



Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku
Southwood Manor, Campbell, and Independence Park

HB 69: Alaska Parents as Teachers Act

Sponsor Statement

Every parent has the same desire – to see their children receive the foundations for a successful future. Unfortunately, not all parents have the resources to put their children into preschool or other early education programs. HB 69 will provide educational services as early as possible, to those who need it and want it, right into their home.

Alaska's children represent the security and future opportunities for our families, communities and our state. Yet Alaska remains among less than 10 states that do not provide statewide pre-kindergarten education to its children. This bill is an attempt to implement cost-effective, fact-based solutions to Alaska's poor graduation rates. Enhancing parental involvement in the homes of children who could benefit from it is consistent with the views of many Alaskans, across the political spectrum.

HB 69 seeks to add Alaska to the ranks of the vast majority of states that have recognized the validity of studies showing that children who benefit from early education earn more money as adults, enter the job market in much larger numbers, obtain college education in higher numbers, remain off public assistance in greater numbers, and remain out of jail in much greater numbers.

Alaska has a responsibility to provide the best education possible for its children. Currently, outside of a few school district classrooms, the state only provides pre-K education through the Head Start program, which is only available to the poorest students, and which is underfunded.

Currently there are close to 1,000 Alaska children on Head Start Waiting lists, and Head Start isn't available in many Alaska communities.

HB 69 fills the pre-K education gap by providing parents with expert advice and educational materials to use while instructing their children in their home. The plan also offers health and developmental screenings to identify problems early which is more cost-effective and successful for children. In home education is far less expensive than traditional educational efforts that require building construction and student transportation. It is not a replacement for effective pre-kindergarten classrooms, but is a cost-effective alternative, and is needed as long as Alaska remains far from implementing a statewide pre-kindergarten plan that makes pre-k education available to all Alaska families who wish to participate.

Extensive research shows that a child's intellectual development is especially important before age six. A study by the Parents as Teachers National Center in 2007 found that children who participated in parentally guided in-home pre-Kindergarten programs were more prepared upon entering kindergarten and performed better on achievement tests than those children not receiving in-home pre-K education. Young children who receive high quality early education do better in school academically, are better behaved in classes, and are more likely to stay in school, graduate, and go on to attend college.

The beneficial impact of early education also extends to the economy with multiple studies showing that funds invested in early education pay dividends in the long run. Every dollar invested in high-quality pre-kindergarten programs save taxpayers up to \$7. Pre-K results in savings by reducing the need for remedial and special education, welfare, and criminal justice services. An ongoing study of 40-year-old adults in Michigan who participated in the 1962 Perry Preschool Project found that adults with pre-K were more likely to be employed and earned 33 percent higher average income than their peers who did not have state-funded early education.

Additionally, a study prepared for the SEED program at the University of Alaska Southeast states that 87 percent of Alaska residents think it is important for state government to provide financial support for early education and child care.

Please contact our offices if you have any questions or need any information.



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Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku
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Date: February 9, 2009

To: Representative Paul Seaton, Chair
House Education Committee

From : Representative Chris Tuck
House District 29

RE: Description of Differences between HB 69 and HB 69 CS

The committee substitute for House Bill 69, "Alaska Parents as Teachers Act" contains several minor technical changes to House Bill 69. The changes in the committee substitute are as follows:

- Uses the phrase "participating family" in place of "participant" throughout.
- Page 2, lines 15-20 – Amended to make educator-parent visits optional, and allow for parents to opt into more than one meeting per month, and deletes references to cost considerations for reducing visits.
- Page 4, lines 9-10 – Definition of "family" added for clarification of program inclusion.
- Page 4, Line 12 – Added subsection (4) – "'trained parent educator' means agency employee trained and certified in the program curriculum."

The committee substitute also removes the section establishing a pre-K program rating system. Changes related to that are as follows:

- Page 1, Line 3 – Deleted "and establishing a rating system for early childhood education."
- Page 6, Line 18-21 – Deleted section 18.

26-LS0281\C
Mischel
2/9/09

CS FOR HOUSE BILL NO. 69()

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SIXTH LEGISLATURE - FIRST SESSION**

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES TUCK, PETERSEN, KAWASAKI AND GARA

A BILL

FOR AN ACT ENTITLED

1 **"An Act establishing in the Department of Education and Early Development a**
2 **voluntary parent education home visiting program for pre-elementary aged children."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 *** Section 1.** The uncoded law of the State of Alaska is amended by adding a new section
5 to read:

6 **SHORT TITLE.** This Act may be known as the Alaska Parents as Teachers Act.

7 *** Sec. 2.** The uncoded law of the State of Alaska is amended by adding a new section to
8 read:

9 **FINDINGS.** The legislature finds that

- 10 (1) a parent is a child's first and most influential teacher;
- 11 (2) a parent's ability to enhance a child's development and ability to enter
- 12 school ready to succeed can be significantly enhanced through parent education and family
- 13 support that will help parents prepare their child to succeed in school;
- 14 (3) undiagnosed and unaddressed developmental and health problems can

1 impede overall development and school readiness and can contribute to grade retention for a
2 child;

3 (4) early childhood home visits can lead to positive outcomes for children and
4 families, including increased school readiness, sustained school success, improved child
5 health and development, positive parenting practices, and reductions in child maltreatment.

6 * **Sec. 3.** AS 14.03 is amended by adding a new section to article 1 to read:

7 **Sec. 14.03.165. Parent education home visiting program.** (a) The statewide
8 voluntary parent education home visiting program is established in the department.
9 The program shall be implemented through an implementation plan submitted by a
10 local agency and approved by the department to provide home visits and resource
11 information to participating families of a pre-elementary aged child, birth through five
12 years of age.

13 (b) The program must include

14 (1) an opportunity for a participating family to receive home visits to a
15 participating family's home or a mutually agreed on location by a trained parent
16 educator employed by the department or a local agency once a month unless the
17 trained parent educator determines that more frequent visits are required to provide
18 identified services, in which case, the family must be afforded the opportunity to
19 receive more frequent home visits;

20 (2) parent group meetings, arranged by the local agency, to occur not
21 less than once a month;

22 (3) annual developmental and health screenings as recommended by
23 the Department of Health and Social Services;

24 (4) referrals to and information on available community resources;

25 (5) research and evidence based interventions;

26 (6) program outcomes that demonstrate, five years or less after
27 implementation of the program,

28 (A) enhanced school readiness;

29 (B) increased parent understanding of child development and
30 developmental milestones;

31 (C) a reduction in the incidence of child abuse and neglect;

(D) increased identification of health problems and developmental delays through regular screenings;

(E) improvement of child health indicators, including immunization rates; and

(F) increased parental involvement.

(c) A local agency may apply for funding to provide services under the program by submitting an implementation plan for review and approval by the department. The implementation plan must include

(1) an outline of the agency's plans for delivering the services required for the program under (b) of this section;

(2) a description of the collaborative agreements the agency will form with community service providers to meet the needs of the families participating in the program;

(3) a needs assessment for the community to be served by the agency;

(4) an annual evaluation of and reporting on the program that includes

the

(A) number of families and children served;

(B) number of aggregate visits and average number of visits conducted for each family;

(C) demographic information for participating families;

(D) number and type of health and developmental delays identified;

(E) number of group parent meetings held;

(F) average cost for each family served;

(G) number of children screened and receiving referrals for further evaluation; and

(H) the number of referrals to other community organizations and resources.

(d) The department shall adopt regulations to implement this program, including standards for the qualification and approval of trained parent educators that require fingerprinting and criminal justice history screening of applicants.

1 (e) In this section,

2 (1) "developmental and health screening" means the process of
3 measuring the progress of a child to determine whether the child suffers a delay or
4 potential delay in normal development or is advanced in one or more areas of
5 development including understanding and use of language, perception through sight or
6 hearing, motor development and hand-eye coordination, health, and physical
7 development;

8 (2) "family" means one or more biological or adoptive parent and one
9 or more of the parent's pre-elementary aged children;

10 (3) "local agency" means a school district, regional educational
11 attendance area, or a not for profit organization that provides community services;

12 (4) "trained parent educator" means a person employed by the
13 department or a local agency who has been trained and approved to provide parent
14 education under the program.

15 * Sec. 4. AS 14.07.020(a) is amended to read:

16 (a) The department shall

17 (1) exercise general supervision over the public schools of the state
18 except the University of Alaska;

19 (2) study the conditions and needs of the public schools of the state,
20 adopt or recommend plans, administer and evaluate grants to improve school
21 performance awarded under AS 14.03.125, and adopt regulations for the improvement
22 of the public schools;

23 (3) provide advisory and consultative services to all public school
24 governing bodies and personnel;

25 (4) prescribe by regulation a minimum course of study for the public
26 schools; the regulations must provide that, if a course in American Sign Language is
27 given, the course shall be given credit as a course in a foreign language;

28 (5) establish, in coordination with the Department of Health and Social
29 Services, a program for the continuing education of children who are held in detention
30 facilities in the state during the period of detention;

31 (6) accredit those public schools that meet accreditation standards

1 prescribed by regulation by the department; these regulations shall be adopted by the
2 department and presented to the legislature during the first 10 days of any regular
3 session, and become effective 45 days after presentation or at the end of the session,
4 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
5 the members of each house;

6 (7) prescribe by regulation, after consultation with the state fire
7 marshal and the state sanitarian, standards that will assure healthful and safe
8 conditions in the public and private schools of the state, including a requirement of
9 physical examinations and immunizations in pre-elementary schools; the standards for
10 private schools may not be more stringent than those for public schools;

11 (8) exercise general supervision over pre-elementary schools that
12 receive direct state or federal funding;

13 (9) exercise general supervision over elementary and secondary
14 correspondence study programs offered by municipal school districts or regional
15 educational attendance areas; the department may also offer and make available to any
16 Alaskan through a centralized office a correspondence study program;

17 (10) accredit private schools that request accreditation and that meet
18 accreditation standards prescribed by regulation by the department; nothing in this
19 paragraph authorizes the department to require religious or other private schools to be
20 licensed;

21 (11) review plans for construction of new public elementary and
22 secondary schools and for additions to and major rehabilitation of existing public
23 elementary and secondary schools and, in accordance with regulations adopted by the
24 department, determine and approve the extent of eligibility for state aid of a school
25 construction or major maintenance project; for the purposes of this paragraph, "plans"
26 include educational specifications, schematic designs, and final contract documents;

27 (12) provide educational opportunities in the areas of vocational
28 education and training, and basic education to individuals over 16 years of age who
29 are no longer attending school;

30 (13) administer the grants awarded under AS 14.11;

31 (14) establish, in coordination with the Department of Public Safety, a

1 school bus driver training course;

2 (15) require the reporting of information relating to school disciplinary
3 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
4 behavior;

5 (16) establish by regulation criteria, based on low student performance,
6 under which the department may intervene in a school district to improve instructional
7 practices, as described in AS 14.07.030(14) or (15); the regulations must include

8 (A) a notice provision that alerts the district to the deficiencies
9 and the instructional practice changes proposed by the department;

10 (B) an end date for departmental intervention, as described in
11 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
12 consecutive years of improvement consisting of not less than two percent
13 increases in student proficiency on standards-based assessments in math,
14 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

15 (C) a process for districts to petition the department for
16 continuing or discontinuing the department's intervention;

17 (17) notify the legislative committees having jurisdiction over
18 education before intervening in a school district under AS 14.07.030(14) or redirecting
19 public school funding under AS 14.07.030(15);

20 (18) establish standards and provide technical assistance and
21 oversight for the statewide parent education home visiting program under
22 AS 14.03.165.

