



Side-by-Side Comparison of Child Care and Early Education Provisions in Key Senate, House, and Administration Bills and Proposals

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This document summarizes and compares selected child care and early education provisions in current law and a set of major Congressional proposals addressing reauthorization and early education *as of June 18, 2003*:

- the Administration's *Good Start, Grow Smart* initiative (descriptions of provisions are based on *Good Start, Grow Smart*, a White House document released in April 2002 most of which is currently being implemented administratively);
- the final TANF reauthorization bill passed in the House (H.R. 4), with text in **bold** where provisions are the same as the Administration's reauthorization plan (descriptions of provisions are based on *Working Toward Independence*, a 36-page White House document released in February 2002); and
- the comprehensive Child Care and Development Block Grant (CCDBG) reauthorization bill (S. 880) that was approved by the Senate Health, Education, Labor, and Pensions (HELP) Committee on April 2, 2003.

In addition, the first page of this comparison provides an overview of all pending proposals that include provisions for funding levels of CCDBG as part of the larger Temporary Assistance for Needy Families (TANF) reauthorization discussion, including the ones listed above and:

- a TANF bill (S. 5) introduced by Senator Talent (R-MO);
- a TANF bill (S. 367) introduced by Senator Rockefeller (D-WV); and
- a child care funding bill (S. 261) introduced by Senators Bingaman (D-NM) and Kerry (D-MA).

Although the early care and education legislation and the TANF legislation approach child care and early education issues from different perspectives, this side-by-side comparison includes all the above approaches, because changes to any piece of the child care and education system will necessarily have an impact on the others, and all serve a similar population—low-income working families and children. Although this piece summarizes *child care and early education provisions*, it does not address every detail of the proposals. Furthermore, this side by side does not refer to the President's Head Start proposal or proposed legislation to reauthorize Head Start or the Individuals with Disabilities Education Act's early childhood programs.

This document is part of a larger joint project of the Center for Law and Social Policy (CLASP) and the Center on Budget and Policy Priorities, which includes side-by-side comparisons of many aspects of proposed TANF reauthorization legislation.

Summary of Child Care Funding Provisions in Key Senate, House, and Administration Bills and Proposals

Current Law	Bush Administration's Early Childhood Initiative (not legislation)	Final House Bill (H.R. 4)	Senate HELP Committee (S. 880)
<p>Federal CCDBG mandatory funds and federal matching funds (which are federal mandatory funds that require a state match) are automatically available each year according to legislation and are not subject to the annual Congressional appropriations process. Federal discretionary funds must be appropriated each year by the Congressional appropriations committees.</p> <p>In FY 2003, funds were appropriated as follows: \$1.24 billion in mandatory funds; \$1.48 billion in mandatory-matching funds; and \$2.09 billion in discretionary funds (although the law only authorizes \$1 billion for discretionary funds).</p>	<p>Maintains CCDBG funding at the current level of \$4.8 billion/yr (including mandatory, matching, and discretionary funding).</p> <p>Increases the percentage of state CCDBG matching funds that may be applied from state expenditures on prekindergarten from 20% to 30%.</p>	<p>Increases mandatory-matching funds by \$1 billion over five years by authorizing an additional \$200 million in federal mandatory-matching funds for FY 2004 through FY 2008.</p> <p>Authorizes Congressional appropriators to appropriate additional discretionary funds if they choose, including an additional \$200 million in FY 2004; \$400 million in FY 2005; \$600 million in FY 2006; \$800 million in FY 2007; and \$1 billion in FY 2008.¹</p>	<p>Authorizes Congressional appropriators to appropriate additional discretionary funds if they choose, including an additional \$200 million in FY 2004; \$400 million in FY 2005; \$600 million in FY 2006; \$800 million in FY 2007; and \$1 billion in FY 2008.</p>
	Bingaman (D-NM)-Kerry (D-MA) (S. 261)	Rockefeller (D-WV) (S. 367)	Talent (R-MO) (S. 5)
	<p>Increases federal mandatory-matching funds by \$11.25 billion over five years.</p>	<p>Increases federal mandatory-matching child care funding by \$5.5 billion over five years.</p>	<p>Increases mandatory-matching funds by \$1 billion over five years by authorizing an additional \$200 million in federal mandatory-matching funds for FY 2004 through FY 2008.</p> <p>Authorizes Congressional appropriators to appropriate additional discretionary funds if they choose, including an additional \$200 million in FY 2004; \$400 million in FY 2005; \$600 million in FY 2006; \$800 million in FY 2007; and \$1 billion in FY 2008.</p>

