116TH CONGRESS  
1ST SESSION  

S. _____

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

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IN THE SENATE OF THE UNITED STATES

Mr. BOOKER introduced the following bill; which was read twice and referred to the Committee on ________

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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
4 SECTION 1. SHORT TITLE.
5 This Act may be cited as the “Preparing and
6 Resourcing Our Student Parents and Early Childhood
7 Teachers Act” or the “PROSPECT Act”.

MP5 6B BW6
SEC. 2. TABLE OF CONTENTS.

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

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

SEC. 3. FINDINGS.

Congress finds the following:

(1) A child’s brain grows at a faster rate between birth and age 3 than at any later point in the child’s lifetime.
(2) Decades of research shows that children under age 3 that receive quality child care are more likely to have the behavioral, cognitive, and language skills development necessary for success in school, college, and life.

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

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

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

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

(7) Student parents were 20 percent more likely to leave college without a degree than students without children.
(8) The Child Care Access Means Parents in School Federal Grant program under subpart 7 of part A of title IV of the Higher Education Act of 1965 (20 U.S.C. 1070e et seq.) helps over 3,300 students at institutions of higher education afford child care each year, but this program impacts just 0.5 percent of the entire student parent population, and many institutions of higher education do not open their subsidized child care programs to children under age 3.

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

(10) Student parents are more likely to be enrolled at community colleges and minority-serving institutions than other institutions of higher education. Over a quarter of all community college students are parents, and in the 2015–2016 academic year, 40 percent of black women attending college were parents, 3 times the rate for white male college students.

(11) Community colleges and minority-serving institutions lead the higher education sector in edu-
cating infant and toddler child care providers, especially child care providers of color, so they are the optimal actors for driving quality infant and toddler child care access in their regions.

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

**SEC. 101. PURPOSE.**

The purposes of this title are to expand access to infant and toddler child care for children of students at public community colleges and at minority-serving institutions and to grow, diversify, and strengthen the workforce pipeline of highly effective infant and toddler child care providers, especially in communities of color and infant and toddler child care deserts.

**SEC. 102. DEFINITIONS.**

In this title:

(1) **COMMUNITY COLLEGE.**—The term “community college” means a public institution of higher education, as defined in section 101(a) of the Higher Education Act of 1965 (20 U.S.C. 1001(a)), that provides an educational program of not less than 2 years that culminates in an associate degree and is acceptable for full credit toward a baccalaureate degree.
(2) Community college or minority-serving institution student parent.—The term “community college or minority-serving institution student parent” means an individual who—

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

(B) is a full-time or part-time student at a community college or minority-serving institution participating in an eligible entity.

(3) Culturally responsive teaching.—The term “culturally responsive teaching” means teaching—

(A) using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively; and

(B) based on understanding the influences of race, culture, and ethnicity in teaching and learning and using the cultural experiences and contributions of different ethnic groups as instrumental tools for teaching academic and social knowledge and skills.

(4) Drop-in.—The term “drop-in”, when used with respect to child care—
(A) means child care that—

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

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

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

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

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

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

(6) EARLY CHILDHOOD EDUCATOR PREPARA-
TION PROGRAM.—The term “early childhood educa-
tor preparation program” means a postsecondary
course of study that—
(A) is designed to prepare individuals to teach in early childhood settings serving children between birth and age 5; and

(B) leads to a degree (including an associate's, bachelor's, or graduate degree) or a State or nationally recognized credential enabling individuals to teach in early childhood settings, including a child development associate credential or a State teaching license.

(7) ELIGIBLE ENTITY.—The term “eligible entity” means—

(A) a community college;

(B) a minority-serving institution; or

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

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

(9) HIGH SCHOOL.—The term “high school” has the meaning given the term in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).
(10) **INFANT AND TODDLER CHILD CARE.**—The term “infant and toddler child care” means child care for children who are under the age of 3 as of the first day of the academic year of the applicable community college or minority-serving institution.

(11) **INFANT AND TODDLER CHILD CARE DESERT.**—The term “infant and toddler child care desert” means a community that the State or tribal entity involved determines has a low supply of quality, affordable infant and toddler child care.

(12) **INFANT OR TODDLER WITH A DISABILITY.**—The term “infant or toddler with a disability” has the meaning given the term in section 632 of the Individuals with Disabilities Education Act (20 U.S.C. 1432).

