

116TH CONGRESS
1ST SESSION

S. _____

To amend the Child Care and Development Block Grant Act of 1990 and the Head Start Act to promote child care and early learning, and for other purposes.

IN THE SENATE OF THE UNITED STATES

Mrs. MURRAY (for herself, Mr. CASEY, Ms. HIRONO, Ms. BALDWIN, Mr. BLUMENTHAL, Mr. BOOKER, Mr. BROWN, Ms. CANTWELL, Mr. CARDIN, Mr. COONS, Ms. CORTEZ MASTO, Ms. DUCKWORTH, Mr. DURBIN, Mrs. FEINSTEIN, Mrs. GILLIBRAND, Ms. HARRIS, Ms. HASSAN, Ms. KLOBUCHAR, Mr. LEAHY, Mr. MARKEY, Mr. MENENDEZ, Mr. MERKLEY, Mr. MURPHY, Mr. PETERS, Mr. REED, Ms. ROSEN, Mr. SANDERS, Mr. SCHATZ, Mr. SCHUMER, Ms. SMITH, Mr. UDALL, Mr. VAN HOLLEN, Ms. WARREN, Mr. WHITEHOUSE, and Mr. WYDEN) introduced the following bill; which was read twice and referred to the Committee on

A BILL

To amend the Child Care and Development Block Grant Act of 1990 and the Head Start Act to promote child care and early learning, 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 “Child Care for Work-
5 ing Families Act”.

1 **TITLE I—CHILD CARE AND**
2 **DEVELOPMENT ASSISTANCE**

3 **SEC. 101. PURPOSES.**

4 Section 658A(b) of the Child Care and Development
5 Block Grant Act of 1990 (42 U.S.C. 9801 note) is amend-
6 ed—

7 (1) by striking paragraph (1) and inserting the
8 following:

9 “(1) to ensure that no low- to moderate-income
10 family pays more than 7 percent of its household in-
11 come on child care;”;

12 (2) by striking paragraph (2) and inserting the
13 following:

14 “(2) to support working parents in making
15 their own decisions regarding the child care services
16 that best suit their family’s needs;”;

17 (3) in paragraph (4)—

18 (A) by striking “high-quality,” and insert-
19 ing “high-quality and inclusive, and”; and

20 (B) by inserting “, including before- and
21 after-school and summer care for school-age
22 children,” after “services”;

23 (4) in paragraph (5), by inserting before the
24 semicolon the following: “, and to help child care

1 programs meet evidence-based or national standards
2 to improve the quality of child care”;

3 (5) in paragraph (6)—

4 (A) by inserting “, including children with
5 disabilities and infants and toddlers with dis-
6 abilities” before the semicolon; and

7 (B) by striking “and” at the end;

8 (6) in paragraph (7)—

9 (A) by striking “high-quality” and insert-
10 ing “high-quality and inclusive”; and

11 (B) by striking the period at the end and
12 inserting “; and”; and

13 (7) by adding at the end the following:

14 “(8) to support statewide systems to support
15 the needs of infants and toddlers with disabilities,
16 better coordinate child care and other services, and
17 assist States in increasing the number of child care
18 providers that provide high-quality and inclusive
19 care to families of infants or toddlers with disabil-
20 ities and families of children with disabilities.”.

21 **SEC. 102. APPROPRIATIONS.**

22 Section 658B of the Child Care and Development
23 Block Grant Act of 1990 (42 U.S.C. 9858) is amended
24 by striking all that follows the section heading and insert-
25 ing the following:

1 “(a) IN GENERAL.—There are authorized to be ap-
2 propriated and there are appropriated to carry out this
3 subchapter (other than paragraphs (1) and (2) of section
4 658O(a)) \$20,000,000,000 for fiscal year 2020,
5 \$30,000,000,000 for fiscal year 2021, \$40,000,000,000
6 for fiscal year 2022, and such sums as may be necessary
7 for fiscal year 2023 and each subsequent fiscal year.

8 “(b) TERRITORIES; INDIAN TRIBES.—There are au-
9 thorized to be appropriated and there are appropriated to
10 carry out paragraphs (1) and (2) of section 658O(a) such
11 sums as may be necessary for fiscal year 2020 and each
12 subsequent fiscal year.”.

13 **SEC. 103. ESTABLISHMENT OF PROGRAM.**

14 Section 658C of the Child Care and Development
15 Block Grant Act of 1990 (42 U.S.C. 9858a) is amended
16 to read as follows:

17 **“SEC. 658C. ESTABLISHMENT OF CHILD CARE PROGRAM.**

18 “The Secretary is authorized to administer a child
19 care program under which families in the State shall be
20 provided an opportunity to obtain child care for eligible
21 children, subject to the requirements of this subchapter.”.

22 **SEC. 104. LEAD AGENCY.**

23 Section 658D of the Child Care and Development
24 Block Grant Act of 1990 (42 U.S.C. 9858b) is amended—

1 (1) in subsection (a), by striking “a grant” and
2 inserting “payments”; and

3 (2) in subsection (b)(1)(A), by inserting before
4 the semicolon the following: “, including by certi-
5 fying the eligibility of children”.

6 **SEC. 105. APPLICATION AND PLAN.**

7 (a) **PLAN REQUIREMENTS.**—Section 658E(e) of the
8 Child Care and Development Block Grant Act of 1990 (42
9 U.S.C. 9858c(e)) is amended—

10 (1) in paragraph (2)—

11 (A) in subparagraph (A)—

12 (i) by striking the matter preceding
13 clause (i) and inserting the following:

14 “(A) **SUPPORTING WORKING PARENTS.**—
15 Support working parents by providing assur-
16 ances that—”; and

17 (ii) by striking clause (i)(II) and in-
18 serting the following:

19 “(II) to enroll such child with a
20 child care provider who has received a
21 child care certificate from such parent
22 or parents;”;

23 (B) in subparagraph (E)—

24 (i) in clause (i)—

6

1 (I) by striking subclause (II) and
2 inserting the following:

3 “(II) the State’s tiered and
4 transparent system for measuring the
5 quality of child care providers, de-
6 scribed in subparagraph (W)(i), in-
7 cluding—

8 “(aa) a description of the
9 national standards or other
10 equally rigorous and evidence-
11 based standards tied to child out-
12 comes that the State uses for
13 purposes of subparagraph
14 (W)(i)(II)(aa);

15 “(bb) the payment rates re-
16 ferred to in paragraph (4), for
17 providers at each tier of such
18 system; and

19 “(cc) the number and per-
20 centage of eligible providers at
21 each tier of such system, in total
22 and disaggregated by geographic
23 location;”;

24 (II) in subclause (IV), by insert-
25 ing “the program carried out under

1 title II of the Child Care for Working
2 Families Act,” after “9831 et seq.”;,
3 and

4 (III) in subclause (VII), by strik-
5 ing “and” at the end;

6 (ii) in clause (ii), by striking the pe-
7 riod at the end and inserting a semicolon;
8 and

9 (iii) by adding at the end the fol-
10 lowing:

11 “(iii) information about the State’s
12 wage ladder described in subparagraph
13 (G)(iii); and

14 “(iv) information on opportunities for
15 staff of child care providers to improve
16 their skills and credentials, including infor-
17 mation about training opportunities and
18 professional organizations that provide
19 such training.”;

20 (C) in subparagraph (G)—

21 (i) in clause (i), by striking “and pro-
22 fessional development requirements” and
23 inserting “, professional development, and
24 compensation requirements”;

25 (ii) in clause (ii)(V)—

1 (I) by redesignating item (dd) as
2 item (ee);

3 (II) in item (cc), by striking
4 “and”; and

5 (III) by inserting after item (cc)
6 the following:

7 “(dd) infants and toddlers
8 with disabilities; and”;

9 (iii) by redesignating clauses (iii) and
10 (iv) as clauses (v) and (vi), respectively;
11 and

12 (iv) by inserting after clause (ii) the
13 following:

14 “(iii) COMPENSATION.—The plan
15 shall provide a description of the State’s
16 wage ladder for staff of eligible child care
17 providers, and an assurance that wages for
18 such staff will, at a minimum, meet the re-
19 quirements of paragraph (4)(B)(iii)(II).

20 “(iv) STAKEHOLDER ENGAGEMENT.—
21 The plan shall demonstrate how the State
22 will facilitate participation of staff of eligi-
23 ble child care providers in organizations
24 that foster the professional development

1 and stakeholder engagement of the child
2 care workforce.”;

3 (D) in subparagraph (I)—

4 (i) in clause (i)(XI), by striking “and”
5 at the end;

6 (ii) in clause (ii), by striking the pe-
7 riod and inserting “; and”; and

8 (iii) by adding at the end the fol-
9 lowing:

10 “(iii) may include a requirement to
11 comply with the standards recommended in
12 the Department of Health and Human
13 Services’ report entitled ‘Caring for Our
14 Children Basics: Health and Safety Foun-
15 dations for Early Care and Education’,
16 issued on June 25, 2015.”;

17 (E) in subparagraph (K)(i), in the matter
18 preceding subclause (I), by striking “, not later
19 than 2 years after the date of enactment of the
20 Child Care and Development Block Grant Act
21 of 2014,”;

22 (F) in subparagraph (M)—

23 (i) by adding “investment of quality
24 child care amounts described in section
25 658G(a)(1),” after “parents,”;

1 (ii) by redesignating clause (iv) as
2 clause (v);

3 (iii) in clause (iii), by striking “, as
4 defined by the State; and” and inserting a
5 semicolon; and

6 (iv) by inserting after clause (iii) the
7 following:

8 “(iv) infants and toddlers with disabil-
9 ities; and”;

10 (G) in subparagraph (N)—

11 (i) in clause (i)(I), by striking “, if
12 that family income does not exceed 85 per-
13 cent of the State median income for a fam-
14 ily of the same size”;

15 (ii) in clause (ii), by striking “(espe-
16 cially parents in families receiving assist-
17 ance under the program of block grants to
18 States for temporary assistance for needy
19 families under part A of title IV of the So-
20 cial Security Act (42 U.S.C. 601 et
21 seq.))”;

22 (iii) by striking clause (iv);

23 (H) in subparagraph (O)—

24 (i) in clause (i), by striking “with pro-
25 grams operating” and all that follows and

1 inserting “with programs, operating at the
2 Federal, State, and local levels for chil-
3 dren, that are—

4 “(I) preschool programs, pro-
5 grams funded under title II of the
6 Child Care for Working Families Act,
7 programs funded under section 657C
8 of the Head Start Act, tribal early
9 childhood programs, and other early
10 childhood programs, including those
11 serving infants and toddlers with dis-
12 abilities;

13 “(II) programs serving homeless
14 children and children in foster care;
15 and

16 “(III) programs funded under
17 the Individuals with Disabilities Edu-
18 cation Act (20 U.S.C. 1400 et seq.).”;

19 (ii) by striking clause (ii); and

20 (iii) by redesignating clause (iii) as
21 clause (ii);

22 (I) in subparagraph (Q)—

23 (i) by striking “LOW-INCOME POPU-
24 LATIONS” and inserting “CHILDREN IN
25 UNDERSERVED AREAS, CHILDREN WITH

1 DISABILITIES, AND INFANTS AND TOD-
2 DLERS WITH DISABILITIES”;

3 (ii) by striking “high-quality” and in-
4 serting “high-quality and inclusive”; and

5 (iii) by inserting before the period the
6 following: “and to children with disabilities
7 and infants and toddlers with disabilities”;

8 (J) by striking subparagraph (S) and in-
9 serting the following:

10 “(S) PROHIBITION ON SUSPENSIONS, EX-
11 PULSIONS, AND AVERSIVE BEHAVIORAL INTER-
12 VENTIONS.—The State plan shall provide an as-
13 surance that the State will provide assistance to
14 carry out this subchapter only to eligible child
15 care providers that prohibit—