¹ Note that House committee staff members have indicated that the discretionary increase is intended to allow up to a \$1 billion increase in appropriations over 5 years, based on requirements that discretionary authorizations have built-in baseline increases from year to year.

Child Care and Early Education Provisions in Final House Bill, Senate Bills, and Administration Proposals

	Current Law	Bush Administration’s “Good Start, Grow Smart” Initiative	Final House Bill (H.R. 4) (same as Administration TANF proposal in bold)	Senate HELP Committee (S. 880)
Title(s)	Social Security Act; Child Care and Development Block Grant (CCDBG) Act of 1990	Presidential proposal outlined in <i>Good Start, Grow Smart</i> early childhood initiative	Personal Responsibility, Work, and Family Promotion Act of 2002	Caring for Children Act of 2002
Senate Committee(s)	Finance and Health, Education, Labor, and Pensions committees	Not legislation	Not applicable	Health, Education, Labor, and Pensions
Focus of Bill/Proposal	Child Care and TANF	Early Education	TANF and Child Care	Child Care and Early Education
Funding	<p>Federal CCDBG mandatory funds and federal matching funds (which are federal mandatory funds that require a state match) are automatically available each year according to legislation and are not subject to the annual Congressional appropriations process. Federal CCDBG discretionary funds must be appropriated each year by the Congressional appropriations committees.</p> <p>In FY 2003, CCDBG funds were appropriated as follows: \$1.24 billion in mandatory funds; \$1.48 billion in mandatory matching funds; and \$2.09 billion in discretionary funds (although the law only authorized \$1 billion for discretionary funds).</p>	<p>Maintains CCDBG funding at the current level of \$4.8 billion/year (including mandatory, matching, and discretionary funding).</p> <p>Increases the percentage of state CCDBG matching funds that may be applied from state expenditures on prekindergarten from 20% to 30%.</p>	<p>Increases mandatory-matching funds by \$1 billion over five years by authorizing an additional \$200 million in federal mandatory-matching funds for FY 2004 through FY 2008.</p> <p>Authorizes Congressional appropriators to appropriate additional discretionary funds if they choose, including an additional \$200 million in FY 2004; \$400 million in FY 2005; \$600 million in FY 2006; \$800 million in FY 2007; and \$1 billion in FY 2008.</p>	<p>Authorizes Congressional appropriators to appropriate additional discretionary funds if they choose, including an additional \$200 million in FY 2004; \$400 million in FY 2005; \$600 million in FY 2006; \$800 million in FY 2007; and \$1 billion in FY 2008.</p> <p>After reserving funds for the quality set-aside and administration, 70% of remaining CCDBG funds must be used for direct services, as defined by the state.</p>
CCDBG Quality Set-Aside Funding and Provisions	Requires that states spend at least 4% of CCDBG mandatory, discretionary, and federal and state matching funds on activities designed to provide comprehensive consumer education to parents and the public, activities that increase parental choice, and activities designed to improve the quality and availability of child care in the state (such as resource and referral services).	Current law	<p>Increases the minimum 4% quality set-aside to 6%.</p> <p>Limits the allowable uses of the quality set-aside funds to improving quality.</p> <p>Limits the use of quality funds to improve only those services available to low-income parents from CCDBG-eligible providers.</p>	<p>Increases the minimum 4% quality set-aside to 6%.</p> <p>Limits the allowable uses of the quality set-aside funds to improving quality.</p> <p>Amends current law to specify that activities must be designed to improve quality and that funds may only be used to: (1) develop and</p>

