

HB

69

<target><bill>HB 69</bill><subject>HB
69</subject><comm>HFIN26</comm></target>

HOUSE COMMITTEE REPORT

(11)

Date Referred to Committee: April 10, 2009

FURTHER REFERRALS:

Date of Committee Action: 4/14/10

The FINANCE Committee considered:

HOUSE BILL NO. 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."

HB 69 EARLY CHILDHOOD ED: RATING & HOME VISITS

Recommends it be replaced with [] HCS or [X] CS for HB 69 (FIN)
 For Senate Bills with new title: [] Technical Title [] New Title: HCR _____ [] Same Title [] New Title

- [] attach amendments
- [] add new referral to _____ Committee
- [] Letter of Intent _____ Committee

- List of Abbrev for Depts:
- ADM
 - CED
 - COR
 - CRT
 - EED
 - DEC
 - DFG
 - GOV
 - DHS
 - LWF
 - LAW
 - LEG
 - MVA
 - DNR
 - DPS
 - REV
 - DOT
 - UA

<u>NEW FISCAL NOTES</u>				
*Assigned by Chief Clerk's Office				
List by Dept(s):	*FN#	Fiscal	Indet.	Zero
EED		✓		

<u>PREVIOUS FISCAL NOTES</u>				
List by Dept(s):	FN#	Fiscal	Indet.	Zero

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
	Thomas Gara	✓			
	Logan	✓			
	Kelly			✓	
	KELLY			✓	
	AUSTERMAN	X			
	Foster	✓			
	Salmon	X			
	FAIRCLOUGH			✓	
Chair:	Spillik			★	
Chair:	Hawken			★	

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 69(FIN)
 () Publish Date: _____

Identifier (file name): CSHB069(FIN)-EED-TLS-4-14-10 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: Representatives Tuck, Petersen, Kawasaki and Gara
 Requester: House Finance Committee Component Number: 2912

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
OPERATING EXPENDITURES								
Personal Services	102.4	0.0	102.4	102.4				
Travel	20.0	0.0	20.0	20.0				
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims	4,002.0		4,002.0	4,002.0				
Miscellaneous								
TOTAL OPERATING	4,124.4	0.0	4,124.4	4,124.4				

CAPITAL EXPENDITURES								
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CHANGE IN REVENUES ()								
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	4,124.4	0.0	4,124.4	4,124.4	0.0	0.0	0.0	
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other Interagency Receipts								
TOTAL	4,124.4	0.0	4,124.4	4,124.4	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:

FY11-FY13: 65,000 children ÷ 1.34 average Pre-K per household = 48,507 families

48,507 families x 4.4% qualifying families = 2,134 families

2,134 families - 800 Federally funded families = 1,334 families

1,334 families x \$3000 = **\$4,002,000 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**

The program will sunset in FY2014.

Prepared by: Eddy Jeans, Director Phone 465-8679
 Division: School Finance Date/Time 4/14/10 12:00 PM
 Approved by: Larry LeDoux, Commissioner Date 4/14/2010

*Adopted
4/14/10*

26-LS0281\W
Mischel
4/13/10

CS FOR HOUSE BILL NO. 69()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE - SECOND SESSION

BY

**Offered:
Referred:**

**Sponsor(s): REPRESENTATIVES TUCK, PETERSEN, KAWASAKI, AND GARA, Muñoz, Edgmon,
Thomas, Buch, Gardner**

A BILL

FOR AN ACT ENTITLED

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

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

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

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

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

10 **PARENTS AS TEACHERS PROGRAM ESTABLISHED.** (a) The Department of
11 Education and Early Development shall devise and implement a statewide parents as teachers
12 program for the benefit of children who are under five years of age. The program must
13 provide a system of early childhood education that

14 (1) is evidence-based;

- 1 (2) involves parents;
- 2 (3) is consistent with available research and best practices for high quality
3 early childhood education;
- 4 (4) incorporates guidelines adopted by the department for early learning that
- 5 (A) enhances school readiness;
- 6 (B) increases parent understanding of child development and
7 developmental milestones;
- 8 (C) reduces the incidence of child abuse and neglect;
- 9 (D) increases identification of health problems and developmental
10 delays through regular screenings;
- 11 (E) improves child health indicators, including immunization rates;
- 12 (F) increases parental involvement; and
- 13 (5) provides for effective and efficient coordination with or expansion of pre-
14 elementary education programs operating in the state, to the extent permitted by law.
- 15 (b) The Department of Education and Early Development shall develop and enter into
16 local partnerships to implement the program established under this section.
- 17 (c) The program established under this section terminates on July 1, 2013.



Representative Chris Tuck

Alaska State Legislature

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

HB 69 (EDC) – Alaska Parents as Teachers Act Sponsor Statement

Parents are a child's first and most important teachers. HB 69, the Alaska Parents as Teachers Act, will empower parents with knowledge and resources to help their children develop into successful students with stronger scholastic achievements.

HB 69 allows the Department of Education and Early Childhood Development to offer the successful Parents as Teachers early childhood learning methodology as an education option for families with children ages 0-5. Parents who choose to participate are supported by local child development specialists.

Parents as Teachers is completely voluntary for families, and seeks to maximize public-private resources and federal funds to augment state support.

Parents as Teachers is the most cost-effective early education model available in Alaska. In-home education by parents is far less expensive than traditional educational efforts that require building construction and student transportation. Further, Parents as Teachers works for those parents who do not have the desire or family resources to enroll their children into school-based early education programs.

Funds invested in early education pay dividends in the long run. Research shows that children who receive early education earn more money as adults than their peers lacking early education. Children who receive early education also 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.

Every parent has the same desire to see their children receive the foundations for successes. Yet, Alaska fails to offer such opportunities. An April 2009 Rutgers University study, "The State of Preschool 2008," confirmed Alaska still ranks last in the nation in providing early education help to families.

Alaska's children are our future workforce, and the key to our state's prosperity. Alaska's plumbers, doctors and teachers of tomorrow are the youth in our neighborhoods today. Helping parents boost the skills and natural ingenuity of their children will point the way to Alaska's growth.

Parents as Teachers enjoys statewide support and will help grow stronger Alaskan families, better students and safer communities. It is a proven successful solution for our children and our state's future.

Please contact my office if you have questions, or would like more background information.

Thank you for your support of HB69, the Alaska Parents as Teachers Act.

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Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku
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Sectional for HB 69 (version W) Alaska Parents as Teachers Act

Section 1. Provides a short title for the bill, "Alaska Parents as Teachers Act".

Section 2. Establishes a statewide voluntary Parents as Teachers early learning system.

Subsection (a) requires evidence-based education, parental involvement, and adherence to accepted best practices and early learning guidelines.

Subsection (b) directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers.

Subsection (c) adds a 3-year sunset clause.

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Sectional for HB 69 (EDC) (26-LS0281\T) Alaska Parents as Teachers Act

Section 1. Provides a short title for the bill, "Alaska Parents as Teachers Act".

Section 2. Sets out legislative findings including that a parent is a child's first and most influential teacher, empowering parents in education of their young children improves school readiness, and personalized family support yields multiple benefits to the family unit.

Section 3. Allows the Department of Education and Early Childhood Development to offer competitive grants for the successful Parents as Teachers early childhood learning methodology as an education option for families with children ages 0-5. Parents who choose to participate are supported by local child development specialists. Provides for implementation through local agencies, as defined, using an approved plan and state, private and federal funding.

Section 4. Ensures accountability by directing the Department of Education and Early Development to provide technical assistance and monitoring of Parents as Teachers grants established under Section 3.

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Description of Differences between HB 69 (26-LS0281\S) and HB 69(EDC) (26-LS0281\T) Alaska Parents as Teachers Act

The House Education Committee substitute for House Bill 69 made the following changes:

Uses the phrase "participating family" in place of "participant" throughout.

Uses the phrase "trained parent educator" in place of "caseworker" throughout.

Page 1, line 3 – Deleted "and establishing a rating system for early childhood education."

Page 2, line 18 – Fixed a typo by replacing "indentified" with "identified".

Page 2, lines 15-20 – Amended to allow parents to opt into visits with the trained parent educator, and to allow parents to opt into more than one meeting per month. Deleted references to caseworkers, and to cost considerations for reducing visits. Line changes are:

Deleted – "home visits to a participant's home or mutually agreed on location by a qualified caseworker employed by a local agency not less than once a month unless (A) the caseworker determines that more frequent visits are required to provide informational services; or (B) available funding is insufficient to provide monthly visits."