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

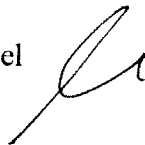
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FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

January 22, 2009

SUBJECT: Sectional Summary of HB 69 (Work Order No. 26-LS0281\S)
TO: Representative Chris Tuck
FROM: Jean M. Mischel
Legislative Counsel



You have requested a sectional summary of the above-described bill.

As a preliminary matter, note that a sectional summary of a bill should not be considered an authoritative interpretation of the bill and the bill itself is the best statement of its contents. If you would like an interpretation of the bill as it may apply to a particular set of circumstances, please advise.

Section 1. Provides a short title for the bill.

Section 2. Sets out legislative findings related to the bill.

Section 3. Establishes a home visiting program in the Department of Education and Early Development for the benefit of families with children ages birth through five. Provides for implementation through local agencies, as defined, using an implementation plan and state funding applied for by the local agency. Describes specified program components.

Section 4. Adds two mandates to the Department of Education and Early Development: (1) to establish a preschool rating system; and (2) to provide technical assistance and monitoring of the program established under section 3.

JMM:ljw
09-035.ljw

HOUSE BILL NO. 69

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - FIRST SESSION

BY REPRESENTATIVES TUCK, PETERSEN, KAWASAKI, AND GARA

Introduced: 1/20/09

Referred: Education, Finance

A BILL

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3 **and establishing a rating system for early childhood education."**

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6 to read:

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9 read:

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13 school ready to succeed can be significantly enhanced through parent education and family
14 support that will help parents prepare their child to succeed in school;

1 (3) undiagnosed and unaddressed developmental and health problems can
2 impede overall development and school readiness and can contribute to grade retention for a
3 child;

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11 local agency and approved by the department to provide home visits and resource
12 information to participating parents of a pre-elementary aged child, birth through five
13 years of age.

14 (b) The program must include

15 (1) home visits to a participant's home or a mutually agreed on location
16 by a qualified caseworker employed by a local agency not less than once a month
17 unless

18 (A) the caseworker determines that more frequent visits are
19 required to provide indentified services; or

20 (B) available funding is insufficient to provide monthly visits;

21 (2) parent group meetings, arranged by the local agency, to occur not
22 less than once a month;

23 (3) annual developmental and health screenings as recommended by
24 the Department of Health and Social Services;

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- 3 developmental delays through regular screenings;
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- 5 immunization rates; and
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 8 program by submitting an implementation plan for review and approval by the
 9 department. The implementation plan must include

10 (1) an outline of the agency's plans for delivering the services required
 11 for the program under (b) of this section;

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 13 with community service providers to meet the needs of the families participating in the
 14 program;

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 20 conducted for each family;

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 31 including standards for the qualification and approval of caseworkers that require

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18 of the public schools;

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20 governing bodies and personnel;

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23 given, the course shall be given credit as a course in a foreign language;

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25 Services, a program for the continuing education of children who are held in detention
26 facilities in the state during the period of detention;

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29 department and presented to the legislature during the first 10 days of any regular
30 session, and become effective 45 days after presentation or at the end of the session,
31 whichever is earlier, unless disapproved by a resolution concurred in by a majority of

1 the members of each house;

2 (7) prescribe by regulation, after consultation with the state fire
3 marshal and the state sanitarian, standards that will assure healthful and safe
4 conditions in the public and private schools of the state, including a requirement of
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6 private schools may not be more stringent than those for public schools;

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10 correspondence study programs offered by municipal school districts or regional
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12 Alaskan through a centralized office a correspondence study program;

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20 department, determine and approve the extent of eligibility for state aid of a school
21 construction or major maintenance project; for the purposes of this paragraph, "plans"
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24 education and training, and basic education to individuals over 16 years of age who
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30 and safety programs under AS 14.33.120 and of incidents of disruptive or violent
31 behavior;

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 7 AS 14.07.030(14)(A) and (B) and (15), after the district demonstrates three
 8 consecutive years of improvement consisting of not less than two percent
 9 increases in student proficiency on standards-based assessments in math,
 10 reading, and writing as provided in AS 14.03.123(f)(2)(A); and

11 (C) a process for districts to petition the department for
 12 continuing or discontinuing the department's intervention;

13 (17) notify the legislative committees having jurisdiction over
 14 education before intervening in a school district under AS 14.07.030(14) or redirecting
 15 public school funding under AS 14.07.030(15);

16 **(18) devise and implement a statewide early childhood education**
 17 **rating system to assess, improve, and publicize the quality of all public and**
 18 **private pre-elementary programs in the state; the system must rate providers on**
 19 **a scale of one to five according to effectiveness in achieving early learning goals;**

20 **(19) establish standards and provide technical assistance and**
 21 **oversight for the statewide parent education home visiting program under**
 22 **AS 14.03.165.**

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB069
() Publish Date: _____

Identifier (file name): HB069-DHSS-ILPG-02-09-09 Dept. Affected: Health & Social Services
Title: Early Childhood Ed:Rating & Home Visits RDU: Children's Services
Sponsor: Tuck, Petersen Component: Infant Learning Program Grants
Requester: House EDC Component Number: 298

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information					
OPERATING EXPENDITURES	FY 2010	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***

CAPITAL EXPENDITURES							
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CHANGE IN REVENUES (
-----------------------------	--	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF							
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	***	***	***	***	***	***	***

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

House Bill 69 would create a voluntary parent education home visiting program for pre-elementary aged children and establish a rating system for early childhood education. This program would be located in the Department of Education and Early Development (DEED).

A parent education home visiting program has the potential to create more referrals to the Department's Infant Learning Program, but there is no way to estimate the number of additional children that might be referred. This creates an indeterminate fiscal impact for the Department.

Prepared by: Tammy Sandoval Phone: 465-3191
Division: Office of Children's Services Date/Time: 2/6/09 12:00 AM
Approved by: Alison Elgee, Assistant Commissioner Date: 2/9/2009
DHSS Finance Management Services

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB069
() Publish Date: _____

Identifier (file name): HB069-DHSS-N-02-09-09 Dept. Affected: Health & Social Services
Title Early Childhood Ed:Rating & Home Visits RDU Public Health
Component Nursing
Sponsor Tuck, Petersen
Requester House EDC Component Number 288

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	Appropriation Required	Information					
	FY 2010	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Personal Services							
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	***	***	***	***	***	***	***

CAPITAL EXPENDITURES							
-----------------------------	--	--	--	--	--	--	--

CHANGE IN REVENUES (
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TOTAL	***	***	***	***	***	***	***

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

House Bill 69 would create a voluntary parent education home visiting program for pre-elementary aged children and establish a Dept. Education & Early Development rating system for early childhood education.

Section 14.03.165 (3) includes "annual developmental and health screenings as recommended by the Department of Health and Social Services." Alaska has approximately 47,500 children ages 0-4 years, and approximately 10,000 new babies are born in Alaska each year. Until we can determine the number and location of the children who may become enrolled in this program, there is no way to estimate the fiscal impact of this bill. This creates an indeterminate fiscal impact for the Division of Public Health.

Prepared by: Beverly Wooley, Director Phone 269-8126
Division Division of Public Health Date/Time 2/6/09 12:00 AM
Approved by: Alison Elgee, Assistant Commissioner Date 2/9/2009
DHSS Finance Management Services



Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku
Southwood Manor, Campbell, and Independence Park

Date: Thursday, January 22, 2009

To: Representative Paul Seaton, Chair
House Education Committee

From : Chris Tuck
Representative District 29

RE: House Bill 69

Index of background materials:

1. Letters of Support
2. Parents as Teachers - Summary of successes of Parents as Teachers program
3. PAT Alaska – Description of Parents as Teachers program
4. Alaska Governor's Summit on Early Learning 2007 – Summit recommendations match Alaska Parents as Teachers objective
5. Executive Summary Ready to Read, Ready to Learn Task Force Report and Recommendations – Description of state of Alaska's education
6. Education Begins at Home Act (S. 667 / H.R. 2343) – description of federal Parents as Teachers program
7. Helping Your Child Learn About Shapes and Space – sample curriculum
8. Math Shapes and Space – another sample curriculum

Kake City School District

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

February 7, 2009

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

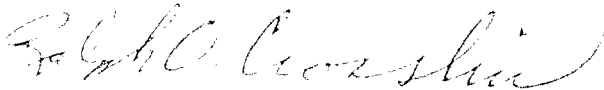
Dear Representative Tuck:

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

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

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

Respectfully,



Ralph O. Crosslin
Superintendent

Kake City School District is an Equal Opportunity Employer

Cathy Henderson
P O Box 505
Kake, AK 99830

February 5, 2009

Representative Chris Tuck
Fax (907) 465-3810
Attn: Aurah Laneau

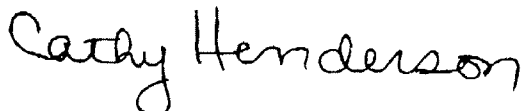
Dear Rep. Tuck,

I am a Head Start Teacher Aide in Kake. Our program has received four three year old children in the past two to three years as early entries to our program which serves ages three to five year old children. The early entry children have entered our program as soon as they turn three vs. having to wait on the calendar school year before they can start. The reason for their early entry is because they have been identified as having some sort of developmental or physical delays. These children are identified through either the Early Infant Learning Program or the Parents as Teachers Program. The early intervention they have received has allowed them to overcome delays that left unaddressed likely would be carried with them throughout their lives. While children are still young they can learn to correct behaviors and impediments. If not addressed early problems become habit.

I feel early identification of correctable concerns is the primary asset to having the Parents as Teacher Program (PAT). In addition, the program is a very much needed partnership with the parent. Most parents have no idea what is developmentally appropriate for their children. Developmentally appropriate means knowledge of: at what stage a child is ready to learn what, when it is best to introduce new things and how to do so in order for the child to best ingest it. To put it as simple as possible, the PAT program can help a parent see that the basics like talking to, interacting with and reading to your child from the beginning of life is instrumental to their learning ability.

Please, on behalf of Alaska's children; help provide this valuable tool to the communities that have no idea what they are missing.

