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## **Daily News - Miner**

### **Alaska legislators push early education program**

By [Rena Delbridge](#)

Published Thursday, February 12, 2009

FAIRBANKS - Time spent on a parent's lap with a book in hand and other early learning activities give children the tools they need to be successful in school.

Advocates seeking more state money to fund an early education program said a strong start often determines long-term success.

That in turn can help decrease drop-out rates, improve the prospects of higher education and good-paying jobs, reduce criminal behavior and save the state money down the road.

But it all starts at home, and Parents as Teachers program supporters want to give moms and dads the resources they need to start educating children as young as a couple of months.

House Bill 69 would funnel state money to the pre-kindergarten program, which already is running on federal grants in 47 Alaska communities. Local communities would apply to the state for program grants to serve parents with children up to 5.

"Parents are obviously the most influential people in children's lives," Rep. Pete Peterson, D-Anchorage, said. "They are their first teachers. What this bill does is just give the teachers some more building blocks to learn themselves what their children need to know so they can be more effective."

The House Education Committee heard the bill Wednesday, and is holding it for additional testimony.

Rep. Chris Tuck, D-Anchorage, is sponsoring the bill. He and co-sponsor Rep. Pete Peterson, D-Anchorage, held a press conference Tuesday detailing the bill. Rep. Scott Kawasaki, D-Fairbanks, and Rep. Les Gara, D-Anchorage, are co-sponsors.

They touted the legislation as a way to save Alaska money long-term by paying up front for

prevention, instead of down the road for intervention. Every \$1 spent on early childhood education can net savings of \$7 in the future as stronger students take their education further, stay out of the criminal justice system, and maintain steady, better-paying jobs, they said.

“It really does take more than one family member to raise a child,” said Tuck, a former Anchorage school board member. “It takes a community.”

The program will accomplish that, he said, and more. Parents will engage early in their children’s education, increasing a student’s likelihood of success long-term, he said.

The cost to the state would run in the millions each year, depending on how many families are served. Under Tuck’s proposal, the Department of Education would administer the program, which could see more funding when state revenues are healthy.

The cost is little when the returns are considered, the legislators contend.

“This is an investment in the future of the state of Alaska,” Peterson said. “Anything we can do to advance their education early on is just going to be better for the state.”

Parents as Teachers sends trained, paid staff into private homes on request to guide parents in pre-kindergarten learning that helps kids develop the skills they will need in school. The program is available in 47 Alaska communities now, from the village of Hoonah in Southeast to Fairbanks.

But waiting lists can be long and federal funds are never certain year to year, program managers said.

Shirley Williams is director of Parents as Teachers in Fairbanks, where six trained educators are juggling to work a 50-family waiting list into their home visit schedules.

She noted strong results for children enrolled, and said most new families come to her through word-of-mouth, some signing up new babies before they’re even born.

In Hoonah, director Lynne Osheim said the program is filling a major gap in education between age birth to 3.

Enrolled children could net 1,000 hours of “lap time” with parents and books before starting kindergarten, which can mean the difference between a basic vocabulary of 20,000 or 5,000 words.

“I’ve never met a parent — single, married, divorced, young, old, anything — who doesn’t want what’s best for their child,” she said.

Nicki Shelton, a Parents as Teachers national trainer, shared a story of an Alaska child that, she said, is typical of many of the program participants.

The 2-year-old was enrolled speaking few words and with little vocalization. Weekly home visits from a parent educator helped the toddlers’ parents understand what he needed to know and how to teach it.

At 4, the boy left the program.

“His language skills had reached the normal developmental level,” Nikki said. “He was successful in kindergarten and all the way through elementary.”

While parent educators do not diagnose developmental disabilities, they are trained to spot “red flags,” she said. When such problems are caught and treated early, children have a better chance of learning the fundamentals that will carry them through the school years successfully.

“Our vision is that all children will learn, grow and develop to their full potential,” Shelton said. “Every Alaskan child deserves this. With Parents as Teachers, every Alaskan community can make this a realistic goal.”



**Sarah Palin, Governor**  
State of Alaska

**GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION**

P.O. Box 240249 • Anchorage, Alaska 99524-0249 • Phone: 907-269-8990 • Fax: 907-269-8995 • Toll Free 888-269-8990

February 5, 2009

The Honorable Chris Tuck  
State Capitol, Room 426  
Juneau, Alaska 9980-1182

Dear Representative Chris Tuck,

This letter is in support of House Bill 69, Alaska Parents as Teachers Act, establishing a voluntary parent education home visiting program for pre-elementary aged children and a rating system for early childhood education. The Governor's Council on Disabilities and Special Education (the Council) advocates for change that improves the lives of people with disabilities. One of the roles of the Council is to serve as Alaska's Interagency Coordinating Council for Infants and toddlers with Disabilities.

The Interagency Coordinating Council and parents as Teachers have two goals in common: (1) to ensure early detection of developmental delays and (2) increasing school readiness. The Council understands the importance of early detection of developmental delays and early intervention services for children. Many delays can be corrected before a child reaches school age, thus providing a cost saving for schools by decreasing the need for special education or remedial services. The Council also understands the importance of early detection and intervention for young children which leads to increased school readiness and later success in school.

The Early Intervention Committee of the Council recently completed an outreach trip to Haines to gather information on how early childhood intervention services are working for infants and toddlers with disabilities in rural communities. During our visit, we were impressed with the skills of Kim Phillips, Parents as Teachers staff in Haines. She was able to share with us her ability to help families identify the need for screenings if their child appears to have a delay. Then she assists them through the referral process, while continuing to provide support in the home environment during this stressful time. She works closely with the Infant Learning provider and the Headstart teachers to create a seamless early childhood system of services.

*Creating Change That Improves The Lives Of People With Disabilities*

The Council supports the creation of a statewide Parents as Teachers program through House Bill 69 to provide families with early education including early detection of developmental delays and increased school readiness for young children.

If you have any questions, please feel free to contact me at (907) 269-8990.

Respectfully,

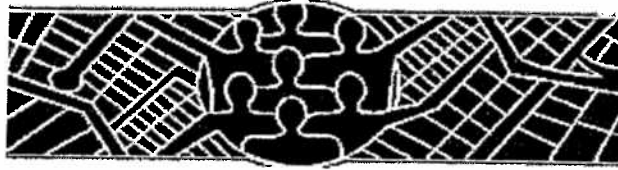
Stacey Messerschmidt, Chair  
Governor's Council on Disabilities and Special Education

Cc:

The Honorable Les Gara  
State Capitol, Room 500  
Juneau, Alaska 99801-1182

The Honorable James Petersen  
State Capitol, Room 422  
Juneau, Alaska 99801-1182

The Honorable Scott Kawasaki  
State Capitol, Room 428  
Juneau, Alaska 99801-1182



Center for Community  
700 Katlian Suite B  
Sitka, Alaska 99835  
Phone: 907-747-6960  
Fax: 907-747-4868

## **Early Learning Program**

February 10, 2009

Dear Representative Chris Tuck,

This letter is to support House Bill 69 which would establish a voluntary Parents as Teachers home visiting program for families with children prenatally up to kindergarten entry age.

The Early Learning Program (ELP) based in Sitka serves children and families with special needs between the ages of birth and three. Since the children we serve are also served by the PAT program in a rural village that we service, collaboration between the programs is essential. To this end, the PAT teacher in Kake, Alaska has been exceptional in this area. When the PAT program began, the PAT teacher contacted the ELP program to see how the programs could work together. Over the past two years, the ELP and PAT program have developed a partnership in the following areas:

- Screening vision and hearing for all 0-3 children
- Conducting joint home visits for children enrolled in both the ELP and PAT
- Including the PAT program in the development of Individual Family Service Plans (IFSP's)
- Providing support to PAT teacher in the implementation of IFSP goals during home visits
- Assisting families in locating necessary resources such as Medicaid, Denali Kid Care and referrals to specialists (e.g., Ears, Nose and Throat doctors)

- Assisting families and children with special needs transitioning from ELP and PAT to the school district at the age of three

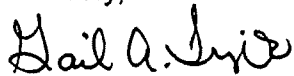
Prior to the PAT program starting up in Kake, the ELP, as an "outside" agency was not very successful in making contact with families. However, with the assistance of the PAT teacher, we were able to introduce our services and gain access to the children in need. The PAT program was the much needed bridge between the ELP program and families.

Along with the collaborative efforts, the PAT program provides the necessary supports and services to those children not eligible for the ELP. Eligibility for the ELP requires a delay of 50% or more in one or more areas of development. The PAT program is able to support all the children, particularly those who may be "at-risk" for developmental delay. Through the home visits and screening provided by the PAT program, children who might otherwise fall through the cracks are provided with necessary services and supports. In addition, the support for pre-natal families provides the opportunity for every infant to begin life in a supportive environment. The socializations provided by the program are instrumental in providing children with the chance to interact with other children and parents with the opportunity to meet other parents. There are no other programs in this particular village that provide the opportunity for these children to learn play skills and develop the social and emotional skills such as self-regulation, turn taking and sharing that are necessary for successful lives.

The Early Learning Program full supports House Bill 69. Without it many families will not receive the necessary support to enhance their child's growth and development.

Please do not hesitate to contact me at [gtrujillo@cfc.org](mailto:gtrujillo@cfc.org) if you need any further information.

Sincerely,



Gail A. Trujillo, M.Sc.  
Early Learning Program Coordinator

# *Kake City School District*

*P.O. Box 450  
Kake, Alaska 99830  
(907) 785-3741*

February 7, 2009

Representative Chris Tuck  
Capitol Building Room: 426  
Juneau, AK 99801

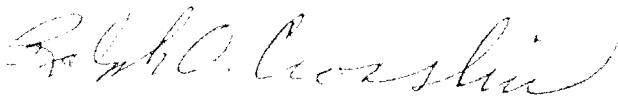
Dear Representative Tuck:

I write this letter in support of House Bill 69: Parents as Teachers. It is well known that parents are their children's first teachers. Sadly, however, many parents lack the skills and/or knowledge to send their children to school ready to learn. The voluntary Parents as Teachers home visiting program for families with children prenatally up to kindergarten entry age highlighted in HB 69 appears ideally suited to fill this gap.

Please know that the Kake City School District fully supports HB 69 and urges its passage. The future of our community, state and nation requires our best efforts to secure rich educational opportunities for our children beginning at the earliest possible age, ideally in the family home.

We in Kake are thankful for the current Parents as Teachers and Head Start programs operating in our district and feel that an expansion of the Parents as Teachers program state wide would bring forth results far exceeding the funds required to implement the program. Please contact our district office if we can provide additional support.

Respectfully,



Ralph O. Crosslin  
Superintendent

*Kake City School District is an Equal Opportunity Employer*





February 5, 2009

Dear Representative Chris Tuck:

On behalf of Child Care Connection, Inc's Board of Directors and staff, I am writing to support current legislation to establish a voluntary parent education home visiting program for pre-elementary aged children and the implementation of a quality rating system for early childhood education in Alaska.

Home based education and support programs such as Parents as Teachers help parents understand what to expect during each stage of their young child's development, how to support their child's growth and learning, and how to prepare their young children for success in school. Parent success in this critical role largely depends on their understanding of child development, best parenting practice, how to detect their child's developmental delays and health issues, and their access to resources and supports in their community. Implementing a voluntary home visiting program in Alaska will provide parents, with access to expert guidance and assistance to ensure their child's healthy development and learning.

Beyond this critical parent education program, families with parents in the workforce need access to high quality early learning programs for their children while they work and contribute to Alaska's economy. Currently, Alaskan parents do not have a comprehensive way to objectively assess the overall quality of early learning programs in our communities. A Quality Ratings Improvement System (QRIS) would support parents in their search for high quality early learning programs through a five star rating scale evaluating the following factors: staff qualification and professional development, environment, curriculum and learning, leadership and management, and family engagement. A QRIS in Alaska would empower parents to become informed consumers who are better able to identify and seek high quality early learning programs for their children. The system would also provide a roadmap for individual early learning programs to improve their quality of care, thereby increasing parent access to a larger supply of quality options. Finally, the system would allow for greater accountability for policy makers who govern public investments in Alaska's early care and education system, providing coordinated support to all types of early education programs in Alaska.

