

1. Why should Indiana fund and implement Prekindergarten?

Educational	<p><i>Lower special education referral rates:</i></p> <p><i>Reduced grade retention rates:</i></p> <p><i>Improved academic performance:</i></p> <p><i>Increased educational attainment:</i></p>	<ul style="list-style-type: none"> • Up to a 41 percent reduction in special education placements • Up to 40 percent reduction in grade retentions. • Higher performance on intelligence and achievement tests (including literacy tests and language tests) through age 27. • Higher high school completion rates and higher rates of college attendance.
Social	<p><i>Reduced crime rate</i></p> <p><i>Reduced social services utilization:</i></p> <p><i>Reduced child abuse and neglect:</i></p>	<ul style="list-style-type: none"> • Lower arrest rates through age 40 and reduced arrests for violent offenses. • Lower rates of social services usage at ages 27 and 40. • 51 percent reduction in maltreatment of own children.
Economic	<p><i>Increased earnings</i></p> <p><i>Increased employment rate and job skill level:</i></p>	<ul style="list-style-type: none"> • Higher median monthly and annual earnings at ages 27 and 40. • Higher employment rates at ages 21, 27, and 40. • Higher rate of employment in skilled jobs at age 21.

2. Which children should be served through Prekindergarten? Should Indiana target only those children *most in need*, or should it be universally accessible for all preschool-aged children?

TARGETED	UNIVERSAL
<ul style="list-style-type: none"> • Focus resources on children most in need • Less costly for states to fund prekindergarten 	<ul style="list-style-type: none"> • Increased educational effectiveness & economic efficiency. • Avoid costs/challenges implementing eligibility-based program. • Programs that target the poor are generally of lower quality and do not receive strong public support for the funding • School readiness is not a problem that is limited to the poor.

3. What should Prekindergarten look like in Indiana?

- Should it begin when children turn 3 years of age, or 4? Research suggests greater benefits beginning at 3 years of age, but the costs are greater.
- Should it be half-day or full-day? Again, research suggests full-day programming yields greater benefits, but the costs are greater.
- Should it be provided by the public schools or in private early education settings? While there is logic suggesting locating all prekindergarten programs in the schools, many states implement a “mixed delivery option” where the schools may provide overall administration, services exist across a number of settings.

4. What is the state’s role in a publicly funded prekindergarten program?

- What standards should be in place to ensure state goals and desired outcomes for children? NIEER identified 10 evidence-based program standards.
- What program coordination/management options ensure fiscal and programmatic oversight? Most states locate their prekindergarten programs within their State Education Agency
- What are possible funding strategies and mechanisms for publicly funded prekindergarten? The options are General Revenue, Dedicated Funds,

5. How much will it cost to achieve the desired school readiness outcomes for children?

- Based on 2005 figures, the per child costs would range from \$3,551 - \$5,000 per child
- Half-day programs for four-year old children who are at risk only: \$68–96 million
- Half-day programs for all four year old children: \$155-220 million