

HB

69

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CSHB69
 () Publish Date: _____

Identifier (file name): CSHB069-EED-TLS-4-10-09 Dept. Affected: Education & Early Development
 Title: An Act establishing in the Department of Education and Early RDU: Teaching & Learning Support
Development a voluntary parent education home visiting program for Component: Early Learning Coordination
 Sponsor: Representative Tuck, Petersen, Kawasaki and Gara
 Requester: _____ Component Number: 2912

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
		FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
OPERATING EXPENDITURES							
Personal Services	102.4	0.0	102.4	102.4	102.4	102.4	102.4
Travel	20.0	0.0	20.0	20.0	20.0	20.0	20.0
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	1,950.0		1,950.0	16,800.0	16,800.0	16,800.0	16,800.0
Miscellaneous							
TOTAL OPERATING	2,072.4	0.0	2,072.4	16,922.4	16,922.4	16,922.4	16,922.4

CAPITAL EXPENDITURES							

CHANGE IN REVENUES ()							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	2,072.4	0.0	2,072.4	16,922.4	16,922.4	16,922.4	16,922.4
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	2,072.4	0.0	2,072.4	16,922.4	16,922.4	16,922.4	16,922.4

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time	1.0		1	1	1	1	1
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The Alaska Parents as Teachers Act, provides for a competitive grant for pre-elementary students to receive teaching services through the student's respective parent/guardian and support by EED. Cost were determined as follows:

FY10 & FY11 650 student pilot program each year: $650 \times \$3000 = \$1,950,000.00$

FY12 - FY15 Approximately: 9,600 pre-elementary students;

of those approx: (3,500) students receive Headstart services;

Approximately: (500) will be covered under the Governor's proposed pilot pre-kindergarten program

Resulting in: 5,600 pre-elementary students that could qualify for this grant.

Approximately: \$3,000 per student cost.

\$16,800,000 TOTAL GRANT

In addition to the grant the department will need to hire one position to oversee and service this program.

Prepared by: Eddy Jeans, Director Phone 465-8679
 Division: School Finance Date/Time: 4/10/09 12:00 AM
 Approved by: Larry LeDoux, Commissioner Date: 4/10/2009

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE TUCK

TO: CSHB 69(), Draft Version "C"

1 Page 3, line 29, following "shall":

2 Insert new material to read:

3 "(1) apply for and maximize federal and private funding sources to
4 support the program established under this section;

5 (2) identify and engage private partners to support the program;

6 (3) limit the number of participating families to 650 for the first two
7 years of program implementation and thereafter increase the number of participating
8 families based on demand; and

9 (4)"

LEGISLATIVE RESEARCH REPORT

APRIL 7, 2009



REPORT NUMBER 09.219

EARLY EDUCATION PROGRAM COMPARISON

PREPARED FOR REPRESENTATIVE CHRIS TUCK

BY TIM SPENGLER, LEGISLATIVE ANALYST

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table 1: Head Start and Parents as Teachers, Children Served and Costs		
	Head Start	Parents as Teacher
Number of Children Served	3,557	963
Estimated Annual Cost	\$8,000-12,000 (per child)	\$3,000 (per family)
Notes: Head Start figures are for Fiscal Year 2008, while Parents as Teacher numbers are for program year 2007-2008 (both programs primarily operate for nine months during the school year). For a child in a Head Start urban setting, costs average around \$8,000 while costs can go upward of \$12,000 in the most remote rural areas. Parents as Teacher estimates are per family. During the 2007-2008 school year, PAT served 963 children from 809 families. Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.		

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

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

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

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

Age	Prenatal	Under One	One	Two	Three	Four	Five	Total
Head Start	N/A	149	143	213	1,169	1,549	334	3,557
Parents as Teachers	31	122	212	230	208	108	52	963
Notes: Children served in Head Start programs in Alaska are for fiscal year 2008. Parents as Teachers numbers are for the 2007-2008 school year. Complete specific age information for one of PAT's sites (Ft. Wainwright) was unavailable. At least 11 children, ages birth to three, were served at this site during this time period. For this table, we divide these 11 among the under one, one year, and two year categories. Sources: Paul Sugar, Education Specialist, Department of Education and Early Development, (907) 465-4862. Melissa Pickle, PAT Alaska State Coordinator, (907) 865-7345.								

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

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

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

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

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

Attachment A

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



Proven Benefits of Early Childhood Interventions

RAND RESEARCH AREAS

THE ARTS
CHILD POLICY
CIVIL JUSTICE
EDUCATION
ENERGY AND ENVIRONMENT
HEALTH AND HEALTH CARE
INTERNATIONAL AFFAIRS
NATIONAL SECURITY
POPULATION AND AGING
PUBLIC SAFETY
SCIENCE AND TECHNOLOGY
SUBSTANCE ABUSE
TERRORISM AND
HOMELAND SECURITY
TRANSPORTATION AND
INFRASTRUCTURE
WORKFORCE AND WORKPLACE

There is increasing recognition that the first few years of a child's life are a particularly sensitive period in the process of development, laying a foundation in childhood and beyond for cognitive functioning; behavioral, social, and self-regulatory capacities; and physical health. Yet many children face various stressors during these years that can impair their healthy development. Early childhood intervention programs are designed to mitigate the factors that place children at risk of poor outcomes. Such programs provide supports for the parents, the children, or the family as a whole. These supports may be in the form of learning activities or other structured experiences that affect a child directly or that have indirect effects through training parents or otherwise enhancing the caregiving environment.

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

A Range of Benefits

The study focused on programs that provide child development services from the prenatal period until kindergarten entry and that had scientifically sound evaluations. A literature review identified twenty such programs, nineteen of which demonstrated favorable effects on child outcomes. Fifteen of the effective programs were judged to have a "strong" evidence base because they measured outcomes at the time of kindergarten entry or beyond.

Key findings:

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

The remaining four were not judged to have a strong evidence base because, as of the last follow-up, the participants had not yet reached kindergarten age. Many or all of the children in those programs were as young as age 2 or 3, so there is less information as to the lasting effects of the program on outcomes of interest. The evidence base for these programs was designated "promising."

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

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

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

Even though findings suggest that early benefits in terms of cognition or school achievement may eventually fade, the evidence indicates that there can be longer-lasting and substantial gains in outcomes such as special education placement and grade retention, high school graduation rates, labor market outcomes, social welfare program use, and crime. A few studies indicate that the parents

of participating children can also benefit from early intervention programs, particularly when they are specifically targeted by the intervention.

Features of Effective Programs

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

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

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

Economic Returns from Effective Early Intervention Programs

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

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

Effective Early Childhood Intervention Programs Included in Study

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

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

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

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

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

This research brief describes work for RAND Labor and Population documented in *Early Childhood Interventions: Proven Results, Future Promise* by Lynn A. Karoly, M. Rebecca Kilburn, and Jill S. Cannon, MG-341-PNC (available at www.rand.org/publications/MG/MG341), 2005, 200 pages, \$24, ISBN: 0-8330-3836-2. MG-341 is also available from RAND Distribution Services (phone: 310-451-7002; toll free 877-584-8642; or email: order@rand.org). The RAND Corporation is a nonprofit research organization providing objective analysis and effective solutions that address the challenges facing the public and private sectors around the world. RAND's publications do not necessarily reflect the opinions of its research clients and sponsors. RAND® is a registered trademark.

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RB-9145-PNC (2005)



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Attachment B

"Parents as Teachers: An Evidence-Based Home Visiting Program," Parents as Teachers, December 2007

"Benefits of Head Start and Early Head Start Programs," National Head Start Association



Parents as Teachers An Evidence-Based Home Visiting Program

A range of research studies conducted and supported through state governments, independent school districts, private foundations, universities and research organizations, demonstrate that Parents as Teachers makes a measurable difference in the lives of parents and their children. The following summary lists some of Parents as Teachers' evidence-based research outcomes from across the United States:

Parents as Teachers Helps All Children Enter School Ready to Learn

- 7,710 public school children from a stratified random sample of Missouri districts and schools were examined at kindergarten entry and at the end of third grade. Results showed that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and those from non-poverty households. With at least 2 years of Parents as Teachers combined with a year of preschool, 82% of poor children were ready for school at kindergarten entry -- a level identical to nonpoverty children with no Parents as Teachers or preschool.ⁱ
- 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.ⁱⁱ
- Children in high poverty schools who participated in Parents as Teachers were equivalent to those of children at low poverty schools with no preschool enrichment (Parents as Teachers or preschool). In addition, when children attending high poverty schools participated in both Parents as Teachers and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (Parents as Teachers or preschool).ⁱⁱⁱ
- 87% of Native American children served by Parents as Teachers through its Baby FACE program were ready for preschool by age 3.^{iv}

Parents as Teachers Supports Later School Achievement

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

Parents as Teachers Prevents Child Abuse

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

- Parents as Teachers families had fewer documented cases of abuse and neglect in comparison to the Missouri state average.^{xii}

Parents as Teachers Increases Parental Involvement

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

Parents as Teachers Improves Children's Health and Development Outcomes

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

ⁱ Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

ⁱⁱ Drazen, S., & Haust, M. (1995). The effects of the Parents and Children Together (PACT) program on school achievement. Binghamton, NY.; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

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

^{iv} Research and Training Associates, Inc. (2006). *BIA Baby Family and Child Education Program: 2005 Report. Executive Summary*.

^v Zigler, E. & Pfannenstiel, J.C., (2007).

^{vi} Pfannenstiel, J. (1989). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.

^{vii} Drazen, S., & Haust, M. (1995).

^{viii} Panel on Research on Child Abuse and Neglect (1993), p. 169.

^{ix} Hahn, R.A., Bilukha, O.O., Crosby, A., Fullilove, M.T., Liberman, A., Moscicki, E.K., et al. (2003). First reports evaluating the effectiveness of strategies for preventing violence: Early childhood home visitation. *Center for Disease Control, Morbidity and Mortality Weekly Report*, 52, 109.

^x Wagner, M.M. & Clayton, S.L. (1999). The Parents as Teachers Program: Results from Two Demonstrations. *The Future of Children: Home Visiting: Recent Program Evaluations*, 9(1), 91-115.

^{xi} Wagner, M., Iida, E. & Spiker, D. (2001). The multisite evaluation of the Parents as Teachers home visiting program: Three-year findings from one community. Menlo Park, CA: SRI International.

^{xii} Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991). Second wave study of the Parents as Teachers program. Overland Park, KS: Research & Training Associates.

^{xiii} Wagner, M. & Spiker, D. (2001). Multisite Parents as Teachers Evaluation: Experience and outcomes for children and families. Menlo Park, CA: SRI, Int'l www.sri.com/policy/cehs/early/pat.html

^{xiv} Pfannenstiel, J. (1998). New Parents as Teachers project: A follow-up investigation. Overland Park, KS: Research & Training Associates.

^{xv} Pfannenstiel, J., Lambson, T., & Yarnell, V. (1996). The Parents as Teachers program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates.

^{xvi} Research and Training Associates, Inc. (2006); Albritton, S., Klotz, J., & Roberson, T. (2004). The effects of participating in a Parents as Teachers program on parental involvement in the learning process at school and home. *E-Journal of Teaching and Learning in Diverse Settings*, 1, 188-208.

^{xvii} 2005-2006 Parents as Teachers Annual Program Report.

^{xviii} Wagner, M., Iida, E. & Spiker, D. (2001).

^{xix} Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).

Benefits of Head Start (HS) and Early Head Start (EHS) Programs

The federal government's historical commitment to sponsor and encourage research and evaluations in the HS and EHS programs has generated a large corpus of research on HS and EHS. This research reveals that HS and EHS programs provide educational, economic, health, and law enforcement benefits.

Educational Benefits

Substantial research finds that HS and EHS programs provide educational benefits. Recent FACES data shows that HS graduates, by the spring of their kindergarten year, were essentially at national norms in early reading and early writing and were close to meeting national norms in early math and vocabulary knowledge.¹ By the spring of their kindergarten year, HS graduates' reading assessment scores reached national norms, and their general knowledge assessment scores were close to national norms.² The HS Impact Study reveals small to moderate statistically significant positive impacts for 3- and 4-year-old children enrolled in HS on pre-reading, pre-writing, vocabulary, and parent reports of children's literacy skills.³ This study found that a higher proportion of HS parents read to their children more frequently than those parents of children who were not enrolled in HS.⁴ In another recent study funded by the U.S. Department of Health and Human Services, HS children were found to perform better on cognitive, language, and health measures than their comparison group counterparts did.⁵ Reliable studies have found that HS children experience increased achievement test scores and that HS children experience favorable long-term effects on grade repetition, special education, and graduation rates.⁶

Likewise, findings from the EHS Impact Study show that EHS children on average had a higher cognitive development score than their control group had.⁷ EHS children at age 3 had larger vocabularies than the control group children had. EHS children demonstrated a higher level of social-emotional development than their control group did.⁸

Economic Benefits

Research shows that HS is a wise investment for society. The preliminary results of a randomly selected longitudinal study of more than 600 HS graduates in San Bernardino County, California, showed that society receives nearly \$9 in benefits for every \$1 invested in these HS children. These benefits include increased earnings, employment, and family stability, and decreased welfare dependency, crime costs, grade repetition, and special education.⁹ Properly trained HS parents can decrease Medicaid costs by \$198 per family.¹⁰

Health Benefits

Studies demonstrate that HS and EHS improve the health of the children and families they serve. The HS Impact Study demonstrated that a much higher proportion of HS children received dental care than those children who did not receive HS services.¹¹ A higher proportion of parents with 3-year-old children in HS reported that their child was either in excellent or very good health as compared with those parents who did not have children enrolled in HS.¹² The HS Impact Study showed that HS reduces the frequency and severity of problem behavior as reported by their parents.¹³ Recent research suggests that Head Start reduced the mortality rates for 5- to 9-years-old children from causes that could have been affected by the participation in Head Start when they were 3- and 4-year-olds.¹⁴ HS provides health and dental services to children and families who might otherwise not have them.¹⁵ Parents who participate in HS are found to have greater quality of life satisfaction; increased confidence in coping skills; and decreased feelings of anxiety, depression, and sickness.¹⁶ HS children are at least eight percentage points more likely to have had their immunizations than those children who did not attend preschool.¹⁷ Similarly, EHS children had a higher immunization rate than children in a control group.¹⁸

Law Enforcement Benefits

Along with improving the health of its children and families, HS benefits its children and society-at-large by reducing crime and its costs to crime victims.¹⁹ HS children are significantly less likely to have been charged with a crime than their siblings who did not participate in HS.²⁰



National Head Start Association
1651 Prince Street
Alexandria, Virginia 22314
(p) 703.739.0875 (t) 703.739.0878

¹ Zill, N. and Sorongon, A. (2004). Children's Cognitive Gains during Head Start and Kindergarten. Presentation at the National Head Start Research Conference, Washington, DC. June 28-30, 2004.

² Ibid.

³ U.S. Department of Health and Human Services. (2005, June). Executive Summary, Head Start Impact Study First Year Findings, ii.

⁴ Ibid., xvi.

⁵ Abbott-Shim, M., Lambert, R., and McCarty, F. (2003). A Comparison of School Readiness Outcomes for Children Randomly Assigned to a Head Start Program and the Program's Wait List. *Journal of Education for Students Placed at Risk*. 8(2), pp. 210-211.

⁶ Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. *American Economic Review*. 92, 4: 999.

⁷ U.S. Department of Health and Human Services. (2002, June). Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start, Executive Summary, p. 3.

⁸ _____. (2002). Research Practice, Talking Points: Overall Findings Presentation "Long Version." Early Head Start Research and Evaluation Project Slide 12.

⁹ Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.

¹⁰ UCLA Johnson & Johnson Health Care Institute for Head Start. (2004, April 14). UCLA Study Shows Medicaid Costs Can Shrink Significantly When Head Start Parents Are Trained to Handle Kids' Common Ailments.

¹¹ U.S. Department of Health and Human Services. (2005, June.) Executive Summary, Head Start Impact Study First Year Findings, xv.

¹² Ibid.

¹³ Ibid., xiii.

¹⁴ Ludwig, J. and Miller, D. (2007). Does Head Start Improve Children's Life Chances? Evidence from a Regression Discontinuity Design. *The Quarterly Journal of Economics*. 122, 1: 159-208.

¹⁵ Hale, B., Seitz, V., and Zigler, E. (1990). Health Services and Head Start: A Forgotten Formula. *Journal of Applied Developmental Psychology*. 11, 447-458.

¹⁶ Parker, F., Piotrkowski, C., and Peay, L. (1987). Head Start as a Social Support for Mothers: The Psychological Benefits of Involvement. *American Journal of Orthopsychiatry*. 57, 2: 220-233.

¹⁷ Currie, J. and Thomas, D. (1995, June). Does Head Start Make a Difference?. *The American Economic Review*. 85, 3: 360.

¹⁸ U.S. Department of Health and Human Services. (2002). Research Practice, Talking Points: Overall Findings Presentation "Long Version." Early Head Start Research and Evaluation Project. Slide 11.

¹⁹ Fight Crime: Invest In Kids. (2004). Quality Pre-Kindergarten: Key to Crime Prevention and School Success. Available at <http://www.fightcrime.org/> on July 23, 2004, p. 1.

²⁰ Garces et al. (2002, September). Longer-Term Effects of Head Start, p. 1011.



National Head Start Association
1651 Prince Street
Alexandria, Virginia 22314
(p) 703.739.0875 (f) 703.739.0878

Rhonda Stark
P.O. Box 1452
Palmer, AK 99645

April 9, 2009

Honorable Paul Seaton
Room 102
State Capitol
Juneau, Alaska 99801-1182

RE: HB 69

Dear Representative Seaton:

I am writing in opposition to HB 69 – The Alaska Parents as Teachers Act. Even the title reference of this bill is appealing to me as parents have always been the teachers of their children and until about 30 years ago most children under the age of five were at home being taught by mothers and fathers very successfully and with love and nurturing. Parents did not need "experts" guiding and advising them in how to do this.

I don't know why such bills are being originated but I do believe that the expectation of academic preparedness at an earlier and earlier age is partly to blame. There is ample evidence that structured academics at too early of an age as well as early separation from parents is physically, intellectually, socially, and emotionally harmful to young children. The best environment for young children, and the one most supported by child psychologists, is with loving parents in a secure and nurturing home, learning through natural experience, exploration and imaginative play. This environment does not require taxpayer funded, expensive "professional" guidance. As for the case of a severely dysfunctional home, no amount of "professional" guidance from the department of education will remedy such a situation and it is another agency, the department of youth and family services that is better suited to give assistance in such cases.

As a mother, teacher and taxpayer, I am against public money being used for a "voluntary" parent education home visitation program which I fear won't remain voluntary for long. I also believe this is in great part a push by the NEA for more head counts resulting in more membership, hence more funds routed their way. The state should not be raising our children!! Soon we'll be required to have a taxpayer funded education "expert" in the delivery room. Parenting is a God given right and responsibility given to parents, not the state.

The more responsibility you take from people the more irresponsible they will become. Give responsibility back and you might be surprised at the results. It's funny that all the parenting books we are encouraged to read as parents tell us not to do for our children what they can do from themselves – ie. teaching responsibility, yet the state is so willing to swoop in and snatch away responsibility from parents to raise their own children.

Respectfully,

Rhonda Stark
Rhonda Stark

Memo

From: Louie Flora, Staff, Rep. Seaton
To: Legal Services
RE: final bill request
Date: April 10, 2009

The attached amendment was incorporated into HB 69 version 26-LS0281\C which was adopted by the House Education Committee and passed from committee this morning.

Please incorporate into a final to be read across the floor as soon as possible.

Also, the committee adopted an amendment to fix a typo in version C occurring on page 2, line 18 changing "indentified" to "identified"

Thanks,

Louie

Louie Flora

From: ahensley@gci.net on behalf of Abbe Hensley [ahensley@akhf.org]
Sent: Friday, April 10, 2009 6:55 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Cc: Melissa Pickle; Joy Lyon
Subject: HB 69
Importance: High

Dear members of the House Education Committee,

I strongly encourage you to support HB 69, establishing a voluntary home visiting program for parents of young children. An evidence-based option for families like this is a critical component of a comprehensive early childhood system in our state. Best Beginnings promotes parents as a child's first and most important teacher, and a program established through HB 69 will help parents who choose to participate to provide appropriate and foundational early learning experiences for their children.

Thank you for your consideration of this important issue.

Best,
Abbe Hensley

Please respond to ahensley@akhf.org.

Abbe Hensley
Executive Director, Best Beginnings
ahensley@akhf.org
907.297.3301 (direct line)
907.830.1234 (mobile)
907.297.3304 (fax)
3350 Commercial Drive, Suite 104A
Anchorage AK 99501

Best Beginnings is a public-private partnership that mobilizes people and resources to ensure all Alaska children begin school ready to succeed.

Louie Flora

From: Wendy McKinnis [schultz@mtaonline.net]
Sent: Friday, April 10, 2009 1:43 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: Oppose HB 69 "Alaska Parents as Teachers Act"

Dear Chairman Seaton and Members of the House Education Committee:

Please oppose HB 69, Alaska's Parents as Teachers Act.

For many reasons we oppose the bill and consider its implementation a step backwards in actually accomplishing the state education goal of achieving student academic excellence. Overall state graduation rates are abysmally and shamefully low (Service High School reported a forty- eight percent failure rate) and adding another program to our failing system will not be sufficient to revive it.

Putting aside the academic hurdle, however, we still must carefully evaluate the significant cost incurred to the state to implement and administer the program. It is certain to be astronomically and prohibitively high. Considering our state's dire financial situation I cannot see how adding this to the state budget is advisable.

Thank you for considering our view and we would appreciate voting NO on HB 69.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Jessie [jessiechilstrom@chadstoolbox.com]
Sent: Thursday, April 09, 2009 11:37 PM
To: 'Jessie'; Rep. Les Gara; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: RE: STOP hb69 (big brother)

Representatives,

Hb69 is parental invasion. Please don't listen to lobbyists from certain programs, departments, and organizations who will benefit financially from this bill!! Taxpayers money should not be spent on Case workers checking up on parents in their own homes. I realize that this bill states that this is volunteer only, but this bill will be the first step of Government mandate in future legislative sessions. —A total violation of parental rights! There is not sufficient evidence that a program like this is even needed! It may be true, that children who get an early start at home happen to do better in school, but its not because they had 'an early start' its because they have parents that spend time with them. The real studies show that children who do poorly in school aren't dumb, or deprived of preschool, they have a dysfunctional home life. Early childhood education is the sole responsibility of the parents, however they see fit. I believe the whole premise behind the "Early Childhood Development movement" is parents wanting their children to be educated in daycare, so they both can go to work, so they can have their big house and toys and assume they won't feel guilty about leaving them if they are being well educated.

If I was to spend lots of loving time with my children, and not teach them a single shape/color/letter/number before they turn 6, I know they would still would do exceedingly well in school, because they will come from a loving family and be old enough to process the information —Without government control!

Please don't waste tax payer \$\$ on this, or your precious legislative time, please work on something that is actually beneficial. A great idea for an educational program would be to continue programs like ECFE (early childhood family education) where parents bring their children to a school and meet with a government paid mom and tot class. Also; a "Why Mothers should stay at home with their children" workshop. Couple that with an extensive abstinence program for the unmarried (that doesn't involve handing out condoms to kids and teaching them that a baby is merely a couple of cells) and that would be a great way to spend tax payers money, (and save a lot of money in the long run)

:)

Jessie Chilstrom

Mother of 4 who enjoys not having big brother watching me parent!

I support the new Freedom of Choice Act for women:

2 Choices:

1. Leave clothes on?
2. Take clothes off?

Beyond that -**there is no more choice for you!!**

(notice- murder isn't on the list)

Louie Flora

From: Robert & Donna Dehart Sr [robart@cfaith.com]

Sent: Thursday, April 09, 2009 7:36 PM

To: Rep. Paul Seaton

Subject: I APPOSE HB 69!

Dear Representative Seaton,

Please vote NO! I urge you NOT to pass HB 69. I believe it would be a step in the wrong direction for the state of Alaska.

Thank you for hearing the voice of the people you represent.

God Bless,

Donna DeHart

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 indentified 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.

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:11 AM
To: Louie Flora
Subject: FW: HB 69 Participation Rates

From: NicShelt9@aol.com [mailto:NicShelt9@aol.com]
Sent: Sunday, February 15, 2009 10:39 PM
To: Rep. Paul Seaton; Rep. Berta Gardner; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Chris Tuck; Rep. Peggy Wilson; Rep. Wes Keller
Subject: HB 69 Participation Rates

Good Morning,

Thank you for the opportunity to address the Education Committee on Friday regarding HB 69.

Currently, 85% of Hoonah's children receive some level of Parents as Teachers services. Parents decide which activities in which to participate. Some families attend all activities and have more frequent visits, while others have other levels of participation depending upon their employment, obligations with older children, and family circumstances. There is no penalty for families who miss personal visits or cannot attend play groups, Family Nights, screenings, or other program activities. Participation is completely voluntary at all levels.

I strongly urge passage of HB 60. If I can provide any further information regarding the Parents as Teachers components or the parent educators, please don't hesitate to contact me.

Thank you for your diligence on behalf of Alaska's children.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!
(<http://pr.atwola.com/promoclk/100126575x1218822736x1201267884/aol?redir=http://www.freecreditreport.com/pm/default.aspx?sc=668072%26hmpgID=62%26bcd=febemailfooterNO62>)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:19 AM
To: Louie Flora
Subject: FW: House Bill 69

From: Heidi York [mailto:heidaiyorkcmc@yahoo.com]
Sent: Thursday, February 12, 2009 7:28 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear House Education Chairman Paul Seaton,

We sincerely oppose the HB 69 that is currently on the table.

My husband and I feel that even with the amendments that there is no room for this sort of legalistic overseer mentality of the state into private homes if there is no other record of children not thriving.

The God given ability to raise children falls first and foremost to all parents unless given up by said parents, NOT the state. This is America we live in not a socialist society.

Please encourage members of your committee to re-evaluate their positions regarding this ridiculous bill. There is surely a better way to help children in our state without such a program.

Even though it is stated as volunteer, it's a well know fact that many of our 'volunteer' programs become mandated. There is absolutely NO WAY to provide such a service as this without bias which further leads to our desire for this bill to be thrown out completely.

Please refocus your efforts so that we may support you in the future.

Sincerely,
Dr. Brian M. York, M.D. Major USAF
Heidi York

Brian & Heidi York
20484 Driftwood Bay Drive
Eagle River , AK 99577
USA
HM: 907-622-1248
Cel: 907-317-4414(Heidi) ; 317-4416(Brian)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: HB 69

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

From: thetaylors@gci.net [mailto:thetaylors@gci.net]
Sent: Thursday, February 12, 2009 7:57 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Thank you for your service to the people of the state of Alaska. I am writing to voice my opposition HB 69 - Early Childhood Ed: Rating & Home Visits and I would urge you to vote against it.

I agree that parents are the first and most influential teacher in child's life. However, parents, not state bureaucrats, are also the 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. HB 69 is an infringement of parental rights. What is voluntary today often becomes mandatory tomorrow. The cost of \$3000 per child or family to administer this program is too great. In these challenging economic times we should not be implementing programs that would have to be in place in every city or village whether the parents want the services or not.

Thank you for your consideration.

Sincerely,
Stephanie Taylor
8050 Pioneer Dr. #1201
Anchorage, AK 99504
333-1297

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: HB 69

From: Chris Davis [mailto:ctdavis@ieee.org]
Sent: Thursday, February 12, 2009 8:10 PM
To: Rep. Paul Seaton
Subject: HB 69

You may have already received an email from my wife on this subject from this email, but I want to reaffirm that both me and my wife feel this is a bad idea for the state and for the people's rights.

- I believe this is intrusion into parents rights to raise their child as they feel best.
- This increases the size of government at a time when Alaska has a projected budget short-fall. An increase in government is not in the best interest of Alaska. I am against larger government.
- The bill will be very difficult to enforce and
- The "Voluntary" program is simply a lead-in for a mandatory program once the "bugs" are worked out.
- Monthly meetings with a "qualified caseworker" can be very subjective.

Sincerely,

Christopher T. Davis, P.E.

From: "peacemkr" <peacemkr@wildak.net>
To: Representative

We would like to express our OPPOSITION to HB 69. It is a bold =
step for the government to step in and dictate this into law. The =
government officials need to look at their current statistics in the =
role they are performing in the education realm. The percentages of =
children's scores on tests, the percentage graduating in relation to the =
number who started kindergarten, and those matriculating on after =
graduation...it's not too impressive. Leave the children to those who =
know best...the parents.

Cordially,
Cliff and Maureen Henry

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:18 AM
To: Louie Flora
Subject: FW: House Bill 69

From: brian casey [mailto:caseyski@mtaonline.net]
Sent: Thursday, February 12, 2009 9:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

We are writing to you to express our **strong opposition** to House Bill 69. There are many places available for parents to take their young children to be evaluated if there are concerns. i.e.; community health centers, doctors, midwives, schools, churches ect.. Therefore it is not necessary or wise to make intrusions upon individual households even on a voluntary basis. The money that would be used for this could benefit children in a much more efficient and practical manner by simply giving them the basic necessities that they require such as food, warm clothing, shelter and heat. Help a family with basic necessities and leave the parenting decisions to the parent, NOT the state.

Sincerely,

Mr. and Mrs. Brian Casey

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB69

From: Swanson [mailto:akaloha8@gmail.com]
Sent: Thursday, February 12, 2009 10:20 PM
To: Rep. Paul Seaton
Subject: HB69

Dear Representative Seaton,

Even in the amended form, this bill is not one I would like to see passed. My personal objection is that of funding for the bill at a time when our economy is so bad. Secondly, I do not believe parents need to have someone come to their home to instruct them in how to be "good parents".

PLEASE OPPOSE THIS BILL.

Sincerely,

Kim Swanson

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB69

From: Donna W [mailto:soccermomof03@lycos.com]
Sent: Friday, February 13, 2009 1:56 AM
To: Rep. Paul Seaton
Subject: HB69

I would like to say that I hope you'll make the sensible decision to vote against HB69. Most importantly, with today's financial and budgetary cut backs it would not make sense to pass a bill that would have an endless need for funds. Especially for curriculum covering prenatal through age 5! Any parent who cares about their children will pay attention to them, read to them, keep their expanding minds stimulated and love them with enough attention to help them prepare to be a life long learner. It's parents like these who already have nurturing skills who would seek out such programs, not the neglectful, abusive parents the supporters of HB69 think they're reaching out to. They won't seek out accountability. Not only is there no reason for a curriculum, but people with only 37 or so hours of training are not the level of skilled professionals I'd want the children of my country to rely on. There are already many different groups parents can join through doctors' offices, nurses, churches, not to mention friends and family.

If this group is so certain they have THE answers to raising everyone's children, why don't they create their course for parents to purchase or check out at the library! It could be the entire 37 hours-5hours per week for 8 weeks!

I listened to the presentation on February 11, 2009, and it sounds to me like this group would like to set up a big bureaucracy to oversee the many programs that are already out there. And they would of course be in charge! And they want the Alaska budget to pay for their entry into this field of influence, when they themselves state that parents are the most influential with their children. It sound like this group would like to become most influential.

While I'm sure that intentions are truly honorable, I believe this would turn into a mess. When I watch the news and see the mayor take away funding for fire fighters, in other words public safety items of the budget, as a beginning way to balance the budget, I lose patience with politics. Instead, lets not add HB69 to our budget. Schools keep getting more money without proving their worth with results. (Firefighters and medics save lives every day.) This will be more of the same. Parents are best at raising their children by their own creative solutions. They can make the best choices for their children, whom no one but God loves more than they do.

Please vote no on HB69.

Thank you for your time.

Sincerely,
Donna Worthen
(mother of 3 wonderful people)

Louie Flora

From: Rep. Paul Seaton
Sent: Monday, February 16, 2009 8:17 AM
To: Louie Flora
Subject: FW: HB 69

From: Ingrid Gavalya [mailto:gavalya@mtaonline.net]
Sent: Friday, February 13, 2009 7:35 AM
To: Rep. Paul Seaton
Cc: Rep.Bill.Stoltz@legis.state.ak.us
Subject: Fw: HB 69

Dear Mr. Seaton & Stoltz:

I am forwarding an e-mail I sent to Rep. Fairclough. Through communication with her office I was told she is no longer on Ed. committee.

I don't know what studies the authors of HB 69 are siting. I looked up several on Wed. & the common factor appeared to be parent involvement and not any particular program.

I know from speaking with teachers that parent involvement is key to a child succeeding in school. I don't know if that involvement can be legislated. If a parent doesn't have any interest in helping with homework, feeding their children nutritious food, and making sure their children get appropriate amounts of sleep, it is going to be difficult for the best of teachers.

I come from a long line of individuals that never participated in a pre-k program, but still pursued higher education because it was a value in our family. The government didn't step in telling us how to do it.

We should not have laws based on those that won't step up to encourage their children to receive the free education offered in our state. The more people that won't take personal responsibility force the rest of us to be under government control.

Wouldn't the money be better spent with children that have already come through pre-k & elementary school but are slipping off during jr. & sr. high?

I apologize for the somewhat incoherent ramblings. I have my own family that I am in a hurry to tend to.

I hope that you will consider what I have said.

Sincerely,
 Ingrid Gavalya

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

From: Ingrid Gavalya
To: Representative Anna Fairclough@legis.state.ak.us
Sent: Wednesday, February 11, 2009 7:39 AM
Subject: HB 69

Dear Ms. Fairclough,

I have a number of objections to HB 69. First of all, I thought that there was a budget crisis in our state. I don't think state dollars will be best utilized on something parents and their family doctors are already able to do. When children are school age any issues that are present will be detected and addressed.

My biggest objection to this bill is the governments intrusion to families. I understand that it is "voluntary" but, for how long.

My now 11 yr old daughter was told when she was 3 that she had AD/HD. We were at a Halloween party and another guest, an ophthalmologist that was some how partnered with the school district, told me she had training with ADD & AD/HD. She was very intent on telling me to get my daughter help. I took it seriously & spoke to my pediatrician's office nurse. She laughed! My daughter had been their patient since birth & they saw no indicators through our visits or conversations. This nurse told me after raising 4 children of her own & being a pediatric nurse for years, her experience was all 3 yr olds have "AD/HD". Needless to say my daughter does not have AD/HD. She excels in academics and is definitely high energy so she swims, runs, & hikes.

If a counselor came into my home to so my then toddler in one snippet of life would we have decided to medicate & treat her like she had a disorder? I have 2 more children with different personalities. My 8 yr. couldn't read when she started kindergarten would we have labeled her & put her into another program? My third child is 3 yrs old, and is prone to temper tantrums. Should I put her in an anger management program? My dog doesn't always come when she calls. Does she need a hearing program or is she passive aggressive? Maybe I am the common factor & need to begin **mandatory** parenting classes accompanied by shock therapy. Where does the insanity end?!?!

Sincerely,
Ingrid Gavalya

Louie Flora

From: Jen & Martin Babcock [akbabcock@acsalaska.net]

Sent: Tuesday, April 07, 2009 1:58 PM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson;
Rep. Bob Buch; Rep. Berta Gardner

Subject: House Bill 69

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

Thank you
Jen Babcock
1724 Cedrus Circle
Anchorage AK 99507
(907) 783-3008

Louie Flora

From: Dave & Chris Cvancara [silentc@hotmail.com]
Sent: Sunday, March 08, 2009 8:23 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: Fw: Oppose House Bill 69

Follow Up Flag: Follow up
Flag Status: Blue

> Representatives;
>
> Please add me to the voice of those opposed to House Bill 69, also
> known as the "Alaska Parents as Teachers Act." In this time of
> fiduciary responsibility, we need less government "programs" that
> involve extra funding. Furthermore, parents are still the only and
> best institution that should determine what is best for their children.
>
>

> v/r
David "Cvan" Cvancara
Anchorage, Alaska

>
>

Dear Representatives

Thank you for your work
for Alaska /children /ect.

I am a parent in the
Hoonah Pat Center

The program has Helped
me in many ways such as
from the time I got pregnant with
my child, they gave me all
the information I need to
learn what I was to expect.
an every month they give me
stuff on what my child should
be doin

I am thankful to have
this program here they
teach me on how to deal with
my kids when they are Bad
this program makes my life
easier. Thank you again

Thank you
Amelia Lafferly
PO Box 425
Hoonah AK 99829
945-3126

Dear Representatives, Feb. 19. 2009

First and Foremost, thank you for your work with Alaskan children. I am writing you to ask for your support and vote on house Bill 69 (Alaska Parent as teachers).

I am a parent actively involved in Hoonah's PAT program. This program has helped me become the parent I am today. I have learned patience, love, and how to help my children learn and grow.

P.A.T. offers several programs such as handling pregnancy, breastfeeding, and learning the developmental stages of your child. They offer a tots clinic to conduct an age and stages screening at no cost to my family.

I have two daughters and one son. My daughter Zada is seven years old, My second daughter Shayla is five. I have one son named Mitchel 3 1/2 months.

All of my children have participated in P.A.T. All of my children enjoy family fun nights, which is also presented by the Hoonah PAT.

All parent educators have worked hard to ~~be~~ answer my questions. It

really helps me be the confident
parent I want to be!

Please consider a yes vote to
house bill 69!

Melissa Thaalesen

Po box 513

Hoonah, Alaska 99829

1-907-209-8745

Dear representatives,
I'm a father of two. My name is Casey.
I and my family are involved in P.A.T. in Hoonah
Alaska. We enjoy the program. I want you to
support House Bill 69. I am learning alot about my
own children and how to deal with the issues
you could have from being a father of two girls.
I am also learning more about babies & mothers
then I ever thought possible... I hope H.B. 69
passes...

Casey Burke

P.O. Box 418

Hoonah, Alaska 99829

Dear Representative,

I am pleased with the program
Parents as Teachers. The one in Hoonah, is helping.
It helps the children ~~that~~ in school.
and at home.

The classes they have is helpful.
and family time is bring together at
meal time & play time.

I've worked with my boys and
later their children and even my Grand
children. I am a great Grant parent.

Deborah A. Dalton

ph. 945-3360

post office Box 154

Hoonah, AK 99899

Feb 19 2009

Dear Representatives

Me gusta este programa porque
se trata de ayudar a los niños
y padres de familia a como
Tratar de educar o enseñar
a sus hijos lo cual a mi
persona creo que es un
exdente programa para todo
el pueblo que tanto lo
necesitan y pienso que todos
los niños estan felices de
venir o que lo visiten a su
hogar para brindales su gran
ayuda

Vote yes on HB 69 Alaska
parents as teachers. *Andrés Alvarado*

Feb 19 2009

Dear Representatives

I like this program because it helps children and parents of the family to teach their children. The program helps parents to educate and teach their children. For this I personally feel that it is a ~~exelant~~ program for the whole community. Please think of how happy it makes the children when they come to the program and when Parent Educators visit their homes. We need your help.

Vote Yes on HB 69 Alaska Parents
As Teachers. Andres Espinora Solano
Po box 453
Hoonah AK 99829

(Translated by Talina Sky Espinora)

Feb 19, 09

Dear Representatives,

Thank you for your work for Alaska children. It is programs such as PAT that help provide the educational programs a child needs to succeed in the (school) K-12 levels.

Please support House Bill 69 Alaska ~~as~~ parents as Teachers. The program PAT has become wide spread and is fairly new, I know it is greatly important to have such programs to help children develop a stable education.

I am a parent in Hoonah PAT and the program has helped my son in many ways, Social interaction, Communication, and helped in preparing him for the school setting.

Thank You

Carrie Lindoff

Box 221

Hoonah, Alaska

99729

Dear Representatives

Thank you for your work with Alaska's children. Please support House Bill 69 Alaska's Parents As Teachers Program

We are parents concerned over funding for the Parents As Teachers Programs here in Alaska. We strongly believe that through programs like these new parents like us could benefit.

This Program has helped us out with a prenatal program, Lamaze, that helped out a lot during labor. Helped with our daughters learning & social skills, provided reading material to check out, Family nights where we can socialize with other families & make toys and games for our children.

Also taught classes to make regalia and how to weave something that we can pass on to our child. We think it's an excellent program

Christine & Warren Belford

P.O. Box 335

Hoonah, AK

99829

Dear Representatives,

My name is Wilma G. Davis, As a former Parents As Teacher Educator, I would like to thank you all for your support ^{for} our Alaska children. My experience as Parent Educator gave me the advantage of having a very successful child care program in Juneau. I became a strong advocate of young children and their families.

The PAT program gave me all the knowledge and the information about early childhood education and the importance of age appropriate activities to enhance their development. Being

there for the parents make a big difference in how they worked with their children at home. Reassuring them that they are their children's best teacher is the greatest job of the Parent Educator.

Thank You Again...

Respectfully Yours,
Wilma G. Davis

P.O. Box 592

Hoonah AK. 99829

P.S.

Please support / vote yes on HB 69

Alaska Parents As Teacher.

Dear Alaska State Representatives:

First, I would like to thank you - each one of you, for your time and efforts towards improving life for Alaskans, especially Alaskan youth.

I am writing to ask that you please VOTE YES ON HB69 Alaska Parents As Teachers. I am a parent that participates and benefits from Honored Parents As Teachers.

PAT has helped me from the time I was pregnant with my son until present (my son is 4 1/2 years old now) with being an effective parent and teacher to my son. PAT has trained staff and a wonderful resource library to draw from. Home visits are so helpful and Parent-Child Playgroups are well planned, educational and fun for kids. My son's favorite place to go during the week is to his playgroup on Fridays.

Thank you for supporting HB69 - Vote Yes.

Marlene Duval

PO BOX 313, Hoonah, AK 99829

907.945.3330

Feb. 19, 2009

Dear Representatives,

My name is Mónica Zarazua and I live in Hoonah. I am a parent and am actively involved in the Hoonah Parents as Teachers (PAT) program. I am writing this letter to ask that you support and vote yes on House Bill 69.

My son Jaden and I have been attending PAT since he was born and he is now 3 years old. I really enjoy all of the fun things that they offer my family.

PAT is a wonderful organization that offers many helpful things to me and my son. They do a Tot's clinic which is a clinic that allows me to have my son checked by very skilled professionals at no cost to me, which I greatly appreciate. They also have a family fun night every month where my son and I can have dinner and play games and also do arts and crafts with other families from the community who are also involved in the PAT.

PAT has helped me with many things. I have learned a lot from these caring and wonderful people. They work very hard to answer all of my questions so that I can be the best parent and teacher for my young son. My son Jaden also loves

coming to PAT for our home visits and for Family fun night. We are all like one big happy family.

I really hope you consider this and vote yes on House Bill 69.

Thank you

Sincerely,
Monica J. Zarazua
& Jaden L. Washington

Monica Zarazua
P.O. Box 534
Hoonah, AK 99829
(907) 957-6349

Feb. 19, 2009

Dear Representatives,

My name is Mónica Zarazua and I live in Hoonah. I am a parent and am actively involved in the Hoonah Parents as Teachers (PAT) program. I am writing this letter to ask that you support and vote yes on House Bill 69.