As the leading agency of Alaska's Child Care Resource and Referral (AK CCR&R) Network, Child Care Connection staff talk with parents every day who share their concerns and challenges. Many parents we work with would benefit greatly from the support of the proposed home visiting program. Its early detection and screening component will be invaluable to the later success and wellbeing of each child touched by this program. Last year, our network worked with over 6,000 families as they struggled to find early learning programs that meet the needs of their children. Many of these parents need to find care for their children so they can go to work, but sometimes have to compromise the quality of their child's care because there are not enough quality programs to choose from. Parents who do find the quality care they need often cannot afford the cost of enrolling their child. I encourage you to support the creation of these two vital programs that will support families and young children both within their home environment, and within early learning programs statewide. Please contact me with questions or for further discussion regarding this letter of support. Thank you for your leadership on behalf of Alaska's young children.

Sincerely,

Candace Winkler  
Chief Executive Officer  
(907) 563-1977

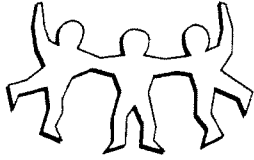
[cwinkler@childcareconnection.org](mailto:cwinkler@childcareconnection.org)

*Advancing the quality of early education and child development by empowering parents, educating child care professionals, and collaborating with our communities.*



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Toll Free 1.800.278.3723 Toll Free Fax 1.877.563.1959  
[www.childcareconnection.org](http://www.childcareconnection.org) EIN 920113419





*Play N Learn*  
*Community Head Start*  
1949 Gilliam Way Suite A  
Fairbanks, AK 99701  
(907) 452-4267 \* Fax (907) 452-4203

Representative Les Gara  
[Rep Les Gara@legis.state.ak.us](mailto:Rep Les Gara@legis.state.ak.us)

January 23, 2009

Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents as Teachers home visiting programs. The philosophy of Parents as Teachers is parents are children's first and most important teachers; empowering families to begin a lifelong involvement in the learning of their child.

Our Head Start program uses the Parents as Teachers curriculum for home visiting and can see the benefits to children and families first hand. For one parent who was deployed, receiving mailings with updates and pictures of his child and the Parents as Teachers handouts about developmental milestones helped to keep him connected while away.

Families in Alaska can be isolated from others. Home Visitors offer child development knowledge, parent support and encouragement. The key to healthy development are care givers who provide safe, secure, nurturing environments for children, Parents as Teachers gives families the tools.

Sincerely,

Laura Frisone  
Family Services Coordinator  
Play N Learn Community Head Start

*"Play N Learn Community Head Start*  
*2008 Program of Excellence- Awarded by the National Office of Head Start"*



## Alaska Infant Learning Program Association

*Serving as an advocate for Infant Learning Program children, families and staff*

700 Katlian St. Suite B Sitka, Alaska 99835  
907-747-6960

February 10, 2009

Representative Chris Tuck  
House of Representatives  
State Capitol  
Juneau, AK  
99801-1182

Dear Representative Chris Tuck,

The Alaska Infant Learning Program Association is writing to support House Bill 69 which would establish a voluntary Parents as Teachers (PAT) home visiting program for families with children prenatal up to kindergarten entry age.

We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect this knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school readiness, improving their later school success, and increasing their parents' involvement in school. If passed, this legislation would help Alaska's youngest start school ready to learn.

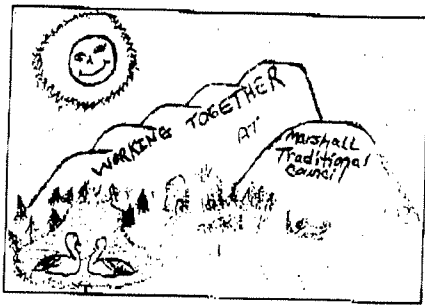
The PAT program provides the necessary supports and services to those children not eligible for Early Intervention/Infant Learning Programs (EI/ILP). In the State of Alaska, eligibility for EI/ILP requires a delay of 50% or more in one or more areas of a child's development. The PAT program is able to support the children who do not qualify, particularly those who may be "at-risk" for developmental delay. Through the home visits and screening provided by the PAT program, children who might otherwise fall through the cracks are provided with necessary services and supports. In addition, the support for pre-natal families provides the opportunity for every infant to begin life in a supportive environment. The socializations provided by the program are instrumental in providing children with the chance to interact with other children and parents with the opportunity to meet other parents. There are no other programs in Alaska besides PAT and EI/ILP that provide the opportunity for these children to learn play skills and develop the social and emotional skills such as self-regulation, turn taking and sharing that are necessary for successful lives.

Your ongoing support of Parents as Teachers is greatly appreciated!

Sincerely,

A handwritten signature in cursive script that reads "Gail A. Trujillo".

Gail A. Trujillo  
Alaska Infant Learning Program Association



*Native Village of Marshall  
Marshall Traditional Council  
P.O. Box 110  
Marshall, AK 99585*

*Phone: (907) 679-6302 Fax: (907) 679-6187*

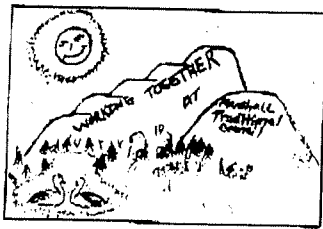
February 9, 2009

I am a proud parent that has a child that is involved in the Parents as Teachers Program. And, so far, I am very pleased at the way the program is run. My child is advanced than other kids his age. He is 19 months and knows how to count to five and refers to his fingers when counting.

He likes to talk a lot and tries to imitate what we are saying. When we tell him what a name for certain items or things and he is able to catch on fast.

So, I would really recommend Parents as Teachers program and would happily tell all people that have kids to let their kids get involved in this program

EPA Coordinator  
Jeremy Woods



*Native Village of Marshall  
Marshall Traditional Council  
P.O. Box 110  
Marshall, AK 99585*

*Phone: (907) 679-6302 Fax: (907) 679-6187*

From: Carmen Pitka, Social Service worker

Subject: HB 69 Parents as Teachers legislation/Hearing

February 9, 2009

Hello, my son is in the PAT program he will turn 2 this coming June and he enjoys his learning and play time and I truly believe that it starts from us the parents. He is 19 months old and he can count to five with our help and gives us a high five when we reach the fifth finger and he knows where his eyes, nose and ears are. We got him to say the letter S first and then he was able to pronounce words better, I fully support the program and we have a very encouraging lady who works for our local headstart.

*Carmen Pitka*

**From:** Stacey Lane [mailto:lanes907@hotmail.com]  
**Sent:** Wed 2/11/2009 9:43 AM  
**To:** louie\_flora@legis.state.ak.us  
**Subject:** in support of HB69

I was hoping to give a verbal testimony, but I've got to get to work now. So please accept this e-mail as my testimony of support for this house bill.

A little background information:

My name is Anastasia Lane. I was raised in Seward, and am now raising my own family here as well. I have two children who have been involved in the local Head start program and parents as teachers programs. As many of you know, developmental disorders and learning disabilities are on the rise. My oldest child is on the Autism Spectrum, and it was from the wonderful educators in the Head start program that first alerted me that my child was significantly behind her peers in her development. On the other hand, the year before she was enrolled in Head Start, the "educators" at a different daycare/preschool program repeatedly told me that my child was "just fine"... "and I was worrying over nothing". This was obviously detrimental to my daughters' future as I chose to believe them, because that's what I wanted to hear. Had I not been told by these so-called "educators" that she was "just fine" ; we would not have lost over a year of therapies that could have significantly helped her. I am truly grateful to the teachers at Head Start for seeing what other educators could not. I fully believe in a "checks and balance" system, because of my personal experiences. I believe that an agency or person who wants to be an early childhood educator should be held accountable for their success or failure as an educator as well as supports be in place for them.

When my second child was born, the Head start program had already been removed. I signed up for voluntary Parents as teacher program because I was very concerned about his development. I didn't know what "typical development" was as my experiences thus far had been significantly skewed. I truly welcomed our "home visits" and not for one moment did I feel it was an invasion of my privacy. I would save up my questions throughout the week to ask at our "home visits" and absorbed the information like a sponge. Those home visits were a ray of sunshine in an otherwise frightening time for my family. I believe the teachers and agencies who provide these services should be held accountable; whether it be an agency, an individual, or a parent. I am in support of establishing a rating system for early childhood education; and hope you will pass HB69 in support of many families in Alaska.

Sincerely,

Anastasia Lane  
907-224-8626

## Louie Flora

---

**From:** kctj@gci.net on behalf of Bergstrom Family [kctj@gci.net]  
**Sent:** Thursday, February 12, 2009 11:52 AM  
**To:** Louie Flora  
**Subject:** comments for the House Education Committee

Dear Mr. Flora,  
While telephoning my comments to the offices of members of the House Education Committee, I was asked to consider sending my comments to you via email. It is my understanding that you serve as aide to the House Education Committee.

I am writing regarding House Bill 69. I have read this bill and oppose its passage. As I read through the bill, I tried to see what issues and problems the authors seemed to address with the proposed voluntary home visit program. As a generalization, I believe a parent, not government, is better able to direct the life of a child. I have a degree in Elementary Education and as an educator and parent of 3, I see no reason to create this program. I believe we have resources and programs already in place that address the same concerns that House Bill 69 appears to address.

Please spend our money improving programs and resources already in place. Please assist the families of Alaska in cost effective ways. Please assist the children of Alaska in ways that do not substitute leadership and care from a government sponsored visitor for leadership and care from a parent or parents.

Sincerely,  
Cynthia K. Bergstrom  
Eagle River, Alaska

## Louie Flora

---

**From:** NSAS [nsas@mtaonline.net]  
**Sent:** Thursday, February 12, 2009 11:06 AM  
**To:** Louie Flora  
**Subject:** Regarding HB69

Dear Representative Seaton,

I am writing this letter in regards to HB69. I do not support this bill. It's my opinion that this is yet another form of government getting too involved with our personal lives. I understand that there are children falling behind in school tests and scores and there is also problems with child abuse and neglect. I want our children to be safe and educated as much as everyone else does. In accomplishing this goal, I would think there are many other options and ideas that do not include government intruding on our parenting or in our personal lives. For instance, if the government wants to help the public so much with their young children, they could gather commitees together in individual towns and discuss ways the local people could help eachother. Then after some brainstorming and ideas are shared, we could do what we need to as a people for eachother without any further intervention from Big Brother except the usual child services when needed and other already in place programs for those who reach out for help or are reported for neglect or abuse. The point I'm trying to make is that we have the choice. If we need the help for specific situations, we will ask for it. We don't need government forced parenting. This might sound outrageous or unpopular, but if you want to really help the children of Alaska, then help the marriages of Alaska. Get more drug and alcohol programs, promote homeschooling which I have found establishes a deep bound between parent and child. Encourage breastfeeding since it promotes bonding and helps the children to have higher IQ's and to be healthier. When supporting marriages and homeschooling and breastfeeding, do it in a non-forceful, non-bill anything way. We don't need more laws and government mandates, what we need is discussion tables at schools, correspondance programs, hospitals, counselors, and drug and alcohol facilities. How about some funding for marriage counseling. How about some vouchers for private schools including Christian Schools. There our children can learn about morals and values from the bible which says to love your neighbor and listen and learn from your elders who can later teach them about parenting. That's how the cycle should be. The older adults are supposed to train the younger adults. Not the government is supposed to train everybody. Also there should be encouragment for stay-at-home moms. The more a parent is around and active in the children's life, bonding and training the child, the better off the child will be emotionally and physically. Stay-at-home moms need encouragement and support like support groups with other moms.

These are ways that the government could help. It doesn't require bills or laws, it requires some time and energy to get the community working together to target areas which are positive in a child's life. I have many other ideas along with these but I feel like I've made my point for now.

Thank you for your time and I pray for your wisdom, Pamela Samash Nenana  
832-2013



**Louie Flora**

---

**From:** Darlene K [neilsears@yahoo.com]  
**Sent:** Thursday, February 12, 2009 9:33 AM  
**To:** Rep. Paul Seaton  
**Subject:** HB 69

Representative Seaton:

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Darlene  
Anchorage ~~~

**Louie Flora**

---

**From:** bitz7@juno.com  
**Sent:** Thursday, February 12, 2009 8:46 AM  
**To:** Rep. Paul Seaton  
**Subject:** Support HB 69

Dear Paul,

I am a parent educator for the Parents as Teachers program in Hoonah, Alaska. Please support the HB 69. Parents as Teachers makes a huge difference here in Hoonah. We support our families with parenting tips and child development tips. Our families are very appreciative for this support. Our program has grown in the past years and many fathers are now involved in the program. It is vital to our community. Let's keep it going!