16 “(i) the use of suspension and expul-
17 sion of children; and

18 “(ii) the use of aversive behavioral
19 interventions.”;

20 (K) in subparagraph (T)—

21 (i) in clause (i)—

22 (I) in the matter preceding sub-
23 clause (I), by striking “(or develop
24 such guidelines if the State does not
25 have such guidelines as of the date of

1 enactment of the Child Care and De-
2 velopment Block Grant Act of 2014”);
3 and

4 (II) in subclause (I), by striking
5 “research-based” and inserting “evi-
6 dence-based”; and

7 (ii) in clause (iv)—

8 (I) by striking subclauses (II)
9 and (III);

10 (II) by striking “Federal Govern-
11 ment” and all that follows through
12 “mandate” and inserting “Federal
13 Government to mandate”; and

14 (III) by striking “section;” and
15 inserting “section.”; and

16 (L) in subparagraph (U)—

17 (i) in clause (ii), by inserting “the
18 State’s lead agency established or des-
19 ignated under section 635(a)(10) of the In-
20 dividuals with Disabilities Education Act
21 (20 U.S.C. 1435(a)(10)),” after “the State
22 resource and referral system,”; and

23 (ii) in clause (iii)(I), by inserting “in-
24 fants and toddlers with disabilities,” after
25 “children with disabilities,”;

1 (M) by adding at the end the following:

2 “(W) TIERED AND TRANSPARENT SYSTEM
3 FOR MEASURING THE QUALITY OF CHILD CARE
4 PROVIDERS.—The State plan shall describe how
5 the State will develop or revise with input from
6 child care providers, from families, and from or-
7 ganizations representing child care directors,
8 teachers, and other staff, within 3 years after
9 the date of submission of the State application,
10 systems for measuring the quality of eligible
11 child care providers who provide services for
12 which assistance is made available under this
13 subchapter, that consist of—

14 “(i) a tiered and transparent system
15 for measuring the quality of eligible child
16 care providers who serve eligible children,
17 that—

18 “(I) applies to eligible child care
19 providers (except providers of family,
20 friend, or neighbor care that elect to
21 be covered under clause (ii));

22 “(II) includes a set of standards,
23 for determining the tier of quality of
24 a child care provider, that—

1 “(aa) uses the degree to
2 which the provider meets national
3 standards (which may be Head
4 Start program performance
5 standards described in section
6 641A(a) of the Head Start Act
7 (42 U.S.C. 9836a(a)) or stand-
8 ards for national accreditation of
9 early learning programs) or other
10 equally rigorous and evidence-
11 based standards that are tied to
12 child outcomes; and

13 “(bb) includes indicators
14 that are appropriate for different
15 types of providers, including child
16 care centers and family child care
17 providers, and are appropriate
18 for providers serving different
19 age groups (including mixed age
20 groups) of children, while main-
21 taining a high level of quality
22 child care by all of the different
23 types of providers and for all of
24 the different age groups (includ-
25 ing mixed age groups);

1 “(III) includes a different set of
2 standards that includes different indi-
3 cators, to be applied, when appro-
4 priate, for care during nontraditional
5 hours of operation; and

6 “(IV) in conjunction with the in-
7 creasing payment rates under para-
8 graph (4) (increasing due to factors
9 specified in paragraph (4) such as the
10 cost estimation model and quality
11 basis for payment rates), provides for
12 sufficient resources to enable stand-
13 ards at the entry tier for such system
14 to increase in rigor over time; and

15 “(ii) a separate system of quality
16 standards for providers concerning develop-
17 mentally appropriate and age-appropriate
18 care that—

19 “(I) applies to eligible child care
20 providers of family, friend, or neigh-
21 bor care (except such providers that
22 elect to be covered under clause (i));
23 and

24 “(II) includes standards for care
25 during nontraditional hours of oper-

1 ation and traditional hours of oper-
2 ation.

3 “(X) PROHIBITION ON CHARGING MORE
4 THAN COPAYMENT.—The State plan shall pro-
5 vide that, after the systems described in sub-
6 paragraph (W) are in effect, child care pro-
7 viders receiving financial assistance under this
8 subchapter may not charge the family of an eli-
9 gible child more than the total of—

10 “(i) the financial assistance provided
11 to the family under this subchapter; and

12 “(ii) any applicable copayment pursu-
13 ant to paragraph (5).

14 “(Y) POLICIES TO SUPPORT CHILDREN
15 WITH DISABILITIES AND INFANTS AND TOD-
16 DLERS WITH DISABILITIES.—The State plan
17 shall provide a description of—

18 “(i) how the State will ensure that eli-
19 gible child care providers, except for pro-
20 viders of family, friend, or neighbor care
21 that elect to be covered under subpara-
22 graph (W)(ii), will prioritize children with
23 disabilities and infants and toddlers with
24 disabilities for slots in programs carried
25 out by the providers; and

1 “(ii) how the State will work with the
2 State’s lead agency established or des-
3 ignated under section 635(a)(10) of the In-
4 dividuals with Disabilities Education Act
5 (20 U.S.C. 1435(a)(10)), local educational
6 agencies, and early intervention services
7 providers to provide services and supports
8 described in the Individuals with Disabil-
9 ities Education Act (20 U.S.C. 1400 et
10 seq.) in inclusive child care settings to chil-
11 dren with disabilities, and to infants and
12 toddlers with disabilities, who are eligible
13 children.”;

14 (2) in paragraph (3)—

15 (A) in the paragraph heading, by striking
16 “BLOCK GRANT”;

17 (B) in subparagraph (A), by striking “sub-
18 paragraphs (B) through (D)” and inserting
19 “subparagraph (C)”;

20 (C) by striking subparagraph (B) and in-
21 serting the following:

22 “(B) CHILD CARE SERVICES AND RELATED
23 ACTIVITIES.—The State shall use amounts pro-
24 vided to the State for each fiscal year under
25 this subchapter for child care services, provided

1 on a sliding fee scale basis, and the activities
2 described in section 658G.”;

3 (D) by striking subparagraph (C);

4 (E) in subparagraph (D), by striking “pro-
5 vide assistance” and inserting “provide assist-
6 ance (including providing access to programs
7 that meet the standards for a high tier of the
8 system described in paragraph (2)(W)(i))”;

9 (F) by striking subparagraph (E); and

10 (G) by redesignating subparagraph (D) as
11 subparagraph (C); and

12 (3) by striking paragraphs (4) and (5) and in-
13 serting the following:

14 “(4) PAYMENT RATES.—

15 “(A) IN GENERAL.—The State plan
16 shall—

17 “(i) certify that payment rates for the
18 provision of child care services for which
19 assistance is provided in accordance with
20 this subchapter—

21 “(I) will be based on a cost esti-
22 mation model that is described in sub-
23 paragraph (B) and is approved by the
24 Secretary of Health and Human Serv-
25 ices; and

1 statistically valid and reliable cost esti-
2 mation model for the rates of such child
3 care services in the State—

4 “(I) for providers at each of the
5 tiers of the State’s tiered and trans-
6 parent system for measuring the qual-
7 ity of child care providers described in
8 paragraph (2)(W)(i) (which rates re-
9 flect variations in the cost of child
10 care services by geographic area, type
11 of provider, and age of child, and the
12 additional costs associated with pro-
13 viding high-quality and inclusive child
14 care services for children with disabil-
15 ities and infants and toddlers with
16 disabilities); and

17 “(II) for providers that meet the
18 standards described in paragraph
19 (2)(W)(ii);

20 “(ii) demonstrate that the State pre-
21 pared a detailed report containing the child
22 care costs estimated with the State cost es-
23 timation model pursuant to clause (i), and
24 made the estimated costs widely available
25 (not later than 30 days after the comple-

1 tion of the estimation) through periodic
2 means, including posting the estimated
3 costs on the Internet;

4 “(iii) describe how the State will set
5 payment rates for child care services, for
6 which assistance is provided in accordance
7 with this subchapter—

8 “(I) in accordance with the most
9 recent estimates from the most recent
10 cost estimation model used pursuant
11 to clause (i), so that providers at each
12 tier of the tiered and transparent sys-
13 tem for measuring program quality
14 receive payment that is not less than
15 the cost of meeting the requirements
16 of such tier; and

17 “(II) that maintain an effective
18 and diverse workforce by ensuring
19 wages for staff of child care providers
20 that—

21 “(aa) are comparable to
22 wages for elementary educators
23 with similar credentials and expe-
24 rience in the State; and

1 “(bb) at a minimum, provide
2 a living wage for all staff of child
3 care providers; and

4 “(iv) describe how the State will pro-
5 vide for timely payment for child care serv-
6 ices provided under this subchapter.

7 “(C) PAYMENT PRACTICES.—The State
8 plan shall include—

9 “(i) a certification that the payment
10 practices of child care providers in the
11 State that serve children who receive as-
12 sistance under this subchapter reflect gen-
13 erally accepted payment practices of child
14 care providers in the State that serve chil-
15 dren who do not receive assistance under
16 this subchapter, including the practice of
17 paying the providers the payment rate de-
18 scribed in subparagraph (A)(i) based on
19 the number of children enrolled and not
20 the number of children in daily attendance,
21 so as to provide stability of funding and
22 encourage more child care providers to
23 serve children who receive assistance under
24 this subchapter; and

1 “(ii) an assurance that the State will
2 implement enrollment and eligibility poli-
3 cies that support the fixed costs of pro-
4 viding child care services by delinking pro-
5 vider payment rates from an eligible child’s
6 occasional absences due to holidays or un-
7 foreseen circumstances such as illness.

8 “(D) ENTITIES AND INDIVIDUALS CON-
9 SULTED.—The entities and individuals referred
10 to in subparagraph (B)(i) are the State Advi-
11 sory Council on Early Childhood Education and
12 Care designated or established in section
13 642B(b)(1)(A)(i) of the Head Start Act (42
14 U.S.C. 9837b(b)(1)(A)(i)), administrators of
15 local child care programs and Head Start pro-
16 grams, organizations representing child care di-
17 rectors, teachers, and other staff, local child
18 care resource and referral agencies, organiza-
19 tions representing parents of children with dis-
20 abilities and parents of infants and toddlers
21 with disabilities, the State interagency coordi-
22 nating council established under section 641 of
23 the Individuals with Disabilities Education Act
24 (20 U.S.C. 1441), the State advisory panel es-
25 tablished under section 612(a)(21) of the Indi-

1 but not more than 2 percent of that family
2 income, toward such cost for all such chil-
3 dren;

4 “(iii) of more than 100 percent but
5 not more than 125 percent of State me-
6 dian income, the copayment shall be more
7 than 2 but not more than 4 percent of that
8 family income, toward such cost for all
9 such children; and

10 “(iv) of more than 125 percent but
11 not more than 150 percent of State me-
12 dian income, the copayment shall be more
13 than 4 but not more than 7 percent of that
14 family income, toward such cost for all
15 such children.

16 “(C) SPECIAL RULE.—The State shall not
17 require a family with a child that is eligible for
18 a Head Start program under the Head Start
19 Act (42 U.S.C. 9831 et seq.) to pay a copay-
20 ment under this paragraph for any eligible child
21 in the family.”.

22 **SEC. 106. LIMITATIONS.**

23 Section 658F is amended—

24 (1) by striking the section heading and insert-
25 ing the following:

1 **“SEC. 658F. LIMITATIONS.”;**

2 and

3 (2) in subsection (b)(1), by striking “section
4 658O(c)(6)” and inserting “section 658O(b)(6)”.