My son Jaden and I have been attending PAT since he was born and he is now 3 years old. I really enjoy all of the fun things that they offer my family.

PAT is a wonderful organization that offers many helpful things to me and my son. They do a Tots Clinic which is a clinic that allows me to have my son checked by very skilled professionals at no cost to me which I greatly appreciate. They also have a family fun night every month where my son and I can have dinner and play games and also do arts and crafts with other families from the community who are also involved in the PAT.

~~PAT has helped me with many things~~

Louie Flora

From: Nicole Kirk [NicoleKirk@acsalaska.net]
Sent: Tuesday, February 17, 2009 9:50 PM
To: Rep. Paul Seaton
Subject: Vote Against House Bill 69

Rep. Paul 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.

Nicole Kirk
PO Box 376
Girdwood, AK 99587
nicolekirk@acsalaska.net

Louie Flora

From: Danny and Linda [lstotler@mtaonline.net]
Sent: Tuesday, February 17, 2009 7:18 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch
Subject: FW: HB 69

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

From: Danny and Linda [mailto:lstotler@mtaonline.net]
Sent: Tuesday, February 17, 2009 7:16 PM
To: 'Rep. Berta Gardner'
Subject: RE: HB 69

While I appreciate the information that you e-mailed me showing support for HB69, I must emphasize that these families all have children who were only introduced into the PAT program AFTER having been diagnosed by a physician or educational program such as the ILP (Infant Learning Program). The bill being put forth by the House does not recommend follow-up by PAT representatives as your e-mails suggest, but, instead, immediately filters 'professionals' into the families lives without referral or provocation.

If I had a DOWNS child or a severely special needs child, I would appreciate and accept any and all interventions available to me to include those into my home. HOWEVER, this bill does not claim to represent strictly the disabled child nor does it present itself as a PAT program which is dependent on the referrals of other professionals for in-home consultation.

HB69 says NOTHING about whether or not a child needs special accommodations in order to present the professional in the home of the family. It also says NOTHING about the IEP/ILP process that would be in place for said individuals.

IF it is the House intent to propose a bill that would allow professionals into a house/family environment based on a NEEDS ASSESSMENT, it would be more welcomed than a BLANKET "we have the right" statement.

The letters of support that were sent to me are all from a NEEDS ASSESSED HOME in one fashion or another. NOT EVERY FAMILY HAS A NEEDS ASSESSED SITUATION AND NOT EVERY FAMILY SHOULD BE THROWN INTO THAT ARENA WITHOUT THEIR CONSENT. Consent is REQUIRED for any meeting regarding a child with regard to service to be provided. HB69 would violate that notice of intent and consent for services that are now mandated by the Federal Government.

I still stand in opposition to this program due to the amount of funding it would require, the limited professionals that are currently handling cases and the fear that they would be over loaded, and the obvious (to me) intrusion into my personal life and that of my family. If I asked for help, great, but DO NOT THROW YOURSEVES AT ME AND DEMAND THAT I ACCEPT.

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

From: Rep. Berta Gardner [mailto:Representative_Berta_Gardner@legis.state.ak.us]
Sent: Tuesday, February 17, 2009 2:27 PM
To: undisclosed-recipients:
Subject: HB 69

Dear Alaskans Concerned about HB 69,

HB 69, legislation relating to a voluntary home visiting program for pre-elementary aged children, has certainly engendered a huge amount of concern. This is not surprising, given that the proposal relates to having a quasi-government person in private homes, working to address the needs of young children. I

did not initially feel very positive about supporting such a policy, even leaving aside the question of cost in the current fiscal climate.

However, I was very much surprised to learn at the first hearing that the program has been functioning for 14 years in Alaska and that there are currently about 47 "Parents as Teachers" around the state, many of them operating through school districts or Head Start programs, and most of them funded by federal grants. It turns out that the reason HB 69 was filed was not to implement the program but rather to bring it under the Department of Education and to provide the relative stability of state funding.

So, in my mind there are two questions:

1. Is this good policy for Alaska?
2. Is this the best use of our limited financial resources?

I have not fully answered those questions yet for myself, but I ask you to please read the attached document. It consists of four supportive emails, each providing a unique perspective. The comments which have contact information have been included with the express permission of the original authors. I think you will see that while the program may not be needed at all for your children or your families, it is immensely valuable to other families.

Thank you, always, for sharing your concerns.

Berta

Rep.Berta.Gardner@legis.state.ak.us
State Capitol, Rm 424
Juneau AK 99801
800-331-4930
907-465 4930

Louie Flora

From: Nicole Creek [mamacreek@yahoo.com]

Sent: Saturday, February 14, 2009 12:48 PM

To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson;
Rep. Bob Buch; Rep. Berta Gardner

Cc: Rep. Chris Tuck

Greetings,

I would like to tell my parent story about Parents As Teachers and why I feel that it is important to our state to fund this program. I am a mother who works full-time and has an Associate degree in Early Childhood Education. Although I have firsthand knowledge about child development, I still feel that I can utilize the program for support and access new resources and information for my own children.

Last year, my child was diagnosed with Autism. I felt both devastated and completely helpless. The doctor recommended 10 hours weekly of Speech, Physical and Occupational Therapy for him to be able to catch up to his peers. At that time, he was getting about 1 hour weekly of Speech Therapy from the School District, and I could not afford nor take the time off work to be able to take him to weekly appointments for specialized therapies.

I began working with my child at home in earnest with the Parents as Teachers program, tailoring the activities to his IEP goals. He also attends Head Start, along with the School District preschool. These three programs work so well together, individualizing for his needs at school as well as PAT providing activities to work on at home with him. I can see the progress that he makes through the monthly visit summaries, helping me to track his development.

Our Parent Educator brings information on child development, books for literacy and songs and fingerplays to practice with him. We are also able to attend group meetings, which are social groups of PAT families doing activities with and for our children. Our PAT program has a book incentive program, where for each home visit or group meeting attended, you can receive a ticket, which you can then trade for books at the center. My little boy loves to go in and choose his own books to take home, which helps me feel like I am giving him a love of literacy.

Today my 4 year-old son is almost speaking in full sentences, where just a year ago he was averaging one word sentences. His social skills have greatly improved, he is now able to play with his peers and interact in a playgroup. Although we still have a ways to go to reach our goals for him, the PAT program has given me the support and resources I

needed to help my child overcome these obstacles.

I believe that state funding is imperative to help this program achieve funding stability and to reach all children 0-5 in the state of Alaska. This is a research based program that has been proven time and time again to help parents form good foundations in strenghtening the development of their children. When we give parents the right tools to teach their children, we are investing in the future.

Thank you,

Nicole Creek

Louie Flora

From: Danny and Linda [lstotler@mtaonline.net]
Sent: Friday, February 13, 2009 10:04 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: HB69 Comments
Importance: High

Dear Legislative Staff,

As a parent, this type of legislation seems a LOT over the top. I have read the House Bill as presented and have not been able to pinpoint any additional benefit to any individual or family within the state.

We already have the Infant Learning Program which benefits children age 0-3, the Child Find program which is available to parents from ages 3-5 and the educational school setting for children ages 5-21.

The above mentioned programs continually struggle for enough money to meet the known needs of the communities they serve. Our community (Mat-Su Area) currently only holds 2 Child Find weekends per year due to lack of funding and resources for those children determined in need of services. It takes an average of 3 months to get children determined in need of services though this specific program INTO the schedule of the therapist or teacher due to the high need and minimal professionals on staff.

HB 69 reads that DOE will have oversight of all educational facilities within the state with exception to UAA/UAF. However, DOE is CURRENTLY required to meet the needs set out in this bill for all public educational facility within the state, and any additionally accredited facility – secular or non which has petitioned for accreditation. SO this is NO CHANGE.

HB 69 will require that millions of dollars be spent on Health and Social Services which is already a bedraggled, under-funded department within our state.

How much money will we throw at a 'new' program rather than work within the means of the programs we currently have that DO work? The idea that every family in the state will be visited by a 'qualified caseworker' on a 'monthly' basis is fiscally irresponsible. Also, offering grants to individuals or programs to offer services which would otherwise be under the umbrella of the above 3 programs would under cut the professionalism of the current offerings. Instead, why do we not offer more support to the programs that are working? Why do we not have more therapists in the school systems to help alleviate top heavy caseloads or to allow more students to actively participate in them? This would allow more Child Find Intakes throughout the year where more children could be seen and entered into an educational setting.

It is unreasonable to believe that EVERY household in the state would be visited on a monthly basis by a 'volunteer' (paid by the state in some fashion). I am completely disenchanted with our current government if they TRULY BELIEVE that this Bill will 'fix' what is apparently 'wrong' with our families.

Not only is it unreasonable, it is an invasion of personal privacy and I take a offense to the thought that a state representative will be empowered at any time to come into my home and 'educate' me on how to properly raise my children.

As a tax payer, I don't want to spend nor do I authorize my legislature to spend millions or possibly billions of dollars to send a caseworker to EVERY home EVERY month for a minimum of 5 YEARS – Estimated out at \$50.00/hour for 2 hours per month for 12 months per family over the 5 year period that would equal not less than \$6,000.00 per child per annum. This does not include paperwork time, drive time/fuel costs, or any overhead related to said employee.

I can not express enough how against this type of legislation I am.

If you have any questions please call me at (907) 244-7486. Or you may e-mail me at lstotler@mtaonline.net in

response.

I can only hope that my comments are not too late and that they do not fall on deaf ears.

Sincerely,

Linda Stotler

Louie Flora

From: Sean Mesloh [5meslohs@acsalaska.net]

Sent: Friday, February 13, 2009 9:58 AM

To: Rep. Paul Seaton

Subject: House Bill 69

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.

Home schooling mom,
Danielle Mesloh

Louie Flora

From: beavandmichele [beavandmichele@gci.net]
Sent: Tuesday, February 17, 2009 3:31 PM
To: Rep. Paul Seaton
Subject: Please vote against House Bill 69

Dear Rep. Seaton,

We are writing to you to express our overwhelming concern regarding the negative effect House Bill 69 will have on our state's families. This is the first time we have written to you, which indicates the seriousness with which we view this bill.

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.

There are already many resources available from many private sources, if parents feel the need for assistance in raising their children. Please fight to stop this step toward government intrusion into our families, and let us know how you have responded

Sincerely,
Dennis Deering
Michele Deering, PhD
Anchorage, AK

Louie Flora

From: NicShelt9@aol.com
Sent: Monday, February 16, 2009 7:07 PM
To: Rep. Paul Seaton; Rep. Chris Tuck; Rep. Bob Buch; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Cathy Munoz; Rep. Peggy Wilson
Subject: HB 69 Alaska Parents as Teachers

Representatives of the House Education Committee,

I needed to summarize for other public uses my last week's testimony regarding Parents as Teachers. I thought it may be of some use to you for your future deliberations on HB 69.

I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 47 communities across Alaska.....because it works!

PAT is a win-win program: parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which are conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. Visits occur where the families choose to visit. The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment. 70% of Hoonah's visits occur at homes; 30% occur at other places.

PAT is a "strengths model" which stresses that parents are the experts of their children, and that families will set their own goals for their children. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families. Not every participant in the trainings is certified, and the standards are strict. Parent educators are not state employees or caseworkers, but are local residents hired by the local program who operates Parents as Teachers.

Parents as Teachers works with all family configurations: single parents, teen parents, grandparents raising grandchildren, foster and adoptive parents, and extended families rearing children. Each family's goals are different; each personal visit is different as a result.

Parents as Teachers works equally well with families who choose differing education avenues for their children: home schooling, public schools, or private schools. PAT is the first step in parents taking control of their children's learning at birth. Private schools aren't an option in Hoonah, but PAT has been popular with home-schooling parents here. One of our current PAT parent educators and one of our previous parent educators also homeschooled their children, a clear indication

that the partnership works very well.

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. This is true regardless of which educational option families choose at age 5.

I urge you to vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can achieve this as a reality through Parents as Teachers.

If I can provide any information about the Parents as Teachers program, the training component, or other aspects of PAT, please don't hesitate to contact me.

Thank you for your time and for your work on the Education Committee on behalf of Alaska's youngest citizens.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380

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(<http://pr.atwola.com/promoclk/100126575x1218822736x1201267884/aol?redir=http://www.freecreditreport.com/pm/default.aspx?sc=668072%26hmpgID=62%26bcd=febemailfooterNO62>)

Representative Chris Tuck

State Capitol Building

4th Floor, Room 426

Juneau, AK 99801

Phone: (907) 465-2095

Dear Representative Chris Tuck,

I am writing to ask you to support continued funding for the RurAL CAP Parents as Teachers (PAT) Program. My daughter and I are participants in the Anchorage PAT Program and I want to share with you some of the ways the program has impacted our lives.

Our PAT Family Visitor provides home visits every other week. At each visit she shares information on brain development and how I can foster my daughter's growth and development. We always learn a new activity that is specific to my daughter and her milestones. Each visit also includes a book or literacy activity and often we get a book to keep and add to our own collection. We enjoy each visit and the fun activities our PAT Family Visitor shares with us.

The PAT Program holds group socializations at least twice every month. These provide opportunities for children and parents to get together, play, learn something new and have fun! We are looking forward to our next group social at the public library where we will learn about all of the activities they provide for children.

Our PAT Family Visitor has also been a huge support to me in the loss of one of my children. She has offered me resources and even more importantly an ear to listen when I'm having a rough day. Although I don't think I will ever completely heal from this loss; the PAT Program has provided me with some of the tools I need to be the best mother I can be for my daughter.

The PAT Program has taught me that I am my daughter's first and best teacher. My daughter was born 10 weeks premature and is flourishing; I am certain that our participation in the PAT Program has given her an advantage and has given me the tools and resources I need to better support her growth and development. The PAT Program has empowered me to be an advocate for my daughter.

I hope that you will share this with your colleagues and please encourage them to also support funding for the RurAL CAP PAT Program.

Sincerely,

Alicia Notti

RurAL CAP PAT Parent

Louie Flora

From: Melissa Pickle [mpickle@ruralcap.com]
Sent: Tuesday, February 17, 2009 7:49 AM
To: Rep. Chris Tuck; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller;
Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: FW: in support of HB69

This mother gave me permission to share this with all of you. Thank you.

Melissa Pickle
Parents as Teachers Alaska State Coordinator
Telephone: (907) 865-7345
Fax: (866)-368-5409

From: Stacey Lane [mailto:lanes907@hotmail.com]
Sent: Wednesday, February 11, 2009 9:44 AM
To: louie_flora@legis.state.ak.us
Subject: in support of HB69

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

A little background information:

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

When my second child was born, the Head start program had already been removed. I signed up for voluntary Parents as teacher program because I was very concerned about his development. I didn't know what "typical development" was as my experiences thus far had been significantly skewed. I truly welcomed our "home visits" and not for one moment did I feel it was an invasion

of my privacy. I would save up my questions throughout the week to ask at our "home visits" and absorbed the information like a sponge. Those home visits were a ray of sunshine in an otherwise frightening time for my family. I believe the teachers and agencies who provide these services should be held accountable; whether it be an agency, an individual, or a parent. I am in support of establishing a rating system for early childhood education; and hope you will pass HB69 in support of many families in Alaska.

Sincerely,

Anastasia Lane
907-224-8626

Want to do more with Windows Live? Learn "10 hidden secrets" from Jamie. [Learn Now](#)

My name is Jane Sullivan,

I have my degree in ECE. I am a home school parent of five children. I have also worked as a parent educator for Hoonah PAT.

My husband and I decided to HS our children because we felt we could provide their best educational opportunities at home. This decision was based on their individual learning styles, their interest in different subjects and our learning goals for each child. Home schooling is not easy, it requires discipline, organization and a willingness to understand that I could not do it all myself. I utilized the local school resources often, the library, auto shop classes, writing workshops, science fairs and of course curriculum materials. I participated in state and federal required testing; this provided us with the opportunities to verify our children were learning at or above their grade level.

Our oldest two children are college graduates, dean's list students and scholarship recipients

I see PAT as an extension of these same dynamics.

PAT encourages the parents to understand that they are their child's first teacher. Parents see themselves as being vital and important to their child's development and learning ability. Parents want their children to learn, they want to understand how their child is developing, if their child is bonding appropriately, crying too much, crawling at the right time, walking or even holding an object correctly. PAT educators do exactly that. Educating parents about what is happening, what to expect, how to respond and where to find resources when they need assistance. IE: interactive play groups, workshops, education opportunities.

I saw my PAT role as a facilitator; to help parents understand the incredible impact, joy and pride they can experience as parents of young children. The parents I worked with recognized the positive effect that early learning had on their children.

Testimony given 2/13/09 reg: HB69

FISCAL NOTE

STATE OF ALASKA
2009 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: **HB69**
 () Publish Date: _____

Identifier (file name): **HB069-EED-TLS-2-10-09** Dept. Affected: **Education & Early Development**
 Title: **An Act establishing in the Department of Education and Early RDU Teaching & Learning Support**
 Development a voluntary parent education home visiting program for Component: **Early Learning Coordination**
 Sponsor: **Representative Tuck, Petersen and Gara**
 Requester: _____ Component Number: **2912**

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
		FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
OPERATING EXPENDITURES							
Personal Services	102.4	0.0					
Travel	20.0	0.0					
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims	16,800.0						
Miscellaneous							
TOTAL OPERATING	16,922.4	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES							

CHANGE IN REVENUES ()							

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts							
1003 GF Match							
1004 GF	16,922.4	0.0					
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	16,922.4	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2009) cost: _____

POSITIONS

Full-time	1.0						
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The Alaska Parents as Teachers Act, provides for a competitive grant for pre-elementary students to receive teaching services through the student's respective parent/guardian and support by EED. Cost were determined as follows:

Approximately: 9,600 pre-elementary students;

of those approx: (3,500) students receive Headstart services;

Approximately: (500) will be covered under the Governor's proposed pilot pre-kindergarten program

Resulting in: 5,600 pre-elementary students that could qualify for this grant.

Approximately: \$3,000 per student cost.

\$16,800,000 TOTAL GRANT

In addition to the grant the department will need to hire one position to oversee and service this program.

Education Administrator I at \$102,400 plus travel at \$20,000 = **\$122,400**

Prepared by: **Eddy Jeans, Director**

Division: **School Finance**

Approved by: **Larry LeDoux, Commissioner**

Phone **465-8679**

Date/Time **2/10/09 12:00 AM**

Date **2/10/2009**



Representative Chris Tuck

Alaska State Legislature

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

MEMORANDUM

Date: February 12, 2009

To: Louie Flora

From: Aurah Landau

A handwritten signature in cursive script, likely belonging to Aurah Landau.

RE: **HB 69**

Louie, here are answers to a few HB69 Parents as Teachers questions that Representative Seaton and I discussed today.

- There are approximately 65,000 children ages 0-5 in Alaska, living in 48,507 households.ⁱ
- An average of 1.34 children ages 0-5 live in these households.ⁱⁱ
- Based on census data and estimates from the long-established universal-access Parents as Teachers program in Fairbanksⁱⁱⁱ, about 4.4% of families who qualify for Parents as Teachers would actually use the program.
- Rural participation might be slightly higher, but current and detailed census data is unavailable by town.
- This indicates that HB 69 would serve roughly 2,860 children in 2,134 households each year.
- Already, roughly 800 families are served by existing federally-funded Parents as Teachers Programs.^{iv}
- With an average Parents as Teachers program cost of \$3000 per family household applied to families not currently in a Parents as Teachers program^v, the Department of Education grant for HB69 is more accurately estimated at \$3.98 million.

ⁱ Calculated from *Economic Impact of Early Education and Child Care in Alaska*. McDowell Group, Inc. July 2006. Page 1.

ⁱⁱ *Economic Impact of Early Education and Child Care in Alaska*. McDowell Group, Inc. July 2006. Page 7.

ⁱⁱⁱ The Fairbanks Parents as Teachers program has been in operation for XX years, and has a stabilized demand for services. Fairbanks has 10,072 children of 0-5 years of age, according to the Bureau of Vital Statistics. (Total number of 0-4 year olds in Fairbanks is 6,722. Estimate for the number of 5-year olds was determined by averaging the number of children of each age in the 0-9 range). Currently, 375 children are enrolled in Parents As Teachers and another 50 families are on the wait list.

^{iv} *Parents As Teachers Alaska, 2008 Factsheet*.

^v Presentation by Melissa Pickle, Parents As Teachers Alaska State Coordinator, before the House Committee on Education. February 11, 2009.

PARENTS AS TEACHERS ALASKA

2008 FACT SHEET



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

2008 HIGHLIGHTS

Services for Children and Families

2007-2008:

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

Percentages of Enrolled Children by Agency/Organization:

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

Professional Development:

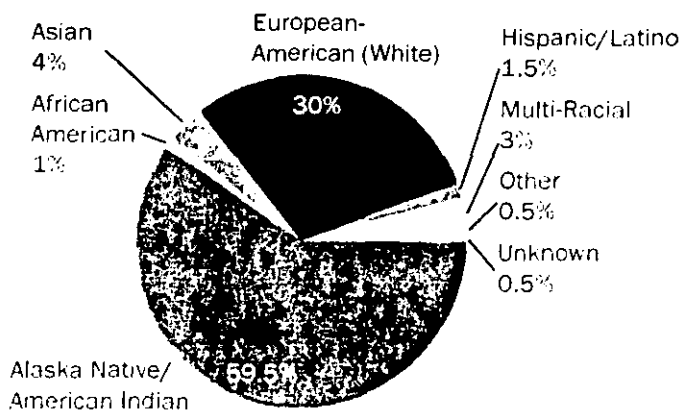
- ❖ Trained and certified 32 Parent Educators and 7 supervisors in the Prenatal to 3 Years Curriculum
- ❖ Certified and trained 24 Parent Educators in the 3 Years to Kindergarten Curriculum
- ❖ 496 participants from 41 Communities attended PAT workshops/training institutes

Parents as Teachers State Office:

Melissa Pickle, c/o Rural CAP
PO Box 200908
Anchorage, AK 99520-0908
Phone (907) 865-7345
mpickle@ruralcap.com



ETHNICITY OF CHILDREN SERVED



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

Economic Impact of Early Education and Child Care Services in Alaska

Final Report

***PREPARED FOR:
System for Early Education Development
(SEED)
University of Alaska Southeast***



Research-Based Consulting

**Juneau
Anchorage
Kodiak**

July 2006

Economic Impact of Early Education and Child Care Services in Alaska

Final Report

PREPARED FOR:

ALASKA SEED

System for Early Education Development

University of Alaska Southeast

Bill Ray Center

1108 F Street

Juneau, Alaska 99801

907-796-6414

PREPARED BY:



Juneau • Anchorage • Kodiak

July 2006

Acknowledgements

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, SE Alaska), Mary Lou Madden (Madden Associates), and Carol Prentice (SEED Program Manager).



SEED Council Members

SEED Council Chair:

Patty Meritt, Associate Professor, Coordinator, Early Childhood Program, Tanana Valley Campus, UA Fairbanks

Chair Elect:

Candace Winkler, Chief Executive Officer, Child Care Connection

SEED Council Members:

Diedre Bailey, Youth Programs Manager, Department of Labor and Workforce Development

Margaret Bauer, Director, Worklife Services, Center for Child Development, Providence Alaska Medical Center

Marcey Bish, Child Care Licensing Manager, Department of Health and Social Services

Gara Bridwell, Executive Director, Play 'N Learn, Inc.

Cynthia Curran, Administrator, Teacher Education and Certification, Department of Education and Early Development

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Joy Lyon, Executive Director, Association for the Education of Young Children, SE Alaska

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Sally Mead, Director of Allied Health Sciences, Community and Technical College, University of Alaska Anchorage

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Paul Sugar, Head Start Collaboration Director, Department of Education and Early Development

Consultants and Staff:

Marjorie Fields, Early Childhood Professor Emeritus, University of Alaska Southeast, Consultant

Mary Lou Madden, Madden Associates, Evaluator

Carol Prentice, SEED Program Manager, University of Alaska Southeast

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EXECUTIVE SUMMARY

The purpose of this study was to measure the economic impacts of business, organizations and individuals that provide early education and child care services to Alaskan children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income. From this study, three key conclusions can be drawn about Alaska's early education and child care industry:

- Early childhood education and child care services play a critical role in Alaska's economy.
- Alaskans place a high priority on funding for education, including early childhood education.
- The availability of quality, affordable child care remains a challenge for many Alaska families.

Detailed study findings are summarized below.

Demographics

- In 2004, Alaska's population included 62,913 children under six years of age, according to State of Alaska estimates.
- Approximately 63 percent (39,400 children) are living in households where all available parents are in the labor force. These children resided in approximately 29,400 Alaska households.
- Among Alaska households where all available parents are in the labor force, 26 percent are single-parent families, including 18 percent where the mother is the only parent at home and 8 percent where the father is the only parent at home.

Economic Impacts

The economic impact of the early education/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.

- At least 6,500 Alaskans directly participate in the child care sector workforce. Total direct and indirect employment is estimated at 7,400 jobs, accounting for \$124 million in annual payroll.
- In Alaska, State and federal government spending totaled approximately \$88 million on early education/child care programs and child care assistance in FY 2005. The Federal government contributed 85 percent of this total (\$75 million), while the state contributed 15 percent (\$13 million).
- Alaska families spend approximately \$150 million on child care services in Alaska annually. The cost of full-time child care in Alaska generally ranges

from \$400 to \$900 per month, depending on the age of the child and the location of the care. Working parents with two children under six years of age may spend \$15,000 or more a year on child care services.

- In total, approximately \$240 million is spent annually on early education and child care services, including household and government spending.
- There are 29,400 Alaskans in the workforce because child care services are available to them. This accounts for 8.2 percent of the Alaska resident workforce.
- Though specific data is not available, based on economy-wide averages, families using child care services earned total annual wages estimated at \$850 million. This is an average of \$28,820 per family in additional annual income indirectly made possible by child care services, equal to approximately 40 percent of Alaska's mean family income in 2003.

This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services. This research has shown conclusively that although investment is required to provide quality early care to infants, toddlers, and preschoolers, the rate of return far exceeds that initial investment. Benefits include:

- increased earnings capacity projected from higher educational attainment along with higher taxes paid from better paying jobs,
- lower criminal justice system costs,
- reduced welfare costs, and
- savings on school remedial services budgets.

Household Survey Findings

This study included a telephone survey of 725 randomly selected Alaska households from across the state. The primary purpose of the survey was to collect information on the types of child care services Alaska families use and how much households spend on child care services. The survey also collected information on Alaskans' attitudes about the importance of state government funding for early education and child care services.

The survey sample included 323 Alaska households with a total of 459 children under six. About two-thirds (65 percent) of these children were less than 4 years of age, and one-third (35 percent) were 4 or 5 years old.

Alaska household use of child care services

- Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January 2006 (the time period considered in the survey). This includes 54 percent of the children under 4 years of age and 62 percent of children aged 4 or 5.
- Among children in child care services, 49 percent were in a preschool or child care center. Just under one-third (31 percent) were being cared for at someone else's home. Just over one-quarter (27 percent) were receiving child care services in their own home. Eight percent were in a Head Start program.

Some children were cared for in more than one setting, such as Head Start and home care.

- Children spent an average of 26 hours per week in a preschool or child care facility (among children enrolled in preschool or a child care center). The average was 25 hours for care at someone else's home, 20 hours for in-home care, 18 hours in a Head Start program, and 11 hours in a before or after school care program. Again, some children are cared for in more than one setting.
- Forty-five percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child care.
- Among Alaska households with children under six, 36 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 they could work.
- When asked which factor had the greatest impact on ability to find acceptable child care, cost was most often cited. Half (50 percent) indicated that cost had the greatest impact, while 26 percent cited quality and 23 percent cited availability. Cost is the more critical issue in urban Alaska while availability is the more important issue in rural Alaska.
- About one in seven households with children in child care services received some form of child care assistance during the month of January.

Government funding priority for early education/child care

- Nearly nine out of ten Alaska residents (87 percent) think it is important or very important for state government to provide financial support for early education and child care.
- When compared to other government services, Alaskans also give early learning a high priority for state funding. Two-thirds (66 percent) of Alaskans feel that the state should give early learning and child care a high funding priority. Among the categories of government spending presented to survey respondents, only K-12 education earned more "high priority" ratings.
- More than three-quarters of Alaska residents feel that early learning and child care is more important to fund than support for local government or construction of new roads and highways. Only K-12 education was rated as more important to fund than early learning, child care by more Alaskans, among the categories of government spending presented to survey respondents.

CHAPTER I. INTRODUCTION AND INDUSTRY PROFILE

Scope of Study

The purpose of this study is to measure the economic impacts of the early education and child care sector of Alaska's economy. This study focuses on education and care of children under six years of age. Economic impacts are measured in terms of employment, spending on child care services, and the role that child care services play in making it possible for Alaska families to earn income. This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

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

Industry Profile

Alaska's early education and child care sector includes a wide variety of service providers. It includes any program providing care for children birth to age 6. Examples of these programs include center-based child care, family child care, Head Start, Early Head Start, private and public preschools, Montessori programs, and Pre-kindergarten services. It includes licensed and unlicensed providers.

The State of Alaska approves or licenses six types of providers; Approved Provider, Approved Relative, Approved In-home, Licensed Center, Licensed Group Homes and Licensed Home. The Municipality of Anchorage licenses child care facilities within its boundaries. The military also certifies child care providers serving the military population in Alaska. Child care providers must be Approved, Licensed, or certified by the military to participate in the state's child care assistance program.

Approved Provider: Provides child care for up to and including four children unrelated to the provider. Approved Providers may care for no more than a total of five different children under 12 years of age, including the provider's own children. No more than two of these children may be under 30 months of age. This category of provider needs to be licensed within 12 months to continue to be eligible for payment through the Child Care Assistance Program. There are 288 approved providers in Alaska.

Approved Relative: Has the same requirements as Approved Provider except the only eligible children are the caregiver's grandchildren, great-grandchildren, sibling (only if living in a separate residence), niece or nephew (not great niece or nephew). These providers are not required to be licensed to continue to be eligible for payment through the Child Care Assistance Program. There are 572 approved relative providers in Alaska.

Approved In-home Provider: Provides child care in the child's own home. There are 387 in-home providers approved by the state of Alaska.

Licensed Center: A licensed child care facility for 13 or more children. There are 217 licensed centers in the state.

Licensed Group Home: A licensed child care facility for nine through 12 children and may be in an occupied residence. There are 88 licensed group homes in Alaska.

Licensed Home: A licensed child care facility, usually in an occupied residence, for no more than eight children. There are 435 licensed homes in Alaska.

A total of approximately 2,000 approved or licensed providers are included in the preceding categories.

Other providers: There are a variety of other child care providers in Alaska that may not be recorded in the state's data, including providers that do not require state approval or licensing. These include:

- **Facilities on military bases** (Fort Richardson, Eielson Air Force Base, Fort Wainwright, Elmendorf Air Force Base and the Kodiak Coast Guard Base all have child care centers and family child care homes that are certified by the military.)
- **Tribal groups** (There are 136 family child care providers who are tribally approved, but not state approved or licensed. There are also 142 tribally-approved in-home child care providers.)
- **Head Start programs** (There are 18 Head Start grantees in Alaska, which operate 138 programs in 106 communities across Alaska. Sixteen (16) Head Start programs are also licensed as child care programs by the state.)
- **Preschools** (There are 22 certified preschools in Alaska including four preschools that are also licensed as child care facilities. There are also 41 school districts that offer preschool programs for children with special needs and their peers.)
- **Legally exempt providers** (Child care providers are legally exempt from licensing requirements as long as they care for no more than four children unrelated to them. The number of such providers in Alaska is not known.)
- **Others** (Providers who are not licensed or approved by the State of Alaska or the Municipality of Anchorage who care for more than four unrelated children are considered to be operating illegally. No doubt such providers exist, but the number is unknown.)¹

Demographic Profile

According to Alaska Department of Labor and Workforce Development (DOLWD) estimates, in 2005 there were 63,785 children under six years of age residing in Alaska. This component of Alaska's population has been growing at an annual rate of 1.7 percent since 2001, slightly faster than the overall population growth rate of 1.2 percent. In 2004, there were 62,913 children under six years of age in Alaska, according to DOLWD estimates.

¹Source: <http://health.hss.state.ak.us/pda/programs/ccare/eligible-providers.html>

U.S. Census data for 2000 provides more detailed data on Alaska's population of children under six years of age. In 2000, Census data indicates there were 57,620 children under six years of age living in Alaska.² Just over 90 percent lived with their own parents, while 8 percent lived with other relatives, 2 percent with non-relatives, and less than 1 percent in group quarters.

**Alaska's Population of Children Under 6 Years of Age,
by Living Arrangement, 2000 Census**

Living Arrangement	Number of Alaska Children Under 6 Years of Age	Percent of Total
With Own Parents (or parent)	51,908	90.1%
With Other Relatives	4,437	7.7%
With Non-Relatives	1,074	1.9%
In Group Quarters	201	0.3%
Total	57,620	100%

Source: 2000 Census, Summary File 1, Table P29, Relationship by Age For the Population Under 18 Years.

Also according to Census data, in 2000 there were 41,915 families in Alaska with related children under six years of age.³ This includes married couple families and single householder families. This indicates that households with children under six years of age had an average of 1.34 children under 6.⁴

**Alaska Families with Related Children Under 6 Years of Age,
by Family Type, 2000 Census**

Family Type	Number of Alaska Families with Children Under 6 Years of Age	Percent of Total
Married-couple families	30,367	72.4%
Male Householder, no wife present	3,467	8.3%
Female Householder, no husband present	8,081	19.3%
Total	41,915	100%

Source: 2000 Census, Summary File 3, Table P17, Family Type by Presence of Related Children Under 18 Years of Age by Age of Related Children.

Alaska's population of children under six years of age included 32,463 children living in households with their own parents, where both parents were in the labor force, or in the case of single parent households, that parent was in the labor force.⁵ Based on data for children that are living with their own parents, almost two-thirds (62.5 percent) of Alaska's children under six years of age lived in families where all parents were in the labor force (as of 2000). If it is assumed that this held true for all children under six, including those living with relatives or non-relatives (rather than with their own parents), the total number of children in households where all available adults are in the labor force would have been 35,887 in 2000.

² Source: 2000 Census, Summary File 1, Table P29, Relationship by Age For the Population Under 18 Years.

³ Source: 2000 Census, Summary File 3, Table P17, Family Type by Presence of Related Children Under 18 Years of Age by Age of Related Children.

⁴ Based on Census data there were 56,345 children under six living with their parents or parent, or with a relative. These children resided in 41,915 households, for an average of 1.34 per household.

⁵ Source: 2000 Census, Summary File 3, Table P46, Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

**Alaska Children Under 6 Years of Age,
by Employment Status of Parents, 2000 Census**

Family Type	Number of Alaska Families with Children Under 6 Years of Age	Percent of Total
Living with two parents, both in labor force	21,098	65%
Living with father, in labor force	3,781	12%
Living with mother, in labor force	7,584	23%
Total	32,463	100%

Source: 2000 Census, Summary File 3, Age of Own Children Under 18 Years in Families and Subfamilies by Living Arrangements by Employment Status of Parents.

If the average of 1.34 children under six years of age per household is assumed to hold true for households where all parents are in the labor force, in 2000 there would have approximately 26,800 Alaska households in need of child care services of some type.⁶

The Census Bureau's 2004 American Community Survey provides more recent data. According to that data, there were 55,308 children under 6 years of age living with their own parents, including 35,608 children living in households where all parents are in the labor force.⁷ This is a 9.7 percent increase over 2000 in the number of children living in households where all parents are in the labor force.

Applying this percentage increase to the number of households in need of child care services indicates that in 2004, there were 29,400 Alaska households in need of child care services for their children under six years of age.

In summary, in 2004, Alaska's population included 62,913 children under six years of age. Approximately 63 percent (39,400) of these children live in households where all available parents are in the labor force. These children reside in 29,400 Alaska households. This suggests that in 2004 there were 29,400 Alaska households potentially in need of child care services. For several reasons, which are described in the next chapter, the number of households actually requiring child care services is likely somewhat higher than this estimate.

⁶ An estimated 33,887 children in households where all parents are in the labor force divided by an average of 1.34 children under six per household.

⁷ Source: U.S. Census Bureau, 2004 American Community Survey, Alaska, Selected Economic Characteristics: 2004.

CHAPTER II. ECONOMIC IMPACT ANALYSIS

This chapter examines the economic impact of the early education and child care sector in Alaska. The chapter begins with an overview of published employment data, followed by an assessment of employment based on licensing and other data. Following that is an analysis of published wage and earnings data. In addition, total household and government spending on child care services and programs are estimated. Finally, several landmark studies conducted elsewhere in the country, which assessed broader socioeconomic benefits of quality child care services, are summarized. Though not specific to Alaska, the findings of these studies are certainly relevant to this project.

Employment

This analysis indicates that 6,400 Alaskans participate in the state's early education and care workforce. This estimate is derived from a variety of published and unpublished data sources, as described below.

Data Sources

There are a number of government data sources for employment in the child care sector in Alaska. For reasons described below, all provide an incomplete picture of the number of people who earn income providing child care. It is important to describe these data sources, however, as they are often cited in discussions about the role of child care employment in the economy.

State of Alaska data sources: The Alaska Department of Labor and Workforce Development (DOLWD) compiles and publishes employment data for non-agricultural wage and salary employers in Alaska. For 2004 (the latest available full-year data), DOLWD reports 167 employers in the "Child Day Care" sector (classification number 6244 in the North American Industry Classification System, NAICS[®]). These employers reported total average monthly employment of 1,532 workers. Peak month employment occurred in May at 1,603 workers, and low-month employment occurred in July at 1,376 workers.

This data presents only a partial picture of employment in child care services in Alaska, for two reasons. First, it excludes self-employed workers, who account for a significant portion of the child care workforce. Second, it fails to capture child care workers employed by larger organizations or businesses, for which employment is reported in other sectors of the economy. For example, child care employment in a hospital would most likely be reported in the health care sector rather than the child care sector. This is not a matter of misreporting by DOLWD, but rather a matter of how organizations and businesses report their employment to DOLWD.

To estimate child care-related employment not captured in DOLWD data for the child care services sector, the study team examined licensing data provided by Alaska Department of Health and Social Services Child Care Program Office. By cross checking that licensing data with DOLWD employment data for all employers in the state, the study team was able to identify licensed child care centers whose employment was not captured in the DOLWD data for the child care sector. That analysis identified another 1,100 workers (annual average) employed by

¹ This sector is comprised of "establishments primarily engaged in providing day care of infants or children. These establishments generally care for preschool children, but may care for older children when they are not in school and may also offer pre-kindergarten education programs." <http://www.census.gov/econ/census02/naics/sectors2/62441.htm>

organizations such as health care facilities, school districts, private schools, university campuses, recreation centers, for-profit businesses and others.

Federal government data sources: The U.S. Department of Labor, Bureau of Labor Statistics (BLS), published similar data. For 2004, BLS reports 1,535 employees with 155 private establishments and 50 employees with one federal government establishment. This data suffers from the same limitations as DOLWD data in that it does not include the self-employed, and it does not capture misclassified employment.

The U.S. Census Bureau publishes data on non-employers – those self-employed child care providers that have no paid employees. The Bureau's 2003 Nonemployer Statistics show that in sector 6244, Child day care services, there were 2,118 nonemployer establishments in Alaska in 2003.

Other data sources: State licensing data probably provides the most comprehensive data on child care industry employment in Alaska. The state's licensed and approved provider database includes the number of employees for each provider. That data indicates that licensed centers had total staff of 3,621, licensed group homes had staff of 184, and licensed homes had staff of 411. (It is important to note that this data is not comparable with DOLWD data because it is a measure of the total number of participants, not annual average employment.) State data also indicates that there are 351 approved providers/relatives and 391 in-home care providers.

However, this data is also incomplete in that it excludes a number of providers who are not required to have state approval or licenses. This includes Head Start programs, military establishments, tribal providers, certified preschools, school district preschools, and others.

Head Start programs account for significant employment in Alaska. According to data provided by the Alaska Department of Education and Early Development, Head Start programs around the state were staffed by a total of 901 workers in 2004-2005.⁹

Certified pre-schools in Alaska had total staff of 113. Some of this employment is captured in the state licensing data. Employment data for school district preschools is not available and therefore was not included in this report.

Employment at child care facilities on military bases includes 75 caregivers at Fort Richardson Army Base, 87 at Eielson Air Force Base, 26 at the Kodiak Coast Guard base, 83 at Fort Wainwright and 219 at Elmendorf Air Force Base. These estimates include providers in center-based facilities as well as certified home care providers.

Tribal organizations that are not state approved or licensed account for approximately 278 workers.

Finally, there are 33 people employed by the State of Alaska Child Care Program Office; 20 people employed by the Municipality of Anchorage child care licensing office; 38 people employed by the three child care resource and referral agencies; 42 people employed by grantees who determine child care assistance eligibility; 16 people employed by child care food programs; and at least 12 people employed by Tribal organizations to administer their federal child care funds – for a total of 162 people in program administration, licensing, etc.

⁹Source: Head Start Program Information Reports, Alaska Department of Education and Early Development.

Employment Summary

The various sources of child care sector employment described above account for just over 6,900 jobs. There is, however, some duplication among the data sets (several Head Start programs and preschools are captured in the state licensing data, for example). After adjusting for this duplication, it is estimated that at least 6,500 Alaskans participate in the child care sector workforce. This should be viewed as a very conservative estimate in that it does not include an undetermined number of at-home providers who care for four or fewer unrelated children or any number of related children and therefore are not required to be licensed.

Child Care and Early Education Employment in Alaska, 2005

	Employment
Licensed Centers	3,621
Licensed Group Homes	184
Licensed Homes	411
Approved Provider/Relative	351
Head Start Programs	901
Certified Preschools	113
State In-home Care Providers	391
Military Facilities	490
Tribally-approved family child care and In-home providers	278
Program Admin., Resource and Referral Staff	162
Total	6,902
Net Total (after adjustment for double-counting)	6,500

In 2004, the Alaska economy included 428,000 jobs. Though child care and early education account for a small portion of total employment (1.5 percent), the sector's employment is comparable to other significant industries in Alaska.¹⁰ For example, the residential and nonresidential building construction sector employed an average of 6,000 workers in Alaska in 2004. Alaska's air transportation sector employed an average of 6,400 workers that year.

Wages and Revenue

Wage Data

Published wage data for Alaska (and for other states) is incomplete. Much of the payroll earned in the sector is misclassified in other sectors of the economy, and much of the income is not reported at all. Nevertheless, a review of available data is informative.

DOLWD payroll data indicates that the 1,532 workers employed in the "child day care" sector earned a total annual payroll of \$24.7 million in 2004. The average monthly wage was \$1,342. This average is well below the average for all sectors of the Alaska economy. In 2004, the average monthly wage in Alaska was \$3,218.