Sincerely, Judy Bitz

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**Louie Flora**

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**From:** Kaari B [kaari\_5@yahoo.com]  
**Sent:** Wednesday, February 11, 2009 12:19 PM  
**To:** Rep. Paul Seaton  
**Subject:** Alaska Parents as Teachers Act  
**Follow Up Flag:** Follow up  
**Flag Status:** Yellow

Dear Representative Seaton,

I am opposed to the "Alaska Parents as Teachers Act" for the reason that I don't want the State to be involved within the home, or as an overseer for parents. Even though your office assured me that the version of this bill being discussed is purely on a voluntary basis, I am concerned about the incremental nature of government in people's private homes.

This bill sounds to me like a friendly piece of legislation to the U.N. Treaty on the Rights of the Child, which is very intrusive and completely removes the rights of the U.S. citizens. As a homeschooler I am both a parent and a teacher, and I see trouble down the road if legislation like this is approved.

Please oppose this bill. I strongly dislike it.

Sincerely,

Kaari Bouma in Homer

**Louie Flora**

---

**From:** akmarble@mtaonline.net  
**Sent:** Wednesday, February 11, 2009 11:06 AM  
**To:** Rep. Paul Seaton  
**Subject:** Parents as Teachers

Mr. Seaton,

I am writing to express my opposition to the Parents as Teachers bill 69 that is up for consideration in hopes that you vote against it. We strongly believe that our tax money would be better spent elsewhere, as parents and not state officials can best determine what is best for their own children.

Thanks for your kind consideration of my request,

Diane Marble

**Louie Flora**

---

**From:** silveira@gci.net on behalf of Silverias [silveira@gci.net]  
**Sent:** Wednesday, February 11, 2009 2:54 PM  
**To:** Rep. Paul Seaton  
**Subject:** hb 69

Please vote against the house bill 69. I don't think we need another agency to tell parents how to raise their children. Thank you Sandy Silveira

**Louie Flora**

---

**From:** Jane-Mary Donelly [jamberryjane@yahoo.com]  
**Sent:** Wednesday, February 11, 2009 1:46 PM  
**To:** Rep. Paul Seaton  
**Subject:** House bill 69

Dear representative,

I work for the Parent as Teachers program in a remote part of Alaska. Predominantly the population is Athabaskan. There is little employment in the winter months and families rely on welfare and subsistence hunting to survive. As well as almost zero employment in the long winter there are also other problems with alcohol and substance abuse.

My program is fully enrolled and I have a waiting list. Due to the high unemployment we have a high number of father's attend the visits I conduct at in homes. Parents truly embrace the opportunity to learn more about their developing child and I can see them making life changing choices about their problems and perspective on life.

Father's are stepping up to fulfill the parenting role so needed. My father's are reading more to their children, getting involved in group activities and joining in with the sessions we have. This is a wonderful outcome for families in my region.

Not only father's benefit, I see teenager who are developing parenting skills, support a grandmother who is raising her small granddaughter, One of my younger mother's who is a convicted felon is changing her life around and volunteering in my program to clean toys. There are so many stories.

Please come to Tok/ Tanacross and Tetlin to see how my families are doing. I am sure you will see the wonderful benefits that I am seeing with the work I am doing to engage families of young children. Please support the house bill 69 to assist all Alaskans.

Yours sincerely

Jane Teague  
Parent Educator  
Tok, Tanacross and Tetlin  
P.O Box 391  
Tok 99780  
Alaska  
(907) 883 5159

**Louie Flora**

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**From:** Susan Nymeyer [susan.nymeyer@gmail.com]  
**Sent:** Wednesday, February 11, 2009 12:22 PM  
**To:** Rep. Paul Seaton  
**Subject:** House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you,

Susan Nymeyer  
Kodiak, AK

**Louie Flora**

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**From:** Kaari B [kaari\_5@yahoo.com]  
**Sent:** Wednesday, February 11, 2009 12:19 PM  
**To:** Rep. Paul Seaton  
**Subject:** Alaska Parents as Teachers Act

Dear Representative Seaton,

I am opposed to the "Alaska Parents as Teachers Act" for the reason that I don't want the State to be involved within the home, or as an overseer for parents. Even though your office assured me that the version of this bill being discussed is purely on a voluntary basis, I am concerned about the incremental nature of government in people's private homes.

This bill sounds to me like a friendly piece of legislation to the U.N. Treaty on the Rights of the Child, which is very intrusive and completely removes the rights of the U.S. citizens. As a homeschooler I am both a parent and a teacher, and I see trouble down the road if legislation like this is approved.

Please oppose this bill. I strongly dislike it.

Sincerely,  
Kaari Bouma in Homer



**Louie Flora**

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**From:** jennifer schultz [jenschultz4@yahoo.com]  
**Sent:** Wednesday, February 11, 2009 12:05 PM  
**To:** Rep. Paul Seaton  
**Subject:** Bill 69

Please vote down the Parents as teacher act as I do not feel the state has the money nor should be involved in the raising of children ( If no evidence of abuse or neglect). Pleuase vote no on Bill 69.  
Thank you,  
Jennifer Schultz

**ALASKA DEPARTMENT OF REVENUE, TAX DIVISION**  
**ADVISORY BULLETIN 2009 - 01**

Subject: Production tax for gas used in the state under AS 43.55.011(o) and AS 43.55.900(24)

Alaska's Clear and Equitable Share (ACES) legislation enacted in December, 2007, included two amendments to the production tax statute dealing with gas used in the state. The statute at AS 43.55.011(o) allows a producer of gas used in the state and produced from a lease or property outside the Cook Inlet sedimentary basin the benefit of the tax ceiling under AS 43.55.011(j)(2).<sup>1</sup> The statute at AS 43.55.900(24) defines the phrase "used in the state" to mean delivered for consumption as fuel in the state, including as fuel consumed to generate electricity.

A manufacturing company, hereafter referred to as "the Company," has requested an Advisory Bulletin to clarify the meaning of gas used in the state. The Company uses gas for two purposes. A portion of the gas is used as a feedstock of raw material in the manufacturing process, by which gas is subjected to chemical reactions to synthesize another product. This gas is referred to as "process gas" or "feedstock gas". The remainder of the gas is used as fuel to run equipment such as heaters and compressors. This is referred to as "fuel gas". The Company raised the following question:

*The definition of "used in the state" means delivered for consumption as fuel in the state. Under this definition would a nitrogen complex that uses natural gas to manufacture anhydrous ammonia qualify for "used in the state"?*

Under the statutory definition of "used in the state," only that portion of the gas used as "fuel gas" by the Company would qualify. Gas is consumed as fuel when it is burned to provide energy. Gas used as a chemical feedstock is not gas consumed as fuel, as required by that definition. Therefore, the Company's feedstock gas produced outside the Cook Inlet sedimentary basin would not qualify for the production tax ceiling under AS 43.55.011(o).

We note that this limitation on the applicability of the tax ceiling applies only to gas produced from a lease or property outside the Cook Inlet sedimentary basin. Gas produced from a lease or property in the Cook Inlet sedimentary basin enjoys a tax ceiling under AS 43.55.011(j) regardless of whether it is delivered for consumption as fuel in the state.

This advisory bulletin is issued for the information and guidance of producers, explorers, and other interested persons. Opinions expressed here are strictly limited to the proposed conditions as presented above interpreted in accordance with existing Alaska production tax law. These interpretations do not address other possible effects under other tax types or other tax laws, and, as provided under AS 43.55.110(g), interpretations stated in this advisory bulletin are not binding on the Department or others.

  
Jonathan E. Iversen  
Director

Issued: February 10, 2009

<sup>1</sup> The ceiling tax per Mcf (thousand cubic feet) under AS 43.55.011(j)(2) is derived by multiplying the average rate of tax that was imposed under AS 43.55 for taxable gas produced from all leases or properties in the Cook Inlet sedimentary basin for the 12-month period ending on March 31, 2006, times the average prevailing value for gas delivered in the Cook Inlet area for the 12-month period ending March 31, 2006, as determined by the Department of Revenue. The regulations at 15 AAC 55.440 provide that the average rate of tax for Cook Inlet for the 12-month period ending on March 31, 2006, was 4.947 percent and that the average prevailing value for gas delivered in the Cook Inlet area for the 12-month period ending March 31, 2006 was \$3.585 per Mcf.

**Louie Flora**

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**From:** The Sea Bean [seabeancafe@gmail.com]  
**Sent:** Thursday, February 12, 2009 7:44 AM  
**To:** Louie Flora  
**Subject:** HB 69

Representative Seaton,

Please consider opposing HB 69, the Parents as Teachers Act.

I feel this Act would impose an invasion of privacy toward citizens in the state of Alaska.

The formative years (ages 0 through 5) are crucial in the upbringing of children. Submitting them to home visits, mandatory checks, health screenings would create an insecure environment for the parents as well as the child. With government officials constantly entering homes, an attitude of dependency on the government will result allowing the inability to perform as responsible adults in the upbringing of children.

Thank you  
The Hershocks  
Seward, Alaska

**Louie Flora**

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**From:** Erin Briar [briarfamily@hotmail.com]  
**Sent:** Wednesday, February 11, 2009 10:17 PM  
**To:** Rep. Paul Seaton  
**Subject:** No to Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Respectfully,  
David and Erin Briar  
Alaska Voters and Parents

## Louie Flora

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**From:** glacierbear@alaska.com on behalf of Tom and Katie [glacierbear@alaska.com]  
**Sent:** Wednesday, February 11, 2009 10:24 PM  
**To:** Rep. Peggy Wilson; Rep. Bob Roses; Rep. Paul Seaton; Rep. Sharon Cissna; Rep. Berta Gardner  
**Subject:** House Bill 69

**Follow Up Flag:** Follow up  
**Flag Status:** Blue

Dear Representatives,

Although House Bill 69 was scheduled for a hearing before the House Education Committee today, Wednesday, February 11, I would like to voice my wishes regarding the aforementioned Bill. It is my hope that you voted against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children.

Sincerely,

Katherine A. Reed

**Louie Flora**


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**From:** Rory Schneeberger [gonefishing08@hotmail.com]  
**Sent:** Wednesday, February 11, 2009 5:45 PM  
**To:** Rep. Berta Gardner; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Wes Keller; Rep. Bryce Edgmon; Rep. John Coghill; Rep. Bob Buch; representative\_mike\_kelly@legis.state.ak.us; Rep. Bill Stoltze; Sen. Bettye Davis; Sen. Donny Olson  
**Cc:** Rep. Scott Kawasaki; Rep. Chris Tuck; Rep. Les Gara; representative\_pete\_peterson@legis.state.ak.us; Sen. Fred Dyson  
**Subject:** RE: After listening to HB 69 AM teleconference, STILL RESPECTFULLY OPPOSED  
**Follow Up Flag:** Follow up  
**Flag Status:** Blue

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From: gonefishing08@hotmail.com  
Subject: RE: After HB 69 AM teleconference, STILL OPPOSED  
Date: Wed, 11 Feb 2009 17:14:45 -0900

Thank you, **Representative Gardner et al!** I appreciate your time and input and especially the testimony of Jeff, Kelly and Jillian (sp), however, many questions re: HB 69 beg definitive answers.

The issue as I read HB 69 *and sponsor statement* is **voluntary in-home educator-parent "visits."**

The majority of testimony I heard this morning echoed **MENTAL HEALTH ISSUES** almost from start to finish.

**Please help me understand the motivation behind this bill:**

**Q1** - Are the "trained parent educator(s)" PARENTS THEMSELVES with PRACTICAL EXPERIENCE?

**Q2** - Since the children affected by this proposal are NOT public school enrollees, why is my state taking on MORE rather than LESS oversight of those young Alaskan citizens NOT within the age-purview of our compulsory education law?

**Q3** - Instead of "...an attempt to implement cost-effective, fact-based solutions to Alaska's poor graduation rates..." (Sponsor Statement), shouldn't the focus be on older, enrolled students in the public schools as per our Constitutional mandate AND the students' mastery of in-school course content?

