HB69 Empowers Parents As Teachers

Stronger Families

Better Students

Safer Communities

PARENTS AS TEACHERS ALASKA

2008 FACT SHEET

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through home visits and group meetings.

2008 HIGHLIGHTS

Services for Children and Families 2007-2008:

- 31 communities served
- 809 families served
- 963 children served
- 36 prenatal women served
- 95 homeless families were served
- 573 Alaska Native/American Indian children served
- 726 children received developmental screenings with 71 found to need further evaluation
- 239 families linked to other services

Percentages of Enrolled Children by Agency/ Organization:

- 19% school districts
- 79.5% non-profit organizations
- 1.5% military programs

Professional Development:

- Trained and certified 32 Parent Educators and 7 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 24 Parent Educators in the 3 Years to Kindergarten Curriculum
- 496 participants from 41 Communities attended PAT workshops/training institutes

Parents as Teachers State Office:
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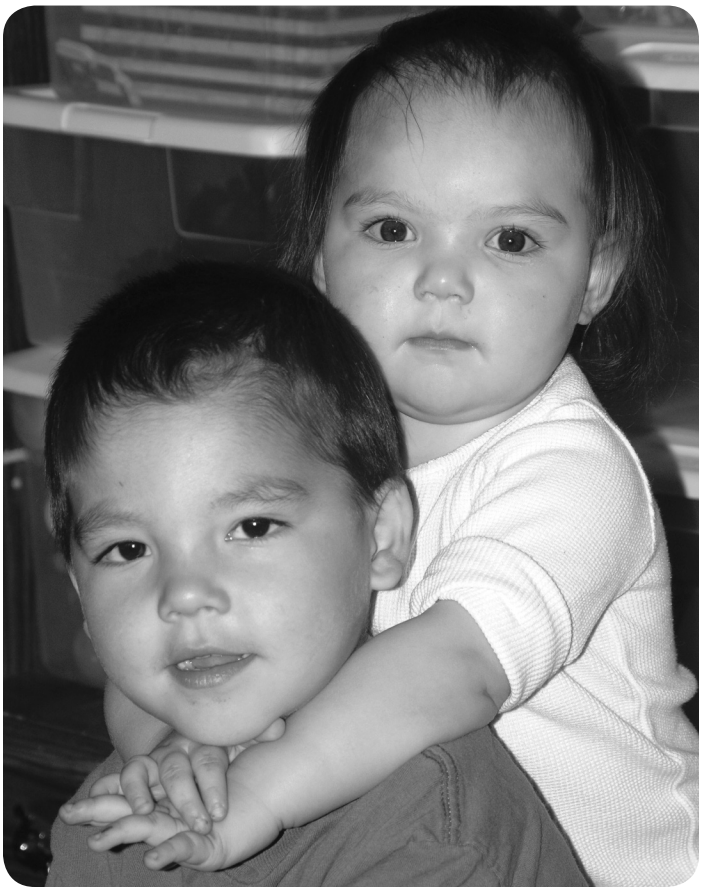
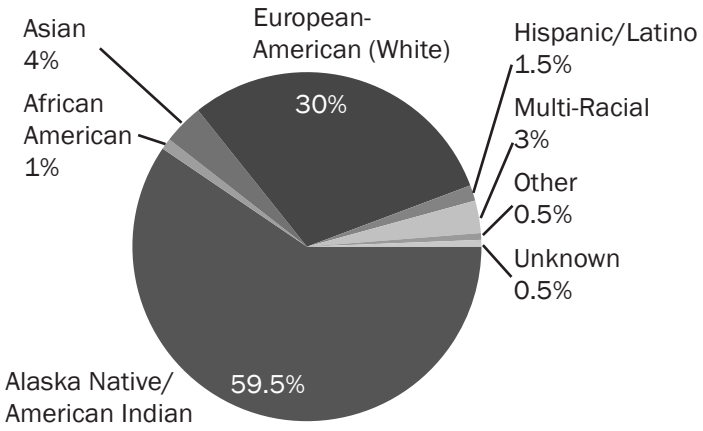
PO Box 200908
Anchorage, AK 99520-0908
Phone (907) 865-7345
mpickle@ruralcap.com

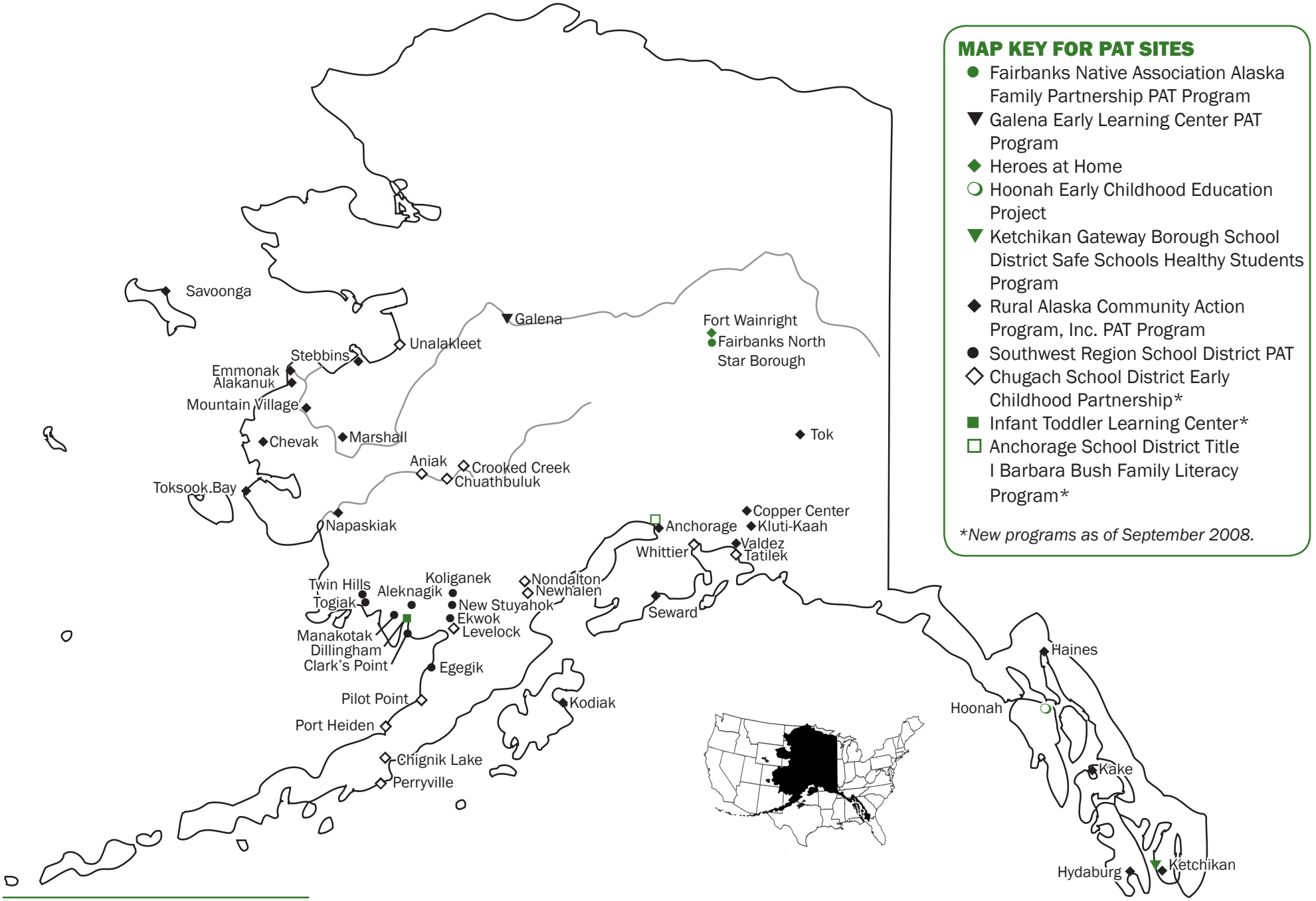


ETHNICITY OF CHILDREN SERVED



This information is provided by the PAT Alaska State Office. The PAT Alaska State Office is located within the Child Development Division of the Rural Alaska Community Action Program, Inc. and funded through the Alaska Parent Information and Resource Center. The role of the State Office is to plan and coordinate curriculum training institutes, conduct annual recertification, collate data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

2008 PARENTS AS TEACHERS COMMUNITIES IN ALASKA



MAP KEY FOR PAT SITES

- ● Fairbanks Native Association Alaska Family Partnership PAT Program
- ▼ Galena Early Learning Center PAT Program
- ◆ Heroes at Home
- ❍ Hoonah Early Childhood Education Project
- ▼ Ketchikan Gateway Borough School District Safe Schools Healthy Students Program
- ◆ Rural Alaska Community Action Program, Inc. PAT Program
- ● Southwest Region School District PAT
- ◇ Chugach School District Early Childhood Partnership*
- ■ Infant Toddler Learning Center*
- □ Anchorage School District Title I Barbara Bush Family Literacy Program*

**New programs as of September 2008.*

Parents as Teachers State Office: Melissa Pickle, PAT Alaska State Coordinator, mpickle@ruralcap.com,
c/o Rural Alaska Community Action Program, Inc.; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7354

Parents as Teachers

Parents as Teachers: An Evidence-Based Home Visiting Program

A range of research studies conducted and supported through state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a real difference in the lives of parents and their children.

