open their subsidized child care programs to children
16 under age 3.

17 (9) The share of public academic institutions
18 offering childcare services has fallen in recent dec-
19 ades. Of public 4-year institutions of higher edu-
20 cation, 455 had on-campus day care for students'
21 children in 2005 compared to 369 in 2023. Of pub-
22 lic, 2-year institutions of higher education, 464 had
23 on-campus day care for students' children in 2005
24 compared to 304 in 2023.

1 (10) Student parents are more likely to be en-
2 rolled at community colleges and minority-serving
3 institutions than other institutions of higher edu-
4 cation. Over half of student mothers, 51 percent, at-
5 tend community and technical colleges.

6 (11) Community colleges and minority-serving
7 institutions lead the higher education sector in edu-
8 cating infant and toddler childcare providers, espe-
9 cially childcare providers of color, so they are the op-
10 timal actors for driving quality infant and toddler
11 childcare access in their regions.

12 **TITLE I—ESTABLISHMENT OF IN-**
13 **FANT AND TODDLER CHILD**
14 **CARE LEADERSHIP GRANTS**

15 **SEC. 101. PURPOSE.**

16 The purposes of this title are to expand access to in-
17 fant and toddler child care for children of students at pub-
18 lic community colleges and at minority-serving institutions
19 and to grow, diversify, and strengthen the workforce pipe-
20 line of highly effective infant and toddler child care pro-
21 viders, especially in communities of color and infant and
22 toddler child care deserts.

23 **SEC. 102. DEFINITIONS.**

24 In this title:

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

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

13 (A) is a parent or legal guardian of a child
14 who qualifies for infant and toddler child care;
15 and

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

19 (3) CULTURALLY RESPONSIVE TEACHING.—The
20 term “culturally responsive teaching” means teach-
21 ing—

22 (A) using the cultural characteristics, experi-
23 ences, and perspectives of ethnically diverse
24 students as conduits for teaching them more ef-
25 fectively; and

1 (B) based on understanding the influences
2 of race, culture, and ethnicity in teaching and
3 learning and using the cultural experiences and
4 contributions of different ethnic groups as in-
5 strumental tools for teaching academic and so-
6 cial knowledge and skills.

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

9 (A) means child care that—

10 (i) does not require prescheduling a
11 definite number of scheduled days or hours
12 per week; or

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

15 (B) includes child care described in sub-
16 paragraph (A) that requires parents to provide
17 24-hour notice before using the child care or
18 provides child care subject to availability.

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

21 (A) is acquiring 2 or more languages at
22 the same time; or

23 (B) is learning a second language while
24 continuing to develop the child’s first language,
25 including a child who may also be identified by

1 a State or locality as bilingual or limited
2 English proficient or as an English language
3 learner, an English learner, or a child who
4 speaks a language other than English.

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

9 (A) is designed to prepare individuals to
10 teach in early childhood settings serving chil-
11 dren between birth and age 5; and

12 (B) leads to a degree (including an associ-
13 ate’s, bachelor’s, or graduate degree) or a State
14 or nationally recognized credential enabling in-
15 dividuals to teach in early childhood settings,
16 including a child development associate creden-
17 tial or a State teaching license.

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

20 (A) a community college;

21 (B) a minority-serving institution; or

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

24 (8) FLEX INFANT AND TODDLER CHILD
25 CARE.—The term “flex infant and toddler child

1 care” means infant and toddler child care for which
2 a child is registered to attend weekly, but for a total
3 of less than five days per week.

4 (9) HIGH SCHOOL.—The term “high school”
5 has the meaning given the term in section 8101 of
6 the Elementary and Secondary Education Act of
7 1965 (20 U.S.C. 7801).

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

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

18 (12) INFANT OR TODDLER WITH A DIS-
19 ABILITY.—The term “infant or toddler with a dis-
20 ability” has the meaning given the term in section
21 632 of the Individuals with Disabilities Education
22 Act (20 U.S.C. 1432).

23 (13) LOW-INCOME.—The term “low-income”
24 means an individual from a family with an income
25 at or below 150 percent of the poverty line (as de-

1 fined by the Office of Management and Budget and
2 revised annually in accordance with section 673(2)
3 of the Community Services Block Grant Act) appli-
4 cable to a family of the size involved.

5 (14) MINORITY-SERVING INSTITUTION.—The
6 term “minority-serving institution” means an insti-
7 tution described in section 371(a) of the Higher
8 Education Act of 1965 (20 U.S.C. 1067q(a)).

9 (15) NONTRADITIONAL HOURS.—The term
10 “nontraditional hours” means—

11 (A) the hours before 9 a.m. and after 4
12 p.m.; and

13 (B) any hours during weekends, breaks
14 during the academic year, and holidays.

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

19 (17) SECRETARY.—The term “Secretary”
20 means the Secretary of Education.

