

**Department of Education**

**SCHOOL READINESS**

**Fiscal Year 2016 Request**

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## SCHOOL READINESS

Provided, That \$750,000,000 of the funds for part D of title V of the ESEA shall be available through December 31, 2016 for carrying out, in accordance with the applicable requirements of part D of title V of the ESEA, a preschool development grants program:<sup>1</sup>

Provided further, That the Secretary, jointly with the Secretary of HHS, shall make competitive awards to States, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas, for activities that build the capacity within the State to develop, enhance, or expand high-quality preschool programs, including comprehensive services and family engagement, for preschool-aged children from families at or below 200 percent of the Federal poverty line:<sup>2</sup> Provided further, That each State, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas may subgrant a portion of such grant funds to local educational agencies and other early learning providers (including, but not limited to, Head Start programs and licensed child care providers), or consortia thereof, for the implementation of high-quality preschool programs for children from families at or below 200 percent of the Federal poverty line:<sup>3</sup> Provided further, That subgrantees that are local educational agencies shall form strong partnerships with early learning providers and that subgrantees that are early learning providers shall form strong partnerships with local educational agencies, in order to carry out the requirements of the subgrant:<sup>4</sup> Provided further, That up to 5 percent of such funds for preschool development grants shall be available for technical assistance, evaluation, early education research, pilots to improve the integration of early learning programs, support the transition from preschool to elementary school, and improve outcomes in the early grades, and other national activities related to such grants.<sup>45</sup>

### NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriations language.

## SCHOOL READINESS

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><u><sup>1</sup> Provided, That \$750,000,000 of the funds for part D of title V of the ESEA shall be available through December 31, 2016 for carrying out, in accordance with the applicable requirements of part D of title V of the ESEA, a preschool development grants program:</u></p>	<p>This language earmarks funds for the Preschool Development Grants program, and gives the Department an additional 3 months beyond the end of fiscal year 2016 to obligate them.</p>
<p><u><sup>2</sup> Provided further, That the Secretary, jointly with the Secretary of HHS, shall make competitive awards to States, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas, for activities that build the capacity within the State to develop, enhance, or expand high-quality preschool programs, including comprehensive services and family engagement, for preschool-aged children from families at or below 200 percent of the Federal poverty line</u></p>	<p>This language authorizes the Department to make competitive Preschool Development grants to States, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas.</p>
<p><u><sup>3</sup> Provided further, That each State, the Bureau of Indian Education, tribal educational agencies, territories, or the Outlying Areas may subgrant a portion of such grant funds to local educational agencies and other early learning providers (including, but not limited to, Head Start programs and licensed child care providers), or consortia thereof, for the implementation of high-quality preschool programs for children from families at or below 200 percent of the Federal poverty line</u></p>	<p>This language allows grantees to subgrant funds to local educational agencies, other early learning providers, or consortia thereof.</p>
<p><u><sup>4</sup> Provided further, That subgrantees that are local educational agencies shall form strong partnerships with early learning providers and that subgrantees that are early learning providers shall form strong partnerships with local educational agencies, in order to carry out the requirements of the subgrant</u></p>	<p>This language requires subgrantees that are local educational agencies to form strong partnerships with early learning providers and subgrantees that are early learning providers to form strong partnerships with local educational agencies.</p>

## SCHOOL READINESS

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><sup>5</sup> <u>Provided further, That up to 5 percent of such funds for preschool development grants shall be available for technical assistance, evaluation, early education research, pilots to improve the integration of early learning programs, support the transition from preschool to elementary school, and improve outcomes in the early grades, and other national activities related to such grants</u></p>	<p>This language allows the Department to reserve up to 5 percent of program funds for national activities.</p>