Sincerely,



Cathy Henderson

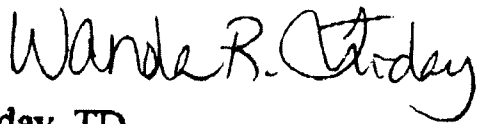
February 9, 2009

Dear Representative Tuck,

Hello, my name is Wanda Friday and I am the Teacher Director at the Head Start Center here in Kake. I am writing in support of the Parents As Teachers program (House Bill 69). I think it is a very valuable program – it not only benefits the infants/toddlers & their families, but parents and parents-to-be as well! I am the PAT home visitor's supervisor here in Kake and I am required to accompany her on 3 home visits & to observe three of her group socials. I have seen first hand what activities and information is provided to parents & children. The home visitor wears many, many hats! She provides activities for the parents to do with their child on the visit & for them to also continue doing throughout the week (until their next visit) which helps the child strengthen & develop specific skills. The home visitor also provides parents with information about their child's development. On every visit, each child receives a storybook that they get to keep, which promotes literacy! Last, but not least, the home visitor is an advocate for children & parents, whether it is helping families with an immediate need (such as emergency assistance for fuel or food) or helping them get a referral for medical services.

The PAT program is valuable to me because they help us find children for our program. Most importantly, the PAT program works with the Infant Learning Program to help identify children with special needs and they both work together to make sure children and their families receive all of the services they need. We have wonderful success stories here in Kake regarding children who have transitioned from Infant Learning & the Parents As Teachers program into our center. The sooner needs are identified, the sooner children can receive the services they need to help them succeed in school and in life. Thank you for your time and thank you for supporting this wonderful program!

Sincerely,



Wanda R. Friday, TD



Rural Alaska Community Action Program, Inc.

P.O. Box 200908, Anchorage, AK 99520-0908
(907) 278-2511 ♦ Fax: (907) 278-2309
www.ruralcap.com

January 22, 2009

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

Dear Representative Gara,

Early learning begins in the home. Recognizing the invaluable role parents have in leading their young child's education is an important indicator of future school success. As our state begins to shape a high quality voluntary pre-kindergarten system, we must include opportunities for parents to assume and expand their role as their child's primary teacher.

Based on Rural CAP's forty-three year history of providing early childhood services in Alaska, we highly support your efforts to provide Parents as Teachers services to families with children prenatal to age five. The Parents as Teachers model ensures all children enter kindergarten prepared to learn; engages parents in their child's education; provides access to important brain research on the early years; and connects parents to an ongoing source of community support as their child undertakes their K-12 education.

We applaud you and your colleagues for recognizing the importance of the early years as critical years in a child's development. We must set state priorities that reflect this awareness. We look forward to the opportunity to share testimony with the legislature about the effectiveness of the Parents as Teachers model. No other model produces such strong outcomes for children and families with such a modest investment of resources.

Sincerely,

Debi Baldwin
Child Development Division Director
Rural Alaska Community Action Program, Inc.
907-865-7317



Southwest Region School District

Southwest Region School District
574 Kenny Wren Rd
Dillingham, AK 99576

January 22nd, 2009

Representative Les Gara
716 W 4th Ave #310
Anchorage, AK 99501

Dear Representative Gara,

P.O. Box 90
574 Kenny Wren Road
Dillingham, AK 99576

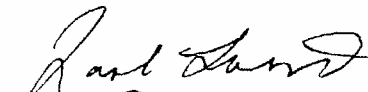
(907) 842-5287 • Phone
(907) 842-5428 • Fax

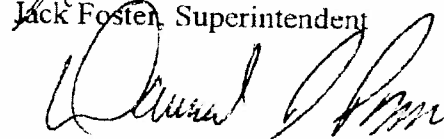
As members of the Southwest Region School District team, we are writing to ask for your support of the legislation supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

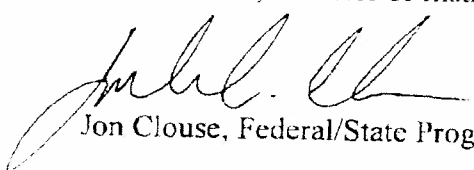
The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District. The program has increased the school readiness component of the children's early education, which has a positive effect on improving school success in later years and increasing parents' involvement in their child's education. This legislation would help children start school ready to learn.

We urge you to support this legislation. The investment of educational resources into the early years of children's lives and parental involvement will benefit those parents and children for a lifetime.

Cordially,


Jack Foster, Superintendent


David Piazza, Director of Instruction & Information Services


Jon Clouse, Federal/State Programs Director

Aleknagik

Clark's Point

Ekwok

Koliganek

Manokotak

New Stuyahok

Togiak

Twin Hills

KODIAK INFANT LEARNING PROGRAM
KANA - 3449 REZANOF EAST
KODIAK, ALASKA 99615
(907) 486-4643
Fax (907) 486-3921
Email: Nancy.Wells@kanaweb.org

January 21, 2009

Representative Les Gara
Alaska State Legislature
Juneau, AK

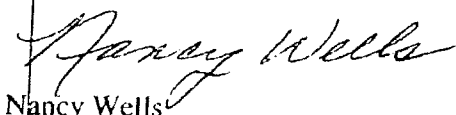
Dear Representative Gara,

On behalf of all families with young children, thank you for your support for expansion of the Parents as Teachers (PAT) Program. As a nation we have spent millions of dollars doing research on how young children learn and develop. We have the information proving that learning in the early years is critical to developing the ability to become a life long learner. We have the information proving that in the first years of life a child learns through active engagement with a consistent, caring parent. In this age of technology and TV babysitting it is imperative that parents have the opportunity to learn how to engage their children in age-appropriate activities that foster optimal development.

The PAT program fills this critical need in our community. It provides families with crucial, scientifically based information presented in a way that is culturally appropriate. The bi-monthly home visits and weekly group socializations offer an opportunity for parents to understand the growth and development of their children. PAT helps to build the early foundation skills that both children and families need to ensure early learning, school readiness and success.

The PAT program has become an invaluable community partner for Infant Learning. PAT expands health and developmental screenings for children and helps identify children who may need additional support at an early age. PAT teachers are an important referral source for ILP. We offer our full support to this valuable program, both in our community and statewide and look forward to many years of continued collaboration.

Sincerely,



Nancy Wells
KANA Kodiak ILP Coordinator



Aurah Landau

From: David Theriault
Sent: Thursday, January 22, 2009 8:15 AM
To: Aurah Landau
Subject: One more letter of support


Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents As Teachers home visiting programs for children ages prenatally to age five in the state of Alaska.

I am the Director of Homer Children's Services/Birth 2 Three, an Early Intervention-Infant Learning Program in Homer, Alaska. I am also a Developmental Specialist for this agency. We currently provide early intervention services such as physical therapy, speech therapy, occupational therapy, special instruction and family service coordination to children in southern Kenai Peninsula that are experiencing developmental delays.

We also have a "Universal Access" program, which is operated under our "Parents As Teachers" program model. This program is offered to children and families prenatally to age three, regardless of delay. We team this program with our weekly playgroup activities, and have had huge success with identifying and meeting the needs of families in our community whose children may not meet the 50% developmental delay requirement that "Part C" early intervention dictates.


Our agency educator provides home visiting services utilizing "Parents as Teachers" curriculum as an added service to our weekly playgroup activity. This service is offered universally to families, with the only requirement being age (prenatal to age three for our agency).



The benefits of having this service available to families has been astonishing, to say the least. I can tell you with all certainty that this truly falls in the category of "proactive" care and support to families with young children. We are able to begin the journey with the family right from the start; ideally prenatally. This journey includes education in prenatal topics, breastfeeding, preparing for your newborn, fatherhood, postpartum depression, child development, parenting techniques, etc. The journey with our agency's home visitor/educator includes family support, community resource connection, a rich lending library of toys/equipment/books and other educational resources. We also join with other related agencies such as Public Health Nurses, to offer joint home visits to further support child and family needs.

The results of this effective service have been exciting. Our agency is able to establish a relationship early with a family, helping them to become more familiar with child development and early education needs. We are involved early in the child's life, and therefore if we have concerns about development, we can address the needs quickly and often with results that will bring the child to age appropriate development in a shorter span of time. We have been able to identify children and refer them to early intervention through this program.

Additionally, our program offers services of developmental screening through the Child Abuse Prevention and Treatment Act (CAPTA), which is an unfunded mandate. We have seen an increase in the number of referrals to our agency over the past year by 300%. The referrals are received from our local Office of Children's Services, and are children under the age of three that have experienced substantiated abuse or neglect. In other words, they are the children who are under age three, whose families are referred to OCS. Birth 2 Three provides developmental screening to these children and provides services as appropriately determined by the results of the screening.



Many of these children are not yet significantly delayed in development, but are living within a family that poses a high risk environment. It may just be a matter of time until a developmental delay exists with many of these children. The "Parents As Teachers" home visiting program is often a great fit for these families, whose child may not qualify for early intervention. Home visiting allows for relationship building with the family, support and mentorship. The burden that this lifts from our OCS system has been established already and results have been positive.



January 15, 2009

The Honorable Les Gara
Alaska House of Representatives
State Capitol, Room 500
Juneau, AK 99801-1182

Dear Representative Gara:

Parents as Teachers National Center enthusiastically endorses the legislation that you have introduced in the current session of the Alaska legislature to expand the availability of Parents as Teachers services for families with young children in your state. We applaud your commitment to help Alaska parents be their child's first and most important teacher.

Established in Missouri 25 years ago, Parents as Teachers has grown to be the largest evidence-based home visitation program in the nation; currently serving one third of a million children each year in the United States. More than 3,000 programs provide Parents as Teachers services to families in all 50 states and eight countries outside the United States. Because of this longevity and broad implementation of Parents as Teachers, we have considerable experience implementing the model with families from a range of cultural and demographic backgrounds such as Native American, military, rural, and low income.

Parents as Teachers is a proven home visitation program that produces measurable outcomes for children and families in a range of areas:

Increased School Readiness

- 7,710 Missouri public school children 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.
- 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.

Sustained School Success

- Parents As Teachers children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children.

2228 Ball Drive
St. Louis, Mo. 63116
p: 314.432.4330
f: 314.432.8963
www.ParentsAsTeachers.org

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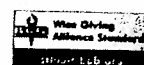
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Mildred M. Winter



**Aurah Landau**

From: David Theriault
Sent: Wednesday, January 21, 2009 5:06 PM
To: Aurah Landau
Subject: FW: Letter of Support

From: Mary J. Kasayulie [mailto:mkasayulie@bbahc.org]
Sent: Wednesday, January 21, 2009 4:15 PM
To: David Theriault
Subject: Letter of Support

Hi, my name is Mary Jane Kasayulie. I am a former PAT teacher and a former mom of a child that was in PAT. I would fully support the PAT program. I am a firm believer in the PAT program. I have a daughter and my family benefited from the program. I have been working in Early Childhood Program for most of my career and I believe earlier the interventions the more a child can benefit from any schooling because it is the foundation of a child's learning skills.