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

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

4 **SEC. 103. AUTHORIZATION OF APPROPRIATIONS.**

5 There is authorized to be appropriated to carry out
6 this title a total of \$9,000,000,000 for fiscal years 2026
7 through 2030.

8 **Subtitle A—General Provisions**

9 **SEC. 111. PROGRAM AUTHORIZED.**

10 (a) IN GENERAL.—From amounts made available
11 under section 103, the Secretary shall award to eligible
12 entities—

13 (1) planning grants under section 122;

14 (2) access grants under section 123, which will
15 provide free high-quality child care for as many as
16 500,000 infants and toddlers who have a community
17 college or minority-serving institution student par-
18 ent, helping to reduce barriers that impact the abil-
19 ity of community college or minority-serving institu-
20 tion student parents attending community college or
21 a minority-serving institution to graduate, and re-
22 ducing their postgraduation debt;

23 (3) impact grants under section 124, which will
24 expand the supply and quality of child care in the
25 community by providing training, mentorship, tech-

1 nical support, and expansion funding to new and ex-
2 isting child care providers in the service area of the
3 eligible entity; and

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

6 (A) launch and expand early childhood ed-
7 ucator preparation programs; and

8 (B) form strategic partnerships with re-
9 gional institutions to expand, diversify, and
10 strengthen the workforce pipeline for infant and
11 toddler care providers.

12 (b) ADMINISTRATION.—In administering this title,
13 the Secretary shall—

14 (1) consult with the Secretary of Health and
15 Human Services with respect to all grants carried
16 out under this Act; and

17 (2) consult with the Administrator of the Small
18 Business Administration with respect to impact
19 grants carried out under section 124.

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

21 (a) APPLICATION.—

22 (1) IN GENERAL.—An eligible entity desiring a
23 grant under subtitle B shall submit an application to
24 the Secretary at such time, in such manner, and

1 containing such information as the Secretary may
2 require.

3 (2) CONTENTS.—An application submitted
4 under paragraph (1) shall include—

5 (A) a landscape review on the need for in-
6 fant and toddler child care within the current
7 and prospective student populations of the eligi-
8 ble entity and in the broader service area of the
9 eligible entity, with an emphasis on community
10 college or minority-serving institution student
11 parents in communities of color and low-income
12 parents;

13 (B) a landscape review of the infant and
14 toddler child care workforce within the service
15 area of the eligible entity;

16 (C) a high-level vision (which, in the case
17 of an eligible entity desiring a planning grant
18 under section 122, will be clarified and adjusted
19 through the needs assessment and activities
20 carried out under the grant) for how to leverage
21 1 or more access, impact, or pipeline grants
22 under subtitle B to enhance access and quality
23 in the infant and toddler child care landscape of
24 the service area of the eligible entity;

1 (D) a description of how the eligible entity
2 will advance child development (including social
3 and emotional development), family engage-
4 ment, and culturally responsive and linguis-
5 tically responsive pedagogy for infant and tod-
6 dler child care within its child care center or
7 early childhood education programs (as applica-
8 ble), through professional development, required
9 coursework, or targeted outreach and enroll-
10 ment;

11 (E) an assurance that the eligible entity
12 will submit annual reports that document how
13 funds were allocated and the impact of the
14 grant;

15 (F) a commitment that wages for child
16 care staff at each on-campus child care center
17 of a participating community college or minor-
18 ity-serving institution during the grant period
19 shall be—

20 (i) comparable to wages for elemen-
21 tary educators with similar credentials and
22 experience in the State; and

23 (ii) at a minimum, at a rate that is
24 enough to provide a living wage for all
25 child care staff; and

1 (G) in the case of an impact, access, or
2 pipeline grant under subtitle B, an assurance
3 that the eligible entity will continue to convene
4 and consult an infant and toddler child care
5 committee described in section 122(a)(1).

6 (b) SELECTION CRITERIA.—

7 (1) IN GENERAL.—The Secretary shall award
8 grants under subtitle B on a competitive basis, in
9 accordance with the priorities described in para-
10 graph (2), and in a manner that supports eligible
11 entities that—

12 (A) enroll a high percentage of students
13 who are eligible for a Federal Pell Grant under
14 section 401 of the Higher Education Act of
15 1965 (20 U.S.C. 1070a) and who have children
16 under age 3;

17 (B) are located within or in the immediate
18 vicinity of an infant and toddler child care
19 desert; or

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

21 (i) in the case of a planning grant
22 under section 122, carrying out the activi-
23 ties of the planning grant;

24 (ii) in the case of an access grant
25 under section 123, expanding access to

1 free infant and toddler child care for com-
2 munity college or minority-serving institu-
3 tion student parents;

4 (iii) in the case of an impact grant
5 under section 124, expanding the supply
6 and quality of child care in the community
7 by providing training, mentorship, tech-
8 nical support, and startup funding, in col-
9 laboration with existing child care agencies
10 and organizations; or