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			<p>Amends current law to specify that activities must be designed to improve quality and include (1) programs that provide training, education, and other professional development activities to enhance the skills of the child care workforce, including training opportunities for caregivers in informal care settings; (2) activities within child care settings to enhance early learning for young children, to promote early literacy, and to foster school readiness; (3) initiatives to increase the retention and compensation of child care providers, including tiered reimbursement rates for providers that meet quality standards as defined by the state; and (4) other activities deemed by the state to improve the quality of child care services provided in such state.</p> <p>Allows states to conduct quality activities through resource and referral services or other means.</p>	<p>implement voluntary guidelines on pre-reading and language skills for child care programs that are aligned with State standards for kindergarten through grade 12 or the State's general goals for school preparedness; (2) support activities and provide technical assistance in federal, state, and local child care settings to enhance early learning for young children, to promote literacy, and to foster school preparedness; (3) offer training, professional development, and educational opportunities for child care providers that relate to the use of developmentally appropriate and age-appropriate curricula, and early childhood teaching strategies that are scientifically based and aligned with the social, emotional, physical, and cognitive development of children; (4) engage in programs designed to increase the retention and improve the competencies of child care providers, including wage incentive programs and initiatives that establish tiered payment rates for providers that meet or exceed child care services guidelines, as defined by the State; (5) evaluate and assess the quality and effectiveness of child care programs and services offered in the state to young children on improving overall school preparedness; and (6) carry out other activities determined by the state to improve the quality of child care services provided in the state and for which</p>

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				<p>measurement of outcomes related to improved child safety, child well-being, or school preparedness is possible.</p> <p>Allows states to conduct quality activities directly, or through grants or contracts with resource and referral organizations or other appropriate entities.</p>
Non-Supplantation	No statutory supplantation prohibition; Congressional appropriations language for FYs 2001-2003 prohibits supplantation of state general revenue funds for child care assistance to low-income families with CCDBG discretionary funds.	Current law	Current law	Current law
CCDBG Eligibility	Requires that a child who is eligible for CCDBG funds be less than 13 years (or less than 19 at state option if the child is disabled and can’t care for him or herself); has a family income that does not exceed 85% of the state median income (SMI); resides with a parent(s) who is working or attending a job training or educational program unless the child is receiving, or needs to receive, protective services and is residing with a parent(s) (in which case the parent(s) is not required to be in job training or an educational program).	Current law	<p>Eliminates the federal maximum eligibility level of 85% of SMI and replaces it with a provision to allow states to set income levels, prioritizing by need.</p> <p>Deletes the CCDBG goal, “to assist States to provide child care to parents trying to achieve independence from public assistance,” and replaces with, “to assist states to provide child care to low-income parents.”</p>	<p>Eliminates the federal maximum eligibility level of 85% of SMI and replaces it with a provision to allow states to set income levels, based on need, as defined by each state.</p> <p>Deletes the CCDBG goal, “to assist States to provide child care to parents trying to achieve independence from public assistance,” and replaces with, “to assist states to provide child care to low-income and working parents.”</p>
Improving Outreach, Child Care Consumer Information, and Child Care Access for Families	<p>Requires each state to certify that it will disseminate consumer education information that will promote informed child care choices.</p> <p>Requires each state to demonstrate the way in which it will meet the child care needs of families receiving subsidies who</p>	Proposes development of parent information booklets regarding healthy development of newborns.	Requires states to certify in their CCDBG state plans that they are collecting and disseminating to parents of eligible children, child care providers, and the general public, through resource and referral services and other means as determined by the state, information regarding: the promotion of informed	Requires states to certify in their CCDBG state plans that they are collecting and disseminating to parents of eligible children, child care providers, and the general public, through resource and referral services and other means as determined by the state, information