(13) **LOW-INCOME.**—The term “low-income” means an individual from a family with an income at or below 150 percent of the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved.

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

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

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

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

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

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

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

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

SEC. 103. AUTHORIZATION OF APPROPRIATIONS.

There is authorized to be appropriated to carry out this title a total of $9,000,000,000 for fiscal years 2020 through 2024.
Subtitle A—General Provisions

SEC. 111. PROGRAM AUTHORIZED.

(a) In general.—From amounts made available under section 103, the Secretary shall award to eligible entities—

(1) planning grants under section 122;

(2) access grants under section 123, which will provide free high-quality child care for as many as 500,000 infants and toddlers who have a community college or minority-serving institution student parent, helping to reduce barriers that impact the ability of community college or minority-serving institution student parents attending community college or a minority-serving institution to graduate, and reducing their postgraduation debt;

(3) impact grants under section 124, which will expand the supply and quality of child care in the community by providing training, mentorship, technical support, and expansion funding to new and existing child care providers in the service area of the eligible entity; and

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

(A) launch and expand early childhood educator preparation programs; and
(B) form strategic partnerships with regional institutions to expand, diversify, and strengthen the workforce pipeline for infant and toddler care providers.

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

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

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

SEC. 112. APPLICATION; SELECTION CRITERIA.

(a) APPLICATION.—

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

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

(A) a landscape review on the need for infant and toddler child care within the current and prospective student populations of the eligible entity and in the broader service area of the
eligible entity, with an emphasis on community
college or minority-serving institution student
parents in communities of color and low-income
parents;

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

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

(D) a description of how the eligible entity
will advance child development (including social
and emotional development), family engage-
ment, and culturally responsive and linguist-
tically responsive pedagogy for infant and tod-
der child care within its child care center or
early childhood education programs (as applica-
ble), through professional development, required
coursework, or targeted outreach and enrollment;

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

(F) a commitment that wages for child care staff at each on-campus child care center of a participating community college or minority-serving institution during the grant period shall be—

(i) comparable to wages for elementary educators with similar credentials and experience in the State; and

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

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

(b) SELECTION CRITERIA.—

(1) IN GENERAL.—The Secretary shall award grants under subtitle B on a competitive basis, in
accordance with the priorities described in paragraph (2), and in a manner that supports eligible entities that—

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

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

(C) have a clear and compelling plan for—

(i) in the case of a planning grant under section 122, carrying out the activities of the planning grant;

(ii) in the case of an access grant under section 123, expanding access to free infant and toddler child care for community college or minority-serving institution student parents;

(iii) in the case of an impact grant under section 124, expanding the supply and quality of child care in the community by providing training, mentorship, technical support, and startup funding, in col-
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laboration with existing child care agencies
and organizations; or

(iv) in the case of a pipeline grant
under section 125, growing and strengthen-
ing the workforce pipeline of highly ef-
efective 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 approppria-
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
(C) third, provide special consideration to
applications described in paragraph (3).

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

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

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

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

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

(iv) infant and toddler child care that
has the supports and staffing needed for
children in need of trauma-informed care
and infants and toddlers with disabilities,
which may include providing training for
infant and toddler child care staff to sup-
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 Dis-
abilities Education Act (20 U.S.C. 1419;
1431 et seq.); and

(v) child care and aftercare for chil-
dren age 3 and older, especially for chil-
dren 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 cul-
turally responsive and linguistically respon-
sive teaching in early childhood education;
and

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

(c) PREREQUISITES FOR ACCESS, IMPACT, AND PIPE-
LINE 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 indi-
vidual community college or minority-serving institu-
tion, 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 sec-
tion 122.

(2) IMPACT, ACCESS, AND PIPELINE GRANTS.—
An eligible entity may receive multiple grants under
sections 123, 124, and 125, including 2 or more
grants under different sections for the same grant period or for overlapping grant periods.

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

(e) RULE OF CONSTRUCTION.—Nothing in this title shall be construed to limit any program or grant established under any other Federal law, including the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.), the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.), or the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

Subtitle B—Planning and Implementation Grants

SEC. 121. GRANTS AUTHORIZED.