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

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

1 (A) first, ensure that not less than 80 per-
2 cent of the funds appropriated for grants under
3 subtitle B are awarded to eligible entities that
4 are eligible institutions, as defined in section
5 312(b) of the Higher Education Act of 1965
6 (20 U.S.C. 1058(b));

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

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

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

18 (A) applications for access grants under
19 section 123 that will provide—

20 (i) infant and toddler child care for
21 children of all ages between birth and age
22 3;

23 (ii) infant and toddler child care avail-
24 able during nontraditional hours;

1 (iii) infant and toddler child care that
2 has the supports and staffing needed for
3 children who are dual language learners;

4 (iv) infant and toddler child care that
5 has the supports and staffing needed for
6 children in need of trauma-informed care
7 and infants and toddlers with disabilities,
8 which may include providing training for
9 infant and toddler child care staff to sup-
10 port the needs of infants and toddlers with
11 disabilities or coordinating with service
12 providers to deliver services under section
13 619 or part C of the Individuals with Dis-
14 abilities Education Act (20 U.S.C. 1419;
15 1431 et seq.); and

16 (v) child care and aftercare for chil-
17 dren age 3 and older, especially for chil-
18 dren that age out of the infant and toddler
19 child care program supported under this
20 title, and for siblings of children enrolled
21 in campus-sponsored infant and toddler
22 child care; and

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

1 (i) develop and teach courses on cul-
2 turally responsive and linguistically respon-
3 sive teaching in early childhood education;
4 and

5 (ii) develop and teach courses on sup-
6 porting infants and toddlers with disabil-
7 ities who are under age 3.

8 (c) PREREQUISITES FOR ACCESS, IMPACT, AND PIPE-
9 LINE GRANTS.—An eligible entity shall receive and timely
10 complete all requirements of a planning grant under sec-
11 tion 122 before receiving an access, impact, or pipeline
12 grant under section 123, 124, or 125.

13 **SEC. 113. AMOUNT, DURATION, AND ADMINISTRATION OF**
14 **GRANTS.**

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

18 (1) in the case of a grant awarded to an indi-
19 vidual community college or minority-serving institu-
20 tion, not more than \$20,000,000; and

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

24 (b) DURATION OF GRANTS.—A grant awarded under
25 subtitle B shall be for a period of 4 years, except that

1 a planning grant awarded under section 122 shall be for
2 a period of 1 year.

3 (c) NUMBER OF GRANTS.—

4 (1) PLANNING GRANTS.—No eligible entity
5 shall receive more than 1 planning grant under sec-
6 tion 122.

7 (2) IMPACT, ACCESS, AND PIPELINE GRANTS.—

8 An eligible entity may receive multiple grants under
9 sections 123, 124, and 125, including 2 or more
10 grants under different sections for the same grant
11 period or for overlapping grant periods.

12 (d) ANNUAL GRANT COMPETITIONS.—The Secretary
13 shall conduct annual grant competitions for the grants
14 under subtitle B.

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

1 **Subtitle B—Planning and**
2 **Implementation Grants**

3 **SEC. 121. GRANTS AUTHORIZED.**

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

6 (1) planning grants under section 122, to en-
7 able the eligible entities to assess the infant and tod-
8 dler child care needs of current and prospective com-
9 munity college or minority-serving institution stu-
10 dent parents and the surrounding community and
11 develop a detailed proposal to address such needs;

12 (2) access grants under section 123, which will
13 provide free high-quality child care for up to
14 500,000 children under the age of 3 of community
15 college or minority-serving institution student par-
16 ents, helping to reduce barriers that impact the abil-
17 ity of community college or minority-serving institu-
18 tion student parents to graduate, and reducing their
19 postgraduation debt;

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

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

3 (A) launch and expand early childhood ed-
4 ucator preparation programs; and

5 (B) form strategic partnerships with re-
6 gional institutions to expand, diversify, and
7 strengthen the workforce pipeline for infant and
8 toddler child care providers.

9 **SEC. 122. PLANNING GRANTS.**

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

12 (1) establish an infant and toddler child care
13 committee that is reflective and inclusive of the com-
14 munity being served and composed of members who
15 are—

16 (A) student parents at the participating
17 community college or minority-serving institu-
18 tion;

19 (B) faculty of any participating community
20 college or minority-serving institution;

21 (C) representatives of a local educational
22 agency (as defined in section 8101 of the Ele-
23 mentary and Secondary Education Act of 1965
24 (20 U.S.C. 7801)) serving the service area of
25 the eligible entity;

1 (D) where applicable, a local public charter
2 school provider;

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

5 (F) infant and toddler child care profes-
6 sionals (such as representatives from a local
7 Head Start or Early Head Start program,
8 home-based infant and toddler child care pro-
9 viders, and child care providers with expertise
10 working with infants or toddlers with disabil-
11 ities);

12 (2) conduct an infant and toddler child care
13 needs assessment of current and prospective commu-
14 nity college or minority-serving institution student
15 parents, the infant and toddler child care workforce,
16 and the service area of the eligible entity, that in-
17 cludes information on the level of need for—