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	<p>are attempting to transition off of assistance and families who are at risk of going on assistance.</p> <p>Quality set-aside funds may be used by states for resource and referral services. In addition, the FY 2003 discretionary allocation included a \$19 million earmark to be used for resource and referral and school-age services.</p>		<p>child care choices, including information about the quality and availability of child care services; research and best practices on children's development, including early cognitive development; the availability of assistance to obtain child care services; and other benefit programs for which families who receive child care services may also be eligible.</p> <p>Strikes language in the CCDBG goals that "encourages" states to provide consumer education and changes it to "assist" states in providing consumer education to parents.</p> <p>Requires states to demonstrate how they address the child care needs of CCDBG-eligible families who have children with special needs, work nontraditional hours, or require child care services for infants and toddlers.</p>	<p>regarding: the promotion of informed child care choices, including information about the quality and availability of child care services; research and best practices on children's development, including early cognitive development; the availability of assistance to obtain child care services; and other benefit programs for which families who receive child care services may also be eligible.</p> <p>Requires states to report to the Secretary of the U.S. Department of Health and Human Services (HHS) the manner in which consumer education is provided to parents and the number of parents to whom consumer education was provided during the years of the previous state plan.</p> <p>Specifies in the statute that states may use CCDBG funds to establish or support a system of local child care resource and referral organizations coordinated by a statewide lead child care resource and referral organization.</p> <p>Requires states to inform low-income families and TANF recipients about their potential eligibility for CCDBG-funded subsidies.</p> <p>Strikes language in the CCDBG goals that "encourages" states to</p>

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				<p>provide consumer education and changes it to "assist" states in providing consumer education to parents.</p> <p>Requires the Secretary to reserve up to \$1 million in discretionary funds (subject to the availability of appropriations) for a toll-free hotline to provide consumer information to and help families access local information on child care options.</p> <p>Requires states to describe the procedures and policies that are in place to ensure that working parents (especially TANF recipients) are not required to unduly disrupt their employment in order to comply with the state's requirements for redetermination of eligibility for CCDBG-funded assistance.</p> <p>Requires states to demonstrate that each child receiving CCDBG-funded assistance will receive such assistance for not less than six months before the state redetermines the child's eligibility for assistance, except when states take the option described below to continue assistance for a reasonable period of time when a parent loses a job or ceases attending an education or training program.</p> <p>Gives states the option of demonstrating that they will not terminate CCDBG-funded</p>

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				<p>assistance to parents who lose their job or cease attending a job training or educational program without providing continued eligibility for a reasonable period of time of not less than one month while the parent looks for another job or education or training opportunity.</p> <p>Requires states to demonstrate how they address the child care needs of families who have children with special needs, work nontraditional hours, or require child care services for infants and toddlers.</p> <p>Defines “special needs” as being eligible for services under Part B or Part C of the Individuals with Disabilities Education Act (IDEA).</p>
Provider Payment Rates	<p>The statute requires state certification that provider payment rates allow equal access to child care for parents who receive subsidies and for those who do not receive subsidies because their income exceeds eligibility limits. States must also provide to the Secretary of HHS a summary of the facts relied upon to determine that the rates were set to provide equal access.</p> <p>Regulations require states to provide information to HHS about how rates are set, including facts that show that payment rates are adequate based on a market rate survey conducted no earlier than two years prior to the effective date of the CCDBG state plan.</p> <p>HHS guidance instructs states that</p>	Current law	Current law	<p>Requires states to demonstrate in their state plan that, after consulting with local area child care program administrators, the states have developed and conducted a statistically valid and reliable market rate survey that reflects cost variations by geography, age of children, and provider type within two years preceding the date of the submission of the application containing the state plan.</p> <p>Requires states to detail in their state plans the results of their market rate surveys.</p> <p>Deletes the requirement that states submit in their state plans a summary of the facts relied upon to</p>