¹⁰ Includes wage and salary employment and proprietors employment, from the Bureau of Economic Analysis.

BLS also reports total wages in private child care establishments of \$24.7 million plus \$1,133,000 in wages at the one reported federal government establishment. BLS also reports an average weekly wage of \$309 for employees of private establishments and \$434 in the federal facility in 2004. Average annual pay was \$16,093 in private establishments and \$22,547 in the federal facility.¹¹

DOLWD publishes wage data for several hundred occupations in Alaska, including workers in the child care sector. Child care workers earned an average hourly wage of \$9.87 in 2004, while administrators in preschool and child care programs earned an average wage of \$19.07¹². The average hourly wage in all sectors of the Alaska economy is approximately \$20 per hour.

Hourly Wage Rates in Alaska's Child Care Sector

	Mean	Median	Mean Entry	Mean Experienced
Ed Admin, Preschool & Child Care Center/Program	\$19.07	\$16.90	\$11.67	\$22.76
Child Care Workers	\$9.87	\$9.11	\$7.89	\$10.86

Source: Alaska Department of Labor and Workforce Development

Child Care Provider Revenue and Government Funding

There are two sources of spending on early education and child care services, government funding for child care assistance programs and program administration, and spending by parents on child care services. Again, published data portrays only a partial picture. This section describes the published data, summarizes government program spending, and assesses household spending on child care services, based on survey results and other demographic data.

Published Data

U.S. Census Bureau 2002 Economic Census data indicates that businesses engaged in providing child care services in Alaska had total receipts of \$45.1 million in 2002. This data is for 174 establishments.¹³ This data is incomplete in that it excludes revenue for child care services offered by larger organizations or businesses outside the child care sector. These revenues are reported in other sectors of the economy. It also excludes non-employer establishments. U.S. Census Bureau non-employer statistics indicate that Alaska's 2,118 non-employer establishments engaged in child care had \$25.2 million in receipts in 2003.¹⁴

State and Federal Government Spending

The State of Alaska Department of Health and Social Services Child Care Program Office has a FY 2006 budget of \$44.7 million. This includes \$37.7 million in federal funds and \$7 million in State funds.¹⁵

Of the Program's total budget \$32.6 million is spent as payments to child care providers on behalf of parents who qualify for financial assistance. The remaining \$12.1 million is spent on child care licensing and Child Care Grant programs, grants

¹¹ Source: <http://data.bls.gov/PDQ/servlet/SurveyOutputServlet>

¹² Source: <http://www.labor.state.ak.us/research/wage/swoes.htm#39-9011>

¹³ Source: http://www.census.gov/econ/census02/data/ak/AK000_62.HTM

¹⁴ Source: http://www.census.gov/eped/nonemployer/2003/ak/AK000_62.HTM

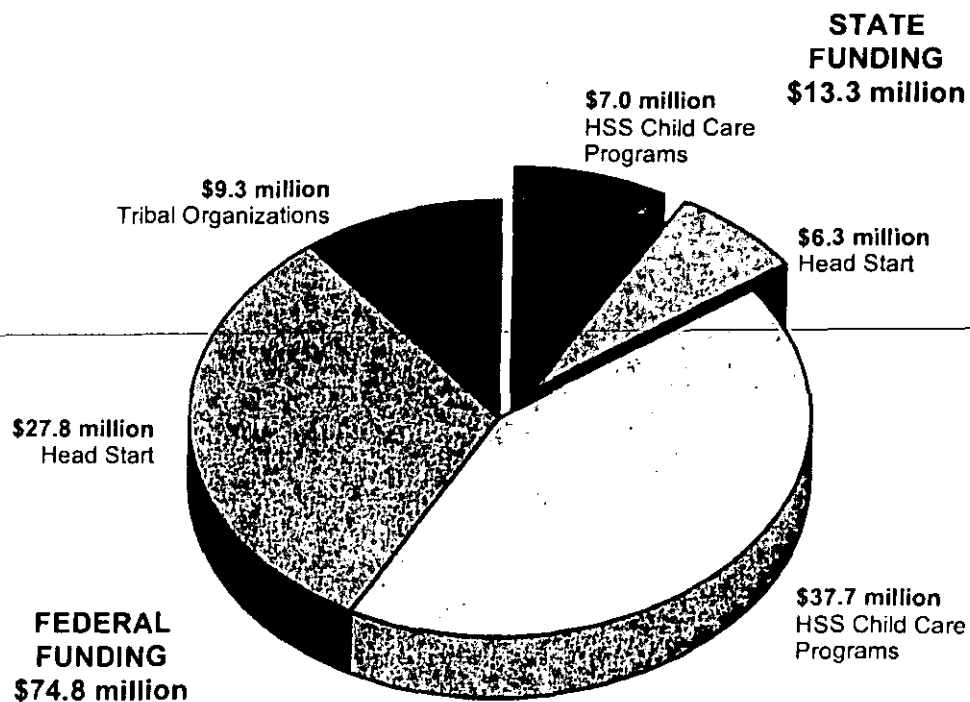
¹⁵ A portion of child care program funding is spent on services for children six years of age and over. Though no detailed data is available, it is estimated that approximately one-quarter of this spending is on children six years of age and over.

to determine child care assistance eligibility, child care resource and referral agencies, special child care initiatives, and the Child Care Program Office.

The federal government gives \$9.3 million directly to tribal organizations in Alaska for child care services. Federal allocations to Alaska tribal organizations range from \$24,000 to \$1.7 million. Among the tribal organizations receiving over \$1 million in funding include the Association of Village Council Presidents, Cook Inlet Tribal Council, Tanana Chiefs Council, and Central Council of Tlingit & Haida Indian Tribes of Alaska.

State and federal government funding for Head Start programs in Alaska totals \$34 million for FY 2006. This includes \$27.8 million in federal funds paid directly to grantees and \$6.3 million in state funds.

State and Federal Funding for Child Care Services in Alaska



Survey Results

Data from the telephone survey of 725 Alaska households provides an indication of how much money Alaska households spend on child care services each year (detailed survey results are provided in Chapter III). Among the 725 households in the survey sample:

- 323 households reported children under six years of age
- These households reported 459 children under six years of age (1.4 per household)
- 58 percent of these children (266 children) were receiving child care services.

This survey data is consistent with demographic data available from the Census. In 2000, the Census recorded 38,758 families with children under 6 years of age and a total of 51,908 children under six residing in Alaska (counting only children living with their parents), or 1.34 children under six per household. Among children under six, 32,463 children, or 63 percent, were in households where all available parents were in the labor force.

Survey results indicate that households spent approximately \$318 per month per child for child care. This average includes full-time and part-time care in all types of settings, including centers, others' homes, in-home, Head Start (for which there is generally no cost to parents) and others.

Applying the \$318 per month average to all children under six in households where all parents are in the labor force indicates total Alaska household spending on child care of approximately \$150 million annually. This is based on the estimate that in 2004, there were 39,400 children living in households where all available parents were in the labor force.

There are several reasons why this estimate of total spending on child care services could either understate or overstate actual spending on child care services. This estimate may slightly overstate spending in that it is possible for a parent or both parents to be in the labor force and not need paid child care services. For example, parents could work different times of day, each looking after children when not at work. Similarly, in single parent households, the parent could stay home with children during the school day then work during hours when older siblings are available to provide care. It is also true that not all people in the labor force are actually employed. Depending on the time year and location around the state, unemployment rates can vary from 5 percent to 15 percent (or higher in rural areas).

At the same time, this estimate of total household spending on child care does not include money spent on child care by parents on who are in school or otherwise engaged in training programs. Further, the total estimate does not capture child care expenditures where the mother or father are not in the labor force but nevertheless occasionally or regularly enroll their children in a child care service. Nationally, 31 percent of the 8.2 million preschoolers (children under five) of non-employed mothers were in at least one child care arrangement on a regular basis.¹⁶

Another source of uncertainty around the spending estimate is the seasonality of child care expenditures. The \$318 per month estimate is for the month of January. For many households the need for child care spending changes in the summer, when children are out of school. Further, many local economies in Alaska are very seasonal, with seafood industry, tourism and other economic activity occurring primarily in the summer. For parents employed in these industries, the need for child care services can be greatest in the summer.

In any case, the \$318 per month average expenditure, which includes full-time, part-time and unpaid care (such as Head Start), is reasonable given child care services rates around Alaska. The following table provides data on prevailing child care rates in Alaska.

Source: "Who's Minding the Kids? Child Care Arrangements: Winter 2002," U.S. Census Bureau, October 2003.

Current Child Care Rates in Alaska

Full Time	Infant	Toddler	Preschool Age
Licensed Center Care & Group Home	\$480-\$900	\$475-\$810	\$375-\$775
Licensed Home	\$480-\$970	\$440-\$921	\$300-\$850
Approved Care	\$464-\$600	\$400-\$500	\$400-\$500
Part Time	Infant	Toddler	Preschool Age
Licensed Center Care & Group Home	\$250-\$600	\$237-\$550	\$205-\$550
Licensed Home	\$200-\$720	\$200-\$700	\$180-\$700
Approved Care	\$303-\$400	\$295-\$361	\$240-\$293

Source: HSS Child Care Program Office.

The average rate for full time infant care was \$655, for toddlers \$572, and for preschoolers \$572, according to data from the 2005 Market Rate Survey.

National data also generally supports the \$318 per month estimate used in this study. For example, data published by the Congressional Research Service indicates median child care payments for families with children under five years of age with working mothers averaged \$69 per week in 1999, or approximately \$310 per month. Converting this to 2005 dollars suggests median monthly spending of \$362.¹⁷ This estimate (and the 1999 estimate) is total family payments and may include families with two children under five years of age. Nationally, there were 1.42 children under six years of age in households with any children under six.¹⁸ The average number of children under five would be somewhat lower. Nevertheless, if we assume an average of 1.4, median per child spending would be approximately \$260, slightly below the average calculated in this study for Alaska families.

Summary

In Alaska, revenue to child care providers for the direct care of children includes household spending on child care and government spending on child care assistance programs. Based on the preceding analysis, Alaska households may be spending \$150 million annually on child care services for children under six years of age. Government spending on child care totals \$88 million for FY 2006 (government spending that goes directly to providers is estimated at \$77.5 million annually, also based on FY 2006 budgets).¹⁹ Together, approximately \$238 million is spent in Alaska on child care services for young children, including \$228 million in total revenue to providers.

Summary of Employment, Income and Spending

The preceding analysis indicates that direct employment in Alaska's child care sector totaled 6,500 jobs in 2004 and \$228 million in provider revenue. Using IMPLAN, an input/output economic impact model widely used in Alaska and elsewhere, it is possible to estimate other aspects of the child care sector's economic impact in Alaska, including indirect and induced effects. Indirect impacts occur when child care providers (businesses) spend money in support of their businesses, for example, on rent, food or other supplies related to providing child care services. This

¹⁷ Inflation adjustment based on Consumer Price Index - All Urban Consumers, 1999 - 2005, U.S. City Average. From U.S. Department of Labor, Bureau of Labor Statistics, Census 2000 Summary File 3, Tables P15 and P16.

¹⁹ This includes \$32.6 million through the State of Alaska, \$33 million for Head Start programs, and 90 percent of \$9.5 million in funding to tribal organizations (assuming 10 percent is spent on program administration).

spending creates additional jobs and income in the support sector. Induced impacts occur when employees in the child care sector spend their payroll dollars on goods and services.

IMPLAN indicates the total direct, indirect and induced impact of the child care sector in Alaska is 7,400 jobs and \$124 million in total annual labor income (employee payroll and income for proprietors).²⁰ This estimate of labor income includes \$96 million in direct income and \$28 million in indirect and induced income.

Contribution to Alaska's Labor Force and Household Income

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 particular employment status and characteristics of these parents are unknown. However, it is possible to broadly approximate the income implications of child care services for these households.

According to DOLWD data, in 2003, Alaska's workforce included 309,000 Alaska residents (81.9 percent of the state's total labor force). These residents earned \$8.92 billion in wages.²¹ The 29,400 Alaskans (a 2004 estimate) that are in the workforce because child care services are available to them account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under \$850 million (based on 2003 wage data). This indicates an average of \$28,820 per family in additional Alaska annual income indirectly made possible by child care services, equal to approximately 40 percent of Alaska's mean family income in 2003.²²

Other data suggests a similar household income impact related to adding a second wage earner. In 2004, median family income for families with one wage earner was \$43,709. Median family income for families with two wage earners was \$77,159, a difference of \$33,450.²³

This analysis of course 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.

National Research on the Economic Benefits of Child Care

A host of studies have been done to track the long term economic impacts of high quality early childcare development on society. Though none of these studies focuses on Alaska, the implications for Alaska are relevant.

²⁰ IMPLAN analysis indicates that \$225 million in provider revenue should directly account for 6,045 jobs, quite close to the employment measured in this study. This estimate does not include government program administration or resource referral jobs, which are theoretically captured in the measure of indirect impacts.

²¹ Source: *News Release: Payroll in Alaska - 2003*, Alaska Department of Labor and Workforce Development, January 2005.

²² Based on 2003 mean family income: \$71,452 from 2003 American Community Survey, U. S. Census Bureau.

²³ U.S. Census Bureau, American Community Survey, 2004, Table B19121, Median Family Income in the Past 12 Months in 2004 Inflation-Adjusted Dollars by Number of earners in Family.

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 by those provided with 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 described below.

Return on investment

The Ypsilanti/Perry Study, which tracked 58 low-income children who participated in a two-year program starting at age three, shows a nearly 13:1 cost-benefits ratio (\$12.90 per dollar spent) after tracking the participants up to age 40. This calculates to a benefit of \$258,888 per participant.²⁴

The Chicago Longitudinal Study, which tracked 1,400 low-income children who participated in a one and a half year early-childhood intervention programs, shows a 7:1 cost-benefits ratio, or \$47,559 in benefits to society per participant.²⁵

A recent California study by RAND Labor and Population examining the impact of instituting a one-year public preschool program in that state determined that California would receive a return of \$1.95 to \$4.21 for every dollar invested, with an average rate of return of \$2.62. To understand the lower ratio it should be noted that the California program, unlike the Chicago and Ypsilanti programs, would not focus only on children from low-income families. The California study also focused on a shorter program span.²⁶

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.

High school graduation rates

Studies indicate early education results in higher achievement, grade retention, and less need for special education placement, resulting in students more likely to graduate from high school. Long-term studies in five school systems (Louisville, Kentucky; Rome, Georgia; Chicago, Illinois; Ypsilanti, Michigan; and Baltimore, Maryland) show a significant positive effect on the high-school graduation rate. The Chicago Longitudinal Study showed a high-school completion rate of 29 percent higher than the comparison group that does not have the benefit of quality early care

²⁴ In the 1960s, the High/Scope Perry Preschool Project targeted children from low-income African-American families. Children were provided with a comprehensive preschool program including education and health and family support services. Three- and four-year-old children attended the preschool program five days a week, two and one half hours a day, for three quarters of the year. The high-quality preschools were staffed by teachers who were well-qualified, who served no more than eight children at a time, and who visited these families as part of the program to discuss their child's development. The two-year cost of the program was \$14,400 per child and was funded by the state of Michigan. Source: Schweinhart, Lawrence J. "The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions." Ypsilanti, MI: High/Scope Press, November 2004. Available at: www.hightscope.org/Research/PerryProject/PerryAge40_SumChap.pdf

²⁵ Source: A. Reynolds et al., "Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Center Program: Executive Summary," June 2001. The Chicago Longitudinal Study. Available at: www.cdc.nidm.nih.gov/ncdd/studies/childparentcenter

²⁶ Source: Karoly, Lynn A. & Bigelow, James H. "The economics of investing in universal preschool education in California." Rand Corporation, March 30th 2005. Available at: www.rand.org/pubs/monographs/2005/RAND_M0349.pdf

(50 percent compared to 39 percent). In the Ypsilanti study, individuals who participated in the early care project significantly outperformed those who had not academically, with 65 percent of early care participants finishing high school compared with 45 percent of the control group. This difference was even greater when it came to females, with 84 percent of early care females graduating versus 32 percent of others.

Teenage birth rates

In a study at the University of North Carolina at Chapel Hill, young adults in the intervention group were, on average, two years older (19 years) when their first child was born compared with those in the control group (17 years). This study, called the Abecedarian Project, followed 111 infants from low-income families through their childhood, with half given early intervention child care for five years.

In the Ypsilanti study, rates of teenage pregnancy were also dramatically lower.

College attendance

The Abecedarian study provided low-income infants with five years of high quality early education. Those with early care were significantly more likely still to be in school at age 21: 40 percent of the early care group compared with 20 percent of the control group. A significant difference was also found for the percent of young adults who ever attended a four-year college. About 35 percent of the young adults in the early care group had either graduated from or were at the time of the assessment attending a four-year college or university. In contrast, only about 14 percent in the control group had done so.

Cost of grade retention and special education

Sixteen studies of early childhood programs show a reduction in grade retention and special education rates. The studies were conducted in school systems in Chicago, Houston, Milwaukee, Harlem, Washington, DC, and Pittsburgh. The Chicago Longitudinal Study, one of the nation's largest and longest studies of public early-childhood education, showed a 40 percent drop in retention and in special education placement. Further, a study of the Pittsburgh Early Care Initiative (ECI) found that in school districts within ECI communities the average primary grade retention rate was 23 percent; for ECI children, the rate was less than 2 percent. In these same Pittsburgh communities, the average special education placement rate was 21 percent; for ECI children, the rate was less than 1 percent.

Crime

Long-term studies show that preschool programs significantly reduce the juvenile crime rate and had found that the risk of arrest for teens and young adults can be cut in half by enrollment in quality early care. Studies show that children without early care were 70 percent more likely to be arrested for violent crimes by the age of 18 than those with early care. The Ypsilanti Study shows significantly fewer lifetime arrests and significantly fewer arrests for violent crimes, property crimes, and drug crimes.

Welfare

The Ypsilanti study showed that fewer participants received welfare benefits (59 percent versus 80 percent for the control group). It shows that many more women participants were married (40 percent versus 8 percent) and that fewer women participants had children born out of wedlock (57 percent versus 83 percent).

Employment rate, earnings, and home ownership

Studies, including a 1997 report by the National Conference of State Legislatures, have concluded that early childhood education is critical to the productivity and earnings-power of the workforce and the nation's economic health. An analysis of the Abecedarian study found that children in high quality early care programs can expect to make roughly \$143,000 more over their lifetimes than children not receiving these benefits, and that mothers of these same children can expect higher earnings – about \$133,000 more over their lifetimes. The Ypsilanti Longitudinal Study found that at age 27, participants earned \$2,000 more per year than the nonparticipating control group. By age 40, 60 percent of the participants earned more than \$20,000 per year compared to just 40 percent of the non-participants.

In the Abecedarian study, young employment rates were higher (65 percent) for the treatment group than for the control group (50 percent). In the Ypsilanti project, significantly more members of the program group were employed at age 40 (76 percent versus 62 percent) than the non-program group.

Many more members of the Ypsilanti project early care participants owned their own homes. At age 27, 27 percent of participants owned their own home versus 5 percent of non-participants, and at age 40, 37 percent of participants owned their own home versus 28 percent of non-participants. In the Chicago Longitudinal Study, the per capita tax revenue from the improved earning power of preschool attendees was projected to be over \$20,000.

CHAPTER III. HOUSEHOLD SURVEY RESULTS

In February 2006, the McDowell Group conducted a telephone survey of 725 randomly selected households from throughout Alaska. The sample included 462 households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included 111 surveys from households in communities with between 2,000 and 8,000 residents (labeled "Rural I") and 151 surveys from households in communities with fewer than 2,000 residents (labeled "Rural II"). In conducting statewide analysis of survey results, data from these areas of the state were weighted to reflect their actual proportion of the state's population.

The survey asked all households a series of questions about state funding support for early learning and child care services in Alaska. Households with children under six years of age were asked about their use of child care services. Households with children under six years of age that were receiving child care services were asked a series of questions about the nature and cost of that child care.

For the total survey sample, the maximum margin of error is ± 3.8 percent at the 95 percent confidence level. The margin of error is higher for survey subsamples, as illustrated in the following table.

**Maximum Margin of Error by Survey Sample Size
at the 95% Confidence Level**

Sample Size ("n")	Maximum Margin of Error
700	$\pm 3.8\%$
500	$\pm 4.5\%$
400	$\pm 5.0\%$
300	$\pm 5.8\%$
200	$\pm 7.1\%$
100	$\pm 10\%$

Survey results are provided below. Sample sizes for each subgroup are reported as the "n". For example, for the Rural I subsample described above, the n is equal to 111. A copy of the survey instrument is provided in the appendix to this report.

Perceived Importance of State Funding for Early Education and Child Care Services in Alaska

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

How important do you think it is for State government to provide financial support for early learning and childcare for children under 6 years old?

	Total (n= 725)	With children <6 yrs (n=323)	Without children <6 yrs (n=402)	Urban (n=464)	Rural I (n=111)	Rural II (n=151)
Very important	56%	72%	53%	55%	69%	56%
Important	31	22	33	31	28	37
Not important	8	3	9	9	4	4
Not at all important	4	3	4	5	0	3
Don't Know/Refused	1		1	1	0	0

Residents in communities with populations of between 2,000 and 8,000 residents (Rural I) were more likely to consider government funding for early education and child care very important: 69 percent compared to the statewide average of 56 percent.

A variety of other population subgroups expressed above average support for state funding of early education and child care. They include:

- Alaska residents aged 45 to 54 (66 percent stating "very important").
- Female residents (64 percent stating "very important," compared to 46 percent for males).
- Residents with annual household income under \$25,000 and residents with income greater than \$75,000 (both groups were at 63 percent "very important")

Other subgroups expressed below average support for state funding of early education and child care, including:

- Residents less than 25 years of age (47 percent stating "very important").
- Residents over 65 (41 percent stating "very important").

Funding Priority

Alaskans also give early learning a high priority for state funding. Two-thirds (66 percent) of Alaskans feel that the state should give early learning and child care high funding priority. Among the categories of spending presented to survey respondents, only K-12 education was rated as a high priority more often.

I'm going to read you a list of state-funded programs. Please tell me what level of funding priority you think the state should give to each program: high, medium, or low.

	All Households (n=725)			
Funding Priority	High	Medium	Low	Don't know
K-12 education	88%	10%	1%	1%
Early learning and childcare	66	23	10	1
University education	57	35	6	2
New roads/highways	31	52	16	1
Support local government	31	51	17	1

Subgroups that placed the highest priority on early learning and child care include:

- Households with children under six (76 percent rating high priority)
- Female residents (72 percent)
- Residents aged 35 to 44 years (77 percent)
- Low income residents (<\$25,000 annual income, 76 percent)
- High income residents (>\$100,000 annual income, 73 percent).

Subgroups that placed lower than average priority on funding for early education and child care included:

- Residents aged 65 or over (42 percent)

Relative Importance

A third question regarding Alaskan's perception of the importance of funding for early and child care focused on relative importance. More than three-quarters of Alaska residents feel that early learning and child care is more important to fund than support for local government or construction of new roads and highways. Almost two-thirds (63 percent) feel that funding for early learning and child care is more important than funding for university education. Among the various programs, only K-12 education is viewed as more important than early learning and child care (only 25 percent of households thought it more important to fund early learning and child care than K-12 education).

Which do you think is more important to fund, early learning and child care or...

	Percent stating early learning is more important to fund
Support for local government	78%
Construction of new roads and highways	76
University education	63
K-12 education	25

This series of questions regarding perceived importance of State funding for early education and child care services in Alaska indicates that Alaskans place a high priority on funding for education in Alaska, including early education and child care. Additional survey research would be warranted to further prioritize early education spending relative to a broader range of state-funding programs (including health and social services, public safety, etc.), identify specific early education and child care programs that residents feel are most important to fund, and identify preferred funding sources for early education and child care programs.

Child Care Services Used by Alaskan Families

Type of Care

The survey sample included 323 households with children under 6 years of age. These households included a total of 459 children under 6. About two-thirds (65 percent) of these children were less than 4 years of age, and one-third (35 percent) were 4 or 5 years old.

Approximately 58 percent of children in the surveyed households received child care services of some type during the month of January, 2006.²⁷ This includes 54 percent of the children under 4 years of age and 62 percent of children aged 4 or 5.

Among the 42 percent of children who did not receive child care services in January, about 10 percent were not in a child care setting because such services were either too expensive, not available, of poor quality, or some combination of these factors.

Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third (31 percent) were being cared for at someone else's home. Just over one-quarter (27 percent) were receiving child care services in their own home. Eight percent were in a Head Start program.

Type of Child Care Services Used by Alaska Households*

Types of Child Care	Total (n= 268)	Urban (n=117)	Rural I (n=32)	Rural II (n=40)
Preschool or child care center	49%	43%	27%	36%
Care at someone else's home	31	42	52	22
Care in your home	27	34	26	21
Head start	8	0	8	32
Before or after school care	8	7	11	2
Other	1	0	0	3
Don't know	0	0	0	0

*Percentages do not add to 100% because households may have children in more than one child care setting. Sample sizes ("N") for Total are number of children under six years of age. Sample sizes for subgroups are number of households.

Survey results show some regional variation in types of child care used. First, households in communities with populations of between 2,000 and 8,000 residents (Rural I) appear to be less likely to utilize preschool or child care centers. Also, households in communities of under 2,000 residents are much more dependent on Head Start programs. Caution is urged, however, in drawing any firm conclusions from this data due to small sample sizes.

Among children in preschool or a child care center, an average of 26 hours per week was spent in a preschool or child care facility. The average was 25 hours for care at someone else's home, 20 hours for in-home care, 18 hours in a Head Start program, and 11 hours in a before or after school care program.

Average Hours per Week in Care By Type of Care

Type of care	Average Hrs.
Preschool or childcare center (n=117)	26
Care at someone else's home (n=93)	25
Care in your home (n=69)	20
Head start (n=25)	18
Before or after school care (n=18)	11

²⁷ The survey asked householders about their child care usage during the month of January, 2006, the month preceding the date of the survey.

Finding Acceptable Child Care

About as many Alaskans found it difficult to find acceptable child care as found it easy. Forty-nine (49) percent of households with children under six in a child care situation found it either easy or very easy to find acceptable child care. Forty-five (45) percent found it difficult or very difficult.

In general, how easy or difficult is it for you to find acceptable childcare?

	Total (n= 268)
Very easy	19%
Easy	30
Difficult	29
Very difficult	16
Don't know	2
Refused	4

Urban households apparently found it somewhat easier to find acceptable child care than rural households. For example, 15 percent of urban households found it very easy, while 6 percent of Rural I households and 7 percent of Rural II found it very easy.²⁸

Among households with children under six years of age, 36 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.

In the last 12 months, has the quality, cost or availability of child care prevented anyone in your household from seeking employment or restricted the number of hours that they could work?

	Total (n=324)	Urban (n=196)	Rural I (n= 49)	Rural II (n=79)
Yes	36%	37%	37%	26%
No	62	62	63	62
Don't know/Refused	2	1	-	2

Among households in Alaska's smallest communities (the "Rural II" areas, or communities under 2,000 residents), 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment or had in some way restricted the number of hours that they could work. This difference (to the extent that it is statistically significant) 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.

²⁸ Data in the table is for children under six in a child care situation, while regional data is for households with children under six, thus the household average is slightly less than the average for all children under six.

Factors Affecting Ability to Find Acceptable Child Care

(n=116)	Major Impact	Minor Impact	No Impact	Does not apply
Cost	78%	12%	7%	3%
Availability	56	28	11	2
Quality	48	35	12	3

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

Cost is apparently more of an issue in urban Alaska while availability is more of an issue in rural Alaska. Just over half of urban households (54 percent) indicated that cost had the greatest impact, compared to 29 percent in Rural I areas and 21 percent in Rural II areas. Conversely, within Rural II areas, just over half of households reported that availability had the greatest impact, compared to 43 percent of Rural I and only 19 percent of urban areas. (Caution is urged in interpreting this data due to small subsample sizes.)

Which of these three factors, quality, cost, or availability, has the greatest impact on your ability to find acceptable child care?

	Total (n=116)	Urban (n=75)	Rural I (n= 19)	Rural II (n=22)
Cost	50%	54%	29%	21%
Quality	26	26	28	26
Availability	23	19	43	53
Don't know/Refused	1	1	-	-

Spending on Child Care

Alaska households with children under six years of age in child care services spent an average of \$318 on child care in January. This is a weighted average based on the number of children in each type of child care setting multiplied by the average monthly expenditure for that type of service. Average expenditures for each type of service are shown in the following table. These averages include children receiving care ranging from just a few hours per week to full-time.

Average Monthly Spending on Child Care by Type of Care and Age of Child

	Total	0-3 years	4-5 years
Head start (n=25)	\$15	\$48	\$-
Preschool or childcare center (n=117)	334	406	258
Before or after school care (n=18)	239	-	239
Care at someone else's home (n=93)	293	318	233
Care in your home (n=69)	161	212	87
Other (n=3)	17	10	55

Among survey respondents, the cost of full-time care (31 or more hours per week) in a child care center averaged \$517 per month. The cost of full-time care in someone else's home averaged \$429 per month.

Financial Assistance

About one in seven households with children in child care services received some form of child care assistance during the month of January. As would be expected, survey data also indicates that financial assistance is concentrated in lower-income households.

**Financial Assistance for Child Care Services
By Household Income Level***

Financial Assistance?	Total (n= 268)	<\$25,000 (n=34)	\$25-\$35K (n=19)	\$35-\$50K (n=24)	\$50-\$75K (n=42)	\$65-\$100K (n=37)
Yes	14%	29%	38%	31%	0%	0%
No	78	67	62	47	97	88
Don't know/Ref.	8	5	0	22	3	12

*Sample sizes ("N") for Total are number of children under six years of age. Sample sizes for subgroups are number of households.

Among the small number of households in the survey sample receiving financial assistance for child care services, the average assistance for the month of January was \$539.

Additional Survey Results: Importance of Child Care Funding

How important do you think it is for State government to provide financial support for early learning and childcare for children under 6 years old?

	Total (n= 725)	Male (n=299)	Female (n=425)	Married (n=446)	Not Married (n=265)
Very important	56%	46%	64%	57%	55%
Important	31	37	27	26	39
Not important	8	11	6	12	3
Not at all important	4	6	3	5	3
Don't know/Refused	1	1	0	0	0

	Total (n= 725)	<25 years (n=71)	25-34 years (n=170)	35-34 years (n=159)	45-54 years (n=159)	55-64 years (n=93)	65+ years (n=69)
Very important	56%	47%	59%	60%	66%	50%	41%
Important	31	45	32	31	25	28	36
Not important	8	3	5	9	4	11	20
Not at all important	4	5	2	1	3	10	2
Don't know/Refused	1	0	2	0	1	1	1

	Total (n= 725)	<\$25,000 (n=138)	\$25K-\$35K (n=77)	\$35K-\$50K (n=99)	\$50K-\$75K (n=137)	\$75K-\$100K (n=109)	Over \$100K (n=98)
Very important	56%	63%	46%	50%	50%	63%	63%
Important	31	29	34	37	42	25	25
Not important	8	2	11	13	4	7	11
Not at all important	4	5	9	0	4	4	1
Don't know/Ref.	1	0	1	0	0	1	1

Demographics

Demographics of Survey Respondents

Annual Income	Total n=726
Less than \$15,000	12%
\$15,000 to \$25,000	7
\$25,000 to \$35,000	9
\$35,000 to \$50,000	13
\$50,000 to \$75,000	17
\$75,000 to \$100,000	16
Over \$100,000	14
Don't know	3
Refused	9
Gender	
Male	44%
Female	56
Marital Status	
Married	56%
Divorced	11
Widowed	4
Single	26
Other	2
Refused	1



Investment in *Parents as Teachers*: Results for Children, Families and Communities

Benefits Parents as Teachers is an evidence-based home visiting program with demonstrated positive outcomes for children, families and communities.

What Experts Say: An Independent Cost-Benefit Analysis

Very early investment in children produces significant long-term impacts for individuals and communities.¹ A 2004 study conducted by the Washington State Institute for Public Policy titled "Benefits and Costs of Prevention and Early Intervention Programs for Youth"² found that:

- The benefit of Parents as Teachers is estimated at \$4,300 per child from higher test scores alone.
- Parents as Teachers realized an \$800 per child return on investment (ROI) for communities (\$4,300 in benefits of the program minus cost over 2.5 years).
- For children up to age three, Parents as Teachers had the largest benefit per dollar of cost (\$1.23) of all reviewed pre-kindergarten education programs.

Investment in Parents as Teachers has Huge Potential Impact for Children

There is a 'time-value of early education' with early investment producing the most significant results.

- Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, **more than 17 billion dollars in benefits could be realized.**^{3,4}
- With no specified parental age or income eligibility criteria, all parents of young children can be served, thereby increasing the program's impact exponentially.

How Parents as Teachers Makes the Difference:

↑ Parent knowledge of child development, improve parenting practices

- Most brain development occurs in the first few years of a child's life and parents are the most important influence for children during this critical period. Children's early learning and brain development prepare them for school and life success; insufficient supports for development diminish children's potential.

↑ Early detection of developmental delays and health issues

- Allows for early intervention which is more cost effective and successful for children, reducing the need for costly remedial and special services in schools.

↓ Child abuse and neglect

- Safe, healthy and cared for children are able to put all their energy into learning and growing in order to be ready to succeed in school. Children who have been abused and neglected have higher rates of juvenile delinquency, teen pregnancy, school failure, alcohol use, and psychiatric illness.⁵

↑ School readiness and school success

- Children who are prepared for kindergarten continue to do well in the early grades of elementary school and then are more likely to graduate from high school and to go on to be successful in life.⁶

¹ Cunha, F., Heckman, J., (2007) Conference Presentation., research funded by Partnership for America's Success

² Washington State Institute for Public Policy, 2004 Report <http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901> and U.S. Census data

³ U.S. Dept of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. <http://www.ed.gov/initiatives/commissionsboards/whspededucation/>

⁴ Annie E. Casey Foundation, Kids Count 2004 data www.kidscount.org

⁵ Child Welfare Information Gateway, http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

⁶ Snow, C.E., Burns, M., and Griffin, P., (1998) Preventing reading difficulties in young children
3/6/2008



Home Visiting is Integral to High-quality Preschool Programs

Research shows that children who participate in high-quality preschools receive immediate benefits from improved kindergarten readiness and long-term benefits from improved achievement, better employment and reduced delinquency and criminal behavior; there is a strong return on investment (ROI).⁷

- Home-visiting was included in all the preschool programs with demonstrated results and the benefits from home visiting cannot be separated from the rest of the program - Perry/High-Scope (1960s), Abecedarian (1970s), Chicago Parent-Child Centers (1980s)
- Parents as Teachers has been chosen by many preschool programs as the home visiting curriculum to support their other early childhood services.

Parents as Teachers Addresses Delays Early

Parents as Teachers detects delays and refers children for early intervention which results in long-term savings:^{8,9}

Annual special education costs per student = **\$8,080**¹⁰
 Annual cost for non-special education student = **\$4,394**

Parents as Teachers screens children for delays and provides referrals to appropriate resources so children can receive early intervention. In the 2005-2006 program year:

- Thousands of delays were identified:¹¹
 - 3,686 social emotional problems
 - 5,129 vision problems
 - 5,838 physical delays and health problems
 - 6,640 hearing problems
 - 30,134 developmental delays
 - 18,779 children with delays accessed specialized follow-up services
- More than 100,000 families were connected to a community resource.

Parents as Teachers: Focused on Parents and Children from All Kinds of Families

Parents as Teachers has been shown to be effective for high risk families as well as those without multiple risk factors.

- Recent studies have demonstrated a PAT-impact for children of all socio-economic groups.¹²
- Parents as Teachers shows promise in narrowing the achievement gap between poor children and their more affluent peers.
- Participation in Parents as Teachers increases a child's chance of attending preschool.¹³
- Parents who participated in Parents as Teachers were more involved in their child's school, which increases the chances of long-term academic success.¹⁴

By promoting good brain development and positive parenting, Parents as Teachers sets children on successful educational paths, which ultimately decreases public spending and promotes stronger communities.

⁷ Washington State Institute for Public Policy, 2004 report. <http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901>

⁸ Drazen, S.M. & Haust, M. (1994). *Preventing Special Education Costs via Early Intervention*. Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over \$97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.

⁹ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

¹⁰ U.S. Department of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. Washington, DC, 2002. http://www.ed.gov/initiatives/commissionsboards/whspecialeducation/reports/images/Pres_Rep.pdf

¹¹ Parents as Teachers 05-06 Annual Program Report

¹² Zigler, E., Pfannenstiel, J., Seitz, V., accepted for publication in the Journal of Primary Prevention

¹³ *ibid.*

¹⁴ Pfannenstiel, J., Lambson, T. and Yarnell, V. (1996). Second Wave Study of the Parents as Teachers Program

3/6/2008

Louie Flora

From: Karen Pauley [pauley28@gci.net]
Sent: Wednesday, February 11, 2009 7:18 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Nancy Dahlstrom
Subject: House Bill 69

Please oppose House Bill 69, the Alaska Parents as Teachers Act. Parents are best suited to direct the rearing of their own children and government involvement and intervention is not necessary in most cases.

Thank you,

Karen Pauley (House District 18)
5058D Bong Avenue
Elmendorf AFB, AK 99506
pauley28@gci.net

Louie Flora

From: Kimberly Pullen [pulleninalaska@gci.net]

Sent: Wednesday, February 11, 2009 6:59 AM

To: Rep. Paul Seaton

Subject: House Bill 69

- > "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."

Louie Flora

From: jrockclimb@aol.com
Sent: Wednesday, February 11, 2009 6:09 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Mr. 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 the best qualified to determine what is best for their individual children.

Mr. Seaton, though this is masked in 'voluntary participation' right now, it is not necessary and wasteful spending. Anyone I know with kids 0-5 actively seeks out opportunities and does not need this service.

Thank you for your time,

Respectfully,

Erica Johnson
277-1095

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Kenneth J Kroeker [kroeker@mtaonline.net]
Sent: Wednesday, February 11, 2009 12:30 AM
Cc: Sen. Charlie Huggins; Rep. Bill Stoltze
Subject: Parent of 8 --house bill 69

Hello,

I'm a parent of eight. I have 2 children under 5 right now. I love this state and having my family here is extremely important to me. I hope all my kids raise families in this state. I figure I have nearly 150 family members in this state currently plus extended family from family. Why would I want the state to create more government? Why would I want to fund more government? When has the state been better for my kids than me and my husband or additional family? Would you want someone coming into your home and watching you? Just because parenting does not come with a complete set of manuals -- does not mean that we want to create programs that could very easily become required participation intrusions. No one says that is what will happen but it will... given time.

Please, for the benefit of current families and families to come, do not vote for the Alaska Parents as Teachers Act. It is a terrible way to spend resources and it is not helping parents and children grow into families. Government really does need to stay out of the home.

Remember that working on these committees and in our government does not mean that it is your responsibility to grow programs - we voted you there for many other reasons... Cutting things is fine with me (programs and taxes/fees).

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

Thank you for your service. Our family appreciates your willingness to serve this great state. Your self sacrifice is a blessing to me. It allows me the privilege to work with my family and do community service in my local area. I appreciate you doing your part and really -- you are doing even more. Thank you for all the time and energy you give toward learning, doing, and helping us all. We put a lot of trust in your discernment. I know discernment is a big, very giant part of what a legislator needs to have and I hope you each have a been blessed with an over flowing amount of it. Protect our families and this state.

Thank you again,
Hiedi Kroeker
Chugiak, AK

PS -- and to any staff that has to deal with the emails or this topic, thank you for your hard work as well. You are the glue that holds our state all together. You are awesome!

Louie Flora

From: J. Gondek [mr_gondek@yahoo.com]
Sent: Tuesday, February 10, 2009 11:58 PM
Subject: House Bill 69, Statement of Opposition

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.

V/R,

Jess Gondek
PO Box 834
Valdez, AK 99686
907-835-3852

Louie Flora

From: Frank and Kim [frankandkim@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:54 PM
To: Rep. Paul Seaton
Subject: Concerning HB69
Importance: High

Dear Mr. Seaton,

Thank you for your willingness to serve our state. I am writing you in reference and concern to Bill HB69. I have grown up in a good family and a fine education neither of which has been controlled by the government. I will never excuse abuse of a child and I know there is measures needed in such cases. I have also seen families who have been torn apart by what the government thought were good choices. I urge you to please vote NO on this bill because even though the government may mean well, they are continuing to take away the rights of the parent to raise their children. Our America was built on the freedoms that made it great. Please stand to fight for that freedom. Thank you for your time!

Sincerely,
Kim Bodiker

_____ Information from ESET NOD32 Antivirus, version of virus signature database 3844
(20090211) _____

The message was checked by ESET NOD32 Antivirus.

<http://www.eset.com>

Louie Flora

From: bjorklundsinalaska@juno.com
Sent: Tuesday, February 10, 2009 11:42 PM
To: Rep. Paul Seaton
Subject: hb69

Please vote against House Bill 69, the Alaska Parents as Teachers Act. I believe this act will interfere with my right as a parent, and the rights of other parents, to direct the upbringing of our children. **Parents**, not state officials, are best qualified to determine what is best for their individual children.

Thank you for your time,

Gayle Bjorklund,
parent in Salcha, AK

[FTD.com](#)
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Louie Flora

From: Wendy McKinnis [schultzy@mtaonline.net]
Sent: Tuesday, February 10, 2009 11:34 PM
To: Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Carl Gatto; Rep. Sharon Cissna; Berta Gardener; Rep. Les Gara; Rep. Cathy Munoz; Rep. Bob Buch; Rep. Chris Tuck; Rep. Scott Kawasaki; Bryce Edgemon
Cc: Doug and Wendy McKinnis; board@aphea.org
Subject: Please Reject HB 69

Dear State Representatives:

Our comments below relate to **House Bill 69, the Alaska Parents as Teachers Act.**

Please stop progress of this intrusive and financially onerous bill.

First:

Please note the title of the bill: "Alaska Parents as Teachers Act" The bill's title sounds great, but after a careful reading of the bill's contents, is clearly misleading. Parents **are**, as the bill states, their children's first teacher. We would like to add for clarity, however, the important accompanying parental role of principal, and think it reasonable that during the first five years of a child's life, parents should, except in rare cases, clearly fill both of these roles.

It is important to note the bill's purpose is not to propose legislation declaring the rights of parents as primary governor of their young children's education. Ironically, it instates a bureaucrat to oversee the parents, effectively stripping them of their reasonable and traditional role of principal overseer and giving it to one or several state government agencies.

The bill should instead be titled: Alaska Parents are No Longer Principals Act, because, if approved by law and taken advantage of by parents, the state would assume the role of the children's principal, leaving the remaining duty of teacher to the parent.