I know work for the Infant Learning Program here in Dillingham and I know that it is making a difference in children's lives. I know that it also helps parents understand the importance of what more their children can have. Being from a small community they don't have all the programs at their grasp and to bring out Parents As Teacher educators it would make it a lot better. Teach young as the baby in the mother womb. As early childhood educators I know we can make a difference in a child. One thing I look at and let parent know if deal with the issues young and help make brighter children. As children get older they have issues with being embarrassed of being in a program but when they are young, they are just happy that someone wants to play with them.



Thank you,

Mary Jane Kasayulie

PO BOX 130

Dillingham Alaska, 99576

1-888-648-4325 or local 842-3398

FAX 1-907-842-2039

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Debi Baldwin
Child Development Division Director
RurAl CAP
731 E. 8th Ave.
Anchorage, AK 99501

Dear Debi,

This letter is in support of RurAl CAP's Parents As Teachers (PAT) program to provide home-based services for families with children aged birth the three years old.

There is a need in the community for such apparent education and support program for families.

RurAl CAP's PAT program will provide families with crucial, scientifically based information on how children grow and learn. The ideas, suggestions, and activities that well trained local staff provides will help parents. There is need for consistent services to parents like workshops on Parenting Skills, Health, Nutrition, and Prenatal and Newborn Care in our community.

The program provides regular home visits that build on families' strengths and support parents in enhancing their children's early development. The program also provides health and developmental screening of children, identifying children who may need additional support at and early age. The earlier health or developmental needs are identified, the better the chance that intervention will be successful.

Sincerely,

Augusta M. Askoak
Augusta Askoak



Parents as Teachers Alaska State Office

Rural Alaska Community Action Program, Inc. • P.O. Box 200908, Anchorage, Alaska 99520
(907) 865-7345 • Fax: (907) 278-2309
www.ruralcap.com



January 13, 2009

Representative Les Gara
State Capitol, Room 500
Juneau, AK 99801-1182

To Representative Gara:

I am writing in regards to the proposed legislation to establish voluntary Parents as Teachers home visiting programs for families with children prenatally up to kindergarten entry age. As the Parents as Teachers Alaska State Coordinator I fully support the designation of state funds to support this important program and the services it provides to the children and families.

In 2007, the Alaska Governor's Summit on Early Learning recommended in the home services that would provide all parents with access to home-based education and support. Parents as Teachers is an established research based home visiting program that meets that recommendation. Research has shown that families that participate in Parents as Teachers programs engage in more language and literacy promoting behaviors with their children. Furthermore, children who were involved in Parents as Teachers score higher on kindergarten readiness tests and on standardized measures of reading, math and language in the elementary grades.

In addition to these positive outcomes for children and families, Parents as Teachers has also been shown to provide an excellent return on investment; meaning the program makes economic sense. By creating opportunities for Parents as Teachers in Alaska, not only will our state will be providing families with the opportunity to better prepare their children for entering into kindergarten and to lay a solid foundation for future learning, but also making a solid investment in our future. Thank you.

Sincerely,

A handwritten signature in black ink that reads "Melissa Pickle".

Melissa Pickle
Parents as Teachers Alaska State Coordinator



Aurah Landau

From: David Theriault
Sent: Thursday, January 22, 2009 9:16 AM
To: Aurah Landau
Subject: They keep on coming...

-----Original Message-----

From: Jane Bailey [mailto:jbailey@chugachschools.com]
Sent: Thursday, January 22, 2009 9:03 AM
To: David Theriault
Cc: mpickle@ruralcap.com; bcrumley@chugachschools.com; dtreece@chugachschools.com
Subject:

I am writing in support of Alaska's Parents As Teachers.

Twenty-one employees from our Early Childhood Partnership districts (Chugach School District, Bering Strait School District, Kuspuk School District, and Lake and Peninsula School District) were able to participate in an excellent training provided by Rural Cap called Parents As Teachers November 3-11, 2008. The PAT home intervention program and family group meetings are being implemented in 14/24 sites (58.33%) in the partnership districts. It will be implemented next year in the remaining sites. Our partnership currently serves 150 students ages 3 and 4.

We were only able to offer this service due to an ANE grant we received.
We are currently in funding year 1 of 3.

The following are quotes by participants in the training:

Julie Egli, Unalakleet: "I believe with proper implementation, PAT may be the answer to our search for a quality research-based program to help our preschool children transition successfully into kindergarten."

Tonya Christensen, Port Heiden: "If we can get parents more involved, children will have more success in school."

Evelyn Chamberlain, Aniak: "PAT has lots of ideas on how to read to a child to issues such as toilet training biting, etc."

Valerie Engebretson, Nondalton: "There is so much we take for granted in our busy lives that we don't see all the great things we can share and learn with our children. PAT is a great experience for you to share with your child."

LeeAnn Galusha, Chenega Bay: "I love the resources that PAT provides."

Anna Gregorieff, Tatitlek: "Great material, great info!"

Unknown: "PAT empowers parents and gives our children the early interventions they need."

Waynna Fremin, Aniak: "The children in our communities deserve to be given this opportunity! Thanks for providing our district with this training."

Glenda Egli, King Salmon: "PAT provides a wealth of resources to support parents with their child's early learning and growth."

--
Jane Bailey
OIE Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District

--

Jane Bailey
ANE Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District
907-522-7400

-----Original Message-----

From: Jane Bailey [mailto:jbailey@chugachschools.com]
Sent: Thursday, January 22, 2009 9:03 AM
To: David Theriault
Cc: mpickle@ruralcap.com; bcrumley@chugachschools.com;
dtreece@chugachschools.com
Subject:

I am writing in support of Alaska's Parents As Teachers.

Twenty-one employees from our Early Childhood Partnership districts (Chugach School District, Bering Strait School District, Kuspuk School District, and Lake and Peninsula School District) were able to participate in an excellent training provided by Rural Cap called Parents As Teachers November 3-11, 2008. The PAT home intervention program and family group meetings are being implemented in 14/24 sites (58.33%) in the partnership districts. It will be implemented next year in the remaining sites. Our partnership currently serves 150 students ages 3 and 4.

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Glenda Egli, King Salmon: "PAT provides a wealth of resources to support parents with their child's early learning and growth."

--

Jane Bailey
ANE Early Childhood Co-Coordinator
OIE Brighter Beginnings Coordinator
Chugach School District

From: Jan Thoemke [mailto:jlthoemke@atsi.tv]
Sent: Thursday, January 22, 2009 12:32 AM
To: David Theriault
Subject: Parents As Teachers Program

Dear Representative Gara,

I am writing this letter in support of establishing voluntary Parents As Teachers home visiting programs for children ages prenatally to age five in the state of Alaska.

I am the Director of Homer Children's Services/Birth 2 Three, an Early Intervention-Infant Learning Program in Homer, Alaska. I am also a Developmental Specialist for this agency. We currently provide early intervention services such as physical therapy, speech therapy, occupational therapy, special instruction and family service coordination to children in southern Kenai Peninsula that are experiencing developmental delays.

We also have a "Universal Access" program, which is operated under our "Parents As Teachers" program model. This program is offered to children and families prenatally to age three, regardless of delay. We team this program with our weekly playgroup activities, and have had huge success with identifying and meeting the needs of families in our community whose children may not meet the 50% developmental delay requirement that "Part C" early intervention dictates.

Our agency educator provides home visiting services utilizing "Parents as Teachers" curriculum as an added service to our weekly playgroup activity. This service is offered universally to families, with the only requirement being age (prenatal to age three for our agency).

The benefits of having this service available to families has been astonishing, to say the least. I can tell you with all certainty that this truly falls in the category of "proactive" care and support to families with young children. We are able to begin the journey with the family right from the start; ideally prenatally. This journey includes education in prenatal topics, breastfeeding, preparing for your newborn, fatherhood, postpartum depression, child development, parenting techniques, etc. The journey with our agency's home visitor/educator includes family support, community resource connection, a rich lending library of toys/equipment/books and other educational resources. We also join with other related agencies such as Public Health Nurses, to offer joint home visits to further support child and family needs.

The results of this effective service have been exciting. Our agency is able to establish a relationship early with a family, helping them to become more familiar with child development and early education needs. We are involved early in the child's life, and therefore if we have concerns about development, we can address the needs quickly and often with results that will bring the child to age appropriate development in a shorter span of time. We have been able to identify children and refer them to early intervention through this program.

Additionally, our program offers services of developmental screening through the Child Abuse Prevention and Treatment Act (CAPTA), which is an unfunded mandate. We have seen an increase in the number of referrals to our agency over the past year by 300%. The referrals are received from our local Office of Children's Services, and are children under the age of three that have experienced substantiated abuse or neglect. In other words, they are the children who are under age three, whose families are referred to OCS. Birth 2 Three provides developmental screening to these children and provides services as appropriately determined by the results of the screening.

Many of these children are not yet significantly delayed in development, but are living within a family that poses a high risk environment. It may just be a matter of time until a developmental delay exists with many of these children. The "Parents As Teachers" home visiting program is often a great fit for these families, whose child may not qualify for early intervention. Home visiting allows for relationship building

with the family, support and mentorship. The burden that this lifts from our OCS system has been established already and results have been positive.

As wonderful as this sounds, I would like to address the limitation that our agency is experiencing. This involves adequate funding of our "Parents As Teachers" home visiting program. We must locate other sources of funding, which for Homer Children's Services/Birth 2 Three, is sought after through United Way of Kenai Peninsula and the City of Homer. Although very much appreciated, this has not adequately funded the need of the "Parents As Teachers" program. We could be offering a great deal more to families; frequency of home visits, more resources, educational materials, activities, and increasing our enrollment of families. Additionally, our funds for this program are being threatened with the existing trends of the economy. Birth 2 Three may not be able to continue to offer this service to families in the future without support.

"Parents As Teachers" is a program that is modeled after best practices, is family-centered and family-strengthening. I believe that if we can get behind this initiative and bring this home visiting model to our state of Alaska, while funding it appropriately, we will see positive results. These results could be obtained within a fairly short time-span and with cost-effectiveness, quite possibly acting as the catalyst in moving our state toward reducing the incidence of child abuse and neglect.

Thank you for your consideration, passion and hard work on this initiative. If you have any questions, comments, or need further information, please don't hesitate to call me.

Respectfully,

Jan Thoemke, Director
Homer Children's Services/Birth 2 Three
3691 Ben Walters Lane, Suite #4
Homer, Alaska 99603
(907) 235-6044
(907) 235-2644 fax
jthoemke@acsalaska.net

From: Mary J. Kasayulie [mailto:mkasayulie@bbahc.org]
Sent: Wednesday, January 21, 2009 4:15 PM
To: David Theriault
Subject: Letter of Support

Hi, my name is Mary Jane Kasayulie. I am a former PAT teacher and a former mom of a child that was in PAT. I would fully support the PAT program. I am a firm believer in the PAT program. I have a daughter and my family benefited from the program. I have been working in Early Childhood Program for most of my career and I believe earlier the interventions the more a child can benefit from any schooling because it is the foundation of a child's learning skills.