18 (A) infant and toddler child care during
19 nontraditional hours;

20 (B) 3-year-old child care, toddler care, and
21 infant care;

22 (C) care for infants and toddlers with dis-
23 abilities;

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

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

3 (3) begin research, outreach, and planning for
4 expanding access to free infant and toddler child
5 care for community college or minority-serving insti-
6 tution student parents, which may include drafting
7 a delivery agreement with infant and toddler child
8 care providers in the community to provide infant
9 and toddler child care to community college or mi-
10 nority-serving institution student parents; and

11 (4) develop a detailed proposal, with a focus on
12 the needs of parents of children under age 3, to ad-
13 dress those needs, which may include applying for
14 an impact, access, or pipeline grant under section
15 123, 124, or 125.

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

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

22 (2) the detailed proposal developed under sub-
23 section (a)(4); and

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

4 **SEC. 123. ACCESS GRANTS PROVIDING INFANT AND TOD-**
5 **DLER CHILD CARE FOR COMMUNITY COL-**
6 **LEGE OR MINORITY-SERVING INSTITUTION**
7 **STUDENT PARENTS.**

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

13 (1) Paying the infant and toddler child care
14 costs of community college or minority-serving insti-
15 tution student parents at an on-campus child care
16 center, State licensed off-campus child care center,
17 or State licensed or registered home-based child care
18 provider.

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

21 (B) contracting with a child care provider that
22 is operating 1 or more child care centers (as of the
23 date of the contract) to operate an on-campus child
24 care center that provides infant and toddler child
25 care.

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

5 (4) Expanding the resources for existing on-
6 campus child care centers, as of the date of the ap-
7 plication for the grant, by—

8 (A) expanding the space of the center for
9 infant and toddler child care;

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

12 (C) hiring staff to accommodate additional
13 children under the age of 3.

14 (5) Lengthening the hours of an existing on-
15 campus infant and toddler child care center or keep-
16 ing the on-campus infant and toddler child care cen-
17 ter open during breaks (including summer).

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

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

24 (A) satisfies the standards that apply to
25 alterations or (as applicable) new construction

1 under title II or III of the Americans with Dis-
2 abilities Act of 1990 (42 U.S.C. 12131 et seq.,
3 12181 et seq.), as the case may be; and

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

9 (ii) is accredited through the National As-
10 sociation for the Education of Young Children
11 or another organization of similar expertise, as
12 determined by the Secretary.

13 (b) REQUIREMENTS OF ON-CAMPUS CHILD CARE
14 CENTERS.—In order for an on-campus child care center
15 of a community college or minority-serving institution par-
16 ticipating in an eligible entity to be supported with funds
17 from a grant under this section, the on-campus child care
18 center shall meet the following requirements:

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

23 (2) Children of community college or minority-
24 serving institution student parents shall receive pri-
25 ority enrollment in the child care center, with pri-

1 ority going first to low-income community college or
2 minority-serving institution student parents, al-
3 though dependents of faculty and staff of the com-
4 munity college or minority-serving institution and
5 community members may be enrolled once the en-
6 rollment needs of all requesting community college
7 or minority-serving institution student parents are
8 fulfilled.

9 (3) The child care center shall provide infant
10 and toddler child care to children of community col-
11 lege or minority-serving institution student parents,
12 without regard as to whether the parent is a full-
13 time or part-time student.

14 (4) Not less than 85 percent of the community
15 college or minority-serving institution student par-
16 ents using the on-campus child care center for infant
17 and toddler child care shall be eligible to receive
18 Federal Pell Grants under section 401 of the Higher
19 Education Act of 1965 (20 U.S.C. 1070a), except
20 that the Secretary may grant a waiver from this re-
21 quirement if the Secretary determines necessary.

22 (5) The child care center shall provide drop-in
23 infant and toddler child care for community college
24 and minority-serving institution student parents and
25 may not impose minimum enrollment requirements

1 for children of community college or minority-serving
2 institution student parents. The Secretary shall pro-
3 mulgate regulations that specify the percentage of
4 infant and toddler child care slots that must be re-
5 served for drop-in infant and toddler child care
6 under this paragraph.

7 (6) The child care center—

8 (A) shall provide infant and toddler child
9 care for children under the age of 3 (as of the
10 first day of the academic year of the community
11 college or minority-serving institution sup-
12 porting the child care center) of community col-
13 lege and minority-serving institution student
14 parents for free;

15 (B) may charge faculty and staff of the
16 community college or minority institution and
17 community members fees, using a sliding scale
18 based on family income, to enroll their children
19 in the child care center; and

20 (C) shall comply with the suspension and
21 expulsion performance standard for Head Start
22 programs under section 1302.17 of title 45,
23 Code of Federal Regulations, or any successor
24 standard.

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

3 (i) were community college or minority-
4 serving institution student parents during any
5 reasonable or unavoidable break in the parents'
6 enrollment; or

7 (ii) transferred from a community college
8 to a 4-year minority-serving institution during
9 the student's enrollment at the 4-year institu-
10 tion.