Seeing it this way, the bill's title is true as the parent indeed would be the teacher, but absent from the title is the implication that the government would replace the parental role as principal.

The home visiting program establishes voluntary, regularly scheduled state involvement. At intervals of **no less than** once per month, a state representative would visit the home of the child. This is unacceptable.

Due to the progressively invasive and expanding nature of government, the program is likely to turn into a mandatory program.

This bill opens the door to eradicating or at least obscuring already codified, state-recognized rights of parents, **as principals**, to decide the educational path their children take and could transfer education rights away from the parents to the state. This must never happen in our free society.

Second:

To approve this financially onerous bill is irresponsible.

How much will this program cost? How many new hires? Training costs? Transportation costs? Per diem? Record keeping? Judiciary concerns?

Can you justify the cost even if you like the provisions of the bill?

Third:

Implementation of this bill will not likely improve the horrible performance and graduation record the state public education system has earned during recent evaluations. Since the state of Alaska has not provided, as a whole, quality education over twelve years of a student's life, it is unlikely the addition of five or more years under the same system will salvage the woeful situation.

Again, please vote against HB 69.

Thank you for your time and consideration of our thoughts.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Gilliland [cgilliland@ideafamilies.org]
Sent: Tuesday, February 10, 2009 10:33 PM
To: Rep. Paul Seaton
Subject: Vote against House Bill 69

Representative Seaton:

Thank you for your dedicated service to the State of Alaska. I am writing to respectfully request that you please vote against House Bill 69, Alaska Parents as Teachers Act. This Bill proposes to remove a parent's right to be ultimately responsible for the upbringing of their children. Parents know their individual children infinitely better than any government official could (particularly one who would only see a child once a month as stated in the HB69 guidelines.) Parents are the most qualified to discern what is best for their children.

Furthermore, in these tough economic times, why create another expensive program for Alaska State Government to pay for when many of these services are currently available? It is already very easy for parents who want to get help to find answers to their questions. Additionally, there is a "safety network" of professionals already in place that is responsible to report signs of abuse.

Respectfully submitted,

Catherine Gilliland
17913B Pioneer Drive
Eagle River, AK 99577

Louie Flora

From: Andrea [lvgrrrrl@yahoo.com]
Sent: Tuesday, February 10, 2009 11:00 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69

Dear Representatives:

I'm writing to express my concerns over House Bill 69, which I understand you will be discussing tomorrow. I've read the bill, as well as Chris Tuck's sponsor statement, and while I recognize the good intentions, I'm concerned that this is an attempt at a quick fix to a vast problem which will create an invasive and meddling encroachment into family privacy instead of a fruitful program for parents and children. To be honest, this looks less like an early childhood education initiative than a way for CPS to cast a wider net.

It is concerning to me that, while this program is described as "voluntary", the way in which parents will be recruited isn't clearly outlined, a target demographic isn't specified, and the reasons for discontinuing the monthly visits does not include parental disinterest as an option. This makes me wonder how voluntary this program will really be, and if the goal is in fact to make it far-reaching and mandatory. I also imagine, given the program's vague descriptions and ambitious goals, that the reality will be overburdened caseworkers presenting parents with a basic and generic template for early childhood health and home preschool, utilizing the same sort of standards and methods that are mostly failing students in the K-12 programs instead of showing parents how to utilize their own life experience and easily accessible community resources (such as schools, parks, and libraries).

I've taken a quick look at the National "Parents as Teachers" program, as well as the Perry Preschool Project, and I understand the lure of what look like successful case studies in helping the most at-risk children succeed in school. But I hope you'll also consider studies that paint a different picture, like the Early Childhood Longitudinal Study conducted by the U.S. Department of Education in the late 1990's. I know of this study from a summary in the book *Freakonomics* by Steven D. Levitt and Stephen J. Dubner, in which they present a list of surprising findings. Briefly, this study found that there are eight factors in early childhood that actually have an impact, positive or negative, on later test scores:

- highly educated parents
- parents with high socioeconomic status
- mother aged thirty or older at time of child's birth
- low birthweight
- parents speak English at home
- child is adopted

- parents are involved with the PTA
- many books are present in the home.

On the other hand, there are eight other factors that have no correlation with with test scores:

- family is intact
- parents recently moved to a better neighborhood
- mother stayed home between birth and kindergarten
- Headstart attendance
- regular museum attendance
- regular spankings
- television viewing frequency
- child is read to daily or almost daily.

Levitt and Dubner provide analysis on these factors in greater detail, coming to the following conclusion: "Here is the conundrum: by the time most people pick up a parenting book, it is too late. Most of the things that matter were decided long ago – who you are, whom you married, what kind of life you lead... It isn't so much a matter of what you *do* as a parent; it's who you are."

Please also consider the following sources for ideas on why families should choose their own early childhood education solutions, and why less is often more:

The Case Against Universal Preschool:

<http://reason.tv/video/show/576.html>

The Myth of Three

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/bruer.html>

The First Years Fallacy

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/science/firstyears.html>

Finally, please forgive my haste in drafting this email. I just found out today about a bill you are

discussing tomorrow.

Sincerely,

Andrea Gregovich

9940 Whitefish Circle

Anchorage, AK 99515

907-245-0191

Louie Flora

From: ELIZABETH-TALLAK MAAKESTAD [tuckbeth@gci.net]
Sent: Tuesday, February 10, 2009 10:30 PM
To: Rep. Paul Seaton
Subject: HB 69

Hi,

I oppose House Bill 69. It is intrusive, wasteful of taxpayers' hard earned money, and unnecessary. Please vote no on this bill.

Thank you,

Tallak D. Maakestad
17620 Pioneer Drive
Eagle River, AK 99577
(907) 529-4324

Louie Flora

From: Joshua Geibe [jdsgeibe@yahoo.com]

Sent: Tuesday, February 10, 2009 9:56 PM

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,

Jessica Geibe

4103 Mattox Rd Apt 2

Homer

 Josh & Jess

Louie Flora

From: thebullers@alaska.net
Sent: Tuesday, February 10, 2009 9:49 PM
To: Rep. Paul 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."

Susan and Dennis Buller

Louie Flora

From: nicshelt9@aol.com
Sent: Tuesday, February 10, 2009 9:22 PM
To: Rep. Paul Seaton
Subject: Please vote yes on HB 69

Good morning,

I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 46 communities across Alaska.....because it works.

PAT is a win-win program, parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which may be conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. It's where the families choose to visit. The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment.

PAT is a "strengths model" which stresses that parents are the experts on their children, and that the families will set their own goals for their children and family. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families.

Not every participant in the trainings are certified, and the standards are strict

I plan to testify at the House Education Committee hearing on Wed morning. I anticipate there may be more questions that just will not be covered within the time period. I will be very glad to provide information to you or your staff at any point. Please don't hesitate to call me

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. I would be very happy to get summaries of the research to you as you desire.

Please vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can achieve this as a reality through Parents as Teachers.

Thank you for your time.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380
(907) 209-1620 cell.

Louie Flora

From: Barry Corbin [barry.corbin@hotmail.com]

Sent: Tuesday, February 10, 2009 8:57 PM

To: Rep. Paul Seaton

Subject: House Bill 69

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. It does not "take a village to raise a child". It takes parents to raise a child in a free society and the State of Alaska better always respect that fact!

BARRY D. CORBIN
Mile 289.5 Parks Highway
Clear, AK 99704

Louie Flora

From: flythesky@gci.net on behalf of D. Dorsey [flythesky@gci.net]

Sent: Tuesday, February 10, 2009 8:43 PM

To: Rep. Paul Seaton

Subject: Please vote NO on House Bill 69

Dear Rep. Seaton,

Please vote NO on House bill 69, Alaska Parents as Teachers Act. It will interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Thank you.

Debra Dorsey

Louie Flora

From: Thor & Sue Ryan [thorman@mac.com]
Sent: Tuesday, February 10, 2009 8:28 PM
To: Rep. Paul Seaton
Subject: HB 69
Signed By: thorman@mac.com

Dear Representative Seaton,

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

Thank you for your consideration!

Sincerely,
Sue Ryan
Wasilla, AK

Louie Flora

From: huberclan3@gci.net on behalf of Momoko [huberclan3@gci.net]
Sent: Tuesday, February 10, 2009 7:54 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Mr Seaton,

I am writing you to voice my strong opinion against House Bill 69. Not only is it an invasion of privacy; it is not the responsibility of the government to raise anyone's children. Please oppose this bill.

Sincerely,
Allison Huber

Louie Flora

From: Nick & Theresa Wojcik [nmtaw1996@yahoo.com]

Sent: Tuesday, February 10, 2009 7:50 PM

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

Louie Flora

From: Jennifer Williams [jjwforgiven757@yahoo.com]

Sent: Tuesday, February 10, 2009 7:45 PM

To: Rep. Paul Seaton

Subject: Please vote against House Bill 69

Dear Sir, I am writing to ask you to vote against House Bill 69. It would be too vulnerable to abuse. I know you're short on time so that's all I'll write. Please consider.

Louie Flora

From: Jessie [jessiechilstrom@chadstoolbox.com]
Sent: Tuesday, February 10, 2009 7:18 PM
To: Rep. Les Gara; Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Peggy Wilson;
 Rep. Bob Buch; Rep. Berta Gardner
Subject: stop hb69 (big brother)

Representatives,

Taxpayers money should not be spent on Case workers checking up on parents in their own homes. I realize that this bill states that this is volunteer only, but this bill could be the first step of Government mandate in future legislative sessions. – Violating parental rights. There is not sufficient evidence that a program like this is even needed! It may be true, that children who get an early start at home happen to do better in school, but its not because they had 'an early start' its because they have parents that spend time with them. The real studies show that children who do poorly in school aren't dumb, or deprived of preschool, they have a dysfunctional home life. Early childhood education is the sole responsibility of the parents, however they see fit. I believe the whole premise behind the "Early Childhood Development movement" is parents wanting their children to be educated in daycare, so they both can go to work, so they can have their big house and toys and assume they won't feel guilty about leaving them if they are being well educated.

If I was to spend lots of loving time with my children, and not teach them a single shape/color/letter/number before they turn 6, I know they would still would do exceedingly well in school, because they will be old enough to process the information –Without government control!

Please don't waste your precious legislative time on this, work on something that is actually beneficial, a great idea for an educational program would be "Why Mothers should stay at home with their children." Couple that with an extensive abstinence program for the unmarried (that doesn't involve handing out condoms to kids) and that would be a great way to spend tax payers money, (and save money in the long run)

:)
 Jessie Chilstrom
 Mother of 4 who enjoys not having big brother watching me parent!

I support the new Freedom of Choice Act for women:

2 Choices:

1. Leave clothes on?
2. Take clothes off?

Beyond that -**there is no more choice for you!!**
(notice- murder isn't on the list)

Louie Flora

From: Massong [massong@mtaonline.net]
Sent: Tuesday, February 10, 2009 6:30 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Paul 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. I feel that the resources are already available for parents to access a free evaluation, if they are concerned or would like additional support information regarding parenting or their child's developmental needs. These services are available for children birth up to three years of age through local infant learning programs and through the school district for children three to five years of age. I work in the field of early intervention as a speech pathologist and if additional money were spent on advertising to help parents know that these resources already exist, then there would not be a need to mandate or offer anymore than what is already available.

Thank you for considering my thoughts.

Sincerely,

Sheri Massong

Louie Flora

From: Kimberly Lorentzen [aklorentzen@gmail.com]
Sent: Tuesday, February 10, 2009 6:12 PM
To: Rep. Paul Seaton
Subject: HB69

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.

Kimberly Lorentzen
Lifelong Alaska Resident

Louie Flora

From: Davebekki@aol.com
Sent: Tuesday, February 10, 2009 5:43 PM
To: Rep. Paul Seaton
Subject: Please vote against House Bill 69

Dear Mr. Seaton,

Please vote against House Bill 69. I feel that parents are better qualified to determine the needs of their children than are state officials.

Thank you,
Rebekah McClain

Nothing says I love you like flowers! [Find a florist near you now.](#)

Louie Flora

From: Barbara Andersen [bandersenz@yahoo.com]
Sent: Tuesday, February 10, 2009 1:38 PM
To: Louie Flora
Subject: Please oppose HB 69

Representative Seaton,

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

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

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

This type of intrusion is considered, in my opinion, as a move toward socialism.

Thank you
Barbara Andersen
Seward, Alaska

Louie Flora

From: Michael & Sharon Aubrey [smaubrey@mtaonline.net]
Sent: Tuesday, February 10, 2009 12:19 PM
To: Rep. John Harris; Rep. Anna Fairclough; Rep. Bob Herron; Rep. Mark Neuman; Rep. Paul Seaton;
Rep. Peggy Wilson; Rep. Les Gara; Rep. Pete Petersen
Subject: Housebill 69

Dear Education Committee:

We are strongly opposed to House Bill 69, called the "Alaska Parents as Teachers Act". We implore you to not allow this bill to pass. As we have seen from our legislative officials in the past, they often set up "voluntary programs" that turn into mandates within a just few years. The original bills pass on the ignorance of your constituents to actually believe these bills to be harmless or well meaning and that they won't ever be forced upon people but are rather to work in conjunction with their freedoms, like the seatbelt law. However, too often these 'first bills' are then twisted or extrapolated into mandates that constrict or eliminate our constitutional rights.

Do not pass this bill, for while the authors may have had good intentions, the implications as a forthcoming mandate are clearly seen and intrude upon the homeschooling freedoms our State has to offer.

Sharon Aubrey, Voter ID # 05833487
and Michael Aubrey Voter ID # 02041501
PO Box 505
Sutton, Alaska 99674

Louie Flora

From: Adison & Sandy Martin [texan7981@yahoo.com]
Sent: Tuesday, February 10, 2009 12:17 PM
To: Rep. Paul Seaton
Subject: house bill

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."

Louie Flora

From: Dave and Hester Sanders [daveandhester@gmail.com]
Sent: Tuesday, February 10, 2009 11:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

I wanted to let you know that I oppose this House Bill. I hope that as my representative that you can hear my voice and squash House Bill 69 Thank you Hester Sanders Anchorage, AK

Louie Flora

From: Michael & Sharon Aubrey [smaubrey@mtaonline.net]
Sent: Tuesday, February 10, 2009 12:19 PM
To: Rep. John Harris; Rep. Anna Fairclough; Rep. Bob Herron; Rep. Mark Neuman; Rep. Paul Seaton;
Rep. Peggy Wilson; Rep. Les Gara; Rep. Pete Petersen
Subject: Housebill 69

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Do not pass this bill, for while the authors may have had good intentions, the implications as a forthcoming mandate are clearly seen and intrude upon the homeschooling freedoms our State has to offer.

Sharon Aubrey, Voter ID # 05833487
and Michael Aubrey Voter ID # 02041501
PO Box 505
Sutton, Alaska 99674

Louie Flora

From: Adison & Sandy Martin [texan7981@yahoo.com]
Sent: Tuesday, February 10, 2009 12:17 PM
To: Rep. Paul Seaton
Subject: house bill

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."

Louie Flora

From: Dave and Hester Sanders [daveandhester@gmail.com]
Sent: Tuesday, February 10, 2009 11:59 AM
To: Rep. Paul Seaton
Subject: House Bill 69

I wanted to let you know that I oppose this House Bill. I hope that as my representative that you can hear my voice and squash House Bill 69 Thank you Hester Sanders Anchorage, AK

Louie Flora

From: Matt and Carole Scherrer [scherrer@mtaonline.net]
Sent: Tuesday, February 10, 2009 12:21 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Rep. 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.

Sincerely,
Carole Scherrer

Louie Flora

From: DJ and Robin Angaiak [angaiak7@mtaonline.net]
Sent: Tuesday, February 10, 2009 12:23 PM
To: Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Berta Gardner; Rep. Bryce Edgmon; Rep. Cathy Munoz; Rep. Bob Buch
Subject: House Bill 69-Alaska Parents as Teachers Act
Importance: High

Dear House Education Committee,

Please vote *AGAINST* House Bill 69 on behalf of all Alaskan Parents and Children.

I believe that this Act is a direct interference in the rights/responsibility of parents to be the "teacher" of their child as this Bill seemingly infers.

There are already other avenues provided by the state for parents that are unwed/young/ or without a support group to receive assistance in raising their children so they have every opportunity to achieve their greatest potential in safety, health and academics!

It appears to me that this bill would like to use Alaskans' money to 'assess' early readiness for school, determine if the medical needs of the child are being met and reduce neglect and maltreatment of children with additional guidelines, checklists, and monitoring. All of these needs are met in other departments in this state.

I ask you not to further negate the role of the parents (by invoking government agendas and goals into a family unit- this Bill did not state a time when the voluntary visits could be ended by the family) by allowing this legislation to be passed.

Children are uniquely like their parents. Parents are uniquely qualified to aid them in their whole development as no government agency or official could ever hope to be.

Thank you for your time and commitment to represent those your serve,

Robin Angaiak

Louie Flora

From: Garrison Matthew W LCDR USN PACOM ALCOM/JTF-AK J39 - RM B116
[matthew.garrison@elmendorf.af.mil]
Sent: Tuesday, February 10, 2009 12:43 PM
To: Rep. Paul Seaton
Subject: Oppose HB 69

Representative Seaton,

I wanted to write to you and encourage you to oppose House Bill 69. This bill is the last thing Alaska home school families need. In light of our current economic situation, we don't need another government program to drain funding from our already sagging educational system. Many military families choose to home school our children for the flexibility and stability it provides. Instead of having a child change schools every two or three years, they get the benefit of an enthusiastic, caring teacher as well as a very low student-to-teacher ratio. This bill proposes monthly monitoring of young children, many who are not even of school age, by a state official, in addition to progress updates already in place with other state-run programs.

Bottom line, oppose this effort to put in place another wasteful system on top of other systems already working. More systems, more money and more programs is NOT the path to successfully educating our youth. Thank you for your time and service.

Vr,

LCDR Matt "Gumby" Garrison
ALCOM/JTF-AK J35
Comm: 907-552-5434
DSN: 317-552-5434
matthew.garrison@elmendorf.mil

Louie Flora

From: Greg Wohrle [gwohrle@gci.net]
Sent: Tuesday, February 10, 2009 12:52 PM
To: Rep. Paul Seaton
Subject: HB 69

We are writing to you to inform you that we do not support HB 69 concerning a proposed monthly visit into the homes w/ children 5 and under. We know that it is currently being introduced as volunteer program; however, we see it as a potential stepping stone to a mandated program. We do realize that there is abuse in some homes and those children need to be protected. Do you think that those families are going to be the families who "volunteer" to have government step into their homes? For those who would like governmental support, let them request help from the social services that are already in place. Rather than instituting more programs, perhaps more funding and support from the government should be directed toward our current social service agencies for such requests.

We do not support governmental intrusion and control when it crosses over the threshold of our home. For the majority, parents and families know best how to care for, teach and instill social behaviors into our children. Please do not vote for HB 69.

Thank you,

Greg and Julie Wohrle

Louie Flora

From: f15cricket@aol.com
Sent: Tuesday, February 10, 2009 12:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

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

Thank you,
Conny Renner

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Bridget Piscoya [dietzpiscoya@yahoo.com]
Sent: Tuesday, February 10, 2009 1:00 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, The Alaska Parents as Teachers Act, which would interfere with a parent's right to bring their children up as they see fit. It is not the State's job to decide what is best for children, it is the parents' right. Thank you.

Sincerely,
Bridget M. Piscoya
Fairbanks

Louie Flora

From: Joyce Plummer [bobnjoyce97@yahoo.com]
Sent: Tuesday, February 10, 2009 1:13 PM
To: Rep. Paul Seaton
Subject: Oppose Government Nanny Bill

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.

Louie Flora

From: Kirk Chuckran [cohojim@acsalaska.net]
Sent: Tuesday, February 10, 2009 1:30 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

Please vote against House Bill 69, the Alaska Parents as Teachers Act, which would interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Also, this would require additional costly funds that the State of Alaska can not afford.

Very Respectfully, Veronica Chuckran

Louie Flora

From: Danielle O'Neill [akoneills@gmail.com]
Sent: Tuesday, February 10, 2009 1:31 PM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Paul Seaton,

As a member of the House Committee, you will soon be asked to vote for or against HB 69 which is a voluntary request for parental meetings, child screenings and annual development analysis of the children involved in and taught by their parents. These are the normal concerns of any parent and especially a home schooling parent for their child/student. If a parent determines their child is developmentally lagging the parent will take necessary action. To assume otherwise is to completely misunderstand the intent of parents who choose to home school. It requires serious sacrifice, the ability to live on one income, amazing organizational skills and determination to persevere in times of challenge, illness or stress. Anyone who is willing to dedicate themselves to home school their child (ren) has a desire to see their child succeed and would take every step necessary to promote the normal development and health of their child. It is an insult to home school parents to have the state assume otherwise. I realize that this is a voluntary program at this time but history shows that what begins as voluntary often leads into mandatory. The Alaska Constitution states that parents may teach their children and let us not infringe on that right by instituting actions on behalf of the state that will lead to a step by step reduction in this parental right. The overloaded public classrooms should be more of a concern than the individualized attention of the parent for their child's education. Thank you very much for your attention to this matter.

Danielle O'Neill

Louie Flora

From: gnerfy [nerfys@mtaonline.net]
Sent: Tuesday, February 10, 2009 1:41 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Greetings. I have been informed of a new House Bill (HB 69) which would be known as "Alaska Parents as Teachers Act." I'm asking you to please oppose this bill as I believe that parents, not state officials, are best qualified to determine what is best for their children.

Thank you,
Sandra Murphy

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Louie Flora

From: hillclanak@gci.net on behalf of Gordon and Linda Hill [hillclanak@gci.net]
Sent: Tuesday, February 10, 2009 1:42 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: HB69

Dear Sirs and Madam,

I am writing to you in regards to House Bill 69, the Alaska Parents as Teachers Act. I believe that this bill would interfere with the right of parents to direct the upbringing of their children. I would encourage you to vote against the passage of this bill.

It is the parents and not state officials that are best qualified to determine what is best for their individual children. As a parent of six children, two of which are special needs, I knew when there was a problem long before any professional. I have tailored the raising of my children, all of them, to their own unique talents and abilities. There is no way that a "specialist" would know more about my childrens unique personalities than their father or I. We have raised each child with the same love and care, but have also worked with each child to develop that child's unique needs. There is no "specialist" that can do that any better. They do not live with other people's children on a 24/7 basis. They may have a basic understanding of child behavior and development, but that does not mean that they know what is best for an individual child. I have been involved with each of my children from before they were born. I have received advice on raising of my children from parents, friends and even strangers, but in the end it all comes down to what I know of each of my children and how any advice received would best work for that child or not even work at all. There is no one that is better qualified in the raising of the six children that God has blessed my husband and I with.

Again, I would encourage you to vote against the passage of House Bill 69. In the absence of any abuse or neglect, state officials should not interfere with the upbringing of children by their parents.

Thank you for your time and attention.

Sincerely,
Linda Hill

Louie Flora

om: Lisa Corliss [lisa@corlissfamily.org]
ent: Tuesday, February 10, 2009 1:46 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: House Bill 69

Good Afternoon,

I am writing to oppose House Bill 69, and ask that you do the same. It's grossly intrusive and unnecessary. It leaves the determination to the state of Alaska whether children are being educated properly from infancy. It infringes upon parental rights to educate their children as they see fit. While it is only voluntary initially, I don't trust that some misguided legislator down the pike would make it a hard requirement for all families.

I believe 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. While this bill may have been crafted with good intention, it is short sighted and the unintended consequences may have lasting, ultimately damaging ripple effects.

Frankly put, parents who are interested in teaching their child the basics at home to prepare them for school will take the initiative to teach them. They don't need government representatives showing up unannounced to gauge their progress or requiring them to show up at group meetings. There are more early education helps available, many for free, than at any other time in recent memory. Parents for whom this is important will do due diligence. No amount of legislation will modify behavior of parents for whom education is not a priority.

his plan is out of line not only for what it explicitly entails, but also for the potential abuses that can arise as a result of its passage.

I appreciate your time.

Lisa Corliss

--
"Every experience God gives us, every person He puts in our lives, is the perfect preparation for a future only He can see." - Corrie ten Boom

"Lord Almighty, King of Mysteries, the great I Am, who was and who is. Before the elements, before the ages. King Eternal, who reigns forever and ever, grant me three things: Keenness to discern your will, Wisdom to understand it, And the courage to follow where it leads." S. Lawhead

"Give thanks in ALL circumstances." 1 Thess. 5:18 (Emphasis mine)

Louie Flora

From: rumsey@gci.net on behalf of Greg & Deena Rumsey [rumsey@gci.net]
Sent: Tuesday, February 10, 2009 1:44 PM
To: Rep. Paul Seaton
Subject: Vote NO on HOUSE BILL 69

"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."

Deena Rumsey

Louie Flora

From: Beaver [jcb@alaska.net]
Sent: Tuesday, February 10, 2009 1:58 PM
To: Rep. Paul Seaton
Subject: Regarding: House Bill 69, the "Alaska Parents as

Dear Representative Seaton,
Please, at tomorrow's meeting of the House Education Committee, give opposition to House Bill 69, the Alaska Parents as Teachers Act. Parents are the best ones to determine their child's well being, and not the State. I know this is a "voluntary" at this point, part of this bill, but, I know that will just 'open the doors' for mandatory intervention and State powers, before too long. Please, vote **against** this intrusion into families' lives. Though I have no children in this age group, I have grandchildren who will fall into this, should it ever become mandatory.
Thank you,
Sincerely,
Carol Broussard
Nikiski, Alaska
907 776 8676

Louie Flora

From: rod perry [rperry_ak@hotmail.com]

Sent: Tuesday, February 10, 2009 2:21 PM

To: Rep. Peggy Wilson; Rep. Bob Roses; Rep. Anna Fairclough; Rep. Wes Keller; Rep. Paul Seaton;
Rep. Sharon Cissna; Rep. Berta Gardner; karen perry

Dear Representatives:

Re: HB 69, the so-called "Nanny Bill"

Outside of the obvious need for intervention in cases of child abuse, I view even the slightest suggestion of this government interference in the home life of Alaskans as an affront to the intelligence and a denigrating of the personal capabilities of her citizens. Do you, our representatives, those we have sent to Juneau to work for us, feel so superior and have so little regard for the quality of your constituents? Do you really think any government employee is superior in even one aspect of parenting to a child's parents? Do you actually think that we parents are so incompetent as to need government oversight to successfully raise our children? If you can't answer a resounding "Yes!" to any of those questions, then why are you proposing such legislation??

George Washington described government as "Brute Force." HB 69 goes way beyond mere garbage and gets into Washington's definition. And don't tell me it's not at all like that, that it's only "voluntary." No person who has watched government and studied history should ever be naive enough to believe such a thing would not eventually become mandatory. In that case, Alaska does not have enough court time or jail space to accommodate the multitudes who would meet government intruders with force at the edge of their property.

You probably think that those of us who voted you into office were pretty smart for making such a brilliant choice. If we're bright enough to vote you in, don't you think we can do a better job raising these children we value more than life itself, do a better job than can our representatives and agency hirelings? I encourage you to oppose this junk bill before it goes any farther.

Sincerely,

Roderic H. Perry

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Louie Flora

From: Don Kashevaroff [kash@kash.net]
Sent: Tuesday, February 10, 2009 2:28 PM
To: Rep. Paul Seaton
Subject: oppose HB 69

Hi Paul,

I am concerned with HB 69 "Alaska Parents as Teachers Act" in front of your House Education committee. I would urge you to oppose this bill. I am a strong supporter of either the State or Tribe stepping into the home when there is evidence of abuse or neglect, but I do not support allowing the State to interfere with families even on a volunteer bases (things that are voluntary quickly become mandatory.) This bill would impact the rights of parents to direct the up bringing of their own children, as a father of a 3 and 4 year old, this makes me worried.

Thanks for your understanding
Don

Louie Flora

From: Roy and Nore Butler [rbutler474@earthlink.net]

Sent: Tuesday, February 10, 2009 2:40 PM

To: Rep. Paul Seaton

Subject: House Bill 69

Dear Rep. Seaton,

We would like to voice our opposition against House Bill 69. We do not oppose parents as teachers, but rather the state coming in to private homes. We believe parents are in position to make the best decisions for their children, not the state. Although the program would be voluntary if put in place, our fear is that it would eventually become mandatory, thus violating parental rights.

We hope you will sincerely consider our views.

With kind regards,

Roy, Eleonore, Vincent and Mitchell Butler

Louie Flora

om: Robin Spencer [8spencer@mtaonline.net]
ent: Tuesday, February 10, 2009 2:48 PM
To: Rep. Paul Seaton
Subject: HB 69 Alaska Parents as Teachers Act

Representative Paul Seaton,

I called your office yesterday to ask your thoughts and to give you mine on HB 69, but, you were unavailable. I spoke with Mr. Flora, instead. I thought that I would send you an e-mail today to follow up. I am opposed to this, or any other bill, that would create another layer of bureaucracy or agency and could infringe on the rights of parents to raise their children as they see fit. I don't believe the state has extra money to be wasting on new programs that do the same thing that programs that are already in existence are doing, whether in the private sector, by volunteer agencies or existing government programs. Not only would HB 69 waste money and enlarge state government, it could become a mandatory program, as many pieces of legislation without a sunset clause do. In this case, it would infringe on my rights and the rights of my children, if they have kids, to raise our families as we see fit. I think this is a bad piece of legislation and should be killed in committee.

Thanks for your time,
Bill Spencer

Louie Flora

From: Young, Wendy A Mrs DoD Ben [wendy.young@us.army.mil]
Sent: Tuesday, February 10, 2009 2:55 PM
To: Rep. Paul Seaton
Subject: Vote Against House Bill 69

Dear Representative Paul Seaton,

Please vote against House Bill 69, the Alaska Parents as Teacher's Act.

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

Thanks in advance for your consideration.

Wendy Young
Alaska Resident
wendy.young@us.army.mil

Louie Flora

From: Terri Budke [terbud61@gmail.com]
Sent: Tuesday, February 10, 2009 2:47 PM
To: Rep. Paul Seaton
Subject: HB 69

Dear Representative Paul Seaton,

As a concerned long time Alaska resident, I am asking that you oppose House Bill 69. I don't like the movement this could take in the future. Please let the parents be the caretakers of our children and not the State.

Thank You,

Terri Budke

Louie Flora

From: Anthea Shirk [shirk@alaska.net]
Sent: Tuesday, February 10, 2009 2:56 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner
Subject: House Bill 69

As an Alaskan and a mother of two, I am very concerned about House Bill 69 which institutes a program in which the state begins to meddle in people's homes and the upbringing of their children. This is a dangerous precedent in that it increases dependence on state "experts" to tell parents what is and is not allowed or acceptable in the home. Rather than encouraging this kind of dependence, state legislators should be encouraging parents to study childcare and education on their own and to make their own informed decisions in cooperation with their doctors, families, churches/places of worship, and teachers. The state has absolutely no place in my home or any other person's home, especially not when it concerns the way our children are raised. 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.

Sincerely,

Anthea Shirk
2610 Stellar Way
Fairbanks, AK 99712

Louie Flora

From: Robert & Donna Dehart Sr [robart@cfaith.com]
Sent: Tuesday, February 10, 2009 3:12 PM
To: Rep. Paul Seaton
Subject: HOUSE BILL 69

Dear Rep. Seaton,

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

Sincerely,

Donna & Robert DeHart, Sr.

Louie Flora

From: Lisa Gillispie [gillispiefam2004@yahoo.com]

Sent: Tuesday, February 10, 2009 3:22 PM

To: Rep. Paul 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."

Louie Flora

From: Chris Davis [ctdavis@ieee.org]
Sent: Tuesday, February 10, 2009 3:40 PM
To: Rep. Paul Seaton
Subject: Vote No on Bill 69

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.

Louie Flora

From: Shanna Switzer [shanandnate@yahoo.com]
Sent: Tuesday, February 10, 2009 3:48 PM
To: Rep. Peggy Wilson
Cc: Rep. Bob Buch; Rep. Berta Gardner; Rep. Sharon Cissna; Rep. Paul Seaton; Rep. Cathy Munoz
Subject: House Bill 69

Dear Sirs,

I'm writing to ask you to 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.

Sincerely,

Shanna Switzer
4810 Snow Cir
Anchorage, AK
(907) 929-1837

Louie Flora

From: Ric Plate [ricp@alaska.net]
Sent: Tuesday, February 10, 2009 3:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Seaton,

I am writing to ask you to oppose House Bill 69. I am sure the Department of Education is presenting this bill as a wonderful way to involve children ages 1-5 in education but **it will be very intrusive in private lives, un-needed, and very costly.** There are much better ways for the Department of Education to improve our educational system.

Please oppose HB 69.

Thank you,
Ric Plate

Louie Flora

From: Grace Schumacher [grace@schu.net]
Sent: Tuesday, February 10, 2009 3:54 PM
To: Rep. Paul Seaton
Subject: Please oppose HB 69

Louie Flora

From: vassar@gci.net
Sent: Tuesday, February 10, 2009 3:56 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

I am writing regarding your upcoming meeting regarding House Bill 69. Please vote against House Bill 69, the Alaska Parents as Teachers Act. I feel very strongly that this bill would interfere with the right of parents to direct the upbringing of their children. In the absence of abuse, the state does not need to interfere with each individual family.

Parents, not state officials, are best qualified to determine what is best for their individual children."

Sincerely,
Angela Vassar
Chugiak, Alaska

Louie Flora

From: wintherj@alaska.net
Sent: Tuesday, February 10, 2009 4:05 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Dear Representative Paul 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.

Sincerely,
Janice Winther

Louie Flora

From: Delois McWilliams [forgiveness_2000@hotmail.com]
Sent: Tuesday, February 10, 2009 4:21 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon
Subject: House Bill 69

Dear Representatives,

I am writing to ask you to oppose House Bill 69, the Alaska Parents as Teachers Act.

As a parent and citizen of Alaska, I believe 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.

Additionally, I realize that this program is to begin as a voluntary program, but I know that these things have a way of becoming mandatory.

I thank you all for working to make Alaska a state where individual freedoms are upheld and promoted.

Sincerely,
Delois McWilliams
6711 Baby Bear Dr.
Anchorage, AK 99507

Phone: 907-258-0052

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Louie Flora

From: Jon and Karen Cress [jkress@acsalaska.net]

Sent: Tuesday, February 10, 2009 4:38 PM

To: Rep. Paul Seaton

Subject: Opposing House Bill 69

Rep. Paul Seaton, Chairman of the House Education Committee:

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

Thank you for your time and consideration,

Sincerely,

Jon and Karen Cress

Louie Flora

From: Twohy Family [twohy1@mtaonline.net]
Sent: Tuesday, February 10, 2009 4:47 PM
To: Rep. Paul Seaton
Subject: House Bill 69.....

Dear Representative Seaton,
Please for against the above mentioned bill; Ak Parents as Teachers Act. We feel that parents alone should raise their children without the interference of the government.
Thank you.

Brian and Sonia Twohy

Louie Flora

From: Barbara Andersen [bandersenz@yahoo.com]
Sent: Tuesday, February 10, 2009 1:38 PM
To: Louie Flora
Subject: Please oppose HB 69

Representative Seaton,

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

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

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

This type of intrusion is considered, in my opinion, as a move toward socialism.

Thank you
Barbara Andersen
Seward, Alaska

Louie Flora

From: James & Lisa [jameslisah@acsalaska.net]

Sent: Tuesday, February 10, 2009 3:14 PM

To: Louie Flora

Subject: House Bill 69

I am writing to ask you to vote no on House Bill 69. I know that it sounds like a great program to help children but it has so many ideals that just aren't right. If a program is voluntary then it should be outside of a person's home. These lessons should be held in a more neutral place, where parents can schedule it into their time and where precious family time is not imposed upon. More and more appointments and hectic schedules are already ruining families. And everyone knows that people are not going to act naturally when a stranger enters their home.

Moral questions also arise like what if the parent disagrees with the social worker? What if they just don't see eye to eye, who does that put at fault and what would the implications of that be.

The bottom line is that parents are best qualified to know the needs of their individual children. I am the parent of 6 and none of them are the same in any way. What works with one doesn't always work with the other. Classes are great. Help is great but a government worker entering a home should always raise flags of caution.

I love living in Alaska because I feel like it is one of the most politically free places on earth. I hope to fight to keep it that way. Thank you, Lisa Henderson

Louie Flora

From: Craig and Sonna Hanson [cshanson@mtaonline.net]
Sent: Tuesday, February 10, 2009 4:58 PM
To: Rep. Paul Seaton
Subject: opposing HB 33, and HB 59/69

Honorable Representative Seaton:

I am writing to you requesting that you consider rejection of HB33 that would raise the age of compulsory attendance for students.

There is no evidence, through research or history, that forcing students to remain in school longer will reduce the dropout rate

The power and decision making for our children's education should be left in the hands of the parents and not the government. Let us decide as parents when formal education should begin for our young children..

Compulsory education has resulted in excessive government control and expanding it will not lower the drop out rate but only be more costly to taxpayers.

Also, that you would reject HB 59/69 which is a voluntary parent education home visiting program for children from birth to age five.

Although this would begin as a voluntary program, it is most likely the first step to a mandatory program. I believe that parents, not state officials, are best qualified to determine what is best for their children.

I am vehemently against HB33 and HB 59/69 and am asking you to please vote against both of these bills.

Respectfully,

Sonna Hanson
P.O. Box 4107
Palmer, AK 99645

Louie Flora

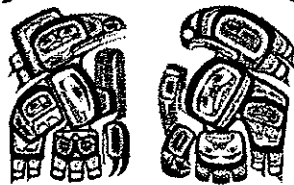
From: Robin Spencer [8spencer@mtaonline.net]
Sent: Tuesday, February 10, 2009 4:01 PM
To: Louie Flora
Subject: HB 69 Alaska Parents as Teachers Act

Mr. Flora,

It was nice to visit with you about HB 69 yesterday. As I told you on the phone I am opposed to this piece of legislation and think it would waste state money on an unnecessary intrusion into families lives. This bill would create state duplication of services that are already available through existing agencies and private charitable organizations. I think with the forecast budget shortfalls the state is facing we don't need to be increasing the scope of government programs.

Thanks,
Bill Spencer

Central Council
Tlingit and Haida



Indian Tribes of Alaska

CENTRAL COUNCIL

tlIngIt and haIda INdIAN TRIBES of alaska

ANDREW P. HOPE BUILDING

320 West Willoughby Avenue • Suite 300

Juneau, Alaska 99801-1726

February 12, 2009

Dear Honorable Legislators:

As the elected President of the Central Council of Tlingit and Haida Indian Tribes of Alaska (Central Council), I am writing to express my support for House Bill No. 69 (HB 69), an act "establishing in the Department of Education and Early Development a voluntary parent education home visiting program for pre-elementary aged children and establishing a rating system for early childhood education."

Alaska's children represent our future and with our poor graduation rates, it is important that we support any attempts to improve our children's success in education. HB 69 would give thousands of Alaskan parents a chance to provide their children with the benefits of early education. Studies have shown that children's intellectual development is especially important before age six and early childhood education has proven to have great outcomes as it has shown to increase graduation rates, college attendance, and job earning potential.

I hope that the Alaska State Legislature will consider the positive outcomes of early education and support our parents in the effort to insure a bright future for our children and Alaska.

Sincerely,

William E. Martin

President

Louie Flora

From: Ingrid Gavalya [gavalya@mtaonline.net]
Sent: Friday, February 13, 2009 7:35 AM
To: Rep. Paul Seaton
Cc: Rep.Bill.Stoltz@legis.state.ak.us
Subject: Fw: HB 69

Dear Mr. Seaton & Stoltz:

I am forwarding an e-mail I sent to Rep. Fairclough. Through communication with her office I was told she is no longer on Ed. committee.

I don't know what studies the authors of HB 69 are siting. I looked up several on Wed. & the common factor appeared to be parent involvement and not any particular program.

I know from speaking with teachers that parent involvement is key to a child succeeding in school. I don't know if that involvement can be legislated. If a parent doesn't have any interest in helping with homework, feeding their children nutritious food, and making sure their children get appropriate amounts of sleep, it is going to be difficult for the best of teachers.

I come from a long line of individuals that never participated in a pre-k program, but still pursued higher education because it was a value in our family. The government didn't step in telling us how to do it.

We should not have laws based on those that won't step up to encourage their children to receive the free education offered in our state. The more people that won't take personal responsibility force the rest of us to be under government control.

Wouldn't the money be better spent with children that have already come through pre-k & elementary school but are slipping off during jr. & sr. high?

I apologize for the somewhat incoherent ramblings. I have my own family that I am in a hurry to tend to.

I hope that you will consider what I have said.

Sincerely,
 Ingrid Gavalya

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

From: Ingrid Gavalya
To: Representative Anna Fairclough@legis.state.ak.us
Sent: Wednesday, February 11, 2009 7:39 AM
Subject: HB 69

Dear Ms. Fairclough,

I have a number of objections to HB 69. First of all, I thought that there was a budget crisis in our state. I don't think state dollars will be best utilized on something parents and their family doctors are already able to do. When children are school age any issues that are present will be detected and addressed.

My biggest objection to this bill is the governments intrusion to families. I understand that it is "voluntary" but, for how long.

My now 11 yr old daughter was told when she was 3 that she had AD/HD. We were at a Halloween party and

another guest, an ophthalmologist that was some how partnered with the school district, told me she had training with ADD & AD/HD. She was very intent on telling me to get my daughter help. I took it seriously & spoke to my pediatrician's office nurse. She laughed! My daughter had been their patient since birth & they saw no indicators through our visits or conversations. This nurse told me after raising 4 children of her own & being a pediatric nurse for years, her experience was all 3 yr olds have "AD/HD". Needless to say my daughter does not have AD/HD. She excels in academics and is definitely high energy so she swims, runs, & hikes.

If a counselor came into my home to so my then toddler in one snippet of life would we have decided to medicate & treat her like she had a disorder? I have 2 more children with different personalities. My 8 yr. couldn't read when she started kindergarten would we have labeled her & put her into another program? My third child is 3 yrs old, and is prone to temper tantrums. Should I put her in an anger management program? My dog doesn't always come when she calls. Does she need a hearing program or is she passive aggressive? Maybe I am the common factor & need to begin **mandatory** parenting classes accompanied by shock therapy. Where does the insanity end?!?!

Sincerely,
Ingrid Gavalya

Louie Flora

From: Donna W [soccermomof03@lycos.com]
Sent: Friday, February 13, 2009 1:56 AM
To: Rep. Paul Seaton
Subject: HB69

I would like to say that I hope you'll make the sensible decision to vote against HB69. Most importantly, with today's financial and budgetary cut backs it would not make sense to pass a bill that would have an endless need for funds. Especially for curriculum covering prenatal through age 5! Any parent who cares about their children will pay attention to them, read to them, keep their expanding minds stimulated and love them with enough attention to help them prepare to be a life long learner. It's parents like these who already have nurturing skills who would seek out such programs, not the neglectful, abusive parents the supporters of HB69 think they're reaching out to. They won't seek out accountability. Not only is there no reason for a curriculum, but people with only 37 or so hours of training are not the level of skilled professionals I'd want the children of my country to rely on. There are already many different groups parents can join through doctors' offices,! nurses, churches, not to mention friends and family.