Inserted – "an opportunity for a participating family to receive home visits to a participating family's home or a mutually agreed on location by a trained parent educator employed by the department or a local agency once a month unless the trained parent educator determines that more frequent visits are required to provide identified services, in which case, the family must be afforded the opportunity to receive more frequent home visits."

Page 3, line 29, following "shall" – insert new material to read:

- "(1) apply for and maximize federal and private funding sources to support the program established under this section;
- (2) identify and engage private partners to support the program;
- (3) limit the number of participating families to 650 for the first two years of program implementation and thereafter increase the number of participating families based on demand; and"

Page 1 of 2

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Page 4, lines 8 – Inserted “(2) ‘Family’ means one or more biological or adoptive parent and one of more the parent’s pre-elementary aged children;

Page 4, line 10 – Inserted “(4) – ‘Trained parent educator’ means agency employee trained and certified in the program curriculum.”

Page 6, line 18-21 – Deleted section 18, which would have established a rating system for comparing in-school early education options.



Representative Chris Tuck

Alaska State Legislature

District 29 - Representing Dimond Estates, Foxridge, Taku,
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MEMORANDUM

Date: April 13, 2009

To: Representative Bill Stoltze, Co-Chairman
Representative Mike Hawker, Co-Chairman
House Finance Committee

From: Representative Chris Tuck

RE: **HB 69 Alaska Parents As Teachers Act – Fiscal Note**

I would like to note for the record that there is a significant discrepancy between the HB 69 fiscal note the Department of Education and Early Development verbally offered to the House Education Committee on April 10, 2009 and the fiscal note presented after the hearing concluded which accompanied the committee report of the bill.

I welcome the opportunity to work with the Finance Committee to reduce the fiscal note as intended by myself as the bill's sponsor and the Education Committee.

The April 10, 2009 House Education Committee hearing record reflects that the Department said the fiscal note would be about \$1.9 million. The Committee hearing record also reflects that Committee members noted that the fiscal note had been amended to that amount.

However, the fiscal note that came from the Department after the bill had passed out of committee is nearly 9 times that amount, and does not match the Department's commitment and the Committee's shared understanding.

While the Department has the authority to devise the fiscal note of its choosing, the Department did not take any opportunity afforded to correct the common understanding it promoted that the fiscal note would be roughly \$1.9 million.

Copies of the Department's statements on the record will be submitted to the Finance Committee when transcripts are completed.

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HB69 Empowers Parents As Teachers



Stronger Families

Better Students

Safer Communities



PARENTS AS TEACHERS ALASKA

2008 FACT SHEET



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

2008 HIGHLIGHTS

Services for Children and Families

2007-2008:

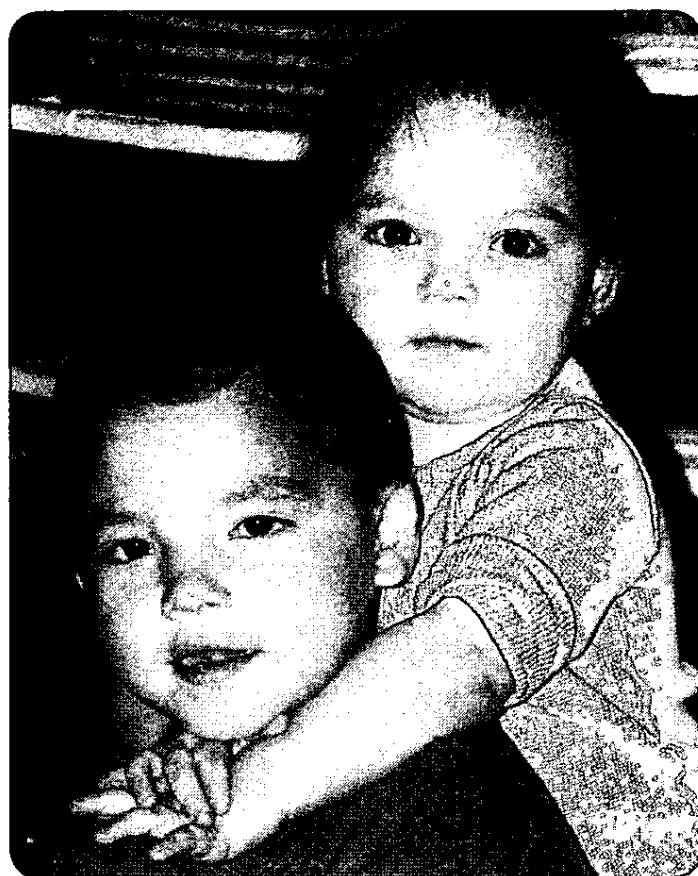
- ❖ 31 communities served
- ❖ 809 families served
- ❖ 963 children served
- ❖ 36 prenatal women served
- ❖ 95 homeless families were served
- ❖ 573 Alaska Native/American Indian children served
- ❖ 726 children received developmental screenings with 71 found to need further evaluation
- ❖ 239 families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

Percentages of Enrolled Children by Agency/Organization:

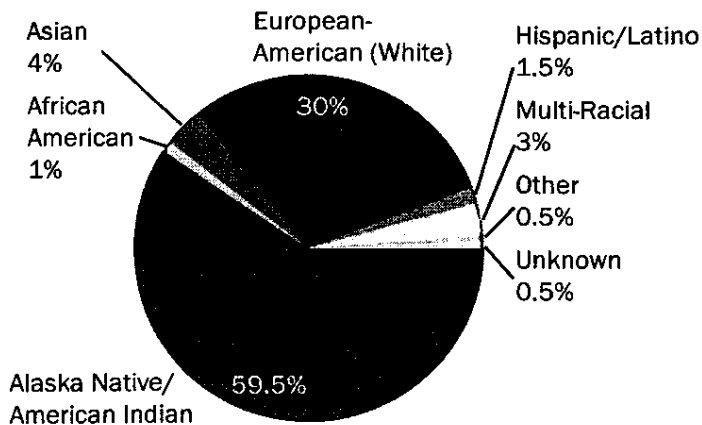
- ❖ 19% school districts
- ❖ 79.5% non-profit organizations
- ❖ 1.5% military programs

Professional Development:

