

Some various support materials have been provided, but other more extensive materials were used in the research for this bill. Many of them reflect similar or the same outcomes and reference the same reports. All are available in their full text upon request. Here is a full list of the reports (the first seven are included in the bill packet):

1. Anchorage Daily News Editorial "Alaska Needs a Plan to Make Public Schools Better"
2. Legislative Research Report: The Value of Pre-Kindergarten Programs
3. State and Federal Funding for Head Start Program FY11 and Governor's Proposal for FY12
4. 2009 ISER Report: "The Cost of Crime"
5. Step Up Early Ed & Child Care: Economic Impact Report
6. UNC Child Development Institute: "Poverty and Early Childhood Intervention"
7. Science Daily: "Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health"
8. Legislative Research Report: Head Start Participation and Declining Services
9. Alaska Governor's Summit on Early Learning (2007)
10. Parents as Teachers Research and Program Quality
11. Alaska Ready to Read, Ready to Learn Task Force Report & Recommendations
12. The Parents as Teachers Program: Its impact on School Readiness and Later School Achievement
13. ADN Our View: Alaska Needs a Plan to Make Public Schools Better
14. The State of Preschool 2007
15. The State of Preschool 2007: Alaska State Profile
16. The High/Scope Perry Preschool Program: Cost & Benefits Analysis
17. DEED House Finance Subcommittee Responses
18. AK Pilot Pre-K Project-Evaluation Year One

Our view: Alaska needs a plan to make public schools better
Quality gap

(11/16/08 21:39:10)

Alaska has handicapped its young children by being one of only 12 states with no state-funded education system for pre-kindergarten students.

Here's another gloomy statistic at the other end of the public education system: Only about two-thirds of Alaska high school students graduate in four years, compared with the U.S. average of three-fourths graduating.

And of Alaska students who do graduate, only a third start college. Nationwide, nearly half of high school graduates are college-bound. So what's the plan to improve the odds for Alaska kids?

There isn't one -- but state commissioner of education Larry LeDoux wants to change that. Last week, the state sponsored the first education summit in many years, engaging about 400 parents, students, educators, university officials and others in a discussion about what's needed.

Friday they came up with about 50 goals, including offering state-funded preschool to the families of every 3-, 4- and 5-year-old in Alaska.

A sampling of other goals:

• Evaluating pre-school programs to make sure they're adequately preparing children for school.

- Establishing a statewide telecommunications network, with equal access for all students.
- Defining what a student needs to know to be a skilled worker or a college student -- not just the minimum standards the state now sets for handing out high school diplomas.

Meeting these goals would take school funding to another level. A much higher one, though no one made any estimates.

The true test of Alaska's commitment to our young people will not be whether a group of smart, dedicated people can produce an admirable list of goals, but whether the state administration and the Legislature will support them financially.

We can't say right now which reforms the state should adopt and pay for and which not.

They need to be thought through. The list will go up on the state Web site, be adopted and perhaps refined by the state Board of Education, and be publicized so that anyone in Alaska can comment.

But it's worth noting that other states, not as wealthy as ours, do offer state-funded pre-school, for example.

And it's clear that Alaska isn't doing enough to ensure the success of its students. If it were, we wouldn't have such abysmal graduation rates.

BOTTOM LINE: Alaska needs to take a hard look at steps that will improve public education, like state-funded pre-kindergarten.

Legislative Research Report: The Value of Pre-Kindergarten Programs (2006)

Executive Summary as prepared by Representative Kawasaki

According to the National Education Association (NEA), children who attend high quality prekindergarten programs are better prepared for kindergarten, have better language and math skills, better cognitive and social skills, and better relationships with classmates. In addition they note that children who attend prekindergarten are less likely to drop out of school, repeat grades, need special education, or get in trouble with the law when they are older. The NEA advocates for universal high quality prekindergarten programs because it "represents one of the best investments our country can make."

In the most recent evaluation of the High/Scope Perry Preschool Project students, the age of which was about 40, the High/Scope Education Research Foundation was able to interview 97 percent of the study participants still living. Some of this study's major findings are as follows:

- A greater percentage of the group graduated from high school than the non-program group
- The group who received high-quality early education on average outperformed the non-program group on various intellectual and language tests during their early childhood years, on school achievement tests between ages 9 and 14, and on literacy tests between ages 19 and 27
- A greater percentage of the group who received high-quality early education was employed at age 40 than was the non-program group
- The group who received high-quality early education had median annual earnings more than \$5,000 higher than the non-program group
- A greater percentage of the group owned their own homes
- They had fewer arrests and fewer arrests for violent crimes
- Taxpayers received \$17 in benefits for every dollar spent on high-quality early education programs

The Abecedarian Early Childhood Intervention Project assessed their students at age 21 with the following results:

- School districts saved more than \$11,000 per child because participants are less likely to require special or remedial education
- Higher cognitive test scores
- Higher academic achievements in reading and math
- They were more likely to attend a four-year college
- Taxpayers received \$4 in benefits for every dollar spent on high-quality early education programs



LEGISLATIVE RESEARCH SERVICES

Alaska State Legislature
Division of Legal and Research Services
State Capitol, Juneau, AK 99801

(907) 465-3991 phone
(907) 465-3908 fax
research@legis.state.ak.us

Memorandum

TO: Representative Bryce Edgmon
FROM: Susan Haymes, Legislative Analyst
DATE: February 17, 2011
RE: State and Federal Head Start Funding
LRS Report 11.166

You asked for the level of state and federal funding for the Alaska Head Start program for FY11, and the Governor's proposal for FY12.

Although state funding for the Head Start program remains constant under the Governor's proposed budget for fiscal year 2012, an anticipated decrease of more than \$3 million in federal funds could reduce the program's overall funding budget. The following table shows state and federal funding for FY11 and proposed funding for FY12.

State and Federal Funding for Alaska Head Start, FY11-FY12

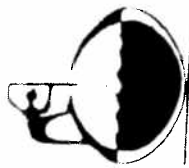
Funding Source	FY11 (authorized)	FY12 (proposed)
Total Federal		
Direct Funding to Grantees ¹	\$ 35,000,000	\$ 32,000,000
Funding to the State	\$ 125,000	\$ 125,000
State	\$ 7,292,600	\$ 7,292,600
Total Federal and State	\$ 42,417,600.00	\$ 39,417,600.00

Notes: The vast majority of federal funds go directly from the federal government to organizations that are Head Start grantees; however, a small amount of funding goes to the state to facilitate collaboration at the state, regional, and local levels around early childhood education issues.

(1) The \$35 million figure for FY11 is an approximate amount. The FY12 figure reflects a projected decrease of at least 3 million in federal funds to Head Start grantees. Alaska grantees could see a decrease as early as March 2011.

Source: Paul Sugar, Education Specialist, Department of Education and Early Development, 907.465.4862.

We hope this is helpful. If you have questions or need additional information, please let us know.