**Q4** - Couldn't faith-based and community agencies and NPOs continue their assistance in specific cases IF AND WHEN INVITED?

**Q5** - As you know, the Alaska Constitution mandates *general* oversight of public schools. The children in question in HB 69 are **aged newborn to five**. The working definition of "general" is **not specialized or restricted; not detailed or precise** (Webster's Dictionary - emphasis mine). Are the lines once again becoming blurred between true parental control and autonomous family management vs more government intrusion, no matter how well-intentioned?

**Q6** - *Instead of tightening up, why not lighten up on families* throughout our state?

**Q7** - At what cost is HB 69 to the STATE OF ALASKA \$\$ coffers?

When what appears to be "broke" insists on trying to FIX something that may NOT be broken, my *Suspicious-of-Big-Brother* antennae start to vibrate! Please forgive me, yet it seems HB 69 is opening the door to more government "answers" when the state of public education in Alaska

proves our state government hasn't been too successful in finding a winning recipe for themselves and their already-enrolled students although I remain hopeful.

I'm not a Catholic, but I remember reading a poignant, pertinent vignette about Mother Theresa in which she "...refused to admit she was old and ugly and poor and powerless..." and in so doing, "...she forced the rest of us to acknowledge she wasn't any of those things (from *A Different Kind of Teacher* by John Taylor Gatto).

In the same vein, my educated guess is that most Alaskan families are not dumb, dumber, dumbest, out of control, dysfunctional, or asking for state "visits" into their private homes; they are not inviting the legislature's or the Department of Education's expanded intervention. The sooner we acknowledge this, the better. Please consider **backing off and/or backing down on legislation** concerning individual and private family freedoms, personal and traditional decisions on child-rearing, responsibility and accountability. Can we stick to rewarding the good and punishing evil as CIVIL LAW was intended and stop playing busy-body? We can't afford this legislation AND there are more important issues at hand.

In my humble experience with state and federal governmental powers, **"Voluntary"** now smacks of **"Enforcement"** later.

Please help me to understand the motivation behind this piece of legislation.  
Thanks for reading and **THANKS FOR ALL YOU DO TO ENSURE OUR FREEDOMS now and forever.**

Remaining convinced that LESS GOVERNMENT IS MORE and that government should quietly disappear from education except for **general** oversight,

Rory Schneeberger, Ed.D. (Ret)  
POB 232  
Hoonah, AK 99829-0232

**Louie Flora**

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**From:** housemajority\_email@housemajority.org  
**Sent:** Wednesday, February 11, 2009 8:46 PM  
**To:** Rep. Paul Seaton  
**Subject:** Parents as Teacher

**Follow Up Flag:** Follow up  
**Flag Status:** Blue

+-----+  
DO NOT REPLY DIRECTLY TO THIS EMAIL: your reply will go to enews@housemajority.org To  
correspond with the author Hit 'Reply' or 'Forward'.  
Then change the TO: address to carlsons@cvinternet.net If suspected Spam please forward  
to: support@housemajority.org  
+-----+

From: carlsons@cvinternet.net

Hi, I am from Kenny Lake Alaska a small community right before Chitina. We are on the road system but the road litterally ends 25 miles from our house. Isolation is definately a problem for young families out here. Parents as teacher's program is perfect for such rural communities as it connects families with each other as well as the school as well as other services, through home visiting and group socials it is a very effective program and it is proven that when families get involved with their children at an early age they stay involved with their children through the school years. Parent as teachers has made such a difference in our community. I have worked with this program for 9 years it is an amazing program with great information about brain development as well as practical things for parents to do at home. It recognizes parents as a child's first and most important teacher. I am proud to be a part of this program. I see time and time again what a difference this information and connections make in helping families and children succeed.

~ Jan Carlson  
Zip Code: 99573

+-----+  
DO NOT REPLY DIRECTLY TO THIS EMAIL: your reply will go to enews@housemajority.org To  
correspond with the author Hit 'Reply' or 'Forward'.  
Then change the TO: address to carlsons@cvinternet.net If suspected Spam please forward  
to: support@housemajority.org  
+-----+



## **Critical Questions and Comments in Opposition to The (Proposed) Alaska Parents as Teachers Act – HB69**

1. **Citizens of the State of Alaska are better served through enhancement and augmentation of pre-existing programs** and institutions as means to encourage good parenting and increase school readiness for children:
  - (1) enhanced focus and better funding of existing school-based Parent-Teacher Associations; particularly to include parents of pre-school children
  - (2) through better funding of existing “local agencies” towards better parenting
  - (3) through better use of public service announcements that provide information of the SOA’s existing resources for better parenting;
  - (4) by producing and making available various media for parents in areas this Act is concerned with;
2. **The State of Alaska should continue to encourage the functionality of the family in other ways:** fund the “not for profit organization that provides community services” DIRECTLY instead of taking a hands-on role. What will become of this program if oil remains at \$35/barrel?
3. Currently, this HB 69 lacks sufficient detail regarding the qualifications of caseworkers; especially for those not working for a public school.
4. It is not necessary, nor is it beneficial, for State of Alaska to institute such a program through HB69. Funds supplied directly to targeted regions around the State, by grants – not through direct control of the SOA, would be cheaper, more effective, and not expand the State’s oversight into the homes of preschoolers. **A judge could easily latch onto this program and mandate it as a condition for those deemed at-risk, low income, or otherwise in need of more “help.”**
5. The Bill unnecessarily, and possibly dangerously, **steps into areas of expertise that are better addressed directly through private (and possibly public) health care providers.** Specifically, the language stating that HB69 will promote “increased identification of health problems and developmental delays through regular screenings; improvement of child health indicators, including immunization rates . . .” Again, rather than use HB69 as a remedy for shortfalls in existing State programs, re-focus the existing programs to include the goals of HB69.
6. The Bill does not sufficiently define the criteria for a “not for profit organization that provides community services” in order to meet qualifications to receive program funding under this Bill.
7. **Although not mandatory for private schools, this Program would effectively rate non-participating schools as “unrated” or “non-**

**participating;” effectively establishing non-performance criteria for non-participating schools.**

8. The Bill does not specifically define how public and private pre-elementary programs will be rated on the one-to-five system.

**OTHER QUESTIONS RE: HB69**

- (1) Is this Bill parent-teaching focused or child-observation-focused? If it is the goal of the State of Alaska to enhance parenting skills for their preschoolers, enhance funding to existing programs that target parenting skills. **Focus on our hospitals: Providence, Alaska Native Medical Center, etc. where there’s an existing parent-child-care provider interface.**
- (2) According to the language in the Bill, the effectiveness of the program would be determined partially by: “the number of children screened and receiving referrals for further evaluation; and the number of referrals to other community organizations and resources.” **If the good intention of this Bill is to establish personal connections with existing community organizations and resources, why not encourage these existing organizations and resources through additional funding, PSA’s, outreaches, etc., rather than create additional legislation?**
- (3) Stated is that the Bill will “adopt regulations to implement this program.” Why doesn’t HB69 specify how implementation of the Program will occur?
- (4) How will funding for this Program under HB69 be allocated when multiple local agencies (i.e., in geographic proximity to one another) apply to the Program for funding? Will city public schools be given preference, or rural educational associations? Will not-for-profit agencies be given equal consideration?
- (5) What specific set of performance-based metrics are included in this legislation to track it’s positive or negative impact on Alaskan citizens? According to the existing language of HB69, counselors must demonstrate intervention and referrals to prove their effectiveness – I feel these criteria has the potential, in some cases, to endanger the family’s privacy, with the ultimate result being that families are disrupted rather than helped.
- (6) Is it the State’s intention, or could the State, mandate participation in this Program to citizens who receive State-sponsored health care, e.g., Denali Kid Care?
- (7) The Bill does not specifically define how the ratings of public and private pre-elementary programs will be publicized – on the internet? Through our next election ballots? On TV? Pamphlets mailed to residents?

- (8) The Bill lacks definition of "developmental and health screening." HB 69's scope is too broad; in particular, the definition of a "potential delay in normal development." **What are the repercussions to the child and family if a caseworker determines a "potential delay in normal development" for the child?**

**Louie Flora**

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**From:** Garret Slaughenhoup [garretslaughenhoup@hotmail.com]  
**Sent:** Wednesday, February 11, 2009 4:14 PM  
**To:** Rep. Scott Kawasaki; Rep. Paul Seaton; Rep. Bryce Edgmon; Rep. Bob Buch; Rep. Cathy Munoz; Rep. Peggy Wilson; Rep. Berta Gardner; Rep. Les Gara; Rep. John Coghill  
**Subject:** HB 69  
**Attachments:** Critical Questions and Comments HB69.doc

All,

Regarding HB 69, attached are some specific questions and reservations I have at this time.

In summary, HB 69 is an unnecessary and detrimental expansion of government into the realm of the family. The State of Alaska should allocate resources to existing programs and organizations rather than create a new program.

Please do not proceed with HB 69.

Thank you for your hard work and for considering these comments and questions.

Respectfully,  
Garret Slaughenhoup  
531 East 10th Avenue  
Anchorage AK 99501  
907-980-1031

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# PAT Alaska

**A Special Feature with Information on Parents as Teachers (PAT) Involvement and Early Childhood Development**

**Update**

## No Child Left Behind and Parents as Teachers



The No Child Left Behind Act (NCLB) of 2001 empowers parents to get involved in their child's education, requires stronger accountability for results and stresses the use of scientific-based research. The Parents as Teachers program supports NCLB in the following ways:

**Parents as Teachers has proven effective in increasing a child's school readiness and later school success.** *Parent participation in the PAT program has important effects on children's school readiness and is "highly effective in helping impoverished parents prepare their children to enter school." 1 Kindergarten and third grade children who had participated in Parents as Teachers showed better outcomes in all areas of development and on standardized tests than a comparison group matched in gender, ethnicity, language and participation in the free/reduced lunch program. 2*

**Parents as Teachers engages parents in their child's development and education from the earliest years and has proven effective in increasing parental involvement once the child reaches school age.** *Research shows that parent involvement in their child's learning is positively related to achievement. Parents who participated in PAT demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home. 3*

**The Parents as Teachers Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience .** *The curricula was developed in collaboration with neuroscientists from the Washington University of School of Medicine in St. Louis and shares information with parents that is not anecdotal, but is content based on the key characteristics of reliable research.*

**The Parents as Teachers supports the No Child Left Behind program goals of assisting young children and their parents prepare for academic success.** *PAT can be funded by local school districts and/or operated in conjunction with programs such as Title I; Parental Information and Resource Centers; William F. Goodling Even Start Family Literacy programs; Early reading First, and 21st Century Learning Centers.*

1 Phannenstiel, J. Seitz, V., Zigler, E., NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2002, "Promoting School Readiness: The Role of the Parents as Teachers Program" p. 81 1 O'Brien, T., Garnett, D.M and Proctor, K. (2002). Impact of the Parents as Teachers Program. Ca\_on City, CO, School Year 1999-2000. 1 Phannenstiel, J., Lambson, T. and Yarnell, V. The Parents As Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates, 1996

### Parents as Teachers

A fun, early learning program for soon-to-be parents and parents with children up to five years of age.

### Research Shows:

PAT children outscored their peers on measures of school readiness and later school achievement.

PAT children were more advanced than other 3 year-olds in language and social development, problem-solving, and other intellectual skills.

PAT children performed better than non-PAT children in elementary school.

PAT parents took a more active role in special education; lower incidence of abuse and neglect.

### What We Do:

Personalized home visits with a certified Parent Educator, trained in child development, who is eager to help give their children the best beginning.

Family Play Times where families can learn new things about children parenting and share experiences with other parents.

Regular Developmental Screenings to ensure children's development is on track and to detect possible delays.

A Resource Network that can help parents find services in their community, if needed, that are beyond what PAT can do.