**SCHOOL READINESS**

**Appropriation, Adjustments and Transfers**  
(dollars in thousands)

Appropriation/Adjustments/Transfers	2014	2015	2016
<b>Discretionary:</b>			
Appropriation .....	0	0	\$750,000
Comparative transfer from:			
<u>Innovation and Improvement Programs</u> for:			
Race to the top .....	\$250,000	0	0
Fund for the improvement of education	<u>0</u>	<u>\$250,000</u>	<u>0</u>
Total, adjusted discretionary appropriation..	250,000	250,000	750,000
<b>Mandatory:</b>			
Appropriation .....	<u>0</u>	<u>0</u>	<u>1,299,982</u>
Total, discretionary and mandatory appropriation .....	250,000	250,000	2,049,982

**SCHOOL READINESS**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Preschool Development Grants (ESEA V-D)	Indefinite	\$250,000	To be determined	\$750,000
Preschool for All (mandatory) (proposed legislation)	0	0	To be determined	1,299,982
Total discretionary appropriation (portion of discretionary request not authorized)		250,000		750,000
Total mandatory appropriation (portion of mandatory request not authorized)				1,299,982

DEPARTMENT OF EDUCATION FISCAL YEAR 2016 PRESIDENT'S BUDGET

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(in thousands of dollars)

Account, Program and Activity	Category Code	2014 Appropriation	2015 Appropriation	2016 President's Budget	2016 President's Budget Compared to 2015 Appropriation Amount	2016 President's Budget Compared to 2015 Appropriation Percent
<b>School Readiness (proposed legislation)</b>						
1. Preschool development grants <sup>1</sup>	D	250,000	250,000	750,000	500,000	200.000%
2. Preschool for all	M	0	0	1,299,982	1,299,982	---
Total		250,000	250,000	2,049,982	1,799,982	719.993%
Discretionary		250,000	250,000	750,000	500,000	200.000%
Mandatory		0	0	1,299,982	1,299,982	---

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NOTES: D = discretionary program; M = mandatory program; FY = fiscal year

Accounts are shown under the administering office that has primary responsibility for most programs in that account; however, there may be some programs that are administered by another office.

For mandatory programs, the levels shown in the 2014 Appropriation column reflect the 7.2 percent sequester that went into effect October 1, 2013, and the levels shown in the 2015 Appropriation column reflect the 7.3 percent sequester that went into effect October 1, 2014, pursuant to the Budget Control Act of 2011 (P.L. 112-25).

Detail may not add to totals due to rounding.

<sup>1</sup> The Department of Education Appropriations Act, 2014, provided funds under Race to the Top, and the Department of Education Appropriations Act, 2015, provided funds under the Fund for the Improvement of Education, both in the Innovation and Improvement account.

## **SCHOOL READINESS**

### **Summary of Request**

The Administration's 2016 School Readiness request includes significant investments that will establish a continuum of high-quality early learning through kindergarten entry. The signature program in this effort is Preschool for All, a proposed \$75 billion mandatory investment over 10 years that would build upon existing State systems to provide high-quality preschool to all 4-year-olds from low- and moderate-income families. The program would also create incentives for States to expand publicly funded preschool services to middle-class families and promote access to high-quality full-day kindergarten and high-quality early learning programs for children under the age of 4.

In order to enable more States and communities to be ready to provide high-quality preschool through the Preschool for All program, the Administration is requesting \$750 million in discretionary funds for Preschool Development Grants. This level of funding would help support 26 to 32 grants to States. This funding would reach nearly all States by 2016. These grants would pave the way for the successful implementation of Preschool for All by ensuring that States most willing commit to expanding preschool access are able to make the critical investments necessary to support high-quality programs. One key goal of the grants would address fundamental needs like workforce development, and quality infrastructure components such as program standards, monitoring, and evaluation. A second key goal would support the scale-up of high-quality local programs that could serve as models for Preschool for All.

