

HB

154

<TARGET><BILL>HB 154</BILL><SUBJECT>HB
154</SUBJECT><COMM>HEDC27</COMM></TARGET>

27-LS0531M
Mischel
3/14/11

CS FOR HOUSE BILL NO. 154(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:

Referred:

Sponsor(s): REPRESENTATIVES KAWASAKI, Tuck, Gara, Petersen

A BILL

FOR AN ACT ENTITLED

1 **"An Act providing for the establishment of a statewide early childhood education plan**
2 **and guidelines."**

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

4 *** Section 1.** AS 14.07.020(a) is amended to read:

5 (a) The department shall

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

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

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

14 (4) prescribe by regulation a minimum course of study for the public

1 schools; the regulations must provide that, if a course in American Sign Language is
2 given, the course shall be given credit as a course in a foreign language;

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

6 (6) accredit those public schools that meet accreditation standards
7 prescribed by regulation by the department; these regulations shall be adopted by the
8 department and presented to the legislature during the first 10 days of any regular
9 session, and become effective 45 days after presentation or at the end of the session,
10 whichever is earlier, unless disapproved by a resolution concurred in by a majority of
11 the members of each house;

12 (7) prescribe by regulation, after consultation with the state fire
13 marshal and the state sanitarian, standards that will ensure [ASSURE] healthful and
14 safe conditions in the public and private schools of the state, including a requirement
15 of physical examinations and immunizations in pre-elementary schools; the standards
16 for private schools may not be more stringent than those for public schools;

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

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

23 (10) accredit private schools that request accreditation and that meet
24 accreditation standards prescribed by regulation by the department; nothing in this
25 paragraph authorizes the department to require religious or other private schools to be
26 licensed;

27 (11) review plans for construction of new public elementary and
28 secondary schools and for additions to and major rehabilitation of existing public
29 elementary and secondary schools and, in accordance with regulations adopted by the
30 department, determine and approve the extent of eligibility for state aid of a school
31 construction or major maintenance project; for the purposes of this paragraph, "plans"

1 include educational specifications, schematic designs, projected energy consumption
2 and costs, and final contract documents;

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

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

7 (14) establish, in coordination with the Department of Public Safety, a
8 school bus driver training course;

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

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

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

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

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

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

27 (18) assist the Department of Natural Resources in developing and
28 implementing the farm-to-school program established under AS 03.20.100;

29 **(19) devise a statewide early childhood education plan for students**

30 **that**

31 **(A) incorporates the early learning guidelines adopted by**

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the board under AS 14.07.165(6);
(B) provides for effective and efficient coordination with or
expansion of optional pre-elementary programs operating in the state,
including Head Start, to the extent permitted by law.

* **Sec. 2.** AS 14.07.165 is amended to read:

Sec. 14.07.165. Duties. The board shall adopt

(1) statewide goals and require each governing body to adopt written goals that are consistent with local needs;

(2) regulations regarding the application for and award of grants under AS 14.03.125;

(3) regulations implementing provisions of AS 14.11.014(b);

(4) regulations requiring approval by the board before a charter school, state boarding school, or a public school may provide domiciliary services;

(5) regulations implementing the secondary school student competency examination provisions of AS 14.03.075, including the criteria and procedure under which a governing body uses a waiver to grant a diploma to a student; criteria regarding granting a waiver must include provisions that a waiver may only be granted for students who enter the system late or have rare or unusual circumstances meriting a waiver;

(6) early learning guidelines that support an effective, cost-efficient, and optional pre-elementary program provided under a statewide early childhood education plan approved by the department.

* **Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to read:

REPORT: EARLY CHILDHOOD EDUCATION PLAN. On or before January 15, 2012, the Department of Education and Early Development shall prepare and submit a report to the legislature on the early childhood education plan devised under AS 14.07.020(a)(19), added by sec. 1 of this Act.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number _____
 Bill Version HB154
 () Publish Date _____

Identifier (file name) HB154-EED-TLS-3-4-11 Dept. Affected Education and Early Development
 Title "An Act providing for the establishment of a statewide early childhood education plan and guidelines." Appropriation Teaching & Learning Support
 Allocation School & Student Achievement
 Sponsor Reps. Kawasaki, Tuck, Gara, Petersen
 Requester House Education OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2012	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
OPERATING EXPENDITURES								
Personal Services								
Travel	110.0	110.0						
Services	40.0	40.0						
Commodities								
Capital Outlay								
Grants								
Miscellaneous								
TOTAL OPERATING	150.0	150.0	0.0	0.0	0.0	0.0	0.0	0.0