I know work for the Infant Learning Program here in Dillingham and I know that it is making a difference in children's lives. I know that it also helps parents understand the importance of what more their children can have. Being from a small community they don't have all the programs at their grasp and to bring out Parents As Teacher educators it would make it a lot better. Teach young as the baby in the mother womb. As early childhood educators I know we can make a difference in a child. One thing I look at and let parent know if deal with the issues young and help make brighter children. As children get older they have issues with being embarrassed of being in a program but when they are young, they are just happy that someone wants to play with them.

Thank you,

Mary Jane Kasayulie
PO BOX 130
Dillingham Alaska, 99576
1-888-648-4325 or local 842-3398
FAX 1-907-842-2039

Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and privileged information pursuant to state and federal laws. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient please contact the sender by reply e-mail and destroy all copies.

From: rperry [rperry@mtaonline.net]
Sent: Friday, February 06, 2009 1:26 PM
To: Rep. Anna Fairclough
Cc: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Les Gara; Rep. Chris Tuck; Rep. Scott Kawasaki; Rep. Pete Petersen
Subject: House Bill 69
Importance: High
Follow Up Flag: Follow up
Flag Status: Flagged

Dear Ms. Fairclough,

I have grave concerns about this HB69...even though it is supposed to be a "volunteer" situation, too often it is the first step into a mandatory situation.

I don't believe that the government needs to decide what is best for my child and I REFUSE to have any government official step foot in my home, voluntarily or for any other reason. Government has no right to enter our home without cause (ie: crime committed) and if this bill passes, there will be all kinds of lawsuits when you decide to make it a mandatory program which we all know that this is where it is headed!

It is time for government to STEP back from interfering with families and the choices they make. This is just another example of Government overreaching into our lives. This is beyond the scope of your reason for being in Juneau and if you pass this, I will do everything in my power to make sure you do NOT go back for another term! Trust me, you should know how independent Alaskans are and how we detest governmental interference in our life and our choices. If you want to commit political suicide, then go ahead and pass it.....there are too many of us that care too much to just let this slide. We send you to Juneau to REPRESENT us, not to DICTATE to us!

I recognize that the Dept. of Education would love to do away with home-educators and this is the first step to try and trample more of our Constitutional choice of parents choosing what is best for his/her child. With Obama as president, we are sliding faster and faster toward Socialism and Communism and this is one of those first steps toward that end.

2/8/2009

This country was founded as a REPUBLIC which has to do with governing by law, not a government interfering in our lives. If you don't understand how a Republic works, then you don't need to be in Juneau representing Alaskans.

I not only ask this HB69 be voted down if it comes up for a vote, but I PLEAD with you to vote NO on it.
It sets up a very dangerous precedent and its time to stop it NOW!

Please respond.

Sincerely,
Rod Perry
Karen Perry

From: Leonard LaForest [mailto:lenlaforest@mtaonline.net]

Sent: Tuesday, February 03, 2009 11:28 PM

To: Rep. Wes Keller

Cc: Rep. Bob Buch; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Anna Fairclough; Rep. Les Gara; Rep. Berta Gardner; Rep. Bob Herron; Rep. Cathy Munoz; Rep. Mark Neuman; Rep. Pete Petersen; Rep. Paul Seaton; Rep. Peggy Wilson

Subject: HB 59 & 69

Honorable Representative Keller,

I am writing to you to request that you consider opposing House Bills 59 & 69. These two bills greatly undermine the integrity of the home by restricting the autonomy and authority of the parent's rights to both educate themselves and their children alike. Both of these bills reflect the growing belief that the government and/or the experts know what is best for the family and especially for children. House Bill 69 states, "a parent is a child's first and most influential teacher" if this is the truth upon which this bill is based then I implore you to vehemently oppose this bill by voting against it. Protect the rights of parents to raise, train, and direct their children's education without the interference of overbearing government unlike many European nations are now experiencing. I am pasting to this email an article from parentalrights.org reporting on Belgium's educational system for they, too, adapted a similar policy which has now led to the termination of children up to one year of age if found to have any diminished quality of life; all without parental consent. Is the right to kill our children really the mark of progress to a better society as this article states or is it barbarism pure and simple? This all began with government reaching it's unrestrained arm into the educational system under the guise of government, not parents, knowing what is best for themselves and their children. I strongly encourage you to read carefully the content of this article then vote against Bills 59 & 69 for passing these bills will only place our state and our country one step closer to the realities that Belgian parents face today.

Respectfully,

Pauline LaForest

Palmer, Ak

UN Report: Belgium

Posted by: [Peter Kamakawiwoole](#) on December 15th, 2008

Tag(s): [Belgium](#) • [Country Reports](#) • [UNCRC](#)

Watching Out for Her Little Ones

Belgium and the UN Convention on the Rights of the Child

Winter is finally upon us, ushering in the joys of the holidays and, at least for most of the country, the arrival of cold weather. As the temperature falls and the days get shorter, Moms and Dads brace themselves for the first signs of inevitable winter sicknesses: everything from a simple cough and cold to wheezing, strep, and the dreaded stomach flu. For many Americans, the solution to these illnesses is a simple medication, or

perhaps vaccination in certain cases, but the choice of proper treatment is left to the parents.

Now imagine a place where the government threatens parents with fines, or even jail time, if they refuse to vaccinate their children - all in the name of “watching out” for the best interests of “its” children. Imagine a country that permits doctors to terminate the lives of “deficient” children up to a year old, even without parental consent, for the sake of “a better society”. To find such a place, you need look no further than the nation of Belgium.

This Won't Hurt a Bit . . .

In March 2008, Belgium made international headlines when it sentenced two sets of Belgian parents to five months in prison, and fined them 4,100 euros (\$8,000).¹ The crime? Failing to vaccinate their children against polio. The government, hiding behind privacy laws, declined to comment on why the parents had refused the vaccine in the first place, or how long a reprieve they had been given in which to comply before going to jail.²

Unlike the United States, which allows most parents to refuse vaccinations based on religious or philosophical objections, Belgian parents can only opt-out of vaccinations if they can prove that their child might have a bad physical reaction to the vaccine.³ In the absence of such proof, Belgian parents have no choice but to either consent to vaccinations, or accept the criminal punishments that accompany refusal.

Monitoring Their Education

According to the United Nations, Belgium has the best education system among all developed nations.⁴ The Belgian government is also deeply involved in education. Parents can place their children in community schools, or in public or private schools.⁵ Unlike their American counterparts, however, Belgium's “private schools” are not strictly run by private individuals, but receive subsidies from the government, along with significant oversight from national and local education ministries.⁶ All schools - even within the home - are required to teach children “respect for human rights and fundamental freedoms and the cultural values of the child and others,” under Article 29 of the UN Convention on the Rights of the Child.⁷ Public, private, and home schools are all inspected by the government to insure compliance, and disobedience could result in the children being placed in a school of the government's choosing.⁸

Unfortunately, Belgians are discovering too late that it is difficult to rein in the government once it gains power in all schools. In September 2006, the town of Merchtem banned all persons in local schools from speaking French, even though the town is only nine miles from Brussels, a French-speaking metropolis.⁹ Anyone caught speaking anything other than Dutch on school premises - even parents picking up their children - is subject to reprimands.¹⁰ Parents are not even allowed to have parents' meetings in their native language, but must use an interpreter instead.¹¹

In 2008, the town of Liedekerke - also near Brussels - followed suit by banning French-speaking children from holiday outings.¹² According to Marc Mertens, secretary of Liedekerke's town council, public outings should have "a Dutch character," and monitors should be able to "refuse children who 'disturb' the outings." Of course, Mr. Mertens said, smiling, "one can understand 'disturb' in different ways."¹³

Building a Better Society

The Belgian government's authority over the health and education of its children is deemed by many as a mark of progress toward a "better society" where children's rights are properly recognized and protected. Those that satisfy the government's standards live in peace. For the rest, there is no peace, and sometimes, they are not even allowed to live.

Since 2002, Belgium has allowed doctors to terminate the lives of infants under the age of 12 months if they feel the baby is somehow disabled or deficient, and is likely to suffer in life as a result.¹⁴ More than half of the Belgian babies who die before they are a year old are killed by deliberate medical intervention.¹⁵ In 16% of cases, parental consent was not even considered.¹⁶ To put these numbers in perspective, the CIA World Fact Book estimates that roughly 106,000 babies are born in Belgium each year.¹⁷ Even using conservative estimates of Belgium's rate of assisted-suicide in infants, one can estimate that some 470 children will die before they celebrate their first birthday. Of these 470, more than 200 will die not from natural causes, but from direct medical intervention. Forty (40) of them will die regardless of their parents' wishes, objections, or pleadings. Such a program might produce a "better society," but one is left in horror at the ultimate sacrifice of innocent babies.

Unfortunately, the program has been deemed so "successful" in Belgium that in March 2008, the government began considering legislation that would also make assisted-suicide available to teenagers and younger children who are terminally-ill.¹⁸

In Belgium's Shadow

Although much of American society still largely resists government control of children and their families, shadows of Belgium's pro-government approach are being cast upon our shores. In November 2007, parents in Prince George's County, Maryland were shocked and outraged when they were ordered to take their children in for shots, or face fines and jail time.¹⁹ "Our goal is to get kids in school, not to put parents in jail," said Glenn Ivey, the county's attorney, "but if parents continue to be recalcitrant, they face up to 10 days in jail and a \$50 a day fine."

The drastic measures had parents and physicians up in arms. Dr. William Schaffner of the Vanderbilt University School of Medicine described the county's hard-nosed stance as "grabbing the parents by the collars and saying, 'You must vaccinate your children.'"²⁰ Dierdre Young, the mother of a high school freshman and junior, agreed: "What good are you going to do if you lock up the parents? Then the parents can't feed [their children]."

They still can't come to school. They still don't have their shots. So what have you solved?"²¹

Someone in Belgium must have forgotten to ask that question.