RESEARCH SUMMARY

Institute of Social and Economic Research
University of Alaska Anchorage • January 2009
R.S. No. 71

THE COST OF CRIME: COULD THE STATE REDUCE FUTURE CRIME AND SAVE MONEY BY EXPANDING EDUCATION AND TREATMENT PROGRAMS?

By Stephanie Martin and Steve Colt

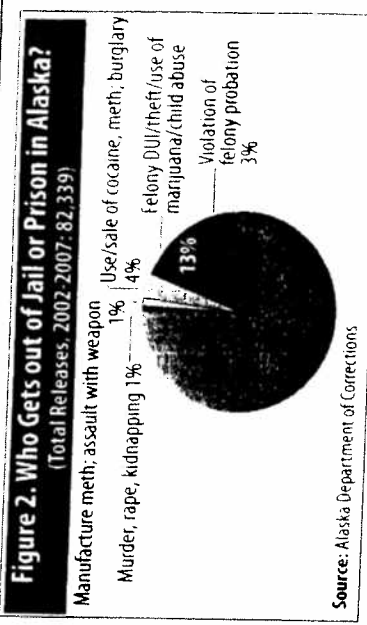
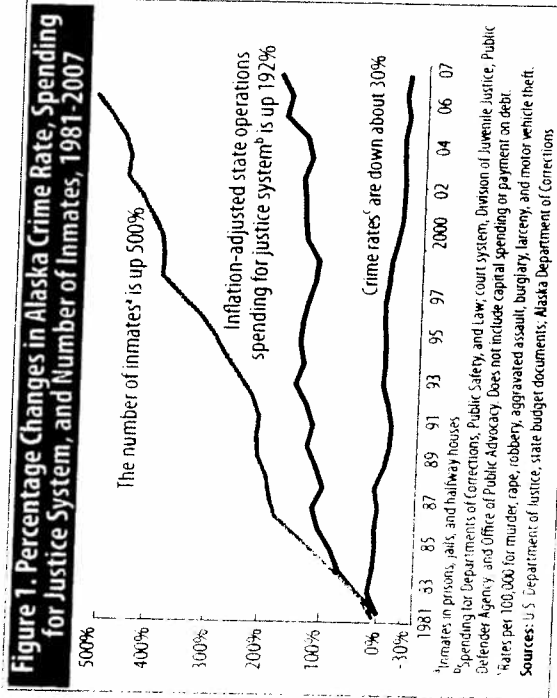
The inmate population is among the fastest-growing in the state. In some cases, more inmates in 2007 than in 1981. Since then, the state justice system has nearly doubled since 1981. The rate has dropped only about 30%.

There is a dilemma for the state, given the pattern shown in Figure 1. If we do hold down the number of inmates and avoid future rising costs—while at the same time keeping the justice system and using tax dollars effectively?

Some research asked ISER to project growth in the number of inmates and the associated costs—and then to see if the state could reduce that growth by expanding treatment and prevention programs for people already in prison. If ending up there, Alaska currently spends about \$100,000 a year for such programs, but they aren't available to those who might benefit from them.

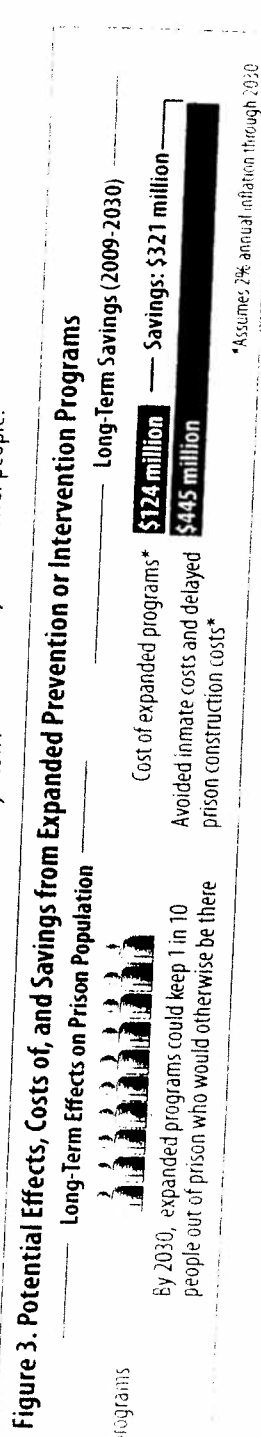
The range of such programs. But it is programs already in prison or jail that have the most potential to reduce crime in the next 20 years. That's because they reach the most people.

Without any intervention, about two-thirds of those sentenced and are released commit new crimes. Some of them from committing more crimes. They help improve public safety but also reduce the number of inmates and in spending.



- With no change in policies, the number of Alaska inmates is likely to double by 2030, from 5,300 to 10,500.
- If the state spent an additional \$4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller than projected—about 1,050 fewer inmates.
- The state would spend about \$124 million for expanded programs through 2030 but would avoid \$445 million in costs—a savings of \$321 million. It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).

Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.



Immediate Costs
The cost of the treatment and prevention programs is \$124 million over the next 20 years. This is a one-time cost. The state would also avoid \$445 million in costs from inmate incarceration and prison construction over the same period. The net savings is \$321 million.

...but excluded other programs from our final analysis. The criminal justice working group decided that a... while effective elsewhere, wouldn't be feasible... Alaska at this time. For other programs, there... available evidence to judge how effective they... money of reducing crime, or the available evi-... them) to be largely ineffective.

How Do THE PROGRAMS COMPARE?

... (last page) shows, expanding programs to serve... people would save the state about \$321 million... number of inmates 10% by 2030. Figures... the various programs contribute to costs, sav-... the number of Alaskans behind bars.

... substance-abuse treatment programs for inmates... what they cost, reduce recidivism by about... and can reach the most people.

... programs for... committed... at sav-... reducing recid-... a much... people.

... to trans-... inmates with... com-... among... but they... stand to... people who... them.

... after scale... over... safe money... must all... be excep-... monitor-... but... reduce

... 18 fewer inmates

... 279 fewer inmates

... 601 fewer inmates

... 843 fewer inmates

... 1,049 fewer inmates

... 2009 2015 2020 2025 2030

... Pre-school programs for at-risk children cost about \$1,000 per child but save many times that much, by reducing future crime. The effects of the spending aren't apparent for years, until the children grow up.

... Programs for juveniles offenders cost an average of about \$2,500 per person, but save almost 10 times that much by keeping kids out of prison. They serve only a subset of the population of 12- to 17-year-olds.

... Transition programs for people with mental health disorders are extremely effective, add about \$2,000 per person to inmate costs, and save about four times that much. But the programs currently serve very few people and can't readily be expanded to serve large numbers.

... Programs that treat inmates for substance abuse add about \$2,000 a person to inmate costs, but over time save about twice as much. They are effective, but can't readily be expanded to reach all the people who need them.

... Education and job training programs in prison add about \$1,000 to inmate costs, but they reach the most people and save about four times more than they cost. Because they are offered in every facility, they can easily be expanded and can reach more people. (Reductions in the number of inmates as a result of the sex-offender treatment program are also included here, but are only one or two people a year.)