The Administration is also proposing \$1.3 billion in mandatory funding for Preschool for All to support grants to States for the implementation of high-quality preschool programs that are aligned with elementary and secondary education systems. The proposed investment reflects both the recognition that the path to college completion begins during a child's earliest years and that high-quality preschool can eliminate the school readiness gap that exists between children from low- and higher-income families. High-quality preschool drives increased school readiness across multiple domains, including: language and literacy development; cognition and general knowledge (including early mathematics and science development); approaches toward learning; physical well-being and motor development; and social and emotional development. Longer-term improved outcomes include narrower achievement gaps, fewer placements in special education programs and services, and a reduced need for remediation in the early elementary grades.

## SCHOOL READINESS

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### Preschool development grants

(Elementary and Secondary Education Act of 1965, Title V, Part D)

(dollars in thousands)

FY 2016 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$250,000 <sup>2</sup>	\$750,000	+\$500,000

<sup>1</sup> The GEPA extension expired September 30, 2008; new authorizing legislation is sought for FY 2016.

<sup>2</sup> The Department of Education Appropriations Act, 2015, provided funds under Fund for the Improvement of Education in the Innovation and Improvement account.

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### PROGRAM DESCRIPTION

The Preschool Development Grants program is designed to build State and local capacity to implement universal preschool for all 4-year-olds from low- and moderate-income families, consistent with the President's Preschool for All mandatory proposal. The Department, in collaboration with Health and Human Services (HHS), awards Preschool Development Grants on a competitive basis to States to (1) build or enhance a preschool program infrastructure that would enable the delivery of high-quality preschool services to children, and (2) scale-up high-quality preschool programs in targeted high-need communities that serve as models for expanding preschool to all 4-year-olds from low- and moderate-income families.

Preschool Development Grants support two types of grants to States: (1) Development Grants for States with small or no State public preschool program to develop or enhance their preschool program infrastructure and capacity to deliver high-quality preschool services to eligible children in one or more high-need communities; and (2) Expansion Grants to States with more robust preschool systems to implement and expand high-quality preschool programs to serve additional children in high-need communities. Services may be implemented through a mixed-delivery system of providers including schools, licensed child care centers, Head Start, or other community-based organizations.

Grantees are required to meet nationally recognized program quality standards, including the following elements: (1) high staff qualifications, including a bachelor of arts degree for teachers; (2) professional development for teachers and staff; (3) low staff-child ratios and small class sizes; (4) a full-day program; (5) developmentally appropriate, evidence-based curricula and learning environments that are aligned with State early learning and development standards; (6) individual accommodations and supports for children, (7) instructional staff salaries that are comparable to those for K-12 instructional staff; (8) ongoing program evaluation to ensure continuous improvement; (9) onsite comprehensive services for children; and (10) evidence-based health and safety standards.

Each applicant is required to submit a plan that describes (1) how the State will expand

## SCHOOL READINESS

### Preschool development grants

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preschool access to 4-year old children from families at or below 200 percent of the Federal poverty level in high-need areas; (2) its commitment to High-Quality Preschool Programs; (3) how it will ensure quality programs; (4) how it will encourage collaboration and strong partnerships between LEAs and other early learning providers; (5) its strategy to align programs within a birth through third grade continuum; and (6) a sustainability plan to maintain high-quality services for children after the grant period. In some instances, a State grantee might wish to use these funds to build components of the early education program quality infrastructure consistent with the requirements of the Preschool for All proposal, such as (1) developing or enhancing comprehensive early learning and development standards and high-quality preschool program standards; (2) linking preschool and elementary and secondary school data; (3) implementing or improving the State's tiered quality rating and improvement systems (TQRIS); or (4) implementing a comprehensive early learning assessment system. The Department permits grantees to subgrant funds to other high-quality early learning providers to implement preschool services to children from low- and moderate-income families.

In fiscal year 2014, the Department, in collaboration with HHS, awarded a total of 18 grants— 5 Development grants (Alabama, Arizona, Hawaii, Montana and Nevada) and 13 Expansion grants (Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont, and Virginia).