If this group is so certain they have THE answers to raising everyone's children, why don't they create their course for parents to purchase or check out at the library! It could be the entire 37 hours-5hours per week for 8 weeks!

I listened to the presentation on February 11, 2009, and it sounds to me like this group would like to set up a big bureaucracy to oversee the many programs that are already out there. And they would of course be in charge! And they want the Alaska budget to pay for their entry into this field of influence, when they themselves state that parents are the most influential with their children. It sound like this group would like to become most influential.

While I'm sure that intentions are truly honorable, I believe this would turn into a mess. When I watch the news and see the mayor take away funding for fire fighters, in other words public safety items of the budget, as a beginning way to balance the budget, I lose patience with politics. Instead, lets not add HB69 to our budget. Schools keep getting more money without proving their worth with results. (Firefighters and medics save lives every day.) This will be more of the same. Parents are best at raising their children by their own creative solutions. They can make the best choices for their children, whom no one but God loves more than they do.

Please vote no on HB69.

Thank you for your time.

Sincerely,
Donna Worthen
(mother of 3 wonderful people)

Louie Flora

From: Swanson [akaloha8@gmail.com]
Sent: Thursday, February 12, 2009 10:20 PM
To: Rep. Paul Seaton
Subject: HB69

Dear Representative Seaton,

Even in the amended form, this bill is not one I would like to see passed. My personal objection is that of funding for the bill at a time when our economy is so bad. Secondly, I do not believe parents need to have someone come to their home to instruct them in how to be "good parents".

PLEASE OPPOSE THIS BILL.

Sincerely,

Kim Swanson

Louie Flora

From: brian casey [caseyski@mtaonline.net]
Sent: Thursday, February 12, 2009 9:55 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Representative Seaton,

We are writing to you to express our **strong opposition** to House Bill 69. There are many places available for parents to take their young children to be evaluated if there are concerns. i.e.; community health centers, doctors, midwives, schools, churches ect.. Therefore it is not necessary or wise to make intrusions upon individual households even on a voluntary basis. The money that would be used for this could benefit children in a much more efficient and practical manner by simply giving them the basic necessities that they require such as food, warm clothing, shelter and heat. Help a family with basic necessities and leave the parenting decisions to the parent, NOT the state.

Sincerely,

Mr. and Mrs. Brian Casey

Louie Flora

From: peacemkr [peacemkr@wildak.net]
Sent: Thursday, February 12, 2009 8:25 PM
To: Rep. Paul Seaton
Subject: HB 69
Attachments: HB 69.html

Louie Flora

From: Chris Davis [ctdavis@ieee.org]
Sent: Thursday, February 12, 2009 8:10 PM
To: Rep. Paul Seaton
Subject: HB 69

You may have already received an email from my wife on this subject from this email, but I want to reaffirm that both me and my wife feel this is a bad idea for the state and for the people's rights.

- I believe this is intrusion into parents rights to raise their child as they feel best.
- This increases the size of government at a time when Alaska has a projected budget short-fall. An increase in government is not in the best interest of Alaska. I am against larger government.
- The bill will be very difficult to enforce and
- The "Voluntary" program is simply a lead-in for a mandatory program once the "bugs" are worked out.
- Monthly meetings with a "qualified caseworker" can be very subjective.

Sincerely,

Christopher T. Davis, P.E.

Louie Flora

From: Connie [montana.girl@yahoo.com]
Sent: Thursday, February 12, 2009 8:06 PM
To: Rep. Paul Seaton
Subject: House Bill 69

Feb. 12, 09

Dear Mr. Seaton,

Please reject House Bill 69 and any other legislation that involves home visits for "help in parenting". The end result of this will be eventual State influence or control of our families. The State can't manage itself, and I have no faith that it can do much good for Alaskan families. If a parent desires help in parenting, there are already many services in place to assist them: pediatricians, grandparents and other relatives, neighbors and friends, day care providers, etc.

If the State wants to assist in parenting, it can work with local governments to cut property and sales taxes so that families can more easily afford for mothers to stay home and care for their children.

Thank you.
~Connie Akers
Homer
235-9039

"Woe to those who call evil good and good evil, who put darkness for light and light for darkness, who put bitter for sweet and sweet for bitter...They have rejected the law of the Lord Almighty." Isaiah 5

Louie Flora

From: thetaylors@gci.net on behalf of thetaylors [thetaylors@gci.net]
Sent: Thursday, February 12, 2009 7:57 PM
To: Rep. Paul Seaton
Subject: HB 69

Representative Seaton,

Thank you for your service to the people of the state of Alaska. I am writing to voice my opposition HB 69 - Early Childhood Ed: Rating & Home Visits and I would urge you to vote against it.

I agree that parents are the first and most influential teacher in child's life. However, parents, not state bureaucrats, are also the 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. HB 69 is an infringement of parental rights. What is voluntary today often becomes mandatory tomorrow. The cost of \$3000 per child or family to administer this program is too great. In these challenging economic times we should not be implementing programs that would have to be in place in every city or village whether the parents want the services or not.

Thank you for your consideration.

Sincerely,
Stephanie Taylor
8050 Pioneer Dr. #1201
Anchorage, AK 99504
333-1297

Louie Flora

From: Beaver [jcb@alaska.net]
Sent: Thursday, February 12, 2009 4:25 PM
To: Rep. Paul Seaton
Subject: Regarding HB 69

Dear Representative Seaton,

Please **oppose HB 69**, the Parents as Teachers bill, at the meeting Friday, February 13th at the hearing.

No ammendments to this bill would make it acceptable to responsible families. You know it would not be a good idea to have government officials coming into someone's home and instructing them on how to be a "good"(by whose standards) parent.

Sincerely,

Carol and John Broussard

Nikiski, Alaska

907 776 8676

Louie Flora

From: Jennifer Cox [newfrontiersacademy@yahoo.com]
Sent: Wednesday, February 11, 2009 10:42 AM
To: Sen. Kim Elton; Rep. Beth Kerttula; Rep. Cathy Munoz
Cc: Rep. Paul Seaton; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69, the "Alaska Parents as Teachers Act"

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.

Jennifer Cox
Juneau, AK

Louie Flora

From: Melinda Storen [mstoren@ruralcap.com]
Sent: Wednesday, February 11, 2009 10:18 AM
To: Rep. Paul Seaton
Subject: Alaska needs House Bill 69

Our families in Alaska need House Bill 69. Parents as Teachers is an amazing resource that Alaska needs to adopt for the assurance of our children's success! The answer to change the struggles that our school districts face today is to educate and empower parents to be involved in their child's educations, from the beginning! Parents as Teachers is the vehicle that can facilitate that change.

Melinda Storen
Parents as Teachers Coordinator
907-865-7362
mstoren@ruralcap.com

Louie Flora

From: Eileen Ward [eward@mtaonline.net]
Sent: Wednesday, February 11, 2009 10:02 AM
To: Rep. Paul Seaton
Subject: HB69

Please vote against HB69, the Alaska Parents as Teachers Act. This is a ridiculous bill. It 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. It is rightly called the Government Nanny Bill. Give me a break!

Sincerely,

Eileen Ward

Louie Flora

From: vg4 [vgfour@alaska.com]

Sent: Wednesday, February 11, 2009 9:49 AM

To: Rep. Paul Seaton

Please vote no on House Bill 69 the Alaska Parents as Teachers Act. This is another ridiculous California style big government attack on families and our children's education.

Sincerely

Vince and Shannon Guerra

Louie Flora

From: Jennifer West [CJWest7@alaska.net]
Sent: Wednesday, February 11, 2009 9:33 AM
To: Rep. Paul Seaton
Subject: Bill 69

I am writing to encourage you to vote against House Bill 69, the Alaska Parents as Teachers Act. Although this sounds like a great opportunity on paper, it interferes with the rights of parents to direct the upbringing of their children. Parents, not state officials, and not so-called professionals are best qualified to determine what is best for **their** individual children.

Thank you,
Chris and Jennifer West

Louie Flora

From: rtbunn@ptialaska.net
Sent: Wednesday, February 11, 2009 9:16 AM
To: Rep. Paul Seaton
Subject: House Bill 69

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.

This bill concerns me greatly on many levels. Who would "pay" for all of the people to perform these "in home visits." How will it be determined that they are qualified to meet each child's individual needs? Who knows their own child best? A state worker? Or the parent?

It sickens me that our great state of Alaska, the last frontier, the smaller government state has even contemplated this type of legislation. I vote in every primary. I vote in ever official election. I guarantee that whoever votes for this bill will NEVER receive a vote from me or my family members. I will do my best to make sure my friends know who not to vote for as well.

Please vote against House Bill 69

Randall E. and Tammy M. Bunn

Louie Flora

From: huberclan3@gci.net on behalf of Momoko [huberclan3@gci.net]

Sent: Wednesday, February 11, 2009 8:15 AM

To: Rep. Paul Seaton

Subject: House Bill 69

Dear Mr Seaton,

I am writing you to voice my strong opinion against House Bill 69. Not only is it a violation of privacy, but it is not the responsibility of the government to raise anyones children. Please say no to House Bill 69.

Sincerely,
Allison Huber

Louie Flora

From: schulz@gci.net on behalf of Sallie Schulz [schulz@gci.net]

Sent: Wednesday, February 11, 2009 8:08 AM

To: Rep. Paul Seaton

Subject: House Bill 69

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.

Sallie Schulz

Louie Flora

From: The McElroys [themcelroy@hotmail.com]

Sent: Wednesday, February 11, 2009 8:05 AM

To: Rep. Paul Seaton

Subject: No Nanny Bill

We will not support any legislation that infringes on parent's rights to parent their own children. There are already government programs in place to deter abuse. If there is no evidence of abuse or neglect, there should be no government intervention whatsoever. Our state has needs that would be better served with the prodigious budget that would be needed to support such a program.

Thank you for your service to our state-

Dr. Teresa L. McElroy

Palmer, AK

Louie Flora

From: Karen Pauley [pauley28@gci.net]
Sent: Wednesday, February 11, 2009 7:18 AM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller; Rep. Peggy Wilson; Rep. Bob Buch; Rep. Berta Gardner; Rep. Nancy Dahlstrom
Subject: House Bill 69

Please oppose House Bill 69, the Alaska Parents as Teachers Act. Parents are best suited to direct the rearing of their own children and government involvement and intervention is not necessary in most cases.

Thank you,

Karen Pauley (House District 18)
5058D Bong Avenue
Elmendorf AFB, AK 99506
pauley28@gci.net

Louie Flora

From: Kimberly Pullen [pulleninalaska@gci.net]

Sent: Wednesday, February 11, 2009 6:59 AM

To: Rep. Paul Seaton

Subject: House Bill 69

> "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."

Louie Flora

From: jrockclimb@aol.com
Sent: Wednesday, February 11, 2009 6:09 AM
To: Rep. Paul Seaton
Subject: HB 69

Dear Mr. 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 the best qualified to determine what is best for their individual children.

Mr. Seaton, though this is masked in 'voluntary participation' right now, it is not necessary and wasteful spending. Anyone I know with kids 0-5 actively seeks out opportunities and does not need this service.

Thank you for your time,

Respectfully,

Erica Johnson
277-1095

A Good Credit Score is 700 or Above. See yours in just 2 easy steps!

Louie Flora

From: Kenneth J Kroeker [kroeker@mtaonline.net]
Sent: Wednesday, February 11, 2009 12:30 AM
Cc: Sen. Charlie Huggins; Rep. Bill Stoltze
Subject: Parent of 8 --house bill 69

Hello,

I'm a parent of eight. I have 2 children under 5 right now. I love this state and having my family here is extremely important to me. I hope all my kids raise families in this state. I figure I have nearly 150 family members in this state currently plus extended family from family. Why would I want the state to create more government? Why would I want to fund more government? When has the state been better for my kids than me and my husband or additional family? Would you want someone coming into your home and watching you? Just because parenting does not come with a complete set of manuals -- does not mean that we want to create programs that could very easily become required participation intrusions. No one says that is what will happen but it will... given time.

Please, for the benefit of current families and families to come, do not vote for the Alaska Parents as Teachers Act. It is a terrible way to spend resources and it is not helping parents and children grow into families. Government really does need to stay out of the home.

Remember that working on these committees and in our government does not mean that it is your responsibility to grow programs - we voted you there for many other reasons... Cutting things is fine with me (programs and taxes/fees).

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

Thank you for your service. Our family appreciates your willingness to serve this great state. Your self sacrifice is a blessing to me. It allows me the privilege to work with my family and do community service in my local area. I appreciate you doing your part and really -- you are doing even more. Thank you for all the time and energy you give toward learning, doing, and helping us all. We put a lot of trust in your discernment. I know discernment is a big, very giant part of what a legislator needs to have and I hope you each have a been blessed with an over flowing amount of it. Protect our families and this state.

Thank you again,
Hiedi Kroeker
Chugiak, AK

PS -- and to any staff that has to deal with the emails or this topic, thank you for your hard work as well. You are the glue that holds our state all together. You are awesome!

Louie Flora

From: J. Gondek [mr_gondek@yahoo.com]
Sent: Tuesday, February 10, 2009 11:58 PM
Subject: House Bill 69, Statement of Opposition

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.

V/R,

Jess Gondek
PO Box 834
Valdez, AK 99686
907-835-3852

Louie Flora

From: Frank and Kim [frankandkim@acsalaska.net]
Sent: Tuesday, February 10, 2009 11:54 PM
To: Rep. Paul Seaton
Subject: Concerning HB69
Importance: High

Dear Mr. Seaton,

Thank you for your willingness to serve our state. I am writing you in reference and concern to Bill HB69. I have grown up in a good family and a fine education neither of which has been controlled by the government. I will never excuse abuse of a child and I know there is measures needed in such cases. I have also seen families who have been torn apart by what the government thought were good choices. I urge you to please vote NO on this bill because even though the government may mean well, they are continuing to take away the rights of the parent to raise their children. Our America was built on the freedoms that made it great. Please stand to fight for that freedom. Thank you for your time!

Sincerely,
Kim Bodiker

_____ Information from ESET NOD32 Antivirus, version of virus signature database 3844
(20090211) _____

The message was checked by ESET NOD32 Antivirus.

<http://www.eset.com>

Louie Flora

From: bjorklundsinalaska@juno.com
Sent: Tuesday, February 10, 2009 11:42 PM
To: Rep. Paul Seaton
Subject: hb69

Please vote against House Bill 69, the Alaska Parents as Teachers Act. I believe this act will interfere with my right as a parent, and the rights of other parents, to direct the upbringing of our children. **Parents**, not state officials, are best qualified to determine what is best for their individual children.

Thank you for your time,

Gayle Bjorklund,
parent in Salcha, AK

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Louie Flora

From: Wendy McKinnis [schultz@mtaonline.net]
Sent: Tuesday, February 10, 2009 11:34 PM
To: Rep. Pete Petersen; Rep. Anna Fairclough; Rep. Peggy Wilson; Rep. Wes Keller; Rep. Paul Seaton; Rep. Carl Gatto; Rep. Sharon Cissna; Berta Gardener; Rep. Les Gara; Rep. Cathy Munoz; Rep. Bob Buch; Rep. Chris Tuck; Rep. Scott Kawasaki; Bryce Edgemon
Cc: Doug and Wendy McKinnis; board@aphea.org
Subject: Please Reject HB 69

Dear State Representatives:

Our comments below relate to **House Bill 69, the Alaska Parents as Teachers Act.**

Please stop progress of this intrusive and financially onerous bill.

First:

Please note the title of the bill: "Alaska Parents as Teachers Act" The bill's title sounds great, but after a careful reading of the bill's contents, is clearly misleading. Parents **are**, as the bill states, their children's first teacher. We would like to add for clarity, however, the important accompanying parental role of principal, and think it reasonable that during the first five years of a child's life, parents should, except in rare cases, clearly fill both of these roles.

It is important to note the bill's purpose is not to propose legislation declaring the rights of parents as primary governor of their young children's education. Ironically, it instates a bureaucrat to oversee the parents, effectively stripping them of their reasonable and traditional role of principal overseer and giving it to one or several state government agencies.

The bill should instead be titled: Alaska Parents are No Longer Principals Act, because, if approved by law and taken advantage of by parents, the state would assume the role of the children's principal, leaving the remaining duty of teacher to the parent.

Seeing it this way, the bill's title is true as the parent indeed would be the teacher, but absent from the title is the implication that the government would replace the parental role as principal.

The home visiting program establishes voluntary, regularly scheduled state involvement. At intervals of **no less than** once per month, a state representative would visit the home of the child. This is unacceptable.

Due to the progressively invasive and expanding nature of government, the program is likely to turn into a mandatory program.

This bill opens the door to eradicating or at least obscuring already codified, state-recognized rights of parents, **as principals**, to decide the educational path their children take and could transfer education rights away from the parents to the state. This must never happen in our free society.

Second:

To approve this financially onerous bill is irresponsible.

How much will this program cost? How many new hires? Training costs? Transportation costs? Per diem? Record keeping? Judiciary concerns?

Can you justify the cost even if you like the provisions of the bill?

Third:

Implementation of this bill will not likely improve the horrible performance and graduation record the state public education system has earned during recent evaluations. Since the state of Alaska has not provided, as a whole, quality education over twelve years of a student's life, it is unlikely the addition of five or more years under the same system will salvage the woeful situation.

Again, please vote against HB 69.

Thank you for your time and consideration of our thoughts.

Sincerely,

Doug and Wendy McKinnis

Louie Flora

From: Andrea [lvgrrrrl@yahoo.com]
Sent: Tuesday, February 10, 2009 11:00 PM
To: Rep. Paul Seaton; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Wes Keller
Subject: House Bill 69

Dear Representatives:

I'm writing to express my concerns over House Bill 69, which I understand you will be discussing tomorrow. I've read the bill, as well as Chris Tuck's sponsor statement, and while I recognize the good intentions, I'm concerned that this is an attempt at a quick fix to a vast problem which will create an invasive and meddling encroachment into family privacy instead of a fruitful program for parents and children. To be honest, this looks less like an early childhood education initiative than a way for CPS to cast a wider net.

It is concerning to me that, while this program is described as "voluntary", the way in which parents will be recruited isn't clearly outlined, a target demographic isn't specified, and the reasons for discontinuing the monthly visits does not include parental disinterest as an option. This makes me wonder how voluntary this program will really be, and if the goal is in fact to make it far-reaching and mandatory. I also imagine, given the program's vague descriptions and ambitious goals, that the reality will be overburdened caseworkers presenting parents with a basic and generic template for early childhood health and home preschool, utilizing the same sort of standards and methods that are mostly failing students in the K-12 programs instead of showing parents how to utilize their own life experience and easily accessible community resources (such as schools, parks, and libraries).

I've taken a quick look at the National "Parents as Teachers" program, as well as the Perry Preschool Project, and I understand the lure of what look like successful case studies in helping the most at-risk children succeed in school. But I hope you'll also consider studies that paint a different picture, like the Early Childhood Longitudinal Study conducted by the U.S. Department of Education in the late 1990's. I know of this study from a summary in the book *Freakonomics* by Steven D. Levitt and Stephen J. Dubner, in which they present a list of surprising findings. Briefly, this study found that there are eight factors in early childhood that actually have an impact, positive or negative, on later test scores:

- highly educated parents
- parents with high socioeconomic status
- mother aged thirty or older at time of child's birth
- low birthweight
- parents speak English at home
- child is adopted

- parents are involved with the PTA
- many books are present in the home.

On the other hand, there are eight other factors that have no correlation with with test scores:

- family is intact
- parents recently moved to a better neighborhood
- mother stayed home between birth and kindergarten
- Headstart attendance
- regular museum attendance
- regular spankings
- television viewing frequency
- child is read to daily or almost daily.

Levitt and Dubner provide analysis on these factors in greater detail, coming to the following conclusion: "Here is the conundrum: by the time most people pick up a parenting book, it is too late. Most of the things that matter were decided long ago – who you are, whom you married, what kind of life you lead... It isn't so much a matter of what you *do* as a parent; it's who you are."

Please also consider the following sources for ideas on why families should choose their own early childhood education solutions, and why less is often more:

The Case Against Universal Preschool:

<http://reason.tv/video/show/576.html>

The Myth of Three

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/interviews/bruer.html>

The First Years Fallacy

<http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/science/firstyears.html>

Finally, please forgive my haste in drafting this email. I just found out today about a bill you are

discussing tomorrow.

Sincerely,

Andrea Gregovich

9940 Whitefish Circle

Anchorage, AK 99515

907-245-0191

Louie Flora

From: Gilliland [cgilliland@ideafamilies.org]
Sent: Tuesday, February 10, 2009 10:33 PM
To: Rep. Paul Seaton
Subject: Vote against House Bill 69

Representative Seaton:

Thank you for your dedicated service to the State of Alaska. I am writing to respectfully request that you please vote against House Bill 69, Alaska Parents as Teachers Act. This Bill proposes to remove a parent's right to be ultimately responsible for the upbringing of their children. Parents know their individual children infinitely better than any government official could (particularly one who would only see a child once a month as stated in the HB69 guidelines.) Parents are the most qualified to discern what is best for their children.

Furthermore, in these tough economic times, why create another expensive program for Alaska State Government to pay for when many of these services are currently available? It is already very easy for parents who want to get help to find answers to their questions. Additionally, there is a "safety network" of professionals already in place that is responsible to report signs of abuse.

Respectfully submitted,

Catherine Gilliland
17913B Pioneer Drive
Eagle River, AK 99577

Louie Flora

From: ELIZABETH-TALLAK MAAKESTAD [tuckbeth@gci.net]
Sent: Tuesday, February 10, 2009 10:30 PM
To: Rep. Paul Seaton
Subject: HB 69

Hi,

I oppose House Bill 69. It is intrusive, wasteful of taxpayers' hard earned money, and unnecessary. Please vote no on this bill.

Thank you,

Tallak D. Maakestad
17620 Pioneer Drive
Eagle River, AK 99577
(907) 529-4324

Louie Flora

From: Joshua Geibe [jdsgeibe@yahoo.com]

Sent: Tuesday, February 10, 2009 9:56 PM

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,

Jessica Geibe

4103 Mattox Rd Apt 2

Homer

 Josh & Jess

Louie Flora

From: thebullers@alaska.net
Sent: Tuesday, February 10, 2009 9:49 PM
To: Rep. Paul 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."

Susan and Dennis Buller

Louie Flora

From: nicshelt9@aol.com
Sent: Tuesday, February 10, 2009 9:22 PM
To: Rep. Paul Seaton
Subject: Please vote yes on HB 69

Good morning,

I have worked in the Parents as Teachers program for the past 14 years. I was fortunate enough to be the first parent educator hired when Hoonah implemented PAT in 1995, the first program in Alaska. The program has now expanded to 46 communities across Alaska.....because it works.

PAT is a win-win program, parents are empowered to take control of their children's learning from birth. Parent educators offer families personalized visits, which may be conducted at the location of the parents' choosing. Usually it is in the home, but visits also occur at Head Start, child care centers/homes, McDonald's, or church basements. It's where the families choose to visit. The advantage of the homes is that parent educators can coach the parent with the parent-child activity using the materials normally found in the child's environment.

PAT is a "strengths model" which stresses that parents are the experts on their children, and that the families will set their own goals for their children and family. Empowerment results when the parent educator is the resource who offers research-based strategies and options. It is the parents who choose which options are appropriate for their family and circumstances.

I became a National Trainer for the Parents as Teachers National Center in 1995. I periodically train new parent educators in Alaska and the lower 48, although Alaska is my priority. The training is intense, and parent educators must pass daily assessments, a role-play of a personal visit with a family, and be evaluated as competent to deliver the PAT services to families.

Not every participant in the trainings are certified, and the standards are strict

I plan to testify at the House Education Committee hearing on Wed morning. I anticipate there may be more questions that just will not be covered within the time period. I will be very glad to provide information to you or your staff at any point. Please don't hesitate to call me

School readiness is so vital to children. Independent research shows that children who participate in Parents as Teachers enter Kindergarten ready to learn, and they have great success throughout their elementary years. I would be very happy to get summaries of the research to you as you desire.

Please vote yes on HB 69. The Parents as Teachers' vision is that "All children will learn, grow, and develop to their full potential." All Alaskan communities can achieve this as a reality through Parents as Teachers.

Thank you for your time.

Nicki Shelton, National Trainer
Parents as Teachers
PO Box 101
Hoonah, AK 99829

(907) 945-3380
(907) 209-1620 cell.

Louie Flora

From: Barry Corbin [barry.corbin@hotmail.com]

Sent: Tuesday, February 10, 2009 8:57 PM

To: Rep. Paul Seaton

Subject: House Bill 69

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. It does not "take a village to raise a child". It takes parents to raise a child in a free society and the State of Alaska better always respect that fact!

BARRY D. CORBIN
Mile 289.5 Parks Highway
Clear, AK 99704

Louie Flora

From: flythesky@gci.net on behalf of D. Dorsey [flythesky@gci.net]
Sent: Tuesday, February 10, 2009 8:43 PM
To: Rep. Paul Seaton
Subject: Please vote NO on House Bill 69

Dear Rep. Seaton,

Please vote NO on House bill 69, Alaska Parents as Teachers Act. It will interfere with the right of parents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their individual children. Thank you.

Debra Dorsey

Louie Flora

From: Eileen Ward [eward@mtaonline.net]
Sent: Wednesday, February 11, 2009 10:05 AM
To: Louie Flora
Subject: HB69

I hope Rep. Seaton will vote against HB69, the Alaska Parents as Teachers Act, which would interfere with the right of parrents to direct the upbringing of their children. Parents, not state officials, are best qualified to determine what is best for their children. This is truly a government nanny bill.

**Sincerely,
Eileen Ward**



Representative Chris Tuck

Alaska State Legislature

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

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.

State Capitol Bldg. Rm 426
Juneau, AK 99801-1182
Representative_Chris_Tuck@legis.state.ak.us

Phone (907) 465-2095
Fax (907) 465-3810
Toll-free (866) 465-2095



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.

LEGAL SERVICES

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

(907) 465-3867 or 465-2450
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

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

CAPITAL EXPENDITURES							

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.

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

CAPITAL EXPENDITURES							

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 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

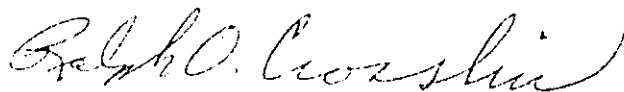
Dear Representative Tuck:

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

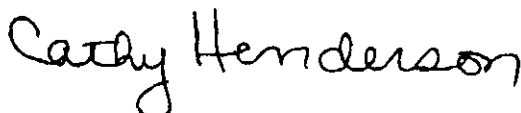
Dear Rep. Tuck,

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,



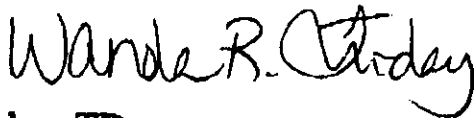
Cathy Henderson

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) 279-2511 • 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

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

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

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

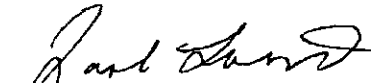
Dear Representative Gara,

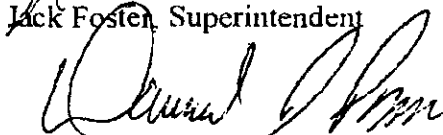
As members of the Southwest Region School District team, we are writing to ask for your support of the legislation supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

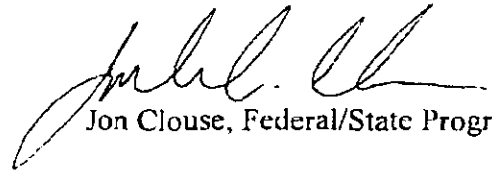
The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District. 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

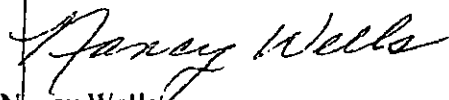
Dear Representative Gara,

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.

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



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. 63146
p: 314.432.4330
f: 314.432.8963
www.ParentsAsTeachers.org

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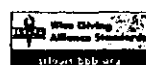
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Mildred M. Winter



- Parents As Teachers children continued to perform better than non-Parents As Teachers children on standardized tests of reading and math achievement in second grade.

Prevention of Child Abuse and Neglect

- Adolescent mothers who received Parents as Teachers services and case management were significantly less likely to be subjected to child abuse investigations than control group mothers who received neither case management nor Parents as Teachers services.
- Adolescent mothers in an urban community who participated in Parents as Teachers scored lower on a child maltreatment precursor scale than mothers who did not participate in Parents as Teachers.

Increased Parental Involvement

- Parents as Teachers parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning in the home.
- A significantly higher proportion of Parents as Teachers parents initiated contacts with teachers and took an active role in their child's schooling.

Improved Child Health and Developmental Outcomes

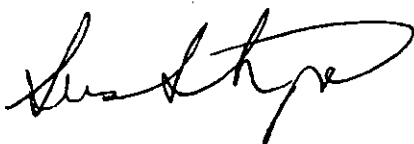
- Children participating in Parents as Teachers were much more likely to be fully immunized for their given age, and were less likely to be treated for an injury in the previous year.

Parents as Teachers is committed to conducting ongoing research evaluations of our programs, not only to exhibit our effectiveness, but to continually improve our program to ensure that we provide the highest quality services possible to meet the needs of families. The attached summary provides more detailed information and citations for these and other Parents as Teachers research studies.

Complementing these Parents as Teachers specific research outcomes, is the growing body of research that shows an impressive return on investment for quality early childhood programs. Some studies show that for every dollar invested in quality early childhood programs particularly for children living in low income families, there is up to a \$17 return on investment. Art Rolnick, Ph.D., Director of Research at the Minneapolis Federal Reserve Bank, argues that, "Investing in human capital is economic development. And you get the most payoff the earlier you invest."

We stand ready to work with you and your colleagues in Alaska to support this bill through enactment and look forward to working with the state and local organizations to ensure effective program implementation. Please feel free to contact us if you have any questions or if we can be of further assistance.

Sincerely yours,



Susan S. Stepleton, Ph.D.
President and CEO
Parents as Teachers National Center

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 cursive script 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."

Wayna 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
E 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:

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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

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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.

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

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

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

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.

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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

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

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.

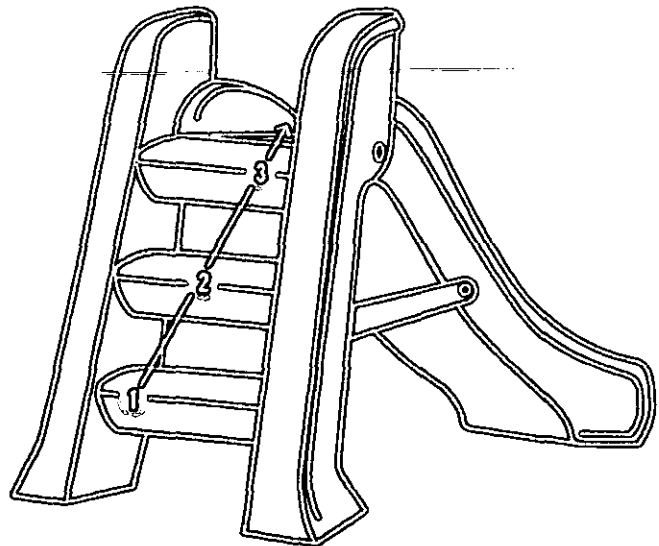
Sincerely, Bonnie Conkin (concerned for the rights of home schooling parents).

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

step^{up} early ed & child care

Based on the McDowell Group Report July 2006

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





step^{up} early ed & child care

STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

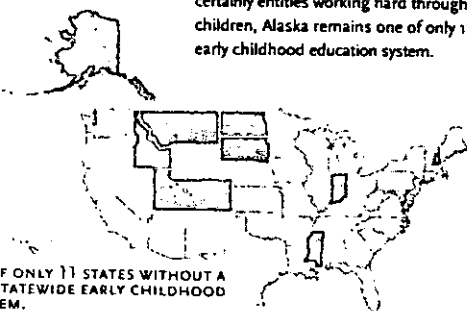
Demographics	Pg. 2
The Economic Impact on Alaska	Pg. 3
The Early Learning and Child Care Sector	Pg. 5
Impact on Alaska Families	Pg. 7
Alaskans Support Funding	Pg. 9

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

LET US STEP YOU THROUGH THE FACTS.

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

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



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

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

AL PARRISH, CHIEF EXECUTIVE
PROVIDENCE HEALTH SYSTEM IN ALASKA

SCOPE OF THE ALASKA STUDY

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

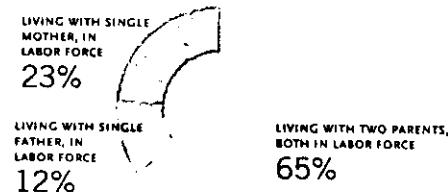
This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

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

ALASKA WORKING PARENT DEMOGRAPHICS

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

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

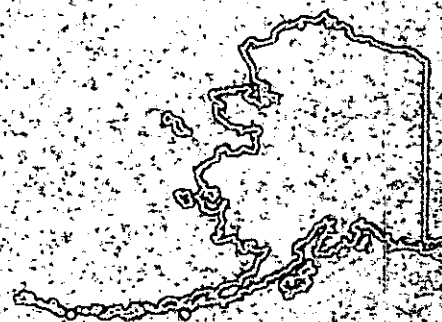


step 1

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

THE ECONOMIC IMPACT ON ALASKA

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



**JOB
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 child for each household with children under age 6 is of age who if parents are in the labor force). The reason Alaskans are in the workforce because child care services are available to them account for 6 percent of the Alaska resident workforce. If these working parents also account for 6 percent of all Alaska resident wages their total annual wages would be just under \$850 million. This indicates an average of \$28,300 per family in addition to Alaska annual income indirectly made possible by child care services is equal to approximately 20 percent of Alaska's mean family income in 2003.

Other data suggest a similar household income impact related to adding a second wage earner. In 2002, median family income for families with one wage earner was \$37,709. Median family income for families with two wage earners was \$77,139, a difference of \$39,430. 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 not be the case 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.

step 1 →

"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 ROENICK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

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

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

LONG-TERM BENEFITS OF EARLY
EDUCATION AND CHILD CARE



29% higher high school graduation rates



20% higher college attendance



70% lower crime incidence



20% lower welfare dependence



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

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

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

SIZE OF COMPARABLE INDUSTRIES IN ALASKA

6,500 Workers in child care

6,400 Workers in air transportation sector

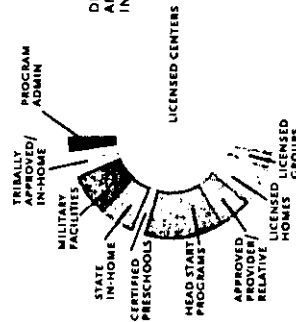
6,000 Workers in residential and nonresidential building construction

THE EARLY LEARNING AND CHILD CARE SECTOR

When understanding the economic impact of early education and child care, the actual workforce in this field is often overlooked. Yet it has been found that at least 6,000 Alaskans participate in the child care sector workforce.

The estimate of 6,000 participants is derived from a variety of sources (as described in the full McDowell Group report). It must be understood that this is a conservative estimate, however, it does not include an unknown number of at-home providers who care for four or fewer unrelated children, or any number of related children, and therefore are not required to be licensed.

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



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

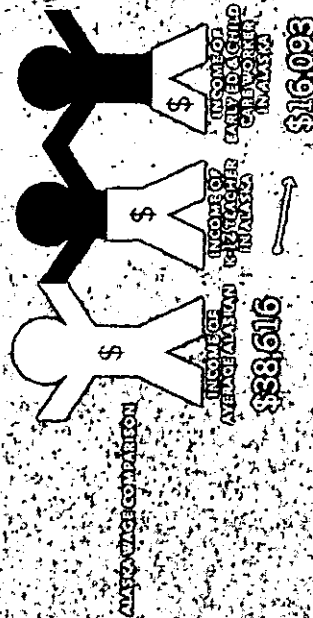
BRANICE JOSEPH,
EXECUTIVE DEAN
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL AND
COMMUNITY DEVELOPMENT

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



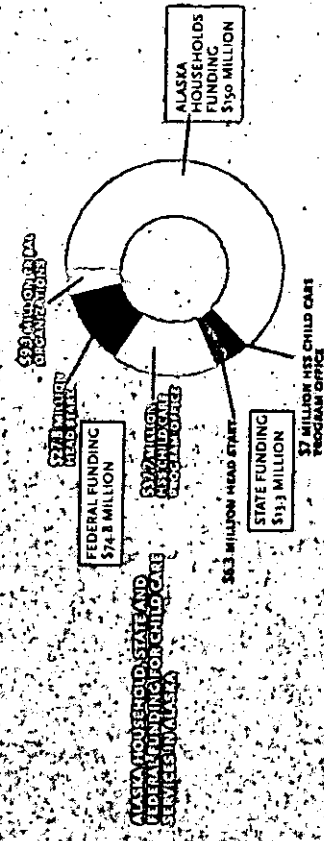
Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. BOWDOY reported that the average monthly wage of an individual employed in the sector was \$1,423. This is well below the average for all sectors of the state economy; the average monthly wage in Alaska for the same time period was \$1,818—nearly three times that amount.

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



CHILD CARE SERVICES REVENUE AND FUNDING

There are two sources of spending on early education and child care services—government funding and spending by parents on child care services. Based on the analysis of the McDowell Group report, Alaska households may be spending \$20 million annually on child care services for children under the years of age 6. In comparison, government spending on child care totals \$81 million in Alaska, with nearly \$75 million of that contribution coming from federal funding. Together, approximately \$20 million is spent in Alaska on child care services for young children.



step 1 THE AVAILABILITY OF QUALITY, AFFORDABLE CHILD CARE REMAINS A CHALLENGE FOR MANY ALASKA FAMILIES

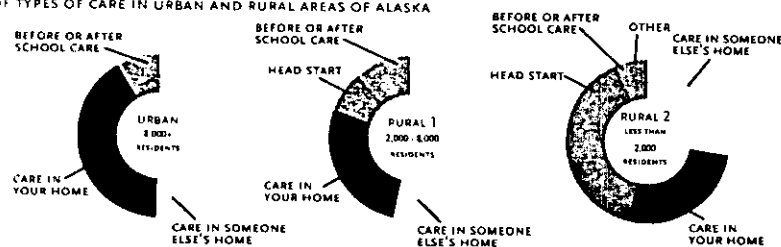
"I emphasize strongly how important it is to give the children the best start ... to have the children have a good early learning experience."

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 715 Alaska households were asked about their use of child care services as a part of this study's telephone survey. The findings of this study are understood to be the first set of data on this topic directly applicable to Alaska.