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

(1) planning grants under section 122, to enable the eligible entities to assess the infant and toddler care needs of current and prospective community college or minority-serving institution student parents and the surrounding community and develop a detailed proposal to address such needs;

(2) access grants under section 123, which will provide free high-quality child care for up to
500,000 children under the age of 3 of community college or minority-serving institution student parents, helping to reduce barriers that impact the ability of community college or minority-serving institution student parents to graduate, and reducing their postgraduation debt;

(3) impact grants under section 124, which will expand the supply and quality of child care in the community by providing training, mentorship, technical support, and expansion funding to new and existing child care providers in the service area of the eligible entities; and

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

(A) launch and expand early childhood educator preparation programs; and

(B) form strategic partnerships with regional institutions to expand, diversify, and strengthen the workforce pipeline for infant and toddler child care providers.

SEC. 122. PLANNING GRANTS.

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

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

(A) student parents at the participating community college or minority-serving institution;

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

(C) representatives of a local educational agency (as defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)) serving the service area of the eligible entity;

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

(E) representatives of a local child care resource and referral agency; and

(F) infant and toddler child care professionals (such as representatives from a local Head Start or Early Head Start program, home-based infant and toddler child care providers, and child care providers with expertise working with infants or toddlers with disabilities);

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2)(A) Operating an on-campus child care center that provides infant and toddler child care; or

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

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

(4) Expanding the resources for existing on-campus child care centers, as of the date of the application for the grant, by—

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

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

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

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

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

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

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

(B)(i) meets a high-quality standard, according to a State quality rating and improvement system or the standards applicable to an Early Head Start program under the Head Start Act (42 U.S.C. 9831 et seq.); or

(ii) is accredited through the National Association for the Education of Young Children or another organization of similar expertise, as determined by the Secretary.

(b) Requirements of On-campus Child Care Centers.—In order for an on-campus child care center of a community college or minority-serving institution par-
participating in an eligible entity to be supported with funds from a grant under this section, the on-campus child care center shall meet the following requirements:

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

(2) Children of community college or minority-serving institution student parents shall receive priority enrollment in the child care center, with priority going first to low-income community college or minority-serving institution student parents, although dependents of faculty and staff of the community college or minority-serving institution and community members may be enrolled once the enrollment needs of all requesting community college or minority-serving institution student parents are fulfilled.

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

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

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

(6) The child care center—

(A) shall provide infant and toddler child
care for children under the age of 3 (as of the
first day of the academic year of the community
college or minority-serving institution sup-
porting the child care center) of community col-
lege and minority-serving institution student
parents for free;
(B) may charge faculty and staff of the community college or minority institution and community members fees, using a sliding scale based on family income, to enroll their children in the child care center; and

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

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

(i) were community college or minority-serving institution student parents during any reasonable or unavoidable break in the parents’ enrollment; or

(ii) transferred from a community college to a 4-year minority-serving institution during the student’s enrollment at the 4-year institution.

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

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

(A) is comparable to wages for elementary educators with similar credentials and experience in the State; and

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

and

(9) The child care center, if not a child care provider covered by subsection (c) of section 658H of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858f), shall comply with that section in the same manner and to the same extent as such a child care provider, with respect to background checks for child care staff members (including prospective child care staff members) for the center.

(c) CONSULTATION AND REPORTS.—

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

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

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

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

(C) for each on-campus child care center
supported under the grant, the number of sus-
pensions of children enrolled in the child care
center, in the aggregate and disaggregated by
race and ethnicity, gender, and disability status;
(D) the demographics, including race, ethnicity, and gender of the staff and leadership of all child care centers supported under the grant;

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

(F) semester-to-semester persistence and fall-to-fall persistence rates of community college or minority-serving institution student parents with children enrolled in infant and toddler child care sponsored by the community college or minority-serving institution, compared to the persistence rate of community college or minority-serving institution student parents with children under 3 who are not enrolled in community college or minority-serving institution sponsored child care—
(i) collected in accordance with regulations promulgated by the Secretary; and
(ii) in the aggregate and disaggregated as described in subparagraph (A) and by the age of the children of the community college or minority-serving institution students;
(G) the degree or certificate completion rate of community college minority-serving institution student parents with children enrolled in child care that is sponsored by the community college or minority-serving institution and is not infant and toddler child care, in the aggregate and disaggregated as described in such subparagraph and by the age of the children of the community college or minority-serving institution student parents; and
(H) if grant funds are used to renovate campus facilities under subsection (a)(7), proof of the on-campus child care center’s compliance with the standards that apply to alterations or (as applicable) new construction under title II or III of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq., 12181 et seq.), as the case may be.
(3) CROSS-TABULATION.—In each report submitted by an eligible entity under paragraph (2), the eligible entity shall also provide the information described in subparagraphs (A), (B), (C), and (F)(ii) of such paragraph cross-tabulated by, at a minimum, gender, disability status, and each major racial and ethnic group, which shall be presented in a manner that—