This is an extended availability program. Funds are available for obligation for 15 months, from October 1 of the fiscal year for which funds are appropriated through December 31 of the following fiscal year.

### FY 2016 BUDGET REQUEST

The Administration requests \$750 million in fiscal year 2016 for Preschool Development Grants, an increase of \$500 million over the 2015 level. This additional funding will support a significant expansion of the program, allowing it to make competitive awards to nearly every State that submits a high-quality application. Funds also would be used for continuation grants to the 18 States that received fiscal year 2014 Preschool Development Grant awards. The program, which provides competitive grants to States to develop, enhance, or expand high-quality preschool programs for children from families at or below 200 percent of the Federal poverty line, is a key part of the Administration's overall Preschool for All strategy to expand universal preschool to more than 1 million children from low- and moderate-income families. Grants made in 2014 provide support for low-capacity States to build the fundamental components of a high-quality preschool system and for high-capacity States to expand high-quality preschool models. For example, Connecticut will use its fiscal year 2014 PDG award to improve quality in its State preschool program by offering comprehensive services; paying teachers a salary equal to K-12 teachers; deepening family engagement; forging a seamless birth-through-third-grade continuum; and enhancing its professional development system to offer more targeted coaching, mentoring, and consultation designed to meet the unique needs of programs and teachers. Montana will use its PDG funds to establish the first-ever State preschool program that will improve access to high quality preschool education in 16 communities, 8 of which are on Indian lands. And Alabama will add 400 classrooms to its existing State preschool program, increasing the availability of high-quality preschool from 9 percent of eligible children to 26 percent by 2018.

## SCHOOL READINESS

### Preschool development grants

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The fiscal year 2016 request would support two types of grants to States: (1) Development Grants to build or enhance State Preschool Program infrastructure and capacity that would enable the delivery of high-quality preschool services to eligible children in one or more high-need community; and (2) Expansion Grants to implement and sustain high-quality preschool programs in States with more robust preschool systems to reach and serve additional children. This effort will continue to lay the groundwork to ensure that more States are ready and able to participate in the proposed Preschool for All program, which supports universal access to high-quality preschool services for children from low- and moderate-income families. The request also expands eligibility beyond States to include the Bureau of Indian Education, tribal educational agencies, territories, and the Outlying Areas.

Research findings provide strong justification for Federal investment in high-quality preschool programs. Children who attend high-quality preschool are better prepared for school; less likely to be retained in grade; score higher on reading and math assessments in the elementary grades; and are more likely to graduate from high school than children who do not attend such programs.<sup>1</sup> These benefits are particularly strong for children from low-income families.

In addition to the educational gains, investment in high-quality preschool provides economic benefits, with an estimated return on investment of \$7 to \$10 for every \$1 invested in high-quality preschool due to lower remedial education costs, increased labor productivity, and reduction in crime.<sup>2</sup> Yet, despite these benefits, only 1 in 3 children attend a high-quality preschool program.<sup>3</sup>

According to the National Institute for Early Education Research, only 30 State programs require preschool teachers to have a bachelor's degree, 22 States offer full-day programs, and 32 State programs require site visits.

These data demonstrate that while some States have put in place elements of high-quality preschool programs consistent with the Preschool for All proposal, there remains a significant need for targeted investments in many States to prepare them to offer high-quality preschool to all 4-year-olds from low- and moderate-income families.

The request would allow the Secretary to reserve up to 5 percent of Preschool Development Grants funds for national activities, including technical assistance to support program grantees,

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<sup>1</sup> Campbell, F. A., Ramey, C. T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian project. *Applied Developmental Science*, 6, 42-57; Gormley, W., Gayer, T., Phillips, D.A., & Dawson, B. (2005). The effects of universal Pre-K on cognitive development. *Developmental Psychology*, 41, 872-884; Schweinhart, L.J., Barnett, W.S., & Belfield, C.R. (2005). *Lifetime effects: The High/Scope Perry Preschool Study through age 40*. Ypsilanti, MI: High/Scope Press; Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*.