### How to Contact Us:

Melissa Pickle- PAT Alaska State Coordinator at mpickle@ruralcap.com or (907) 865-7345

# What No Child Left Behind Funding Streams Can Support Parents As Teachers?

- **Title 1 (Title 1, part A)**- As the largest federal program supporting elementary and secondary education, Title 1 targets resources to districts and schools with high poverty rates. Title 1 has a parental involvement component which requires local school districts receiving Title 1 funds to develop a plan of parental involvement. *Schools receiving Title 1 funds may choose to use the funding to implement model parental involvement practices such as Parents as Teachers.*
- **Parental Assistance Information Centers (Title V, part D, Subpart 16)** - - This federal competitive grant program funds school-linked or school-based parental information and resource centers (PIRCs). These centers provide services that increase parental involvement in order to improve student academic achievement. Services include training, information, and support to parents, schools, and organizations that work with parents. *At least 30 percent of the grant awards must be used to establish, expand or operate early childhood parent educator programs— specifying Parents as Teachers and the Home Instruction Program for Preschool Youngsters. Over 50 of the PIRCs currently support Parents as Teachers programs.*
- **William F. Goodling Even Start Family Literacy Program (Title 1, part B, subpart 3)** — The Even Start Program provides low-income families with integrated literacy services for parents and their young children (birth through age 7). It is a state-administered grant program in which states award competitive grants. Local Even Start programs provide four core educational components: early childhood, adult education, parenting education, and parent-child activities. *The Parents as Teachers model incorporates and emphasizes early literacy throughout its parenting education and parent-child activities. Parents as Teachers programs often work in conjunction with adult literacy programs in the implementation of Even Start programs.*
- **Early Reading First (Title 1, part B, Subpart 2)** This program is a federally administered grant program. Grantees must use Early Reading First funds to provide preschool-age children with high quality oral language and literature-rich environments; provide staff professional development; provide scientifically based
  - reading instructional materials; implement screening reading assessments or other appropriate measures; and integrate these materials, activities, tools and measures into the grantee's preschool program. *Parents as Teachers home visiting model can be used to support a preschool program's center-based early education by engaging parents as partners in creating a literacy-promoting environment for their children at home.*
  - **21st Century Community Learning Centers (Title IV, part B)** — This program provides services during non-school hours to students and their families for academic enrichment. The services can be provided to parents of children that participate in the center or parents of pre-school age children that will be eligible for the center services. *The funds can support programs that promote parental environment and family literacy, such as Parents as Teachers.*

## What is the Title 1 Decision-Making Process?

At the State level, no Title 1 money is specifically tied to parental involvement . However, there are no regulations preventing a state using Title 1 funds to support parenting education and parental involvement programs.

A school district and individual schools have this same option available. Additionally, a school district that receives over \$500,000 in Title 1 funds is required to set aside 1% for parental involvement. In turn, the district must pass on 95% of the 1% to schools to support for parental involvement activities. Parents must be involved in the process that determines how these funds will be spent.



*For more information or to submit a FAQ, contact Lynn Tiede, Public Policy Manager, Parents as Teachers National Center,*

[lynn.tiede@patnc.org](mailto:lynn.tiede@patnc.org)

*The information for this update is adapted from the Parents as Teachers National Center, St. Louis, MO.*

Investments in children are  
always investments in tomorrow.

\* State funds are only  
one of many funding  
sources available to  
Parents as Teachers  
programs.

# Guide to Funding

For Parents as Teachers programs





## FUNDING FOR PARENTS AS TEACHERS PROGRAMS

Running a successful PAT program depends on securing stable and diverse funding that can grow and expand to reflect the needs of the families served. In fact, the need for PAT programs to seek diversified funding sources for program growth is so important that it has been included as one of the standards in the “Program Design and Funding” section of *A Closer Look*, the National Center’s guidelines for program quality standards.

There are two main categories of funding that support PAT programs: public and private funds. Each of these sources of funds has benefits and drawbacks, thus necessitating that PAT programs develop a mixture of funding that provides for both stability and growth. Ideally, no single funding source should account for more than 15% of a program’s revenue in any single year. Therefore, PAT programs should continuously allocate both personnel time

and resources to securing a mix of funding.

### Tips for developing sustainable funding:

- **Be proactive.** Learn about different funding sources, beginning right in your own community. Become active in local and state initiatives that are working to support families with young children. Build relationships with your elected officials at the federal, state and local levels and identify private funders supporting family and childhood initiatives. Cultivate these relationships long before you are in “desperate need” of funding.
- **Think ahead.** Develop a 3-5 year funding plan now for your program’s future. Ask questions like: what is the “lifespan” of our current funding? What do we need to do to be eligible for other kinds of funding or grants? What are the resources in our community to help with fund raising? What kinds of activities are covered by certain types of funding and which ones are not?
- **Budget time and money for fund raising.** Even the most effective PAT program can’t succeed without adequate financial support. Allot time and money to write grants, research potential funding sources, and communicate with donors. Make it everyone’s “job” to be on the lookout for funding ideas and sources.
- **Diversify your funding.** Develop a mix of sources that includes government, foundation, corporate, event, individual, and agency funding. Don’t put all your funding “eggs” in one or two baskets.
- **Leverage your funding.** Funds from one source can often times be used to help secure funds from another source. Private funds from individuals and corporations can be used to leverage agency and government funds. Funders like to support a “winner.” The more diversified your funding sources, the more attractive your program is to a new funder.





## PUBLIC FUNDING

Public funding, i.e. funding supported by public tax dollars, is the primary revenue source for most Parents as Teachers programs. Public funding can come from federal, state or local government sources, such as state or federal grants or your local school district's budget. Because Parents as Teachers outcomes cut across many fields, public funding can come from a variety of sources that are targeted towards a variety of "primary" purposes.

The purpose of this *Parents as Teachers Guide to Funding* is to provide a general idea of places to look for funding for your PAT program and to provide an overview of some of the major funding streams that PAT programs currently use. This is not intended to provide detailed information on each funding stream, but to give you enough information to help you decide which streams are a potential fit for your program.

It is important to learn about each funding source and seek only those funds that are appropriate to your PAT program and local community. If you either receive or are seeking

public funding, you need to be prepared to:

- **Educate yourself about the funding source.**

This will help you be more effective in getting and maintaining public funding. Learn who the decision-makers are for the funding you are receiving. Is it members of Congress, state legislators, your county commissioner, or your local school board? Keep in mind that the funding amounts and guidelines for spending public money may be set at one level (e.g., in Congress or your state legislature), but the final decision on what specific programs are supported may be determined at another level (e.g., by your county or local school district). You will need to know what decisions are made at what level and by whom!

- **Get ready to advocate!**

Public funding is subject to shifts in needs, the political environment and/or turnover in elected positions or government agency personnel. For example, early education may be the "hot" issue one year, but something

else may become "hot" the next year and funding may be reduced or eliminated. War time expenses or natural disasters may also cause shifts in spending. However, the needs of children do not change. Part of the responsibility of receiving public funding is to continuously advocate and to educate the appropriate decision-makers about the importance of their investment in young children and in Parents as Teachers specifically.

Help us make this guide even more useful to our Parents as Teachers programs!

This guide is considered a work in progress. We need to incorporate the knowledge from those of you "in the field" who have accessed—or tried to access—these funding streams. If you have any advice, comments or corrections, please do not hesitate to contact Lynn Tiede, Public Policy Manager, at [Lynn.Tiede@ParentsAsTeachers.org](mailto:Lynn.Tiede@ParentsAsTeachers.org). We would appreciate your input!



## LOCAL FUNDING

Although short, this is the most important section of the guide! Why? It's simple. Community-based programs need community-based support. Believe it or not, decisions about how public funds are spent—even state or federal funds—are often made at the local level or are dependent on local collaborations.

Regardless of where you seek funding, you need to start in your own backyard. Be proactive—start building relationships at your community and county level. In many cases, it is a local or county official that can help you access or “drawn down” state or federal funds to support your program. If you doubt this, read on to the descriptions of the state and federal funding streams and you will see the number of programs that require that you “start local.”

A few places to seek out local funding/collaborative opportunities are:

- County health department
- Local school district
- Local children and family agencies and nonprofits

- Local mental health associations
- United Way
- Faith-based organizations
- Community early childhood initiatives

## STATE FUNDING

By state funding we mean funding that comes directly from state revenues. States will have their own unique initiatives, programs and funding streams. It is impossible to cover all the state funding streams that could fund PAT programs, but here are a few general categories of funding that are often used. You will need to investigate further to find out what is available in your state.

### **State Early Childhood/Community-based Initiatives:**

Many states have their own early childhood and/or community based initiatives. These initiatives may have specific goals around school readiness, or may have broader goals around support for families and children. In many cases, these funds can support Parents as Teachers programs at the local level.

A few examples of state early childhood/community-based initiatives are:

- *Smart Start* in North Carolina, which is designed to help ensure that young children enter school healthy and ready to succeed. The funds are administered through Local Partnerships that determine services based on local needs.
- The *Iowa Community Empowerment Initiative*, which created local community empowerment areas where citizens lead efforts to improve the well being of families with young children. Each community empowerment area establishes a board that is responsible for designing and funding services to meet local needs.
- The *Children and Families Commission in California*, which was created by Proposition 10. “Prop 10” was approved by California voters to add a tobacco tax that was then dedicated to help communities create comprehensive and integrated systems to support early childhood and school readiness. The funds are allocated to County Commissions, which plan and make decisions regarding how the



money should be spent to best meet local needs.

Resource: The National Governors Association Center for Best Practices provide links to websites of state early childhood initiatives: [http://www.nga.org/center/divisions/1,1188,C\\_ISSUE\\_BRIEF^D\\_1891,00.html](http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1891,00.html)

### **State Children's Trust**

**Funds:** All 50 States, the District of Columbia and Puerto Rico have created Children's Trust Funds. These organizations serve as a catalyst for the development of community-based child abuse and neglect prevention programs in their states. They are also incubators for programs and services related to strengthening families to prevent child abuse and neglect. State trust and prevention funds receive revenue from a variety of sources such as surcharge fees on marriage licenses or other vital records, individual and corporate fundraising, and State and Federal resources.

Resource: The National Alliance of Children's Trust Funds  
<http://www.msu.edu/user/mills-da/index.html>

### **State revenues devoted to support home visitation and/or a specific home visitation program:**

**In** some states, the legislature has devoted state funds to support early childhood home visitation programs broadly. Specific home visitation programs can also have funds designated for their use. For Parents as Teachers, this is the case in Kansas, Missouri and Oklahoma. In other states, funds have been allocated to other home visitation programs, such as Healthy Families America, Nurse Family Partnership, or HIPPPY.

Funds designated for early childhood home visitation are very valuable resources. Consider working to establish one in your state. If an early childhood program other than PAT is already funded, explore collaborative opportunities.



## FEDERAL FUNDING

Federal funding for Parents as Teachers programs can come from a variety of sources, including the Department of Education, Department of Health and Human Services and the Department of Justice. This section covers some of the major federal funding streams that can support Parents as Teachers programs. The descriptions include the purpose of the funding, eligible recipients, approved activities and uses of funding, and how Parents as Teachers connects to the funding. Additional “things to consider” are listed to further help you decide whether this funding stream is a fit for your program and community.

**Keep in mind that federal funding is, at times, indistinguishable from state funding.** For some federal funding streams you would apply directly to the federal agency that administers the programs (e.g., Parental Information Resource Centers). However, in most cases federal funds are allocated to state

agencies to administer and/or deliver a specific program. A few examples are Even Start, Title V Community Prevention, Medicaid and TANF. Read through this section to find out more about these funding streams and how they are administered at the federal, state or local level.

**The information provided should be enough to get you started, but does not go into great detail.** Why? Because, as noted above, federal funding streams often flow down with only broad guidelines and requirements. The specific decisions for how the money is spent is often decided at the state or local level, and can vary greatly from state to state or community to community.

**You will need to do further “investigation” into a funding stream that you are interested in accessing.** You may also need to convince decision-makers to include Parents as Teachers programs in their funding plans.

The rest of this section provides more information on the following federal funding sources:

- Title I, Part A—Education for the disadvantaged
- Parental Information Resource Center grants
- 21st Century Community Learning Center grants
- Even Start
- Early Intervention Program for Infants and Toddlers with Disabilities (IDEA Part C)
- Early Reading First
- Head Start/Early Head Start
- Promoting Safe and Stable Families
- Title V Community Prevention Grants



## TITLE I

**Program Name:** Title I, Part A—Education for the Disadvantaged—Grants to local education agencies

**Authorizing legislation:** Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000.

**Funding Agency:** U.S. Department of Education (DOE)

**Appropriations:** FY04—\$12.3 billion; FY03—\$11.7 billion; FY02—\$10.35 billion

**Program Purpose:** Title I funding helps to ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments.

**Funding recipients:** Federal Title I funding flows through each level of our public education system. Below is the process (somewhat) simplified...