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

(B) does not include a number of individuals in any subgroup of community college or minority-serving institution student parents or children enrolled in the child care center that is insufficient to yield statistically reliable information or that would reveal personally identifiable information about an individual; and

(C) is consistent with the requirements of section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”).
(d) **DEFINITION.**—In subsection (b)(9), the term “child care staff member” means an individual—

1. who is employed by a child care center covered by subsection (b) for compensation; or

2. whose activities involve the care or supervision of children for, or unsupervised access to children who are cared for or supervised by, such a child care center.

**SEC. 124. IMPACT GRANTS.**

(a) **USE OF FUNDS.**—Grants awarded under this section shall be used by eligible entities to expand the supply and quality of child care in the community by providing training, mentorship, technical support, and startup funding, in collaboration with existing (as of the date of application for the grant) child care agencies and organizations, through carrying out 1 or more of the following activities:

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

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

(3) Establishing a network of child care providers in the community, or partnering with an existing, as of the date of application, provider or network (such as an Early Head Start program operating in the community) to facilitate provider access to training, coaching, mentorship, licensure, technical support, and expansion funding.

(4) Developing content for training for community child care providers (including home-based providers and unlicensed providers) on strong child care business practices and other supports and training the providers may require.

(5) Compensating qualified individuals to deliver training for community members on providing high-quality child care.

(6) Awarding microenterprise grants for State licensed, qualified early childhood education professionals, State licensed child care centers, and State licensed or registered home-based child care providers to open a child care program that provides infant and toddler child care, or to expand infant and toddler child care (including expanding access to
serve infants or toddlers with disabilities) at a child
care program in areas with low access to affordable,
quality infant and toddler child care.

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

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

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

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

(1) a portion of the professional development is
open, available, and easily accessible to unlicensed
child care providers and a portion of the professional
development is available to State licensed or registered child care providers; and

(2) not more than 30 percent of the funds provided through the grant under this section are allocated toward professional development.

(c) Consultation and Reports.—

(1) Consultation.—An eligible entity receiving a grant under this section shall, for each year of the grant, consult with an infant and toddler child care committee described in section 122(a)(2) and the lead agency for the applicable State designated under section 658D of the Child Care Development and Block Grant Act of 1990 (42 U.S.C. 9858b) regarding the results of the grant and the contents of the annual report submitted to the Secretary.

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

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

(B)(i) the number of child care providers 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 cre-
dential, or associate degree related to early
childhood development;

(C) the number of community colleges or
minority-serving institutions that joined or es-
ablished 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 pro-
vided, in the aggregate and disaggregated by lo-
cation 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
grant, in the aggregate and disaggregated by race, ethnicity, and gender; and

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

(3) CROSS-TABULATION.—In each report submitted by an eligible entity under paragraph (2), the eligible entity shall also provide the information described in paragraph (2)(E) cross-tabulated by, at a minimum, gender and each major racial and ethnic group, which shall be presented in a manner that—

(A) is first anonymized and does not reveal personally identifiable information about an individual participant in a mentorship program;

(B) does not include a number of individuals in any subgroup of mentorship program participants that is insufficient to yield statistically reliable information or that would reveal personally identifiable information about an individual; and

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

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

(a) **USE OF FUNDS.**—Grants awarded under this section shall be used by eligible entities to grow and strengthen the workforce pipeline of highly effective infant and toddler child care providers, especially such providers serving infant and toddler child care deserts, through carrying out 1 or more of the following activities:

(1) Establishing—

(A) an associate degree program that includes not less than 2 courses specifically on infants and toddlers; or

(B) a stackable child development associate credential, infant toddler credential, or early childhood education certificate, that can be incorporated into a higher-level credential or certificate.