11 (B) The child care center may charge a parent
12 described in subparagraph (A) a fee for the child
13 care services provided during the period when the
14 parent is not enrolled in the community college or
15 minority-serving institution, using a sliding scale
16 based on family income during this period, as long
17 as the fee does not exceed 7 percent of the family's
18 income.

19 (8) The child care center shall pay its child care
20 staff a wage that—

21 (A) is comparable to wages for elementary
22 educators with similar credentials and experi-
23 ence in the State; and

1 (B) at a minimum, provides a living wage
2 for all child care staff of the child care center;
3 and

4 (9) The child care center, if not a child care
5 provider covered by subsection (c) of section 658H
6 of the Child Care and Development Block Grant Act
7 of 1990 (42 U.S.C. 9858f), shall comply with that
8 section in the same manner and to the same extent
9 as such a child care provider, with respect to back-
10 ground checks for child care staff members (includ-
11 ing prospective child care staff members) for the
12 center.

13 (c) CONSULTATION AND REPORTS.—

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

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

24 (A) the number of community college or
25 minority-serving institution student parents

1 that received access to State licensed or reg-
2 istered child care because of the grant, in the
3 aggregate and disaggregated by age, gender,
4 race and ethnicity, family income, disability sta-
5 tus, and full-time or part-time enrollment sta-
6 tus in the community college or minority-serv-
7 ing institution;

8 (B) the number of children under age 3
9 enrolled in each on-campus child care center
10 supported under the grant, disaggregated by
11 age, gender, disability status, marital status of
12 parents, and race and ethnicity;

13 (C) for each on-campus child care center
14 supported under the grant, the number of sus-
15 pensions of children enrolled in the child care
16 center, in the aggregate and disaggregated by
17 race and ethnicity, gender, and disability status;

18 (D) the demographics, including race, eth-
19 nicity, and gender of the staff and leadership of
20 all child care centers supported under the
21 grant;

22 (E) the most frequent times of the day and
23 days of the week, and the average number of
24 hours per week, that on-campus child care cen-
25 ters were used by community college or minor-

1 ity-serving institution student parents, and the
2 child care hours per week provided to commu-
3 nity college or minority-serving institution stu-
4 dent parents, disaggregated by child care pro-
5 vided at nontraditional hours and traditional
6 daytime, weekday child care;

7 (F) semester-to-semester persistence and
8 fall-to-fall persistence rates of community col-
9 lege or minority-serving institution student par-
10 ents with children enrolled in infant and toddler
11 child care sponsored by the community college
12 or minority-serving institution, compared to the
13 persistence rate of community college or minor-
14 ity-serving institution student parents with chil-
15 dren under 3 who are not enrolled in commu-
16 nity college or minority-serving institution spon-
17 sored child care—

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

20 (ii) in the aggregate and
21 disaggregated as described in subpara-
22 graph (A) and by the age of the children
23 of the community college or minority-serv-
24 ing institution students;

1 (G) the degree or certificate completion
2 rate of community college minority-serving in-
3 stitution student parents with children enrolled
4 in child care that is sponsored by the commu-
5 nity college or minority-serving institution and
6 is not infant and toddler child care, in the ag-
7 gregate and disaggregated as described in such
8 subparagraph and by the age of the children of
9 the community college or minority-serving insti-
10 tution student parents; and

11 (H) if grant funds are used to renovate
12 campus facilities under subsection (a)(7), proof
13 of the on-campus child care center's compliance
14 with the standards that apply to alterations or
15 (as applicable) new construction under title II
16 or III of the Americans with Disabilities Act of
17 1990 (42 U.S.C. 12131 et seq., 12181 et seq.),
18 as the case may be.

19 (3) CROSS-TABULATION.—In each report sub-
20 mitted by an eligible entity under paragraph (2), the
21 eligible entity shall also provide the information de-
22 scribed in subparagraphs (A), (B), (C), and (F)(ii)
23 of such paragraph cross-tabulated by, at a min-
24 imum, gender, disability status, and each major ra-

1 cial and ethnic group, which shall be presented in a
2 manner that—

3 (A) is first anonymized and does not reveal
4 personally identifiable information about an in-
5 dividual community college or minority-serving
6 institution student parent or child enrolled in
7 the child care center;

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

15 (C) is consistent with the requirements of
16 section 444 of the General Education Provi-
17 sions Act (20 U.S.C. 1232g, commonly known
18 as the “Family Educational Rights and Privacy
19 Act of 1974”).

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

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

24 (2) whose activities involve the care or super-
25 vision of children for, or unsupervised access to chil-

1 dren who are cared for or supervised by, such a
2 child care center.

3 **SEC. 124. IMPACT GRANTS.**

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

12 (1) Contracting with local child care resource
13 and referral organizations to support onsite technical
14 assistance for child care providers, and training,
15 mentorships, and business technical assistance re-
16 lated to existing (as of the date of the grant) or new
17 start-up child care programs.