Research Highlights

4 Independent Randomized Controlled Trials (RCT)
6 published reports; 5 of them peer-reviewed

Length of participation in PAT was a significant predictor of children's third grade achievement.

"…the PAT program improved parenting practices in ways that promote both school readiness and subsequent academic achievement." (p.116).

From: Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers program and school success: A replication and extension. *Journal of Primary Prevention*, 29, 103-120.

PAT parents were more involved in children's school activities and engaged their children more in home learning activities, especially literacy-related activities.

"…children of parents involved in a PAT program should enter school with 'stronger' readiness skills than their non-PAT peers."

From: Albritton, S., Klotz, J., & Roberson, T. (2004) The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and in the home. *E-Journal of Teaching and Learning in Diverse Settings, 1(2)*, 108-208. http://www.subr.edu/coeducation/ejournal/Albritton%20et%20al.Article.htm.

PAT parents read to their children more often and were more likely to enroll them in preschool, both of which increased school readiness.

"…the PAT program was highly effective in helping impoverished parents prepare their children to enter school."(p.81)

From: Pfannenstiel, J.C., Seitz, V., & Zigler, E. (2002). *Promoting school readiness: The role of the Parents as Teachers program. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.*

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More details about Parents as Teachers' evidence-based research outcomes from across the U.S.:

Parents as Teachers Helps All Children Enter School Ready to Learn

- 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households. With at least 2 years of Parents as Teachers combined with a year of preschool, 82% of poor children were ready for school at kindergarten entry—a level identical to nonpoverty children with no Parents as Teachers or preschool.[i] A reanalysis using a subset of the above data strongly confirmed these findings.[ii]
- Parents as Teachers children showed better school readiness at the start of kindergarten, higher reading and math readiness at the end of kindergarten, higher kindergarten grades, and fewer remedial education placements in first grade.[iii]
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were

significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).[iv]

- 87% of Native American children served by Parents as Teachers through its Baby FACE program were ready for preschool by age 3.[v]

Parents as Teachers Supports Later School Achievement

- The aforementioned 2007 study of 7,710 Missouri public school children also showed that length of participation in PAT was a significant predictor of children's third grade achievement on the Missouri Assessment Program Communication Arts test. [vi]
- PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated PAT children's achievement progress higher than control group children's progress in all areas.[vii]
- PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education placements in third grade.[viii]

Parents as Teachers Prevents Child Abuse

- The U.S. Advisory Board on Child Abuse and Neglect states, "home visiting and center-based programs with a parental focus can help prevent child abuse and neglect."[ix] The Task Force on Community Preventive Services recommends early childhood home visitation as an effective method for preventing child abuse and neglect.[x]
- In a randomized trial, adolescent mothers who received case management and Parents as Teachers were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers.[xi]
- In another randomized trial, adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers in the control group. These adolescent mothers showed greater improvement in knowledge of discipline, showed more positive involvement with children, and organized their home environment in a way more conducive to child development.[xii]
- Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.[xiii]

Parents as Teachers Increases Parental Involvement

- Results of a multi-site randomized trial showed that for families with very low income, those who participated in Parents as Teachers were more likely to read aloud to their child and to tell stories, say nursery rhymes, and sing with their child.[xiv]
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling. For example, 63% of parents of Parents as Teachers children versus 37% of parents of comparison children requested parent-teacher conferences.[xv]
- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.[xvi]
- Parents as Teachers parents read more to their children, use more techniques to support book/print concepts, and have more children's books in the home.[xvii]

Parents as Teachers Improves Children's Health and Development Outcomes

- Annual health and developmental screenings is a core component of Parents as Teachers. Of the 200,000 plus children screened in the most recent program year, 13% were identified with possible health/developmental delays and were referred on for additional follow up services. 70% of those referred received follow-up services.[xviii]
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.[xix]
- At age 3, Parents as Teachers children performed significantly above national norms on a measure of school-related achievement, despite the fact that the sample was over-represented on all traditional characteristics of risk. More than one-half of the children with observed developmental delays overcame these delays by age 3.[xx]

[i] Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.
[ii] Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers Program and School Success: A Replication and Extension. *Journal of Primary Prevention, 29*, 103-120.
[iii] Drazen, S., & Haust, M. (1995). The effects of the Parents and Children Together (PACT) program on school achievement. Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.
[iv] Pfannenstiel, J. C., Seitz, V., & Zigler, E. (2002). Promoting school readiness: The role of the Parents as Teachers program. NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 6, 71-86.
[v] Research and Training Associates, Inc. (2006). *BIA Baby Family and Child Education Program: 2005 Report. Executive Summary.*
[vi] Zigler, E. & Pfannenstiel, J.C., (2007).
[vii] Pfannenstiel, J. (1989). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.
[viii] Drazen, S., & Haust, M. (1995).
[ix] Panel on Research on Child Abuse and Neglect (1993), p. 169.
[x] Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. Center for Disease Control, Morbidity and Mortality Weekly Report, 52, 109.
[xi] Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. The Future of Children: Home Visiting: Recent Program Evaluations, 9(1), 91-115.
[xii]Wagner, M., Iida, E. & Spiker, D. (2001). The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community. Menlo Park, CA: SRI International.
[xiii] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, KS: Research & Training Associates.
[xiv] Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l www.sri.com/policy/cehs/early/pat.html
[xv] Pfannenstiel, J. (1998). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.
[xvi] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.
[xvii] Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. E-Journal of Teaching and Learning in Diverse Settings*, 1*, 188-208.
[xviii] 2005-2006 Parents as Teachers Annual Program Report.
[xix] Wagner, M., Iida, E. & Spiker, D. (2001).
[xx] Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).

A Summarized Economic Impact Report on Early Education and Child Care Services in ALASKA

step up early ed & child care

Based on the McDowell Group Report *July 2006*

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

step up early ed & child care

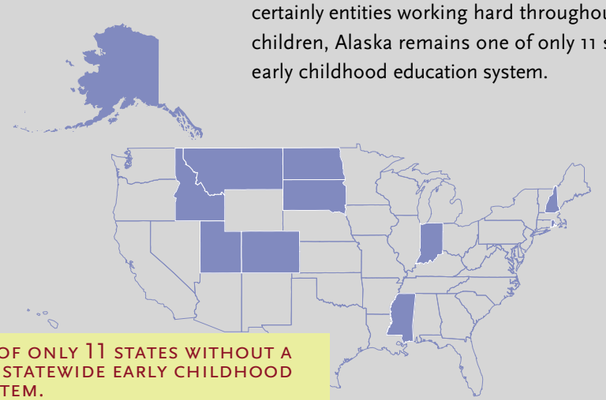
STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

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

LET US STEP YOU THROUGH THE FACTS.

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

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



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

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

AL PARRISH, CHIEF EXECUTIVE
PROVIDENCE HEALTH SYSTEM IN ALASKA

SCOPE OF THE ALASKA STUDY

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

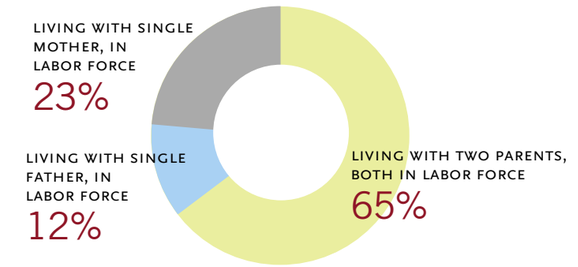
This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

A key component of this project was a telephone survey of 725 randomly selected households. The primary purpose of the phone survey was to collect information on the types of child care services Alaska families use and how much money households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

ALASKA WORKING PARENT DEMOGRAPHICS

To best understand the data, it is critical to first understand the scope of the population we are considering. In 2004, Alaska's population included 62,913 children under six years of age, according to the Alaska Department of Labor and Workforce Development (DOLWD). Of these children, approximately 63 percent (39,400 children) were living in households where all available parents were in the labor force, whether families were dual-income or single-parents. These children resided in 29,400 Alaska households, all of which were potentially in need of child care services.