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	150.0	150.0						
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other (please identify)								
TOTAL	150.0	150.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2011) cost _____

POSITIONS

Full-time								
Part-time								
Temporary								

Why this fiscal note differs from previous version (if initial version, please note as such)

Prepared by Cynthia Curran, Director
 Division Teaching & Learning Support
 Approved by Mike Hanley
Commissioner

Phone 465-2857
 Date/Time 3/4/11 4:55 PM
 Date 3/4/2011

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB154

Analysis

This bill creates statewide early childhood education plan. The plan incorporates the early learning guidelines for students three and four years of age and provides an optional pre-elementary program for those interested in participating.

The department will coordinate with other pre-elementary programs, i.e. Head Start to implement the early childhood plan.

Estimated number of statewide meetings with district representation in order to write the plan: 4

Estimated cost travel/per diem/substitute teacher cost: \$86,455

Estimated Alaska Early Childhood Coordination Council review, travel for 1, 3 day meeting and final printing/
publication of the plan: \$23,545

Estimated contractors cost to assist department staff with the plan: \$40,000

HOUSE COMMITTEE REPORT

(7)
 Date Referred to Committee: February 11, 2011 FURTHER REFERRALS: Finance

Date of Committee Action: 3/14/11

The EDUCATION Committee considered: HB 154

HOUSE BILL NO. 154

"An Act providing for the establishment of a statewide early childhood education plan and guidelines."
HB 154 PRE-ELEMENTARY SCHOOL PLANS/GUIDELINES

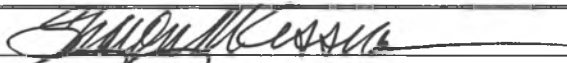
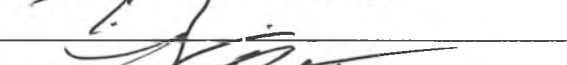



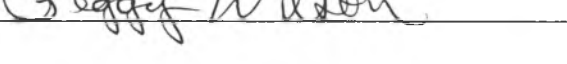
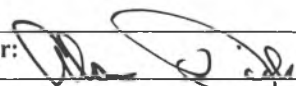
Recommends it be replaced with HCS or HCS for House Bill 154 (EDC)
 For Senate Bills with new title: Technical Title New Title: HCR _____ Same Title New Title

- 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>				
*FN# is assigned by Chief Clerk's Office				
*FN#	List by Dept(s):	Fiscal	Indet.	Zero
	EED	✓		

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

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
	CISSNA	✓			
	FELGE			x	
	PRUITT			x	
	SEATON	x			
	SEATON	x			
	WILSON			x	
Chair: 	DICK	✓			
Chair:					



Representative Scott Jiu Wo Kawasaki

Alaska State Legislature

District 9 Fairbanks

House Bill 154 Sponsor Statement

Alaska remains one of the only states that do not provide pre-Kindergarten (pre-K) education to its children on a statewide basis. HB 154 seeks to add Alaska to the ranks of states that recognize that children benefit from early education. Children who participate in early education programs earn more money as adults, enter the job market in much larger numbers, obtain college education in higher numbers, remain off of public assistance and are more likely to stay out of jail.

Alaska has a responsibility to provide the best education possible for its children. Currently, outside of few school district classrooms, the state only provides pre-K education through Head Start programs and through the Best Beginnings partnership. Head Start is underfunded and only available to the poorest students. Due to underfunding, the Alaska Head Start Association estimates that more than 50% of the children who qualify cannot receive Head Start education. Head Start has consistently lagged far behind its need. Providing early public education opportunities is a crucial stepping stone to brightening the future of the young Alaskans.

Extensive research shows that a child's intellectual development is especially important before age six. A study by the National Institute for Early Education research in 2004 found that children who attended state-funded pre-kindergarten programs demonstrated improvements in vocabulary 31% greater than those who did not participate, and 44% greater in math. Young children who receive high quality early education do better in school academically and are more likely to stay in school, graduate, and go on to attend college.

The beneficial impact of early education also extends to the economy with multiple studies showing that funds invested in early education pay dividends in the long run. Every dollar invested in high quality pre-kindergarten programs saves Alaskans from paying for remedial and special education and public assistance. An ongoing study of 40-year old adults in Michigan who participated in the 1962 Perry Pre-Preschool Project found that adults with pre-K were more likely to be employed and earned 33 percent higher average income than their peers who did not have state funded early education.