5 **SEC. 107. ACTIVITIES TO IMPROVE THE QUALITY OF CHILD**
6 **CARE.**

7 Section 658G of the Child Care and Development
8 Block Grant Act of 1990 (42 U.S.C. 9848e) is amended—

9 (1) in subsection (a)—

10 (A) in paragraph (1), by striking “A
11 State” and all that follows through “for activi-
12 ties” and inserting “A State that receives a
13 payment under section 658J shall reserve and
14 use the quality child care amount described in
15 paragraph (2) for activities”;

16 (i) by adding “for all age groups of el-
17 igible children” before “, and is in align-
18 ment with”; and

19 (B) by striking paragraphs (2) and (3) and
20 inserting the following:

21 “(2) **QUALITY CHILD CARE AMOUNT.**—Such
22 State shall reserve and use—

23 “(A) during fiscal years 2020 through
24 2022, from each payment made to the State for
25 a fiscal year, a quality child care amount equal
26 to 50 percent of the allotment; and

1 “(B) during fiscal year 2023 and each sub-
2 sequent fiscal year, from each of the quarterly
3 payments made to the State for a fiscal year,
4 a quality child care amount equal to not more
5 than 10 percent of 25 percent of the amount
6 made available to the State to carry out this
7 subchapter for the second preceding fiscal
8 year.”; and

9 (2) by striking subsection (b) and inserting the
10 following:

11 “(b) ACTIVITIES.—

12 “(1) IN GENERAL.—Quality child care amounts
13 reserved under subsection (a) shall be used to carry
14 out activities that—

15 “(A) consist of—

16 “(i) each of the activities described in
17 subparagraphs (A) and (B) of paragraph
18 (2), and the activities described in para-
19 graph (2)(C) under the circumstances de-
20 scribed in that paragraph;

21 “(ii) the activities described in para-
22 graph (3);

23 “(iii) at the election of the State, the
24 activities described in paragraph (4);

1 “(bb) care during nontradi-
2 tional hours;

3 “(cc) providers in rural
4 areas; and

5 “(dd) providers in under-
6 served areas or areas of con-
7 centrated poverty; and

8 “(B) will improve the quality of child care
9 services provided in the State.

10 “(2) QUALITY IMPROVEMENT GRANTS.—A
11 State shall use quality child care amounts to im-
12 prove the quality of child care providers across the
13 State that are eligible for assistance under this sub-
14 chapter, including by—

15 “(A) making startup grants (including, in
16 the case of providers of family, friend, or neigh-
17 bor care, grants for activities described in para-
18 graph (8)(H)) to child care providers that are
19 not yet participating in the tiered and trans-
20 parent system for measuring the quality of
21 child care providers described in section
22 658E(c)(2)(W)(i), in a fiscal year, and that
23 commit to improve quality so that the provider
24 involved can participate in that system in the
25 subsequent fiscal year;

1 “(B) making quality improvement grants
2 to child care providers that meet the require-
3 ments for a tier of the State tiered and trans-
4 parent system for measuring the quality of
5 child care providers described in section
6 658E(c)(2)(W)(i), in a fiscal year, and that
7 commit to improve quality so that the provider
8 involved can meet the requirements for a higher
9 tier in the subsequent 3 fiscal years; and

10 “(C) renewing a grant described in sub-
11 paragraph (A) or (B) at the end of the applica-
12 ble grant period, for a provider that dem-
13 onstrates sufficient progress in meeting the
14 goals for the grant.

15 “(3) ACTIVITIES TO ASSIST HOMELESS CHIL-
16 DREN AND CHILDREN IN FOSTER CARE.—A State
17 shall use quality child care amounts for activities
18 that improve access to child care services for home-
19 less children and children in foster care, including—

20 “(A) the use of procedures to permit im-
21 mediate enrollment of homeless children and
22 children in foster care while required docu-
23 mentation is obtained;

24 “(B) training and technical assistance on
25 identifying and serving homeless children and

1 their families, and children in foster care and
2 their foster families; and

3 “(C) specific outreach to homeless families
4 and foster families.

5 “(4) CHILD CARE RESOURCE AND REFERRAL
6 SYSTEM.—

7 “(A) IN GENERAL.—A State may use qual-
8 ity child care amounts to establish or support
9 a system of local or regional child care resource
10 and referral organizations that is coordinated,
11 to the extent determined appropriate by the
12 State, by a statewide public or private non-
13 profit, community-based or regionally based,
14 lead child care resource and referral organiza-
15 tion.

16 “(B) LOCAL OR REGIONAL ORGANIZA-
17 TIONS.—The local or regional child care re-
18 source and referral organizations supported as
19 described in subparagraph (A) shall—

20 “(i) provide parents in the State with
21 consumer education information referred
22 to in section 658E(c)(2)(E) (except as oth-
23 erwise provided in that section), concerning
24 the full range of child care options (includ-
25 ing faith-based and community-based child

1 care providers), analyzed by provider, in-
2 cluding child care provided during non-
3 traditional hours, child care provided
4 through emergency child care centers, and
5 inclusive child care options for children
6 with disabilities and infants and toddlers
7 with disabilities, in their political subdivi-
8 sions or regions;

9 “(ii) to the extent practicable, work
10 directly with families who receive assist-
11 ance under this subchapter to offer the
12 families support and assistance, using in-
13 formation described in clause (i), to make
14 an informed decision about which child
15 care providers they will use, in an effort to
16 ensure that the families are enrolling their
17 children in the most appropriate child care
18 setting to suit their needs and one that
19 provides high-quality and inclusive care;

20 “(iii) collect data and provide infor-
21 mation on the coordination of services and
22 supports, including services provided under
23 section 619 and part C of the Individuals
24 with Disabilities Education Act (20 U.S.C.
25 1419, 1431 et seq.), for children with dis-

1 abilities and infants and toddlers with dis-
2 abilities, and services provided under the
3 Elementary and Secondary Education Act
4 of 1965 (20 U.S.C. 6301 et seq.);

5 “(iv) collect data and provide informa-
6 tion on the supply of and demand for child
7 care services in political subdivisions or re-
8 gions within the State and submit such in-
9 formation to the State;

10 “(v) work to establish partnerships
11 with public agencies and private entities,
12 including faith-based and community-based
13 child care providers, to increase the supply
14 and quality of child care services in the
15 State;

16 “(vi) as appropriate, coordinate their
17 activities with the activities of the State
18 lead agency and local agencies that admin-
19 ister funds made available in accordance
20 with this subchapter; and

21 “(vii) work to establish partnerships
22 with the parent resource centers estab-
23 lished under section 672 of the Individuals
24 with Disabilities Education Act (20 U.S.C.
25 1472) to provide information about inclu-

1 sive child care options for children with
2 disabilities and infants and toddlers with
3 disabilities, including children with more
4 significant disabilities and children with
5 complex medical needs.

6 “(5) TRAINING AND PROFESSIONAL DEVELOP-
7 MENT.—A State shall use quality child care amounts
8 for supporting the training and professional develop-
9 ment of the child care workforce through activities
10 such as those included under section 658E(c)(2)(G),
11 in addition to—

12 “(A)(i) offering training, coaching, or pro-
13 fessional development opportunities for child
14 care providers that relate to the use of evi-
15 dence-based, developmentally appropriate and
16 age-appropriate strategies to promote the social,
17 emotional, physical, adaptive, communication,
18 and cognitive development of children, including
19 key programmatic strategies; and

20 “(ii) offering specialized training for child
21 care providers caring for those populations
22 prioritized in section 658E(c)(2)(Q), homeless
23 children, children in foster care, children who
24 are dual language learners, and children with

1 disabilities and infants and toddlers with dis-
2 abilities;

3 “(B) incorporating the effective use of data
4 to guide program improvement;

5 “(C) implementing effective behavior man-
6 agement strategies (and related training), in-
7 cluding implementing multitiered systems of
8 support such as support through positive behav-
9 ior interventions and supports, and trauma in-
10 formed care, that—

11 “(i) promote positive social and emo-
12 tional development;

13 “(ii) prevent and reduce challenging
14 behaviors, including by setting consistent
15 expectations for all students; and

16 “(iii) eliminate suspensions, expul-
17 sions, and aversive behavioral interven-
18 tions;

19 “(D) providing training and outreach on
20 engaging parents and families in culturally and
21 linguistically appropriate ways, including for
22 parents and families of dual language learners,
23 to expand their knowledge, skills, and capacity
24 to become meaningful partners in supporting
25 their children’s positive development;

1 “(E) providing training corresponding to
2 the nutritional and physical activity needs of
3 children to promote healthy development;

4 “(F) providing training or professional de-
5 velopment for child care providers regarding the
6 early neurological development of children;

7 “(G) connecting staff members of child
8 care providers with available Federal and State
9 financial aid, or other resources, that would as-
10 sist the staff members in pursuing relevant
11 postsecondary training;

12 “(H) creating or expanding a statewide
13 scholarship program for child care providers to
14 obtain credentials related to child care;

15 “(I) creating or expanding an apprentice-
16 ship program for child care providers in the
17 early years of providing child care;

18 “(J) providing training, scholarship oppor-
19 tunities, or apprenticeships for multilingual
20 adults in order to expand the supply of high-
21 quality, dual-language child care programs;

22 “(K) supporting articulation agreements
23 between public institutions of higher education
24 that offer 2-year programs and public institu-
25 tions of higher education that offer 4-year pro-

1 grams, for the purposes of facilitating, for child
2 care providers or individuals seeking to become
3 such providers, the transfer of postsecondary
4 credits for coursework related to child care
5 from such institutions with 2-year programs to
6 such institutions with 4-year programs;

7 “(L) providing training and professional
8 development on child developmental milestones
9 and evidence-based developmental screening
10 practices that help identify infants, toddlers,
11 and children to be referred for evaluation con-
12 cerning eligibility for services under the Individ-
13 uals with Disabilities Education Act (20 U.S.C.
14 1400 et seq.); or

15 “(M) undertaking efforts to improve the
16 diversity of staff of eligible providers, including
17 efforts to recruit a more diverse workforce.

18 “(6) PROGRAMS AND SERVICES FOR INFANTS
19 AND TODDLERS.—A State shall use quality child
20 care amounts to promote and expand child care pro-
21 viders’ ability to provide developmentally appropriate
22 services for infants and toddlers through activities
23 that may include—

24 “(A)(i) training and professional develop-
25 ment; and

1 “(ii) coaching and technical assistance on
2 this age group’s unique needs from statewide
3 networks of qualified infant-toddler specialists;

4 “(B) improving infant and toddler compo-
5 nents within the State’s tiered and transparent
6 system for measuring the quality of child care
7 providers described in section 658E(c)(2)(W)(i),
8 for child care providers for infants and toddlers,
9 or developing infant and toddler components in
10 a State’s child care licensing regulations or
11 early learning and development guidelines;

12 “(C) improving the ability of parents to ac-
13 cess transparent and easy to understand con-
14 sumer information about high-quality and inclu-
15 sive care for infants and toddlers; or

16 “(D) carrying out other activities deter-
17 mined by the State to improve the quality of in-
18 fant and toddler care provided in the State, and
19 for which there is evidence that the activities
20 will lead to improved infant and toddler health
21 and safety, infant and toddler cognitive and
22 physical development, infant and toddler well-
23 being, or infant and toddler social and emo-
24 tional development, including providing health
25 and safety training (including training in safe

1 sleep practices, first aid, and cardiopulmonary
2 resuscitation) for providers and caregivers.