<sup>2</sup> Heckman, James J., Seong Hyeok Moon, Rodrigo Pinto, Peter A. Savelyev, and Adam Yavitz. (2010). "The Rate of Return to the High/Scope Perry Preschool Program." *Journal of Public Economics*, 94(1): 114-128.

<sup>3</sup> Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Longitudinal 9-month–Kindergarten Restricted-Use Data File. (Table was prepared December 2010 [http://nces.ed.gov/programs/digest/d11/tables/dt11\\_057.asp](http://nces.ed.gov/programs/digest/d11/tables/dt11_057.asp).)

## SCHOOL READINESS

### Preschool development grants

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program evaluation, research to strengthen the evidence base around the effective implementation of early learning programs, and a pilot program described in more detail below.

#### Pilots in Integrated Programming for Early Results (PIPER)

Up to \$20 million of the proposed 5 percent set-aside would be used to fund Pilots in Integrated Programming for Early Results (PIPER) in 5–6 communities to test innovative approaches to strengthening the effectiveness of early learning interventions and improving the transitions of children eligible for services under the PDG program (i.e., children from low-income families) from preschool into kindergarten through third grade. The Department would make awards to consortia that include a local educational agency (LEA) and early learning programs in the community (such as State or local preschool, child care, Head Start, and private providers). The PIPER pilot would be designed to increase understanding about the essential elements of early learning programs, the transition to kindergarten, and early grade experiences that contribute to school success, with the overarching goal of improving student outcomes by third grade.

The PIPER pilot would support the integration of developmental, academic, health, and family data across multiple programs—which may include Federal, State- or locally-funded preschool, special education and early intervention programs, Head Start, child care, and K-12 schools—to track children’s cognitive, physical, social, and emotional development and continuously improve the services they receive in both early learning and K-3 settings. In addition, the pilot would place a special emphasis on the use of vertically-aligned, evidence-based curricula in early learning programs and the early elementary grades to improve child outcomes, while supporting teachers with materials and strategies that will help children achieve demonstrable gains in key areas of childhood development and learning.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Amount for new awards	\$240,000	0	\$471,000
Total number of new awards	18	0	26–32
Number of new Development awards	5	0	6–11
Number of new Expansion awards	13	0	19–22
Amount for continuation awards	0	\$240,000	\$248,740
Number of continuation awards	0	18	18
Peer review of new award applications	\$2,500	0	\$1,500
National Activities	<u>\$7,500</u>	<u>\$7,500</u>	<u>\$37,500</u>
Total, Preschool Development Grants	\$250,000	\$250,000	\$750,000

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NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration’s fiscal year 2016 budget would continue this authority. The Department may reserve funds from the Preschool Development Grants program under this authority in fiscal years 2015 and 2016.

## SCHOOL READINESS

### Preschool development grants

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#### PROGRAM PERFORMANCE INFORMATION

The Department developed the following performance measures for the Preschool Development program: (1) The number and percentage of Eligible Children served in High-Quality Preschool Programs funded by the grant; (2) The number and percentage of children served overall in the State Preschool Program; and (3) The number and percentage of children in the High-Need Communities served by the grant that are ready for kindergarten as determined by the State's Kindergarten Entry Assessment or, if the State does not yet have a Kindergarten Entry Assessment, other valid and reliable means of determining school readiness.