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



ETHNICITY OF CHILDREN SERVED

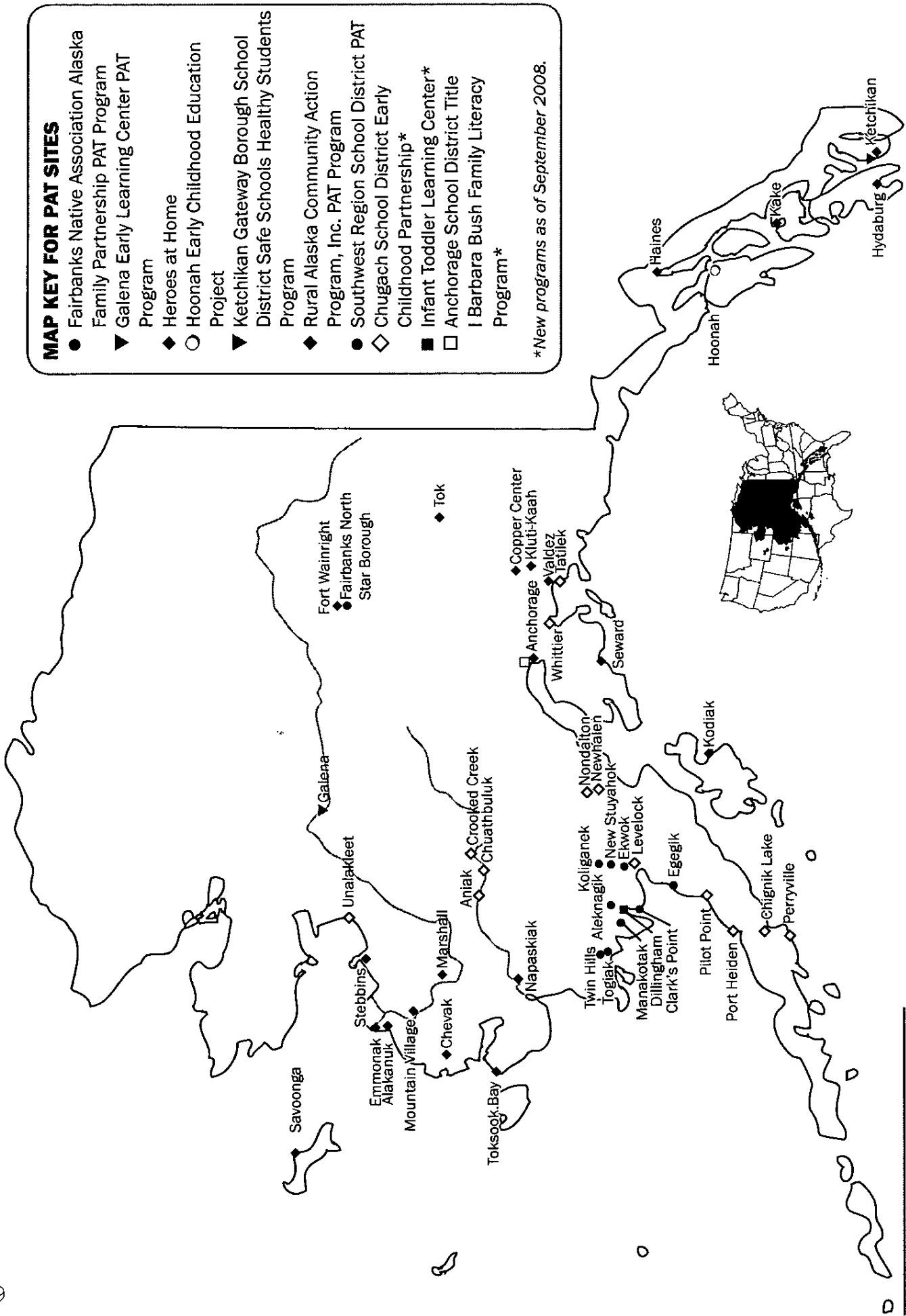


Parents as Teachers State Office:

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

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, state data for statewide reports and provide on-going communication and technical assistance for affiliated programs.

2008 PARENTS AS TEACHERS COMMUNITIES IN ALASKA



MAP KEY FOR PAT SITES

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

*New programs as of September 2008.

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



Parents as Teachers: 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}

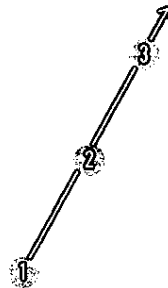
- ⁱ Pfannenstiel, J.C. & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.
- ⁱⁱ Zigler, E., Pfannenstiel, J.C., & Seitz, V. (2008). The Parents as Teachers Program and School Success: 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*, 7, 188-208.
- ^{xviii} 2005-2006 Parents as Teachers Annual Program Report.
- ^{xix} Wagner, M., Iida, E. & Spiker, D. (2001).
- ^{xx} Pfannenstiel, J., Lambson, T., & Yarnell, V. (1991).

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

step^{up} early ed & child care

Based on the McDowell Group Report July 2006

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





step up early ed & child care

STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

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

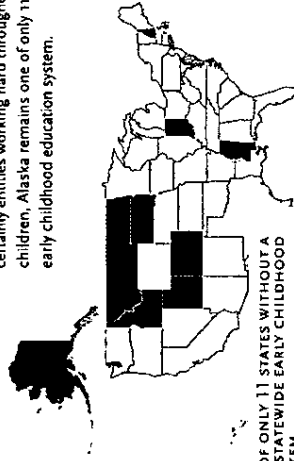
Why should you care about the availability of quality early education and child care in Alaska? Because stepping up early education for our children is critical for all of us.

LET US STEP YOU THROUGH THE FACTS.

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

Until recently, there was no data specific to Alaska to demonstrate how the welfare of our youngest community members impacts the entire state — both in the short term and long term. But thanks to this study commissioned by the System for Early Education Development (SEED) and completed in July 2006 by McDowell Group, there is now local information to combine with the knowledge learned from national studies to provide an accurate baseline.

What the statistics demonstrate is that Alaska lags behind much of the country in providing quality early education and child care to our residents. And while there are certainly entities working hard throughout Alaska to provide quality care for our children, Alaska remains one of only 11 states without a state-funded, statewide early childhood education system.



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

SCOPE OF THE ALASKA STUDY

The purpose of this study is to measure the economic 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.

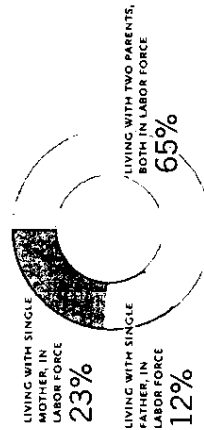
This study also examines research conducted elsewhere in the U.S. that measures the broader societal economic benefits stemming from quality child care services.

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



"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





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 residents to the 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

INDIRECT IMPACT OF QUALITY EARLY EDUCATION AND CHILD CARE

Child care providers make it possible for 29,400 Alaskans to enter the labor force who help to each household with children under six years of age where all parents are in the labor force. The 29,400 Alaskans that are in the work force because child care services are available to them account for 5.8 percent of the Alaska non-farm workforce. If these working parents also account for 5.8 percent of all Alaska's non-farm wages, their total annual wages would be just under \$130 million. This indicates an average of \$4,420 per family is additional Alaska annual income that is made possible by child care services, is equal to approximately 40 percent of Alaska's entire family income in 2005.




Other data suggests a further household income impact related to adding a second wage earner in each nuclear family. Income for families with one wage earner was \$24,205. Median family income for families with two wage earners was \$27,599 - a difference of \$3,394. This suggests economies that the typical parent who is in the labor force because child care services are available to him or her earn the same wages as the average Alaska worker. This may or may not be true given the demographic of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general, and on family household income in particular.

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

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

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

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

	up 29% higher	high school graduation rates
	up 20% higher	college attendance
	down 70% lower	crime incidence
	down 20% lower	welfare dependence
	up \$143,000	additional earned income per capita, resulting from better employment

LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE

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

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

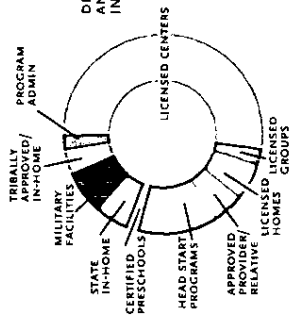
THE EARLY LEARNING AND CHILD CARE SECTOR

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

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

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

- SIZE OF COMPARABLE INDUSTRIES IN ALASKA**
- 6,500** Workers in child care
- 6,400** Workers in air transportation sector
- 6,000** Workers in residential and non-residential building construction



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

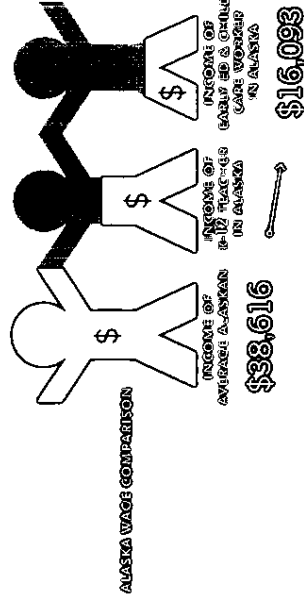
BERNICE JOSEPH,
EXECUTIVE DEAN
UNIVERSITY OF ALASKA FAIRBANKS
COLLEGE OF RURAL AND
COMMUNITY DEVELOPMENT

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.

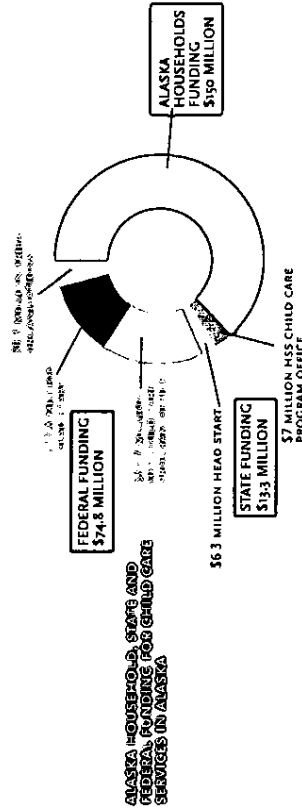


Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. BOWD payroll data indicated that the average monthly wage of an individual employed in this sector was \$1,122. This is well below the average for all sectors of the Alaska economy; the average monthly wage in Alaska for this same time period was \$3,278 - 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 six years of age. In comparison, government spending on child care totals \$33 million in Alaska, with nearly \$29 million of that contribution coming from federal funding. Together, approximately \$62 million is spent on Alaska on child care services for young children.