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

In Juneau ◦ State Capitol Juneau, Alaska 99801

In Fairbanks ◦ 1292 Sadler Way Fairbanks, Alaska 99701

Juneau ◦ (907) 465-3466 ◦ Fax (907) 465-2937 ◦ Fairbanks ◦ (907) 456-7423 ◦ Fax (907) 451-9293

Email: Representative_Scott_Kawasaki@legis.state.ak.us



Representative Scott Jiu Wo Kawasaki

Alaska State Legislature

District 9 Fairbanks

HB 154: Alaska Pre-Elementary Program

Sectional Analysis

- Section 1. Department of Education shall devise and implement a statewide early education plan that incorporates early learning guidelines adopted by the education board and coordinates with Head Start and other child care providers.
- Section 2. Board of Education shall adopt early learning guidelines that support an effective and cost-efficient optional pre-elementary program provided under a statewide early childhood education plan approved by the department.
- Section 3. Requires the Department of Education and Early Education Plan to submit a report to the Legislature by January 15, 2012

In Juneau ○ State Capitol Juneau, Alaska 99801

In Fairbanks ○ 1292 Sadler Way Fairbanks, Alaska 99701

Juneau ○ (907) 465-3466 ○ Fax (907) 465-2937 ○ **Fairbanks** ○ (907) 456-7423 ○ Fax (907) 451-9293

Email: Representative_Scott_Kawasaki@legis.state.ak.us

House Education Committee
Chair Dick
Vice-Chair Pruitt
Member Feige
Member Seaton
Member P. Wilson
Member Cissna
Member Kawasaki

RE: HB154 An Act providing for the establishment of a statewide early childhood education plan and guidelines

Thank you for your efforts to pass this legislation. Alaska can not go one more year without educating our preschool children. Please pass this before we become a third world country or state, anyway.

There is so much evidence of the value of this and the negligence resulting from not having early childhood education. Honestly, you can not be a responsible state and nation anymore and not provide for early childhood education. I have talked until I'm blue in the face so I don't think my referring to more studies will help.

Please get Alaska off to early childhood education. It is something that should be optional for individual parents. Some may have something already going on. The children who most need this, who have no other options, are the ones who get nothing.

Also, if you can provide for the "parents as teachers" early education plan that is a great idea as well. That program also teaches parents how to teach their children those early skills. Providing options is good! Just do it some way.

Thank you!

Doris Robbins

1281 Overhill Dr.
Fairbanks AK 99709-6753
(907) 374-0597
drobbins@gci.net

Provided by Rep. Kawasaki

Alicia Maryott

From: afc@mosquitonet.com
Sent: Wednesday, March 09, 2011 12:46 AM
To: Rep. Scott Kawasaki

Follow Up Flag: Follow up
Flag Status: Flagged

Categories: AK 27 HB154

Hi Scott.

I am glad to hear about Bill 154 and I am in support of pre-k programs. I was not shocked to hear on the local tv news that the U.S. is still falling in educating our young people. The report stated that we are at the lowest overall rating from the past 20 years. I am a concerned grandmother and would love to see more support given for the working families, it seems that parents are not taking the time help educate their children as per the report. I also have seen the struggles our college students are having in math and english we need to build a strong foundation from early on and get them ready for the next step in their education.

Regards,

Gabriele Larry

Alicia Maryott

From: Gretchen Hundertmark [gretchen@sfos.uaf.edu]
Sent: Wednesday, March 09, 2011 8:14 AM
To: Rep. Scott Kawasaki
Subject: HB154

Categories: AK 27 HB154

I am excited to hear about this bill and encourage you to continue supporting this and all Alaska education funding. Our children are our future from pre-school through college. If we provide the young adults with opportunities to go to the university here then they are more likely to stay here as adults. Using oil revenues for education is an investment in the future.

Thank you for your hard work.

Gretchen Hundertmark
1962 Red Leaf Rd
Fairbanks
907.456.2250
gretchenhund@yahoo.com

Alicia Maryott

From: Carla Jenness [cjenness@kpbsd.k12.ak.us]
Sent: Monday, February 21, 2011 9:01 AM
To: Rep. Scott Kawasaki
Subject: Hooray for HB 154

Categories: AK 27 HB154

I wanted to cheer when I heard Rep. Kawasaki's words that we should be building schools, not jails. I am writing to throw my wholehearted support behind HB 154 and the Parents as Teachers initiative. Thank you so much for making sense and caring for Alaska's kids, and in turn, caring for all Alaska.