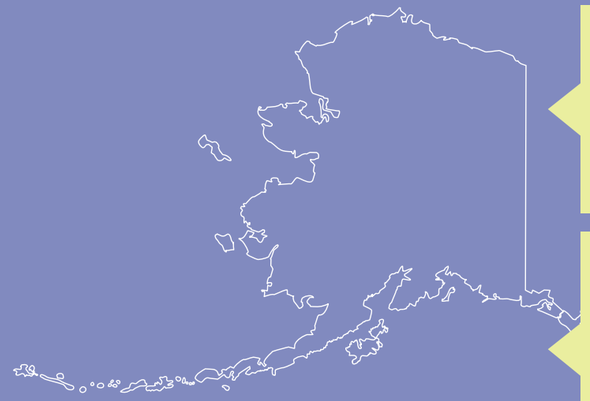
Detailed look at the 39,400 children under the age of six, where all available parents are in the workforce



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

THE ECONOMIC IMPACT ON ALASKA

Mounting evidence shows that investment in quality early learning and child care is critical to building and maintaining a viable state economy. The economic impact of the early education and child care sector includes jobs for thousands of Alaskans, millions of dollars in spending by households and governments, and indirect contributions of Alaska's resident labor force and family income.



JOBS

DIRECT & INDIRECT:
7,400 in child care workforce

CONTRIBUTION TO THE WORKFORCE:
29,400 Alaskans can join the workforce because they have child care

WAGES

DIRECT & INDIRECT:
$124 million in child care workforce payroll

CONTRIBUTION OF HOUSEHOLD INCOME:
$850 million in annual wages paid to working families with child care

IMMEDIATE IMPACT OF QUALITY EARLY EDUCATION AND CHILD CARE

Child care providers make it possible for 29,400 Alaskans to enter the labor force (one adult for each household with children under six years of age where all parents are in the labor force). The 29,400 Alaskans that are in the workforce because child care services are available to them account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under $850 million. This indicates an average of $28,820 per family in additional Alaska annual income, indirectly made possible by child care services, is equal to approximately 40 percent of Alaska's mean family income in 2003.

Other data suggests a similar household income impact related to adding a second wage earner. In 2004, median family income for families with one wage earner was $43,709. Median family income for families with two wage earners was $77,159, a difference of $33,450. This analysis assumes that the typical parent who is in the labor force because child care services are available to him or her earns the same wages as the average Alaska worker. This may or may not be true given the demographics of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general, and on family household income in particular.

"Investment in early childhood development programs brings a real (that is, inflation-adjusted) public return of 12%, and a real total return, public and private, of 16%. We are unaware of any other economic development effort that has such a public return …."

ART ROLNICK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

LONG-TERM ECONOMIC IMPACTS OF QUALITY EARLY EDUCATION & CHILD CARE

A host of studies have been done to track the long-term economic impact of high quality early child care development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant. The results of these studies have shown conclusively that although investment is required to provide quality early care to infants, toddlers and youths, the rate of return far exceeds that initial investment.

The largest benefit provided by quality early care was increased earnings capacity projected from higher educational attainment, along with higher taxes paid from better paying jobs. Other benefits are lower criminal justice system costs, reduced welfare costs, savings for crime victims, and savings on school remedial services budgets. The results of several studies are highlighted below.

LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE

29% higher high school graduation rates

20% higher college attendance

70% lower crime incidence

20% lower welfare dependence

$143,000 additional earned income per capita, resulting from better employment

Studies also note that expenditures on education that are focused on K-12 may be misplaced given that brains develop rapidly in the early years (0-4), then develop at a much slower pace from age 4 through 18. The implication is that the earlier the investment on early education, the higher the return on investment will be.

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

THE EARLY LEARNING AND CHILD CARE SECTOR

When understanding the economic impact of early education and child care, the actual workforce in this field is often overlooked. Yet it has been found that at least 6,500 Alaskans participate in the child care sector workforce.

The estimate of 6,500 participants is derived from a variety of sources (as described in the full McDowell Group report). It must be understood that this is a conservative estimate, however. It does not include an unknown number of at-home providers who care for four or fewer unrelated children, or any number of related children, and therefore are not required to be licensed.

Yet, even without these added positions, the size of this workforce is comparable to other significant industries in Alaska. For example, the residential and non-residential building construction sector employed an average of 6,000 workers in Alaska in 2004, and Alaska's air transportation sector employed an average of 6,400 workers that same year.

SIZE OF COMPARABLE INDUSTRIES IN ALASKA

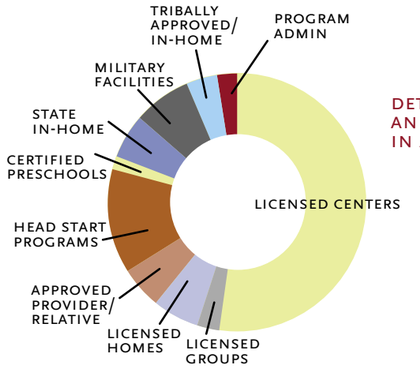
6,500 Workers in child care

6,400 Workers in air transportation sector

6,000 Workers in residential and nonresidential building construction

"As Executive Dean of the College of Rural and Community Development, I understand the importance of early childhood education. We have strong partnerships with the State of Alaska, tribal entities and Head Start organizations to train students who will serve as providers, educators and role models for their communities. It is impressive to see the impact early care and education has on Alaska's economy."

BERNICE JOSEPH,
EXECUTIVE DEAN
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL AND
COMMUNITY DEVELOPMENT



DETAILED LOOK AT THE CHILD CARE AND EARLY EDUCATION WORKFORCE IN ALASKA

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

Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. DOLWD payroll data indicated that the average monthly wage of an individual employed in this sector was $1,342. This is well below the average for all sectors of the Alaska economy; the average monthly wage in Alaska for this same time period was $3,218 – nearly three times that amount.

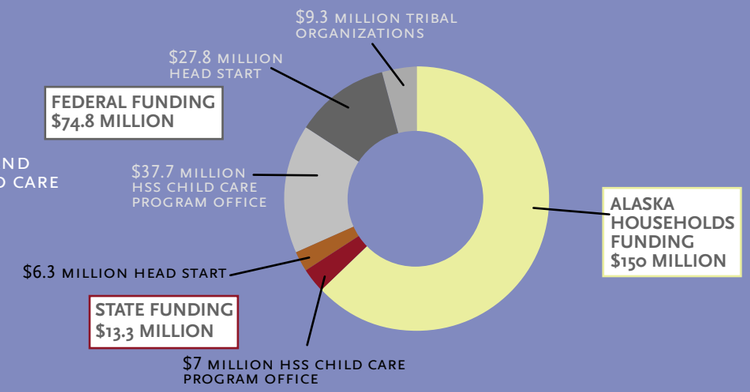
To put this in further context, it has been found that providers of early education and child care earn less than half of what the average elementary school teacher earns, even though the difference in age of those they teach may be less than one year.

ALASKA WAGE COMPARISON

CHILD CARE SERVICES REVENUE AND FUNDING

There are two sources of spending on early education and child care services – government funding and spending by parents on child care services. Based on the analysis of the McDowell Group report, Alaska households may be spending $150 million annually on child care services for children under six years of age. In comparison, government spending on child care totals $88 million in Alaska, with nearly $75 million of that contribution coming from federal funding. Together, approximately $240 million is spent in Alaska on child care services for young children.

ALASKA HOUSEHOLD, STATE AND FEDERAL FUNDING FOR CHILD CARE SERVICES IN ALASKA



step 2

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

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

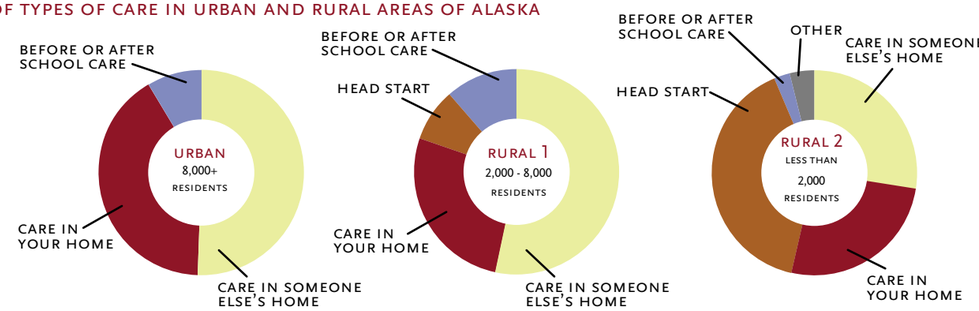
DR. WALTER SOBOLEFF
"FAMILY FEATHERS" VIDEO SERIES,
CENTRAL COUNCIL OF TLINGIT &
HAIDA INDIAN TRIBES

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 725 Alaska households were asked about their use of child care services as a part of this study's telephone survey. The findings of this study are understood to be the first set of data on this topic directly applicable to Alaska.

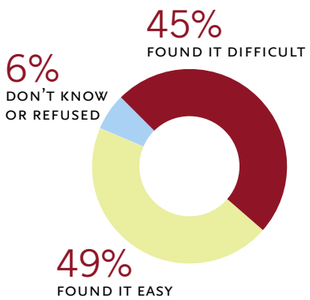
The survey sample included 323 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of the survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

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



Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January 2006. Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third were being cared for in someone else's home, with over one-quarter receiving care in their own home. Eight percent were in a Head Start program. This total adds up to more than 100 percent, as some children received care in more than one setting.