- Based on a federal formula, State Education Agencies (SEAs, or state departments of education) receive the Title I funding for their

state. A limited amount of the funding is set-aside for state-level activities such as Title I administration and technical assistance.

- The rest of Title I funding is allocated to Local Education Agencies (LEAs, or local school districts) based on the number and percentage of low income children residing in the school district. LEAs utilize the funding for district-level activities such as professional development, transportation and supplemental educational services. As one of the required expenditures, 1% of the funds must support parental involvement. However, 95% of the 1% parental involvement set-aside must be passed on to schools for their parental involvement activities.
- The remaining funds are distributed to schools in the district with high concentrations of low-income children. Districts do have some discretion over what grade-level schools will receive the remaining funds. For example, a district can decide to use Title I funds for only elementary schools, middle

schools, high schools, or even preschools. The exception, however, is that any school with more than 75% low-income children must receive their share of the Title I funds.

- Schools that receive Title I funds may use them in one of two ways: 1) If more than 40% of a school's population is comprised of low-income children, the school can operate a "school-wide" Title I program and the funds can be spent on activities for all children in the school. 2) If less than 40% of the school's population is comprised of low-income children, then the funds must be spent for services targeted only to those children that are Title I eligible.

### **Where to apply for funds:**

Your local school or school district

### **Activities supported by the funding:**

Title I funding is very flexible and schools can use it in a variety of ways, including, but not limited to:

- Hiring of instructional staff
- Professional development



# Federal Funding Sources

- Before- or after-school programs
- Preschool programs
- Parental involvement activities, and
- School-wide reform

**PAT connection:** At the local level, schools and/or the school district can decide to spend a portion of their Title I funds to support parent education/involvement programs like Parents as Teachers. If a school is operating a “school wide” Title I program, all families attending that school could be eligible for service.

### Things to consider:

- Title I funding is very flexible, which means there is often a lot of competition around how to use the funds. Be sure to tie your efforts to get PAT funded to school readiness. See link below for resource on PAT and No Child Left Behind.
- Keep in mind that it is very important to gain support from your local educators. Decisions regarding Title I funding are made locally—by your local school board and schools. Work with

them to include PAT in their Title I plans.

- You will want to learn more about how your district is spending its required 1% set aside for parental involvement. Keep in mind that while 1% may not sound like a lot, it can be significant and in many cases has fully supported Parents as Teachers programs. Also, the 1% set aside is a minimum amount—your school district can decide to use more of their Title I funding for parental involvement activities.
- School districts will have a subcommittee, or Parent Council, on which parents serve and which helps decide how the parental involvement funds are spent. This can be an important community-based link to involve parents in advocating for support of PAT programs.

**Relevant links:** For more information on Title I, go to:

- U.S. Department of Education program overview at: <http://www.ed.gov/programs/titleiparta/index.html>

For information on how Parents as Teachers supports the goals of No Child Left Behind, go to:

- Parents as Teachers National Center website, Public Policy/Advocacy section at: [www.patnc.org](http://www.patnc.org)



## PARENTAL INFORMATION RESOURCE CENTERS

**Program:** Parental Information Resource Centers (PIRCs)

**Authorizing legislation:** Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title V, Part D, Subpart 20.

**Appropriations:** FY04—\$42 million; FY03—\$42.2 million; FY02—\$40 million

**Funding agency:** U.S. Department of Education (USDOE)

**Program purpose:** To implement effective parental involvement policies, programs and activities that lead to improvement in student academic achievement.

**Funding recipients:** Non-profit organizations or a consortium of nonprofit organizations and a local education agency can apply as part of an open competitive grant process. The funding can be for up to 3 years and is administered

directly from the USDOE to local grantees.

**Where to apply for funds:** Office of Innovation and Improvement, USDOE

**Activities supported by the funding:** The funding supports parental information and resource centers (PIRCs) in activities that assist parents in participating effectively in their children's education; that coordinate activities for parents with other federal, state and local services and programs that serve their children; and that provide support for state or local education personnel around parental involvement.

**PAT connection:** Parents as Teachers is specifically named as a "promising model" in the authorizing legislation for this program. By law, PIRCs are to spend 30 percent of their grant funds on an early childhood parent education program, like Parents as Teachers. Many PIRC grantees use a portion of their funding to support Parents as Teachers programs, training, and quality efforts.

### Things to consider:

- This funding stream provides for more compre-

hensive services than just Parents as Teachers.

- At least half of the funds must be used to provide services in areas with children from low-income families.
- The need for advocacy around this funding stream is high. In recent years, the Administration has recommended to Congress that the funding for PIRCs be cut. However due to ongoing advocacy efforts, Congress has maintained the funding in the education appropriations bill.
- The opportunity to compete for this funding stream is no longer available on an annual basis. The "Requests for Proposals" for PIRC funding are now issued every 2-3 years.

**Relevant links:** For more information on PIRCs, go to:

- U.S. Department of Education program overview at: <http://www.ed.gov/programs/pirc/index.html>
- PIRC website at: <http://www.pirc-info.net/index.asp>



## 21ST CENTURY COMMUNITY LEARNING CENTERS

**Authorizing legislation:** Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title IV, Part B

**Appropriations:** FY04—\$999 million; FY03—\$993.5 million; FY02—1 billion

**Funding agency:** U.S. Department of Education (USDOE)

**Program purpose:** To support creation of learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools.

**Funding recipients:** State departments of education (a.k.a. state education agencies, SEAs); which in turn manage statewide competitions and award grants to local organizations.

**Where to apply for funds:** State Education Agency

**Activities supported by the funding:** The grantee may use the funds to carry out a broad array of before- and after-school activities to advance school achievement. These activities can include remedial education, academic enrichment, tutoring services, activities for English language learners, recreational activities, character education and parental involvement/family literacy.

**PAT connection:** Parents as Teachers programs can be funded as a parental involvement program, as part of the larger grant.

### Things to consider:

- This funding stream provides for more comprehensive services than just Parents as Teachers. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.
- In recent years, funding for this program has come under scrutiny at the federal

level. However, so far there have been successful advocacy efforts and the funding has been maintained. Congressional advocacy is recommended to help maintain this important funding stream.

**Related links:** For more information on 21st Century Community Learning Centers, go to:

- U.S. Department of Education program overview at: <http://www.ed.gov/programs/21stccclc/index.html>
- List of contacts in each state with next application due date: <http://www.ed.gov/programs/21stccclc/contacts.html>





## EVEN START

**Program:** William F. Goodling Even Start Family Literacy Programs (Even Start)

**Authorizing legislation:** Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title I, part B, Subpart 3.

**Appropriations:** FY04—\$246.9 million; FY03—\$248.4 million; FY02—\$250 million

**Funding agency:** U.S. Department of Education (USDOE)

**Program purpose:** To support local family literacy projects that target eligible families with children from birth through age seven.

**Funding recipients:** State education agencies (SEAs, or state departments of education) receive funding based on a formula. SEAs in turn manage statewide competitions and award grants to local education agencies (LEAs, or local school districts) and other local organizations, such as government agencies, Head Start programs,

and other public and private community-based groups.

**Where to apply for funding:** State Education Agency

**Activities supported by the funding:** The funding supports integrated early childhood education, adult literacy, parenting education and interactive parent and child literacy activities.

**PAT connection:** Parents as Teachers incorporates nicely into the Even Start program, providing an effective model for the parent education and interactive literacy activities. Even Start programs are the second largest “partner” with PAT following local school districts.

### Things to consider:

- This funding stream provides for comprehensive family literacy services, of which Parents as Teachers can be an integral part. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see

if Parents as Teachers can help them accomplish their goals.

- This funding is targeted to low-income families. Priority is given to proposals that target areas with large numbers of low income families or to projects in empowerment zones or enterprise communities.
- Even Start funding does, at times, face challenges at the federal level. Congressional advocacy is recommended to help maintain this important funding stream.

**Related links:** For more information on Even Start, go to:

- U.S. Department of Education program overview at: <http://www.ed.gov/programs/evenstartformula/index.html>
- List of contacts in each state at: <http://www.ed.gov/about/offices/list/oese/sasa/escontacts.html#state>
- National Even Start Association at: <http://www.evenstart.org/>
- National Center for Family Literacy at: <http://www.familit.org/>



## IDEA

**Program:** Early Intervention Program for Infants and Toddlers with Disabilities (IDEA, Part C)

**Authorizing legislation:** Individuals with Disabilities Education Act, Part C, as amended. (reauthorization of this legislation is pending in Congress, as of fall 2004)

**Funding agency:** U.S. Department of Education (USDOE)

**Appropriations:** FY04—\$444.4 million; FY03—\$434.2 million; FY02—\$417 million

**Program purpose:** To assist states in maintaining and implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs of early intervention services for infants and toddlers with disabilities and their families.

**Activities supported by the funding:** Lead agencies coordinate early intervention activities and develop formal agreements that define responsibilities for services to be delivered. Funds may be used to

provide direct services that are not otherwise available. Types of services to be coordinated and/delivered include evaluation and assessment; specific intervention therapies needed (e.g., speech, occupational, physical); and supports to the families. Each family must have access to service coordination.

**Funding recipients:** Based on a formula, funding is provided to the state agency identified as the lead agency for this program. The state agency often contracts out direct services to local entities.

**Where to apply for funding:** You will need to contact your state's designated lead agency to find out more about IDEA, Part C in your state. Go to this link for a listing of IDEA, Part C lead agencies: <http://www.nectac.org/partc/ptclead.asp>

**PAT connection:** Home visits are a service that may be offered by your state to eligible families. If approved by your lead state agency, Parents as Teachers services may be partially or fully reimbursable for eligible families.

### Things to consider:

- This is a complex program; you will need to first find out more about the specific guidelines in your state.
- This funding stream is targeted towards families with children with disabilities, although states have the option of serving children who are at risk of developing disabilities.
- If Parents as Teachers services are not currently covered in your state, consider working in conjunction with your elected officials (local and state-level) to advocate for including it as a service option for eligible families.

**Related links:** For more information on IDEA, Part C, go to:

- U.S. Department of Education program overview at: <http://web99.ed.gov/GTEP/Program2.nsf/vwNetHeadings?OpenView> and click on "special education"
- National Early Childhood Technical Assistance Center at: <http://www.nectac.org/partc/partc.asp>



## EARLY READING FIRST PROGRAM

**Authorizing legislation:** Elementary and Secondary Education Act of 1965, as amended by No Child Left Behind Act of 2000. Title I, part B, Subpart 2.

**Appropriations:** FY04—\$94.4 million; FY03—\$74.5 million; FY02—\$75 million

**Funding agency:** U.S. Department of Education (USDOE)

**Program purpose:** To support the development of early childhood centers of excellence that focus on all areas of development, especially on the early language, cognitive and pre-reading skills that prepare children for continued school success; and that serve primarily children from low-income families.

**Funding recipients:** Competitive grants, directly from USDOE to eligible local education agencies (LEAs, or local school districts), public or private organizations, or agencies located in a community served by an eligible LEA.

**Where to apply for funding:** Office of Elementary and Secondary Education, USDOE

**Activities supported by the funding:** Early Reading First grants can be used for professional development for teachers, research-based early language and reading development instruction and materials, screening assessments of children, providing preschool-age children with cognitive learning opportunities, and using research-based reading research to improve all aspects of the program, including instructional materials, parental engagement and teaching strategies.

**PAT connection:** Parents as Teachers can be utilized as a parental engagement strategy.

### Things to consider:

- This funding stream provides for more comprehensive services, of which Parents as Teachers can be an integral part. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this

funding and see if Parents as Teachers can help them accomplish their goals.

- This funding has remained stable at the federal level over the past several years.

**Related links:** For more information on Early Reading First, go to:

- U.S. Department of Education program overview at: <http://www.ed.gov/programs/earlyreading/index.html>
- NAEYC overview of the Early Reading First program at: [http://www.naeyc.org/childrens\\_champions/federal/2002/erf\\_q&a.pdf](http://www.naeyc.org/childrens_champions/federal/2002/erf_q&a.pdf)



## HEAD START

**Program:** Head Start/Early Head Start

**Authorizing legislation:** Head Start Act, as amended in 1998 (reauthorization of this legislation is pending in Congress, as of fall 2004)

**Appropriations:** FY04—\$6.8 billion; FY03—\$6.7 billion; FY02—\$6.5 billion

**Funding agency:** Administration for Children and Families (ACYF), U.S. Department of Health and Human Services (DHHS)

**Program purpose:** Head Start and Early Head Start are comprehensive child development programs that serve children from birth to age 5, pregnant women, and their families. They are child-focused programs and have the overall goal of increasing the school readiness of young children in low-income families.