3 “(7) INCLUSIVE CARE FOR CHILDREN WITH
4 DISABILITIES AND INFANTS AND TODDLERS WITH
5 DISABILITIES.—A State shall use quality child care
6 amounts for activities to improve the supply of eligi-
7 ble child care providers that provide high-quality and
8 inclusive care for children with disabilities and in-
9 fants and toddlers with disabilities through activi-
10 ties, which shall include—

11 “(A) offering training, professional devel-
12 opment, or coaching opportunities for child care
13 providers that relate to the use of evidence-
14 based, developmentally appropriate, and age-ap-
15 propriate strategies in inclusive settings to pro-
16 mote the social, emotional, physical, adaptive,
17 communication, and cognitive development of
18 children with disabilities and infants and tod-
19 dlers with disabilities, and their peers;

20 “(B) improving the ability of parents to
21 access transparent and easy-to-understand con-
22 sumer information about high-quality and inclu-
23 sive care for children with disabilities and in-
24 fants and toddlers with disabilities; and

1 “(C) promoting and expanding child care
2 providers’ ability to provide developmentally ap-
3 propriate services for infants and toddlers with
4 disabilities through improved coordination of
5 systems, services, and other activities with the
6 providers and individuals who provide services
7 or supports under the Individuals with Disabil-
8 ities Education Act (20 U.S.C. 1400 et seq.).

9 “(8) OTHER ACTIVITIES.—A State may use
10 quality child care amounts for—

11 “(A) improving upon the development or
12 implementation of the early learning and devel-
13 opmental guidelines described in section
14 658E(c)(2)(T) by providing technical assistance
15 to eligible child care providers that enhances
16 the cognitive, physical, social, and emotional de-
17 velopment, including early childhood develop-
18 ment, of participating preschool and school-
19 aged children and supports their overall well-
20 being;

21 “(B) developing, implementing, or enhanc-
22 ing the State’s tiered and transparent system
23 for measuring the quality of child care pro-
24 viders, as described in section
25 658E(c)(2)(W)(i);

1 “(C) facilitating compliance with State re-
2 quirements for inspection, monitoring, training,
3 and health and safety, and with State licensing
4 standards;

5 “(D) evaluating and assessing the quality
6 and effectiveness of child care programs and
7 services offered in the State, including evalu-
8 ating how such programs positively impact chil-
9 dren;

10 “(E) supporting child care providers in the
11 voluntary pursuit of accreditation by a national
12 accrediting body with demonstrated, valid, and
13 reliable program standards of high quality;

14 “(F) supporting State or local efforts to
15 develop or adopt high-quality program stand-
16 ards relating to health, mental health, social
17 and emotional development, nutrition, physical
18 activity, and physical development;

19 “(G) activities that improve the availability
20 of child care services, activities that improve ac-
21 cess to child care services, and any other activ-
22 ity that the State determines to be appropriate
23 to meet the purposes of this subchapter, with
24 priority being given for services (including giv-
25 ing priority access to services through providers

1 at the highest tier of the system described in
2 section 658E(c)(2)(W)(i)) to homeless children,
3 children in foster care, children of families with
4 very low family incomes (taking into consider-
5 ation family size), children with disabilities, and
6 infants and toddlers with disabilities;

7 “(H) activities to improve the quality of
8 providers of family, friend, or neighbor care,
9 which may include—

10 “(i) offering education, training, busi-
11 ness development, apprenticeship, men-
12 toring, or leadership development opportu-
13 nities for the providers;

14 “(ii) conducting home visits and
15 coaching that provide one-on-one advice
16 and support;

17 “(iii) conducting play and learn ses-
18 sions or other types of peer networking;

19 “(iv) facilitating participation in the
20 program carried out under this subchapter
21 or the child and adult care food program
22 established under section 17 of the Richard
23 B. Russell National School Lunch Act (42
24 U.S.C. 1766);

1 “(v) assistance in achieving licensure,
2 if the provider wants to become licensed;
3 and

4 “(vi) recruiting providers of family,
5 friend, or neighbor care to build the supply
6 of high-quality and inclusive care by such
7 providers;

8 “(I)(i) supporting eligible child care pro-
9 viders to eliminate suspensions, expulsions, and
10 aversive behavioral interventions, including
11 through adaptations and interventions by spe-
12 cial educators, mental health consultants, and
13 other community resources, such as behavior
14 coaches, psychologists, and other appropriate
15 specialists; and

16 “(ii) promoting multitiered systems of sup-
17 port such as positive behavioral interventions
18 and supports and trauma informed care that
19 promote positive social and emotional develop-
20 ment and reduce challenging behaviors;

21 “(J) activities to improve the supply and
22 quality of child care programs and services to
23 provide high-quality and inclusive care for
24 school-age children, which may include—

1 “(i) establishing or expanding high-
2 quality and inclusive school-age child care
3 standards and a system of supports for
4 such care that align with best practices for
5 before- and after-school care and summer
6 care;

7 “(ii) enhancing professional develop-
8 ment and technical assistance opportuni-
9 ties for providers of school-age care; and

10 “(iii) improving the ability of parents
11 to access transparent and easy to under-
12 stand consumer information about high-
13 quality and inclusive school-age care;

14 “(K) establishing or expanding high-qual-
15 ity and inclusive community or neighborhood-
16 based family and child development centers,
17 which shall serve as resources for child care
18 providers in order to improve the quality of
19 early childhood services provided to children
20 from low-income families and to help eligible
21 child care providers improve their capacity to
22 offer high-quality and inclusive, age-appropriate
23 care;

1 “(L) establishing or expanding the oper-
2 ation of community or neighborhood-based fam-
3 ily child care networks; or

4 “(M) supporting eligible child care pro-
5 viders in providing accessible comprehensive
6 services for children and their families, includ-
7 ing—

8 “(i) screenings of vision, hearing,
9 health (including mental health), dental
10 health, and development (including early
11 literacy and math skill development), which
12 shall be coordinated with the activities car-
13 ried out through the comprehensive child
14 find system under the Individuals with
15 Disabilities Education Act (20 U.S.C.
16 1400 et seq.);

17 “(ii)(I) family engagement opportuni-
18 ties that take into account the language
19 spoken in the child’s home, such as parent
20 conferences (with opportunities for parents
21 to provide input about the child’s develop-
22 ment); and

23 “(II) support services, such as parent
24 education, home visiting, and family lit-
25 eracy services;

1 “(iii)(I) nutrition services, including
2 provision of nutritious meals and snack op-
3 tions aligned with the requirements in the
4 most recent guidelines promulgated by the
5 Secretary of Agriculture for the Child and
6 Adult Care Food Program authorized
7 under section 17 of the Richard B. Russell
8 National School Lunch Act (42 U.S.C.
9 1766); and

10 “(II) regular, age-appropriate, nutri-
11 tion education for children and their fami-
12 lies;

13 “(iv) programs, carried out in coordi-
14 nation with local educational agencies and
15 entities providing services and supports au-
16 thorized under part B and part C of the
17 Individuals with Disabilities Education Act
18 (20 U.S.C. 1411 et seq.; 1431 et seq.), to
19 ensure the full participation of infants and
20 toddlers with disabilities and children with
21 disabilities in high-quality and inclusive
22 child care settings;

23 “(v) physical activity programs that—

24 “(I) are aligned with evidence-
25 based guidelines, such as those rec-

1 ommended by the Health and Medi-
2 cine Division of the National Acad-
3 emies of Sciences, Engineering, and
4 Medicine; and

5 “**(II)** take into account and ac-
6 commodate the needs of children with
7 disabilities;

8 “(vi) on-site service coordination, to
9 the maximum extent feasible.”.

10 **SEC. 108. ADMINISTRATION AND ENFORCEMENT.**

11 Section 658I of the Child Care and Development
12 Block Grant Act of 1990 (42 U.S.C. 9858g) is amended—

13 (1) in subsection (a)—

14 (A) in paragraph (2), by striking “child
15 care standards” and inserting “standards for
16 child care described in clauses (i) and (ii) of
17 section 658E(c)(2)(W)”;

18 (B) in paragraph (3), by inserting “and”
19 after the semicolon;

20 (C) in paragraph (4), by striking “; and”
21 and inserting a period; and

22 (D) by striking paragraph (5);

23 (2) in subsection (b)(2)(A), by striking “State
24 allotment” and inserting “State payments”; and

25 (3) by striking subsection (c).

1 **SEC. 109. STATE QUARTERLY PAYMENTS.**

2 (a) IN GENERAL.—Section 658J of the Child Care
3 and Development Block Grant Act of 1990 (42 U.S.C.
4 9858h) is amended to read as follows:

5 **“SEC. 658J. PAYMENTS TO STATES.**

6 “(a) DEFINITIONS.—In this section:

7 “(1) FMAP.—The term ‘FMAP’ has the mean-
8 ing given the term in the first sentence of section
9 1905(b) of the Social Security Act (42 U.S.C.
10 1396d(b)).

11 “(2) INFANT OR TODDLER.—The term ‘infant
12 or toddler’ means a child under age 3

13 “(b) PAYMENTS TO STATES.—

14 “(1) IN GENERAL.—Except as provided in para-
15 graphs (2) and (3), the Secretary shall pay to each
16 State with an application approved under section
17 658E an amount for each quarter equal to the
18 FMAP of expenditures in the quarter—

19 “(A) for child care assistance under the
20 plan for eligible children, other than such chil-
21 dren who are infants or toddlers; and

22 “(B) to carry out activities under section
23 658G, subject to the limit specified in section
24 658G(a)(2).

25 “(2) CHILD CARE ASSISTANCE FOR INFANTS OR
26 TODDLERS.—The Secretary shall pay to each State

1 with such an approved application an amount for
2 each quarter equal to 90 percent of expenditures in
3 the quarter for child care assistance under the plan
4 for eligible children who are infants or toddlers.

5 “(3) ADMINISTRATION.—The Secretary shall
6 pay to each State with such an approved application
7 an amount for each quarter equal to 50 percent of
8 expenditures in the quarter for the costs incurred by
9 the State in carrying out sections 658H and 658K,
10 and other reasonable costs incurred by the State to
11 administer the plan.

12 “(c) ADVANCE PAYMENT; RETROSPECTIVE ADJUST-
13 MENT.—

14 “(1) IN GENERAL.—The Secretary may make
15 payments under this section for each quarter on the
16 basis of advance estimates of expenditures submitted
17 by the State and such other investigation as the Sec-
18 retary may find necessary, and may reduce or in-
19 crease the payments as necessary to adjust for any
20 overpayment or underpayment for previous quarters.

21 “(2) LIMITATIONS.—The Secretary may not
22 make such payments in a manner that prevents a
23 State from complying with the requirement specified
24 in section 658E(c)(3).

1 “(d) FLEXIBILITY IN SUBMITTAL OF CLAIMS.—
2 Nothing in this section shall be construed as preventing
3 a State from claiming as expenditures in a quarter ex-
4 penditures that were incurred in a previous quarter.

5 “(e) STATE ENTITLEMENT.—This subchapter con-
6 stitutes budget authority in advance of appropriations
7 Acts and represents the obligation of the Federal Govern-
8 ment to provide for payments to States under this section
9 from amounts provided under section 658B(a).”.

10 (b) EFFECTIVE DATE.—The amendments made by
11 this section take effect on October 1, 2020.

12 **SEC. 110. REPORTING.**

13 Section 658K(a)(1)(B) of the Child Care and Devel-
14 opment Block Grant Act of 1990 (42 U.S.C.
15 9858i(a)(1)(B)) is amended—

16 (1) in clause (x), by striking “and”;

17 (2) by transferring clause (xi) so as to appear
18 after clause (x);

19 (3) in clause (xi), by inserting “and” after the
20 semicolon; and

21 (4) inserting after clause (xi) the following:

22 “(xii) whether the children receiving
23 assistance under this subchapter are either
24 children with disabilities or infants and
25 toddlers with disabilities;”.