... Programs that keep people out of prison save the state money right away, because they cost much less than the \$44,000 per person the state spends to lock people up. They include therapeutic courts for substance abuse and mental health disorders, electronic monitoring, and residential substance-abuse treatment.

... 18 fewer inmates

... 279 fewer inmates

... 601 fewer inmates

... 843 fewer inmates

... 1,049 fewer inmates

... 2009 2015 2020 2025 2030

... Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?

- Treatment programs for sex offenders do reduce crime, but they are very expensive and so don't save the state money.
- Programs that prevent future crime by helping very young at-risk children are the most effective. But the effects of spending for those programs aren't apparent until many years later.

Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

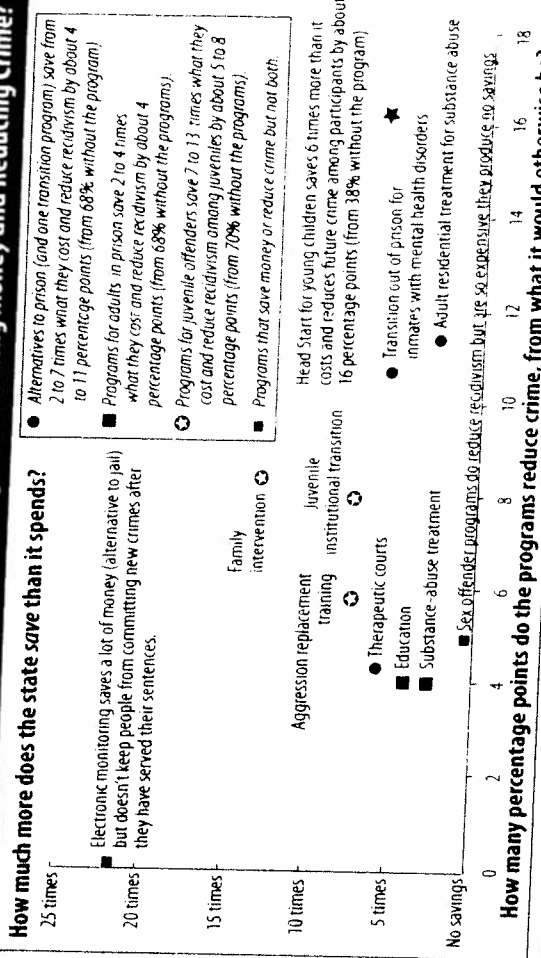
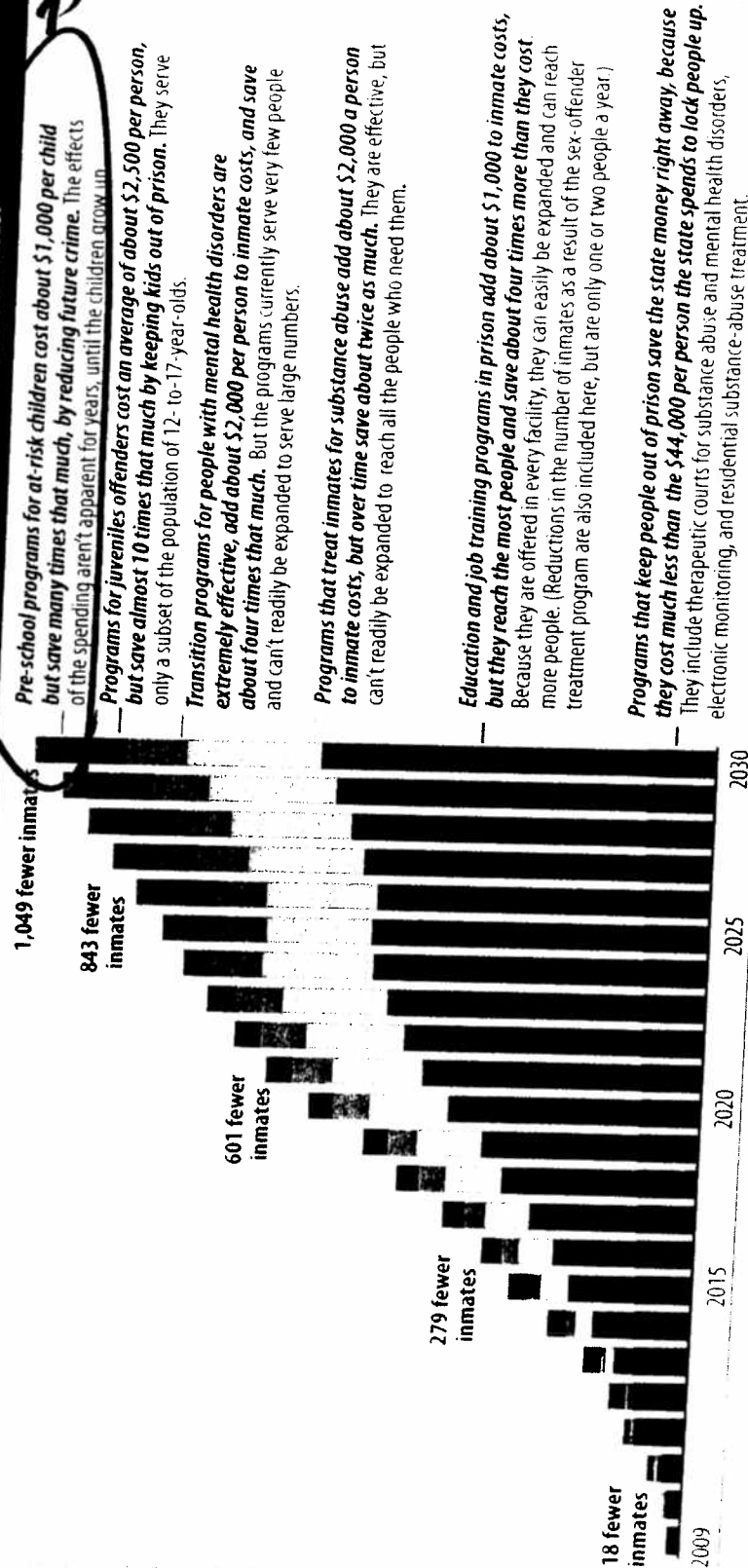


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



A SUMMARIZED ECONOMIC IMPACT REPORT ON
EARLY EDUCATION AND CHILD CARE SERVICES IN
ALASKA

step^{up} early ed & child care

Based on the McDowell Group Report July 2006

PREPARED FOR:
SYSTEM FOR EARLY EDUCATION DEVELOPMENT (SEED)
UNIVERSITY OF ALASKA SOUTHEAST





step up early ed & child care

STUDY FINDINGS ARE DETAILED
ON THE FOLLOWING PAGES:

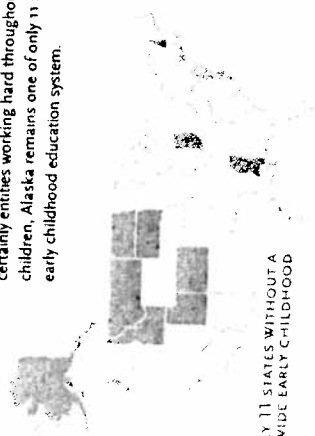
Demographics	Pg. 2
The Economic Impact on Alaska	Pg. 3
The Early Learning and Child Care Sector	Pg. 5
Impact on Alaska Families	Pg. 7
Alaskans Support Funding	Pg. 9

Why should you care about the availability of quality early education and child care in Alaska? Because stepping up early education for our children is critical for all of us.