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

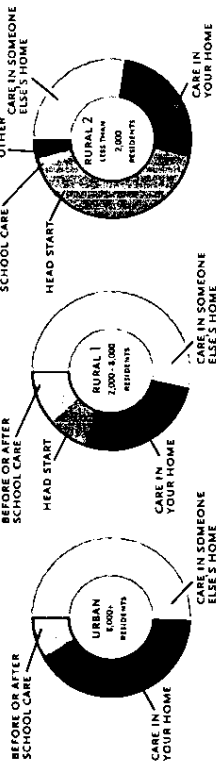
"I emphasize strongly how important it is to give the children the best start... to have the children have a good early learning experience."

DR. WALTER SOBOLLEFF
"FAMILY FEATHERS" VIDEO SERIES,
CENTRAL COUNCIL OF TUNICIA &
NAIDA INDIAN TRIBES

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

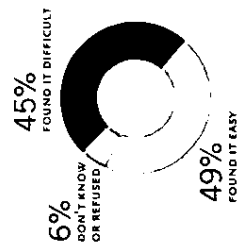
The survey sample included 323 households with children under six years of age. The sample included households from urban Alaska, defined as all communities with more than 8,000 residents. The sample also included surveys from households in communities with between 2,000 and 8,000 residents (labeled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

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



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

FINDING ACCEPTABLE CHILD CARE

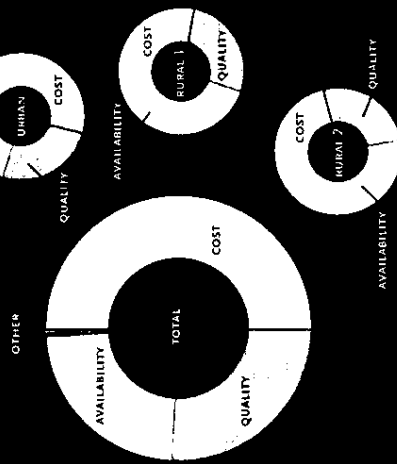


FINDING ACCEPTABLE CHILD CARE
This study also found that 45 percent of Alaska households with children under six in a child care situation found it difficult or very difficult to find acceptable child care. About the same percentage (49 percent) found it either easy or very easy to find acceptable child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

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

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

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



FACTORS AFFECTING ABILITY TO FIND ACCEPTABLE CHILD CARE

Among households in Alaska's smallest communities (the "Rural II" areas) or communities under 2,000 residents, 26 percent reported that the quality, cost or availability of child care services had prevented someone in their household from seeking employment, or had in some way restricted the number of hours that they could work. The difference between rural and urban in this regard is probably not due to better child care service in rural areas, but rather to the fact that rural areas have fewer employment opportunities available. Among those households where cost, quality or availability of child care services have been a constraint, cost was a major factor for 78 percent of households. Availability had a major impact on 56 percent of households, and quality on 45 percent.

COST MOST OFTEN CITED

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

MONTHLY COST

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

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

COST IS A LARGE ISSUE

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

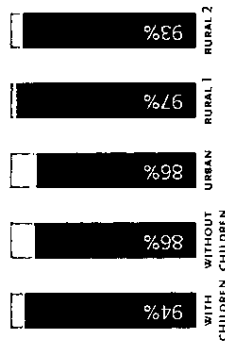
Just 1 in 7 Alaska households with children under six in child care services received financial assistance for child care



9 of 10 Alaskans support funding

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

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



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

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

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

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



Alaskans place priority on funding early education and child care

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



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

report conclusion - next steps

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

end notes

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

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

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

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

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



Alaska SEED
System for Early Education Development



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

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RESEARCH SUMMARY

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

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

By Stephanie Martin and Steve Colt

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

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

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

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

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

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

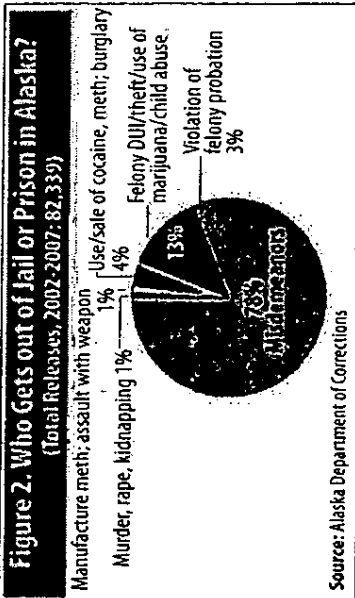
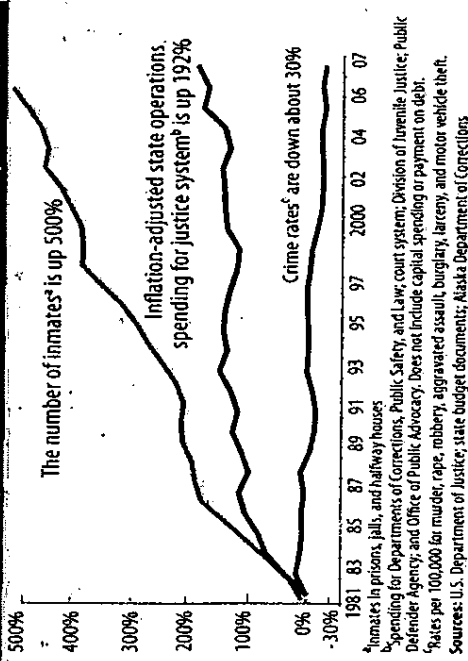
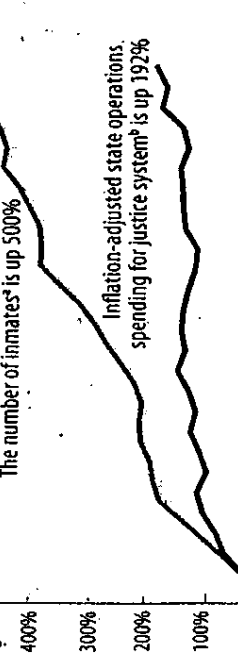


Figure 2. Who Gets out of Jail or Prison in Alaska? (Total Releases, 2002-2007; 82,339)



• 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

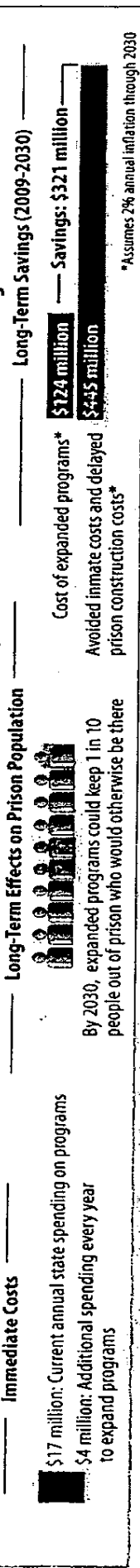


Figure 3. Potential Effects, Costs of, and Savings from Expanded Prevention or Intervention Programs



WHY CONSIDER EXPANDING PROGRAMS?

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

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

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

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

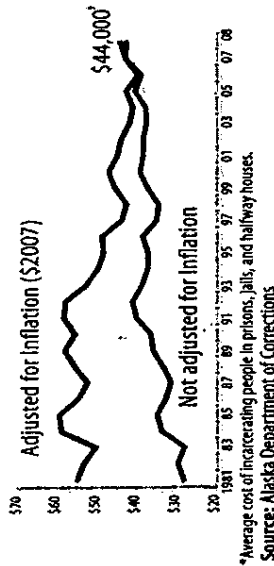
WHAT PROGRAMS DID WE ANALYZE?

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

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

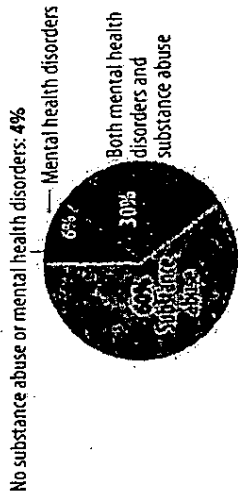
These programs would serve inmates, at-risk juveniles, and young children. They are all intended to reduce future crime in some way. Programs that treat substance-abuse or mental health disorders have been shown to reduce recidivism—and as Figure 5 shows, almost all current inmates have those disorders.