Carla Jenness
Nikiski

Some various support materials have been provided, but other more extensive materials were used in the research for this bill. Many of them reflect similar or the same outcomes and reference the same reports. All are available in their full text upon request. Here is a full list of the reports (the first seven are included in the bill packet):

1. Anchorage Daily News Editorial "Alaska Needs a Plan to Make Public Schools Better"
2. Legislative Research Report: The Value of Pre-Kindergarten Programs
3. State and Federal Funding for Head Start Program FY11 and Governor's Proposal for FY12
4. 2009 ISER Report: "The Cost of Crime"
5. Step Up Early Ed & Child Care: Economic Impact Report
6. UNC Child Development Institute: "Poverty and Early Childhood Intervention"
7. Science Daily: "Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health"
8. Legislative Research Report: Head Start Participation and Declining Services
9. Alaska Governor's Summit on Early Learning (2007)
10. Parents as Teachers Research and Program Quality
11. Alaska Ready to Read, Ready to Learn Task Force Report & Recommendations
12. The Parents as Teachers Program: Its impact on School Readiness and Later School Achievement
13. ADN Our View: Alaska Needs a Plan to Make Public Schools Better
14. The State of Preschool 2007
15. The State of Preschool 2007: Alaska State Profile
16. The High/Scope Perry Preschool Program: Cost & Benefits Analysis
17. DEED House Finance Subcommittee Responses
18. AK Pilot Pre-K Project-Evaluation Year One

Our view: Alaska needs a plan to make public schools better

Quality gap

(11/16/08 21:39:10)

Alaska has handicapped its young children by being one of only 12 states with no state-funded education system for pre-kindergarten students.

Here's another gloomy statistic at the other end of the public education system: Only about two-thirds of Alaska high school students graduate in four years, compared with the U.S. average of three-fourths graduating.

And of Alaska students who do graduate, only a third start college. Nationwide, nearly half of high school graduates are college-bound. So what's the plan to improve the odds for Alaska kids?

There isn't one -- but state commissioner of education Larry LeDoux wants to change that. Last week, the state sponsored the first education summit in many years, engaging about 400 parents, students, educators, university officials and others in a discussion about what's needed.

Friday they came up with about 50 goals, including offering state-funded preschool to the families of every 3-, 4- and 5-year-old in Alaska.

A sampling of other goals:

• Evaluating pre-school programs to make sure they're adequately preparing children for school.

• Establishing a statewide telecommunications network, with equal access for all students.

• Defining what a student needs to know to be a skilled worker or a college student -- not just the minimum standards the state now sets for handing out high school diplomas.

Meeting these goals would take school funding to another level. A much higher one, though no one made any estimates.

The true test of Alaska's commitment to our young people will not be whether a group of smart, dedicated people can produce an admirable list of goals, but whether the state administration and the Legislature will support them financially.

We can't say right now which reforms the state should adopt and pay for and which not.

They need to be thought through. The list will go up on the state Web site, be adopted and perhaps refined by the state Board of Education, and be publicized so that anyone in Alaska can comment.

But it's worth noting that other states, not as wealthy as ours, do offer state-funded pre-school, for example.

And it's clear that Alaska isn't doing enough to ensure the success of its students. If it were, we wouldn't have such abysmal graduation rates.

BOTTOM LINE: Alaska needs to take a hard look at steps that will improve public education, like state-funded pre-kindergarten.

Legislative Research Report: The Value of Pre-Kindergarten Programs (2006)

Executive Summary as prepared by Representative Kawasaki

According to the National Education Association (NEA), children who attend high quality prekindergarten programs are better prepared for kindergarten, have better language and math skills, better cognitive and social skills, and better relationships with classmates. In addition they note that children who attend prekindergarten are less likely to drop out of school, repeat grades, need special education, or get in trouble with the law when they are older. The NEA advocates for universal high quality prekindergarten programs because it "represents one of the best investments our country can make."