FINDING ACCEPTABLE CHILD CARE



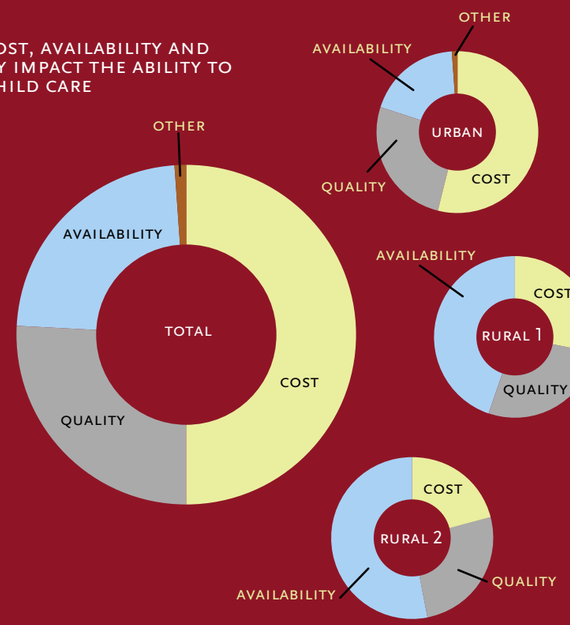
FINDING ACCEPTABLE CHILD CARE

This study also found that 45 percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.

Finding quality early education and child care programs proved to be an issue both in rural and urban areas of the state.

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

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

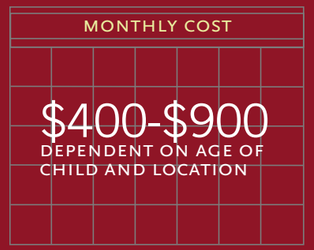


FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households, and quality on 48 percent.

COST MOST OFTEN CITED

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



MONTHLY COST OF FULL-TIME CHILD CARE

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

COST IS A LARGE ISSUE

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

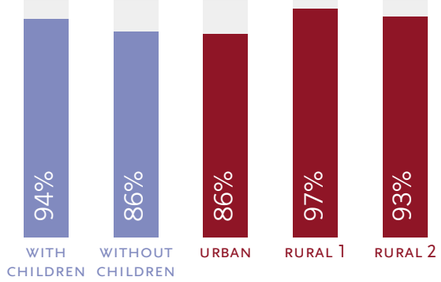
Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care

9 of 10 alaskans support funding

The telephone survey described earlier also asked all households a series of questions about state funding support for early learning and child care services in Alaska. Results showed overwhelming support for the funding of early education and child care.

Nearly nine out of 10 Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care. Among residents with children under six years of age, 94 percent think state support is important or very important. Even among residents without young children, 86 percent think state financial support is important or very important. Further, urban and rural residents alike feel it is important to provide funding for early education and child care.

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



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

Alaskans were also asked if the state should give early learning and child care high, medium or low funding priority. Two-thirds (66%) feel it should have high priority. A variety of population subgroups were more likely to give it a high priority. They include:

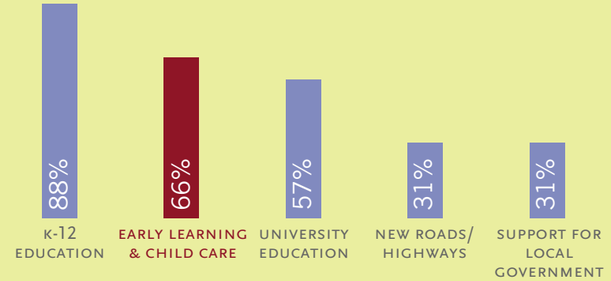
- 76% households with children under six
- 72% female residents
- 77% residents aged 35 to 44
- 76% low income residents <$25,000
- 73% high income residents >$100,000

"The data shows what I have also personally experienced – that the issue of quality early education and child care is one of the most important social issues facing us in Alaska today."

JIM CALVIN, MCDOWELL GROUP

alaskans place priority on funding early education and child care

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



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

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

report conclusion - next steps

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

end notes

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

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

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

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

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

Alaska SEED
System for Early Education Development

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

The Cost of Crime: Could The State Reduce Future Crime and Save Money by Expanding Education and Treatment Programs?

By Stephanie Martin and Steve Colt

Alaska's prison population is among the fastest-growing in the U.S., with five times more inmates in 2007 than in 1981. Spending for the state justice system has nearly doubled since 1981—but the crime rate has dropped only about 30%.

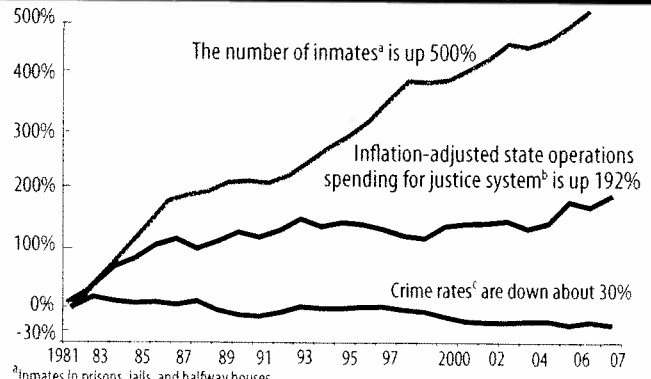
Here's the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senator Hollis French asked ISER to project growth in the number of Alaska inmates and the associated costs—and then evaluate whether the state could reduce that growth by expanding intervention and prevention programs for people already in prison or at risk of ending up there. Alaska currently spends about $17 million a year for such programs, but they aren't available to many of those who might benefit from them.

There are a wide range of such programs. But it is programs for adults who are already in prison or jail that have the most potential to save money and reduce crime in the next 20 years. That's because they can reach the most people.

We know that without any intervention, about two-thirds of those who serve their sentences and are released commit new crimes. Stopping at least some of them from committing more crimes would not only help improve public safety but also reduce growth in both the number of inmates and in spending.

Figure 1. Percentage Changes in Alaska Crime Rate, Spending for Justice System, and Number of Inmates, 1981-2007

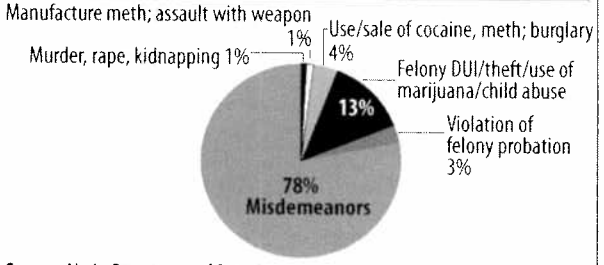


[a] Inmates in prisons, jails, and halfway houses
[b] Spending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.
[c] Rates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

Also, most of those released committed misdemeanors (Figure 2). Those who commit the most serious crimes serve long sentences and make up a small share of those released in any given year.

To analyze which programs have the most potential to reduce crime *and* save the state money, we worked with the Alaska Criminal Justice Working Group and the Washington State Institute of Public Policy. That institute did a similar analysis for Washington state and provided us with data it collected from program evaluations nationwide (see back page). What did our study show?

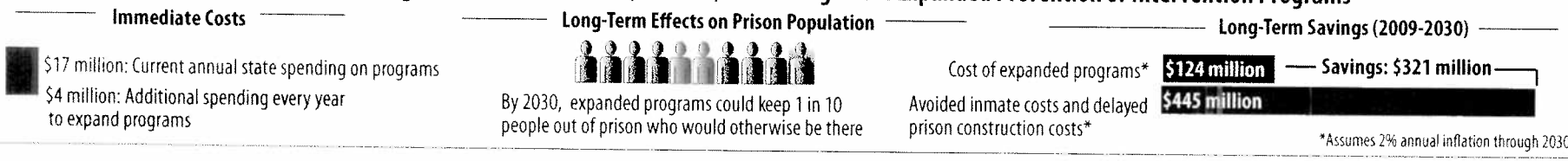
Figure 2. Who Gets out of Jail or Prison in Alaska?
(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

- *With no change in policies, the number of Alaska inmates is likely to double by 2030,* from 5,300 to 10,500.
- *If the state spent an additional $4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller* than projected—about 1,050 fewer inmates.
- *The state would spend about $124 million for expanded programs through 2030 but would avoid $445 million in costs—a savings of $321 million.* It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).
- *Education and substance-abuse treatment programs—in prison, after prison, and instead of prison—save the state two to five times* what they cost and reach the most people. Programs for teenagers are also very effective at reducing crime and saving money, but they reach fewer people.

Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs



Why Consider Expanding Programs?

In 1980, 2 in 1,000 Alaskans were behind bars; today that share is approaching 10 in 1,000. The sharp increase started in the 1980s, when the state government began collecting large oil revenues. The state used some of that money to expand police agencies, courts, and other parts of the criminal justice system statewide. Also in the 1980s, it made sentencing for the most serious felonies more uniform and stiffened sentences.