LET US STEP YOU THROUGH THE FACTS:

- 1 Early childhood education and child care play a critical and measurable role in Alaska's economy
- 2 The availability of quality, affordable child care remains a challenge for many Alaska families
- 3 Alaskans across the state place a high priority on state funding for early education and child care

Until recently, there was no data specific to Alaska to demonstrate how the welfare of our youngest community members impacts the entire state – both in the short term and long term. But thanks to this study commissioned by the System for Early Education Development (SEED) and completed in July 2006 by McDowell Group, there is now local information to combine with the knowledge learned from national studies to provide an accurate baseline. What the statistics demonstrate is that Alaska lags behind much of the country in providing quality early education and child care to our residents. And while there are certainly entities working hard throughout Alaska to provide quality care for our children, Alaska remains one of only 11 states without a state-funded, statewide early childhood education system.



ALASKA IS ONE OF ONLY 11 STATES WITHOUT A STATE-FUNDED, STATEWIDE EARLY CHILDHOOD EDUCATION SYSTEM.

SCOPE OF THE ALASKA STUDY

The purpose of this study is to measure the economic impact of providing early education and child care services on Alaska's economy. This study focuses on education and care of children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the earnings of child care service providers, making it possible for Alaska families to earn more.

This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

A key component of this project was a telephone survey of 724 randomly selected households. The primary purpose of the phone survey was to collect information on the types of child care services Alaska families use and how much money households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

ALASKA WORKING PARENT DEMOGRAPHICS

To better understand the data that pertained to that workforce and the scope of the population we are considering. In 2004, Alaska's population included 620,000 children under six years of age, according to the Alaska Department of Labor and Workforce Development (DOLWD). Of these children, approximately 65 percent (403,000 children) were living in households where all adult parents were in the labor force, whether families were dual-income or single-parents. Those children resided in 144,000 Alaska households, all of which were potentially in need of child care services.

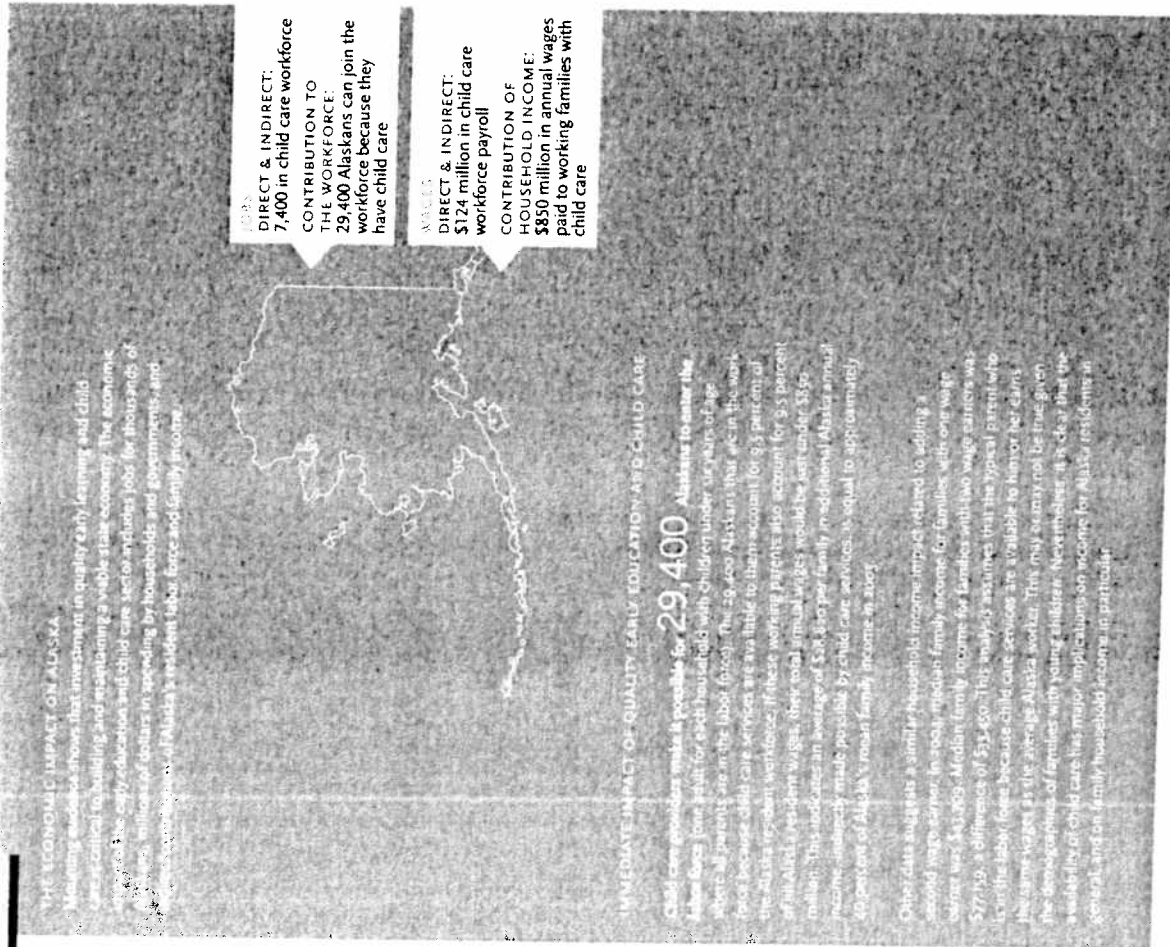
Detailed look at the **39,400** children under the age of six, where all available parents are in the workforce



"I believe that high quality early childhood programs are critically important for the health and well-being of our community, and they are especially important for the health and well-being of our children. ... What can never be forgotten or taken lightly is that these programs provide a proven economic benefit to the organizations they serve. It is important that we recognize that. Research has shown that organizations who offer these services on-site for their employees retain these employees for an additional five years. The value of keeping these employees for this extended amount of time is immeasurable, and as a leader of an organization with more than 4,000 employees, I can tell you that recruiting talent is expensive, difficult and time consuming. Keeping our talent in the first place is without a doubt the best way to ensure we can sustain and live out our mission at Providence, and I'm grateful for the role our Center for Child Development plays in doing that each day."

AL PROUDLY SUPPORTS
PROVIDENCE HEALTH SYSTEM IN ALASKA





Step 1 → EARLY CHILDHOOD EDUCATION AND CHILD CARE PLAY A CRITICAL AND MEASURABLE ROLE IN ALASKA'S ECONOMY.