In the most recent evaluation of the High/Scope Perry Preschool Project students, the age of which was about 40, the High/Scope Education Research Foundation was able to interview 97 percent of the study participants still living. Some of this study's major findings are as follows:

- A greater percentage of the group graduated from high school than the non-program group
- The group who received high-quality early education on average outperformed the non-program group on various intellectual and language tests during their early childhood years, on school achievement testes between ages 9 and 14, and on literacy tests between ages 19 and 27
- A greater percentage of the group who received high-quality early education was employed at age 40 than was the non-program group
- The group who received high-quality early education had median annual earnings more than \$5,000 higher than the non-program group
- A greater percentage of the group owned their own homes
- They had fewer arrests and fewer arrests for violent crimes
- Taxpayers received \$17 in benefits for every dollar spent on high-quality early education programs

The Abecedarian Early Childhood Intervention Project assessed their students at age 21 with the following results:

- School districts saved more than \$11,000 per child because participants are less likely to require special or remedial education
- Higher cognitive test scores
- Higher academic achievements in reading and math
- They were more likely to attend a four-year college
- Taxpayers received \$4 in benefits for every dollar spent on high-quality early education programs



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Memorandum

TO: Representative Bryce Edgmon
FROM: Susan Haymes, Legislative Analyst
DATE: February 17, 2011
RE: State and Federal Head Start Funding
LRS Report 11.166

You asked for the level of state and federal funding for the Alaska Head Start program for FY11, and the Governor's proposal for FY12.

Although state funding for the Head Start program remains constant under the Governor's proposed budget for fiscal year 2012, an anticipated decrease of more than \$3 million in federal funds could reduce the program's overall funding budget. The following table shows state and federal funding for FY11 and proposed funding for FY12.

State and Federal Funding for Alaska Head Start, FY11-FY12

Funding Source	FY11 (authorized)	FY12 (proposed)
Total Federal		
Direct Funding to Grantees ¹	\$ 35,000,000	\$ 32,000,000
Funding to the State	\$ 125,000	\$ 125,000
State	\$ 7,292,600	\$ 7,292,600
Total Federal and State	\$ 42,417,600.00	\$ 39,417,600.00

Notes: The vast majority of federal funds go directly from the federal government to organizations that are Head Start grantees; however, a small amount of funding goes to the state to facilitate collaboration at the state, regional, and local levels around early childhood education issues.

(1) The \$35 million figure for FY11 is an approximate amount. The FY12 figure reflects a projected decrease of at least 3 million in federal funds to Head Start grantees. Alaska grantees could see a decrease as early as March 2011.

Source: Paul Sugar, Education Specialist, Department of Education and Early Development, 907.465.4862.

We hope this is helpful. If you have questions or need additional information, please let us know.



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 total population is among the fastest-growing in the country. There are five times more inmates in 2007 than in 1981. Spending for the state justice system has nearly doubled since 1981. The state's crime rate has dropped only about 30%.

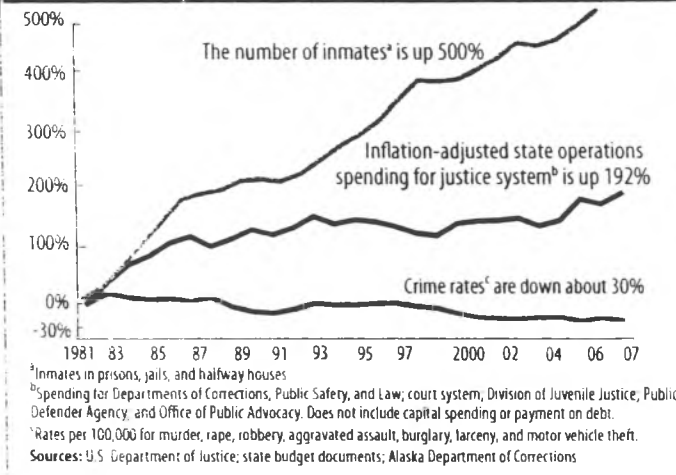
Here is the dilemma for the state, given the pattern shown in Figure 1: what can it do to hold down the number of inmates and stem the rising costs—while at the same time keeping the public safe and using tax dollars effectively?

Senator Don 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 least ending up there. Alaska currently spends about \$100 million a year for such programs, but they aren't available to many of those who might benefit from them.

There is 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 prevent 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. So, at least some of them from committing more crimes. Such programs help improve public safety but also reduce growth in 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



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

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

Figure 2. Who Gets out of Jail or Prison in Alaska?