The crime rate in Alaska has declined since the 1980s. But the number of Alaskans in prisons, jails, and halfway houses has increased much faster, as have costs for the state justice system. Alaska's prisons are full, and the 1,500-bed prison scheduled to open in 2012 is projected to be full soon after it opens.

Locking people up is expensive, whether their crimes are major or less serious. Alaska spends on average $44,000 a year per inmate in prisons, jails, and halfway houses. Adjusted for inflation, that's actually less than in the 1980s—but it's still a lot (Figure 4).

Studies in other states have shown that some intervention and prevention programs can help cut both costs and crime, either by keeping people who have served their sentences from committing new crimes after they're released, or preventing some people from going to prison in the first place.

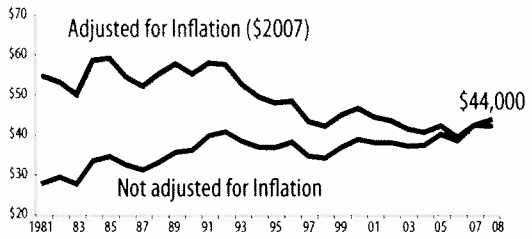
What Programs Did We Analyze?

The Alaska Criminal Justice Working Group gave us a list of programs to analyze. We looked for programs with the biggest potential payoff for the state—those that could reduce growth in both numbers of inmates and in spending for corrections, at a reasonable cost for the state.

Alaska already has a number of programs in place, and we found that expanding some of those would be most cost-effective. Table 1 lists the programs in our final analysis. As a guideline for what was a "reasonable" expansion, we used 10% to 20% of the eligible people not already served—except for very small programs that can't easily be expanded that much.

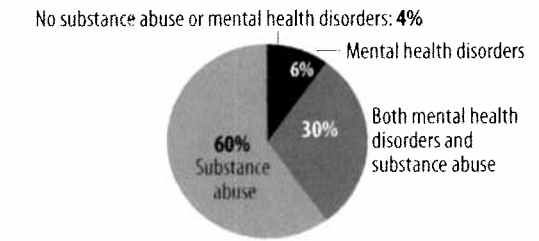
These programs would serve inmates, at-risk juveniles, and young children. They are all intended to reduce future crime in some way. Programs that treat substance-abuse or mental heath disorders have been shown to reduce recidivism—and as Figure 5 shows, almost all current inmates have those disorders.

Figure 4. Annual State Costs Per Inmate,* 1981-2008
(In Thousands of Dollars)



*Average cost of incarcerating people in prisons, jails, and halfway houses.
Source: Alaska Department of Corrections

Figure 5. How Many Alaska Inmates Have Substance Abuse or Mental Health Disorders?



Sources: Alaska Department of Corrections; Alaska Mental Health Trust

Table 1. Current Size and Potential Expansion of Intervention and Prevention Programs[a]

Programs	Currently serve	Reasonable expansion	Potentially eligible (2008)
Prison-based programs			
Education (adult basic; vocational)	More than 1,000	500	Almost all inmates (4,500)
Substance-Abuse (residential; intensive outpatient)	Close to 500	500	90% of inmates (approximately 4,000)
Sex-offender treatment[b]	0	50	10% of 500 eligible inmates
Transition from prison			
Transition for inmates with mental health disorders (Institutional Discharge Project)	70	100	36% of inmates (1,600)
Alternatives to Incarceration	500	500	Approximately 5,000[c]
Mental health, drug, alcohol courts; electronic monitoring; residential substance-abuse treatment			
Juvenile offenders	Approximately 500	1,000	Approximately 3,000
Aggression replacement training; family therapy; residential treatment; institutional transition			
Prevention	3,025	450	Approximately 8,000[e]
Head Start for 3- and 4-year olds from low-income families[d]			

[a] Programs included in our final analysis are those for which we found evidence that expansion would have significant pay-offs for the state at a reasonable cost. We evaluated additional programs not included here, either because there wasn't sufficient evidence to assess their effectiveness or because they weren't feasible to implement in Alaska at this time.

[b] To effectively reduce crime, sex offender treatment programs need to be offered in both prison and the community. Treatment is currently available only in the community, so the number served in prison is currently zero—but there are proposals to add treatment in prison.

[c] People facing low-level charges and with substance-abuse problems.

[d] Head Start is a federal program, but the state supplements federal money and Governor Sarah Palin has proposed additional state funding.

[e] We assume all children from families with up to double the poverty-level income would be eligible.

Conclusion

In conclusion, Figure 8 shows how Alaska's corrections system got where it is and where it's likely to go—if intervention and prevention program are kept at their current levels, and if the most effective programs are expanded to serve more of the eligible people.

We found that the state could both reduce the number of Alaskans in prison or jail and save considerable money over the next 20 years, by adding about $4 million a year to the $17 million it currently spends to keep people from returning to prison— or prevent them from ever going there at all.

Spending more for these programs even as oil prices and state revenues are falling may not seem like a good idea. But Alaska also needs to look to the future—and over time the benefits of strategically expanding those programs that reduce crime and keep more Alaskans out of prison far outweigh the costs.

Method of Analysis

Our job was to assess whether specific programs could reduce long-term state spending for corrections by reducing growth in the number of inmates. As a starting point, we needed evaluations of how effective various programs are at reducing future crime.

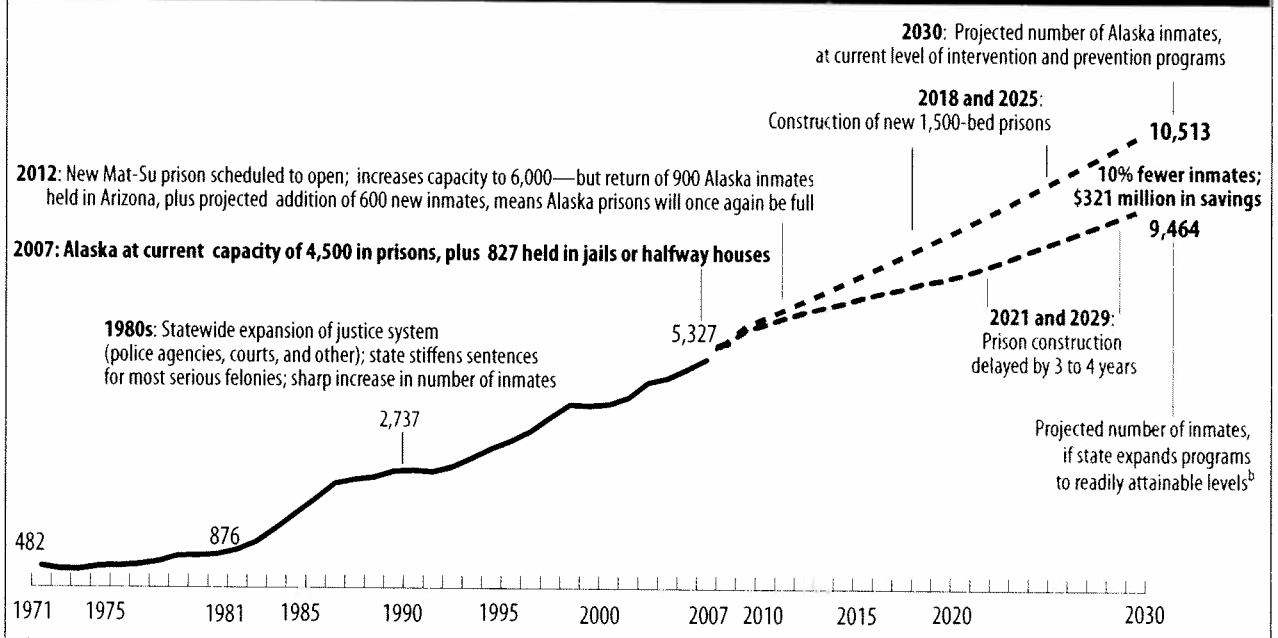
But except for some of the therapeutic court programs, most programs in Alaska have not been rigorously evaluated. Therefore, we used results of a Washington state assessment that systematically reviewed 571 program evaluations from around the country.

To be included, evaluations had to have carefully designed control groups, replicable results in multiple settings, and long-lasting effects. This method is evidence-based public policy, which merges research and practice. It is similar to clinical trials in medicine. Keep in mind that this is a new field, and only about 10% of programs in place nationwide have been evaluated at this standard.

With data from rigorous evaluations, the Washington State Institute of Public Policy created a model that estimated the effects of programs on recidivism—and then combined those results with a cost-benefit analysis to estimate the long-term effects on state spending and inmate populations.

We combined the institute's estimates of recidivism with Alaska data on program costs, eligible groups, and state population to estimate long-term effects on crime and state spending.

Figure 8. Average Number of Alaska Inmates,[a] 1971-2007, and Projected Number, 2008-2030



[a] Average daily number of people in prisons, jails, and halfway houses. [b] The number of people who could be readily added to program rolls varies considerably by program; see Table 1.