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	<p>payment rates set at the 75th percentile of the child care provider market will be considered to provide equal access.</p>			<p>ensure that their rates were set so as to provide equal access.</p> <p>Requires states to describe in their state plans how they will provide for timely payment for child care services and set their payment rates for CCDBG-funded child care services in accordance with results of their market rate survey without reducing the number of families receiving CCDBG-funded assistance relative to the number of such families served on the date of the introduction of this Act.</p> <p>Requires states to describe in their state plans how they will make their survey results widely available through public means, including posting on the Internet, within 30 days of their completion.</p> <p>Allows states to vary payment rates based on the geographic location of the child care provider (such as location in an urban or rural area), the age or particular needs of the child (including children with special needs and children served by child protective services), and whether care is provided during weekend and other nontraditional hours.</p> <p>Requires states in any year that the state receives more CCDBG funds than it received in FY 2003, to consider using a portion of the excess funding to: (1) support</p>

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				<p>payment rate increases in accordance with the states’ market rate survey; (2) support the establishment of tiered payment rates for providers that meet or exceed child care services guidelines, as defined by the state; or (3) support payment rate increases for child care in communities served by local education agencies that have been identified for improvement under the Elementary and Secondary Education Act. Nothing in this section shall be construed to require a state to take any action that the state determines would result in a reduction of child care services to families of eligible children.</p> <p>Requires the Secretary of HHS to provide technical assistance to states on developing and conducting market rate surveys.</p>
Provider Training, Compensation, and Retention Initiatives	<p>No specific provisions regarding the training, compensation, or retention of child care providers. However, the quality set-aside funds may be used for these purposes. HHS regulations specify that states may use set-aside funds for training providers and improving salaries and other compensation (such as fringe benefits) for full- and part-time staff who provide child care services for which CCDBG assistance is provided.</p>	<p>Requires states to describe how education and training activities for child care and preschool teachers and administrators are made available.</p> <p>Authorizes the Department of Education (DoE) to host Early Childhood Education Academies to train child care and preschool providers on cognitive development research.</p> <p>Expands Head Start’s summer</p>	<p>See quality set-aside provisions above.</p>	<p>See quality set-aside provisions above.</p> <p>Requires states to describe any training requirements that are in effect within the state that are designed to enable providers to promote the social, emotional, physical, and cognitive development of children and that are applicable to child care providers that provide CCDBG-funded child care services.</p>

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		teacher education program to provide 32 hours of early literacy training to 2,500 Head Start teachers and child care providers, with the goal that these teachers will help train Head Start's 48,000 teachers by the end of FY 2003.		
Increasing Quality and Supply of Infant and Toddler Child Care	No specific provision in CCDBG law; Congress included an approximately \$100 million earmark from discretionary funds for states to increase the supply of quality care for infants and toddlers in FY 2003.	Current law	Requires states to demonstrate in their CCDBG state plans how they address the child care needs of families who have infants and toddlers.	Requires the Secretary of HHS to earmark \$100 million of CCDBG discretionary funds (subject to the availability of appropriations) for grants to states to increase access to and the quality of child care for infants and toddlers. Requires states to demonstrate in their CCDBG state plans how they address the child care needs of families who have infants and toddlers.
Other Explicit Strategies to Improve the Quality of Child Care and Early Education	None in current CCDBG law	In exchange for CCDBG funds, states would be required to identify a set of quality criteria; goals would include establishing voluntary guidelines on pre-reading, language, and literacy skills for children 3-5 and in alignment with K-12 standards.	Requires states to demonstrate how they encourage public-private partnerships to increase the supply and quality of child care services. Requires states to submit as part of their CCDBG state plan, for each fiscal year after FY 2004, a certification that during the then preceding fiscal year, the state was in compliance with the CCDBG section containing the quality set-aside requirements and to describe how funds were used to comply with that section during the then preceding fiscal year. Requires states to submit as part of their CCDBG state plan for each fiscal year after FY 2004 an outline of the strategy	Requires states to demonstrate how they encourage public-private partnerships to increase the supply and quality of child care services. Requires states beginning in FY 2004, to submit annually to the Secretary, a certification that the state was in compliance with subsection (a) of the quality set-aside section of the CCDBG Act (detailing the quality spending and activity requirements) during the preceding fiscal year and describes how the state used CCDBG funds to comply with subsection (a)'s requirements during the preceding fiscal year.