(Total Releases, 2002-2007: 82,339)



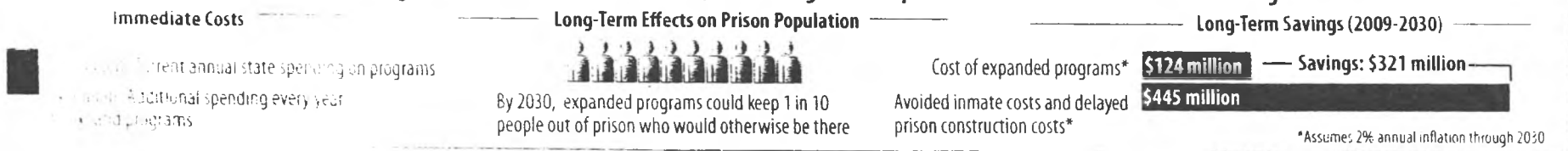
• With no change in policies, the number of Alaska inmates is likely to double by 2030, from 5,300 to 10,500.

• 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



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 at saving money or reducing crime, or the available evidence showed them to be largely ineffective.

How Do the Programs Compare?

A chart on the next page shows, expanding programs to serve more of the people would save the state about \$321 million and reduce the projected number of inmates 10% by 2030. Figures below show the various programs contribute to costs, savings, and reductions in the number of Alaskans behind bars.

- *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.*

- *Intensive programs for juveniles who have committed crimes are not effective at saving money or reducing recidivism, but they serve a much smaller number of people.*

- *Education and job training programs for inmates with mental health disorders can reach the most people, but they can't readily be expanded to serve the most people who need them.*

- *Alternatives to prison for some people, such as with lesser offenses, save the state money right away, and almost all reduce recidivism. The exception is electronic monitoring, which is expensive but has little evidence to reduce future*

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

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

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

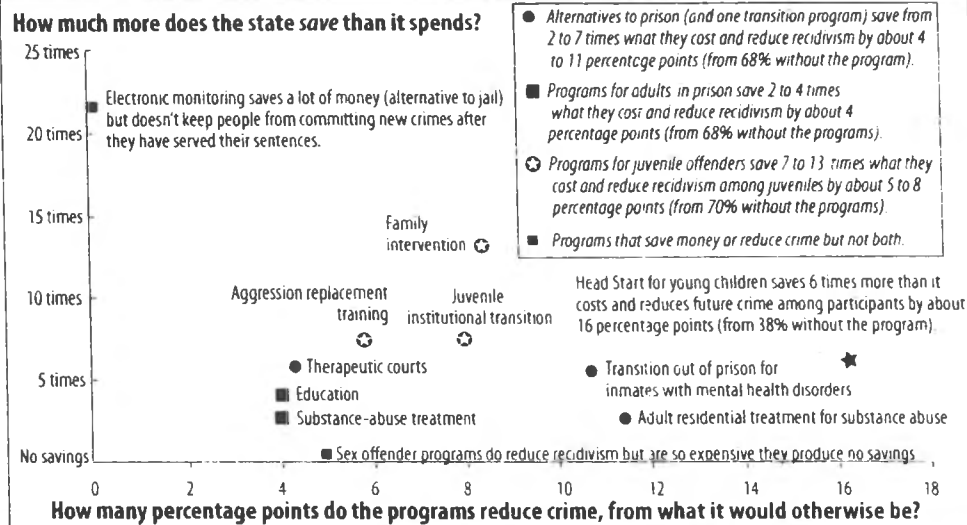
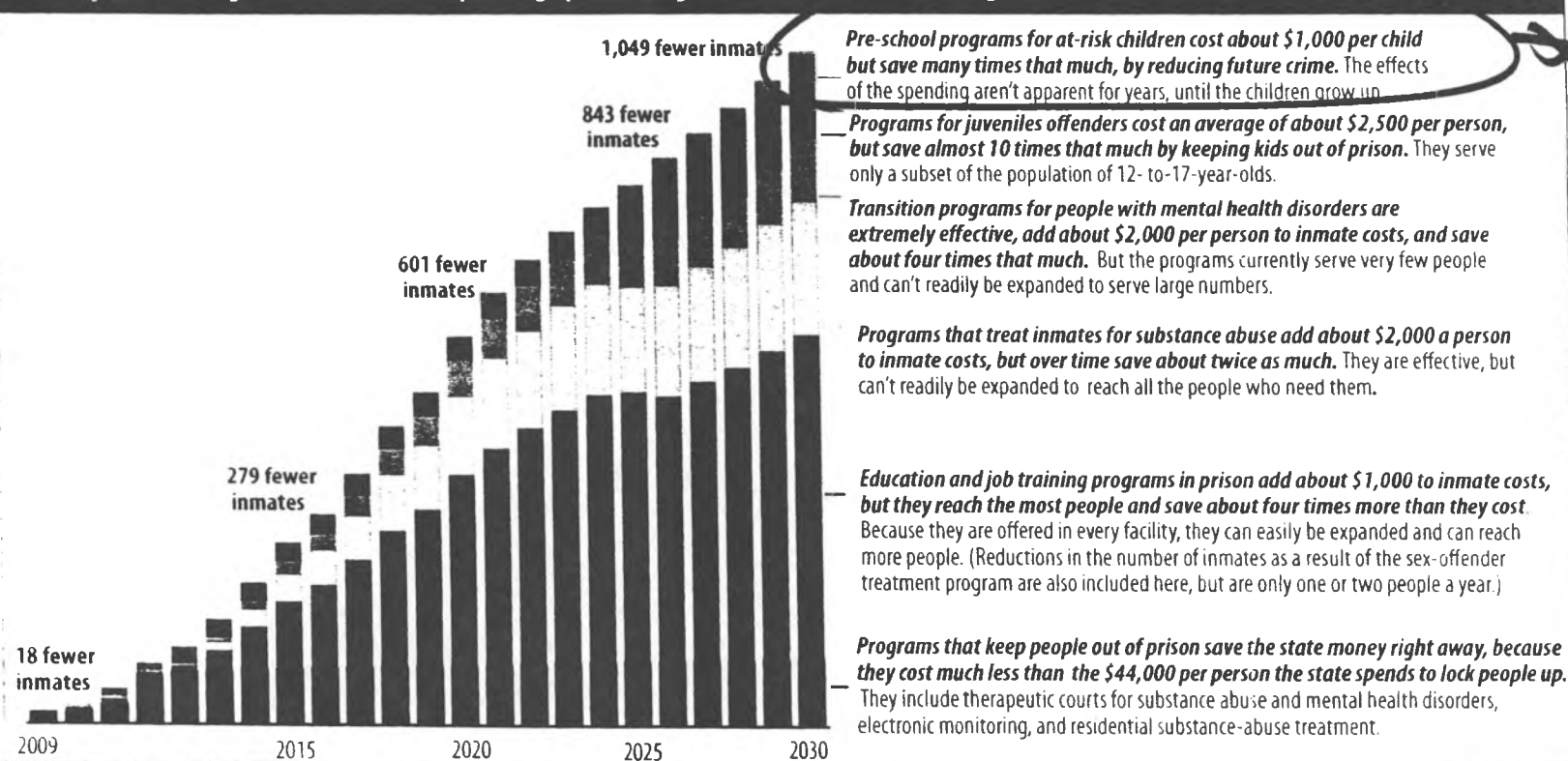