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

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



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

FINDING ACCEPTABLE CHILD CARE



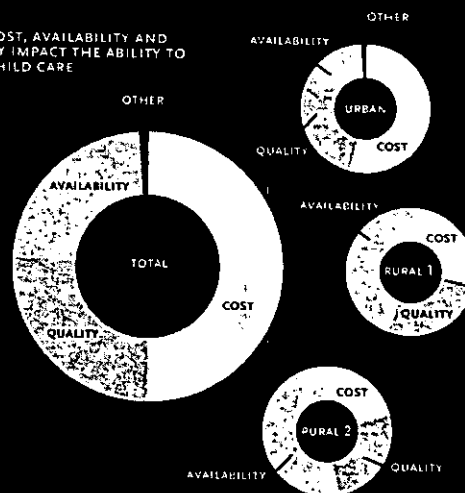
FINDING ACCEPTABLE CHILD CARE

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

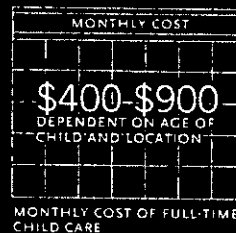


FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

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

COST MOST OFTEN CITED

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



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

step 1

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

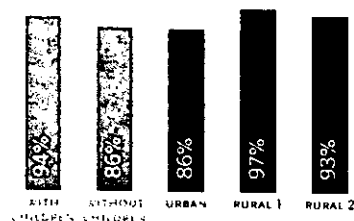


9 of 10 alaskans support funding

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

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

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



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

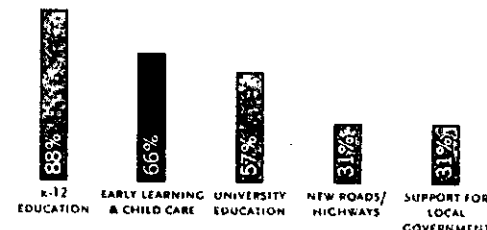
Alaskans were also asked if the state should give early learning and child care high, medium or low funding priority. Two-thirds (66%) feel it should have high priority. A variety of population subgroups were more likely to give it a high priority. They include:

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



alaskans place priority on funding early education and child care

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



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

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

report conclusion - next steps

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

end notes

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

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

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

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

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



System for Early Education Development



SEED COUNCIL MEMBERS

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

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

SEED COUNCIL MEMBERS:

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

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

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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

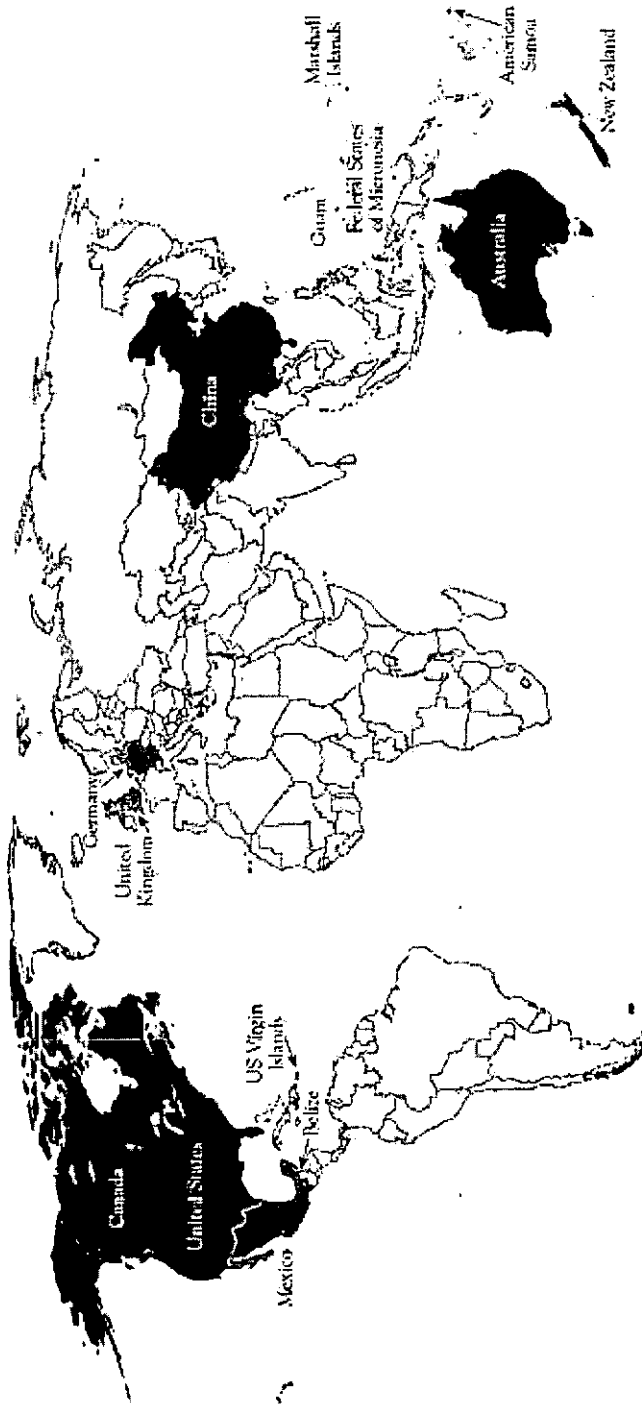
CAROL PRENTICE SEED Program Manager, University of Alaska Southeast

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



Parents as Teachers

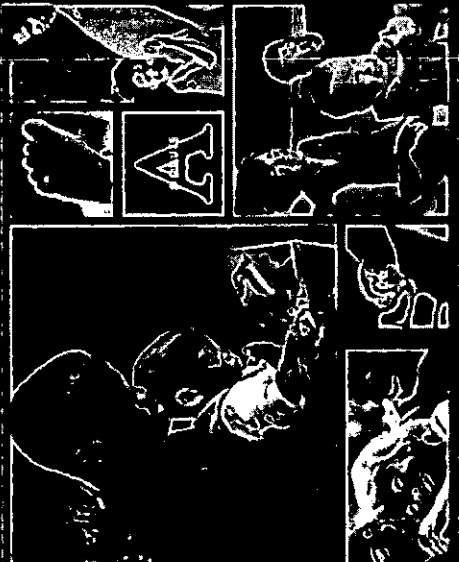
Parents as Teachers Programs Around the World



Parents as Teachers

Born to Learn
curriculum prenatal to 3 years

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



Parents as Teachers national center

Born to Learn
curriculum prenatal to 13 months

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



Parents as Teachers national center

Born to Learn
curriculum 14 months to 3 years

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



Parents as Teachers national center



Parents as Teachers

4 Components

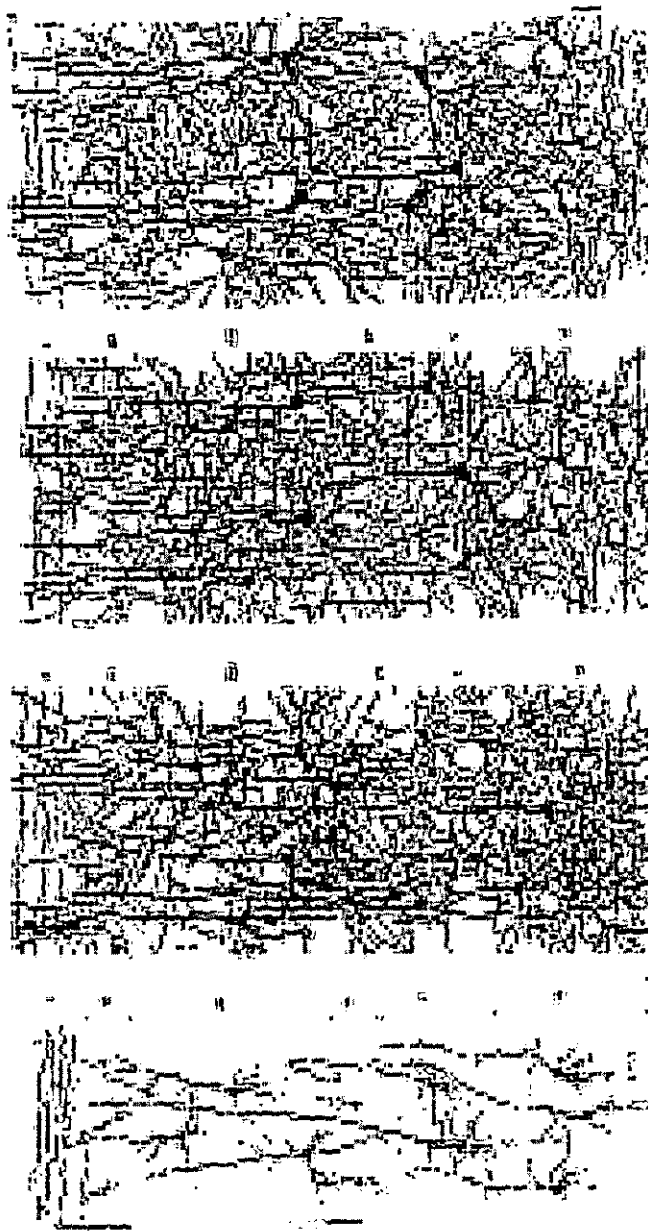
- Personal visits
- Parent group meetings
- Screenings
- Resource referrals



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



Development of the Human Cerebral Cortex



Newborn 2 years 4 years 6 years



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



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



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



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



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



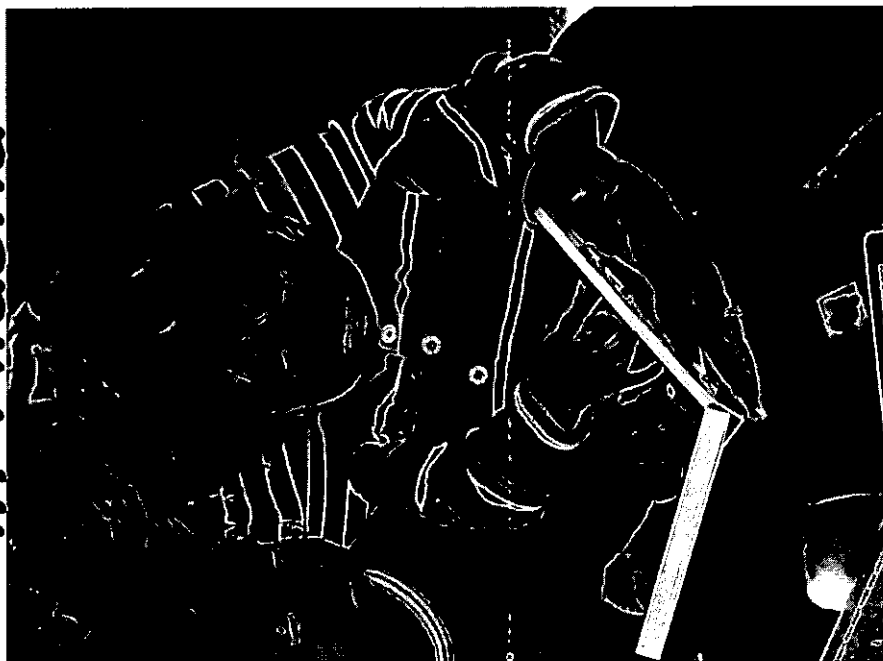
An Investment in Alaska's Children

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



Parents as Teachers: An Evidence-Based Home Visiting Program

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

Research Highlights

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

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

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

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

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

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

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

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

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

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

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

Parents as Teachers Helps All Children Enter School Ready to Learn

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

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

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

Parents as Teachers Supports Later School Achievement

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

Parents as Teachers Prevents Child Abuse

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

Parents as Teachers Increases Parental Involvement

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

Parents as Teachers Improves Children's Health and Development Outcomes

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

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

PAT Alaska

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

Update

Parents as Teachers

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

Research Shows:

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

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

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

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

What We Do:

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

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

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

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

How to Contact Us:

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



As a research-based parent education and family support program developed over 20 years ago, evaluation has been integral to the success of the Parents as Teachers program since its inception. The first evaluation of PAT was funded through a contract from the Missouri Department of Elementary and Secondary Education. Subsequent studies have been supported by the State of Missouri and other states, independent school districts, and private foundations. A few studies have been carried out by individual researchers. Overall, evaluations of PAT show these general outcomes for families:

OUTCOME: PAT Parents are more involved in their children's schooling.

PAT parents demonstrated high levels of school involvement, which they frequently initiated, and supported their children's learning at home. 95% of PAT parents attended special events at their schools, nearly 67% worked as volunteers in the school or classroom monthly, 75% participated in PTA and PTO meeting, and 67% communicated with their child's teachers by phone on average 4 times a year. Most parents (85%) initiated a contact with the school or teacher. 75% of parents always assisted with home activities related to school work.

Phannenstiel, J. Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research and Training Associates, 1996.

Participating parents were more likely to regard their school as responsive to their child's needs than were parents of comparison group children. 53% of PAT parents rated their district as "very responsive", versus 29% of comparison group parents.

Pfannenstiel, J. and Seltzer, D. Evaluation Report: New Parents as Teachers Project Overland Park, KS. Research and Training Associates, 1985; Phannenstiel, J., and Seltzer, D. New Parents as Teachers: Evaluation of an Early Parent Education Program. Early Childhood Research Quarterly, 4, 1-18, 1989.

A significantly higher proportion of PAT parents initiated contact with teachers and took an active role in their child's schooling. For example, 63% of parents of PAT children versus 37% of parents of comparison children requested parent-teacher conferences.

Pfannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

More PAT parents attended parent conferences than parents in the comparison group. 95% of parents of PAT kindergartners "always" attended.

O'Brien, T., Garnett, D.M. and Proctor, K. (2002) Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School of Public Affairs, University of Colorado at Denver



OUTCOME: PAT parents engage in more language- and literacy-promoting behaviors with their children.

PAT is as effective for the lowest-income families as for those with more moderate incomes. Of particular note were the positive effects on parenting behavior and the impacts made on language- and literacy-

promoting behaviors for families with very low income. In families with very low income, those who participated in PAT were more likely to read aloud to their child and tell stories, say nursery rhymes, and sing with their child.

Wagner, M. and Spiker, D. Multisite Parents as Teacher Evaluation: Experience and Outcomes for Children and Families, 2001. www.sri.com/policy/cehs/early/pat.html

PAT parents engaged in a wide variety of activities that supported learning in the home. Over 75% of PAT parents reported taking their child to the library regularly, modeling enjoyment of reading and writing several times a week, and giving children the opportunities to purchase or receive books several times a month.

Phannenstiel, J., Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second wave study. Overland Park, KS: Research & Training Associates 1996.

OUTCOME: PAT parents are more knowledgeable about child-rearing practices and child development.

Parents who received the neuroscience infused *Born to Learn* curriculum showed improvements in parent knowledge (general development and neuroscience knowledge), parenting behavior, and parenting attitudes.

McGilly, K. (2000) Chicago Born to Learn Neuroscience Project: Final Report to Robert R. McCormick Tribune Foundation. St. Louis, MO: Parents as Teachers National Center, Inc.

95% of parents rate PAT as "very special" and over 85% report that they learned to more effectively interact with their child, understand child development more, and spend more time with their children.

Research and Training Associates (2002) BIA Family and Child Education Program: 2001 Report.

OUTCOME: PAT children score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades.

PAT children scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. Teachers rated PAT children's achievement progress higher than control group children's progress in all areas.

Phannenstiel, J. New Parents as Teachers Project: A Follow-Up Investigation. Overland Park, KS: Research & Training Associates, 1989.

PAT children were rated by their teachers as performing at high levels of proficiency in all areas assessed. When compared to their grade-level peers, 91% of PAT children were rated



by their teachers as equal to or better than average. Overall, the relative level of achievement children demonstrated at age three on completion of the PAT program was maintained at the end of the first/second grade.

Phannenstiel, J., Lambson, T. and Yarnell, V. The Parents as Teachers Program: Longitudinal follow-up to the second-wave study. Overland Park, KS: Research and Training Associates, 1996.

Third graders who had received PAT services with screening services from birth to age three scored significantly higher on standardized measures of achievement than their non-participating counterparts. PAT children had a national percentile rank of 81, while non-participating students rank of 63 on the Stanford Achievement Test. PAT graduates were less likely to receive remedial reading assistance or to be held back a grade in school. In fourth grade, PAT graduates still scored significantly higher overall and on all Stanford Achievement subtests (reading, math, language, science social studies) than did non-PAT fourth graders.

Coates, D. Early childhood evaluation. Missouri: A Report to the Parkway Board of Education, 1994; Coates, D. Memo on one-year update on Stanford scores of students early childhood evaluation study group: Parents As Teachers program leads to elementary school success, Parkway School District news, Spring, 1997.

Pre-kindergarten assessments showed that compared to matched comparisons, PAT children had better language skills and were twice as likely to be reading-ready by kindergarten.

Drazen, S. and Haust, M. Raising reading readiness in low-income children by parent education. Paper presented at the annual meeting of American Psychological Association, August 1993.

PAT 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. PAT children continued to perform better than non-PAT children on standardized tests of reading and math achievement in second grade. Compared to non-PAT children, PAT children required half the rate of remedial and special education replacements in third grade.

Drazen, S. and Haust, M. The effects of the Parents and Children Together (PACT) Program on school achievement. Binghamton, NY: Community Resource Center, 1995. Drazen, S. and Haust, M. Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August, 1996.



Upon entry to kindergarten, PAT children scored significantly higher than children from the comparison groups on measures of language and self-help/social skills.

Coleman, M. Rowland, B. & Hutchings, B. Parents as Teachers:

Policy implications for early school intervention. Paper presented at the 1997 annual meeting of the National Council on Family Relations, Crystal City, A, November, 1997; Parents as Teachers: Kindergarten screening final report. Rutherford County, VA: Rutherford County Schools, May 1998.

For all areas of development, teachers rated PAT children higher, with 5 of 8 areas achieving statistical significance. PAT children also had better attendance, with an average of 95%. 65% of the PAT third graders scored in the proficient or advanced categories of the Colorado Student Assessment Program (CSAP) achievement test, as compared to 54% of the comparison group. More than one-fourth of the comparison group scored in the unsatisfactory range on the CSAP, while only 3% of the PAT third graders scored in this range.

O'Brien, T., Gamett, D.M., and Proctor, K. (2002). Impact of the Parents as Teachers Program. Cañon City, CO (Fremont County) School Year 1999-2000. Center for Human Investment Policy, Graduate School Public Affairs, University of Colorado at Denver.

Findings from a school readiness assessment project involving 3,500 kindergartners in Missouri showed that Parents as Teachers achieves its goal of preparing children for success in school. Among children whose care and education were solely home-based, those whose families partici-

pated in PAT scored significantly higher on the School Entry Profile. However, the highest performing children were those who participated in PAT combined with pre-school, center-based child care, or both.

Children from high-poverty schools scored above average on all areas of development when they entered kindergarten with a combination of PAT and any other pre-kindergarten experience (preschool, center-based care, and/or home based care).

Phannenstiel, J. School Entry Assessment Project: Report of Findings, 1999. For the full School Entry Assessment Project report, go to <http://www.patnc.org/researchevaluation.asp#beyond>.

A recently published journal article reports that parent participation in PAT has important effects on children's school readiness and that PAT is "highly effective in helping impoverished parents prepare their children to enter school." The most powerful finding that emerged from the study was that the school readiness scores of children in high poverty schools with no pre-school enrichment (PAT or preschool). In addition, when children attending high poverty schools participated in both PAT and preschool, their scores were significantly higher than those of children in low poverty schools with no preschool enrichment (PAT or preschool).

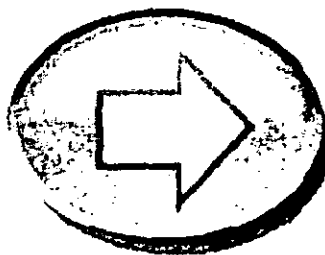
Phannenstiel, J.C., Seitz, V., & Zigler, E. (2002) Promoting school readiness. The role of Parents as Teachers Program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86.

Conclusion

In sum, PAT has a long history of evaluation research that reflects positive outcomes for families and young children.



How does PAT meet the definition of scientifically based research?



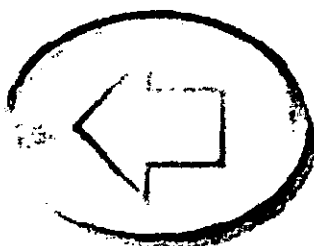
Parents as Teachers Born to Learn curricula content is based on reliable and current research in the areas of child development and neuroscience. The information shared with parents is not anecdotal information, but content based on the key characteristics of reliable research (studies that use the scientific

method have been replicated, and generalizable, meet rigorous standards of peer review, and have converging results). Research on brain development confirms the critical nature of the early years. In collaboration with neuroscientists from Washington University School of Medicine in St. Louis, Parents as Teachers National Center, Inc. developed the *Born to Learn* curriculum to translate the latest neuroscience and child development is woven throughout the curriculum and is documented by scientific references.

Parents as Teachers Born to Learn curricula and training address what reliable research has identified as the essential components of school readiness. Based on research in child development and early education, the National Education Goals Panel identified five areas that play key roles in children's success in school. Measures of school readiness, the Panel determined, include physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge. The *Born to Learn* curricula and training are designed to support the development of the whole child and include visit plans and content that address each of these research-based school readiness dimensions.

Parents as Teachers places a premium on the kinds of experiences to which young children are exposed and affirms the crucial role of parents in orchestrating those experiences. Parents are the principle architects of their children's development. Reliable research indicates the important role of parents in young children's lives and that the more extensive the parent involvement in their children's education, the higher the student achievement. The Parents as Teachers model is designed to enhance parents' involvement in their children's education.

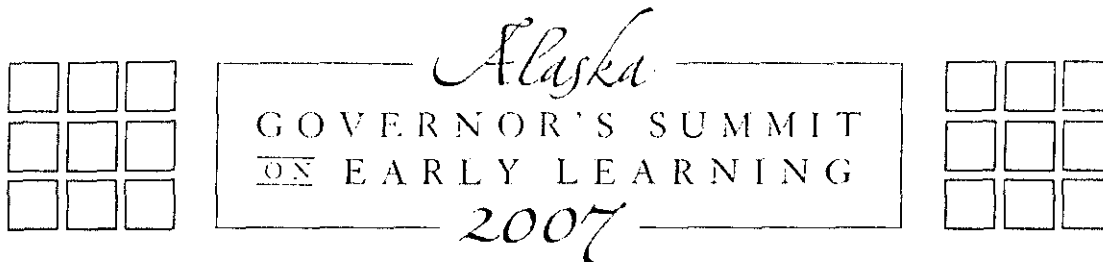
- **NCLB empowers parents to get involved in their child's education. PAT engages parents in their child's development and education from the earliest years and increases parental involvement.**



How does PAT fit with the No Child Left Behind Act?

- **NCLB requires stronger accountability for results. PAT has proven effective in increasing a child's school readiness and later school success.**
- **NCLB stresses using scientific -based research. PAT curricula are based on reliable and current research in the area of child development and neuroscience.**

The information in this Update was provided by Dr. Karen Guskin, Research and Quality Improvement Director, Parents as Teachers National Center



Recommendations

The Alaska Governor's Summit on Early Learning brought together over 150 Alaskans from a wide variety of sectors across the state to develop recommendations for Governor Sarah Palin's early learning policy agenda. Participants were asked to address these goals:

- Goal A** All children, especially those most in need, have access to early literacy and learning opportunities in their home or in out-of-home settings;
- Goal B** These services are coordinated; and
- Goal C** Parents, grandparents, and extended family are engaged in young children's learning with needed support, resources, and incentives.

After hearing from national speakers on early learning and economic development, brain research and early learning, and early learning public policy, and from Alaskan leaders, participants broke into small groups. Participants discussed how to create a **System Infrastructure** for early learning in Alaska and how to provide early learning opportunities to children **In the Home** and to children in **Programs Outside the Home**. Their top recommendations include the following:

- **Implement a voluntary Quality Rating and Improvement System (QRIS)** which is a method to assess, improve, and communicate the level of quality in early care and education settings (addresses all three goals, and is a priority in the areas of both "System Infrastructure" and "Programs Outside the Home")
- **Conduct a comprehensive public engagement campaign** to inform parents, extended families, community members, and business about the economic and social "return on investment" in the early years and what they can do to support early learning (addresses Goal C, and is a priority in the area of "In the Home")
- **Increase funding for Head Start** to enable more low-income children to participate (addresses Goal A, and is a priority in the area of "Programs Outside the Home")
- **Increase the child care assistance reimbursement rates** (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

Supported By



BEST BEGINNINGS
Alaska's Early Childhood Investment

- **Increase the eligibility guidelines for child care assistance** so more families can participate in the workforce (addresses Goal A, and is a priority in the area of "Programs Outside the Home")

Other Recommendations

System Infrastructure

- **Provide sustainable state resources** to support early learning (examples are an early learning endowment, a formula for funding, trust fund, or savings account)
- **Develop a public-private entity** to oversee and coordinate early learning activities (examples are the Denali Commission, cabinet level structure, new department, or single coordinating office with multiple departmental linkages)
- **Develop community-level database & coordinated system** to identify services and organizations that provide early learning services across Alaska
- **Conduct community needs assessments** to develop system of support for families and children (multi-agency system and strong community buy-in)

In the Home

- **Encourage employer flexibility and financial assistance** for parents of young children, (examples are tax credits, paid parental leave, parenting resources, flexible schedules, and other family-friendly policies)
- **Provide all parents with access to home-based education and support** (examples are expansion of home visiting, parenting classes, and financial supports)
- **Develop culturally relevant materials** (listening to groups, using technology, have incentives and mechanisms to share, template to produce own materials)

Programs Outside the Home

- **Create a statewide professional development plan** that ensures there are adequate supports to build an early care and education workforce (examples are wage incentive programs and financial supports for education and training)
- **Create a liability insurance pool for child care centers and a health insurance pool for child care workers, with financial support**
- **Provide incentives to businesses** to support the creation and maintenance of quality early care and education programs





EXECUTIVE SUMMARY

Ready to Read, Ready to Learn Task Force Report & Recommendations

Too many of our children are failing in school. The problem begins before age 6. As a result, almost half of Alaska children begin school unprepared to read or learn. They are set up for failure.

Common sense and science tell us we can do much better in preparing young children to be ready to read and ready to learn. It is a societal imperative and our obligation as Alaska's stewards to give our children the opportunity to succeed. Nothing else we do will have a more positive impact on Alaska's economic and social health.

The Alaska Ready to Read, Ready to Learn Task Force has charted a course for success in this report. During deliberations, the 27 members learned:

- Almost half of Alaska children enter school unprepared to read or learn. This is not the child's failure. Society – parents, educators, politicians and professionals – must accept responsibility.
- Scientific research shows critical brain development occurs between birth and age 6. Children are born ready, willing and able to learn.
- Investments in early childhood literacy and learning pay dividends many times over. Children will be more successful in school, be less likely to get into trouble, grow into more productive adults, and contribute to the common good of society. The bottom line: Every dollar invested in quality early learning programs will return \$7 to \$17.
- Alaska lags far behind most states in addressing early childhood literacy and learning issues.

The Task Force – business, civic, nonprofit, philanthropic, education and government leaders – met from November 2005 through the summer of 2006. In developing their recommendations, Task Force members were advised by Alaska and national experts in early childhood education.

The recommendations lay the foundation for success. There is much work to do and a role for everyone.

THE RECOMMENDATIONS

The Task Force has recommendations in three areas: In the Home, Out of the Home in Child Care & Early Education Programs, and Looking Ahead. The first two focus on children from birth to age 6 in their environments. The third focuses on long-term sustainability of the investment in Alaska's young children.

In the Home

Three recommendations increase early literacy skills, family literacy skills, early learning skills and parenting skills for all populations in Alaska:

1. Increase the engagement of parents, grandparents and extended family in their child's learning by providing resources and incentives.
2. Develop and increase access to quality, culturally engaging reading materials.
3. Increase proven, family centered literacy programs by partnering with other organizations.

Out of the Home in Child Care & Early Education Programs

Four recommendations increase access to voluntary, affordable and quality early care and education:

1. Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.
2. Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.
3. Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.
4. Develop a statewide system of voluntary and affordable early childhood education.

"If you want to work on the core problem, it's early school literacy."

— James Barksdale, former CEO of Netscape

Four recommendations establish a sustainable early childhood literacy and learning system with accountability for outcomes:

1. Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.
2. Develop a multi-year work plan for implementing recommendations.
3. Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.
4. Ensure future funding from private, nonprofit, foundation and government sources.

These recommendations chart a course for the future. It is the responsibility of all Alaskans to prepare Alaska's young children to be ready to read and ready to learn.



"A failure establishes only this, that our determination to succeed was not strong enough."

- Christian Nevell Bovee, 19th century author



INTRODUCTION

Goal: Every child in Alaska enters a school ready to read and learn.

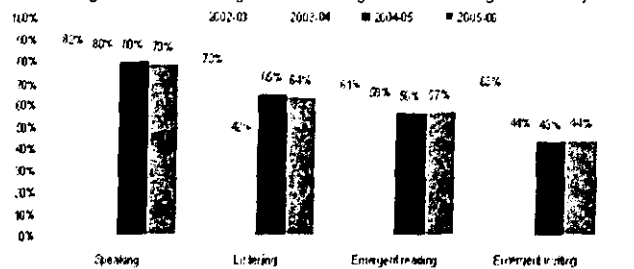
"If you look critically at the failure in our educational system, you must conclude that the child's failure and the school's failure are largely determined before the child enters the educational system at age 6."

– Irving Harris, former CEO, Procter & Gamble

The Problem

Alaska's young children have joined a disturbing national trend. They are entering school less and less prepared to succeed. This is cause for alarm and action. A battery of studies and data reinforce what parents instinctively know: An ill-prepared child is far more likely to fail in

Percentage of Alaska kindergartners showing desired learning and literacy skills.



Source: Alaska Progress Report, Alaska 20/20

school and become a burden on society. Declining pre-kindergarten trends contribute to Alaska's low scores on standardized third-grade tests, poor performance on the High School Graduation Qualification Exams and an unacceptably high dropout rate.

The Growing Momentum

Concerned Alaskans met in August 2004 and May 2005 to discuss early childhood literacy and learning. At the May 2005 meeting, Gov. Frank Murkowski embraced the importance of the initiative and supported formation of a grassroots task force. Twenty-seven statewide leaders were assembled to draft a blueprint identifying what Alaskans could and should do to improve school readiness in young children. This report is their response. During the past seven months, the Ready to Read, Ready to Learn Task Force has immersed itself in this foundational issue. It has sought advice from national and Alaska experts, and has digested a large amount of data and research to develop a plan that will work in every community in the state. The plan for success is contained in this report.

Most Alaskans agree there's a critical need to invest in young children. A report commissioned by the System for Early Education Development (SEED), *"Economic Impact of Early Education and Child Care Services in Alaska,"* found 87 percent of Alaskans surveyed thought early learning and child care were high priorities – higher than state funding for road construction, local government or university education. Only K-12 education rated higher.

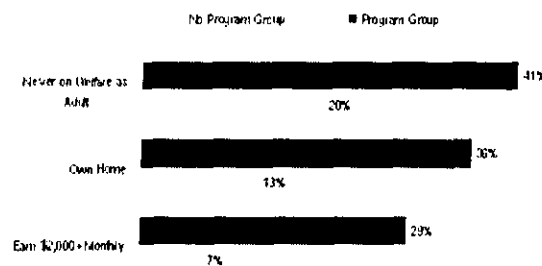
Why this age group?

Recent research demonstrates what parents and early childhood educators have known for years: A critical period for brain development occurs between birth and age 6. Parents who read, tell stories and have positive daily interactions with their young child promote the child's brain development. Quality child care and early education do the same. Children gain the skills and confidence they need to succeed from these positive early experiences.

Why is this problem growing?

Many factors contribute to this problem. Parents often don't have the tools or resources they need. Being an effective parent takes skills often passed from generation to generation. Alaskans, a highly mobile and migrant population, are frequently

Title: Economic Effects of Perry Preschool Program by Age 27



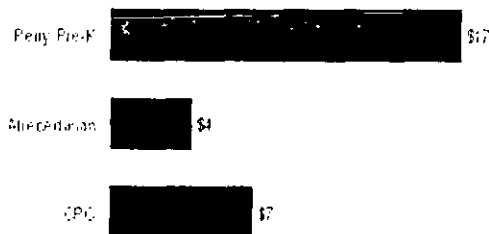
Source: National Institute for Early Education Research

separated from this rich source of parenting knowledge. Those who do have access to extended family may still struggle. An increasing need for families to earn multiple incomes places a premium on time, energy and other prerequisites for effective parenting. Also, quality early care and education is not affordable for many parents. Investing time and money in young children can counter this growing problem.

Why is this my problem?

This trend impacts everyone, not just children and their families. Credible long-term studies such as the High/Scope Perry Preschool Project, the Carolina Abecedarian Project and Chicago's Child-Parent Centers (CPC) demonstrate children who are in quality early learning programs have higher literacy skills, increased graduation rates and better attitudes toward school.

Title: Economic Returns of Pre-K: Government Dollars Saved per Government Dollars Invested on Pre-K Three Case Studies



Source: Pre-K Now 2005

These children also grow into adults who are less likely to commit crimes, or require welfare assistance and who earn higher salaries.

Our children need to acquire the skills to make them successful in life. They represent Alaska's future as parents, employees, employers, citizens and leaders. It is imperative to increase the number of children arriving in kindergarten who are ready to read and learn.

"Today a reader, tomorrow a leader."

— Margaret Fuller, journalist



"What a child doesn't receive, he can seldom later give."

- P.D. James, novelist

Objective: Increase skills in early literacy, family literacy, early learning and parenting for all populations in Alaska.

We cherish the memories of stories told by our parents or of the books they read to us. Our child's delight and excitement captivate us as we pass down those stories and read some of the same books to them. These are precious moments of learning shared between a parent and a child. As parents, we are our children's first and best teachers.

We intuitively know these interactions within the family are critical in preparing children to read and learn. No technology or machine can replace this human process passed from one generation to the next. Some parents and families, however, need help in meeting the challenges of raising young children and fulfilling the role of first teacher. It is in Alaska's best interest to help.

Parents want their children to have a good start in life. Most parents are aware children learn from birth. What they may not know is how much the brain and lifelong learning capabilities develop in the first six years. Research shows brain connections grow dramatically from birth to age 6. Children need quality early literacy and learning environments during this period.



SYNAPTIC DENSITY: Synapses are created with astonishing speed in the first years of life. The more positive learning experiences children have, the more connections between brain cells will be made. This increases their ability to learn.

Drawing by H.T. Chugani

First Three recommendations:

- 1. Increase the engagement of parents, grandparents and extended family in their child's learning by providing resources and incentives.

Develop and increase access to quality, culturally engaging reading materials.

- 2. Increase proven, family centered literacy programs by partnering with other organizations.



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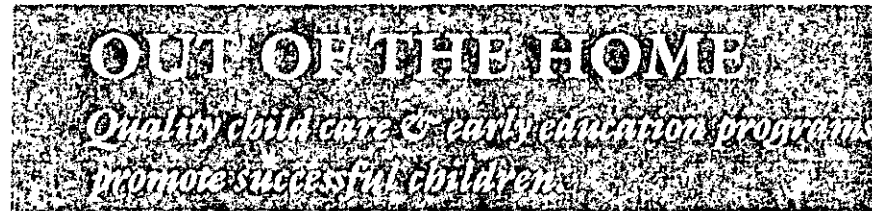
End Results

We'll know we're successful in improving childhood literacy and learning skills in the home when:

- Parents and extended families are actively engaged in developing their children's literacy and learning skills.
- All homes and community and school libraries have and share abundant, quality and culturally engaging reading materials for young children.
- Research-based family literacy programs are available in all communities and are affordable for those who want to use them.
- Community leaders and community organizations join to support and promote family literacy.
- Alaskans know what literacy and learning skills are necessary for children to enter school ready to read and ready to learn.

"No skill is more crucial to the future of a child, or to a democratic and prosperous society, than literacy."

– Los Angeles Times, "A Child Literacy Initiative for the Greater Los Angeles Area"



"I love to see the spark in a child's eye when they accomplish something they haven't done before."

— Staff member, Clinton Early Learning Center, Clinton, NY

Objective: Increase access to voluntary, affordable and quality early care and education.

Today's reality is that many young children will spend more waking hours in child care and early learning settings than with their families. For many children this experience begins in infancy and continues until they enter school. These critical early experiences shape who these children become and how they learn.

If we nurture and teach our children at home, we should expect the same positive learning environment outside of the home. Research surrounding the significance of quality early childhood education on children's later development is indisputable. Alaska, however, is just beginning to look comprehensively at how to improve the early learning experience for children and families. One idea is to provide guidelines for parents and early educators about what young children should know and be able to do. Another is to help parents identify quality child care programs.

Child care affects many of our children. There were approximately 63,000 children younger than age 6 in Alaska in 2004, according to the SEED report. Approximately 60 percent were in child care or early education settings. The numbers can be expected to increase with Alaska's population growth and exacerbate the current shortage of spaces in those programs.

Young families at the beginning of their earning potential wrestle financially with child care and early learning costs. Many parents already are paying what they can afford. Also, those providing the care often aren't earning a living wage. The low pay and lack of benefits lead to an unacceptable turnover rate among child care providers, who often enter the field with minimal skills and education.

The high turnover and resulting inconsistency of caregiving also have negative effects on a child's development. Research shows the younger the child, the higher the impact on long-term learning by caregiver changes.

As a public investment, early childhood development pays better returns than most, up to \$17, according to the Federal Reserve Bank of Minneapolis. Research such as this led the Bill & Melinda Gates Foundation to substantially invest in early childhood learning in Washington State. The foundation looked at what could be

done to have the greatest impact on children who were failing and becoming dropouts. They saw it was in early care and education. As a result, the Gates Foundation pledged \$9 million for early learning initiatives.

Task Force Recommendations:

1. Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.
2. Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.
3. Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.
4. Develop a statewide system of voluntary and affordable early childhood education.

Distribute Alaska's Early Learning Guidelines (ELGs) in family friendly formats.

ELGs help parents and caregivers understand the expectations for children's development and learning. They spell out goals for what young children should know, understand and be able to do at critical stages of development. The State Board of Education and Early Development recently endorsed Alaska's ELGs. The Task Force recommends ELGs be published in multiple languages, in easy-to-read formats and be made available to families with young children through early care and education programs, pediatricians, libraries, businesses and online.

Implement a quality rating system (QRS) to help parents evaluate child care and early learning programs and to guide program improvement.

A QRS is a tool to help parents evaluate the quality of child care and early learning programs, a difficult task without some guiding criteria. It serves as a consumer guide, a benchmark for child care improvement and an accountability measure for funding. Criteria include ratio of teachers to children, family involvement and the skill and education level of the staff. A QRS also instills market-based motivation for fostering improvements by the program providers. Many states have implemented a QRS. The Alaska Department of Health and Social Services is in the early stages of developing a statewide QRS.

Increase the professional development opportunities and qualifications for early childhood educators and provide appropriate compensation.

Early educators need greater access to professional development offered through a variety of delivery systems. These must address the challenges faced by providers across the state, whether in rural or urban communities, such as long workdays, inflexible schedules and too few opportunities to access training.

Based on significant research, many states support increased wages for child care providers to improve recruitment and retention. Most importantly, it improves child outcomes. Alaska should do likewise.

Develop a statewide system of voluntary and affordable early childhood education.

Thirty-eight states have implemented a model of state-funded pre-kindergarten, not including Head Start. (Alaska is not one of them.) These states provide funding for pre-kindergarten in a variety of ways and utilize approaches that meet their needs within financial and political constraints.

The Task Force recommends Alaska develop a system of affordable and voluntary early childhood education. Such a system could provide handsome returns on the investment.

The Task Force further recommends community-based discussion to design a system that is effective in both urban and rural areas. To begin shaping that discussion, the Task Force has identified elements key to the design of any system. They are:

- The approach is voluntary and parents retain the choice of whether to have their children participate.
- Families can select a pre-kindergarten program from available choices, including those privately owned, faith-based, run by the community, operated by nonprofit organizations or are part of public-school systems.
- Local leaders and families actively participate in developing effective pre-kindergarten options.
- Families are provided with financial support or incentives.
- The system is phased in to allow communities and programs time to ensure appropriate planning.

End Results

We'll know we're successful in improving childhood literacy and learning outside of the home when:

- Parents are educated consumers of child care and early learning programs.
- The quality of child care and other early learning settings improves.
- Quality early childhood education is available and affordable for all children from birth to age 6.
- Alaskans recognize the importance and value of early childhood education.

"There is no substitute for books in the life of a child."

– Mary Ellen Chase, author and educator



LOOKING AHEAD

Turning the vision into a reality

Vision without action is a daydream. Action without vision is a nightmare

– Japanese Proverb

Objective: Establish a sustainable early childhood literacy and learning system with accountability for outcomes.

This report completes the job of the Task Force. The work, however, has just begun. The recommendations in this report will not become reality without an ongoing effort to keep the Ready to Read, Ready to Learn issue high on Alaska's agenda.

Task Force recommendations:

1. Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.
2. Develop a multi-year work plan for implementing these recommendations.
3. Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.
4. Ensure future funding from private, nonprofit, foundation and government sources.

Create a commission, council, public-private consortium or other entity to implement Task Force recommendations.

Alaska has benefited from the work of many people involved in early childhood issues, but there hasn't been a unified voice. Interested parties include the business community, philanthropies, government agencies, the nonprofit sector and, most importantly, parents. Other states have created a body to govern or oversee early learning activities. Through the Task Force efforts, Alaska is on track to establish an entity that will ensure a comprehensive, coordinated approach to improve early literacy and learning.

Develop a multi-year work plan for implementing recommendations.

This report to the public, the governor and elected officials is the first step in a work plan that covers several years. Key elements of the work plan developed by the Task Force include:

- Launch a public education campaign.
- Obtain public feedback on early literacy and learning initiatives.
- Develop resources to assist families with early childhood learning.
- Support work on a QRS.
- Distribute and encourage the use of ELGs.
- Develop a voluntary and affordable early childhood education system statewide.

Educate Alaskans about the social imperative of preparing children from birth to age 6 to be ready to read and learn.

A critical element in this effort is educating Alaskans about the importance of early childhood literacy and learning. A long-term public education campaign is needed to help Alaskans understand this issue is a societal imperative. This campaign will involve partnering with Alaska's media outlets and collaborating with funding sources to develop a campaign specific to Alaska. It must be culturally relevant and engaging. It should raise awareness of this unparalleled opportunity to improve school readiness for Alaska's young children.

Ensure future funding from private, nonprofit, foundation and government sources.

Funding is essential in moving this effort forward. Resources currently are provided by a partnership that includes private business, nonprofits, foundations and government. This cooperative partnership will continue and can leverage support from additional funding sources.

Final Results

We'll know we're successful in making the vision a reality when:

- There is an entity to guide and implement Task Force recommendations.
- Funds are obtained and maintained to support early literacy and learning.
- Early childhood learning is a societal imperative in Alaska.
- Children arrive at school ready to read and ready to learn.



PARTNERING FOR SUCCESS

Young children & families need everyone's support

"If you do not seek out allies and helpers, then you will be isolated and weak."

— Sun Tzu, 6th Century BC Chinese philosopher

There is work for everyone to do. Just as these recommendations are the result of Alaska's many sectors coming together around an important issue, so too will the future of this effort depend upon the commitment of all Alaskans. Here are some of the ways we can support the effort to improve the school readiness of Alaska's youngest children.

Business

It is in the long-term interest of businesses to support school readiness, as it helps assure tomorrow's work force has the skills to be successful in a competitive world. Employers should consider providing supports such as flexible leave, health benefits and subsidies to help employees with young children balance the demands of work and family. Research shows employers who provide such supports have higher retention rates, greater employee loyalty and increased productivity. A growing number of Alaska employers are making these investments. BP Alaska, Credit Union 1 and Providence Alaska Medical Center are just a few who have demonstrated their commitment to parents with young children by providing quality, on-site child care for employees. Other Alaska companies also support families with young children.

Nonprofits

The nonprofit sector can provide leadership and administrative support for this initiative. These organizations understand community dynamics and can mobilize people into action. The Alaska Humanities Forum, United Way of Anchorage's Success By 6 Initiative, Child Care Connection, Inc. and First Alaskans Institute are committed to supporting implementation of the recommendations in this report. Other nonprofits are encouraged to join.

Foundations

The support and leadership of the Rasmuson Foundation and The CIRI Foundation in this initiative demonstrate philanthropic resources can help bring about change. This sector can galvanize financial and intellectual resources, command the attention of Alaska's political leadership, foster research and pilot demonstration projects to move this effort forward.

Government

The Federal Reserve Bank study shows the economic impact of supporting early learning and how government can save money by investing in young children. The SEED report shows the public overwhelmingly supports government investment in early childhood education. The State of Alaska has committed funding to support the Ready to Read, Ready to Learn recommendations. Government at every level must recognize supporting early childhood learning is a good investment. For example, publicly funded libraries are a mainstay in early literacy and learning. Children who have the ability to learn and succeed will contribute to the long-term economic and civic vitality of their local communities and Alaska.

Faith-Based Community

Alaska's faith-based community plays an important role for young children and their families through child care, early learning programs and support for families. These efforts will ensure more children will arrive at school ready to read and learn.





END RESULTS

We'll know we're successful when...

- Parents and extended families are actively engaged in developing their children's literacy and learning skills.
- All homes and community and school libraries have and share abundant, quality and culturally engaging reading materials for young children.
- Research-based family literacy programs are available in all communities and are affordable for those who want to use them.
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- Parents are educated consumers of child care and early learning programs.
- The quality of child care and other early learning settings improves.
- Quality early childhood education is available and affordable for all children from birth to age 6.
- Alaskans recognize the importance and value of early childhood education.
- There is an entity to guide and implement Task Force recommendations.
- Funds are obtained and maintained to support early literacy and learning.
- Early childhood learning is a societal imperative in Alaska.
- Children arrive at school ready to read and ready to learn.



EDUCATION BEGINS AT HOME ACT (S. 667/H.R. 2343)

What is the “Education Begins at Home Act”?

The Education Begins at Home Act (S. 667 and H.R. 2343) is legislation reintroduced in the 110th Congress on February 16, 2007 by Senator Bond (MO) and Senator Clinton (NY) and on May 16, 2007 by Representative Davis (IL) and Representative Platts (PA). It is intended to give many more children a quality early childhood experience through the provision of home visitation services. The new funds will help states to establish or expand quality home visitation programs already underway in communities, and will target some specific groups of children and families for assistance. The legislation has been referred to the Senate Committee on Health, Education, Labor and Pensions and to the House Education and Labor and House Armed Services Committees.