Notes

1. Maria Cheng, "Parents may be jailed over vaccinations," The Associated Press (March 12, 2008) <http://news.yahoo.com/s/ap/20080312/ap_on_he_me/polio_vaccine_prison> (accessed 03 December 2008).
2. Cheng 2008.
3. Cheng 2008.
4. AngloInfo.com, "Education and Schooling in Belgium" <<http://belgium.angloinfo.com/countries/belgium/schooling.asp>> (accessed 03 December 2008).
5. AngloInfo.com.
6. The United Nations Children's Fund, "An overview of child well-being in rich countries: A comprehensive assessment of the lives and well-being of children and adolescents in the economically advanced nations," Innocenti Report Cards, No. 7 (Jan. 2007): p. 34, 37. <www.unicef-irc.org/publications/pdf/rc7_eng.pdf> (accessed 03 December 2008).
7. Expatica.com, "Expats and home-schooling" (July 19, 2006) <<http://www.expatica.com/be/survival/education/expats-and-home-schooling-31671.html>> (accessed 03 December 2008).
8. Expatica.com (2006).
9. BBC News, "Belgian town bans school French" (September 1, 2006) <<http://news.bbc.co.uk/1/hi/world/europe/5305484.stm>> (accessed 03 December 2008).
10. BBC News (2006).
11. BBC News (2006).
12. Steven Erlanger, "Seams of Belgium's Quilt Threaten to Burst," New York Times (May 14, 2008) <<http://www.nytimes.com/2008/05/14/world/europe/14belgium.html?partner=rssnyt&emc=rss&pagewanted=all>> (accessed 03 December 2008).
13. Erlanger 2008.
14. Bruno Waterfield, "Teens need right to 'medically assisted suicide'," The Telegraph (UK) (March 26, 2008) <<http://www.telegraph.co.uk/news/worldnews/europe/belgium/1582882/Teens-need-right-to-%27medically-assisted-suicide%27.html>> (accessed 03 December 2008).
15. Waterfield 2008.
16. Waterfield 2008.
17. Central Intelligence Agency, "The World Fact Book: Belgium" <<https://www.cia.gov/library/publications/the-world-factbook/geos/be.html>> (accessed 03 December 2008).
18. Waterfield 2008.
19. ABC News, "Md. Officials: Vaccinate Your Kids or Face Jail" (November 17, 2007) <<http://abcnews.go.com/GMA/WaterCooler/Story?id=3880578&page=1>> (accessed 03 December 2008).
20. ABC News 2007.
21. ABC News 2007.

From: Dan & Cynthia Carlson-Google [dcejcarlson@gmail.com]
Sent: Monday, February 09, 2009 6:53 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Representative_Bryce_Edgemon@legis.state.ak.us; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Please Oppose HB69

Please oppose HB69. There are private avenues available for parents to receive help if they desire additional instruction in parenting skills. There are more urgent needs on which to spend public funds instead of this program, and it is beyond the scope of what government needs to be involved in.

Cynthia Carlson
Wasilla

2/9/2009

From: sundog@ak.net on behalf of Cathy Law [cathy@sundogmedia.com]
Sent: Monday, February 09, 2009 7:35 AM
To: Rep. Paul Seaton
Subject: Oppose House Bill 69

Representative Paul Seaton

Please oppose house bill 69 ~ establishing a voluntary parent education home visiting program for children from birth to age five administered by the Department of Education and Early Development. Although this would begin as a voluntary program, it is most likely the first step to a mandatory program. Most parents, not state officials, are best qualified to determine what is best for their children and establishing a parent parent education home visiting program for children from birth to age five administered by the Department of Education and Early Development will be both costly and unnecessary.

Thank you

Cathy Law
5033 Sillary Circle
Anchorage Alaska 99508

Stop Spam ~ use SpamArrest ~ <http://spamarrest.com/affl?1201204>

From: Karen & Richard McGahan [boulderpoint@alaska.net]
Sent: Monday, February 09, 2009 8:36 AM
To: Rep. Paul Seaton
Subject: HB 69

Please DO NOT PASS HB 69.

Thank you,
Karen Mc Gahan
54025 Kenai Spur Hwy.
Kenai, Alaska 99611

2/9/2009

From: Aaron Lorentzen [aaron_lorentzen@yahoo.com]
Sent: Monday, February 09, 2009 1:14 PM
To: Rep. Paul Seaton
Subject: HB 69
Attachments: HB69.doc

Dear Representative Paul Seaton,

I am writing to strongly encourage you to oppose HB69 – the Alaska Parents and Teachers Act. While the state of Alaska is facing a tremendous annual budget shortfall of greater than a billion dollars, adding spending for unnecessary and unrequested services is irresponsible. We need to focus on maintaining the infrastructure we have and not expanding the government in the face of unprecedented economic times. The State's fiscal responsibility however, concerning this bill is the least of my concern.

While I agree with helping and improving the lives of our children in any way we can, I believe that this bill, if passed, will have frightening unintended consequences. What starts out as voluntary, history has proven to often become mandatory down the road. I see no provisions to protect parents from potential abuses of the power given to the State. Consider the following questions:

- Who determines what "school ready" means? A child who is highly active may not be considered school ready until he/she is "calmed down" through the use of controversial drugs such as Ritalin. Do parents lose all choice in matters like this if the case worker determines it is necessary? And if parents trump the "professional decision" what kind of repercussions might they experience if a type of vendetta attitude arises in the case worker?
- There are many different philosophies on raising and teaching children – just look at all the books written on the subject. Which one is correct? Who determines this – the case worker or the parent?
- Consider the possibility of personality conflicts between parents and case workers. What protections are there in this bill for parents from State abuses?
- Can a parent cancel the visits at any time without repercussions?
- HB 69 cites "a reduction in the incidence of child abuse and neglect". Does this mean that parents who voluntarily participate in the program are then under investigation for child abuse and/or neglect? To answer "no" to this is not credible – the statement implies that it is true.

On the surface HB 69 looks wonderful, but in truth it opens the door for a number of possible abuses with no provisions to protect the parents. Additionally, for this to become an acceptable bill there would have to be language stating that this bill cannot and will never be amended from a "voluntary" program to a mandatory program".

Please keep all of this in mind as you make your decision on this matter. I urge you to oppose this bill in its current form.

Sincerely,
Aaron Lorentzen
Box 1193
Sterling, Alaska 99672

2/9/2009

From: Kimberly Lorentzen [aklorentzen@yahoo.com]
Sent: Monday, February 09, 2009 1:40 PM
To: Rep. Paul Seaton
Subject: HR 69

Dear Representative Paul Seaton,

I am writing to strongly encourage you to oppose HB69 – the Alaska Parents and Teachers Act. While the state of Alaska is facing a tremendous annual budget shortfall of greater than a billion dollars, adding spending for unnecessary and unrequested services is irresponsible. We need to focus on maintaining the infrastructure we have and not expanding the government in the face of unprecedented economic times. The State's fiscal responsibility however, concerning this bill is the least of my concern.

While I agree with helping and improving the lives of our children in any way we can, I believe that this bill, if passed, will have frightening unintended consequences. What starts out as voluntary, history has proven to often become mandatory down the road. I see no provisions to protect parents from potential abuses of the power given to the State. Consider the following questions:

- Who determines what "school ready" means? A child who is highly active may not be considered school ready until he/she is "calmed down" through the use of controversial drugs such as Ritalin. Do parents lose all choice in matters like this if the case worker determines it is necessary? And if parents trump the "professional decision" what kind of repercussions might they experience if a type of vendetta attitude arises in the case worker?
- There are many different philosophies on raising and teaching children – just look at all the books written on the subject. Which one is correct? Who determines this – the case worker or the parent?
- Consider the possibility of personality conflicts between parents and case workers. What protections are there in this bill for parents from State abuses?
- Can a parent cancel the visits at any time without repercussions?
- HB 69 cites "a reduction in the incidence of child abuse and neglect". Does this mean that parents who voluntarily participates in the program are then under investigation for child abuse and/or neglect? To answer "no" to this is not credible – the statement implies that it is true.

On the surface HB 69 looks wonderful, but in truth it opens the door for a number of possible abuses with no provisions to protect the parents. Additionally, for this to become an acceptable bill there would have to be language stating that this bill cannot and will never be amended from a "voluntary" program to a mandatory program".

Please keep all of this in mind as you make your decision on this matter. I urge you to oppose this bill in its current form.

Sincerely,
Aaron Lorentzen
Box 1193
Sterling, Alaska 99672

From: Rory Schneeberger [gonefishing08@hotmail.com]
Sent: Monday, February 09, 2009 4:51 PM
To: Rep. Wes Keller; Rep. Cathy Munoz; Rep. Berta Gardner; Rep. Paul Seaton
Subject: PLEASE OPPOSE HB 69

I am grateful for ALL you do to ensure Alaska citizens their/our freedoms.
In this same fashion, please do the right thing and **oppose** HB 69; after reading the bill, it appears to be one more government intrusion into the lives of private families, unless you can name me ONE government "education" program that has been successful. Just one!

Although "voluntary" upfront, you know full-well how government "creeps" into our lives through "voluntary" back doors. This MUST STOP if we are to return to the Founders original intent regarding CIVIL GOVERNMENT.

PLEASE, **less** is more.

Thank you for your attention to Alaskan family freedoms.

Rory Schneeberger, Ed.D. (Ret)
Hoonah (Southeast)

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69

From: christine garrison [mailto:garrisonchristine@hotmail.com]
Sent: Tuesday, February 10, 2009 10:43 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Anna Fairclough
Subject: HB 69

Dear House Education Committee Members and Representative Fairclough (my representative),

I am writing to express my thoughts about House Bill 69 that is up for vote soon. I am really curious why you feel the need to implement such a program, especially when our economy is troubled and budget cuts are being made all over the place! There are much more needed programs that are being cut or reduced because of our current financial state. What exactly is your purpose in starting such a program? Parents have taken care of and been responsible for their children since the beginning of time and I don't know why you feel that government money should be spent on a program that would send someone into homes to monitor families that choose to participate. The family unit is something that doesn't require government supervision or checks unless there are significant red flags! Our family has actually been able to experience both sides of this coin. Growing up we were a foster home and took in children who were taken from their parents by the state for many various reasons. It was quite an education and taught me a lot. After I was married and had my own children, one of them fell and broke his leg at a young age. Our ER doc, who wasn't even familiar with his medical history, accused us on the spot of child abuse and called us in. What a journey that was! They almost took our sick son away from us to put him with strangers who didn't know anything about his medical history based on what one doctor who had never even laid eyes on him before said. I feel I have a unique perspective because I've seen both sides of the process. There are parents who abuse and don't care for their children, yes! Should we turn a blind eye, no! But, there are also parents who love their children and do what they feel is best for their children and I believe that most parents fall into this category. It was a very traumatic experience that we walked through and thankfully the case was closed with no findings, but it has forever changed me. In a country that is supposed to be "free" how can you justify sending someone into a family's home to "monitor" their children at such a young age. There are so many variables that can make each child present so differently, yet you must admit that the overwhelming majority of parents really is going to do the best that they know how for their children! Why is an employee of the state (who may or may not even have children of their own - which by the way will teach you a lot more about parenting than any textbooks) be more justified to decide what's right for a child than their own parents who are with them every single day? I feel strongly that spending money that we don't have on a program that isn't necessary is a big waste! Thank you for your time and attention and for your service to our state and our country!

Sincerely,
Christine Garrison

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69

From: Nick & Theresa Wojcik [mailto:nmtaw1996@yahoo.com]
Sent: Tuesday, February 10, 2009 10:50 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Seaton,

We are writing you to ask that you please vote against House Bill 69, the Alaska Parents as Teachers Act. We feel that this bill would interfere with the right of parents to direct the upbringing of their children.

It is our strong belief that parents, not state officials, are best qualified to determine what is best for their individual children.