Sources: Alaska Department of Corrections; ISER projections of number of prisoners, based on Alaska Department of Labor projections of Alaska population 18-64 and assuming no change in current use of rehabilitation programs as well as expanded use; Washington State Institute of Public Policy

The authors thank the members of the Alaska Criminal Justice Working Group for their help in identifying programs to evaluate and for comments on drafts of this publication. The Alaska Legislature funded this group in 2007 and authorized the Alaska Judicial Council to act as its staff.

The group is chaired by a justice of the Alaska Supreme Court and Alaska's lieutenant governor. Other members include top policymakers from the departments of Corrections, Public Safety, Health and Social Services, and Law, as well as the Alaska Mental Health Trust Authority; the heads of the Alaska Public Defender Agency and the Office of Public Advocacy; the administrative and deputy directors for the Alaska Court System; the executive director of the Judicial Council, the U.S. attorney, and Anchorage's police chief.

This group meets monthly to talk about long-term justice issues, as well as to resolve any inter-branch issues that come up among the many agencies and organizations that deal with aspects of Alaska's justice system.

The authors also thank Elizabeth Drake and Steve Aos of the Washington State Institute of Public Policy for developing the methods and models we used and for helping us apply them to Alaska. For more information go to www.wsipp.wa.gov.

This research summary and many other publications on a wide range of topics are available on ISER's Web site:

www.iser.uaa.alaska.edu

Editor: Linda Leask Graphics: Clemencia Merrill

We looked at but excluded other programs from our final analysis. The criminal justice working group decided that a few programs, while effective elsewhere, wouldn't be feasible to implement in Alaska at this time. For other programs, there wasn't enough available evidence to judge how effective they were in saving money or reducing crime, or the available evidence showed them to be largely ineffective.

How Do the Programs Compare?

As Figure 3 (front page) shows, expanding programs to serve more of the eligible people would save the state about $321 million and reduce the projected number of inmates 10% by 2030. Figures 6 and 7 show how the various programs contribute to costs, savings, and reductions in the number of Alaskans behind bars.

- *Education and substance-abuse treatment programs for inmates save two to four times what they cost*, reduce recidivism by about four percentage points, and can reach the most people.

- *Intervention programs for juveniles who have committed crimes are very effective* at saving money and reducing recidivism, but they serve a much smaller number of people.

- *Programs that set up transition services for inmates with mental-health disorders* coming out of prison are among the most effective—but they can't readily be expanded to serve the many people who could benefit from them.

- *Alternatives to prison for some people charged with lesser offenses save the state money right away, and almost all reduce recidivism*. The exception is electronic monitoring, which is inexpensive but hasn't been shown to reduce future crime.

- *Treatment programs for sex offenders do reduce crime*, but they are very expensive and so don't save the state money.

- *Programs that prevent future crime by helping very young at-risk children are the most effective*. But the effects of spending for those programs aren't apparent until many years later.

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

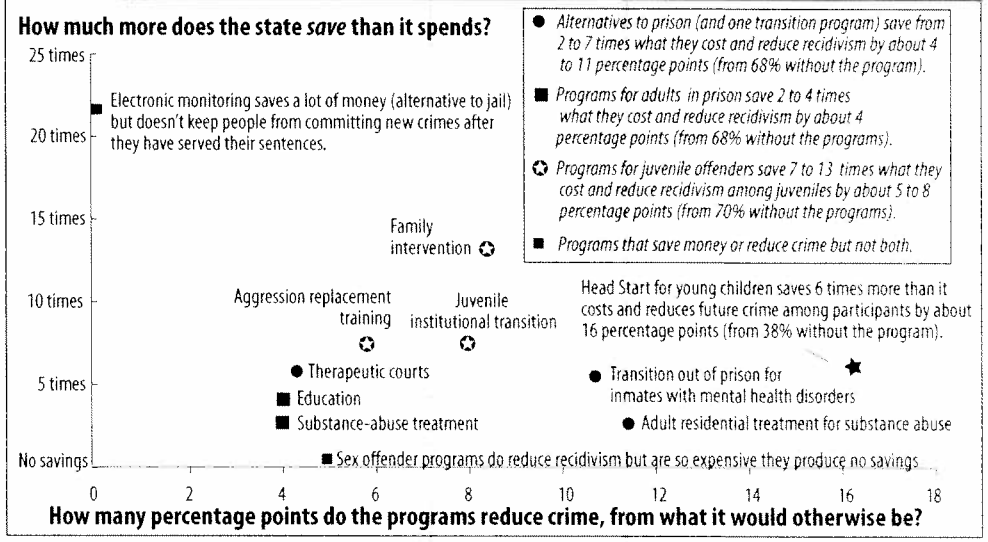
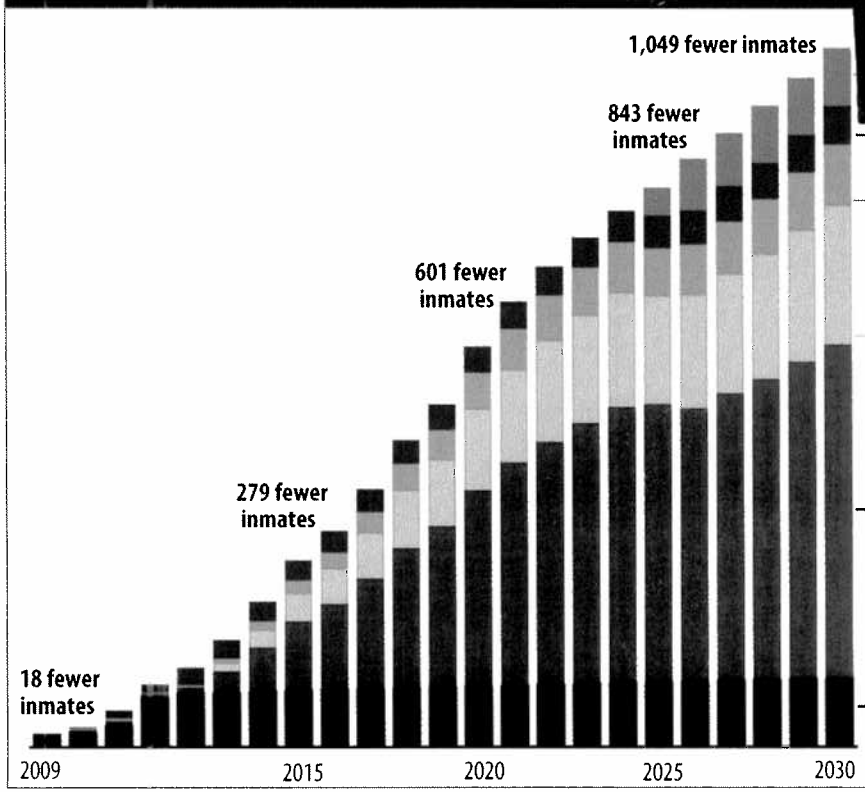


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



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

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

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

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

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

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

LEGISLATIVE RESEARCH REPORT

APRIL 7, 2009

REPORT NUMBER 09.219

EARLY EDUCATION PROGRAM COMPARISON

PREPARED FOR REPRESENTATIVE CHRIS TUCK

BY TIM SPENGLER, LEGISLATIVE ANALYST

You asked for a comparison between the Parents as Teachers early education program and any state-funded early education program in Alaska. Specifically, you wanted the report to include the following:

- Services provided by the programs;
- Annual costs per child or family;
- Number of children currently served;
- Ages of those children; and an
- Urban/rural disaggregation of children served.

Head Start is the only early education program currently receiving state funding.[1] The program serves children through five years of age from low income homes. Head Start services include education, health, dental, nutrition, mental health, special needs, and family services. The program's goals include increasing the child's social competence, such as the ability to deal with the everyday, present environment, and future responsibilities in life and school. Head Start also works with the families of these children to help educate and strengthen them by offering training and support to facilitate growth and change. Services are offered primarily in centers (classrooms) and sometimes in homes, where work with the family is emphasized. Typically children attend Head Start classrooms three and a half hours a day, four days a week, according to Dirk Shumaker, Vice President, Alaska Head Start Association.[2] In Alaska, there are 17 Head

[1] Head Start serves children aged three through five years while Early Head Start serves infants and toddlers until the age of three. For this report, we use "Head Start" to mean all children from birth through age five, served in the program. Information on Head Start comes from various sources including personal communication with Paul Sugar, Education Specialist, Department of Education and Early Childhood Development. Mr. Sugar can be reached at (907) 465-4862.

[2] Some Head Start programs offer full day classes that are six and a half hours per day. Dirk Shumaker can be reached at (907) 279-2021.