1 **SEC. 111. PRIORITY; WEBSITE.**

2 Section 658L of the Child Care and Development
3 Block Grant Act of 1990 (42 U.S.C. 9858j) is amended—

4 (1) in subsection (a)—

5 (A) in the first sentence, by striking
6 “Committee on Education and the Workforce”
7 and inserting “Committee on Education and
8 Labor”; and

9 (B) in the third sentence, by striking
10 “658E(c)(3)(B)” and inserting “section
11 658G(b)(8)(G)”; and

12 (2) in subsection (b)(2)(B)—

13 (A) in clause (ii), by striking “a Quality
14 Rating and Improvement System” and inserting
15 “a tiered and transparent system for measuring
16 the quality of child care providers described in
17 section 658E(c)(2)(W)(i) and”;

18 (B) in clause (iv), by striking “and” at the
19 end;

20 (C) in clause (v), by striking the period
21 and inserting “; and”; and

22 (D) inserting at the end the following:

23 “(vi) information about—

24 “(I) high-quality and inclusive
25 care for children with disabilities and
26 infants and toddlers with disabilities,

1 including child care with early inter-
2 vention services under part C of the
3 Individuals with Disabilities Edu-
4 cation Act (20 U.S.C. 1431 et seq.)
5 for infants and toddlers with disabil-
6 ities and their families, and child care
7 with services and supports under part
8 B of the Individuals with Disabilities
9 Education Act (20 U.S.C. 1431 et
10 seq.) for children with disabilities; and
11 “(II) other Federal, State, or
12 local programs that may support in-
13 clusive child care for infants and tod-
14 dlers, or children, referred to in sub-
15 clause (I).”.

16 **SEC. 112. NONDISCRIMINATION.**

17 Section 658N of the Child Care and Development
18 Block Grant Act of 1990 (42 U.S.C. 9858l) is amended—

19 (1) in subsection (a)—

20 (A) in paragraph (1)(A), by striking “this
21 section” and inserting “this subsection”;

22 (B) by striking paragraph (2);

23 (C) by redesignating paragraphs (3) and
24 (4) as paragraphs (2) and (3), respectively; and

25 (D) in paragraph (3)—

1 (i) in the paragraph heading, by strik-
2 ing “AND ADMISSION”;

3 (ii) by striking “(1)(B), (2), and (3)”
4 and inserting “(1)(B) and (2)”;

5 (iii) by striking “and admissions”;
6 and

7 (iv) by striking “or admissions”;

8 (2) in subsection (b)—

9 (A) in the subsection heading, by striking
10 “STATE LAW” and inserting “OTHER LAWS”;

11 (B) by striking “Nothing” and inserting
12 the following:

13 “(1) EXPENDITURES.—Nothing”; and

14 (C) by adding at the end the following:

15 “(2) RIGHTS, REMEDIES, PROCEDURES, OR
16 STANDARDS.—Nothing in this subchapter shall be
17 construed to invalidate or limit rights, remedies, pro-
18 cedures, or legal standards available to victims of
19 discrimination in employment or in provision of pro-
20 grams and activities under any other Federal law or
21 law of a State or political subdivision of a State, in-
22 cluding the Civil Rights Act of 1964 (42 U.S.C.
23 2000a et seq.), title IX of the Education Amend-
24 ments of 1972 (20 U.S.C. 1681 et seq.), section 504
25 or 505 of the Rehabilitation Act of 1973 (29 U.S.C.

1 794, 794a), or the Americans with Disabilities Act
2 of 1990 (42 U.S.C. 12101 et seq.). The obligations
3 imposed by this subchapter are in addition to those
4 imposed by the Civil Rights Act of 1964 (42 U.S.C.
5 2000a et seq.), title IX of the Education Amend-
6 ments of 1972 (20 U.S.C. 1681 et seq.), section 504
7 of the Rehabilitation Act of 1973 (29 U.S.C. 794),
8 and the Americans with Disabilities Act of 1990 (42
9 U.S.C. 12101 et seq.).”; and

10 (3) by adding at the end the following:

11 “(c) NONDISCRIMINATION IN PROGRAMS AND AC-
12 TIVITIES.—

13 “(1) IN GENERAL.—Except as described in
14 paragraph (2), no person in the United States shall,
15 on the basis of actual or perceived race, color, reli-
16 gion, national origin, sex, sexual orientation, gender
17 identity, or disability, be excluded from participation
18 in, be denied the benefits of, or be subjected to dis-
19 crimination under any program or activity funded in
20 whole or in part, with funds made available under
21 this subchapter or with amounts appropriated for
22 grants, contracts, or certificates administered with
23 such funds.

24 “(2) PREFERENCE IN ENROLLMENT.—If assist-
25 ance provided under this subchapter, and any other

1 Federal or State program, amounts to less than 80
2 percent of the operating budget of a child care pro-
3 vider that receives such assistance, a child care pro-
4 vider may select children for child care slots that are
5 not funded directly with assistance provided under
6 this subchapter because such children or their family
7 members participate on a regular basis in other ac-
8 tivities of the organization that owns or operates
9 such provider.”.

10 **SEC. 113. INDIAN TRIBES AND NATIONAL ACTIVITIES.**

11 (a) IN GENERAL.—Section 6580 of the Child Care
12 and Development Block Grant Act of 1990 (42 U.S.C.
13 9858m) is amended—

14 (1) by striking the heading and inserting the
15 following:

16 **“SEC. 6580. INDIAN TRIBES AND NATIONAL ACTIVITIES.”;**

17 (2) in subsection (a)—

18 (A) in paragraph (1)—

19 (i) by striking “one half of 1 percent
20 of the amount appropriated under this
21 subchapter” and inserting “a portion of
22 the amount appropriated under section
23 658B(b)”;

1 (ii) by striking “to be allotted” and all
2 that follows and inserting the following:

3 “to be allotted by the Secretary—

4 “(A) in accordance with the respective
5 needs of those territories; and

6 “(B) taking into consideration—

7 “(i) the population of eligible children,
8 and the population of eligible children from
9 low-income families, to be served by the
10 territory involved; and

11 “(ii) the cost of child care in the terri-
12 tory.”;

13 (B) in paragraph (2)—

14 (i) by striking “(2) INDIANS TRIBES”
15 and all that follows through “658B in”
16 and inserting “(2) INDIAN TRIBES.—The
17 Secretary shall reserve the remainder of
18 the amount appropriated under section
19 658B(b) in”;

20 (ii) by striking “subsection (c)” and
21 inserting “subsection (b)”;

22 (iii) by striking subparagraph (B);

23 (C) in paragraph (3), by striking “reserve
24 up to \$1,500,000 of the amount appropriated
25 under this subchapter” and inserting “reserve

1 and use such sums as the Secretary may deter-
2 mine to be necessary of the amount appro-
3 priated under section 658B(a)”;

4 (D) in paragraph (4), by striking “reserve
5 up to $\frac{1}{2}$ of 1 percent of the amount appro-
6 priated under this subchapter” and inserting
7 “reserve and use such sums as the Secretary
8 may determine to be necessary of the amount
9 appropriated under section 658B(a)”; and

10 (E) in paragraph (5), by striking “reserve
11 $\frac{1}{2}$ of 1 percent of the amount appropriated
12 under this subchapter” and inserting “reserve
13 and use such sums as the Secretary may deter-
14 mine to be necessary of the amount appro-
15 priated under section 658B(a)”;

16 (3) by striking subsection (b);

17 (4) in subsection (c)—

18 (A) in paragraph (3)—

19 (i) in subparagraph (A), by striking
20 “and” at the end;

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

23 (iii) by adding at the end the fol-
24 lowing:

1 “(C)(i) the population of Indian or Native
2 Hawaiian eligible children, and the population
3 of Indian or Native Hawaiian eligible children
4 from low-income families, to be served by the
5 Indian tribe or tribal organization;

6 “(ii) the cost of child care in the area to
7 be served by the tribe or organization; and

8 “(iii) whether awarding a grant or contract
9 to the tribe or organization will increase the
10 number of programs that reach standards de-
11 scribed in subsection (a)(1)(B)(iii);”;

12 (B) in paragraph (6)—

13 (i) by inserting “(or other recipient of
14 funds through a State payment under sec-
15 tion 658J (referred to in this paragraph as
16 a ‘covered recipient’))” after “organiza-
17 tion” the first place it appears; and

18 (ii) except as provided in subpara-
19 graph (A), by inserting “(or other covered
20 recipient)” after “organization” each place
21 it appears;

22 (5) by redesignating subsection (c) as sub-
23 section (b);

24 (6) by striking subsection (d);

25 (7) in subsection (e)—

1 (A) by striking paragraphs (1) through
2 (3);

3 (B) by striking “(e) REALLOTMENTS.—”
4 and all that follows through “Any” and insert-
5 ing “(e) REALLOTMENTS.—Any”; and

6 (C) by striking “subsection (c)” each place
7 it appears and inserting “subsection (b)”; and
8 (8) by redesignating subsections (e) and (f) as
9 subsections (c) and (d), respectively.

10 (b) EFFECTIVE DATE.—This section takes effect on
11 October 1, 2020.

12 **SEC. 114. DEFINITIONS.**

13 Section 658P of the Child Care and Development
14 Block Grant Act of 1990 (42 U.S.C. 9858n) is amended—

15 (1) in paragraph (2)—

16 (A) by inserting “child care provider on be-
17 half of a” before “parent”; and

18 (B) by striking “who may use such certifi-
19 cate only as payment”;

20 (2) in paragraph (3)—

21 (A) by striking subparagraph (B); and

22 (B) by redesignating subparagraphs (C)
23 and (D) as subparagraphs (B) and (C), respec-
24 tively;

1 (3) in paragraph (4)(B), by striking “85 per-
2 cent” and inserting “150 percent (100 percent for
3 fiscal year 2020, 115 percent for fiscal year 2021,
4 and 130 percent for fiscal year 2022)”; and

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

6 “(16) FOSTER CARE.—

7 “(A) IN GENERAL.—The term ‘foster care’
8 means 24-hour substitute care for a child
9 placed away from the child’s parents or guard-
10 ians and for whom the State agency has place-
11 ment and care responsibility. The term includes
12 care through a placement in a foster family
13 home, a foster home of a relative, a group
14 home, an emergency shelter, a residential facil-
15 ity, a child care institution, or a pre-adoptive
16 home.

17 “(B) RULE.—A child shall be considered
18 to be in foster care in accordance with subpara-
19 graph (A) regardless of—

20 “(i) whether the foster care facility is
21 licensed and payments are made by the
22 State or local agency for the care of the
23 child;

1 “(ii) whether adoption subsidy pay-
2 ments are being made prior to the finaliza-
3 tion of an adoption; or

4 “(iii) whether there are Federal
5 matching funds for any payments de-
6 scribed in clause (i) or (ii) that are made.

7 “(17) GENDER IDENTITY.—The term ‘gender
8 identity’ means the gender-related identity, appear-
9 ance, mannerisms, or other gender-related character-
10 istics of an individual, regardless of the individual’s
11 designated sex at birth.

12 “(18) HIGH-QUALITY AND INCLUSIVE CARE.—
13 The term ‘high-quality and inclusive’, used with re-
14 spect to care (including child care), means care pro-
15 vided by an eligible child care provider—

16 “(A) that is at the highest tier of the
17 State’s tiered and transparent system for meas-
18 uring the quality of child care providers, under
19 section 658E(c)(2)(W)(i);

20 “(B) for whom the percentage of children
21 served by the provider who are children with
22 disabilities and infants and toddlers with dis-
23 abilities reflects the prevalence of children with
24 disabilities and infants and toddlers with dis-
25 abilities among children within the State; and

1 “(C) that provides care for children with
2 disabilities and infants and toddlers with dis-
3 abilities alongside children who are—

4 “(i) not infants and toddlers with dis-
5 abilities; and

6 “(ii) not children with disabilities.