2015 U.S. BUREAU OF ECONOMIC ANALYSIS
INDUSTRY REPORT, ALASKA

6,500 Workers in child care

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

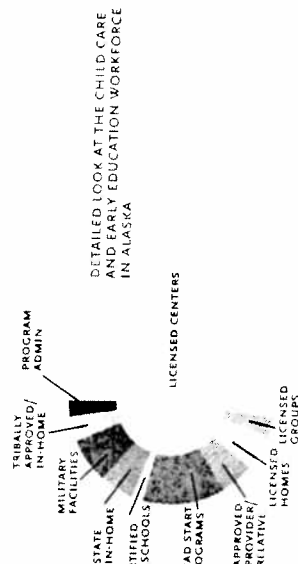
Child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes. In Alaska, child care workers are employed in a variety of settings, including day care centers, preschools, and family child care homes.

Source: U.S. Bureau of Economic Analysis, Alaska Industry Report, 2015

When individuals in the workforce are employed in early education and child care, the actual workforce in child care is often overlooked. Yet it has been found that at least 6,500 Alaskaans are employed in the child care sector workforce.

The estimated 6,500 workers in child care are from a variety of sources (as determined by the U.S. Bureau of Economic Analysis). It must be understood that this is not a comprehensive list of all workers in child care. However, it does not include an unknown number of administrative workers who care for four or fewer unrelated children, or any number of relative children in a relative home who are not required to be licensed.

Even without these adjustments, the size of this workforce is comparable to other sectors in the state. For example, the residential and non-residential health care sector employed an average of 6,000 workers in Alaska in 2014, and Alaska's transportation sector employed an average of 6,470 workers in 2014.



Not only is Alaska's child education and child care sector significant in size, it provides a variety of service programs. It includes any program providing care for children from birth to age six. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public daycares, Montessori programs, and pre-kindergarten services.

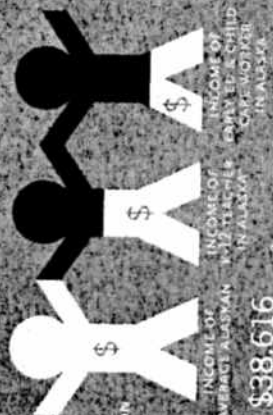
Source: U.S. Bureau of Economic Analysis, Alaska Industry Report, 2015



Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. DOLWD payroll data indicated that the average monthly wage of an individual employed in this sector was \$1,342. This is well below the average for all sectors of the Alaska economy; the average monthly wage in Alaska for this same time period was \$1,318—nearly three times that amount.

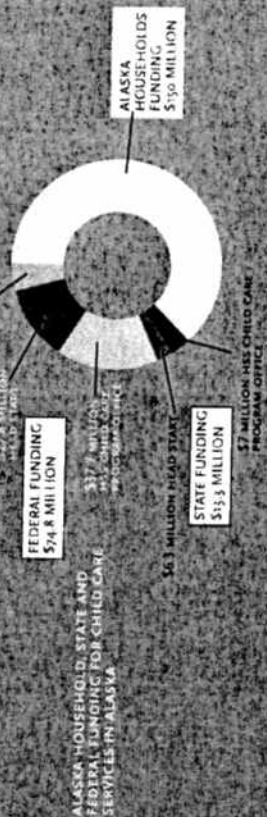
To put this in further context, it has been found that providers of early education and child care earn less than half of what the average elementary school teacher earns, even though the difference in age of those they teach may be less than one year.

ALASKA WAGE COMPARISON



CHILD CARE SERVICES REVENUE AND FUNDING
There are two sources of spending on early education and child care services—government funding and spending by parents on child care services. Based on the analysis of the McDowell Group report, Alaska households may be spending \$190 million annually on child care services for children under six years of age. In comparison, government spending on child care totals \$88 million in Alaska, with nearly \$75 million of that contribution coming from federal funding. Together, approximately \$260 million is spent in Alaska on child care services for young children.

Source: McDowell Group, 2015



Step 2

THE AVAILABILITY OF QUALITY, AFFORDABLE CHILD CARE REMAINS A CHALLENGE FOR MANY ALASKA FAMILIES

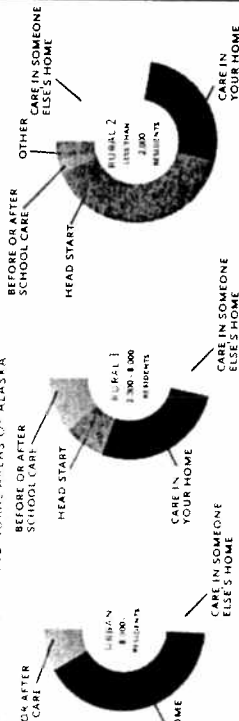
"I emphasize strongly how important it is to give the children the best start... to have the children have a good early learning experience."

IMPACT ON ALASKA FAMILIES

To better understand how the early education and child care sector directly impacts families in Alaska, households were asked about their use of child care services as a part of a statewide telephone survey. The findings of this study are understood to be the first of their kind on this topic directly applicable to Alaska.

The survey sample included 265 households with children under six years of age. The sample included both rural and urban Alaska, defined as all communities with more than 2,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural 1"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural 2"). In conducting statewide analysis of the survey results, data from rural areas of the state were weighted to reflect their actual proportion of the state's population.

COMPARISON OF TYPES OF CARE IN URBAN AND RURAL AREAS OF ALASKA



Approximately 80 percent of children in the surveyed households received child care services or programs during the month of January 2006. Among those children receiving child care services, 49 percent were in a preschool or child care center, just under 30 percent were being cared for in someone else's home, with 10 percent under 13 care in their own home. Eight percent were in a Head Start program. The likelihood of a child being in care was 100 percent as some children received care in more than one setting.

FINDING AFFORDABLE CHILD CARE



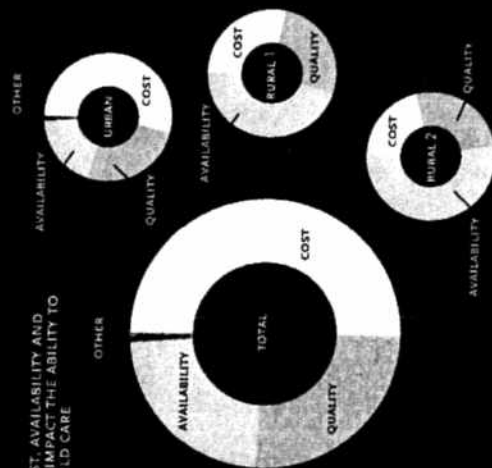
FINDING ACCEPTABLE CHILD CARE

This study also found that 35 percent of Alaska households with children under six in a child care program found it difficult or very difficult to find acceptable child care. About the same percentage (45 percent) found it either easy or very easy to find acceptable child care.

Family quality, cost, education, and child care programs proved to be an issue both rural and urban areas of the state.