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			<p>the state will implement during such fiscal year for which the State Plan is submitted to address the quality of child care services in the state available to low-income parents from eligible child care providers, and include in such strategy: (1) a statement specifying how the state will address the activities described in paragraphs (1)-(3) of the amended quality set-aside section of the CCDBG Act. (See above for discussion of activities specified in paragraphs (1)-(3)); (2) a description of quantifiable, objective measures for evaluating the quality of child care services separately with to the activities listed in paragraphs (1)-(3) of the quality set-aside section that the state will use to evaluate its progress in improving the quality of such child care services; (3) a list of state-developed child care service quality targets for such fiscal year quantified on the basis of such measures; and (4) for each fiscal year after FY 2004, a report on the progress made to achieve such targets during the then preceding fiscal year.</p> <p>Adds purposes of "encourag[ing] states to improve the quality of child care available to families" and "promot[ing] school readiness by encouraging exposure of young children in child care settings to nurturing environments and developmentally appropriate activities."</p>	<p>Requires states beginning in FY 2004, to submit annually to the Secretary an outline of the strategy the state will implement during that fiscal year to address the quality of child care services for which CCDBG-funded financial assistance is made available, including: (1) a statement specifying how the state will address the activities carried out under the quality set-aside requirement; (2) a description of quantifiable, objective measures that the state will use to evaluate the state's progress in improving the quality of child care services (including measures regarding the impact, if any, of state efforts to improve the quality by increasing the rate of state payment or reimbursement to providers for subsidized child care), evaluating separately the impact of the activities listed in each of subsection (a)'s subparagraphs on the quality of child care services; and (3) a list of state-developed child care services quality targets quantified for such fiscal year for such measures.</p> <p>Requires states, beginning in FY 2005, to submit annually to the Secretary of HHS a report on the state's progress in achieving such targets for the preceding fiscal year.</p> <p>If the Secretary determines that a state failed to make progress in</p>

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				<p>achieving the state-developed child care service quality targets for the preceding fiscal year, the state must submit an improvement plan that describes the measures the state will take to make that progress. The state must comply with the improvement plan by a date specified by the Secretary but not later than one year after the date of the determination.</p> <p>Adds purposes of “assist[ing] states to improve the quality of child care services available to families,” “promot[ing] school preparedness by encouraging children, families, and caregivers to engage in developmentally appropriate and age-appropriate activities in child care settings . . .,” and “promoting parental and family involvement in the education of young children in child care settings.”</p>
Assessment of Young Children	<p>There are no requirements to assess children served with CCDBG funds in current law.</p> <p>Under Head Start, HHS is required to develop specific education performance standards to ensure the school readiness of children, including early literacy and language standards, to use for performance measurement and to identify strengths and weaknesses in Head Start programs nationally, regionally, and locally, and to identify training and technical assistance needs. HHS guidance directs grantees to develop methods for collecting relevant child</p>	<p>Directs HHS to develop and implement a plan to assess all Head Start children ages 3-5 on a set of indicators on early literacy, language, and numeracy skills three times a year; HHS will design a national reporting system for the child outcome data, which will be used to address program improvement and to evaluate Head Start grantee contracts.</p>	Current law	Current law