Figure 7. How Would Expanding Specific Programs Contribute to Reducing Growth in Numbers of Inmates?



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

step^{up} early ed & child care

Based on the McDowell Group Report July 2006

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





step^{up} early ed & child care

STUDY FINDINGS ARE DETAILED ON THE FOLLOWING PAGES:

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

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

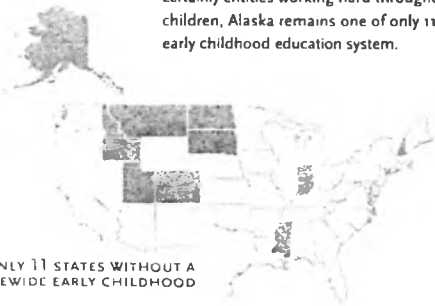
LET US STEP YOU THROUGH THE FACTS.

1 Early childhood education and child care play a critical and measurable role in Alaska's economy

2 The availability of quality, affordable child care remains a challenge for many Alaska families

3 Alaskans across the state place a high priority on state funding for early education and child care

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



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

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

AL PARRISH, CHIEF EXECUTIVE
PROVIDENCE HEALTH SYSTEM IN ALASKA

SCOPE OF THE ALASKA STUDY

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

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

A key component of this project was a telephone survey of 721 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 62,013 children under six years of age, according to the Alaska Department of Labor and Workforce Development (DOLWD). Of these children, approximately 65 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