36% of households with children under the age of six reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work.

HOW COST, AVAILABILITY AND QUALITY IMPACT THE ABILITY TO FIND CHILD CARE



FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE
Among households in Alaska's smallest communities (the "Rural 2" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 36 percent of households, and quality on 23 percent.

COST MOST OFTEN CITED

When asked which factor had the greatest impact on their ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact on their ability to find acceptable child care, while 26 percent cited quality, and 23 percent cited availability.



Cost is apparently more of an issue in urban Alaska, while availability is more of an issue in rural Alaska. Just over half of urban households indicated that cost had the greatest impact, compared to approximately one quarter of those in rural areas. Conversely, within rural areas, approximately half the households reported that availability had the greatest impact, compared to only 19 percent of urban areas.

COST IS A LARGE ISSUE

It is not a surprise that cost is a significant issue. The cost of full-time child care in Alaska ranges from \$400 to \$900 per month, depending on the age of the child and the location of the care. Given these figures, it was perhaps surprising to find that just one in seven Alaska households with children in child care services received some form of child care assistance.

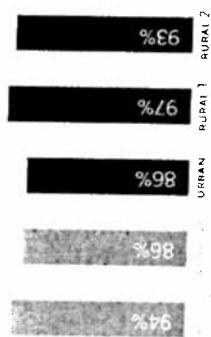
Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care



9 of 10 Alaskans support funding

The telephone survey described earlier also asked all households a set of questions about their support for early learning and child care services in Alaska. For the above illustrating support for the funding of early education and child care.

Being important. Alaska residents 89 percent think it is important or very important for the government to make financial support for early education available. Among residents with children under six years of age, that figure is 93 percent. Support is important to very important. Even among residents with young children, 86 percent think state financial support is important or very important. Further, urban and rural residents also feel it is important to provide funding for early education and child care.



THOSE STATING IT IS "IMPORTANT" OR "VERY IMPORTANT" FOR STATE GOVERNMENT TO PROVIDE FINANCIAL SUPPORT

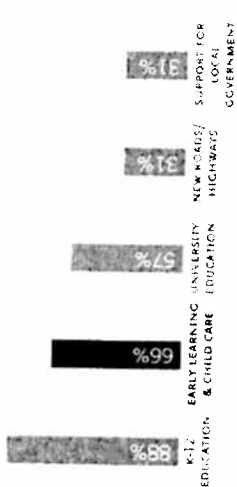
audiences who expressed above average support for early education and child care

Those who expressed above average support for early education and child care were more likely to be female, have a higher education level, and have a higher income. They also were more likely to be white and to have a higher level of education.



Alaskans place priority on funding early education and child care

Alaskans also give early learning a high priority for state funding, when compared to other state-funded programs. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE
To press this matter further, a third question regarding Alaskans' perception of the importance of funding for early learning and child care focused on relative importance. More than three-quarters of Alaska residents feel that early learning and child care are more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early learning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care.

report conclusion - next steps

This series of questions regarding perceived importance of state funding for early education and child care services in Alaska indicate that Alaskans place a high priority on funding for education in Alaska, with a high interest in early education and child care.

end notes

This piece serves as a condensed summary of the July 2006 McDowell report titled "Economic Impact of Early Education and Child Care Services in Alaska." This complete study was commissioned and prepared for the System for Early Education Development (SEED), based at the University of Alaska Southeast. This publication is funded by a grant from the U.S. Department of Education, Fund for the Improvement of Education.

You may download a full copy of the report at <http://seed.alaska.edu> or request the full report from the SEED administrator at 907.796.6414.

We thank you for taking the time to review this report, which contains critical data regarding the future of Alaska's children and our economy.



The McDowell Group study team would like to acknowledge the invaluable assistance provided by the Project Steering Committee. The Committee included Mary Lorence (*Manager, Alaska Child Care Programs, Department of Health and Social Services*), Joy Lyon (*Executive Director, Association for the Education of Young Children, Southeast Alaska*), Mary Lou Madden (*Madden Associates*), and Carol Prentice (*SEED Program Manager*). In addition, SEED would like to recognize the contribution made by SEED Council members Candace Winkler and Cindy Harrington.

SEED also appreciates the collaboration with Alaska's *Ready to Read, Ready to Learn Task Force*, 28 Alaskan leaders dedicated to improving the literacy and learning skills of Alaska's pre-kindergarteners.



System for Early Education Development



SEED COUNCIL MEMBERS

SEED COUNCIL CHAIR: PATTY MERITT Associate Professor, Coordinator, Early Childhood Program, Valley Campus, UA Fairbanks

CHAIR ELECT: CANDACE WINKLER Chief Executive Officer, Child Care Connection

SEED COUNCIL MEMBERS:

DIEDRE BAILEY Youth Programs Manager, Department of Labor and Workforce Development

MARGARET BAUER Director, Worklife Services, Center for Child Development, Providence Alaska Medical Center

MARCEY BISH Child Care Licensing Manager, Department of Health and Social Services

GARA BRIDWELL Executive Director, Play 'N Learn, Inc.

CYNTHIA CURRAN Administrator, Teacher Education and Certification, Department of Education and Early Development

BARB DUBOVICH Executive Director, Camp Fire USA

MARYELLEN FRITZ Director, Southcentral Foundation Head Start

CINDY HARRINGTON Program Director, Distance Early Childhood Education AAS Program, University of Alaska

EILEEN HUGHES Associate Professor and Coordinator of the Early Childhood Program, College of Education, UA Anchorage

SARAH KUENZLI Technical Assistance Specialist, ACF-Region 10 and Alaska Native Head Start Programs

MARY LORENCE Manager, Alaska Child Care Programs, Department of Health and Social Services

JOY LYON Executive Director, Association for the Education of Young Children, Southeast Alaska

KAY MCCARTHY Assistant Professor of Education, School of Education, University of Alaska Southeast

SALLY MEAD Director of Allied Health Sciences, Community and Technical College, University of Alaska Anchorage

SHIRLEY PITZ Coordinator, Early Childhood Comprehensive Systems, Department of Health and Social Services

BONNIE POWELL Technical Assistance Specialist, ACF-Region 10 and Alaska Native Head Start Programs

KERRY REARDON Instructor, Early Childhood Education, King Career Center

AUDREY M. INUKUYUK SAGANNA SR. Workforce Development Director, Native Village of Barrow

CLAUDIA SHANLEY Systems Reform Administrator, Office of Children's Services, Department of Health and Social Services

PAUL SUGAR Head Start Collaboration Director, Department of Education and Early Development

CONSULTANTS AND STAFF:

MARJORIE FIELDS Early Childhood Professor Emeritus, University of Alaska Southeast, Consultant

MARY LOU MADDEN Madden Associates, Evaluator

CAROL PRENTICE SEED Program Manager, University of Alaska Southeast



#42 | April 2007

Poverty and Early Childhood Intervention

In the spring of 2006, UNC's Center on Poverty, Work and Opportunity hosted a competitive process to support original research by UNC faculty members in the form of policy briefs. Each brief was authored by a UNC faculty member and was reviewed by two experts—an academic and a practitioner in the field that the brief addresses. This Snapshot summarizes the brief on Poverty and Early Childhood Educational Intervention.