What does the “Education Begins at Home Act” do?

The legislation will establish the first dedicated federal funding stream to support parents with young children through quality home visitation at the state and local level.

Specifically, the bill will:

- Provide \$400 million over 3 years to states to expand access to parent education and family support services through quality early childhood home visitation programs;
- Provide \$50 million over 3 years to partnerships at the local level to expand early childhood home visitation services to families with English language learners;
- Provide \$50 million over 3 years to provide early childhood home visitation services to families with a family member in the Armed Forces; and
- Strengthen the early childhood home visitation component of Early Head Start.

Why is early childhood home visitation important?

The home is the first and most important learning environment for children, and parents are their child's most influential teachers. Home visitation delivers parent education and family support services directly to parents with young children, providing guidance on how parents can enhance their children's development from birth through kindergarten entry.

Home visitation is an effective, research-based and cost-efficient way to bring families and resources together to ensure that children grow up healthy and ready to learn. This legislation builds on existing models of quality early childhood home visitation programs, which together can help to meet the special needs of different children and families. This legislation will help states to create a system of early childhood home visitation that will ensure that families are receiving the most appropriate services to meet their needs.

What kinds of outcomes could one expect from early childhood home visitation programs?

A number of quality early childhood home visitation programs have yielded a range of positive outcomes for children and families. Because they have different areas of focus, different models may have a stronger impact on some outcomes than others, including:

- ***Improved children's readiness for school and success in school*** – Children whose parents participated in a quality home visitation program showed improved school readiness scores and higher scores on achievement and standardized tests and increased high school graduation rates.¹
- ***Improved child health and development*** – Families who received quality home visitation were more likely to seek prenatal and well-child care and to have their children immunized.²
- ***Improved parenting practices*** – Parents participating in quality home visitation demonstrate more knowledge about child-rearing, have better communication skills and have less parenting stress.³
- ***Reductions in child maltreatment*** – Parents participating in quality home visitation had more age-appropriate expectations of their children and used more positive discipline. These indicators are which is important because a lack of appropriate expectations and use of negative discipline are shown to be precursors to abuse. In fact, the research shows fewer documented cases of abuse and neglect among children who received home visiting services.⁴

Under this legislation, what families will be eligible for home visitation services?

An eligible family is defined as a woman who is pregnant and the expectant father, and a parent or primary caregiver, including foster parents, kinship caregivers and certain non-custodial parents of a child until the child enters kindergarten. If they wish, states will be able to further define which families they serve with these new funds.

How will the funding be administered?

At the federal level, the Department of Health and Human Services (DHHS), in collaboration with the Department of Education, will make grants to states to establish or expand quality programs of early childhood home visitation. The funds can be used to supplement, not replace, existing state and local services for families. In each state, the

Governor will identify a state agency to take the lead in delivering early childhood home visitation services under this program.

Grants to serve families with English language learners will be made directly from DHHS to local entities. Grants to serve military families will be made by the Department of Defense to local entities.

How will funding be allocated to states?

Funds will be allocated to states based on the number of children from birth through age 5 who reside in that state, compared to the number of children of those ages who reside in all States that receive funds for the fiscal year. However, no state can receive more than \$20 million in one fiscal year.

What will states be required to do to receive the funding?

To receive a state grant, a state will be required to submit an application that includes:

- A ***needs assessment*** describing the existing quality and capacity of early childhood home visitation programs and the families being served, and identifying gaps in services.
- A plan for ***how the state will implement one or more early childhood home visitation programs*** that help fill in its identified service gaps.
- A description of ***how the state will build on and promote collaboration among existing early childhood home visitation programs*** to ensure families are getting the most appropriate services to meet their needs.
- A description of ***how the state will promote channels of communication between staff of early childhood home visitation programs and staff of other early childhood education and early intervention programs*** such as Head Start, preschool programs, child care programs, and programs operating under the Individuals with Disabilities Education Act.
- A plan for providing ***training and technical assistance*** to staff of early childhood programs.

An ***evaluation plan*** that demonstrates how outcomes will be tracked and measured in the areas of: parent knowledge; children's health, cognitive, language, social-emotional and physical development indicators; child maltreatment indicators, school readiness indicators; and links to community services.

For what will states be able to use the funding?

States will be able to use the funding to:

- Provide eligible families with ***voluntary early childhood home visitation*** on at least a monthly basis, with a greater frequency for those families identified with additional needs;
- Offer ***annual health, vision, hearing and developmental screening*** for eligible children;

- Provide *referrals* for eligible families, as needed, *to additional resources*;
- Offer *group meetings* to further enhance the information and skill-building addressed during home visits;
- Provide *training and technical assistance* to early childhood home visitation and early childhood care and education staff (required set-aside of 10%); and
- *Coordinate various models of early childhood home visitation, early childhood education and care and early intervention* to ensure families are receiving the most appropriate and effective services to meet their needs.

Are states required to use these funds for a particular home visitation model?

The legislation refers to establishing or expanding quality programs of early childhood home visitation. It is not limited to one particular model of service; instead the legislation details some of the characteristics of quality home visitation programs and limits the use of funds to programs with these components. A state will determine which model or models to utilize that meet those characteristics and best meet the needs of their families.

How will the implementation of quality home visitation programs be assured?

The legislation ensures implementation of quality home visitation programs through the application process, requirements regarding uses of the funds, and required evaluations and reporting. In particular:

- *Applications will be reviewed by a peer review panel* that includes representatives with backgrounds in the fields of home visitation and early childhood development
- States will be required to *reserve 10 percent of the grant funds to provide training and technical assistance* on topics such as effective methods of parenting education, home visiting and promoting early childhood development
- Grantees (state or local entity) will be *required to provide a minimum of monthly visits*, with a greater frequency of services provided to families identified with additional needs
- Grantees (state or local entity) will be *required to implement home visitation models that provide certain services* as part of any home visit, such as providing parents with knowledge about age-appropriate child development and the skills to interact with their child to enhance age-appropriate development.
- Grantees (state or local entity) will be *required to conduct an annual evaluation that includes tracking outcomes* in the areas of: parental knowledge of early learning and development; child health, cognitive, language, social-emotional and physical development indicators; child maltreatment indicators; school readiness indicators; and links to community services.
- *DHHS will be required to conduct an independent evaluation* that, among other things, will track how grant funds have expanded access to early childhood home visitation programs, numbers of families served, impact of services on desired outcomes, the effectiveness of home visiting on different populations, the

effectiveness of training and technical assistance and will make recommendations for strengthening or modifying the Act.

What will be the reporting requirements for grantees?

State and local grantees will be required to submit an annual report to the Secretary. The reports will include a description of:

- the actual services delivered under the grant;
- outcomes for children and families served;
- the research based instruction, materials, and activities used; and
- the effectiveness of the training and technical assistance.

State reports must also include the following:

- after the second year of the grant, the results of the evaluations; and
- the annual program implementation costs, including the cost of providing services per family.

In addition, the Secretary will conduct an independent evaluation of the effectiveness of the Act.

Why include a section on strengthening Early Head Start?

Early Head Start is currently the largest federally-funded program that provides home visitation services to parents with young children. The proposed enhancements to the Early Head Start program are intended to incorporate best practices from the field of home visitation into the existing program.

Why is special attention given to families with English Language Learners and to military families?

Military families and families with English language learners face unique challenges when raising young children. Military families are frequently relocated and are often stationed far away from their natural support system of family and friends. Parents who serve in the military may also be separated from their spouses and children for long periods of time due to deployment. Parents who are English language learners must acclimate to a new country and culture, and learn how to navigate our education, health and social service systems. This legislation will target funding to help promote innovative home visitation approaches that will effectively reach and serve these families with unique needs.

¹ Pfannenstiel, J.C., Seitz, V., & Zigler, E. (2002) Promoting school readiness: the role of the Parents as Teachers Program. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 6, 71-86; Arkansas Statewide Study of HIPPPY, 1999, conducted by Dr. Robert Bradley of the University of Arkansas; Levenstein, P., Levenstein, S. & Oliver, D. (2002). First grade school readiness of former child participants in a South Carolina

Replication of the Parent-Child Home Program, *Applied Developmental Psychology*, 23, 331-353. Levenstein, P., Levenstein S., Shiminski J.A., & Stolzberg J.E. (1998), Long-term impact of a verbal interaction program for at-risk toddlers: An exploratory study of high school outcomes in a replication of the Mother-Child Home Program, *Journal of Applied Developmental Psychology*; 19, 267-285.

² Berkenes, J.P. (2001), HOPES Healthy Families Iowa FY 2001 Services Report; Klagholz & Associates (2000), Healthy Families Montgomery Evaluation Report Year IV; Greene et al. (2001), Evaluation Findings of the Healthy Families New York Home Visiting Program; Katzev, A., Pratt, C. & McGuigan, W. (2001), Oregon Healthy Start 1999-2000, Status Report.

³ Pfannenstiel J. & Seltzer, D. (1989) New Parents as Teachers: Evaluation of an Early Parent Education Program, *Early Childhood Research Quarterly*, 4, 1-18; Wagner, M., Iida, E. & Spiker, D. (2001) The Multisite Evaluation of the Parents as Teachers Home Visiting Program: Three-Year Findings from One Community; Administration for Children and Families (2003) *Research to Practice: Early Head Start Home-Based Services*, Washington D.C.: DHHS.; Galano J. & Huntington, L. (1997) Year V Evaluation of the Hampton, Virginia Healthy Families Partnership; LeCroy & Milligan Associates, Inc. (2001) Healthy Families Arizona Evaluation Report; McLaren, L. (1988) Fostering mother-child relationships, *Child Welfare*, 67, 35-365.

⁴ Centers for Disease Control and Prevention (2003) First reports evaluating the effectiveness of strategies for preventing violence: early childhood home visitation and firearms laws. Findings from Task Force on Community Prevention Services MMWR 52 (No. RR-14); Wagner, M., Iida, E. & Spiker, D. (2001) *The Multisite Evaluation of the Parents as Teachers Home Visiting Program: Three-Year Findings from One Community*. Menlo Park, CA: SRI International.

For more information about the collaborative work of these home visiting programs please contact:

Healthy Families America (312) 663-3520 www.healthyfamiliesamerica.org

Home Instruction for Parents of Preschool Youngsters (HIPPY) USA (212) 532-7730 www.hippyusa.org

Parents as Teachers (314) 432-4330 www.parentsteachers.org

The Parent-Child Home Program (516) 883-7480 www.parent-child.org



Support the Education Begins At Home Act (EBAH)

S. 667/H.R. 2343

**Senators Bond (R-MO) and Clinton (D-NY)
Representatives Davis (D-IL) and Platts (R-PA)**

Home visiting delivers early education and support to families where they are—in their homes and on their terms. Through stand-alone programs or in partnership with center-based services, voluntary home visiting educates families, brings them up-to-date information about health, child development and school readiness, works with them to develop their child's literacy and language skills, and connects them to critical services. Home visiting is a bridge that links the resources of the community with the comfort of the home environment, empowering even hard-to-reach parents to build a better future for themselves and their children.

Home Visiting Is Based on Prevention

Home visitation is designed as part of a model of prevention. Home visitation aims to keep families safe, healthy, self-sufficient, and connected to support resources. This approach serves not only families directly, but broader communities as well; over time, the initial investment in home visitation serves to reduce future costs associated with health care, social services, criminal justice, special education, high school drop-outs and the child welfare system.

All home visiting programs focus on either pregnant women and/or parents with young children, age 0-5. While some home visiting programs target families deemed "at risk," all programs focus on parents, because of the parents' profound effect on their children's earliest years of life, and the crucial role they play on their children's future.

The Cost Effectiveness of Investing in Parents

In many ways, parenting is more difficult than ever before. Yet despite the overwhelming importance of parenting in the early years of a child's life, as a nation we invest few public resources on improving parenting practices through parent education and parent support.

In response, EBAH establishes the first dedicated federal funding stream to support the parents of young children through quality home visitation. In so doing, EBAH makes an early investment in parenting to help ensure healthy child development, school readiness and school success and stem the tide of a whole host of health care, social service, criminal justice, special education and child welfare costs in the future. Understanding that families with English language learners or with a parent in the military may face additional challenges, EBAH specifically targets funds for these families.

EBAH's Quality Controls

EBAH strives to insure that only the highest-quality programs are funded. To be eligible for grant funds, the Governor must designate a lead state agency such as the State education agency or State health and human services agency to carry out grant activities. Expert panels review and evaluate the quality of applications and make recommendations to the Secretary based on this review. Federal grants may only be used to fund home visitation programs that are grounded in empirically-based knowledge on home visiting and linked to determined outcomes. States are required to monitor program implementation to assure fidelity to the specified model. Programs must employ well-trained and competent staff and show strong organizational capacity to implement the program involved. In addition, participating home visitation programs must employ a solid referral network to other community resources and supports. Finally, EBAH requires independent evaluations at the state and federal levels, at the end of the grant's second year, which will assess outcomes consistent with program goals.

For more information about the collaborative work of these home visiting programs please contact:
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Helping Your Child Learn About Shapes and Space

Understanding shapes and developing spatial sense will help your child learn geometry when he gets older.

The experiences he has during these early years form important pathways in his brain. The more times these pathways are used the more efficient they become. Young children generally learn about shapes and space in a specific order. They learn by

- exploring and using solid (three-dimensional) shapes in play
- matching solid objects to pictorial (two-dimensional) shapes.
- identifying and naming pictorial shapes.

Math is learned in a sequence. If you miss a step, it becomes difficult to grasp later concepts in the sequence. Many parents start with the last step in the above sequence when they teach their children shapes. If your child has not had enough experience exploring solid shapes he may have trouble identifying and naming pictures of shapes in books. Even if he is able to memorize the names of shapes he may not have the understanding of them that will help him later in school.

What you can do

You can help your child by providing solid objects that represent shapes. With a little creativity you can find objects around your house. Cans of food are cylinders, balls are spheres, party hats are cones, boxes or blocks are cubes or rectangular prisms. At first your child will use his own words to describe the shapes of objects (ball-shaped or round, box-shaped, ice cream cone-shaped), but if you use the correct geometric terms he will become familiar with them.

When your child explores solids during play and everyday activities he learns that round objects roll, that flat ones can be stacked, that nesting toys are similar in shape and are graduated in

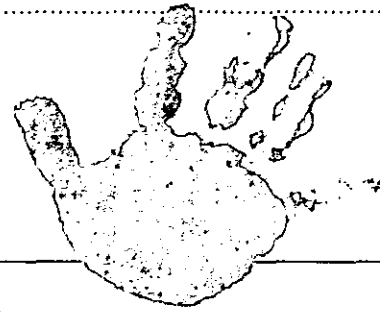
size, and that puzzles consist of various shapes that fit together. When he creates shapes from play dough or pipe cleaners, he sees and feels their characteristics. Eventually he learns that shapes have specific necessary attributes. For instance, he learns that cones can vary in size, color, material, and weight, but they must have a circle on one end and a point on the other.

Another understanding your child will need for the study of math is spatial sense (a feel for his surroundings and the objects in them). Experiences that focus on direction, position, and relative shapes and sizes will help your child develop this sense. When he runs, climbs, swings, slides, plays with blocks, and puts puzzles together he is developing spatial sense. Using words to describe positions in space (for example, on, under, over, off, top, bottom, through, beside) of both your child and of objects he sees will help him understand their meanings. You can say, "You are on the slide. You put the doll under the blanket. I am standing beside the chair."

Ready for pictures

Once your child is familiar with solid shapes and their characteristics, he is ready to learn pictorial shapes (for example, circle, triangle, square, rectangle, oval). To help him make the move from objects to pictures, you can give him opportunities to trace around the solid objects so he can see how they look on paper. An easy way to do this is to help your child make solid shapes from playdough, use a plastic knife to slice them in half, and then match them to corresponding pictures. Dipping three-dimensional objects into paint and making prints with them also helps children understand the connection between solid items and their pictorial representations.

continued on back



GAMES TO PLAY

There are many fun ways to give your child opportunities to learn shapes and to develop spatial sense. Provide blocks and puzzles in a variety of shapes and store them where your child can easily get to them. Ask your child to find specific shapes in your home or outside. Talk with him about how the shapes are alike and different.

- Make common shapes with your child—first three-dimensional, then two-dimensional. There are many ways to make two-dimensional shapes, including play dough, cookie dough, sponges, wet sand, toothpicks and marshmallows, pipe cleaners, heavy string, and even your bodies. You and your child can make 2-dimensional shapes using crayons, finger paint, markers, chalk, and other drawing materials. Have your child describe the shapes he makes so he becomes familiar with terms such as round, flat, corners, curved, sides, and cone.
- Playing with toys that are made up of parts that can be combined into a whole is a good way to help children understand shapes and space. These include dolls with clothes, models that come apart, blocks, Legos, puzzles, and paper dolls with clothes. Folding and cutting activities, such as making a snowflake, are helpful. Other suggested toys include nesting cups or boxes, cups or pitchers for sand and water play, and games that use a grid system (such as tic-tac-toe).
- Play a game of Simon Says with your child. Give him instructions that involve positional words, such as “put your hands *on* your hips, *over* your head, *under* your chin.” Set up an obstacle course in which your child will crawl *under* a table, *over* a cushion, *through* a box. These activities help him develop spatial sense.
- Hold a stuffed bear or other animal over a basket and ask your child, “Where is the bear?” See if he can tell you it is over the basket. Move the bear to another position (for example, beside or next to the basket), and repeat the question. Continue the game, asking your child to describe the bear’s position in relation to the basket (for example, *in* the basket, *under* the basket, or climbing *up*, *down*, or *across* the basket). A variation of this game is to take turns with your child tossing a beanbag at a basket and describing where it lands.
- Put an object that represents a solid shape (for example, square block, cone-shaped party hat, small can, ball) into the toe of an athletic sock or paper bag. Have your child reach into the sock and guess the shape. Tell him to describe what the shape feels like before he looks at it. Let him choose a different shape to put in the sock for you to guess. Continue taking turns guessing and describing the shapes.
- With your child, make pipe cleaners into various shapes and use them to blow bubbles. What shapes are the bubbles? Your child will discover that the bubbles always turn out to be spheres, but will have fun trying.



Intellectual Development

YOUR CHILD – 4 YEARS



Look for your child to

Ways you can help

MATCHING, SORTING AND CLASSIFYING

Put things into groups according to shape, size, or length.

Help your child start collections: rocks, leaves, bottle caps, buttons. Talk about how he might organize them. Use comparing words: bigger, smaller, longer, shorter.

Find which thing or picture does not belong.

Set out four items—three that are similar/same, and one that is different. Try a knife, fork, spoon, and crayon.

Sort things or pictures into two groups, according to category.

At the grocery store, point out how things are organized: produce here, books and magazines there, frozen foods there.

Complete a 12- to 18-piece puzzle.

At home, let him help you figure out where to put the things you bought. Talk about why they belong where he puts them.

Buy a simple puzzle, or make one. Help your child choose a bright picture, glue it to a piece of cardboard, and cut it apart.

Pick out the *longest* item in a group.

Play a game of "drawing straws." Cut a drinking straw into three pieces. Place them in your fist so they appear to be the same length. Each pick one and compare. Longest straw "wins." Take turns.

Understand *more*, and be able to tell which of two groups has more.

Help your child sort a collection into two groups. Then suggest that he choose the group that has more, and you will use the group that has less.

CONCEPTS AND PATTERNS

Name 8 basic colors.

Help your child make a book of colors.

Name penny, nickel, quarter, and dime.

Use coins to make patterns. Name the coins as you or your child set up a pattern: penny, penny, nickel, penny, penny, nickel...

Intellectual Development

**YOUR CHILD
4 YEARS**

Look for your child to

Ways you can help

CONCEPTS AND PATTERNS

Name days of the week, in order.

Make a weekly schedule together. Make seven boxes across the page, and label them with the days of the week. Let your child help you write or draw in routines and special plans for each day.

Copy and continue a simple pattern.

Use beads or blocks to make a pattern for your child to copy. Name the colors and shapes as you place them: blue square, red square, blue square, red square.

Play a percussion instrument to the beat of familiar songs or speech patterns.

With your child, beat a spoon on a pan, in time to the rhythm of a favorite song.

Understand today, yesterday, and tomorrow.

Spend some time each night talking with your child about things that happened yesterday, today, and what may happen tomorrow.

Connects time with routine

Give him the idea of what to expect at different times in his day (e.g., bedtime is at eight).

Shows right hand/foot, left hand/foot upon request

Sing and dance the *Hokey Pokey*.

NUMBERS

Count 10 items out loud

Play board games in which you have to count the squares to move ahead.

Recognize and name the numerals 1 through 5.

Borrow counting books from the library. Help your child make one of his own.

EXPLORE AND EXPERIMENT

Enjoy learning about objects and materials by experimenting with them.

Let your child mix water and other "ingredients" together. What dissolves? What sinks? What floats? Encourage his exploration by using words like *wonder*, *predict*, *find out*, *try*, *observe*.



Intellectual Development

**YOUR CHILD
4 YEARS****Look for your child to****Ways you can help**

REPRESENT IDEAS

Begin to draw and build with an idea in mind.

Make drawing and building materials available for him to use in daily play. Ask him to tell you about his drawings and buildings. Write what he says on his drawings. Leave his buildings up when possible.

ATTENTION SPAN

Keep his attention on something he chooses to do, unsupervised, for 10 minutes.

Give him uninterrupted time to play with open-ended materials that he enjoys: play dough, drawing materials, blocks, etc. Praise him for staying with the activity.

Discussion points

- Immunizations
- Windows of opportunity
- Overhead batting

2 Months

Weekly Plan 2 (Bi-weekly Plan 2)

Parent educator resources

- *Preventable Diseases*
- *Critical Periods: Windows of Opportunity*



Parent handouts

- *Your Child or Your Baby, 1½ to 3½ Months: Intellectual Development*, p. D-81/D-91
- *Your Child or Your Baby, 1½ to 3½ Months: Motor Development*, p. D-85/D-95
- *Windows of Opportunity*
- *Immunizations Are Important!*

Video

 *Born to Learn™ Neuroscience Video: Segment #6, Windows of Opportunity*

Materials

- The baby's own blanket
- A piece of yarn, ribbon, or elastic that will stretch across a crib
- Several of the baby's small toys or household items

Process

I. Rapport-building

II. **Observation.** Throughout the visit, consider the *whole child* as you share specific observations related to each domain of development.

III. **Discussion.** Incorporate throughout the visit.

A. **Review your previous visit using the Personal Visit Record.** Ask parents what they noticed as they practiced the parent follow-up activity(s).

B. **Parent comments and concerns.** Invite parents to share, now and throughout the visit.



C. **Developmental characteristics.** Use the handouts, *Your Child or Your Baby, Intellectual Development* and *Motor Development*. Ask which of these characteristics parents may be observing already. Record observations on the form, *Milestones: 1½ to 3½ Months* after the visit.



D. **Immunizations.** Use the handout, *Immunizations Are Important!* (Refer to the resource, *Preventable Diseases*.)

1. Discuss the importance of following the health care provider's immunization schedule.
2. Ask parents to tell you when the baby gets her shots. Note them in the home visit record.
3. Emphasize the importance of keeping careful records of immunizations. Ask the parents their plans for keeping track of their child's immunizations.



E. **Windows of opportunity.** Use the handout, *Windows of Opportunity*. (Refer to the resource, *Critical Periods: Windows of Opportunity*.)

1. There are periods of time in the development of the baby's brain when specific types of learning take place.
2. During these periods, the development of connections (synapses) between neurons is most sensitive to stimulation from the environment.
3. Once the sensitive period for an ability has passed, it is harder to change the structure of the brain to accommodate new learning. Synapses have become permanent and space in the brain has been taken up by synapses serving other abilities.

4. These important periods of brain growth are called "windows of opportunity" because parents have great opportunities to help their baby's brain develop during these times.

 5. With parents, view and discuss video segment #6, *Windows of Opportunity*.

- F. **Overhead batting.** To be able to bat at objects while lying on his back, a child has to coordinate motor, intellectual, and visual skills. It is a step toward being able to reach for and grasp objects.
1. **Motor:** The baby is overcoming newborn reflexes and gaining control over the movement of his arms.
 2. **Intellectual:** The baby is realizing that objects exist apart from his body. His curiosity leads him to try and reach interesting objects.
 3. **Visual:** The baby's eyes are beginning to work together to give a sharp image of an entire object and he can see farther. This age is the beginning of a window of opportunity for the development of vision. The baby's eyes should move together to focus on an object, so that vision centers in the brain can integrate images from both eyes.

IV. **Parent-child activity:** Bat Mobile

A. **Rationale.** Tell the parents why this activity is important.

1. Batting play helps babies:
 - a. gain control over their arms.
 - b. feed their curiosity.
 - c. practice moving both eyes together.
 - d. begin to coordinate eyes and hands together for play.

B. **Parent-child interaction**

1. **Bat Mobile**
 - a. Tie the yarn, ribbon, or elastic between the legs of a swing or chair, or across a crib, so that the baby can be placed underneath.
 - b. Help the parents find objects around the house that will interest the baby and can be hung from the yarn.
 - c. ~~Use more yarn to tie the objects to the first piece at a height that the baby can reach while~~ lying on his back.
 - d. Show the baby how to raise his arm to bat the objects. Emphasize that it may take a while for the baby to learn how to do this. At first it will happen accidentally.
2. **Book sharing**
 - a. Ask if the parents have been propping a book so that the baby can see it.
 - b. Emphasize that the parents can read aloud material such as newspapers or magazines of interest to them to the baby.
3. **Parent follow-up activity.** Ask the parents to do the following during the time between visits:
 - a. Allow the baby to play under his bat mobile several times a day.
4. **Optional/extended activity.** Use this activity if time remains in the visit.
 - a. Move the baby so that his feet will hit the batting mobile when he kicks.
 - b. With parents, watch to see if he accidentally hits a hanging item.
 - c. Explain that after weeks of play, the baby will learn that her feet can cause the items to move. Then he will purposefully repeat these actions.

C. **Shared observation.** Help the parents observe their child's play and consider these questions:

1. Did the baby accidentally hit a hanging object with a hand?
2. Did he seem to notice if he made an object move?
3. Did he seem able to focus on the object with both eyes?

V. **Summary**

- A. **Key observations.** Restate one or two key observations about the child's development.
- B. **Parents' strength.** Point out a strength of the parents.

- C. **Parent follow-up.** Remind parents to continue with the follow-up to the activity(s). Tell parents that you'll be eager to hear about their experiences with the follow-up activity(s) at your next visit. Review the following items with the parents before you leave:
1. Resources/referrals
 2. Group meetings/community events
 3. Next visit



CRITICAL PERIODS: WINDOWS OF OPPORTUNITY

Babies are born with millions and millions of connections (known as synapses) between neurons, but the nervous system is still quite immature. Between birth and adulthood many connections will strengthen, and others will disappear. Scientists now believe that there are two broad stages of the formation of synapses between brain cells. The early period occurs before birth, when experience is not yet required. During this early prenatal period, hundreds of millions of neurons are dividing from stem cells. These neurons then establish connections to set up brain circuits to control many unlearned, newborn behaviors and reflexes like breathing, heart rate, body temperature, blood pressure and reflexes. After birth, synapses begin to reorganize to strengthen some connections and eliminate others. This phase of development is very much dependent on experience.

Importance of stimulation in brain development

The later period of the reorganizing of connections between brain cells is very much controlled by the environment a baby experiences. Pathways that are used are integrated into the brain's permanent wiring. Connections that are not used appropriately are eliminated. It is essential that babies experience the world around them. Children reared in conditions of great deprivation and neglect have brains that show abnormalities that persist long after the deprivation is corrected.

Critical periods in brain development

Once the connections are stabilized between brain cells, there are limits to the brain's ability to rewire. There are time limits—critical periods—when environmental stimulation and practicing skills are most important. During these time periods, the brain is very active in making and breaking connections for particular abilities. These critical periods are “windows of opportunity.” Nature flings these windows open at different times, some starting around birth, others

later, and then either “closes,” or at least “lowers” them as a child grows. While the windows are open, lack of appropriate stimulation or negative experiences can have great long-term impact. Brain development proceeds in waves. The timing of the “windows” is different for each skill a child develops.

Vision

In research with cats and monkeys, studies have shown that the two eyes compete for space in the cerebral cortex. If one eye has less visual experience than the other, for example by patching one eye, the closed eye loses out to the open eye. This means that if one eye is closed while the animal is between the ages of 3 and 12 weeks, the eye loses its synaptic connections and becomes blind. If the eye is unpatched before 12 weeks, the brain can recover from the deprivation. In a matter of days, new synapses form and the blind eye can see. If scientists waited too long, however, the loss of vision was irreversible.

Babies can see at birth, but not in detail, and lack depth perception, hand-eye coord-

Windows of Opportunity

You have a golden opportunity to help your child's brain develop. Connections between brain cells are not formed haphazardly. They are promoted by your child's physical development, by her observation of what goes on around her, and by her active involvement with her world.

Window of opportunity defined

Vision, hearing, language, movement, problem solving—each of the areas in your child's brain responsible for different abilities has a sensitive period for development. During these prime times, your child's brain is most ready to make connections for learning new skills. These critical periods are called "windows of opportunity" because, during these times, parents have the opportunity to work with nature to help their baby develop the abilities she is acquiring.

you can tell that the first few months are a prime time for your baby's brain to develop vision.

Consider your curious, active toddler. His body is always on the go and moving. He develops very inventive ways to get objects he desires. You see that the windows of opportunity are open for motor development and for such thinking skills as problem-solving. Connections for these abilities are forming at a fast rate.

How to tell when the window is open

Most prime times for learning begin very early, certainly during the first 3 years of life. By observing your baby, you can often tell what windows of opportunity are open at a given time.

For instance, your newborn stares intently into your face. She seems to concentrate on focusing her eyes a few feet away. Brightly contrasting patterns capture her attention. So,

My child's growing abilities:



When the window closes

While learning takes place most easily during these prime times, the brain will continue to use the same process of forming connections to learn and refine most abilities later in your child's life. It may be more difficult and take more effort, but new connections can usually be made.

Take full advantage of an open window

Your loving relationship with your child makes it easy to take advantage of the windows of opportunity for brain development whenever they occur. When you observe your baby's interests and give her your attention, you can be sure you are making the most of the opportunities for learning that nature provides.

You are your child's first and most influential teacher. Enjoy the opportunity!



**1½ to
3½
MONTHS**

**Parent Handout
Your Child**

YOUR CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT



Look for your child to:

Smile deliberately.

Become familiar with close family members.

Show excitement when seeing or hearing caregivers.

Use crying as a way to alert you to her needs.

Use sucking to calm herself.

Ways you can help

Eye contact and smiling are very important. Maintain eye contact with your baby while you feed or socialize with her. Always smile back when she smiles at you.

Let your child feel secure in your love by cuddling, singing, rocking, and speaking softly to her.

Offer her a lot of affection and attention while she is alert.

Immediately respond to your baby when she cries. As she becomes confident that her needs will be met, she will cry less.

Soothe and relax your baby when she is uncomfortable by gently massaging and stroking her back, shoulders, arms, and legs.

Allow her to suck to satisfy her emotional and sucking needs.



**1½ to
3½
MONTHS**

Look for your child to:

Imitate some facial expressions.

Ways you can help

Watch as your baby imitates your facial expressions. Imitate her in a reciprocal way to encourage a give-and-take exchange.

**YOUR
CHILD'S
BRAIN**

- Makes connections for feeling secure when your child's needs are met.
- Produces feelings of trust when you keep taking good care of your child.



Math

Shapes and Space

Discussion points

- Early math concept development: Shapes and space
- Language development in relation to shapes and space
- Parenting topic

Parent educator resources

- *Early Stages of Math Development: Shapes and Space*

Materials

- Unbreakable household objects that clearly represent geometric shapes; for instance, small cans (cylinders), balls (spheres), funnels or party hats (cones), blocks (rectangular prisms), boxes with equal sides (cubes). Include at least two of each shape.
- Washable markers
- Plain, unlined paper at least 8" x 11"
- Small sponges cut into geometric shapes such as a square and triangle (optional/extended)
- Large stamp pad (optional/extended)

Parent handouts

- *Your Child or Your Young Child, Intellectual and Language Development, 3, 4, or 5 Years*
- *Helping Your Child Learn About Shapes and Space*
- *Shapes and Space Activity Page*
- Related children's book about shapes
- Selection from *Rhymes and Songs*

Parenting topics to consider

- Electronic Media
- Safety

PROCESS

I. Rapport-building

II. Observation. Observations are made throughout the visit. Consider the whole child as you and the parent share specific observations related to each domain of development.

III. Discussion. Incorporate throughout the visit. Ask questions to understand what the parents already know about each topic and seek out their perspectives.

A. Review your previous visit using the Personal Visit Record. Ask parents what they noticed as they practiced the parent follow-up activity(s).

B. Parent comments and concerns. Invite parents to share, now and throughout the visit.

C. Developmental characteristics. Use the handouts, *Intellectual and Language Development* that are appropriate for the child's age. Ask which of these characteristics parents may be observing already. Record observations on the form, *Milestones: 3, 4, or 5 Years* after the visit.

D. Early math concept development: Shapes and space. Use the handout, *Helping Your Child Learn about Shapes and Space*, to discuss shapes. (Refer to the resource, *Early Stages of Math Development: Shapes and Space*.)

1. The math that we remember as geometry helps us to describe and classify our physical world. It involves understanding shapes and spatial relationships.
2. As children explore their world, they learn that some things have their own shape (solids) and that some take the shape of their container (liquids/gels).
3. Children learn the names of geometric shapes after they have come to understand the similarities and differences between solid shapes.

4. Children need to have experiences that allow them to move themselves and objects so they can develop spatial sense. Activities, such as climbing and block play, help children conceptualize relationships of objects such as position (over, under) and direction (left, down).



E. Language development in relation to shapes and space. Use the handout, *Helping Your Child Learn about Shapes and Space*, to discuss shapes. (Refer to the resource, *Early Stages of Math Development: Shapes and Space*.)

1. Children need to learn mathematical words to help organize their thinking about shape, position, and direction.
2. Parents can use position words often (top, bottom, over, under, beside, through, up, down, above, below, right, left) during daily routines to help her understand their meanings. Some words, especially *right* and *left*, take a lot of exposure to comprehend.
3. Children use language to describe shapes (*flat*, *curved*, *ball-shaped* [sphere], *can-shaped* [cylinder], *box* [cube]). This descriptive language is an important part of shape identification.
4. Parents can ask questions that encourage children to talk about shapes and positions (How is that shape like this one? How is it different? What if I turn this shape? and Where have you seen this shape before?)

F. Parenting topic. Choose a topic from the Parenting Topics section of the guide based on the family's needs, interests, and goals. Refer to the resource box at the beginning of the plan for possible parenting topics to consider. Use the parent handout to discuss the topic. Include the child in the discussion as much as possible.

IV. Parent-child activity: Shapes and Space

A. Rationale. Tell the parents why this activity is important.

1. Holding and manipulating three-dimensional shapes helps a child learn their properties and how to identify similarities and differences.
2. Moving objects in space helps a child to see where things are in relation to other things.
3. Because the dendrites in the brains of preschoolers are growing rapidly and excess synaptic connections are being pruned, it's important that children this age have varied and repeated experiences with shapes and spatial sense to form and keep the pathways that will support later math skills.

B. Shapes and Space



1. Activity description. Use the handout, *Shapes and Space Activity Page*, to share the directions with the parents.
 - a. While playing the games, *Does It Roll?* and *Does It Stack?*, the parent and the child will explore familiar items of different shapes to learn more about their physical characteristics.
2. Activity set up. Involve the child and parents as much as possible.
 - a. Show the parent the items you have brought and ask him if he would like to add any objects from his home.
 - b. Spread the objects out on the floor or table.
3. Steps to facilitate
 - a. Encourage the parent and child to explore the objects before beginning a game.
 - b. Introduce the game *Does It Roll?* Have the parent and child select objects and try to roll them a short distance along a flat surface. Encourage them to make two piles—objects that roll and those that don't.
 - c. Then play *Does It Stack?* by identifying which items will stack on top of each other and which will not. Invite the parent and child to create a new game that helps them learn more about the shapes.
 - d. Continue to explore the similarities and differences in shapes. Have the parent and child use the washable markers to trace around each object onto the paper. Then play a matching game with the

three-dimensional objects and the two-dimensional tracings.

4. Strategies for supporting learning

- a. While the child is playing with the objects, encourage the parent to describe the objects using words such as *round*, *straight*, *curved*, or *flat*.
- b. Allow the child to take the lead in play. She will let you and the parent know when she is ready to move to the next part of the activity.
- c. Invite the child to share with you and the parent about what she is doing.
- d. Allow the child to make errors. Encourage the parent to model the appropriate response rather than correct his child.
- e. Model and encourage the parent to use open-ended questions to help the child organize and further her thinking. For example, "Why do you think it is not rolling straight?"

C. Book sharing/literacy experience

1. Give the book to the child and ask her to have the parent read it aloud.
2. Encourage the parent and child to find shapes in the illustrations.
3. If the child requests, have the parent re-read the book or give the book to the child to look at.
4. Go on a scavenger hunt and find the shapes in the book in the child's home environment. Have the parents and child refer to the book as a resource.
5. If desired, give the parent a page to add to the child's *Rhymes and Songs* book. Help the parent teach the rhyme or song to his child by repeating it several times.



D. Parent follow-up activity. Use the back of the *Shapes and Space Activity Page* to help the parent determine a follow-up activity. The following is a suggestion.

1. Take a walk around the home to find and name shapes in the environment. The child may want to hold an object of a certain shape and look for one that matches it.
2. Provide opportunities for the child to represent shapes and explore spatial relationships by drawing, building, and playing with puzzles.
3. Encourage play with big boxes or on playground equipment. Children learn about shapes and spatial relationships when they experience how they themselves fit in space as they go over, under, around, into, and through.

E. Optional/extended activity. Use this activity if time remains in the visit.

1. Introduce the sponges and stamp pad to the parent and child. Encourage them to select sponges and press them on the stamp pad and then onto the paper.
2. Ask the parent and child questions to get them to talk about the characteristics (straight, curved, flat, round, corners).
3. Ask the parent and child to name the two-dimensional shape that was created by the three-dimensional sponge. For example, a cone makes a triangle; a cube makes a square.



F. Shared observation. Help the parents observe their child's play. Use the back of the *Shapes and Space Activity Page* to summarize parents' observations.

1. In the area of intellectual development you and the parent may observe the child:
 - a. exploring the objects using all her senses. She may demonstrate that she is noticing differences and similarities by sorting or matching the objects. She may not be able to identify the shapes by name.
 - b. showing more of an awareness of spatial relationships by moving herself and objects over, under, around, and through things.
 - c. finding a geometric shape when asked, but she may not be able to name it. She may have rigid beliefs about shapes (will only recognize a triangle if it has three equal sides).
 - d. experimenting with rolling and stacking objects and sorting them by the results. She may try different ways to solve a problem or put a puzzle together.

- e. following the parent's directions to move an object in the environment or look for something by following directions (look under the bed and behind the box).
 - f. recognizing and identifying familiar geometric shapes in her environment, and understanding that there are many different forms of a specific shape. She will be able to match three-dimensional objects to two-dimensional shapes.
 - g. solving problems that deal with space such as fitting many blocks into a small container or putting puzzle pieces into a frame.
2. In the area of **language** development you and the parent may observe the child:
- a. following the directions for the rolling and stacking games. She will demonstrate an understanding of familiar characteristics (e.g., locating a *round* object).
 - b. saying and responding to frequently used position words such as *on* and *under*.
 - c. describing how things are alike and different as she plays and using geometric shape words for objects in the environment.
 - d. using terms such as *in front of* and *in back of* or using the terms *first* and *last* to give directions.
 - e. using words, such as *beside*, *between*, and *middle*, to describe more complex spatial relationships.
 - f. experimenting with new, big words and making new words by combining ones she already knows.
3. Some questions you may want to ask the parent:
- a. How did your child show her understanding of the similarities and differences in objects?
 - b. What describing words did your child use to show her understanding of shape?
 - c. How did your child show her understanding of position and direction?

V. Summary

- A. Key observations.** Restate one or two key observations about the child's development.
- B. Parents' strength.** Point out strengths you have observed.
- C. Parent follow-up.** Remind parents to continue with the follow-up to the activity(ies) and tell them that you'll be eager to hear about their experiences.
 - 1. Parent follow-up activity(ies) for the next visit.
 - 2. Review any action steps related to referrals or community resources.
 - 3. Remind parents of upcoming group meetings or community events.
 - 4. Set the date for the next personal visit.



Early Stages of Math Development: Shape and Space

Children learn about mathematics through their everyday activities. They learn when they play with objects and people, solve problems, and make observations in their surroundings. In early childhood, children need extensive experiences manipulating real objects to develop a sense of shape and space. These experiences will provide the foundation for the more formal study of math later, including geometry, which deals with solid shapes and their surfaces.

Young children generally learn about shapes through observation and handling of three-dimensional (3-D) objects. It is natural for them to explore and manipulate objects during play and other everyday activities. They learn that round objects roll, but cannot be stacked. They learn that flat objects do not roll, but can be stacked. When they put puzzles together, they notice the shapes of objects. When they nest containers, they discover those that are similar in shape and are graduated in size will fit inside each other. Children also learn about shapes when they construct them from playdough, pipe cleaners, or heavy string. Eventually, they learn that shapes have critical attributes. For instance, a cube can be blue or made of wood, but it *must* have 6 square sides, 12 edges and 8 corners.

In early childhood, children need extensive experiences manipulating real objects to develop a sense of shape and space.

Developing spatial sense

Children develop spatial sense (an intuitive feel for one's surroundings and the objects in them), by experiences that focus on the direction, orientation, and perspectives of objects in space, the relative shape and sizes of figures and objects, and how a change in shape relates to a change in size. When children climb, swing, slide and run in playgrounds, or when they play with blocks and puzzles, they are developing spatial sense.

When parents use position words (in, on, over, under, top, bottom, through, up, down, etc) often to describe what children are doing during play, they help children to understand their meanings. Parents can say, "You put that block beside this one. You are crawling under the table." Children need to hear such descriptions often in order to learn position words.

Children need to hear such descriptions often in order to learn position words.

Understanding two-dimensional shapes

Once children understand the differences and similarities among solid shapes and can match and sort them with some success, they can begin to understand two-dimensional (2-D) shapes (a ball shape is a circle, a cone is a triangle, etc.). They use familiar words to describe shapes (ball, box-shaped, etc.), but with the help of adults children eventually can learn the geometric terms of both 3-D and 2-D shapes: sphere (circle), cube (square), rectangular prism (rectangle), cone (triangle). The more children hear these terms at home the easier it will be for them to learn them.