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?



Sources: Alaska Department of Corrections; Alaska Mental Health Trust

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

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

^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.

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.*

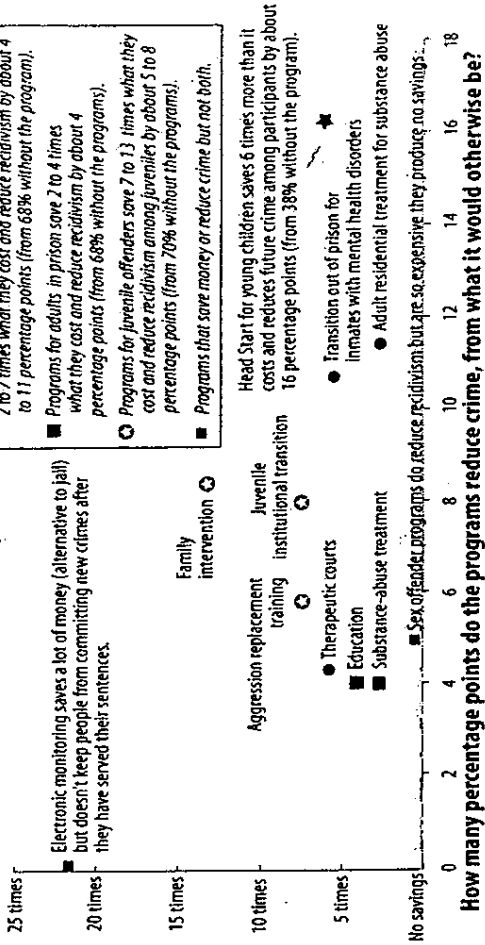
• *Alternatives to prison for some people charged with lesser offenses save the state money right away, and almost all reduce recidivism. The exception is electronic monitoring, which is inexpensive but hasn't been shown to reduce future crime.*

• *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.*

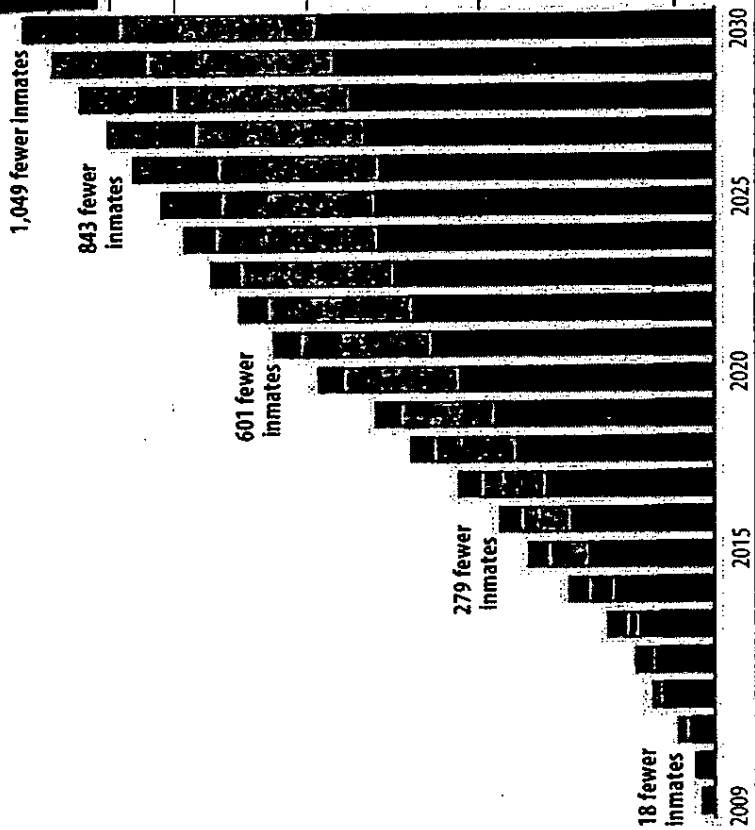
Figure 6. How Effective Are Various Programs at Saving Money and Reducing Crime?

How much more does the state save than it spends?



How many percentage points do the programs reduce crime, from what it would otherwise be?

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



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

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

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

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

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

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

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

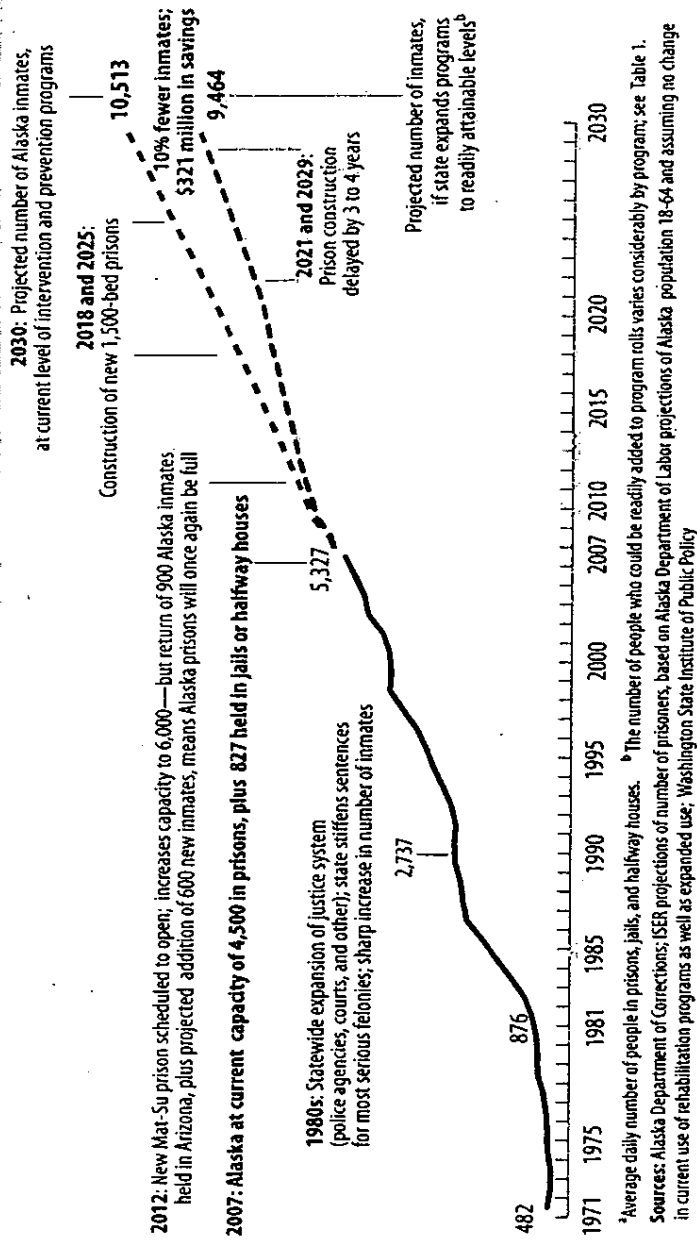
Our job was to assess whether specific programs could reduce long-term state spending for corrections by reducing growth in the number of inmates. As a starting point, we needed evaluations of how effective various programs are at reducing future crime.