**Funding recipients:** Grants are awarded directly to local public agencies, private organizations, Indian Tribes and school systems.

**Where to apply for funding:** Regional Administration for Children and Families offices

**Activities supported by the funding:** Head Start grantees and delegate agencies provide a range of individualized services in the areas of education and early childhood development; medical, dental, and mental health; nutrition; and parent involvement. All Head Start programs must adhere to Program Performance Standards, which specifically define the services that Head Start Programs are to provide to the children and families they serve.

**PAT connection:** Parents as Teachers incorporates nicely into Head Start or Early Head Start programs. Head Start/Early Head Start programs can choose to implement PAT as their home visiting service option.

**Things to consider:**

- This funding provides for a more comprehensive, broader scope of services. PAT can serve as the home visiting (or home-based) component of a Head Start or Early Head Start pro-

gram. If your organization wants to provide the entire range of services, you would apply directly for the grant. Otherwise, you will want to collaborate with local entities that are applying or reapplying for this funding and see if Parents as Teachers can help them accomplish their goals.

- This program is targeted towards low-income families.
- There are very specific program standards for Head Start, however they are compatible with Parents as Teachers practices and standards.
- An active Head Start advocacy network helps ensure relatively stable funding at federal level.

**Related links:** For more information on Head Start, go to:

- Head Start Bureau website at: <http://www2.acf.dhhs.gov/programs/hsb/index.htm>
- National Head Start Association website at: <http://www.nhsa.org/>



## PROMOTING SAFE AND STABLE FAMILIES (PSSF)

### **Authorizing legislation:**

Social Security Act, Section 430, Title IV-B, Subpart 2, as amended

**Appropriations:** FY04—\$405 million; FY03—\$404.4 million

**Funding agency:** Administration for Children and Families (ACYF), U.S. Department of Health and Human Services (DHHS)

**Program purpose:** The goals of PSSF are to prevent the unnecessary separation of children from their families, improve the quality of care and services to children and their families, and ensure permanency for children by reuniting them with their parents, by adoptions or by another permanent living arrangement.

**Funding recipients:** This funding is allocated to states based on a formula. The funds are managed by the state child welfare agency, which develops a five-year child and family service plan. Some funds are

passed on to community-based organizations to delivery PSSF services.

### **Where to apply for funds:**

State child welfare agency

**Activities supported by the funding:** PSSF activities include family support, family preservation, time-limited family reunification and adoption promotion. States must use a significant portion of their expenditures for each of these activities, unless the state can demonstrate that it is making other investments in these areas. Family preservation services typically are activities that help families alleviate crises that might lead to out-of-home placement. Family support services are focused on voluntary, preventative activities that help families nurture their children and avoid the onset of crises. These services are often provided at the local level by community-based organizations, and include activities such as respite care for parents and caregivers, early developmental screening, tutoring, center-based services and home visiting services. Some activities, such as parenting education and respite care, are considered both a family

preservation and a family support service

**PAT connection:** States can use these funds for a wide array of family support services, including home visitation programs. Parents as Teachers can provide both parenting education and early developmental screening.

### **Things to consider:**

- This funding is very flexible in its use, so there is usually a lot of competition for how the funds will be spent. You will need to find out if home visitation is part of your state's five-year plan and may need to advocate for its inclusion.
- The program is targeted to low-income families and there may be time-limits on services.
- This funding has been relatively stable at the federal level.

**Related links:** For more information on PSSF programs, go to:

- ACF's Children's Bureau program overview at: <http://www.acf.hhs.gov/programs/cb/programs/fpfs.htm>



## TITLE V

**Program:** Title V Community Prevention Grants

**Authorizing legislation:** Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974, Subchapter V, as amended.

**Appropriations (for distribution to states):** FY04—\$16.6 million; FY03—distribution to states was suspended; FY02—\$26.7 million

**Funding agency:** Office of Juvenile Justice and Delinquency Programs (OJJDP), Department of Justice

**Program purpose:** To fund collaborative, community-based delinquency prevention programs.

**Funding recipients:** The funding is allocated by Congress to states based on a formula. A State Advisory Group, or SAG, is appointed by the Governor to oversee the program and broader juvenile justice issues. States then award Community Prevention Grants to qualified local government through a competitive grant process. At the community level, among other requirements,

a local Prevention Policy Board must be convened and a 3-year comprehensive prevention plan must be developed. Programs can be funded for up to 3 years.

**Where to apply for funds:** Work with your local Prevention Policy Board; or contact your state Title V coordinator (Go to this website for listing: <http://ojjdp.ncjrs.org/titlev/grant.html>)

**Activities supported by the funding:** Local communities analyze their juvenile justice risks, assets, and resources, and identify the gaps and select prevention programs that address those gaps. There are many types of prevention programs/activities that can be supported, including community- and problem-oriented policing, after school/recreation, prevention curricula, behavior management, academic skills enhancement, truancy prevention, parent training, family therapy, peer mediation and counseling, mentoring, vocational/job training, and leadership and youth development.

**PAT connection:** Parents as Teachers is identified by the OJJDP as an “exemplary” model family program. Local

governments can incorporate Parents as Teachers into their comprehensive prevention plan and fund local programs.

### Things to consider:

- This is much more comprehensive funding, within which Parents as Teachers can play an important role
- Start locally. Find out if your community has a Prevention Policy Board or if one could/should be established.
- If a community plan has already been put together, begin discussions about the next phase of planning/funding, and how Parents as Teachers can support the community’s ongoing prevention efforts.

**Related links:** For more information on this program, go to:

- OJJDP Title V program overview at: <http://ojjdp.ncjrs.org/titlev/about.html>
- To go directly into the searchable Model Programs Guide, go to: [http://www.dsgonline.com/WebEffects/dhtml\\_slide\\_tree/pepg\\_int.htm](http://www.dsgonline.com/WebEffects/dhtml_slide_tree/pepg_int.htm)



## GETTING STARTED: PRIVATE FUNDING

Even more so than government funding, private fund raising gives you the opportunity to spread the message about the work of your PAT program. Even if you don't receive the funding, you have a chance to broaden community awareness of PAT and expand the circle on interest in your work. Private fund raising is also a means to involve volunteers, friends, families, neighbors and relatives in the work of your PAT program.

Private funding can come from a wide variety of sources including private foundations, corporations, unions, religious groups, local agencies (e.g., United Way, Variety Club, etc.), service organizations (e.g., PTA's, Kiwanis, Junior League, sororities and fraternities, etc.), events and from individuals.

In the beginning, keep it simple. Hold picnics for PAT families and friends and include a bake sale. Ask local groups to underwrite group meetings by providing space and refreshments. Look for in-

kind donations of office space, supplies, printing and equipment. Ask local organizations for volunteer assistance.

Service groups like the Junior League, United Way or Association of Fundraising Professionals often provide basic courses in how to do fund raising. Some corporations encourage their employees to volunteer with local organizations. Ask a local company for help with accounting or legal matters. Other resources to help you get started can be found at the website listed in this guide.

To start private fund raising, develop a checklist of requirements for doing fund raising in your community. These include such items as

- documentation of not-for-profit status
- state or local charitable registration requirements
- recruiting a board of directors
- reporting requirements.

It is important to follow all legal guidelines to be eligible for funding. Without the proper non-profit legal documentation, most foundations and corpora-

tions will not fund your program. Also, non-profit status insures that donations to your program are tax-deductible for the donor, an important consideration for most donors.

Online resources for starting a non-profit can be found at:

- The Management Assistance Program for Nonprofits. Particularly, see the article "Starting a Nonprofit Organization."
- The Internet Nonprofit Center.

### Identifying potential funding sources

The single largest source of private funding in the US is individuals, far and away. In 2003 nearly 85% of all charitable dollars came from individuals, nearly \$202 billion!

In other words, remember to ask your friends, neighbors, co-workers and the community to support your Parents as Teachers program.

There are dozens of ways to do this ranging from selling candy and food, to walk-a-thons and gala dinners. Start small, engage your community com-



mittee, and involve volunteers in these efforts. To get more ideas, talk with others in your community about successful grassroots fund raising programs. An online idea resource is [www.grassrootsfundraising.org](http://www.grassrootsfundraising.org).

When identifying companies and corporations that can be potential donors, don't overlook your neighborhood fast food chain, pharmacy chain, and discount store. Almost all national corporations have local giving programs to support community programs. The decision making is usually left to the manager of the local store. Visit the corporate website for more information or talk with the store manager.

When you are ready to write a proposal to a corporation or foundation for support, one of your best online research resources to identify prospective donors is The Foundation Center at [www.fdncenter.org](http://www.fdncenter.org). To find a list of the top foundation and corporate funders in your community or state, search the section "Researching Philanthropy." Under "FC Stats" you can select from a range of lists about grantmakers.

Another valuable website for researching prospective funders is the Grantsmanship Center at [www.tgci.org](http://www.tgci.org). This site also has valuable information covering a wide range of non-profit and funding issues. One such article is a list of the regional directories of corporate and foundation funders by state ([www.tgci.com/magazine/01fall/statedirs.asp](http://www.tgci.com/magazine/01fall/statedirs.asp)).

Another resource can be your local library and other non-profit organizations. Libraries often have volumes about local corporate funding programs and private foundations. In addition to libraries, the local United Way may have a list of funding sources and grantmakers in your area. Finally, don't forget the annual reports of other non-profits. Most organizations will list funders in their annual reports. This will give you a starting point to identify possible prospects.

Narrow your search of prospects by areas of interest, geographic giving area, and limitations on grants. Each foundation will have a brief description of the types of programs they fund, the kinds of grants they make, the range of the size of the grants, applica-

tion guidelines, and geographic areas of giving. Read these descriptions carefully.

You can further narrow your search by reviewing the most recent IRS Form 990 filed by the funder. Once again, copies of the 990 can be found online at the Foundation Center website under "Finding Funders." You will need to know the name and location of the funder to access the free online information. Foundations and corporations with information online will often list their giving guidelines and 990 on their website, too.

## Grant writing

For either public or private funds, it is likely that you will need to submit a grant proposal. The single most important part of writing a successful proposal is to follow the grantmakers guidelines carefully. Answer the questions directly and use firm statistics and data only.

Many free, online resources will take you step-by-step in developing a competitive proposal. One of the most comprehensive is at [www.mcf.org](http://www.mcf.org). The Minnesota Coun-





cil of Foundations provides a detailed guide on “Writing a Successful Grant Proposal.”

Another comprehensive, free online resource is the Non-Profit Guides website at [www.npguides.org](http://www.npguides.org). This site includes sample proposals.

More and more, programs are writing grants for technology funding. The Techsoup website offers numerous articles and guidelines on writing grants for technology. Visit [www.techsoup.org](http://www.techsoup.org) to access their library of articles on writing technology grants.

Finally, ask for advice and help from an experienced grant-writer. Most will be happy to review your proposal and make helpful suggestions.

**No matter how you begin your fundraising efforts, the important thing is to get started.** When you are raising funds for your Parents as Teachers program you are spreading the word about the importance of early childhood development programs and services and building more understanding for the importance of your work in your community. Look at your fundraising efforts as a chance to “sing the praises” of your great program and good things will happen as your message grows.



## PREPARATION

You are likely to find preliminary grant writing steps to be the most time consuming, yet most vital aspect of the process. If done well, your preparatory work will simplify the writing stage.

### Define your project

- Clarify the purpose of your project and write a mission statement.
- Define the scope of work to focus your funding search.
- Determine the broad project goals, then identify the specific objectives that define how you will focus the work to accomplish those goals.

Example:

- Goal: To improve production quality.
- Objective 1: Recruit advanced production talent.
- Objective 2: Train mid-level producers.
- Objective 3: Upgrade production equipment.

These goals and objectives suggest the proposal will request support for recruitment activity, production training, and equipment purchase. In contrast, a different proposal with

the same goal might focus only on equipment upgrades.