7 “(19) HOMELESS CHILD.—The term ‘homeless
8 child’ means an individual who is a homeless child
9 or youth under section 725 of the McKinney-Vento
10 Homeless Assistance Act (42 U.S.C. 11434).

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

16 “(21) KEY PROGRAMMATIC STRATEGIES.—The
17 term ‘key programmatic strategies’ means strategies
18 related to—

19 “(A) nutrition and physical activity;

20 “(B) recommended practices for age-ap-
21 propriate exposure to screen media; and

22 “(C) the integration and utilization of in-
23 structional methods to assist learning across
24 disciplines, including methods that use the arts,

1 language, literacy, mathematics, science, and
2 social studies.

3 “(22) SEX.—The term ‘sex’ includes—

4 “(A) a sex stereotype;

5 “(B) pregnancy, childbirth, or a related
6 medical condition; and

7 “(C) sexual orientation or gender identity.

8 “(23) SEXUAL ORIENTATION.—The term ‘sex-
9 ual orientation’ means homosexuality, hetero-
10 sexuality, or bisexuality.”.

11 **SEC. 115. MISCELLANEOUS PROVISIONS.**

12 Section 658S of the Child Care and Development
13 Block Grant Act of 1990 (42 U.S.C. 9858q) is amended—

14 (1) by striking “Notwithstanding” and insert-
15 ing the following:

16 “(a) CHILD CARE NOT TREATED AS INCOME.—Not-
17 withstanding”; and

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

19 “(b) RULE OF CONSTRUCTION FOR COLLECTIVE
20 BARGAINING.—Nothing in this subchapter shall be con-
21 strued to alter, diminish, or otherwise affect the rights,
22 remedies, and procedures afforded to individuals employed
23 by schools or local educational agencies, or teachers and
24 other staff employed by child care providers—

1 “(1) under Federal, State, or local laws (includ-
2 ing applicable regulations or court orders); or

3 “(2) under the terms of collective bargaining
4 agreements, memoranda of understanding, or other
5 agreements between schools, agencies, or providers
6 that are referred to in this subsection, and their em-
7 ployees.”.

8 **SEC. 116. CONFORMING AMENDMENT.**

9 The Child Care and Development Block Grant Act
10 of 1990 (42 U.S.C. 9858 et seq.) is amended by striking
11 the subchapter heading and inserting the following:

12 **“Subchapter C—Child Care and Development**
13 **Assistance”.**

14 **SEC. 117. TRANSITION RULE.**

15 (a) IN GENERAL.—During fiscal years 2020 through
16 2022, the Secretary of Health and Human Services—

17 (1) shall make allotments and payments to
18 States and Indian tribes under section 658J and
19 658O of the Child Care and Development Block
20 Grant Act of 1990 (42 U.S.C. 9858h, 9858m), as in
21 effect immediately before the date of enactment of
22 this Act, subject to subsection (b); and

23 (2) shall carry out section 658E(c)(3) of that
24 Act (42 U.S.C. 9858c(c)(3)) by applying subpara-

1 graphs (C) and (E) of that section, as in effect on
2 that day.

3 (b) ADJUSTMENTS.—During fiscal years 2020
4 through 2022, the Secretary shall have authority to make
5 such adjustments as may be necessary to carry out sub-
6 section (a) and to transition to making quarterly payments
7 under section 658J and allotments under 658O of the
8 Child Care and Development Block Grant Act, as amend-
9 ed by this Act.

10 **SEC. 118. EFFECTIVE DATE.**

11 This title, and the amendments made by this title,
12 take effect on October 1, 2019.

13 **TITLE II—HIGH-QUALITY**
14 **PRESCHOOL**

15 **SEC. 201. FORMULA GRANTS TO STATES TO ESTABLISH**
16 **VOLUNTARY HIGH-QUALITY PRESCHOOL**
17 **PROGRAMS.**

18 (a) DEFINITIONS.—In this section:

19 (1) CHILD WITH A DISABILITY.—The term
20 “child with a disability” has the meaning given the
21 term in section 602 of the Individuals with Disabil-
22 ities Education Act (20 U.S.C. 1401).

23 (2) DUAL LANGUAGE LEARNER.—The term
24 “dual language learner” means an individual who is

1 limited English proficient, as defined in section 637
2 of the Head Start Act (42 U.S.C. 9832).

3 (3) ELIGIBLE CHILD.—The term “eligible
4 child” means a child who is—

5 (A) age 3, 4, or 5;

6 (B) not yet enrolled in kindergarten; and

7 (C) a member of a family with a family in-
8 come that does not exceed 150 percent of the
9 State median income for a family of the same
10 size.

11 (4) ELIGIBLE PROVIDER.—The term “eligible
12 provider” includes a local educational agency, Head
13 Start program funded under the Head Start Act (42
14 U.S.C. 9831 et seq.), licensed child care center, li-
15 censed family child care home, and community- or
16 neighborhood-based family child care network,
17 that—

18 (A) participates in the State’s tiered and
19 transparent system for measuring program
20 quality described in section 658E(c)(2)(W)(i) of
21 the Child Care and Development Block Grant
22 Act of 1990 (42 U.S.C. 9858c(c)(2)(W)(i)); and

23 (B) meets the highest tier of such system.

24 (5) FOSTER CARE.—

1 (A) IN GENERAL.—The term “foster care”
2 means 24-hour substitute care for a child
3 placed away from the child’s parents or guard-
4 ians and for whom the State agency has place-
5 ment and care responsibility. The term includes
6 care through a placement in a foster family
7 home, a foster home of a relative, a group
8 home, an emergency shelter, a residential facil-
9 ity, a child care institution, or a pre-adoptive
10 home.

11 (B) RULE.—A child shall be considered to
12 be in foster care in accordance with subpara-
13 graph (A) regardless of—

14 (i) whether the foster care facility is
15 licensed and payments are made by the
16 State or local agency for the care of the
17 child;

18 (ii) whether adoption subsidy pay-
19 ments are being made prior to the finaliza-
20 tion of an adoption; or

21 (iii) whether there are Federal match-
22 ing funds for any payments described in
23 clause (i) or (ii) that are made.

24 (6) GOVERNOR.—The term “Governor” means
25 the chief executive officer of a State.

1 (7) HIGH-NEED SCHOOL.—The term “high-need
2 school” means an elementary school in which not
3 less than 50 percent of the enrolled students are
4 children from low-income families, as defined in sec-
5 tion 2221(b)(3)(B) of the Elementary and Sec-
6 ondary Education Act of 1965 (20 U.S.C.
7 6641(b)(3)(B)).

8 (8) HIGH-NEED LOCAL EDUCATIONAL AGEN-
9 CY.—The term “high-need local educational agency”
10 means a local educational agency that serves a high
11 percentage of high-need schools.

12 (9) HOMELESS CHILD.—The term “homeless
13 child” means an individual who is a homeless child
14 or youth under section 725 of the McKinney-Vento
15 Homeless Assistance Act (42 U.S.C. 11434).

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

21 (11) KEY PROGRAMMATIC STRATEGIES.—The
22 term “key programmatic strategies” means strate-
23 gies related to—

24 (A) nutrition and physical activity;

1 (B) recommended practices for age-appro-
2 priate exposure to screen media; and

3 (C) the integration and utilization of in-
4 structional methods to assist learning across
5 disciplines, including methods that use the arts,
6 language, literacy, mathematics, science, and
7 social studies.

8 (12) LOW-INCOME CHILD.—The term “low-in-
9 come child” means a child who is a member of a
10 family with a family income that is at or below 200
11 percent of the poverty line.

12 (13) OUTLYING AREAS.—The term “outlying
13 areas” means the United States Virgin Islands,
14 Guam, American Samoa, and the Commonwealth of
15 the Northern Mariana Islands.

16 (14) POVERTY LINE.—The term “poverty line”
17 means the official poverty line (as defined by the Of-
18 fice of Management and Budget)—

19 (A) adjusted to reflect the percentage
20 change in the Consumer Price Index For All
21 Urban Consumers, issued by the Bureau of
22 Labor Statistics, occurring in the 1-year period
23 or other interval immediately preceding the date
24 such adjustment is made; and

25 (B) adjusted for family size.

1 (15) SPECIALIZED INSTRUCTIONAL SUPPORT
2 PERSONNEL.—The term “specialized instructional
3 support personnel” has the meaning given such term
4 in section 8101(47)(A) of the Elementary and Sec-
5 ondary Education Act (20 U.S.C. 7801(47)).

6 (16) STATE.—The term “State” means each of
7 the 50 States, the District of Columbia, and the
8 Commonwealth of Puerto Rico.

9 (b) ALLOTMENTS TO STATES.—

10 (1) RESERVATION.—From the total amount ap-
11 propriated to carry out this section for a fiscal year,
12 the Secretary of Health and Human Services, in col-
13 laboration with the Secretary of Education, shall—

14 (A) reserve not less than 1 percent and not
15 more than 2 percent for payments to Indian
16 tribes and tribal organizations;

17 (B) reserve $\frac{1}{2}$ of 1 percent for the outlying
18 areas to be distributed among the outlying
19 areas on the basis of their relative need, as de-
20 termined by the Secretary of Health and
21 Human Services in accordance with the pur-
22 poses of this section;

23 (C) reserve $\frac{1}{2}$ of 1 percent for eligible
24 local entities that serve children in families who

1 are engaged in migrant or seasonal agricultural
2 labor;

3 (D) reserve not more than 1 percent or
4 \$30,000,000, whichever amount is less, for na-
5 tional activities, including administration, tech-
6 nical assistance, and evaluation; and

7 (E) reserve 5 percent for State leadership
8 activities described in subsection (c), including
9 the grants described in such subsection.

10 (2) ALLOTMENT FORMULA.—

11 (A) IN GENERAL.—Except as provided in
12 subparagraph (B), from the total amount ap-
13 propriated to carry out this section for a fiscal
14 year that remains after making the reservations
15 under paragraph (1), the Secretary of Health
16 and Human Services, in collaboration with the
17 Secretary of Education, shall allot to each State
18 for the fiscal year that has an application ap-
19 proved under subsection (d) an amount that
20 bears the same ratio to such remainder as the
21 number of children who are below the age of 6
22 who reside within the State and whose families
23 have an income at or below 200 percent of the
24 poverty line for the most recent year for which
25 satisfactory data are available, bears to the

- 1 appropriate practices and preparing classrooms
2 with materials and equipment for young
3 children;
- 4 (ii) promote children’s development
5 across all of the essential domains of early
6 learning and development;
- 7 (iii) improve curricula and teacher-
8 child interaction;
- 9 (iv) incorporate the inclusion of key
10 programmatic strategies into classroom in-
11 struction;
- 12 (v) increase effective family engage-
13 ment, including for families of dual lan-
14 guage learners;
- 15 (vi) provide culturally competent in-
16 struction, including effective instruction for
17 children with disabilities and dual language
18 learners;
- 19 (vii) improve social and emotional de-
20 velopment;
- 21 (viii) incorporate positive behavioral
22 interventions and supports and principles
23 of trauma-informed care;
- 24 (ix) align preschool curricula with ele-
25 mentary school standards and curricula;

1 (x) engage teachers, teacher leaders,
2 early childhood educators, and other pro-
3 fessionals in joint professional learning op-
4 portunities, as described in section
5 2103(b)(3)(G) of the Elementary and Sec-
6 ondary Education Act of 1965 (20 U.S.C.
7 6613(b)(3)(G)); and

8 (xi) improve the transition of children
9 from preschool to elementary school;

10 (B) completing the Preschool Equity Re-
11 view and distributing grants as described in
12 paragraph (2) in accordance with the results of
13 such review;

14 (C) expanding or establishing scholarships,
15 counseling, and compensation initiatives to
16 cover the cost of tuition, fees, materials, trans-
17 portation, and release time for staff of eligible
18 providers to pursue credentials and degrees, in-
19 cluding bachelor's degrees; and

20 (D) partnerships between institutions of
21 higher education and eligible providers, includ-
22 ing high-need local educational agencies, to im-
23 prove access to early childhood educators, in-
24 cluding educators serving dual language learn-
25 ers and children with disabilities.