Start grantees providing services in approximately 100 communities. In fiscal year 2008, Head Start served around 3,500 students.[3]

Parents as Teachers (PAT) is an early childhood parent education and family support program that attempts to help parents give their children a positive start in life. The program, which is administered in Alaska by the Rural Alaska Community Action Program, Inc. (RurAL CAP), works with parents prenatally and until their children are six years of age.[4] Personalized home visits from a trained parent educator are the centerpiece of the PAT program. These visits can be weekly, bi-weekly, or monthly depending on the program's capabilities and the family's needs. During these visits, the parent educator helps parents understand what to expect in each developmental stage and offers practical suggestions on how to encourage learning, manage challenging behavior, and promote strong parent-child relationships. Parents as Teachers also facilitates group gatherings where a number of families learn together and share their successes and challenges. Additionally, PAT conducts developmental screenings to ensure that children are on-track and to detect possible delays. Referrals to other agencies are also offered with the family's consent.[5] There are Parents as Teachers programs in 48 Alaska communities, and during the 2007-2008 school year, PAT served 963 children.

There are minimum requirements for both Head Start teachers and Parents as Teachers parent educators. All Head Start teachers must have attained a Child Development Associate (CDA). Among the CDA requirements are 120 hours of early childhood training and workplace observations by a CDA advisor. In 2011, all Head Start teachers will be required to have associate degrees in early childhood education (or a related field) and by 2013 half must have bachelor degrees. To become a certified parent educator for PAT individuals must attend a five to seven day Born to Learn Institute.[6] Institute training includes child development education, parenting strategies, personal and group meeting facilitation, and screenings. Additionally, there are follow-up courses a parent educator must complete to retain his or her certification.

Both Head Start and Parents as Teachers have multiple grantees (primarily tribal entities, school districts, and non-profits organizations) that may administer their programs in slightly different ways depending upon available resources and community needs. Although both programs are geared at enriching the early education of children, they have different approaches—Head Start is classroom based and child focused, while PAT is home-visit based and parent focused—making it difficult to draw meaningful comparisons.[7] Notwithstanding these differences, we present in Table 1, the most recent figures available comparing the number of children served, and costs for both programs. While Head Start is significantly costlier, it is important to remember that it usually serves children four days a week—three and a half hours a day—in a classroom, whereas PAT usually involves parent educators conducting one to four home-visits per month.

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[3] According to the *Alaska Head Start Association, Fact Sheet, 2008-2009 Program Year*, (found through *http://www.akheadstart.org/*) Head Start enrollment in fiscal year 2009 is around 3,100.

[4] RurAL CAP is a private, statewide, nonprofit organization that attempts to improve the quality of life for low-income Alaskans (*http://www.ruralcap.com*).

[5] Information on Parents as Teachers comes from various sources including direct correspondence with Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.

[6] PAT in Alaska has two trainers who live in the state and conduct the vast majority of the Born to Learn Institutes.

[7] For example, it would obviously be more costly to run a program that has the overhead associated with a center.

Table 1: Head Start and Parents as Teachers, Children Served and Costs

Table 1: Head Start and Parents as Teachers, Children Served and Costs

	Head Start	Parents as Teacher
Number of Children Served	3,557	963
Estimated Annual Cost	$8,000-12,000 (per child)	$3,000 (per family)

Notes: Head Start figures are for Fiscal Year 2008, while Parents as Teacher numbers are for program year 2007-2008 (both programs primarily operate for nine months during the school year). For a child in a Head Start urban setting, costs average around $8,000 while costs can go upward of $12,000 in the most remote rural areas. Parents as Teacher estimates are per family. During the 2007-2008 school year, PAT served 963 children from 809 families.
Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.

Melissa Pickle, Parents as Teachers, Alaska State Coordinator, notes that the cost of a PAT program varies from program to program. Costs depend on a variety of issues such as how often a parent educator visits a family, how frequently groups for parents are provided, where the program is located, and what services are offered. The PAT cost estimate of $3,000 per family is based on a parent educator visiting 40 families once a month (or 20 families twice a month), and one group meeting per month, throughout the school year.

Alaska Head Start programs are primarily funded by the federal Department of Health and Social Services, according to Paul Sugar, Education Specialist, Department of Education and Early Development. Mr. Sugar explains that this funding goes directly to the local nonprofit and tribal grantee organizations that administer the programs. The state provides additional funding to ensure grantees meet the federal funds matching requirement and to improve program quality and serve additional children and families, whenever possible.

In Table 2 we provide a disaggregation of the ages of children served by Head Start and Parents as Teachers in Alaska. This reflects fiscal year 2008 data for Head Start and the 2007-2008 school year numbers for Parents as Teachers.

Table 2: Ages of Children Served, Head Start and Parents as Teachers

Age	Prenatal	Under One	One	Two	Three	Four	Five	Total
Head Start	N/A	149	143	213	1,169	1,549	334	3,557
Parents as Teachers	31	122	212	230	208	108	52	963

Notes: Children served in Head Start programs in Alaska are for fiscal year 2008. Parents as Teachers numbers are for the 2007-2008 school year. Complete specific age information for one of PAT's sites (Ft. Wainwright) was unavailable. At least 11 children, ages birth to three, were served at this site during this time period. For this table, we divide these 11 among the under one, one year, and two year categories.
Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907)865-7345.

According to Paul Sugar, approximately 40 percent of children currently in Head Start programs live in Anchorage, Fairbanks, Juneau, or the Mat-Su Valley. The remaining 60 percent of program participants reside in more rural areas of the state. Parents as Teachers, meanwhile, also serves the majority of its clients in rural areas with only around 28 percent of its families hailing from these four urban centers, according to Melissa Pickle.[8]

According to all the sources we reviewed, there are myriad benefits educationally and socially for children with access to early childhood education. For instance, we include, as Attachment A, a report by the RAND Corporation that finds that early childhood education yields multiple benefits for both children and society at large.[9] The benefits noted include academic achievement, delinquency and crime reduction, and labor market success. We also include, as Attachment B, fact sheets from Head Start and Parents as Teachers that highlight program successes.

We hope you find this information to be useful. Please let us know if you have questions or need additional information.

[8] The vast majority of the children served by PAT in urban communities come from Fairbanks where the Fairbanks Native Association runs the PAT program.

[9] The RAND Corporation is a non-profit research organization providing analysis and solutions for public and private sector issues. (*http://www.rand.org.*)

Attachment A

"Proven Benefits of Early Childhood Interventions," Rand Corporation, Research Brief, 2005

RAND LABOR AND POPULATION

RESEARCH BRIEF

Proven Benefits of Early Childhood Interventions

RAND RESEARCH AREAS
THE ARTS
CHILD POLICY
CIVIL JUSTICE
EDUCATION
ENERGY AND ENVIRONMENT
HEALTH AND HEALTH CARE
INTERNATIONAL AFFAIRS
NATIONAL SECURITY
POPULATION AND AGING
PUBLIC SAFETY
SCIENCE AND TECHNOLOGY
SUBSTANCE ABUSE
TERRORISM AND HOMELAND SECURITY
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There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for the parents, the children, or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the caregiving environment.

As part of a recent study, RAND researchers synthesized what is known from the scientifically sound research literature about the short- and long-term benefits from early intervention programs, the features that are associated with more-effective programs, and the economic gains that accrue from investing additional resources in early childhood. We summarize those findings here. A companion research brief focuses on the characteristics and number of children who may need help to overcome threats to healthy development, such as resource disparities in early childhood. It also addresses the consequences of those threats for educational outcomes and beyond.

Key findings:

- Early childhood intervention programs have been shown to yield benefits in academic achievement, behavior, educational progression and attainment, delinquency and crime, and labor market success, among other domains.
- Interventions with better-trained caregivers and smaller child-to-staff ratios appear to offer more favorable results.
- Well-designed early childhood interventions have been found to generate a return to society ranging from $1.80 to $17.07 for each dollar spent on the program.

A Range of Benefits

The study focused on programs that provide child development services from the prenatal period until kindergarten entry and that had scientifically sound evaluations. A literature review identified twenty such programs, nineteen of which demonstrated favorable effects on child outcomes. Fifteen of the effective programs were judged to have a "strong" evidence base because they measured outcomes at the time of kindergarten entry or beyond. The remaining four were not judged to have a strong evidence base because, as of the last follow-up, the participants had not yet reached kindergarten age. Many or all of the children in those programs were as young as age 2 or 3, so there is less information as to the lasting effects of the program on outcomes of interest. The evidence base for these programs was designated "promising."

Although these programs represent varied approaches to early intervention, they fall into one of three broad approaches (see the accompanying table). Programs in the first group concentrate primarily on providing parent education and other family supports through home visiting or services provided in other settings (e.g., medical provider offices, classrooms in child-care centers). A second approach focuses on providing early childhood education, typically in a center-based setting, for one or two years prior to school entry. A third strategy combines the two approaches, with early childhood education services provided in centers

supplemented by parental education delivered in the same setting or through home visits.

These nineteen early intervention programs demonstrated significant and often sizable benefits in at least one of the following domains: cognition and academic achievement, behavioral and emotional competencies, educational progression and attainment, child maltreatment, health, delinquency and crime, social welfare program use, and labor market success. In some cases, the improved outcomes in these domains were demonstrated soon after the program ended; in other cases, the favorable impacts were observed through adolescence and in the transition to adulthood. In the case of the Perry Preschool Program, lasting benefits in multiple domains have been measured thirty-five years after the intervention ended.