Parents often instruct their children to copy and draw shapes. While important, this is a fine motor rather than a mathematical skill. Children should be familiar with both 3-D and 2-D shapes before they master drawing them. Parents of preschoolers should be made aware that the best way to help their children learn about shapes is by providing a variety of objects that are similar and different in shape. They also can point out shapes in the environment and talk about how they are alike and different. They can provide blocks in a variety of shapes and puzzles in places that are easily accessible to their children. They can make shapes with their children—first three-dimensional ones from playdough or pipe cleaners; then two-dimensional ones using crayons or fingerpaint. Children are naturally creative. They can find many ways to form shapes—even with their bodies!

Learning through play

Children learn best about shapes and space when they are involved in enjoyable, hands-on activities. Activities that are helpful in learning early geometry (appropriate for preschoolers) include:

- Building structures with various types of blocks, Legos, or toothpicks and marshmallows
- Playing with toys that are made up of parts that can be combined into a whole (puzzles, dolls and doll clothes, paper dolls, models that come apart)
- Folding and cutting activities (such as making a snowflake)
- Completing obstacle courses (crawling under the table, through the box tunnel, over the cushion, etc.)
- Playing Simon Says and being asked to “put your hands on your hips, your hands above your head, your feet apart”
- Playing with nesting toys or boxes of graduated sizes
- Playing with sand and water
- Exploring indoor and outdoor environments to identify shapes and angles made by people and nature
- Creating shapes from playdough, cookie dough, pipe cleaners, heavy string, sponges, or their bodies
- Tracing shapes onto paper
- Reading maps
- Making graphs
- Playing tic-tac-toe and other games that use a grid system



Parent Educator Role

What to do

- Help parents understand that the best way to teach preschoolers about shapes and space (an important foundation for geometry) is to give them frequent opportunities to play with and create three-dimensional solid shapes, to see pictures of shapes, and to hear descriptions of shapes and position words.

How to do it

- Bring in a variety of objects that represent shapes, and help parents and children find them in their homes. Bring blocks, Legos, puzzles, and pictures of shapes. Describe shapes (is flat, has corners, is curved) and positions (on, under, over, between, beside).

Strengthening Families™

Programs that explain to parents the stages of math development and emphasize the parental role in helping children develop important early math concepts, such as shapes and space, strengthen parenting. Knowledge of parenting and child development is a protective factor in the prevention of child abuse and neglect.

To learn more about the Strengthening Families™ initiative, visit www.strengtheningfamilies.net

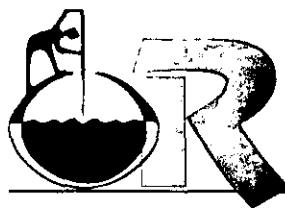
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Resources

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* See page 3



RESEARCH SUMMARY

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

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

By Stephanie Martin and Steve Colt

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

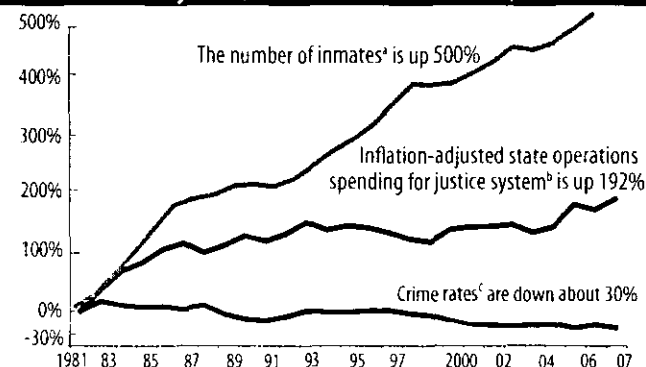
Here's the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

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

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

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

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



^aInmates in prisons, jails, and halfway houses

^bSpending for Departments of Corrections, Public Safety, and Law; court system; Division of Juvenile Justice; Public Defender Agency; and Office of Public Advocacy. Does not include capital spending or payment on debt.

^cRates per 100,000 for murder, rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft.

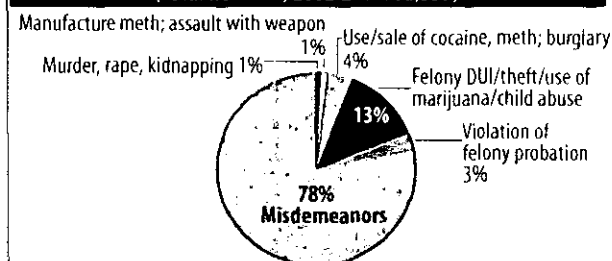
Sources: U.S. Department of Justice; state budget documents; Alaska Department of Corrections

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

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

Figure 2. Who Gets out of Jail or Prison in Alaska?

(Total Releases, 2002-2007: 82,339)



Source: Alaska Department of Corrections

• With no change in policies, the number of Alaska inmates is likely to double by 2030, from 5,300 to 10,500.

• If the state spent an additional \$4 million a year to expand programs it already has, the prison population in 2030 might be 10% smaller than projected—about 1,050 fewer inmates.

• The state would spend about \$124 million for expanded programs through 2030 but would avoid \$445 million in costs—a savings of \$321 million. It would save money by incarcerating fewer people and by delaying prison construction costs. (Figures 3 and 8).

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

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

Immediate Costs

- \$17 million: Current annual state spending on programs
- \$4 million: Additional spending every year to expand programs

Long-Term Effects on Prison Population



By 2030, expanded programs could keep 1 in 10 people out of prison who would otherwise be there

Long-Term Savings (2009-2030)

Cost of expanded programs* **\$124 million**

Avoided inmate costs and delayed prison construction costs* **\$445 million**

Savings: **\$321 million**

*Assumes 2% annual inflation through 2030

WHY CONSIDER EXPANDING PROGRAMS? ---

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

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

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

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

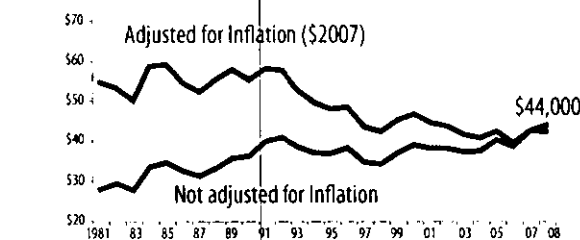
WHAT PROGRAMS DID WE ANALYZE? ---

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

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

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

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

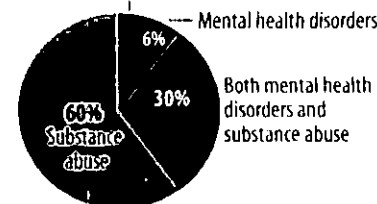


*Average cost of incarcerating people in prisons, jails, and halfway houses.

Source: Alaska Department of Corrections

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

No substance abuse or mental health disorders: 4%



Sources: Alaska Department of Corrections; Alaska Mental Health Trust

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

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

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

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

^cPeople facing low-level charges and with substance-abuse problems.

^dHead Start is a federal program, but the state supplements federal money and Governor Sarah Palin has proposed additional state funding.

^eWe assume all children from families with up to double the poverty-level income would be eligible.

★ 2566 order 3

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

How Do the Programs Compare?

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

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

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

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

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

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

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

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

How much more does the state save than it spends?

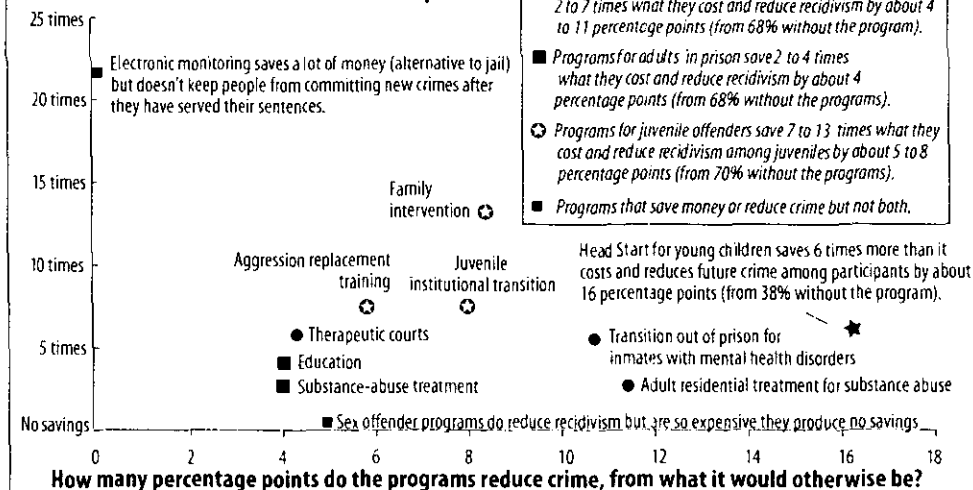
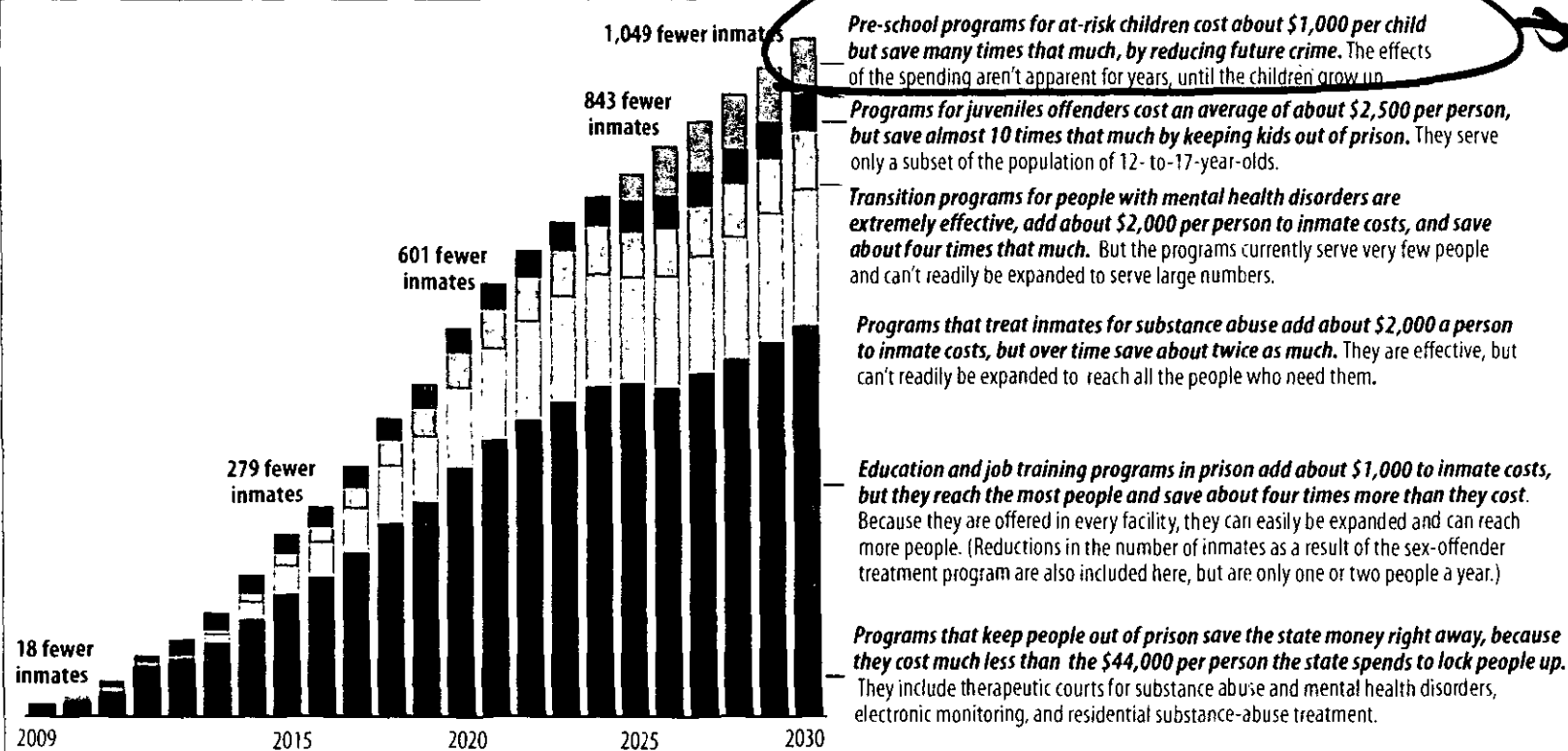


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



CONCLUSION

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

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

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

METHOD OF ANALYSIS

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

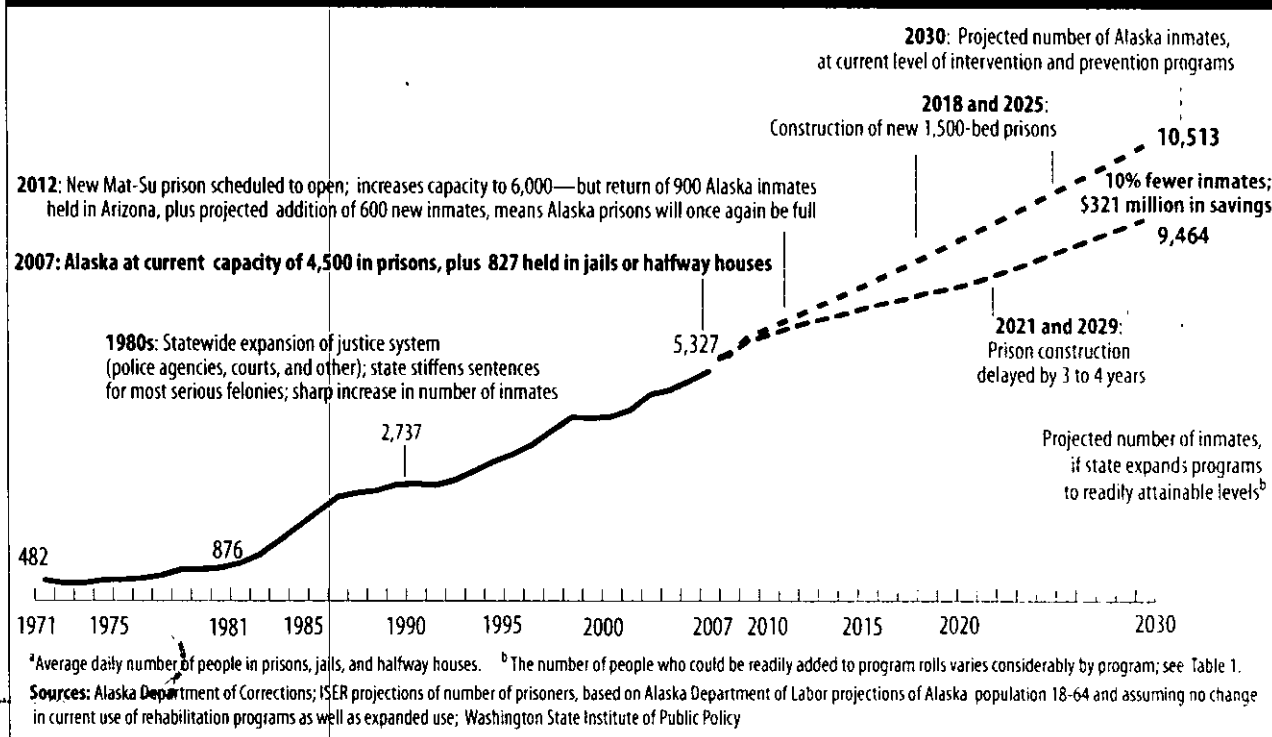
But except for some of the therapeutic court programs, most programs in Alaska have not been rigorously evaluated. Therefore, we used results of a Washington state assessment that systematically reviewed 571 program evaluations from around the country.

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

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

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

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



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

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

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

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

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

www.iser.uaa.alaska.edu

Investing in Alaska's Young Children

January 2009



Alaska Early Care and Education Public Policy Priorities for 2009

The following priorities are recommendations to assist public policy leaders in developing a system of early care and education to promote school readiness, strong families, and a strong workforce. These are advanced by a coalition of early care and education advocates working together to increase the accessibility and quality of early learning for young children and to strengthen families.

1. Denali KidCare: Increase the income eligibility guidelines for Denali KidCare (DKC) from 175% to a minimum of 200% of Alaska's federal poverty level (FPL). This change would restore eligibility to 1,300 children and 225 pregnant women. Children with access to preventative health care and developmental screenings have better outcomes for health and learning abilities throughout their lives.

2. Access to Quality Child Care: Increase child care reimbursement rates to the 75th percentile. This allows low-income children the opportunity to access higher quality programs, resulting in outcomes such as increased school readiness. Increase family eligibility to 85% of the state median income. This will enable the state to quantify and respond to support for families to enter or remain in the workforce.

3. Head Start: Increase Head Start funding by a total of \$2,000,000. This will allow approximately 200 additional Alaskan children to receive Head Start services. Provide workforce development funds to enable Head Start staff to meet federal teacher qualification requirements.

4. Early Intervention: An increase of \$2,000,000 will support currently enrolled children between the ages of birth and three who experience disabilities, and their families, and ensure a highly qualified staff as required in IDEA Part C. Due to flat funding since 2003, ILP programs are having difficulty covering operating costs and are unable to match the market's competitive wages making it increasingly difficult to recruit and retain qualified personnel. The funding increase will help expand staffing capacities to meet the demands of increased referrals, evaluations and therapy services for Alaska's young children.

5. Home Visiting: Establish research-based voluntary early childhood home visiting programs in Alaska, such as **Parents as Teachers**, with universal access for families with children prenatal up to kindergarten entry. Such programs increase parent knowledge of child development, improve

parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education have been shown to be reduced.

6. Pilot Voluntary Pre-K program: Maintain the \$2,000,000 in the current budget for a pilot voluntary pre-K program. The need for Early Childhood Education in our state exceeds the capacity of the current system. Any new legislation needs to ensure that a comprehensive statewide plan is in place to coordinate pre-K services, and eliminate duplication or competition in early childhood service delivery.

7. Best Beginnings: Increase the Early Learning Coordination funding by \$400,000. This leverages funding from the private sector and helps support the public-private partnership working to create and sustain a comprehensive statewide early childhood system. Work includes engaging broad-based collaborations at the local community level; implementing a public engagement campaign to raise awareness of early learning and educate parents and others on brain development and early literacy; and coordinating and supporting early literacy efforts such as Dolly Parton's Imagination Library.

8. Quality Rating and Improvement System: A QRIS is an organized method to assess, improve, and communicate the level of quality in early care and education settings outside the home. The system would provide a roadmap for individual early learning programs to improve their quality of care, thereby increasing parent access to a larger supply of quality options. The system would provide greater accountability for policy makers who govern public investments in Alaska's early care and education system and would ensure that publicly funded Pre-K services can be delivered through a variety of delivery systems that meet the needs of parents. A QRIS has been developed for Alaska and the next step should be a field test at a cost of \$1.2 million.

These recommendations were created and supported by these early care and learning community partners working together to ensure the best outcomes for Alaska's children. The above recommendations are strongly supported by:

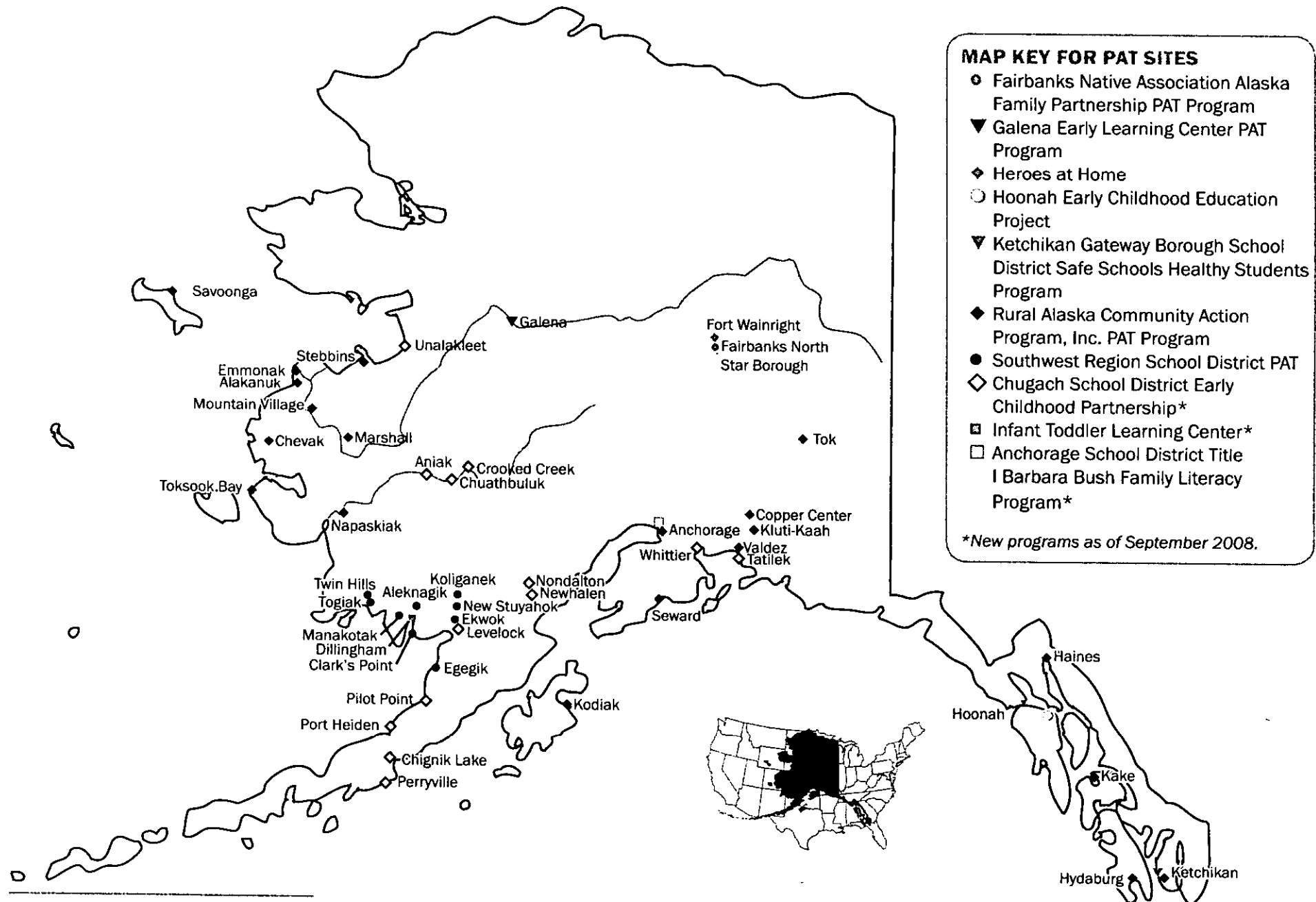
Alaska Child Care Resource and Referral Network • Best Beginnings • Alaska Association for the Education of Young Children • Alaska Head Start Association • Alaska Infant Learning Program Association



BEST BEGINNINGS
Alaska's Early Childhood Investment



2008 PARENTS AS TEACHERS COMMUNITIES IN ALASKA



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

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Daily News - Miner

Alaska legislators push early education program

By [Rena Delbridge](#)

Published Thursday, February 12, 2009

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

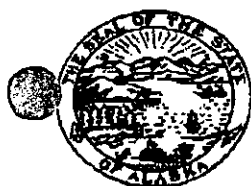
The 2-year-old was enrolled speaking few words and with little vocalization. Weekly home visits from a parent educator helped the toddlers’ parents understand what he needed to know and how to teach it.

At 4, the boy left the program.

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

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

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



Sarah Palin, Governor
State of Alaska

GOVERNOR'S COUNCIL ON DISABILITIES AND SPECIAL EDUCATION

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

February 5, 2009

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

Dear Representative Chris Tuck,

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

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

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

Creating Change That Improves The Lives Of People With Disabilities

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

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

Respectfully,

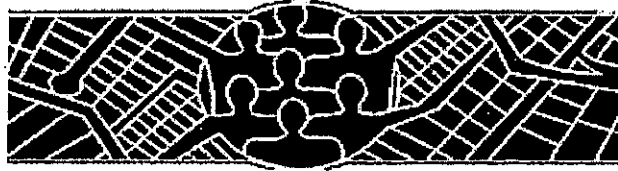
Stacey Messerschmidt, Chair
Governor's Council on Disabilities and Special Education

Cc:

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

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

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



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

Early Learning Program

February 10, 2009

Dear Representative Chris Tuck,

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

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

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

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

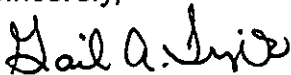
Prior to the PAT program starting up in Kake, the ELP, as an "outside" agency was not very successful in making contact with families. However, with the assistance of the PAT teacher, we were able to introduce our services and gain access to the children in need. The PAT program was the much needed bridge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

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

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

Please do not hesitate to contact me at gtrujillo@cfc.org if you need any further information.

Sincerely,



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

Kake City School District

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

February 7, 2009

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

Dear Representative Tuck:

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

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

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

Respectfully,



Ralph O. Crosslin
Superintendent

Kake City School District is an Equal Opportunity Employer



February 5, 2009

Dear Representative Chris Tuck:

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

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

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

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

Sincerely,

Candace Winkler
Chief Executive Officer
(907) 563-1977

cwinkler@childcareconnection.org

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



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Tel 907.563.1966 Fax 907.563.1959
Toll Free 1.800.278.3723 Toll Free Fax 1.877.563.1959
www.childcareconnection.org EIN 920113419





*Play N Learn
Community Head Start*

1949 Gilliam Way Suite A
Fairbanks, AK 99701
(907) 452-4267 * Fax (907) 452-4203

Representative Les Gara
Rep Les Gara@legis.state.ak.us

January 23, 2009

Dear Representative Gara,

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

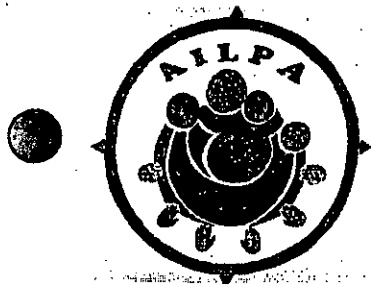
Our Head Start program uses the Parents as Teachers curriculum for home visiting and can see the benefits to children and families first hand. For one parent who was deployed, receiving mailings with updates and pictures of his child and the Parents as Teachers handouts about developmental milestones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

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

Sincerely,

Laura Frisone
Family Services Coordinator
Play N Learn Community Head Start

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



Alaska Infant Learning Program Association

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

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

February 10, 2009

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

Dear Representative Chris Tuck,

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

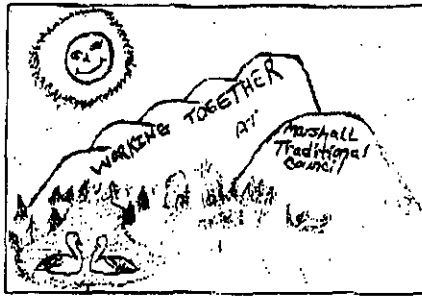
We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect this knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school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

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

Your ongoing support of Parents as Teachers is greatly appreciated!

Sincerely,

Gail A. Trujillo
Alaska Infant Learning Program Association



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

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

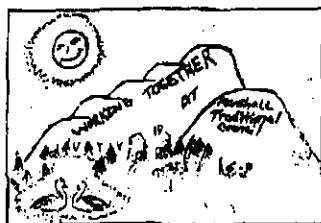
February 9, 2009

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

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

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

EPA Coordinator
Jeremy Woods



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

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

From: Carmen Pitka, Social Service worker

Subject: HB 69 Parents as Teachers legislation/Hearing

February 9, 2009

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

Carmen Pitka

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

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

A little background information:

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

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

Sincerely,

Anastasia Lane
907-224-8626

Louie Flora

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

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

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

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

Sincerely,
Cynthia K. Bergstrom
Eagle River, Alaska

Louie Flora

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

Dear Representative Seaton,

I am writing this letter in regards to HB69. I do not support this bill. It's my opinion that this is yet another form of government getting too involved with our personal lives. I understand that there are children falling behind in school tests and scores and there is also problems with child abuse and neglect. I want our children to be safe and educated as much as everyone else does. In accomplishing this goal, I would think there are many other options and ideas that do not include government intruding on our parenting or in our personal lives. For instance, if the government wants to help the public so much with their young children, they could gather committees together in individual towns and discuss ways the local people could help eachother. Then after some brainstorming and ideas are shared, we could do what we need to as a people for eachother without any further intervention from Big Brother except the usual child services when needed and other already in place programs for those who reach out for help or are reported for neglect or abuse. The point I'm trying to make is that we have the choice. If we need the help for specific situations, we will ask for it.

We don't need government forced parenting. This might sound outrageous or unpopular, but if you want to really help the children of Alaska, then help the marriages of Alaska. Get more drug and alcohol programs, promote homeschooling which I have found establishes a deep bond between parent and child. Encourage breastfeeding since it promotes bonding and helps the children to have higher IQ's and to be healthier. When supporting marriages and homeschooling and breastfeeding, do it in a non-forceful, non-bill anything way. We don't need more laws and government mandates, what we need is discussion tables at schools, correspondance programs, hospitals, counselors, and drug and alcohol facilities. How about some funding for marriage counseling. How about some vouchers for private schools including Christian Schools. There our children can learn about morals and values from the bible which says to love your neighbor and listen and learn from your elders who can later teach them about parenting. That's how the cycle should be. The older adults are supposed to train the younger adults. Not the government is supposed to train everybody. Also there should be encouragment for stay-at-home moms. The more a parent is around and active in the children's life, bonding and training the child, the better off the child will be emotionally and physically. Stay-at-home moms need encouragement and support like support groups with other moms.

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

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

Louie Flora

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

Representative Seaton:

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

Darlene
Anchorage ~~~

Louie Flora

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

Dear Paul,

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

Sincerely, Judy Bitz

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**Galena City School District
presentation to the House
Education Committee
February 4, 2009**

Louie Flora

From: Kaari B [kaari_5@yahoo.com]
Sent: Wednesday, February 11, 2009 12:19 PM
To: Rep. Paul Seaton
Subject: Alaska Parents as Teachers Act
Follow Up Flag: Follow up
Flag Status: Yellow

Dear Representative Seaton,

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

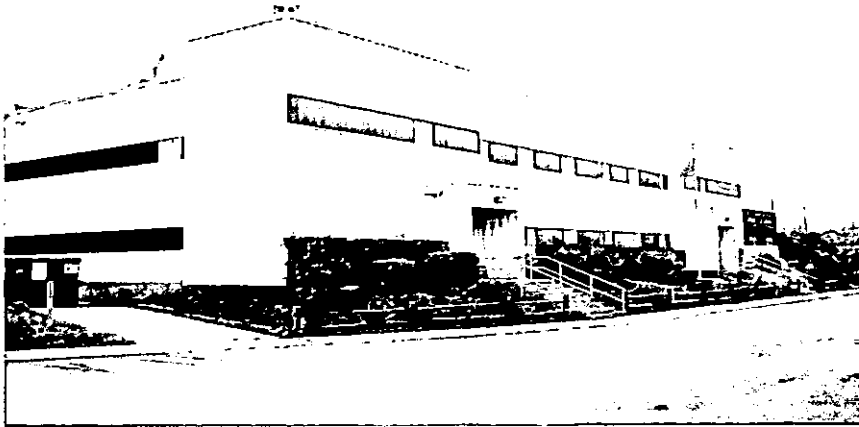
This bill sounds to me like a friendly piece of legislation to the U.N. Treaty on the Rights of the Child, which is very intrusive and completely removes the rights of the U.S. citizens. As a homeschooler I am both a parent and a teacher, and I see trouble down the road if legislation like this is approved.

Please oppose this bill. I strongly dislike it.

Sincerely,
Kaari Bouma in Homer

-Galena Interior Learning Academy Facilities-

Air Force Building Designation: 1854



Building: Headquarters

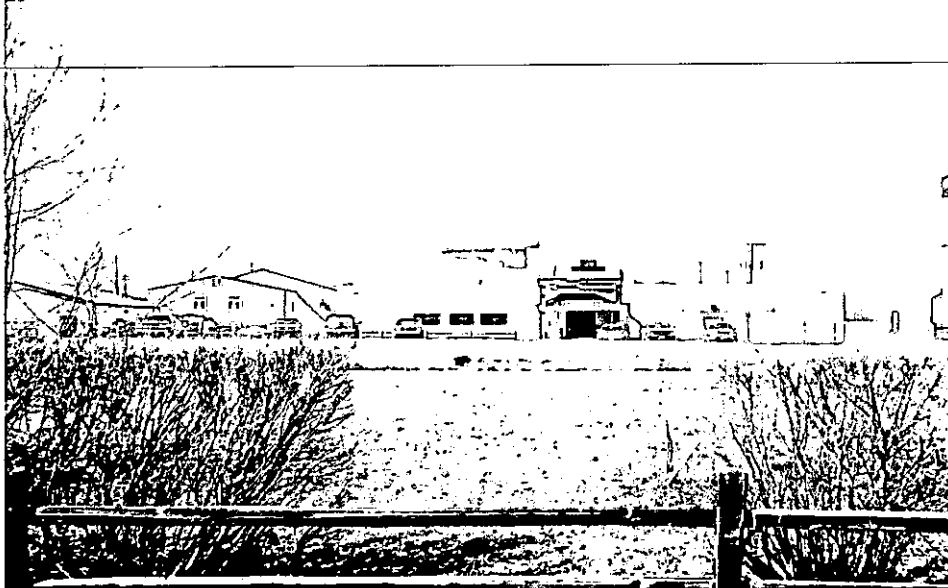
Currently four classrooms and rental space for State Troopers

Square Feet: 12,000

Structure: Metal Framing

Year Constructed: 1984

Air Force Building Designation: 1847



Composite Building

Classrooms, Auditorium, Offices, Library

Square Feet: 16,700

Structure: Steel and wood

Year Constructed: 1985

Louie Flora

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

Mr. Seaton,

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

Thanks for your kind consideration of my request,

Diane Marble

Louie Flora

From: silveira@gci.net on behalf of Silverias [silveira@gci.net]

Sent: Wednesday, February 11, 2009 2:54 PM

To: Rep. Paul Seaton

Subject: hb 69

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

Louie Flora

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

Dear representative,

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

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

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

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

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

Yours sincerely

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

Louie Flora

From: Susan Nymeyer [susan.nymeyer@gmail.com]

Sent: Wednesday, February 11, 2009 12:22 PM

To: Rep. Paul Seaton

Subject: House Bill 69

Dear Representative Seaton,

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

Thank you,

Susan Nymeyer
Kodiak, AK

Louie Flora

From: Kaari B [kaari_5@yahoo.com]
Sent: Wednesday, February 11, 2009 12:19 PM
To: Rep. Paul Seaton
Subject: Alaska Parents as Teachers Act

Dear Representative Seaton,

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

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

Please oppose this bill. I strongly dislike it.

Sincerely,
Kaari Bouma in Homer

Louie Flora

From: jennifer schultz [jenschultz4@yahoo.com]

Sent: Wednesday, February 11, 2009 12:05 PM

To: Rep. Paul Seaton

Subject: Bill 69

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

Thank you,

Jennifer Schultz

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

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

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

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

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

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

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

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


Jonathan E. Iversen
Director

Issued: February 10, 2009

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

Louie Flora

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

Representative Seaton,

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

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

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

Thank you
The Hershocks
Seward, Alaska

Louie Flora

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

Dear Representative Seaton,

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

Respectfully,
David and Erin Briar
Alaska Voters and Parents

Louie Flora

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

Dear Representatives,

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

Sincerely,

Katherine A. Reed

Louie Flora

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

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

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

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

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

Please help me understand the motivation behind this bill:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Louie Flora

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

Follow Up Flag: Follow up
Flag Status: Blue

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

From: carlsons@cvinternet.net

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

~ Jan Carlson
Zip Code: 99573

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

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

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

participating;" effectively establishing non-performance criteria for non-participating schools.

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

OTHER QUESTIONS RE: HB69

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

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

Louie Flora

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

All,

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

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

Please do not proceed with HB 69.

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

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

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PAT Alaska

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

Update

No Child Left Behind and Parents as Teachers



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

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

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

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

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

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

Parents as Teachers

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

Research Shows:

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

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

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

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

What We Do:

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

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

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

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

How to Contact Us:

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

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

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

What is the Title 1 Decision-Making Process?

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

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



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

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

Investments in children are
always investments in tomorrow.

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

Guide to Funding

For Parents as Teachers programs





FUNDING FOR PARENTS AS TEACHERS PROGRAMS

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

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

and resources to securing a mix of funding.

Tips for developing sustainable funding:

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



PUBLIC FUNDING

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

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

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

public funding, you need to be prepared to:

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

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

- **Get ready to advocate!**

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

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

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

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



LOCAL FUNDING

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

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

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

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

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

STATE FUNDING

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

State Early Childhood/Community-based Initiatives:

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

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

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



money should be spent to best meet local needs.

Resource: The National Governors Association Center for Best Practices provide links to websites of state early childhood initiatives: http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1891,00.html

State Children's Trust

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

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

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

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

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



FEDERAL FUNDING

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

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

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

The information provided should be enough to get you started, but does not go into great detail. Why?

Because, as noted above, federal funding streams often flow down with only broad guidelines and requirements. The specific decisions for how the money is spent is often decided at the state or local level, and can vary greatly from state to state or community to community.

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

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

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



Federal Funding Sources

TITLE I

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

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

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

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

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

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

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

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

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

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

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

Where to apply for funds: Your local school or school district

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

- Hiring of instructional staff
- Professional development



Federal Funding Sources

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

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

Things to consider:

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

them to include PAT in their Title I plans.

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

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

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

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

- Parents as Teachers National Center website, Public Policy/Advocacy section at: www.patnc.org



Federal Funding Sources

PARENTAL INFORMATION RESOURCE CENTERS

Program: Parental Information Resource Centers (PIRCs)

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

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

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

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

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

directly from the USDOE to local grantees.

Where to apply for funds:

Office of Innovation and Improvement, USDOE

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

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

Things to consider:

- This funding stream provides for more compre-

hensive services than just Parents as Teachers.

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

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

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



Federal Funding Sources

21ST CENTURY COMMUNITY LEARNING CENTERS

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

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

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

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

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

Where to apply for funds: State Education Agency

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

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

Things to consider:

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

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

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

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



Federal Funding Sources

EVEN START

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

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

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

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

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

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

and other public and private community-based groups.

Where to apply for funding: State Education Agency

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

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

Things to consider:

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

if Parents as Teachers can help them accomplish their goals.

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

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

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



Federal Funding Sources

IDEA

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

Authorizing legislation:

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

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

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

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

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

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

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

Where to apply for funding:

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

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

Things to consider:

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

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

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



Federal Funding Sources

EARLY READING FIRST PROGRAM

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

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

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

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

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

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

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

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

Things to consider:

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

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

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

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

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



Federal Funding Sources

HEAD START

Program: Head Start/Early Head Start

Authorizing legislation:

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

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

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

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

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

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

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

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

Things to consider:

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

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

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

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

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



Federal Funding Sources

PROMOTING SAFE AND STABLE FAMILIES (PSSF)

Authorizing legislation:

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

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

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

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

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

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

Where to apply for funds:

State child welfare agency

Activities supported by the funding:

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

preservation and a family support service

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

Things to consider:

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

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

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



Federal Funding Sources

TITLE V

Program: Title V Community Prevention Grants

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

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

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

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

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

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

Where to apply for funds:

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

Activities supported by

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

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

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

Things to consider:

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

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

- OJJDP Title V program overview at: <http://ojjdp.ncjrs.org/titlev/about.html>
- To go directly into the searchable Model Programs Guide, go to: http://www.dsgonline.com/WebEffects/dhtml_slide_tree/pepg_int.htm



Private Funding

GETTING STARTED: PRIVATE FUNDING

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

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

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

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

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

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

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

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

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

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

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

Identifying potential funding sources

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

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

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



Private Funding

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

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

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

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

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

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

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

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

Grant writing

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

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



Private Funding

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

Another comprehensive, free online resource is the Non-Profit Guides website at www.npguides.org. This site includes sample proposals.

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

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

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



Grant Writing Basics

PREPARATION

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

Define your project

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

Example:

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

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

the same goal might focus only on equipment upgrades.

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

Identify the right funding sources

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

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

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

Contact the funders

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



Grant Writing Basics

an explanation of budget items, and certifications.

Narratives

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

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

Tips on writing the narrative

Narratives typically must satisfy the following questions:

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

The HOOK:

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

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

Budget

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

Funders use these factors to assess budgets:

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

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

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

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



Grant Writing Basics

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

Acquire proposal guidelines

Guidelines usually tell you about:

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

Additionally:

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

Know the submission deadline

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

Determine personnel needs

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

Update your timeline

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

WRITING THE PROPOSAL

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

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

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



Grant Writing Basics

Supporting materials

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

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

Find out if supporting materials are desired or even allowed.

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

Authorized signatures

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

Specifications

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

Submission checklist

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

FOLLOW-UP

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

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



HELPFUL WEBSITES & PUBLICATIONS

The Grantsmanship Center

www.tgci.com

See previous articles online for specific topics.

The Foundation Center

www.fdncenter.org

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

GrantsAlert.Com

www.grantsalert.com

Subscribe to the email RFP alerts by category.

Fundsnet Services

www.fundsnet services.com

Basic research for grant opportunities.

Charity News

www.charitychannel.com

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

Chronicle of Philanthropy

www.philanthropy.com

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

The NonProfit Times

www.nptimes.com

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

Federal Grants

www.grants.gov

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

**Grantstation**

www.grantstation.com

Information about upcoming private grant opportunities and funding trends.

Children & Youth Funding Report

www.cdpublications.com

Federal and private grant opportunities. Subscription fee required.

Technology

www.techsoup.org

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

Report on Preschool Program

www.bpinews.com

Weekly newsletter on Federal programs. Subscription fee required.

The Grass Roots Fundraising Book by Joan Flanagan

Available at www.alibris.com

Fundraising for Early Childhood Programs by Matia Finn Stevenson

Available through NAEYC

Coping with Cutbacks by Emil Angelica & Vincent Hyman

Available through National Human Services Assembly

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



SAMPLE FUND DEVELOPMENT PLANNING CHART

Dates: July 1, 2005 – June 30, 2006

Goal: \$50,000

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



Funding Worksheet

WHERE DOES MY FUNDING COME FROM?

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



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

State Children's Trust Fund

Local stores of National Chains

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

Service Clubs

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

Sororities/Fraternities

Delta Gamma
Etc.

Community Foundations

They often control many
donor-directed funds.

Local branch of a bank

They usually have locally
controlled funds for neigh-
borhood giving.

Churches

Professional Sports Teams

TV/Radio Stations & Newspa- pers

As part of national chains,
they have local giving pro-
grams; i.e. Gannett, Pulitzer,
Clear Channel Communi-
cations, Belo, etc.

Assisted Living Facilities

Residents often support
community groups

Utility Companies

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

Corporate Employee Match- ing Gift Programs

Hundreds of companies will
match contributions made
by their employees.

Other non-profit organiza- tions

March of Dimes
United Way
Vanity Club



Funding Worksheet

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