(2) Hiring faculty to adopt and teach previously developed competency-based high-quality infant-toddler courses, or to develop and teach infant-toddler courses, which may include courses required for an infant or toddler care certificate, such as courses on child growth and development, the physical and nutritional needs of children, communicating with fami-
ilbies, language development, child mental health, supporting infants and toddlers with disabilities, and effective interactions with children.

(3) Developing and executing a plan for increased coordination between an early childhood educator preparation program of a participating community college or minority-serving institution and an on-campus child care center of the community college or minority-serving institution, to enhance the quality of both the child care and the early childhood educator preparation program.

(4) Creating or enhancing a partnership between a participating community college and a 4-year degree-granting institution, to support and coordinate associate degree programs or provide for articulation agreements in early childhood education with related baccalaureate degree programs.

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

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

(7) Developing and teaching courses on culturally responsive teaching in early childhood education.

(8) Forming partnerships with local public high schools to establish early childhood education career and technical education programs, including programs that lead to a degree or credential or provide opportunities for students to enter the community college or minority-serving institution with postsecondary credits that can be counted towards an early childhood education certificate, credential, or degree.

(b) CONSULTATION AND REPORTS.—

(1) CONSULTATION.—An eligible entity receiving a grant under this section shall, for each year of the grant, consult with an infant and toddler child care committee described in section 122(a)(2) regarding the results of the grant and the contents of the annual report submitted to the Secretary.

(2) REPORTING REQUIREMENTS.—An eligible entity receiving a grant under this section shall, for each year of the grant, prepare and submit a report to the Secretary that includes—
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(A) the number of students that enrolled in early childhood educator preparation programs due to the support provided by the grant, in the aggregate and disaggregated by credential or degree type of the program and by age, gender, race or ethnic group, ability to speak a second language, family income level, disability status, and full-time or part-time student status;

(B) the amount of funds allocated to early childhood educator preparation program students through microgrants under this section, in the aggregate and disaggregated by usage of funds and by demographics of the students receiving the microgrants, including age, gender, race or ethnic group, second language ability, parent status, family income level, disability status, and full-time or part-time student status;

(C) the persistence, retention, and completion rates of students receiving the microgrants, as compared to such rates for students not receiving the microgrants;

(D) the number of students dual-enrolled in high school and a community college or mi-
nority-serving institution early childhood educator preparation program;

(E) the number of students that completed degrees, certificates, or credentials in dual-enrollment programs, in the aggregate and disaggregated by degree, certificate, and credential type; and

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

(3) CROSS-TABULATION.—In each report submitted by an eligible entity under paragraph (2), the eligible entity shall also provide the information described in subparagraphs (A) and (B) of such paragraph cross-tabulated by, at a minimum, gender, each major racial and ethnic group, and disability status, which shall be presented in a manner that—

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

(B) does not include a number of individuals in any subgroup of students that is insufficient to yield statistically reliable information or
that would reveal personally identifiable information about an individual; and

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

SEC. 126. EVALUATION CRITERIA FOR GRANTS.

For each year of the grant program under this title, the Secretary shall evaluate the effectiveness of grants under chapter 1. Each evaluation shall include the following criteria:

(1) For access grants awarded under section 123—

(A) the number of community college or minority-serving institution student parents that received access to licensed or registered infant and toddler child care due to the grant, in the aggregate and disaggregated by age, gender, race or ethnic group, family income level, disability status, marital status, and full-time or part-time student status;

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

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

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

(2) For impact grants awarded under section
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(A) the number of attendees for the child
care professional development sessions coordi-
nated by the eligible entity under the grants;

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

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

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

(3) For pipeline grants under section 125—

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

(B) the number of existing early childhood
educator preparation programs that expanded
course, certificate, or degree offerings as a re-
sult of funding under the grants;
(C) the number of students that enrolled in early childhood educator preparation programs because of funding provided under the grants, in the aggregate and disaggregated by—

(i) type of degree or credential; and

(ii) student age, gender, race or ethnic group, second language ability, family income level, disability status, and status as enrolled full- or part-time;

(D) the amount of funds allocated to early childhood educator preparation program students through microgrants supported under section 125(a)(6), in the aggregate and disaggregated by—

(i) category of usage of funds; and

(ii) the categories described in subparagraph (C)(ii);

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

(F) the number of new early childhood educator preparation program partnerships formed between community colleges or minor-
ity-serving institutions and area high schools as a result of the grants;

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

(H) the number of students that completed a degree or credential in a dual-enrollment program as a result of the grants, in the aggregate and disaggregated by degree or credential.