OVER AND OVER AGAIN research has shown that children living in poverty suffer in a multitude of ways. Childhood poverty is associated with higher rates of academic failure, grade retention, school drop-outs, teen parenthood, and smoking and illegal drug use. Children growing up in poverty are more likely to have employment difficulties as adults. Research also shows that these outcomes are preventable.

Findings from the Abecedarian Project—a 30-year old project at FPG Child Development Institute—demonstrate that intensive early childhood educational intervention can have lasting positive effects for children raised in poverty. What's more, the program resulted in decreased government spending. Yet children living in poverty today do not have access to this type of initiative.

What Happens to Children Living in Poverty

Children raised in poverty:

- Have poorer academic achievement outcomes than other children.
- Are less likely to attend college. While 88 percent of affluent students attend college, only 36 percent of children raised in poverty do so.
- Are more likely to become a teen parent.
- Are more likely to smoke and use illegal drugs.
- Are more likely to be unemployed.

Existing Research on Early Educational Programs for Poor Children

Numerous early childhood programs have been created over the years to attempt to redress the negative consequences of poverty. Below is a brief summary of research on some of these efforts.

Head Start

Research in the early nineties which seemed to show that Head Start had no lasting impact on poor children's school performance received much attention, despite significant problems with the study's methodology. A more recent study which met standard research protocols showed that after participating in Head Start for a year, children had some improvement in language and pre-reading outcomes and access to health care; and no significant effect for math.

Consortium for Longitudinal Studies

The consortium included researchers from several early childhood programs from the 1960s. They followed up with participants six to ten years later and found that these children were less likely to use special services in school and had fewer grade retentions. However, intellectual gains eroded within three to four years after the program and academic gains were largely gone by five to six years in school.



UNC

FPG CHILD DEVELOPMENT INSTITUTE

CONTINUED

Chicago Child-Parent Center Program

This program was center-based and offered child and family support services to a sample of families living in high-poverty neighborhoods. Children attended half-day preschool and received additional support through first grade. Participants had higher achievement scores during elementary school than those who did not receive the intervention. By age 20, these same children had lower incidence of crime and higher rates of high school graduation.

Infant Health and Development Program

Study participants were low birth weight babies. Participants were randomly assigned to receive services typically offered for such babies or to receive home-based educational intervention during their first year followed by two years of center-based child care. At age eighteen, those who had been heavier at infancy had higher cognitive scores and fewer reported behavior problems. There were no long-term benefits for the lighter weight infants.

Perry Preschool Program

Children attended a half-day preschool program for two years. By second grade, participants had significantly higher achievement scores and were less likely to receive special education services. By age 27, participants were more likely to have graduated from high school, had significantly higher earnings, own homes and second cars, and were less likely to receive welfare or be involved in crime. By age 40, participants were more likely to be employed, have higher salaries, own homes, and have savings accounts. They were less likely to have committed a crime or used illegal drugs.

The Abecedarian Project: A One-of-a-Kind Experience

This project represents the most intensive early childhood program offered for children from poor families. It is the only program to have had full-day, year-round, center-based care in infancy and continue until kindergarten entry. The study methods used meet the highest standards of research. The program enrolled 111 infants between 1972 and 1977 with 57 randomly assigned to receive center-based early educational intervention and 54 in a control group.



The Intervention

The curriculum involved educational “games” that emphasized development skills in cognition and language. For example, infant games were age appropriate adult-child interactions that included talking to the child, showing pictures or toys, and offering infants a chance to react to their environment. Activities were individualized for each child. As children aged, the “games” became more conceptual and skill-based, but the program always emphasized individual development. Children also received their healthcare on site from a staff pediatrician.

Result Highlights

Those who received the intervention:

- Scored 1.8 grade years higher in reading and 1.3 years higher in math as young adults.
- Were more likely to attend a four-year college (36 percent versus 14 percent).
- Were more likely to have a skilled job (47 percent versus 27 percent).
- Were less likely to have had their first child at age 18 or younger (26% versus 45%).
- Tended to smoke less (39 percent versus 55 percent).
- Were less likely to use marijuana (18 percent versus 39 percent).

Cost-Benefit Analysis

Independent economists calculated cost-benefit ratios for the Abecedarian Project based on:

- Earnings and benefits of participants,
- Earnings and benefits of future generations,
- Maternal earnings,
- Elementary and secondary education cost-savings,
- Improved health,
- Higher education costs, and
- Welfare use.

The estimated cost-benefit ratio was 2.5:1—meaning for every dollar spent on the program, taxpayers saved \$2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs.

Conclusions

Abecedarian Project findings show that intensive early childhood educational intervention made a dramatic difference in long-term outcomes for children raised in poverty. Individuals in the study currently are participating in an age 30 follow-up study. ■

To Learn More

Pungello, E. P., Campbell, F. A., & Barnett, W. S. (2006, December). Poverty and early childhood educational intervention (Policy Brief No. 1). Retrieved April 18, 2008, from The University of North Carolina at Chapel Hill, Center on Poverty, Work and Opportunity web site: <http://www.law.unc.edu/PDFs/Poverty/PungelloandCampbellPolicyBrief.pdf>





Science News

[Share](#) [Blog](#) [Cite](#)
[Print](#) [Bookmark](#) [Email](#)

Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health

ScienceDaily (Jan 17, 2011) — Intensive early education programs for low-income children have been shown to yield numerous educational benefits, but few studies have looked more broadly at their impact on health and health behaviors. A new study conducted by researchers at Columbia University's Mailman School of Public Health examines this issue, using data from a the well-known Carolina Abecedarian Project (ABC), a randomized control study that enrolled 111 infants in the 1970s and continued to follow them through age 21.

See Also:

Health & Medicine

- Health Policy
- Teen Health
- Children's Health

Mind & Brain

- Mental Health
- Child Psychology
- Child Development

Reference

- Sex education
- Clinical trial
- Evidence-based medicine
- Sports medicine

Researchers found that individuals who had received the intensive education intervention starting in infancy had significantly better health and better health behaviors as young adults.

The study is only the second to explore the relationship of early childhood education and adult health benefits. The first study, based on the Perry Preschool Program, also was conducted by Columbia professors Peter Muennig, MD, and Matthew Neidell, PhD, on a similarly small cohort of children, and found behavioral benefits, but no overall health benefits. The current study is the first randomized control study to definitively show the health benefit of

education.

Findings are online in the *American Journal of Public Health*.

The original study enrolled infants from 1972 to 1977 at the Frank Porter Graham Child Development Institute in Chapel Hill, NC, where they received an age-appropriate curriculum designed to enhance cognition and language development starting in infancy. Researchers had found that infants enrolled in the program had higher IQ by age three and higher reading and math achievement by 15 years of age, lower rates of teen depression and greater likelihood of college enrollment compared with a control group.