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	outcomes data to be used for continuous program improvement.			
Coordination Across Federal, State, and Local Programs	<p>Requires that the CCDBG lead agency coordinate child care services funded by CCDBG with other federal, state, and local child care and early education development programs by the lead agency.</p> <p>Requires that the lead agency consult with representatives of local government when developing the CCDBG plan.</p> <p>States can request waivers of TANF state plan requirements under Section 1115 of the Social Security Act.</p>	<p>Requires states to outline coordination among at least 4 early childhood programs (may include CCDBG, Head Start, TANF, and public preschool).</p> <p>Authorizes DoE’s and Head Start’s “Early Childhood-Head Start Task Force” to provide guidance to states on coordination of services.</p> <p>States that CCDBG funding and program rules could be included in waivers across such programs as TANF to develop “a comprehensive workforce assistance system that includes early childhood care.”</p>	<p>Requires states to demonstrate how they are coordinating CCDBG services with Head Start, Early Reading First, Even Start, Ready-to-Learn Television, state prekindergarten, and other early childhood education programs to expand accessibility to and continuity of care and early education, without displacing services provided by the current early care and education delivery system.</p> <p>Provides broad waiver authority to the Secretary of HHS to waive most programmatic standards and requirements of CCDBG as part of state proposals to coordinate across federal human service delivery systems.</p>	<p>Requires states to describe how they are coordinating CCDBG services with Head Start, Early Reading First, Even Start, Title I preschool programs, the IDEA preschool and infants and toddlers programs, state prekindergarten, and other early childhood education programs to expand accessibility to and continuity of quality early care and early education.</p>
Work Required for Single Parents of Young Children to Meet Required State TANF Work Participation Rates²	<p>Requires 20 hours of work activities per week for a single parent or caretaker relative with children under age 6 to be counted as meeting state participation rates.</p> <p>Requires 30 hours of work activities per week for a single parent or caretaker relatives with children age 6 and over to be counted as meeting state participation rates.</p> <p>Allows states to exempt single parents</p>	Does not address	<p>To be fully countable as participating, all families must be engaged in 40 hours of work and activities per week, including 24 hours of “direct work” activities.</p> <p>State may receive partial credit toward work participation rates if a family meets at least a 24-hour “direct work” requirement.</p>	Does not address

² For more complete information about required participation rates and work requirements in TANF proposals, see Nisha Patel, Mark Greenberg, and Steve Savner, *Side-by-Side Comparison of Work Provisions in Recent TANF Reauthorization Proposals* (Washington, DC: CLASP, updated April 8, 2003), www.clasp.org.

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	with a child under age 1 from being counted toward participation rate calculations.			
Sanction Protections for TANF Recipients	Provides protection against sanction for single custodial parents who cannot comply with work requirements due to a lack of appropriate child care for children under age 6.	Does not address	Current law	Does not address
TANF Assessments and Child Care	Requires that states assess the skills, prior work experience, and employability of TANF recipients.	Does not address	Requires an assessment of the skills, prior work experience, and employability of TANF recipients who are “work-eligible individuals” in a manner deemed appropriate by the state.	Does not address
Transfer of TANF Funds to CCDBG	Allows states to transfer up to 30% of current year TANF funds to CCDBG.	Does not address	Increases the amount of TANF funds transferable to CCDF from 30% to 50% of a state’s TANF block grant.	Does not address
Direct Use of TANF Funds for Child Care and Treatment as “Assistance”	Receipt of “assistance” triggers time limits, child support requirements, work requirements, and TANF data collection requirements. HHS regulations define child care “assistance” as subsidies for unemployed families, unless child care may be considered a short-term, non-recurrent benefit.	Does not address	Excludes child care from being considered “assistance.” Thus, receipt of TANF-funded child care subsidies does not trigger time limits, child support requirements, and work requirements.	Does not address
Treatment of Prior Year TANF Funds Spent Directly on Child Care	When spending prior year TANF funds for child care, states may only fund child care that meets the definition of TANF “assistance.”	Does not address	Allows TANF funds carried over from prior years to be used for any TANF benefits or services, not limited to the definition of “assistance.”	Does not address
TANF-funded Child Care and Data Collection	CCDBG basic health and safety requirement rules and data collection requirements do not have to be applied to child care assistance using directly spent TANF funds. If TANF-funded child care is considered “assistance” states must collect data according to the TANF case-level data requirements.	Current law	Current law	Does not address