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, 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 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 Abo 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.wisipp.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

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 upw ard 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



LABOR AND POPULATION

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

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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)

Federal Funding Streams Available to Support Alaska Parents as Teachers

- **Title 1 (Title 1, part A)**- As the largest federal program supporting elementary and secondary education, Title 1 targets resources to districts and schools with high poverty rates. Title 1 has a parental involvement component which requires local school districts receiving Title 1 funds to develop a plan of parental involvement.
 - *Schools receiving Title 1 funds may choose to use the funding to implement model parental involvement practices such as Parents as Teachers.*
- **Parental Assistance Information Centers (Title V, part D, Subpart 16)** - - This federal competitive grant program funds school-linked or school-based parental information and resource centers (PIRCs). These centers provide services that increase parental involvement in order to improve student academic achievement. Services include training, information, and support to parents, schools, and organizations that work with parents.
 - *At least 30 percent of the grant awards must be used to establish, expand or operate early childhood parent educator programs— specifying Parents as Teachers and the Home Instruction Program for Preschool Youngsters.*
- **Early Reading First (Title 1, part B, Subpart 2)** This program is a federally administered grant program. Grantees must use Early Reading First funds to provide preschool-age children with high quality oral language and literature-rich environments; provide staff professional development; provide scientifically based reading instructional materials; implement screening reading assessments or other appropriate measures; and integrate these materials, activities, tools and measures into the grantee's preschool program.
 - *Parents as Teachers home visiting model can be used to support a pre-school program's center-based early education by engaging parents as partners in creating a literacy-promoting environment for their children at home.*
- **21st Century Community Learning Centers (Title IV, part B)** — This program provides services during non-school hours to students and their families for academic enrichment. The services can be provided to parents of children that participate in the center or parents of preschool age children that will be eligible for the center services.
 - *The funds can support programs that promote parental environment and family literacy, such as Parents as Teachers.*
- **Child Abuse Prevention and Treatment Act (Title II/Community Based Child Abuse Prevention)** – Assists states to create and operate statewide coordinated systems and specific programmatic services to “strengthen and support families to prevent child abuse and neglect.”
 - *Personalized family support is specifically mentioned as a possible family resource and support service that can be supported with CBCAP funds.*
- **Promoting Safe and Stable Families (Title IV-B, Subpart 2, of the Social Security Act)** – This act was established with several following purposes including family preservation,

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

- *States such as Michigan have included in their Child and Family Service Plan to include funding for family support systems, such as Parents as Teachers.*
- **Temporary Assistance for Needy Families (TANF)** – The TANF program objectives includes assisting families so that children may be cared for in their homes or in the homes of relatives.
 - *To achieve this goal, states may fund parent education and personalized visiting services to improve parenting skills and prevent child abuse and neglect.*
- **Title V Community Prevention Grants Program (Also known as the Incentive Grants for Local Delinquency Prevention Programs)** – These funds are used for local governments to support delinquency prevention and early intervention programs. The programs seek to reduce risk factors that contribute to delinquency and promote protective factors in schools, communities and families to increase front-end prevention strategies at the local level.
 - *Parents as Teachers families have been shown to have fewer documented cases of child abuse and neglect. The methodology incorporates the Strengthening Families protective factors into the training and curriculum.*

*Investments in children are
always investments in tomorrow.*

Guide to Funding

For Parents as Teachers programs





FUNDING FOR PARENTS AS TEACHERS PROGRAMS

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

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

and resources to securing a mix of funding.

Tips for developing sustainable funding:

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



PUBLIC FUNDING

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

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

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

public funding, you need to be prepared to:

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

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

- **Get ready to advocate!**

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

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

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

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



LOCAL FUNDING

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

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

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

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

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

STATE FUNDING

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

State Early Childhood/Community-based Initiatives:

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

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

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



money should be spent to best meet local needs.

Resource: The National Governors Association Center for Best Practices provide links to websites of state early childhood initiatives: http://www.nga.org/center/divisions/1,1188,C_ISSUE_BRIEF^D_1891,00.html

State Children's Trust

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

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

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

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

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



FEDERAL FUNDING

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

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

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

The information provided should be enough to get you started, but does not go into great detail. Why?

Because, as noted above, federal funding streams often flow down with only broad guidelines and requirements. The specific decisions for how the money is spent is often decided at the state or local level, and can vary greatly from state to state or community to community.

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

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

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



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/21stcccl/index.html>
- List of contacts in each state with next application due date: <http://www.ed.gov/programs/21stcccl/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>



TITLE V

Program: Title V Community Prevention Grants

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

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

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

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

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

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

Where to apply for funds:

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

Activities supported by the funding:

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

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

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

Things to consider:

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

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

- OJJDP Title V program overview at: <http://ojjdp.ncjrs.org/titlev/about.html>
- To go directly into the searchable Model Programs Guide, go to: http://www.dsgonline.com/WebEffects/dhtml_slide_tree/pepg_int.htm



GETTING STARTED: PRIVATE FUNDING

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

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

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

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

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

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

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

It is important to follow all legal guidelines to be eligible for funding. Without the proper non-profit legal documentation, most foundations and 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 Non-profits. 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.npnguides.org. This site includes sample proposals.

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

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

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



PREPARATION

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

Define your project

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

Example:

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

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

the same goal might focus only on equipment upgrades.

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

Identify the right funding sources

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

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

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

Contact the funders

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



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

Acquire proposal guidelines

Guidelines usually tell you about:

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

Additionally:

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

Know the submission deadline

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

Determine personnel needs

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

Update your timeline

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

WRITING THE PROPOSAL

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

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

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



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.



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.com

Basic research for grant opportunities.

Charity News

www.charitychannel.com

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

Chronicle of Philanthropy

www.philanthropy.com

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

The NonProfit Times

www.nptimes.com

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

Federal Grants

www.grants.gov

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



Grantstation

www.grantstation.com

Information about upcoming private grant opportunities and funding trends.

Children & Youth Funding Report

www.cdpublications.com

Federal and private grant opportunities. Subscription fee required.

Technology

www.techsoup.org

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

Report on Preschool Program

www.bpinews.com

Weekly newsletter on Federal programs. Subscription fee required.

The Grass Roots Fundraising Book by Joan Flanagan

Available at www.alibris.com

Fundraising for Early Childhood Programs by Matia Finn Stevenson

Available through NAEYC

Coping with Cutbacks by Emil Angelica & Vincent Hyman

Available through National Human Services Assembly

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



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

State Children's Trust Fund

Local stores of National Chains

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

Service Clubs

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

Sororities/Fraternities

Delta Gamma
Etc.

Community Foundations

They often control many donor-directed funds.

Local branch of a bank

They usually have locally controlled funds for neighborhood giving.

Churches

Professional Sports Teams

TV/Radio Stations & Newspapers

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

Assisted Living Facilities

Residents often support community groups

Utility Companies

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

Corporate Employee Matching Gift Programs

Hundreds of companies will match contributions made by their employees.

Other non-profit organizations

March of Dimes
United Way
Vanity Club



SAMPLE FUND DEVELOPMENT PLANNING CHART

Dates: July 1, 2005 – June 30, 2006

Goal: \$50,000

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



Funding Worksheet

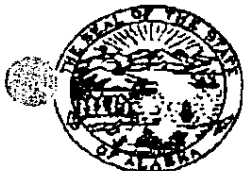
WHERE DOES MY FUNDING COME FROM?

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



Funding Worksheet

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



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

CITY OF UNALASKA

P.O. BOX 610
UNALASKA, ALASKA 99685-0610
(907) 581-1260 FAX (907) 581-2187

April 7, 2009



Dear Alaska State Legislator:

I am writing to voice my strong support for Senate Bill 23 and House Bill 54: "Pension Benefits for Public Employees".

As a 21-year contributor to the Public Employees Retirement System, I have witnessed first hand the advantages of providing a strong retirement benefit to attract new employees. Having guaranteed pension and health care benefits has helped me to retain high quality employees for extended periods of time.

I have watched with great concern, since the new defined contribution system went into effect, a turnover of new staff in other Departments within our City and wondered what effect the defined contribution system would have on our Water and Wastewater Utility.

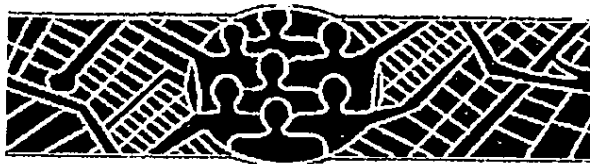
With the expected and near term retirement of some of our senior Water and Wastewater staff, I am greatly encouraged to see this important legislation introduced. I look forward to informing new and prospective employees of the positive impact that a long-term employment commitment to our Utility can have on their retirement.

I encourage all legislators to support Senate Bill 23 and House Bill 54.

Thank you,

Clint Huling
Water & Wastewater Supervisor
City of Unalaska
PO Box 610
Unalaska, AK 99685

Ph (907) 581-1260
Fax (907) 581-6210



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

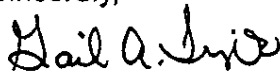
Prior to the PAT program starting up in Kake, the ELP, as an "outside" agency was not very successful in making contact with families. However, with the assistance of the PAT teacher, we were able to introduce our services and gain access to the children in need. The PAT program was the much needed bridge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



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.



P.O. Box 141689, Anchorage, AK 99514-1689
Tel 907 563 1906 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.