SEC. 127. REPORT TO CONGRESS.

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

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

(2) information regarding the progress made by the grants based on the most recent reports submitted under sections 122(b), 123(c), 124(e), and 125(b).

SEC. 128. NONDISCRIMINATION IN PROGRAMS AND ACTIVITIES.

(a) NONDISCRIMINATION.—No person in the United States shall, on the basis of actual or perceived race, color, religion, national origin, sex (which includes sexual ori-
entation, gender identity, pregnancy, childbirth, medical
conditions related to pregnancy or childbirth, or sex
stereotypes), or disability, be excluded from participation
in, be denied the benefits of, or be subjected to discrimina-
tion under any program or activity funded, in whole or
in part, with funds made available under this title or with
amounts appropriated for grants, contracts, or certificates
similar to a child care certificate as defined in section
658P of the Child Care and Development Block Grant Act
of 1990 (42 U.S.C. 9858n), administered with such funds.

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

(c) RULE OF CONSTRUCTION.—Nothing in this sec-
tion shall be construed to alter or change any provisions
of section 658N of the Child Care and Development Block
Grant of 1990 (42 U.S.C. 9858l).
TITLE II—CHILD CARE AND DEVELOPMENT BLOCK GRANT PROGRAM

SEC. 201. ELIGIBILITY.

(a) In General.—Section 658P(4)(C)(i) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n(4)(C)(i)) is amended by striking “job training or educational program” and inserting “job training or educational program (which may be a program of study at an institution of higher education (as defined in section 102 of the Higher Education Act of 1965 (20 U.S.C. 1002)), a program of secondary education, or a program of study leading to the recognized equivalent of a secondary school diploma)”.

(b) Plan Requirements.—Section 658E(c)(2) of such Act (42 U.S.C. 9858c(c)(2)) is amended by adding at the end the following:

“(W) Eligibility Standards.—The plan shall contain an assurance that the State will not use any requirement for the eligibility of a child under this subchapter that is more restrictive than the requirements of (including regulations issued under) this subchapter, such as a family income standard, or a work, training, or education standard, that is more restrictive
than the standards specified in section 658P(4).”.

SEC. 202. CONFORMING AMENDMENTS.

Section 658H(c) of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858f(c)) is amended—

(1) in paragraph (1), in the matter preceding subparagraph (A), by inserting “or a child care center covered by section 123(b) of the Preparing and Resourcing Our Student Parents and Early Childhood Teachers Act” before “if such”; and

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

eligible”.

SEC. 203. INCREASED FEDERAL MATCHING PAYMENTS FOR CHILD CARE.

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

“(C) Federal matching of state ex-
penditures.—The Secretary shall pay to each eligible State for a fiscal year an amount equal to the lesser of—
“(i) the State’s allotment under sub-
paragraph (B); or

“(ii) the sum of—

“(I) in the case of a State that
provides payments for child care ass-
sistance for infants and toddlers
(within the meaning of section 658G
of the Child Care and Development
Block Grant Act of 1990) at not less
than 75 percent of the market rates,
based on the most recent market rate
survey conducted under section
658E(c)(4)(B), taking into account
the geographic area, type of child
care, and age of the child, 90 percent
of the State’s expenditures for such
assistance; and

“(II) the amount equal to the
Federal medical assistance percentage
that applies to the State for the fiscal
year under section 1905(b) (without
regard to any adjustments to such
percentage applicable under that sec-
tion or any other provision of law) of
so much of the State’s expenditures
for child care in that fiscal year for children other than infants and toddlers.”.

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

**SEC. 301. SHARING DEPENDENT CARE ALLOWANCE INFORMATION FOR FEDERAL STUDENT AID.**

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

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

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

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

(4) by adding at the end the following:

“(D) explaining—

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

“(ii) the effect that a dependent care allowance may have on the amount of fi-
nancial aid available to the student from
the institution; and
“(iii) how to apply for the dependent
care allowance.”.