18 (2) Contracting with local child care resource
19 and referral organizations to provide staffed family
20 child care networks, such as a hub that supports a
21 group of home-based child care providers to promote
22 high-quality child care.

23 (3) Establishing a network of child care pro-
24 viders in the community, or partnering with an ex-
25 isting, as of the date of application, provider or net-

1 work (such as an Early Head Start program oper-
2 ating in the community) to facilitate provider access
3 to training, coaching, mentorship, licensure, tech-
4 nical support, and expansion funding.

5 (4) Developing content for training for commu-
6 nity child care providers (including home-based pro-
7 viders and unlicensed providers) on strong child care
8 business practices and other supports and training
9 the providers may require.

10 (5) Compensating qualified individuals to de-
11 liver training for community members on providing
12 high-quality child care.

13 (6) Awarding microenterprise grants for State
14 licensed, qualified early childhood education profes-
15 sionals, State licensed child care centers, and State
16 licensed or registered home-based child care pro-
17 viders to open a child care program that provides in-
18 fant and toddler child care, or to expand infant and
19 toddler child care (including expanding access to
20 serve infants or toddlers with disabilities) at a child
21 care program in areas with low access to affordable,
22 quality infant and toddler child care.

23 (7) Developing and communicating clear path-
24 ways for community child care providers and current
25 and prospective students of infant and toddler child

1 care education, particularly individuals with low in-
2 comes and from historically underrepresented
3 groups, to take advantage of professional develop-
4 ment, certificate, and associate degree offerings, for
5 the purpose of advancing their skills and careers.

6 (8) Prioritizing child care programs, pathways,
7 and resources in communities of color and low-in-
8 come communities.

9 (9) Developing and delivering child care profes-
10 sional development and courses in languages other
11 than English.

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

16 (1) a portion of the professional development is
17 open, available, and easily accessible to unlicensed
18 child care providers and a portion of the professional
19 development is available to State licensed or reg-
20 istered child care providers; and

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

24 (c) CONSULTATION AND REPORTS.—

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

10 (2) REPORTS.—An eligible entity receiving a
11 grant under this section shall, for each year of the
12 grant, prepare and submit a report to the Secretary
13 that includes—

14 (A) the number of child care providers that
15 attended child care professional development
16 sessions coordinated by the eligible entity under
17 the grant, and the type of training received;

18 (B)(i) the number of child care providers
19 fluent in a language other than English that re-
20 ceived professional development through the
21 grant, including the number of such child care
22 providers reached through the development and
23 delivery of coursework in languages other than
24 English; and

1 (ii) the number of such child care providers
2 that received professional development through
3 the grant and graduated with an infant toddler
4 credential, a child development associate cre-
5 dential, or associate degree related to early
6 childhood development;

7 (C) the number of community colleges or
8 minority-serving institutions that joined or es-
9 tablished networks of child care providers;

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

19 (E) the number of participants in
20 mentorship programs supported under the
21 grant, in the aggregate and disaggregated by
22 race, ethnicity, and gender; and

23 (F) the number of community child care
24 providers receiving technical support from the
25 on-campus child care center or network or the

1 child care resource and referral agency under
2 the grant.

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

9 (A) is first anonymized and does not reveal
10 personally identifiable information about an in-
11 dividual participant in a mentorship program;

12 (B) does not include a number of individ-
13 uals in any subgroup of mentorship program
14 participants that is insufficient to yield statis-
15 tically reliable information or that would reveal
16 personally identifiable information about an in-
17 dividual; and

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

23 **SEC. 125. PIPELINE GRANTS.**

24 (a) USE OF FUNDS.—Grants awarded under this sec-
25 tion shall be used by eligible entities to grow and strength-

1 en the workforce pipeline of highly effective infant and
2 toddler child care providers, especially such providers serv-
3 ing infant and toddler child care deserts, through carrying
4 out 1 or more of the following activities:

5 (1) Establishing—

6 (A) an associate degree program that in-
7 cludes not less than 2 courses specifically on in-
8 fants and toddlers; or

9 (B) a stackable child development associate
10 credential, infant toddler credential, or early
11 childhood education certificate, that can be in-
12 corporated into a higher-level credential or cer-
13 tificate.

14 (2) Hiring faculty to adopt and teach previously
15 developed competency-based high-quality infant-tod-
16 dler courses, or to develop and teach infant-toddler
17 courses, which may include courses required for an
18 infant or toddler care certificate, such as courses on
19 child growth and development, the physical and nu-
20 tritional needs of children, communicating with fam-
21 ilies, language development, child mental health,
22 supporting infants and toddlers with disabilities, and
23 effective interactions with children.

24 (3) Developing and executing a plan for in-
25 creased coordination between an early childhood edu-

1 educator preparation program of a participating com-
2 munity college or minority-serving institution and an
3 on-campus child care center of the community col-
4 lege or minority-serving institution, to enhance the
5 quality of both the child care and the early childhood
6 educator preparation program.