Thank you,
Nick & Theresa Wojcik
Ketchikan, AK

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: House Bill 69

From: Fisher Family [mailto:fisher@xyz.net]
Sent: Tuesday, February 10, 2009 10:54 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Just an opinion from Homer, Alaska...

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which I feel would interfere with the right of parents to direct the upbringing of their children. God gave children to parents, not to the state, and for this reason I believe parents are better qualified than state officials to determine what is best for each of their own children. I strongly oppose this bill.

Thank you,
Sally Fisher

From: Teresa Hanson [sorensen_hanson@hotmail.com]
Sent: Tuesday, February 10, 2009 11:11 AM
To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton;
Rep. Sharon Cissna; Rep. Berta Gardner
Subject: HB 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act!!!! This interferes with our rights as parents to raise our children our way. We are much better equipped to raise our children because we know them individually. State officials do not, nor do I think their ability will improve by the passage of this bill. This is an invasion of our individual rights as Americans!!!

Thnak you for your time,
Teresa Hanson
Fairbanks

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:59 AM
To: Louie Flora
Subject: FW: HB 69 -- opposed

From: rlperson@gci.net [mailto:rlperson@gci.net]
Sent: Tuesday, February 10, 2009 10:24 AM
Subject: HB 69 -- opposed

Dear Representative --

As a parent and strong supporter of family and education, I am opposed to HB 69 - "Alaska Parents as Teachers Act."

We are a family in the Chugiak area and as such I would like my opinion to be known: that although some may mean well with the HB 69, I feel that it is an intrusion on parental rights. Even though it is a voluntary program in this initial form, I believe that it would only be a matter of time before it became a requirement for parents. There seem to be several programs that are currently available for parents who have a concern about the welfare of their child's mental or physical well being at the early stages of growth. I think that these options should be strengthened and made *readily available* to folks who have a concern for the child.

Sincerely,
Lillian Person
24120 Rambler Rd.
Chugiak, AK 99567
907-688-3678

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 10:58 AM
To: Louie Flora
Subject: FW: HB 69 Hearing Tomorrow

From: Sandi Moore [mailto:sandilee@fhmoore.net]
Sent: Tuesday, February 10, 2009 10:30 AM
To: Rep. Paul Seaton
Subject: HB 69 Hearing Tomorrow

There is a hearing scheduled before the Education Committee re: HB 69 tomorrow Wednesday, Feb. 11th at 8:00 AM. I would urge you to oppose this bill. I believe that parents, not state officials, are best qualified to determine what is appropriate and best for their children.

Thank you for listening to your constituents,
Sandi Moore
20444 Bree's Way
Eagle Rive, AK 99577

From: Yonder Alaska [yonderalaska@yahoo.com]
Sent: Tuesday, February 10, 2009 11:17 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please read the alert from Home School Legal Defense Association (HSLDA) regarding their concern with House Bill 69. Their concerns are the same as my own.

I hope that Alaska Representatives do not pass the bill.

Thank you for taking time to listen to Alaskan's concerns.

Lisa K. Hydock

February 10, 2009

Alaska--Calls Needed to Oppose Government Nanny Bill

Dear HSLDA Members and Friends:

Do you want the government to become your child's nanny?

Your calls are needed to stop House Bill 69, the "Alaska Parents as Teachers Act," which would establish a parent education home visiting program for children from birth to age 5. These visits would be conducted by the Alaska Department of Education and Early Development at least once every month. The program would involve monthly parent group meetings and annual developmental and health screenings of the children. Although this would begin as a voluntary program, it is most likely the first step to a mandatory program.

HSLDA believes that parents, not state bureaucrats, are best qualified to determine what is best for their individual children. In the absence of evidence of abuse or neglect, state officials should not interfere with the upbringing of children by their parents.

Lisa K. Hydock

"Honesty is the first chapter of the book of wisdom."

President Thomas Jefferson

From: James Bunting [Gnfishn@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:25 AM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

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

Respectfully,
Jean Bunting
907-966-2638
Sitka, AK

2/10/2009

From: Ray Phelps [rphelps@matsumail.com]
Sent: Tuesday, February 10, 2009 11:28 AM
To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton;
Rep. Sharon Cissna; Rep. Berta Gardner
Subject: vote against HB69

I have reviewed the text of House Bill 69, the Alaska Parents as Teachers Act. I believe this would interfere with the right of parents to direct the upbringing of their children. Parents, not state bureaucrats, are best qualified to determine what is best for their individual children. Please vote against this bill.

Ray Phelps

2/10/2009

From: Rep. Paul Seaton
Sent: Tuesday, February 10, 2009 11:48 AM
To: Louie Flora
Subject: FW: Vote no against House bill 69

From: Mary Schrock [mailto:maryschrock_2000@yahoo.com]
Sent: Tuesday, February 10, 2009 11:46 AM
To: Rep. Paul Seaton
Subject: Vote no against House bill 69

Please vote against House Bill 69, the Alaska Parents as Teachers Act.
Thank you for your time,
Mary Schrock
54665 Newell Ct
Homer, AK 99603

From: akgramma@gci.net on behalf of Bonnie [akgramma@gci.net]
Sent: Tuesday, February 10, 2009 11:51 AM
To: Rep. Paul Seaton
Subject: Homeschooling

I am a grandmother of 12 wonderful grand children.

Six of these grandchildren are home schooled.
I feel the parents know these children and doing the best for them,
not needing others to step in.

Sincerely, Bonnie Conkin (concerned for the rights of home schooling parents).

2/10/2009

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

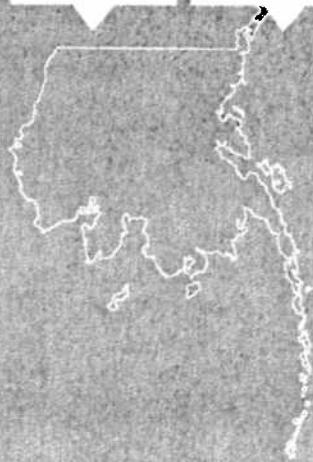
PREPARED FOR:
SYSTEM FOR EARLY EDUCATION DEVELOPMENT (SEED)
UNIVERSITY OF ALASKA SOUTHEAST



⇒ Full Report Available at www.mcdowellgroup.net

THE ECONOMIC IMPACT OF 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 direct 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 \$28.60 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 2009.

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 \$45,709. Median family income for families with two wage earners was \$72,159, a difference of \$26,450. 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 ROBINSON
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.



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.

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

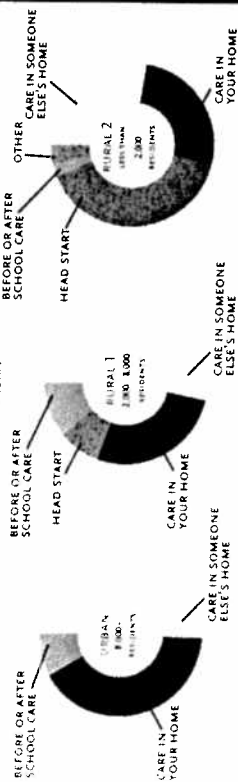
"I emphasize strongly how important it is to give the children the best start ... to have the children have a good early learning experience."

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 755 Alaska households were asked about their use of child care services as a part of the study's telephone survey. The findings of this study are understood to be the best set of data on this topic directly applicable to Alaska.

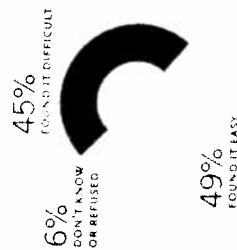
The survey sample included 345 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural 1"), as well as surveys from households in communities with fewer than 2,000 residents (labeled "Rural 2"). In conducting statewide analysis of the survey results, data from 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



Alaska's majority 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, 45 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

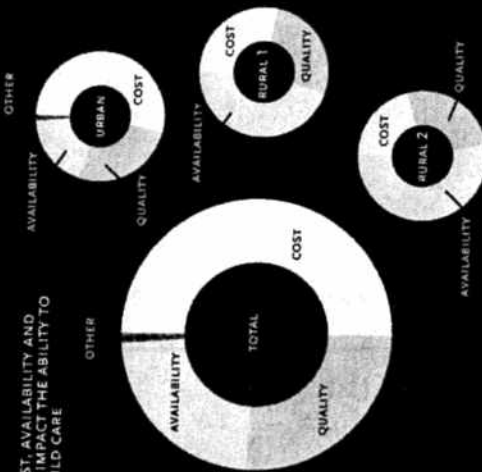


This study also found that 45 percent of Alaska households with children under six in a child care center found it difficult or very difficult to find acceptable child care. About the same percentage (45 percent) found it either easy, or very easy, to find acceptable child care.

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 1" 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	
\$400-\$900	DEPENDENT ON AGE OF CHILD AND LOCATION
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

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

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



System for Early Education Development



SEED COUNCIL MEMBERS

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

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

SEED COUNCIL MEMBERS:

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

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

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

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

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

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

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

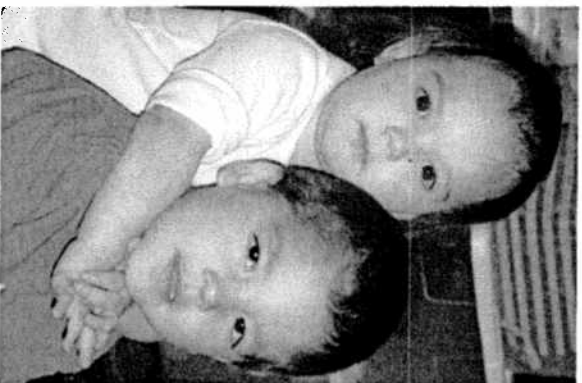
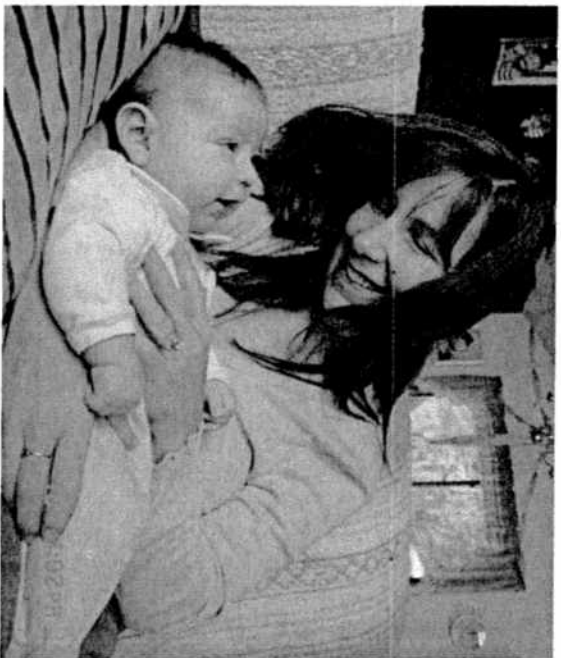
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MARY LOU MADDEN Madden Associates, Evaluator