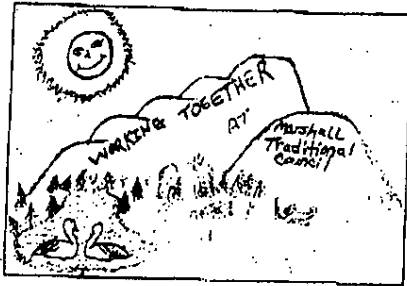
We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect this knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school 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



**Southwest
Region
School
District**

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

January 22nd, 2009

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

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

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

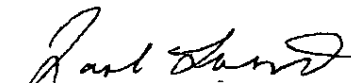
Dear Representative Gara,

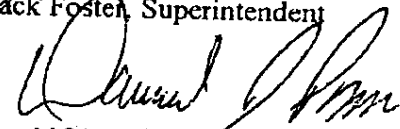
As members of the Southwest Region School District team, we are writing to ask for your support of the legislation supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

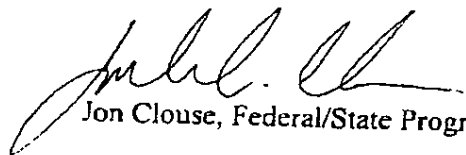
The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District. 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

Alknagik

Clark's Point

Ekvok

Koliganek

Manokotak

New Stuyahok

Togiak

Twin Hills

158 Berkeley Ct.
Fairbanks, AK 99709

February 6, 2009

The Honorable Chris Tuck
Alaska House of Representatives
Attn: Aurah Landau
VIA FACSIMILE: 907-465-3810

Dear Mr. Tuck,

I am writing to tell you that I support HB69. This bill will allow my family and others like us to benefit from the Parents As Teachers (PAT) program. I appreciate being a part of a program that has no income guidelines. I have seen firsthand with my second child the importance of additional screening for learning delays. I have also watched myself become a more confident parent who knows better how to handle difficult parenting issues with the tutelage given to me in my home visits with my parent educator. Please allow me to share my experiences and speak to you about the important concepts the program delivers, and the benefits of group meetings and screenings.

Even though our family income is considered too high to qualify for the only other parent education program in Fairbanks, that does not make me or my spouse a better parent by default. I may be able to provide more books and toys than another parent, but my income does very little to provide me the actual tools and knowledge I need to care for my children. Living away from family and friends, as many Alaskans do, makes the burden of raising a child even greater. PAT provides an array of opportunities to make that necessary "village" in which to raise a child.

Never having spent time around children, my initial instincts were simple: after safety and the bare necessities, I would offer books and educational toys and begin saving for college. How little I knew in those first few months! College may come, but if I don't learn the skills necessary to help my infant or preschooler how to succeed, no amount of savings can help. My role as parent is vastly more complicated and more demanding. The PAT program enabled me to find the right path. The program handout I was given when we began the PAT program after my second child turned three months sums up my parental role well:

- "As a designer, you provide interesting play materials and experiences that promote your child's natural curiosity and problem solving.
- As a consultant, you help your child learn about her world and how it works while encouraging her independence and ability to do things for herself.
- As an authority, you set boundaries for your child's behavior that are appropriate for her age and developmental level, and you help others know your child's unique characteristics and needs."

As my child develops I will have to modify the way I carry out these different roles, but with PAT, I can get advice and great ideas every month when my parent educator comes into our home. We conduct scientific experiments and explore math, language and music.

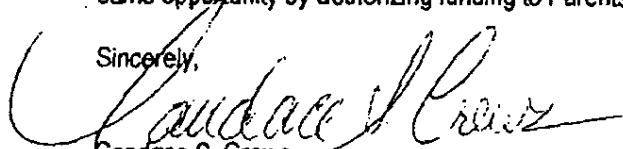
We also benefit from the group meetings that PAT hosts. These meetings help me form that "village" that I lack here in Fairbanks and provide our family with a network of other parents who have experiences to share with me and time to nurture me when I need it. And in a few instances, I know that my experiences with my children have helped another parent deal with difficult decisions. Several other mothers have asked me about degrees offered where I teach at the Tanana Valley Campus. I hope that they may someday seek to obtain degrees, knowing that they will see a friendly face there.

Some of the most critical needs that PAT meets are the developmental screenings. These screenings played a significant role in the detection of my son's speech delay before 18 months. A yearly meeting with a pediatrician can not compete with monthly visits from certified parent educators and frequent screenings. I believe that because the parent educator could conduct screenings in our home—where my child was comfortable to respond—we detected with certainty a speech delay. We caught it early enough that after consultation with our pediatrician and a referral to a speech therapy program, my son caught up on the developmental charts in a single year. My PAT educator even worked with the therapist to ensure that everything she taught me coincided with the steps we were taking in therapy.

I can only estimate that the early detection of my son's speech delay saved the state thousands of dollars in special education programs he would have taken part in when he later attended school. His delay would have been more severe without the early detection and more complicated to correct for having been allowed to fester for years. Surely the funding of this worthwhile parent education program should be a priority of our state as we look toward the future. Alaskan children deserve the best from infancy, and children should not fall through the cracks just because their parents' income is outside of the bounds of certain thresholds.

The sons of two of my friends are currently enrolled in the Fairbanks North Star Borough's special education preschool for speech delays. Neither is a part of Parents As Teachers. Both families would be considered high income. They have benefited from none of the support mechanisms or referral processes that my son benefited from to deal with his speech delay. While they are spending time helping their boys relearn the speech process, my three year old can and I spend our extra time conducting science experiments and exploring early reasoning skills. When my daughter started kindergarten this year, she, and more importantly I, was already familiar with making patterns for math readiness. When her teacher assigned this as homework, I had the skills and understanding from having learned about it through PAT to help her make more and more complex patterns to start her on the right path. I have seen firsthand the importance of designing, consulting and providing authority for my children. Please allow other parents like me to have the same opportunity by authorizing funding to Parents As Teachers.

Sincerely,


Candace S. Crews
907-457-3135

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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BEST BEGINNINGS

Alaska's Early Childhood Investment

January 22, 2009

The Honorable Chris Tuck
House of Representatives
Alaska State Capitol
Juneau, Alaska 99801-1182

Via e-mail: Representative_Chris_Tuck@legis.state.ak.us

Dear Representative Tuck:

I am writing in support of a statewide voluntary home visiting program for young children and their families, such as the evidence-based Parents as Teachers Program. Promoting parents as a child's first and most important teachers is a foundational aspect of the work undertaken by Best Beginnings.

Parents as Teachers does just what its name implies: it helps parents become better and more effective teachers for their young children. When parents are involved in a child's informal or formal education, the child is more likely to be an enthusiastic and engaged learner. The K-12 school system knows the value of parent involvement in keeping students in school, improving test scores, and so on. It makes sense that if parents are engaged early on when their children are young, they will stay engaged.

A large and growing body of research provides increasing evidence of three related tenets: (1) brain growth and development occurs at an astonishing pace in very young children; (2) nurturing and brain stimulation during those years has a profound impact on how children fare in school; and (3) a child's readiness for school is a powerful determinant of how he or she will fare in life.

A voluntary Parents as Teachers program has been shown to help parents of children birth to 3 provide their children with the kinds of learning experiences so vital to brain development. Preschoolers can benefit, too. There are many small communities in Alaska with too few young children to make a center-based early learning program viable. Yet those children should have access to learning experiences just as their peers in larger villages, towns, and cities do.

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

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

This effort is also supported by the stated goals for the Alaska Governor's Summit on Early Learning, held in December 2007, which included the following:

- All children, especially those most in need, have access to early literacy and learning opportunities in their home or in out-of-home settings;
- These services are coordinated; and
- Parents, grandparents, and extended family are engaged in young children's learning with needed support, resources, and incentives.

Please let me know if we can provide any additional information.

Sincerely,



Abbe Hensley
Executive Director

3350 Commercial Drive, Suite 104A • Anchorage, Alaska 99501
t. 907.297.3300 • f. 907.297.3304 • BestBeginningsAlaska.org

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

**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

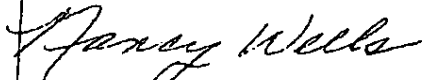
Dear Representative Gara,

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



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,

Melissa Pickle
Parents as Teachers Alaska State Coordinator



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.