7 (4) Creating or enhancing a partnership be-
8 tween a participating community college and a 4-
9 year degree-granting institution, to support and co-
10 ordinate associate degree programs or provide for
11 articulation agreements in early childhood education
12 with related baccalaureate degree programs.

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

18 (6) Awarding microgrants to students in early
19 childhood educator preparation programs for tuition,
20 books, transportation, permitting or licensing fees,
21 apprenticeships, and time spent doing practicum
22 work.

23 (7) Developing and teaching courses on cul-
24 turally responsive teaching in early childhood edu-
25 cation.

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

9 (b) CONSULTATION AND REPORTS.—

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

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

20 (A) the number of students that enrolled
21 in early childhood educator preparation pro-
22 grams due to the support provided by the
23 grant, in the aggregate and disaggregated by
24 credential or degree type of the program and by
25 age, gender, race or ethnic group, ability to

1 speak a second language, family income level,
2 disability status, and full-time or part-time stu-
3 dent status;

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

14 (C) the persistence, retention, and comple-
15 tion rates of students receiving the microgrants,
16 as compared to such rates for students not re-
17 ceiving the microgrants;

18 (D) the number of students dual-enrolled
19 in high school and a community college or mi-
20 nority-serving institution early childhood educa-
21 tor preparation program;

22 (E) the number of students that completed
23 degrees, certificates, or credentials in dual-en-
24 rollment programs, in the aggregate and

1 disaggregated by degree, certificate, and creden-
2 tial type; and

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

7 (3) CROSS-TABULATION.—In each report sub-
8 mitted by an eligible entity under paragraph (2), the
9 eligible entity shall also provide the information de-
10 scribed in subparagraphs (A) and (B) of such para-
11 graph cross-tabulated by, at a minimum, gender,
12 each major racial and ethnic group, and disability
13 status, 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 student;

17 (B) does not include a number of individ-
18 uals in any subgroup of students that is insuffi-
19 cient to yield statistically reliable information or
20 that would reveal personally identifiable infor-
21 mation about an individual; and

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

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

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

4 For each year of the grant program under this title,
5 the Secretary shall evaluate the effectiveness of grants
6 under chapter 1. Each evaluation shall include the fol-
7 lowing criteria:

8 (1) For access grants awarded under section
9 123—

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

18 (B) the most frequent times, and the aver-
19 age number of hours per week, that on-campus
20 child care centers were used by community col-
21 lege or minority-serving institution student par-
22 ents;

23 (C) semester-to-semester persistence and
24 fall-to-fall persistence rates of community col-
25 lege or minority-serving institution student par-

1 ents with children enrolled in infant or toddler
2 child care sponsored by the community college
3 or minority-serving institution, compared to
4 such rate for students with children not en-
5 rolled in the community college or minority-
6 serving institution child care program, in the
7 aggregate and disaggregated by the categories
8 described in subparagraph (A); and

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

18 (2) For impact grants awarded under section

19 124—

20 (A) the number of attendees for the child
21 care professional development sessions coordi-
22 nated by the eligible entity under the grants;

23 (B) the number of community colleges or
24 minority-serving institutions that joined or es-

1 tablISHED networks of child care providers as a
2 result of the grants;

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

9 (D) the number of child care providers flu-
10 ent in a language other than English that re-
11 ceived professional development under the
12 grants.

13 (3) For pipeline grants under section 125—

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

17 (B) the number of existing early childhood
18 educator preparation programs that expanded
19 course, certificate, or degree offerings as a re-
20 sult of funding under the grants;

21 (C) the number of students that enrolled
22 in early childhood educator preparation pro-
23 grams because of funding provided under the
24 grants, in the aggregate and disaggregated
25 by—

1 (i) type of degree or credential; and

2 (ii) student age, gender, race or ethnic
3 group, second language ability, family in-
4 come level, disability status, and status as
5 enrolled full- or part-time;

6 (D) the amount of funds allocated to early
7 childhood educator preparation program stu-
8 dents through microgrants supported under sec-
9 tion 125(a)(6), in the aggregate and
10 disaggregated by—

11 (i) category of usage of funds; and

12 (ii) the categories described in sub-
13 paragraph (C)(ii);

14 (E) persistence, retention, and completion
15 rates of students receiving such microgrants, as
16 compared to students not receiving microgrants;

17 (F) the number of new early childhood ed-
18 ucator preparation program partnerships
19 formed between community colleges or minor-
20 ity-serving institutions and area high schools as
21 a result of the grants;

22 (G) the number of students dual-enrolled
23 in high school and community college early
24 childhood educator preparation programs as a
25 result of the grants; and

1 (H) the number of students that completed
2 a degree or credential in a dual-enrollment pro-
3 gram as a result of the grants, in the aggregate
4 and disaggregated by degree or credential.