1 (2) GRANTS TO IMPROVE EQUITABLE ACCESS
2 TO HIGH-QUALITY PRESCHOOL PROGRAMS.—

3 (A) IN GENERAL.—From amounts reserved
4 under subsection (b)(1)(E), a State shall make
5 grants to rectify resource inequities in preschool
6 programs and expand access to high-quality
7 preschool programs for all children, including
8 children described in items (aa) through (dd) of
9 subparagraph (B)(ii)(I). Such grants shall be
10 awarded to high-need local educational agencies
11 in order to improve their capacity to offer high-
12 quality preschool programs for eligible children,
13 which may include paying the costs of renova-
14 tion.

15 (B) PRESCHOOL EQUITY REVIEW.—

16 (i) IN GENERAL.—Each State making
17 grants under subparagraph (A) shall com-
18 plete an annual Preschool Equity Review
19 that informs the distribution of funds
20 under such subparagraph.

21 (ii) CONTENTS OF REVIEW.—Each
22 Preschool Equity Review shall include data
23 on—

24 (I) the percentage of children
25 participating in preschool programs

1 funded under this section,
2 disaggregated by status as—

3 (aa) children with disabili-
4 ties;

5 (bb) low-income children;

6 (cc) children from major
7 ethnic and racial groups; and

8 (dd) dual language learners;

9 (II) the geographic location of
10 preschool programs funded under this
11 section;

12 (III) the quality of preschool pro-
13 grams funded under the section, com-
14 pared to such programs not funded
15 under this section; and

16 (IV) resource inequities between
17 preschool programs, including pro-
18 grams serving a high percentage of
19 children described in items (aa)
20 through (dd) of subclause (I).

21 (d) STATE APPLICATION.—In order to receive an al-
22 lotment under this section, the Governor of a State shall
23 submit an application at such time and in such manner
24 as the Secretary of Health and Human Services, in col-

1 laboration with the Secretary of Education, may require.

2 Such application shall include each of the following:

3 (1) A description of how the State will provide
4 access to high-quality preschool during the school
5 day for eligible children in the State within 3 years,
6 which shall include the following:

7 (A) How the State plans to distribute
8 funds from the State's allotment to eligible pro-
9 viders, including an assurance that the Gov-
10 ernor will designate a State-level entity (such as
11 an agency or joint interagency office) for the
12 administration of the grant.

13 (B) An explanation of how the State will
14 ensure that eligible providers receiving funds
15 under this section will use research-based cur-
16 ricula that are aligned with State early learning
17 standards that are developmentally appropriate
18 and include, at a minimum, each of the fol-
19 lowing domains:

20 (i) Language development.

21 (ii) Literacy.

22 (iii) Mathematics.

23 (iv) Science.

24 (v) Creative arts.

25 (vi) Social and emotional development.

1 (vii) Approaches to learning.

2 (viii) Physical development.

3 (C) How the State will coordinate services
4 provided under this section with services and
5 supports provided under the Child Care and
6 Development Block Grant Act of 1990 (42
7 U.S.C. 9858 et seq.), section 619 and part C of
8 the Individuals with Disabilities Education Act
9 (20 U.S.C. 1419; 1431 et seq.), the Head Start
10 Act (42 U.S.C. 9831 et seq.), the Preschool De-
11 velopment Grants program under section 9212
12 of the Every Student Succeeds Act (42 U.S.C.
13 9831 note), the Elementary and Secondary
14 Education Act of 1965 (20 U.S.C. 6301 et
15 seq.), the McKinney-Vento Homeless Assistance
16 Act (42 U.S.C. 11301 et seq.) and the mater-
17 nal, infant, and early childhood home visiting
18 programs assisted under section 511 of the So-
19 cial Security Act (42 U.S.C. 711).

20 (D) How the State will improve transitions
21 from early childhood education to elementary
22 school, including how the State will ensure that
23 preschool programs—

1 (i) share relevant data between early
2 childhood educators and kindergarten
3 teachers;

4 (ii) share instructional, behavioral,
5 and other information between early child-
6 hood educators and kindergarten teachers
7 to best support the transition of children
8 with disabilities who may need services and
9 supports provided under part B of the In-
10 dividuals with Disabilities Education Act
11 (42 U.S.C. 1411 et seq.) into general edu-
12 cation settings; and

13 (iii) share information about the pro-
14 ficiency of dual language learners in both
15 English and their native language.

16 (E) How the State will provide ongoing
17 monitoring and support and conduct evalua-
18 tions of preschool programs funded under this
19 section.

20 (F) How the State has reviewed the stra-
21 tegic plan developed under section 9212 of the
22 Every Student Succeeds Act (42 U.S.C. 9831
23 note) or engaged in a similar strategy to facili-
24 tate coordination of existing early learning and
25 care programs in a mixed delivery system.

1 (G) If the State funds full-day kinder-
2 garten programs, but such full-day kinder-
3 garten programs are not available to all chil-
4 dren who are eligible to attend such programs
5 in the State, how the State plans to increase
6 the number of children in the State who are en-
7 rolled in full-day kindergarten programs and a
8 strategy to implement such a plan.

9 (H) If the State does not fund full-day
10 kindergarten programs, a description of how
11 the State plans to establish such programs to
12 strengthen the educational continuum for chil-
13 dren who will be involved in the State's high-
14 quality preschool program supported under this
15 title.

16 (2) An assurance that all preschool programs
17 funded under this section will—

18 (A) offer programming that meets the du-
19 ration requirements in the program perform-
20 ance standards applicable to Head Start pro-
21 grams described in section 641A of the Head
22 Start Act (42 U.S.C. 9836a);

23 (B) adopt policies and practices to provide
24 expedited enrollment, including prioritization,
25 to—

1 (i) homeless children;

2 (ii) children in foster care; and

3 (iii) migratory children;

4 (C) conduct outreach to families of—

5 (i) homeless children;

6 (ii) dual language learners;

7 (iii) children in foster care;

8 (iv) children with disabilities;

9 (v) infants and toddlers with disabil-

10 ities; and

11 (vi) migratory children;

12 (D) provide salaries to staff of eligible pro-

13 viders that are on the same pay scale as ele-

14 mentary school educators with similar creden-

15 tials and experience;

16 (E) require high staff qualifications for

17 teachers, including, at a minimum, meeting the

18 staff qualifications included in the quality

19 standards of the National Institute for Early

20 Education Research that are in effect on the

21 date of enactment of this Act by not later than

22 4 years after the date the State first receives an

23 allotment under this section; and

24 (F) determine whether children are dual

25 language learners and provide services to en-

1 sure the full and effective participation of such
2 learners and their families.

3 (3) An assurance that the State will provide as-
4 sistance under this section only to eligible providers
5 that prohibit the use of suspension, expulsion, and
6 aversive behavioral interventions.

7 (4) An assurance that the State will meet the
8 requirements of clauses (ii) and (iii) of section
9 658E(c)(2)(T) of the Child Care and Development
10 Block Grant Act of 1990 (42 U.S.C.
11 9858c(c)(2)(T)(ii) and (iii)).

12 (e) USE OF FUNDS.—A State that receives an allot-
13 ment under subsection (b)(2) for a fiscal year shall use
14 the allotment to carry out the activities described in the
15 State’s application described in subsection (d).

16 (f) MATCH REQUIRED.—A State that receives an al-
17 lotment under subsection (b)(2) for a fiscal year shall pro-
18 vide matching funds from non-Federal sources in an
19 amount equal to 10 percent of the Federal funds that such
20 State receives under such subsection for the fiscal year.

21 (g) REPORTING.—

22 (1) IN GENERAL.—Each State that receives an
23 allotment under subsection (b)(2) shall prepare an
24 annual report, in such manner and containing such

1 information as the Secretary of Health and Human
2 Services may reasonably require.

3 (2) CONTENTS.—A report prepared under para-
4 graph (1) shall contain, at a minimum—

5 (A) a description of the manner in which
6 the State has used the funds made available
7 through the allotment and a report of the ex-
8 penditures made with the funds;

9 (B) a summary of the State’s progress to-
10 ward providing access to high-quality preschool
11 programs for eligible children;

12 (C) an evaluation of the State’s progress
13 towards improving equitable access to high-
14 quality preschool, as measured by the Preschool
15 Equity Review described in subsection
16 (c)(2)(B), disaggregated by the categories
17 under subsection (c)(2)(B)(ii)(I);

18 (D) the number and percentage of children
19 in the State participating in eligible preschool
20 programs, disaggregated by race, ethnicity,
21 family income, child age, disability, and whether
22 the children are homeless children, children in
23 foster care, or dual language learners;

24 (E) data on the number and percentage of
25 children in the State participating in public kin-

1 dergarten programs, disaggregated by race,
2 family income, child age, disability, and whether
3 the children are homeless children, children in
4 foster care, or dual language learners, with in-
5 formation on whether such programs are of-
6 fered—

7 (i) for a full-day; and

8 (ii) at no cost to families; and

9 (F) data on the kindergarten readiness of
10 children across the State.

11 (h) MAINTENANCE OF EFFORT.—

12 (1) IN GENERAL.—If a State reduces its com-
13 bined fiscal effort per child for its State preschool
14 program or State supplemental assistance funds for
15 Head Start programs assisted under the Head Start
16 Act (42 U.S.C. 9831 et seq.) for any fiscal year that
17 a State receives an allotment under subsection
18 (b)(2) relative to the previous fiscal year, the Sec-
19 retary of Health and Human Services, in collabora-
20 tion with the Secretary of Education, shall reduce
21 support for such State under such subsection by the
22 same amount as the decline in State effort for such
23 fiscal year.

24 (2) WAIVER.—The Secretary of Health and
25 Human Services, in collaboration with the Secretary

1 of Education, may waive the requirements of para-
2 graph (1) if—

3 (A) the Secretaries determine that a waiv-
4 er would be appropriate due to a precipitous de-
5 cline in the financial resources of a State as a
6 result of unforeseen economic hardship or a
7 natural disaster that has necessitated across-
8 the-board reductions in State services during
9 the 5-year period preceding the date of the de-
10 termination, including for early childhood edu-
11 cation programs; or

12 (B) due to the circumstances of a State re-
13 quiring reductions in specific programs, includ-
14 ing early childhood education, the State pre-
15 sents to the Secretaries a justification and dem-
16 onstration why other programs could not be re-
17 duced and how early childhood programs in the
18 State will not be disproportionately harmed by
19 such State action.

20 (i) SUPPLEMENT NOT SUPPLANT.—Funds received
21 under this section shall be used to supplement and not
22 supplant other Federal, State, and local public funds ex-
23 pended on early childhood education programs in the
24 State.

1 (j) APPROPRIATIONS.—There is authorized to be ap-
2 propriated, and there is appropriated, to carry out this
3 section, \$8,000,000,000 for each of fiscal years 2020
4 through 2030.