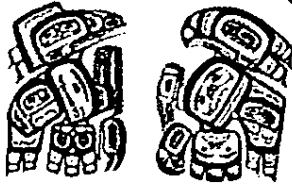
Rural CAP's PAT program will provide families with crucial, scientifically based information on how children grow and learn. The ideas, suggestions, and activities that well trained local staff provides will help parents. There is need for consistent services to parents like workshops on Parenting Skills,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

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

February 6, 2009

To Whom It May Concern:

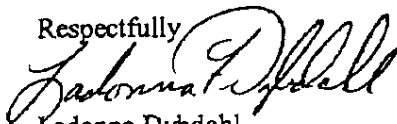
This letter is being written in support of House bill 69.

I am quite certain that the success my child is having right now in High School is due to early training through Hoonah's Parents As Teachers program. Furthermore, I know as an individual I am a better person/parent because of PAT. This is after raising 3 older children that I finally participated in our local PAT program with my youngest and at that time it was a pilot program and trial runs were being made. My daughter Liv and I participated from the time she was toddling (1994) to 3 years old. It was not only fun for her but also very helpful to me. I not only had a chance to visit with other mothers and exchange ideas on what's working as far a child rearing and discipline went but was also educated thru PAT on how to deal with and be a teacher in my own right to my child. I have encourage my older children who have now provided me with 6 wonderful grandchildren to take them to and participate in this fun educational program, not just for their child but for themselves also.

The Federal government supports schools thru "No Child Left Behind." Only stands to reason that State government should support a program like Parents As Teachers which has proven itself over and over it's success in not only our smallest resident's of Alaska but also in their parents who are the biggest teachers in their lives. This is a program that must be continued and supported by all.

Thank you for your time.

Respectfully



Ladonna Dybdahl
P.O. Box 247
Hoonah, Alaska 99829

February 12, 2009

To Whom It May Concern:


The Parents As Teachers (PAT) program in Hoonah, Alaska, is an outstanding program with trained staff who genuinely care about children and their parents.

The PAT program continues to be instrumental in helping families in the Hoonah Community by using research-based curriculum which promotes most favorable child development and constructive parent child relationships for personal (home) visits, prenatal classes for expectant parents at the PAT Center, and parent-child play groups also at the PAT Center. Another key service that PAT provides in Hoonah is developmental, vision and hearing screenings which can lead to early identification of developmental delays or health issues.

I personally have been very actively involved with Parents As Teachers from pregnancy to present day with my four year old. I can testify that my child and I have learned so much from the various facets of the PAT program. I can further testify that PAT has made a significant impact on my child's school readiness. I am confident that he will enter the Hoonah City School system with the knowledge and ability to learn expected of a kindergarten age child.

I strongly support PAT and the infinitely positive influence it has on families in this community.

Sincerely,


Marlene Duvall

P.O. Box 313

Hoonah, AK 99829

(907) 945-3330 home

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. 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

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 Honorary 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 Dural

PO Box 313, Hoonah, AK 99807

907.902.3327

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 109 (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.

PAT offers several programs such as handling pregnancy, breastfeeding, and learning the developmental stages of your child. They offer a tots clinic to conduct an ages 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 ~~me~~ 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 do 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 Badde

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 is in school,
and at home.

The classes they have is helpful,
and family time is being 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 99809

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

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. *Andres 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 ~~excellent~~ 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)

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 S. Davis
P.O. Box 592
Hoonah AK. 99829

P.S.

Please support / vote yes on HB 69

Alaska Parents As Teacher.

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

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

From: Jane Bailey (<mailto:jbailey@chugachschoools.com>)
Sent: Thursday, January 22, 2009 9:03 AM
To: David Theriault
Cc: mpickle@ruralcap.com; bcrumley@chugachschoools.com;
dtreece@chugachschoools.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
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 Thoenke, Director
Homer Children's Services/Birth 2 Three
3691 Ben Walters Lane, Suite #4
Homer, Alaska 99603
(907) 235-6044
(907) 235-2644 fax
jthoenke@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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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 everymonth they give me
stuff on what my child should
be doing

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 Lafferdy
po Box 425
Hoonah AK 99829
945-3126

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

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

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

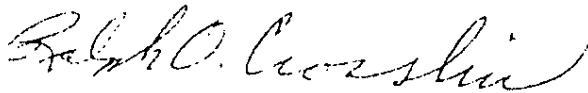
Dear Representative Tuck:

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 IIB 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

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

From: rose wassillie [mailto:togiakrose@yahoo.com]
Sent: Wednesday, March 11, 2009 10:56 AM
To: Rep. Les Gara
Subject: Parent As Teachers program

Thank you Rep. Gara for your support in this program. My child has been in the program since she was one years old she is now four years old. Her desire is to go to "big school". She enjoys the program so much. This has encouraged me as a parent to become involved in school activities. This is positive and very encouraging program for children and parents. Once again, Thank you for your support.

PAT Parent Rose Wassillie

1 Peter 5:7 "casting all your care upon Him, for He cares for you."

Aurah Landau

From: Audrey Jones [audreyjaz@yahoo.com]
Sent: Thursday, February 12, 2009 4:04 PM
To: Rep. Chris Tuck
Subject: Fw: home base schools

My name is Audrey Jones from Fairbanks, Alaska. I had my son in the home base program (Parents as Teachers) starting when he was 2 years old. I am a stay at home mom and it was eye opening for me to realize how much I could teach him at home.

The program helped me teach him colors, shapes, sorting and more importantly how to play and explore with him. I've played some but, I'm always trying to clean the house, run the errands, cook dinner, do the laundry and I never saw play with him as important. If it wasn't for this program, him and I would have driven each other nuts.

He is now four years old and in the headstart program, but we have made a connection with each other that I think we would have missed out on if it had not been for the home base program. A speech impediment was recognized early on and the home base teacher helped us find a speech therapist for my son.

Plus, I always looked forward to the home base visiting us just to have an adult to chat with during the week. She gave me helpful ideas, encouragement and sometimes a shoulder when none others were available.

The program also offered us socials to attend, once a month, to get together with other kids and their parents. They offered lunch or dinners and opportunities to play in groups. He has transitioned nicely into a headstart program through these socials and the structure and regularity that our home base teacher provided.

Thank you for funding these programs that reached out to a home bound mother that luckily was accepted as a recipient of their services.

A sunbeam to warm you,
A moonbeam to charm you,
A sheltering angel, so nothing can harm you.
-Irish Blessing

2/12/2009

3270

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

Carolyn Robison

From: PAT Anchorage
Sent: Thursday, February 12, 2009 1:41 PM
To: Carolyn Robison
Subject: Parent Letter of support

Hi Carolyn, I don't know who to forward this to but I'm sure you do! I may be sending you one or two more. Thanks! -Rozel

From: Judy_Baby [mailto:judy_baby@asdk12.org]
Sent: Thu 2/12/2009 11:41 AM
To: PAT Anchorage
Subject: Parents As Teachers

Chris Tuck,

I am writing this letter to express how bless i am to be in the PAT program. I am a single mother of one and also young. I teach bilingual for elementary level kids but didn't know how to teach my 1 year. Rozel is a wonderful person to learn from she is very understanding flexible and down to earth. I am very happy that she is the type of person she is which reflex on the program. She always shared different resources with me and does research on various things that I might need. My daughter is learning three different languages and is also speaking all three of them. We love coming out to our PAT nights and learn new ways that I can help my daughter with and also she knows that she'll end up with a free book. I've learned how to use just regular stuff around the house to teach my daughter to learn how to be more independent and grow. I've learn so many ways that I can spend with her just doing little things that she can use later on in life i am so bless and eternally thankful that I could be in a program that teaches me how to be a better mother something I personally pray about everyday. I'm bless for the guidance. When Rozel left me a message wondering if i could write to you and sharing with you why I think that the PAT program deserve the states Grant I was very happy to write because the program changed my life and my daughters it's helping us learn from each other. I even use some of the wonderful learning tactics with my little kindergartens so it works. Again the PAT program deserve the State grants and every other grants out there. Thank you Have a great day.

Baby Judy
Muldoon Elementary School
Bilingual
(907) 742-1406
judy_baby@asdk12.org

Aurah Landau

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

4/3/2009

3273

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>)

4/3/2009

3274

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.

1/22/2009

3275

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 Thoenke, Director
Homer Children's Services/Birth 2 Three
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1/22/2009

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

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

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

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

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

The following are quotes by participants in the training:

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

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

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

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

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

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

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

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

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

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

From: Jan Thoenke [mailto:jlthoenke@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 Thoenke, Director
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