5 **SEC. 127. REPORT TO CONGRESS.**

6 The Secretary shall prepare and submit to Congress
7 an annual report on the grant program under this title
8 that includes—

9 (1) the results from the most recent evaluation
10 under section 126; and

11 (2) information regarding the progress made by
12 the grants based on the most recent reports sub-
13 mitted under sections 122(b), 123(c), 124(c), and
14 125(b).

15 **SEC. 128. NONDISCRIMINATION IN PROGRAMS AND ACTIVI-**
16 **TIES.**

17 (a) NONDISCRIMINATION.—No person in the United
18 States shall, on the basis of actual or perceived race, color,
19 religion, national origin, sex (which includes sexual ori-
20 entation, gender identity, pregnancy, childbirth, medical
21 conditions related to pregnancy or childbirth, or sex
22 stereotypes), or disability, be excluded from participation
23 in, be denied the benefits of, or be subjected to discrimina-
24 tion under any program or activity funded, in whole or
25 in part, with funds made available under this title or with

1 amounts appropriated for grants, contracts, or certificates
2 similar to a child care certificate as defined in section
3 658P of the Child Care and Development Block Grant Act
4 of 1990 (42 U.S.C. 9858n), administered with such funds.

5 (b) ENFORCEMENT.—Subsection (a) shall be en-
6 forced in the same manner and by the same means, as
7 if such subsection was incorporated in title VI of the Civil
8 Rights Act of 1964 (42 U.S.C. 2000d et seq.), and as if
9 a violation of subsection (a) was treated as if it was a
10 violation of section 601 of such Act (42 U.S.C. 2000d).

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

15 **TITLE II—CHILD CARE AND DE-** 16 **VELOPMENT BLOCK GRANT** 17 **PROGRAM**

18 **SEC. 201. ELIGIBILITY.**

19 (a) IN GENERAL.—Section 658P(4)(C)(i) of the
20 Child Care and Development Block Grant Act of 1990 (42
21 U.S.C. 9858n(4)(C)(i)) is amended by striking “job train-
22 ing or educational program” and inserting “job training
23 or educational program (which may be a program of study
24 at an institution of higher education (as defined in section
25 102 of the Higher Education Act of 1965 (20 U.S.C.

1 1002)), a program of secondary education, or a program
2 of study leading to the recognized equivalent of a sec-
3 ondary school diploma)”.
4

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

8 “(W) ELIGIBILITY STANDARDS.—The plan
9 shall contain an assurance that the State will
10 not use any requirement for the eligibility of a
11 child under this subchapter that is more restric-
12 tive than the requirements of (including regula-
13 tions issued under) this subchapter, such as a
14 family income standard, or a work, training, or
15 education standard, that is more restrictive
16 than the standards specified in section
17 658P(4).”.

18 **SEC. 202. CONFORMING AMENDMENTS.**

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

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

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

6 **SEC. 203. INCREASED FEDERAL MATCHING PAYMENTS FOR**
7 **CHILD CARE.**

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

10 “(C) FEDERAL MATCHING OF STATE EX-
11 PENDITURES.—The Secretary shall pay to each
12 eligible State for a fiscal year an amount equal
13 to the lesser of—

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

16 “(ii) the sum of—

17 “(I) in the case of a State that
18 provides payments for child care as-
19 sistance for infants and toddlers
20 (within the meaning of section 658G
21 of the Child Care and Development
22 Block Grant Act of 1990) at not less
23 than 75 percent of the market rates,
24 based on the most recent market rate
25 survey conducted under section

1 658E(c)(4)(B) of that Act or using an
2 alternative methodology, such as a
3 cost estimation model, that has been
4 developed by the State lead agency
5 and approved by the Administration
6 for Children and Families, taking into
7 account the geographic area, type of
8 child care, and age of the child, 90
9 percent of the State’s expenditures for
10 such assistance; and

11 “(II) the amount equal to the
12 Federal medical assistance percentage
13 that applies to the State for the fiscal
14 year under section 1905(b) (without
15 regard to any adjustments to such
16 percentage applicable under that sec-
17 tion or any other provision of law) of
18 so much of the State’s expenditures
19 for child care in that fiscal year for
20 children other than infants and tod-
21 dlers.”.

1 **TITLE III—OUTREACH REGARD-**
2 **ING THE DEPENDENT CARE**
3 **ALLOWANCE FOR FEDERAL**
4 **STUDENT AID**

5 **SEC. 301. SHARING DEPENDENT CARE ALLOWANCE INFOR-**
6 **MATION FOR FEDERAL STUDENT AID.**

7 Section 132(h)(4) of the Higher Education Act of
8 1965 (20 U.S.C. 1015a(h)(4)) is amended—

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

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

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

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

16 “(D) explaining—

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

21 “(ii) the effect that a dependent care
22 allowance may have on the amount of fi-
23 nancial aid available to the student from
24 the institution; and

1 “(iii) how to apply for the dependent
2 care allowance.”.

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