The current study expands on the original study to examine the impact of ABC on three health measures and 11 measures of behavioral risk factors. The health measures were the number of self-reported health problems since 15 years of age, a depression index score, and the number of hospitalizations in the past year. Behavioral risk factors concerned traffic safety, drug use, and access to primary care. Researchers found that participants had significantly better health and health behaviors and that these findings were independent of IQ, educational attainment or health insurance status.

The original study was small, but it had a very strong effect on education. Until it came along, the benefit of education had never been proven using the gold standard in research methods—the randomized controlled trial. What we have found is that this educational intervention also reduced health risks like smoking and improved health outcomes as early as age 21," said Dr. Muennig, assistant professor of Health Policy and Management at Columbia's Mailman School and principal investigator of the new study. "The health benefits were quite dramatic."

Ads by Google

How to Do Meditation?
Did You Know That Meditating Just 15 Min a Day Could Change Your Life
www.SilvaLifeSystem.com

Depression & Anxiety
Stop Suffering & Get On With Life
Call For Free Consultation Today
kirstenhowell.com

LWSI Essential Software
Behavioral Health Software EMR, Billing, Financials, Reporting, HA
www.lwsi.com

Psychopharmacologist
Leading expert on the treatment of Bipolar and other Mood Disorders.
www.fieve.com

Related Stories

High-Quality Child Care For Poor Children Found To Offset The Risk Of Later Depression (May 21, 2007) — Young adults from low-income families who received full-time early educational childcare as young children reported fewer symptoms of depression than their peers who did not receive such services. ... [read more](#)

Disadvantaged Adolescents Prone to Adult Crime and Substance Abuse Problems, Study Finds (Aug. 17, 2010) — Early intervention among young adolescents with delinquency problems may help prevent the development of long-term crime and substance abuse problems, a new article ... [read more](#)

Nutrition Education at WIC (U.S.) Influences Participants to Consume More Healthful Foods (Apr. 26, 2010) — With more than 8.2 million low-income women and children receiving services from the Special Supplemental Nutrition Program for Women, Infants and Children in 2009 alone, it is imperative that ... [read more](#)

Early-Childhood Intervention May Improve Well-Being Through Young Adulthood (Aug. 8, 2007) — Minority preschoolers from low-income families who participated in a comprehensive school-based intervention appear to fare better educationally, criminally and economically into young adulthood. ... [read more](#)

High-Quality Child Care for Low-Income Children: Long-Term Benefits (Sep. 15, 2010) — Children in high-quality preschool settings had fewer behavior problems in middle childhood, a new longitudinal study of low-income children found. The researchers studied approximately 350 ... [read more](#)

Ads by Google

Flu Can Be Fatal for Kids
Vaccinate them against influenza
Learn the facts about flu vaccine
www.PreventChildhoodInfluenza.org

Just In:
Can WISE Find Hypothetical 'Tyche' Planet?

Science Video News



Clean Up That Moldy Mess
Microbiologists studying mold found that it can grow on almost any building material and in almost any environment. Even before becoming visible, ... [full story](#)

Computer Scientists Design Video Game To Improve Disaster Response

Sociologists Weigh In On Obesity Increasing The Length Of Hospital Stays

Mechanical And Aerospace Engineers Use Satellites To Track Ozone Levels

[more science videos](#)



Breaking News

... from NewsDaily.com

CERN collider restarts search for cosmic mysteries

WSI sees mild weather for UK, cold for east Europe

WSI sees mild weather for UK, cold for east Europe

NASA readies for next week's space shuttle launch

Malaysia turn to science for golden breakthrough

[more science news](#)

In Other News ...

Blockbuster gets \$290 million "stalking horse bid"

Gaddafi under threat as revolt hits Tripoli

Venezuela denies reports Gaddafi on his way there

Wisconsin governor calls on Democrats to come home



"While much remains to be learned about both the pathways linking education to health and the overall effect sizes of education on health, our study provides causal evidence in support of the hypothesis that early education enhancements may improve income, reduce crime, and even enhance the global competitiveness of the American workforce," suggests Dr. Muenning. "These interventions may be more cost-effective than many traditional medical and public health approaches to improving population health."

Email or share this story:

More

Story Source:

The above story is reprinted (with editorial adaptations by ScienceDaily staff) from materials provided by Columbia University's Mailman School of Public Health, via EurekAlert!, a service of AAAS.

BA In Early Childhood Edu
NCATE Accredited Education Degrees.
Affordable Teaching Cert. Online
www.WGU.edu

Early Childhood Degrees
Earn your Early Childhood Education certification! Apply today!
courseadvisor.com/Teaching
Earth & Climate Space & Time

Mental Retardation Care
Find Trustworthy 1-On-1 Care For
Your Loved One With Special Needs
www.Care.com/SpecialNeeds

Residents give
conflicting reports of
Tripoli attacks
Two Libyan fighter
pilots defect, fly to
Malta

American held in
Pakistan is CIA
source

IMF chief steals
Sarkozy's thunder at
French G20

more top news

Search

Search ScienceDaily

Number of stories in
archives: 98,416

Need to cite this story in your essay, paper, or report? Use one of the following formats:

- APA Columbia University's Mailman School of Public Health (2011, January 17). Enhanced early childhood education pays long-term dividends in better health. *ScienceDaily*. Retrieved February 22, 2011, from <http://www.sciencedaily.com/releases/2011/01/110114155340.htm>
- MLA Columbia University's Mailman School of Public Health (2011, January 17). Enhanced early childhood education pays long-term dividends in better health. *ScienceDaily*. Retrieved February 22, 2011, from <http://www.sciencedaily.com/releases/2011/01/110114155340.htm>

Note: If no author is given, the source is cited instead.

Disclaimer: This article is not intended to provide medical advice, diagnosis or treatment. Views expressed here do not necessarily reflect those of ScienceDaily or its staff.

Find with keyword(s):

Search

Enter a keyword or phrase to search ScienceDaily's archives for related news topics, the latest news stories, reference articles, science videos, images, and books.

Copyright Reuters 2008. See Restrictions.

Free Subscriptions ... from ScienceDaily

Get the latest science news with our free email newsletters, updated daily and weekly. Or view hourly updated newsfeeds in your RSS reader:

Email Newsletters
RSS Newsfeeds

Feedback ... we want to hear from you!

Tell us what you think of ScienceDaily -- we welcome both positive and negative comments. Have any problems using the site? Questions?

Your Name:

Your Email:

Comments:

Click button to submit feedback:

Send It

About ScienceDaily® | Editorial Staff | Awards & Reviews | Contribute News | Advertise With Us | Privacy Policy | Terms of Use
Copyright © 1995-2010 ScienceDaily LLC — All rights reserved — Contact: editor@sciencedaily.com
Note: This web site is not intended to provide medical advice, diagnosis or treatment.
Part of the iVillage Your Total Health Network