- Decide who will benefit. Benefits may extend beyond the direct beneficiary to include the audience, other institutions, etc.
- Draft expected project outcomes in measurable terms.
- Draft a timeline that includes the planning phase, the period of searching for funds, proposal writing, and the intended project start date. Periodically update the timeline as you learn more about submission deadlines, award timetables, etc.

### Identify the right funding sources

- Foundation centers, computerized databases, station development offices, publications, and public libraries are some of the resources available to assist your funding search.
- Do not limit your funding search to one source.
- Look for a match between your project and the grants you seek by looking for consistency between the purpose and goals of your

project and the funder. In addition, pinpoint specific funding priorities and preferences.

- Make direct contact with funders to support projects like yours.
- Request proposal guidelines. Also request a list of projects previously funded. Perhaps an annual report is available.
- Inquire about the maximum amount available. Also, find out the average size and funding range of awards.
- Determine if funding levels of the grants you select are appropriate for your project. Note whether there is a funding floor or ceiling.
- Find out whether the funder has other grant sources for which your project is eligible.

### Contact the funders

- Think of the funder as a resource.
- Identify a project officer who will address your questions.
- Some funders offer technical assistance, others do not. Ask for technical assistance, including a review of proposal drafts.



an explanation of budget items, and certifications.

## Narratives

- *Statement of need*—purpose, goals, measurable objectives, and a compelling, logical reason why the proposal should be supported. Background provides perspective and is often a welcome component.
- *Approach*—method and process of accomplishing goals and objectives, description of intended scope of work with expected outcomes, outline of activities, description of personnel functions with names of key staff and consultants, if possible.
- *Method of evaluation*—some require very technical measurements of results. Inquire about expectations.
- *Project timeline*—paints a picture of project flow that includes start and end dates, schedule of activities, and projected outcomes. Should be detailed enough to include staff selection and start dates.

- *Credentials*—information about the applicant that certifies ability to successfully undertake the proposed effort. Typically includes institutional or individual track record and resumes.

Tips on writing the narrative

Narratives typically must satisfy the following questions:

- What do we want?
- What concern will be addressed and why?
- Who will benefit and how?
- What specific objectives can be accomplished and how?
- How will results be measured?
- How does this funding request relate to the funders purpose, objectives, and priorities?
- Who are we (organization, independent producer) and how do we qualify to meet this need?

The HOOK:

There are many ways to represent the same idea. However, the HOOK tailors the description of the idea to the interest of a particular funder. The HOOK aligns the project with the purpose, and goals of the funding source. This is a

critical aspect of any proposal narrative because it determines how compelling reviewers will perceive your proposal to be.

## Budget

Budgets are cost projections. They are also a window into how projects will be implemented and managed. Well-planned budgets reflect carefully thought out projects.

Funders use these factors to assess budgets:

- Can the job be accomplished with this budget?
- Are costs reasonable for the market—or too high or low?
- Is the budget consistent with proposed activities?
- Is there sufficient budget detail and explanation?

Many funders provide mandatory budget forms that must be submitted with the proposal.

Don't forget to list in-kind and matching revenue, where appropriate.

Be flexible about your budget in case the funder chooses to negotiate costs.



- Inquire about how proposals are reviewed and how decisions are made.
- Inquire about budgetary requirements and preferences. Are matching funds required? Is in-kind acceptable as a portion of applicants' share? What may be counted as in-kind, and how might it be applied? Learn about payment processes, including cash flow.
- Remember, the contacts you make may prove invaluable, even if not for now.

## Acquire proposal guidelines

Guidelines usually tell you about:

- submission deadlines
- eligibility
- proposal format: award levels forms, margins, spacing, evaluation process and restrictions on the number criteria of pages, etc.
- review timetable
- budgets
- funding goals and priorities
- award levels
- evaluation process and criteria
- whom to contact
- other submission requirements

Additionally:

- Read the guidelines carefully, then read them again.
- Ask the funder to clarify your questions.

## Know the submission deadline

- Plan to submit your proposal on or preferably before the deadline.
- Be realistic about whether you have time to prepare a competitive proposal that meets the deadline.
- Know the funder's policies on late submissions, exceptions, and mail delays.
- Find out how the funder will notify you about the receipt and status of your proposal. Factor this information into your timeline.

## Determine personnel needs

- Identify required personnel both by function and, if possible, by name. Contact project consultants, trainers, and other auxiliary personnel to seek availability, acquire permission to include them in the project, and negotiate compensation. Personnel compensation is important budget information.

## Update your timeline

- This is a good point at which to update your timeline, now that you know about submission deadlines and review timetables. Factor into your schedule time to write multiple drafts, gather relevant and permissible materials, and prepare an impartial critique of your proposal for clarity, substance, and form.

## WRITING THE PROPOSAL

Structure, attention to specifications, concise persuasive writing, and a reasonable budget are the critical elements of the writing stage.

There are many ways to organize proposals. Read the guidelines for specifications about required information and how it should be arranged.

Standard proposal components are: the narrative, budget, appendix of support material, and authorized signature. Sometimes proposal applications require abstracts or summaries,



## Supporting materials

Supporting materials are often arranged in an appendix. These materials may endorse the project and the applicant, provide certifications, add information about project personnel and consultants, exhibit tables and charts, etc.

Policies about the inclusion of supporting materials differ widely among funders. Whether to allow them usually depends upon how materials contribute to a proposal's evaluation. Restrictions are often based on excess volume, the element of bias, and relevance.

Find out if supporting materials are desired or even allowed.

Be prepared to invest the time to collect resources, produce a tape, document capability, update a resume, collect letters, include reference reports or whatever is needed.

## Authorized signatures

Authorized signatures are required. Proposals may be rejected for lack of an authorized signature. Be sure to allow the time to acquire a needed signature.

## Specifications

Tailor proposal writing to specifications found in the guidelines. Include only the number of pages allowed. Observe the format. Is there a form to complete? Must the proposal be typed, double spaced, on 8½ x 11 inch pages? Are cover pages allowed or desired? Caution!—the beautifully bound proposal is not always appreciated or allowed. Be concise. Elaborations should add depth and scope, not page fillers. Be prepared to write one or more drafts.

### Submission checklist

- a. The proposal must be **NEAT, COMPLETE, and ON TIME**, with the requested number of copies and original authorized signatures.
- b. Address the proposal as directed in the guidelines.
- c. Be sure to include required documentation.

## FOLLOW-UP

Contact the funding source about the status, evaluation, and outcome of your proposal. It is important to request feedback about a proposal's strengths and weaknesses, although this information is sometimes unavailable, especially with a large volume of submissions.

Reference information may also be useful if you choose to approach the same or different funder again with your idea.



## HELPFUL WEBSITES & PUBLICATIONS

### **The Grantsmanship Center**

[www.tgci.com](http://www.tgci.com)

See previous articles online for specific topics.

### **The Foundation Center**

[www.fdncenter.org](http://www.fdncenter.org)

Find foundations; research by topic area & geographic area. Subscribe to the email Philanthropic News Digest for RFP announcements.

### **GrantsAlert.Com**

[www.grantsalert.com](http://www.grantsalert.com)

Subscribe to the email RFP alerts by category.

### **Fundsnet Services**

[www.fundsnet services.com](http://www.fundsnet services.com)

Basic research for grant opportunities.

### **Charity News**

[www.charitychannel.com](http://www.charitychannel.com)

Subscribe for email information on grants and RFP's. Also provide information on Canada and the UK voluntary sectors.

### **Chronicle of Philanthropy**

[www.philanthropy.com](http://www.philanthropy.com)

Lists grants made and grant deadlines; basic research in the voluntary sector. Fee charged.

### **The NonProfit Times**

[www.nptimes.com](http://www.nptimes.com)

General news about fund raising. Good advice on writing solicitation letters.

### **Federal Grants**

[www.grants.gov](http://www.grants.gov)

Electronically find and apply for competitive grant opportunities from all Federal agencies.



## **Grantstation**

[www.grantstation.com](http://www.grantstation.com)

Information about upcoming private grant opportunities and funding trends.

## **Children & Youth Funding Report**

[www.cdpublications.com](http://www.cdpublications.com)

Federal and private grant opportunities. Subscription fee required.

## **Technology**

[www.techsoup.org](http://www.techsoup.org)

Tips on writing grants, funding sources, and how to do online fundraising.

## **Report on Preschool Program**

[www.bpinews.com](http://www.bpinews.com)

Weekly newsletter on Federal programs. Subscription fee required.

## **The Grass Roots Fundraising Book by Joan Flanagan**

Available at [www.alibris.com](http://www.alibris.com)

## **Fundraising for Early Childhood Programs by Matia Finn Stevenson**

Available through NAEYC

## **Coping with Cutbacks by Emil Angelica & Vincent Hyman**

Available through National Human Services Assembly

**Contributions Newsletter.** Full of real hands-on, how-to advice. \$40 per year subscription.



## SAMPLE FUND DEVELOPMENT PLANNING CHART

**Dates:** July 1, 2005 – June 30, 2006

**Goal:** \$50,000

Source	How	When	Who	Cost	Revenue
Individual Gifts	Letters to 150 people	September December March May	Staff Board	Paper Envelopes Postage Staff time Thank letters	\$2,500 100 gifts @ \$25 avg.
	Event—book sale	November	Local bookstore Volunteers	Announcement Snacks Volunteers	\$1,500 300 books @ \$5 ea.
Foundation grants	10 proposals	On-going	Staff	Staff time for research and writing and reporting	\$25,000-\$30,000 5 grants @ \$5,000 avg.
Corporate gifts	10 requests	Ongoing	Staff	Staff time for research and writing and reporting	\$10,000-\$15,000 5 gifts @ \$2,000 avg.
Organizations gifts	7 requests	Ongoing	Staff Board Volunteers	Staff time for research and writing	\$4,500 3 gifts @ \$1,500 avg.





## WHERE DOES MY FUNDING COME FROM?

<b>Source</b>	<b>Directly</b> (grants you solicit) <b>Estimate amounts</b>	<b>Indirectly</b> (Regranted through state or local agencies) <b>Estimate amounts</b>
<b>Public Funds</b>		
TANF		
Title I		
Head Start		
Early Head Start		
Even Start		
PIRC		
Other Federal Funds (list source)		
<b>Total Federal Funds</b>		
Dept. of Education		
Dept. of Health		
Dept. of Family Services		
Other State Funds (list source)		
<b>Total State Funds</b>		
Local Health Agency		
Local School District		
Local University		
Local Social Service Agency		
Other Local Public Funds (list source)		
<b>Total Local Funds</b>		
<b>Total All Public Funds</b>		



## WHERE TO LOOK FOR \$\$\$'S

State Children's Trust Fund

Local stores of National Chains

Target  
Walgreen's  
Dollar General  
Hardee's  
McDonald's  
Wal-Mart  
Starbuck's  
Borders  
Barnes & Noble  
Waldenbooks

Service Clubs

Kiwanis  
Rotary  
Chamber of Commerce  
American Association  
of University Women  
AAUW  
National Council of Jewish  
Women NCJW  
Junior League

Sororities/Fraternities

Delta Gamma  
Etc.

Community Foundations

They often control many donor-directed funds.

Local branch of a bank

They usually have locally controlled funds for neighborhood giving.

Churches

Professional Sports Teams

TV/Radio Stations & Newspapers

As part of national chains, they have local giving programs; i.e. Gannett, Pulitzer, Clear Channel Communications, Belo, etc.

Assisted Living Facilities

Residents often support community groups

Utility Companies

Electric companies  
Phone companies  
Waste management  
They are public service companies that have funds to support local groups.

Corporate Employee Matching Gift Programs

Hundreds of companies will match contributions made by their employees.

Other non-profit organizations

March of Dimes  
United Way  
Varity Club



# Funding Worksheet

<b>Source</b>	<b>Directly</b> (grants you solicit) <b>Estimate amounts</b>	<b>Indirectly</b> (Regranted through state or local agencies) <b>Estimate amounts</b>
<b>Private Funds</b>		
United Way		
Variety Club		
Faith-based Organizations		
Fees for services (day care, etc.)		
Foundations		
Individuals (not families served)		
Businesses/Clubs		
Families		
Events/sales		
Other (please list)		
<b>Total all Private Funds</b>		
Total All Public Funds		
Total all Private Funds		
<b>Total All Funds</b>		