	Current Law	Bush Administration’s “Good Start, Grow Smart” Initiative	Final House Bill (H.R. 4) (same as Administration TANF proposal in bold)	Senate HELP Committee (S. 880)
Data Collection and Reports	<p>States must collect on a monthly basis demographic, income, employment, and child care cost and usage information from parents receiving CCDBG-funded child care assistance. This information must be submitted to the Secretary of HHS on a quarterly basis.</p> <p>States must also submit to the Secretary, on a quarterly basis, data concerning their CCDBG federal discretionary, mandatory, and matching funds, as well as state matching and maintenance of effort funds. States must report the categories of expenditures (i.e., quality, direct services, administration) for all of the funding categories.</p> <p>Once a year, states must submit to the Secretary of HHS a report including aggregate data on the number of child care providers receiving CCDBG-funded subsidies, the monthly cost of child care services, and the portion of this cost paid for by the subsidies; the number of payments made by the states to child care providers; the manner in which consumer education is provided to parents and the number of parents to whom information is provided; and an unduplicated count of the number of children and families receiving CCDBG-funded child care assistance.</p> <p>Every two years after July 31, 1997, the Secretary of HHS is required to submit to the House Education and Workforce Committee and the Senate Health, Education, Labor, and Pensions Committee a report containing a</p>	Does not address	<p>Requires that, not later than October 1, 2005, the Secretary of HHS will submit biennial reports to Congress that contain a summary and analysis of state aggregate and case-level data; aggregated statistics on the supply, demand, and quality of child care, early education, and non-school-hours programs; and an assessment (and recommendations where appropriate) concerning efforts to be undertaken to improve public access to quality and affordable child care.</p> <p>The Secretary may utilize the national child care system available through resource and referral agencies to collect statistics on the supply, demand, and quality of child care services.</p>	<p>Streamlines data states are required to collect and submit to HHS by combining the quarterly and annual reporting requirements and deleting and clarifying some data elements. Some new data elements are added: household size, whether the parent reports that the child has an Individualized Education Program or an Individualized Family Services Plan under IDEA, and case closure codes for each family who no longer receives child care assistance under the subchapter. For any new requirements, states would need to begin submitting data two years from the date of enactment of the Act. The bill provides the Secretary of HHS with the authority to grant waivers from the two-year requirement if a state can show that it has plans to procure a data system.</p> <p>Requires states to collect monthly data on the number of children and families who receive child care assistance, submit this information in their quarterly reports, and to post this information on their websites.</p> <p>Updates current requirements for the Secretary to summarize and analyze state-collected data on children and families, requiring that starting in April 2004, and then on an annual basis, the Secretary submit reports summarizing and analyzing state data provided on</p>

	Current Law	Bush Administration's "Good Start, Grow Smart" Initiative	Final House Bill (H.R. 4) (same as Administration TANF proposal in bold)	Senate HELP Committee (S. 880)
	summary and analysis of the family-level and aggregate data described above. The report must include an assessment and, where appropriate, recommendations for Congress concerning potential efforts it should make to improve access to quality and affordable child care services.			children and families, with regard to activities to improve the quality of child care, and provided in state plans. Adds a requirement that the Secretary include information on the supply, demand, and quality of child care, early education, and non-school-hour programs, and a progress report that describes state progress in meeting the new data requirements, plans for technical assistance to help states meet these requirements, and explanation of any barriers states are facing in meeting the timeline for reporting on these new requirements. Requires the Secretary to post these reports on the HHS website no later than 30 days after submitting them to the relevant Congressional committees.