Even though findings suggest that early benefits in terms of cognition or school achievement may eventually fade, the evidence indicates that there can be longer-lasting and substantial gains in outcomes such as special education placement and grade retention, high school graduation rates, labor market outcomes, social welfare program use, and crime. A few studies indicate that the parents of participating children can also benefit from early intervention programs, particularly when they are specifically targeted by the intervention.

Effective Early Childhood Intervention Programs Included in Study

Home Visiting or Parent Education
DARE to be You
Developmentally Supportive Care: Newborn Individualized Developmental Care and Assessment Program*
HIPPY (Home Instruction Program for Preschool Youngsters) USA
Incredible Years
Nurse-Family Partnership Program
Parents as Teachers*
Project CARE (Carolina Approach to Responsive Education)—without early childhood education
Reach Out and Read*
Home Visiting or Parent Education Combined with Early Childhood Education
Carolina Abecedarian Project
Chicago Child-Parent Centers
Early Head Start*
Early Training Project
Head Start
High/Scope Perry Preschool Project
Houston Parent-Child Development Center
Infant Health and Development Program
Project CARE—with early childhood education
Syracuse Family Development Research Program
Early Childhood Education Only
Oklahoma Pre-K
NOTES: All listed programs are judged to have a strong evidence base, except those marked with an asterisk. For the latter, a substantial number of children were as young as age 2 or 3 at the time of the most recent follow-up, so their evidence base is judged to be promising.

Features of Effective Programs

Policymakers and providers considering early childhood intervention programs may choose to adopt one of the proven program models shown in the table, several of which already operate on a large scale or are being replicated on a larger scale. Beyond these proven models, the literature offers some guidance about those features that are associated with better outcomes for children. Based on experimental and quasi-experimental evaluations of program design features, as well as comparisons of effects across model programs, three features appear to be associated with more effective interventions:

- Programs with better-trained caregivers appear to be more effective. In the context of center-based programs, this may take the form of a lead teacher with a college degree as opposed to no degree. In the context of home visiting programs, researchers have found stronger impacts when services are provided by nurse home visitors as opposed to a paraprofessional or lay professional home visitor.
- In the context of center-based programs, there is evidence to suggest that programs are more successful when they have smaller child-to-staff ratios.
- There is some evidence that more intensive programs are associated with better outcomes, but not enough to indicate the optimal number of program hours or how they might vary with child risk characteristics.

Ideally, we would like to know more about intervention features that generate better outcomes for children so that policymakers and practitioners can achieve optimal program designs for the children and families they serve. Thus, continued evaluation of model programs and effective program features is essential.

Economic Returns from Effective Early Intervention Programs

It is noteworthy that the features associated with more successful programs tend to be costly. This suggests that more money may need to be spent to obtain greater benefits—at least up to a point. It is therefore reasonable to ask whether devoting resources to achieve benefits associated with successful but more costly programs is worth the investment.

Notably, many of the benefits from early childhood interventions listed above can be translated into dollar figures and compared with program costs. For example, if school outcomes improve, fewer resources may be spent on grade repetition or special education classes. If improvements in school performance lead to higher educational attainment and subsequent economic success in adulthood, the government may benefit from higher tax revenues and reduced outlays for social welfare programs and the criminal justice system. As a result of improved economic outcomes, participants themselves benefit from higher lifetime incomes, and other

members of society gain from reduced levels of delinquency and crime.

Researchers have conducted benefit-cost analyses, using accepted methodologies, for a subset of the programs we identified as having favorable effects. For those programs with benefits that could readily be expressed in dollar terms and those that served more-disadvantaged children and families, the estimates of benefits per child served, net of program costs, range from about $1,400 per child to nearly $240,000 per child. Viewed another way, the returns to society for each dollar invested extend from $1.80 to $17.07. Some of the largest estimates of net benefits were found for programs with the longest follow-up, because those studies measured the impact for outcomes that most readily translate into dollar benefits (e.g., employment benefits, crime reduction). Large economic returns were found for programs that required a large investment (over $40,000 per child), but returns were also positive for programs that cost considerably less (under $2,000 per child). Programs with per-child costs in between these two figures also generated positive net benefits. The economic returns were favorable for programs that focused on home visiting or parent education as well as for programs that combined those services with early childhood education.

Because not all benefits can be translated into dollar values, these benefit-cost estimates for effective programs are likely to be conservative. Moreover, such analyses do not incorporate some of the other potential benefits that were not measured in the studies. These might include improved labor market performance for the parents of participating children, as well as stronger national economic competitiveness as a result of improvements in educational attainment of the future workforce. It is important to note that these findings represent the potential effects of well-designed and well-implemented interventions. They do not necessarily imply that all such early childhood interventions, delivered for any given amount of time, would generate benefits that offset costs.

For decisionmakers considering investments in early childhood interventions, these findings indicate that a body of sound research exists that can guide resource allocation decisions. This evidence base sheds light on the types of programs that have been demonstrated to be effective, the features associated with effective programs, and the potential for returns to society that exceed the resources invested in program delivery. These proven results signal the future promise of investing early in the lives of disadvantaged children. ■

This research brief describes work for RAND Labor and Population documented in *Early Childhood Interventions: Proven Results, Future Promise* by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC (available at www.rand.org/publications/MG/MG341), 2005, 200 pages, $24, ISBN: 0-8330-3836-2. MG-341 is also available from RAND Distribution Services (phone: 310-451-7002; toll free 877-584-8642; or email: order@rand.org).

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RB-9145-PNC (2005)

Federal Funding Streams Available to Support Alaska 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.*
- **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 pre-school 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.*
- **Child Abuse Prevention and Treatment Act (Title II/Community Based Child Abuse Prevention) –** Assists states to create and operate statewide coordinated systems and specific programmatic services to "strengthen and support families to prevent child abuse and neglect."
    - *Personalized family support is specifically mentioned as a possible family resource and support service that can be supported with CBCAP funds.*
- **Promoting Safe and Stable Families (Title IV-B, Subpart 2, of the Social Security Act) –** This act was established with several following purposes including family preservation,

community-based family supports, time-limited family reunification and adoption promotion and support. It provides critical funding to support a range of prevention and intervention services for families and children. Within these parameters states have considerable flexibility in designing the services and programs funded.

- *States such as Michigan have included in their Child and Family Service Plan to include funding for family support systems, such as Parents as Teachers*.

- **Temporary Assistance for Needy Families (TANF) –** The TANF program objectives includes assisting families so that children may be cared for in their homes or in the homes of relatives.
  - *To achieve this goal, states may fund parent education and personalized visiting services to improve parenting skills and prevent child abuse and neglect.*

- **Title V Community Prevention Grants Program (Also known as the Incentive Grants for Local Delinquency Prevention Programs) –** These funds are used for local governments to support delinquency prevention and early intervention programs. The programs seek to reduce risk factors that contribute to delinquency and promote protective factors in schools, communities and families to increase front-end prevention strategies at the local level.
  - *Parents as Teachers families have been shown to have fewer documented cases of child abuse and neglect. The methodology incorporates the Strengthening Families protective factors into the training and curriculum.*

Investments in children are always investments in tomorrow.

Guide to Funding

For Parents as Teachers programs

Parents as Teachers
national center

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. 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

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 HIPPY.

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

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: Nonprofit 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 comprehensive 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/21stcclc/index.html
- List of contacts in each state with next application due date: http://www.ed.gov/programs/21stcclc/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.famlit.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

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 program. 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

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 corporations 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, coworkers 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.

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. 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. 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).

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, application 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. 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. 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 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.

- 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,

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.

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
See previous articles online for specific topics.

The Foundation Center
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
Subscribe to the email RFP alerts by category.

Fundsnet Services
www.fundsnetservices.com
Basic research for grant opportunities.

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

The NonProfit Times
www.nptimes.com
General news about fund raising. Good advice on writing solicitation letters.

Federal Grants
www.grants.gov
Electronically find and apply for competitive grant opportunities from all Federal agencies.

Grantstation
www.grantstation.com
Information about upcoming private grant opportunities and funding trends.

Children & Youth Funding Report
www.cdpublications.com
Federal and private grant opportunities. Subscription fee required.

Technology
www.techsoup.org
Tips on writing grants, funding sources, and how to do online fundraising.

Report on Preschool Program
www.bpinews.com
Weekly newsletter on Federal programs. Subscription fee required.

The Grass Roots Fundraising Book by Joan Flanagan
Available at 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.

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

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.

Funding Worksheet

WHERE DOES MY FUNDING COME FROM?

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

Funding Worksheet

Source	**Directly** (grants you solicit) **Estimate amounts**	**Indirectly** (Regranted through state or local agencies) **Estimate amounts**
Private Funds		
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)		
Total all Private Funds		
Total All Public Funds		
Total all Private Funds		
Total All Funds		