## SCHOOL READINESS

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### Preschool for all

(Proposed legislation)

(dollars in thousands)

FY 2016 Authorization: To be determined

Budget Authority (mandatory):

<u>2015</u>	<u>2016</u>	<u>Change</u>
0	\$1,299,982	+\$1,299,982

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### PROGRAM DESCRIPTION

The Administration's 2016 budget includes significant new investments that will establish a continuum of high-quality early learning through kindergarten entry. The signature program in this effort is Preschool for All, a proposed \$75 billion mandatory investment over 10 years, beginning with \$1.3 billion in fiscal year 2016. This groundbreaking proposal calls for a new Federal-State partnership that would build upon existing State systems to provide all low- and moderate-income 4-year-olds with high-quality, publicly funded preschool, while also encouraging the expansion of these programs to include children from middle class families. In addition, Preschool for All would promote access to full-day kindergarten and high-quality early learning programs for children under the age of 4.

Preschool for All funds would be used to improve outcomes for children by expanding the number and availability of high-quality preschool programs and improving the quality of existing programs. The definition of high-quality preschool, based on nationally recognized standards, includes, at a minimum, the following elements: (1) high staff qualifications, including a bachelor's degree for teachers; (2) professional development for teachers and staff; (3) low staff-child ratios and small class sizes; (4) a full-day program; (5) developmentally appropriate, evidence-based curricula and learning environments that are aligned with the State early learning and development standards; (6) individual accommodations and supports for children; (7) instructional staff salaries that are comparable to those for K-12 instructional staff; (8) ongoing program evaluation to ensure continuous improvement; (9) onsite comprehensive services for children; and (10) evidence-based health and safety standards.

To receive a Preschool for All formula grant, States would have to demonstrate that they have: (1) early learning and development standards across the essential domains of school readiness, (2) high-quality program standards, (3) requirements for teacher and staff qualifications, and (4) the ability to link preschool data with K-12 data. In addition, each State would be required to submit a plan that describes how it will provide access, within a reasonable time period, to high-quality preschool with open enrollment for all 4-year-olds from families with incomes at or below 200 percent of the Federal poverty line. If a State opts to expand participation in high-quality preschool for children with family incomes above 200 percent of the Federal poverty line, its plan should also describe its expansion strategy and goals. Each State's plan would also address how it would develop and implement the infrastructure that is crucial to ensuring program quality, such as a system that evaluates, rates, and makes public the quality of programs and a

## SCHOOL READINESS

### Preschool for all

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comprehensive early learning assessment system. Since a participating State would be permitted to expand federally funded activities once it has made preschool universally available to low- and moderate-income 4-year-olds, the plan would also address how the State will promote access to full-day kindergarten and, if full-day kindergarten is already provided, how the State will extend high-quality preschool to low- and moderate-income 3-year-olds.

Funds would be awarded through a cost-sharing model under which the Federal Government would assume a significant share of the program costs in the first years of the program with States gradually assuming more responsibility over time. Each State that receives a grant would be required to contribute non-Federal matching funds and would be eligible for a reduced (incentive) match rate if it has a plan to serve additional children from families with incomes above 200 percent of the Federal poverty line in high-quality public preschool programs.

Allocations to States would be based on each State's relative share of 4-year olds from families at or below 200 percent of the Federal poverty level. Program funds would support preschool for 4-year-olds with family incomes at or below 200 percent of the Federal poverty level. The allocations to States would also take into account other factors, such as the level of program participation and the estimated cost of the activities specified in the State plan.

During the first 4 years of the program, States would be permitted to reserve up to 20 percent of their funds for quality improvement efforts and an additional one half of 1 percent for administrative costs. States would be required to subgrant no less than 80 percent of their awards to local educational agencies (LEAs) or other early learning providers in partnership with LEAs. Examples of other early learning providers include child care centers, community-based organizations, and private providers. If a State does not reserve funds for quality improvement efforts, it would be required to use not less than 99 percent of its allocation to make subgrants to eligible local entities.

Each State that receives grant funds would be required to maintain fiscal support of its State-funded preschool programs. Additionally, Preschool for All funds must be used to supplement and not supplant other Federal, State, and local public funds expended on public preschool programs in the State.

