

# Higher Education Act (HEA)

In a competitive global economy, obtaining some kind of postsecondary education—whether through a technical or community college or a traditional four-year degree—has become increasingly important for individuals to attain economic self-sufficiency and support a family. Higher education programs and policies help support state and local efforts to further strengthen and professionalize the early childhood workforce. By enhancing educator preparation, we can ensure the early childhood workforce is equipped with the knowledge, skills, and abilities required to deliver high-quality instruction to our youngest learners. Additionally, as more than one in five undergraduate students are parents, policies that ensure access to affordable, high-quality care are essential to support degree completion

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The [Higher Education Act \(HEA\)](#), first passed in 1965, is sweeping federal legislation that helps students pay for college and encourages innovation, access, quality, and affordability in higher education. Among other provisions, HEA governs programs that offer students financial aid, particularly for students from low-income families, and support institutions of higher education (IHEs) as they work to improve their capacity and ability to offer postsecondary education programs. Over the past half-century, HEA has been reauthorized eight times, most recently in 2008.

## Program Spotlight

### Child Care Access Means Parents in School (CCAMPIS)

■ **Enacted:**  
1998

■ **Who this Program Serves:**  
Low-income parents who are eligible for a Federal Pell grant.

◆ **Approximate Number of Parents Served<sup>1</sup>:**  
5,000

● **Delivery Method:**  
The Department of Education awards funds to institutions of higher education to support or establish campus-based child care programs for Pell-eligible students, including before- and after-school services; funds may be used either to directly provide child care services or contract for the provision of such services.

■ **Current Federal Funding:**  
FY 2020: \$53 million

<sup>1</sup> <https://www2.ed.gov/programs/campisp/faq.html>



In the early childhood context, HEA includes teacher quality programs in Title II and federal student aid programs in Title IV that significantly impact the pipeline of high-quality early childhood educators.

### ◆ **Title II: Teacher Preparation Programs**

Title II, includes the [Teacher Quality Partnership \(TQP\) program](#), which provides grants to partnerships of teacher preparation programs at IHEs and high-need local educational agencies or high-need early childhood education programs. The grants seek to improve the preparation of prospective teachers; enhance professional development activities for new teachers; hold teacher preparation programs accountable; and recruit highly qualified individuals into the teaching force. The TQP program supports traditional pre-baccalaureate or fifth-year teacher preparation programs, teacher residency programs, and school leadership activities performed by TQP grantees. Title II also requires states to report information on the performance of teacher preparation programs.

### ■ **Title IV: Student Aid Programs**

Title IV governs the federal government's major student financial aid programs and authorizes services and support for less-advantaged students. This includes the Teacher Education Assistance for College and Higher Education (TEACH) Grant program, which is a service payback program that provides scholarships to undergraduate and graduate students preparing for a career in teaching. In return, TEACH Grant recipients are required to teach in a high-need subject in a high-poverty elementary or secondary school for four years. High-need fields include bilingual education, reading, special education, and

other fields state and local educational agencies have designated as high-need. In recent years, many states and local districts have designated early childhood as a high-need area, making students pursuing a career in early childhood education eligible for the grants.

Another Title IV program, Child Care Access Means Parents in Schools (CCAMPIS), supports the participation of low-income parents in postsecondary education by providing grants to IHEs to establish or sustain spaces in campus-based child care programs for the children of qualified students receiving Pell Grants. The ability of undergraduate students with children to access high quality child care is one of the many factors that can significantly impact whether a student persists and graduates.

As members of both parties and chambers continue to discuss HEA reauthorization, [FFYF has recommended](#) prioritizing three key areas—teacher preparation, student aid, and access—to strengthen the critical early childhood workforce and positively impact child outcomes. FFYF also has a [resource](#) on how early childhood education registered apprenticeships can strengthen the early childhood workforce.