5 **TITLE III—HEAD START**
6 **EXTENDED DURATION**

7 **SEC. 301. EXTENDED DURATION.**

8 (a) IN GENERAL.—The Head Start Act (42 U.S.C.
9 9801 et seq.) is amended—

10 (1) by redesignating section 657C (42 U.S.C.
11 9852c) as section 657D; and

12 (2) by inserting after section 657B (42 U.S.C.
13 9852b) the following:

14 **“SEC. 657C. EXTENDED DURATION.**

15 **“(a) IN GENERAL.—**The Secretary shall make grants
16 to Head Start (including Early Head Start) agencies
17 funded under this subchapter to enable such agencies—

18 **“(1) to provide access to a full school year and**
19 **a full school day of services;**

20 **“(2) in the case of a migrant and seasonal**
21 **Head Start agency, to provide access to additional**
22 **service hours to ensure continuous Head Start serv-**
23 **ices as determined by the Secretary; or**

24 **“(3) in the case of a Head Start agency (in-**
25 **cluding Early Head Start agency) that already**

1 meets the full-day, full-year services needs within its
2 community, to enhance the quality of Head Start
3 services (including Early Head Start services) pro-
4 vided to children served by such agency.

5 “(b) APPLICATION.—

6 “(1) IN GENERAL.—To be eligible to receive a
7 grant under this section, a Head Start agency shall
8 submit an application at such time and in such man-
9 ner as the Secretary may require. Such application
10 shall include—

11 “(A) evidence of—

12 “(i) the number and percentage of
13 slots—

14 “(I) in the agency’s Head Start
15 center-based programs (that are not
16 Early Head Start programs)—

17 “(aa) that are currently
18 funded (as of the date of submis-
19 sion of the application); and

20 “(bb) in which services are
21 provided for at least the equiva-
22 lent of 1,020 hours per year; and

23 “(II) in the agency’s Early Head
24 Start center-based programs—

1 “(aa) that are currently
2 funded (as of that date); and

3 “(bb) in which services are
4 provided for at least the equiva-
5 lent of 1,380 hours per year; and

6 “(ii) the number and percentage of
7 slots, in the agency’s Head Start family
8 child care programs—

9 “(I) that are currently funded
10 (as of that date); and

11 “(II) in which services are pro-
12 vided for at least the equivalent of
13 1380 hours per year;

14 “(B) a description of an approach, using
15 the current community-wide strategic planning
16 and needs assessment described in section
17 640(g)(1)(C) of the Head Start Act (42 U.S.C.
18 9835(g)(1)(C)) and current program schedule
19 (current as of the date of submission of the ap-
20 plication), that transitions all of the agency’s
21 Head Start programs to a full school day, full
22 school year program schedule; and

23 “(C) a budget justification that estimates
24 the supplemental funding necessary to provide
25 for incremental ongoing operating costs for the

1 extended hours of service under such a program
2 schedule for the current enrollment in the agen-
3 cy's Head Start programs.

4 “(2) EXCEPTIONS.—

5 “(A) MIGRANT AND SEASONAL HEAD
6 START.—

7 “(i) IN GENERAL.—A migrant and
8 seasonal Head Start agency may apply for
9 a grant described in subsection (a) without
10 meeting the requirements specified in para-
11 graph (1) to ensure continuous Head Start
12 services are provided to children enrolled in
13 a migrant and seasonal Head Start pro-
14 gram. To be eligible to receive the grant,
15 the agency shall submit an application at
16 such time and in such manner as the Sec-
17 retary may require.

18 “(ii) PRIORITY.—In making grants to
19 applicants described in clause (i), the Sec-
20 retary shall give priority to a migrant and
21 seasonal Head Start agency operating for
22 fewer than 8 months per year.

23 “(B) FULL-DAY, FULL-YEAR HEAD START
24 AGENCIES.—

1 “(i) IN GENERAL.—A Head Start
2 agency (including an Early Head Start
3 agency) that certifies to the Secretary that
4 it is meeting the full-day, full-year need
5 within its community may apply for a
6 grant to enhance the quality of services
7 provided to children enrolled in its Head
8 Start program (including its Early Head
9 Start program) in accordance with sub-
10 section (c)(2).

11 “(ii) APPLICATION.—A Head Start
12 (including Early Head Start) agency that
13 meets the requirements of clause (i) shall
14 submit an application, which shall in-
15 clude—

16 “(I) the proposed uses of funds
17 in accordance with subsection (c)(2);
18 and

19 “(II) how such uses of funds re-
20 late to the communitywide strategic
21 planning and needs assessment de-
22 scribed under section 640(g)(1)(C).

23 “(c) USE OF FUNDS.—

24 “(1) EXTENDED DURATION.—A Head Start
25 agency that meets the requirements of paragraph

1 (1) or (2) of subsection (a) receiving a grant under
2 this section shall use the grant funds to cover the
3 costs associated with extending those hours of serv-
4 ice for the current enrollment, such as additional
5 costs for—

6 “(A) the purchase, rental, renovation, and
7 maintenance of additional facilities;

8 “(B) ongoing purchases of classroom sup-
9 plies;

10 “(C) staff providing services during the ex-
11 tended hours; and

12 “(D) professional development to staff
13 transitioning to providing services during the
14 extended hours.

15 “(2) ENHANCING PROGRAM QUALITY.—A Head
16 Start (including Early Head Start) agency that
17 meets the requirements of subsection (a)(3) shall use
18 funds for the activities authorized under section
19 640(a)(5)(B).

20 “(3) EXCEPTION.—The Head Start agency
21 shall not use the grant funds to expand the number
22 of children served in the Head Start program (in-
23 cluding Early Head Start programs) of the agency.

24 “(d) RESERVATIONS.—

1 “(1) ACTIVITIES.—From the total amount ap-
2 propriated to carry out this section, the Secretary
3 shall—

4 “(A) for making grants for the activities
5 described in subsection (c)(1)(A), reserve
6 \$4,000,000,000 of the funds appropriated for
7 fiscal year 2020; and

8 “(B) for making grants for the activities
9 described in any of subparagraphs (B) through
10 (D) of subsection (c)(1), reserve—

11 “(i) \$490,000,000 of the funds appro-
12 priated for fiscal year 2020;

13 “(ii) \$780,000,000 of the funds ap-
14 propriated for fiscal year 2021; and

15 “(iii) \$1,070,000,000 of the funds ap-
16 propriated for fiscal year 2022.

17 “(2) PRIORITY.—The Secretary shall prioritize
18 Head Start agencies (including Early Head Start
19 agencies) that are applying to use funds to carry out
20 the activities described in subsection (a)(1).

21 “(3) MIGRANT OR SEASONAL HEAD START PRO-
22 GRAMS.—From the amount appropriated to carry
23 out this section for a fiscal year and reserved under
24 paragraph (1)(B), the Secretary shall reserve 4.5

1 percent for migrant or seasonal Head Start pro-
2 grams.

3 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
4 are authorized to be appropriated to carry out this sec-
5 tion—

6 “(1) \$3,876,000,000 for fiscal year 2020;

7 “(2) \$648,000,000 for fiscal year 2021; and

8 “(3) \$1,019,000,000 for fiscal year 2022.

9 “(f) DEFINITIONS.—In this section:

10 “(1) FULL SCHOOL DAY; FULL SCHOOL
11 YEAR.—The terms ‘full school day’ and ‘full school
12 year’ mean such a day and year, respectively, within
13 the meaning of the Head Start Program Perform-
14 ance standards issued under section 641A(a).

15 “(2) MIGRANT AND SEASONAL HEAD START
16 AGENCY.—The term ‘migrant and seasonal Head
17 Start agency’ means an agency that is funded under
18 this subchapter to provide a migrant and seasonal
19 Head Start program.”.

20 “(b) CONFORMING AMENDMENTS.—Section 640 of the
21 Head Start Act (42 U.S.C. 9835) is amended—

22 (1) in subsection (a)(6), by striking “appro-
23 priated under this subchapter” each place it appears
24 and inserting “appropriated under section 639”; and

25 (2) in subsection (g)(3)(A)—

1 (A) by striking “amount appropriated”
 2 each place it appears and inserting “amount
 3 appropriated under section 639”;

4 (B) by striking “services provided under
 5 this subchapter” and inserting “services pro-
 6 vided under this subchapter (other than section
 7 657C)”; and

8 (C) by striking “agency under this sub-
 9 chapter” and inserting “agency under this sub-
 10 chapter (other than section 657C)”.

11 **TITLE IV—APPROPRIATIONS**
 12 **FOR SUPPORTS AND SERV-**
 13 **ICES FOR INCLUSIVE CHILD**
 14 **CARE FOR INFANTS, TOD-**
 15 **DLERS, AND CHILDREN WITH**
 16 **DISABILITIES**

17 **SEC. 401. APPROPRIATIONS FOR SUPPORTS AND SERVICES**
 18 **FOR INCLUSIVE CHILD CARE FOR INFANTS,**
 19 **TODDLERS, AND CHILDREN WITH DISABIL-**
 20 **ITIES.**

21 There is authorized to be appropriated and there is
 22 appropriated for each State for each quarter an amount
 23 that is equal to 5 percent of the payment to such State
 24 for such quarter under section 658J of the Child Care and

1 Development Block Grant Act of 1990 (42 U.S.C. 9858h)

2 to be used by—

3 (1) the State’s lead agency designated or estab-
4 lished under section 635(a)(10) of the Individuals
5 with Disabilities Education Act (20 U.S.C.
6 1435(a)(10)) to provide early intervention services
7 for infants and toddlers with disabilities (as defined
8 in section 632 of the Individuals with Disabilities
9 Education Act (20 U.S.C. 1432)) and their families
10 in settings that provide high-quality inclusive care to
11 such children; and

12 (2) the State to provide services and supports
13 to children with disabilities (as defined in section
14 658P of the Child Care and Development Block
15 Grant Act of 1990 (42 U.S.C. 9858n)) in settings
16 that provide high-quality inclusive care to such chil-
17 dren.

18 **TITLE V—MATERNAL, INFANT,**
19 **AND EARLY CHILDHOOD**
20 **HOME VISITING PROGRAM**

21 **SEC. 501. SENSE OF SENATE.**

22 It is the sense of the Senate that—

23 (1) from the prenatal period to the first day of
24 kindergarten, children’s development rapidly pro-

1 gresses at a pace exceeding that of any subsequent
2 stage of life;

3 (2) as reported by the National Academy of
4 Sciences in 2001, striking disparities exist in what
5 children know and can do that are evident well be-
6 fore they enter kindergarten; these differences are
7 strongly associated with social and economic cir-
8 cumstances, and they are predictive of subsequent
9 academic performance;

10 (3) research has consistently demonstrated that
11 investments in high-quality programs that serve in-
12 fants and toddlers better position those children for
13 success in elementary, secondary, and postsecondary
14 education as well as helping children develop the
15 critical physical, emotional, social, and cognitive
16 skills that they will need for the rest of their lives;

17 (4) in 2011, there were 11,000,000 infants and
18 toddlers living in the United States and 49 percent
19 of these children came from low-income families liv-
20 ing with incomes at or below 200 percent of the
21 Federal poverty guidelines;

22 (5) the Maternal, Infant, and Early Childhood
23 Home Visiting (MIECHV) program was authorized
24 by Congress to facilitate collaboration and partner-
25 ship at the Federal, State, and community levels to

1 improve health and development outcomes for at-risk
2 children, including those from low-income families,
3 through evidence-based home visiting programs;

4 (6) MIECHV is an evidence-based policy initia-
5 tive and its authorizing legislation requires that at
6 least 75 percent of funds dedicated to the program
7 must support programs to implement evidence-based
8 home visiting models, which includes the home-based
9 model of Early Head Start;

10 (7) in fiscal year 2016, MIECHV served ap-
11 proximately 160,000 parents and children, which is
12 only a small portion of those eligible, in 893 counties
13 covering all 50 states, the District of Columbia, and
14 5 territories; and

15 (8) Congress should increase its investment in
16 MIECHV to support the work of States to help
17 more at-risk families voluntarily receive home visits
18 from home visitors to—

19 (A) promote maternal, infant, and child
20 health;

21 (B) improve school readiness and achieve-
22 ment;

23 (C) prevent potential child abuse or neglect
24 and injuries;