The Administration's proposal includes set-asides of one-half of 1 percent for both the Department of Interior's Bureau of Indian Education (BIE) and the Outlying Areas; each of these entities would have to meet the same eligibility requirements as those established for States in order to receive Federal funding. The Administration's proposal also would allow the Department to reserve up to 1 percent, not to exceed \$30 million, for national activities.

### FY 2016 BUDGET REQUEST

The Administration is proposing to authorize \$75 billion in mandatory funding over 10 years for Preschool for All, including \$1.3 billion in fiscal year 2016 to support the first year of this State-Federal partnership. The \$1.3 billion proposal is based on estimated State participation rates, costs of high-quality preschool per child, and expected State expansion of preschool services. The Administration estimates that 15 States would receive grant awards in the first year, with all States expected to qualify for grants by year 3.

## SCHOOL READINESS

### Preschool for all

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Research findings provide strong justification for Federal investment in high-quality preschool programs. Children who attend high-quality preschool are better prepared for school, less likely to be retained in grade, score higher on reading and math assessments in the elementary grades, and are more likely to graduate from high school than children who do not attend such programs. Furthermore, these benefits are particularly strong for children from low-income families.

In addition to the educational gains, investment in high-quality preschool provides economic benefits. Evidence shows that for every \$1 invested in high-quality preschool, taxpayers saved an estimated average of \$7 to \$10 in future costs due to reduction in remedial education costs, increased labor productivity, and reduced crime.<sup>1</sup>

States have led the way in translating this research into action. As of 2014, 40 States and the District of Columbia have at least one publicly-funded State preschool program in place. Despite these efforts, the Department estimates that more than one-third of 4-year-olds from low-income families are not enrolled in any preschool program, and the high costs of private preschool and lack of public programs also narrow options for middle-class families. Moreover, access to publicly funded programs varies significantly across States and localities, ranging from no children served in some areas to near universal coverage in others.<sup>2</sup>

The quality of existing programs also varies widely among providers. Fewer than 3 in 10 4-year-olds are enrolled in high-quality programs. Research consistently demonstrates that only high-quality preschool delivers school readiness benefits for children, which is why the Administration's Preschool for All proposal includes requirements for quality, based on nationally recognized standards that research shows can lead to closing the opportunity gap between children from lower-income families and their peers from higher-income families.

The Preschool for All program is a key part of the Administration's overall strategy to provide children with a high-quality foundation that will prepare them for success in school and in life. To support this goal, the Administration's request would bolster high quality programs for infants and toddlers through an historic investment in quality child care; an expansion in Early Head Start, including through the Early Head Start-Child Care Partnerships; and expansion of evidence-based voluntary home visiting programs. The Budget also increases investment in Head Start to ensure that all programs are full-day and a full school year, which research shows is more effective at promoting school readiness.

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<sup>1</sup> Heckman, J. J., Moon, S. H., Pinto, R., Savellyev, P. A., Yavitz, A. (2009). The rate of return to the High/Scope Perry Preschool Program. "National Bureau of Economic Research Working Paper 15471." Retrieved from <http://www.nber.org/papers/w15471>

<sup>2</sup> 2012 Yearbook, National Institute for Early Education Research, Rutgers, NJ.

## SCHOOL READINESS

### Preschool for all

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#### PROGRAM OUTPUT MEASURES (dollars in thousands)

	<u>2016</u>
<u>Measures</u>	
Amount for new awards	\$1,260,982
Number of new awards	12-18
Set-Aside for the Outlying Areas	\$6,500
Set-Aside for BIE	\$6,500
National Activities (including technical assistance and evaluation)	<u>\$26,000</u>
Total, Preschool for All Grants	\$1,299,982

#### PROGRAM PERFORMANCE INFORMATION

The Department will develop performance measures for the Preschool for All program. At a minimum, these measures will track a State's progress in: (1) increased school readiness; (2) decreased educational gaps; (3) decreased placement in special education programs and services; and (4) decreased need for remediation in the early elementary grades.