CAROL PRENTICE SEED Program Manager, University of Alaska Southeast

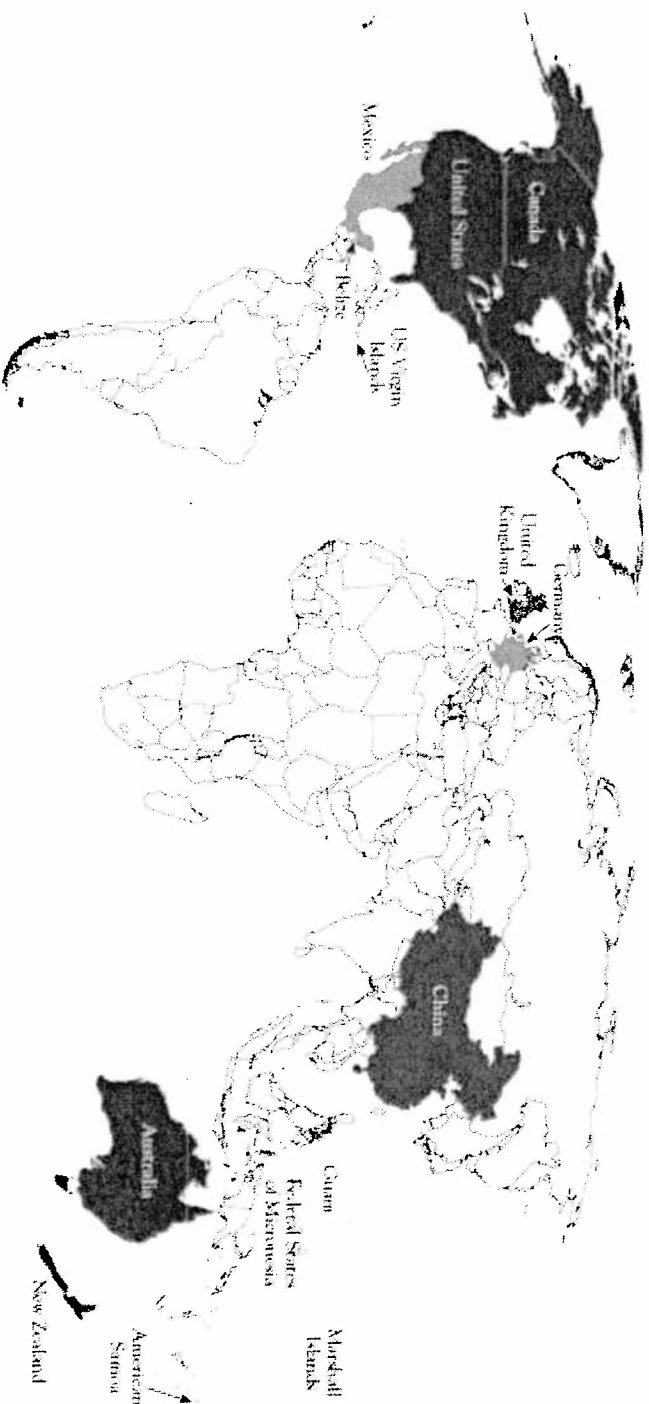
**All children will learn, grow
and develop to realize their
full potential.**



Parents as Teachers



Parents as Teachers Programs Around the World



Parents as Teachers



All children
will learn, grow,
and develop
to realize their
full potential.

Born to Learn[™]

curriculum prenatal to 3 years



Parents as Teachers
national center



All children
will learn, grow,
and develop
to realize their
full potential.

Born to Learn[™]

curriculum prenatal to 13 months



Parents as Teachers
national center



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Born to Learn[™]

curriculum 14 months to 3 years



Parents as Teachers
national center



Parents as Teachers



4 Components

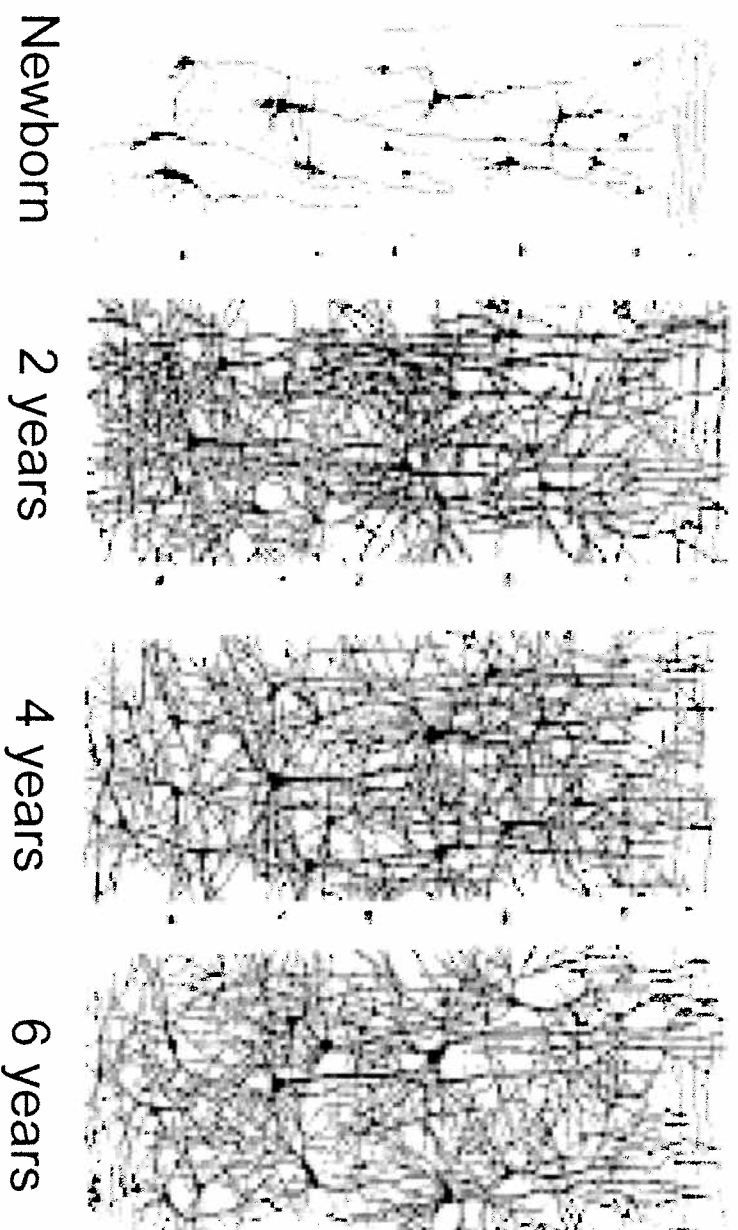
- Personal visits
- Parent group meetings
- Screenings
- Resource referrals

Mission: To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

Parents as Teachers



Development of the Human Cerebral Cortex



Parents as Teachers



Parents as Teachers Program

Goals

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

Proven Outcomes for Parents

- Increased knowledge of child development and child rearing practices
- Engage in more language and literacy promoting activities with their children
- Increased involvement in children's schooling
- PAT families have fewer documented cases of child abuse and neglect

Parents as Teachers



Proven Outcomes for Children

- Exhibit higher levels of kindergarten readiness with these gains maintained through the 3rd grade
- Fewer special education and remedial education placements in Kindergarten through 3rd grade

Parents as Teachers



Proven Outcomes for Children Continued

- More likely to display positive social and self help behaviors
- 4 - 5 months ahead in language development on the Preschool Language Scale at age 3

Parents as Teachers



Alaska's Children

- Approximately 65,000 children 0 to 5 years of age
- Nearly half of Alaskan children entering school are unprepared to read or learn
- Among the highest rates of child abuse and neglect, with approximately 50% of reports of harm are for children 0 to 5 years of age
- Highest high school drop out rate in the country

Parents as Teachers



A Call to Action

Ready to Read Task Force

- Provide in the home support to increase engagement of parents in their child's learning

Governor's Summit on Early Learning

- Provide all parents with access to home-based education and support

Alaska Education Plan

- Increase parent involvement

Parents as Teachers



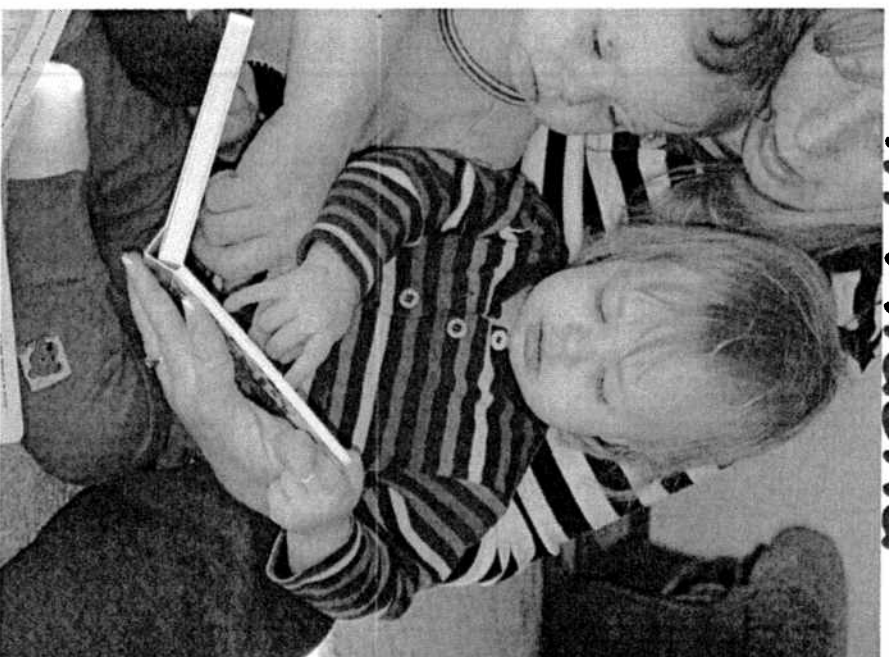
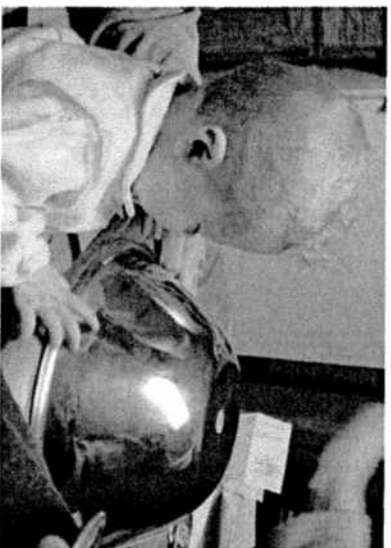
An Investment in Alaska's Children

Average Cost Per Child: \$3,000

Parents as Teachers



Parents as Teachers in Alaska



Parents as Teachers



Melissa Pickle

(907) 865-7435

mpickle@ruralcap.com

Parents as Teachers