LIVING WITH SINGLE MOTHER, IN LABOR FORCE

23%

LIVING WITH SINGLE FATHER, IN LABOR FORCE

12%

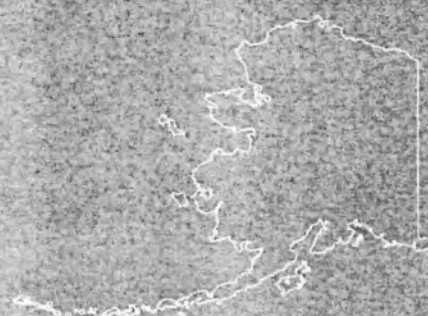
LIVING WITH TWO PARENTS, BOTH IN LABOR FORCE

65%



THE ECONOMIC IMPACT ON ALASKA

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



JOB
DIRECT & INDIRECT:
7,400 in child care workforce

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

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

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

IMMEDIATE IMPACT OF QUALITY EARLY EDUCATION AND CHILD CARE

Child care providers make it possible for **29,400** Alaskans to enter the labor force (one adult for each household with children under six years of age where all parents are in the labor force). The 29,400 Alaskans that are in the workforce because child care services are available to them account for 9.5 percent of the Alaska resident workforce. If these working parents also account for 9.5 percent of all Alaska resident wages, their total annual wages would be just under \$850 million. This indicates an average of \$28,800 per family in additional Alaska annual income indirectly made possible by child care services, is equal to approximately 40 percent of Alaska's mean family income in 2005.

Other data suggests a similar household income impact related to adding a second wage earner. In 2004, median family income for families with one wage earner was \$43,209. Median family income for families with two wage earners was \$77,159, a difference of \$33,950. This analysis assumes that the typical parent who is in the labor force because child care services are available to him or her earns the same wages as the average Alaska worker. This may or may not be true given the demographics of families with young children. Nevertheless, it is clear that the availability of child care has major implications on income for Alaska residents in general, and on family household income in particular.

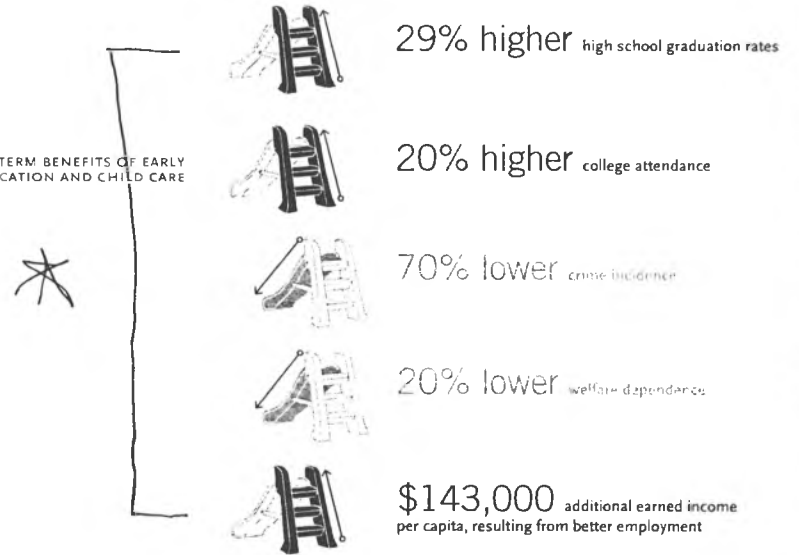
"Investment in early childhood development programs brings a real (that is, inflation-adjusted) public return of 12%, and a real total return, public and private, of 16%. We are unaware of any other economic development effort that has such a public return...."

ARI ROJNIEK
SVP AND DIRECTOR OF RESEARCH
FEDERAL RESERVE BANK OF MINNEAPOLIS

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

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

LONG-TERM BENEFITS OF EARLY EDUCATION AND CHILD CARE



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 EDUCATION 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.

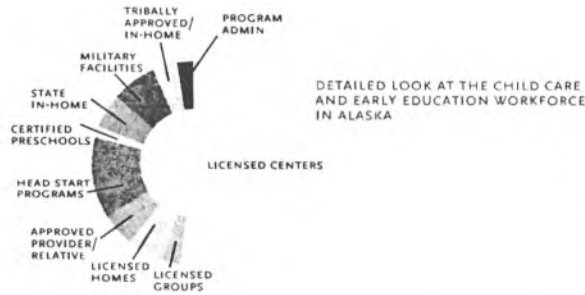
Yet, even without these added positions, the size of this workforce is comparable to other significant industries in Alaska. For example, the residential and non-residential building construction sector employed an average of 6,000 workers in Alaska in 2002, and Alaska's air transportation sector employed 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

6,000 Workers in residential and non-residential building construction



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

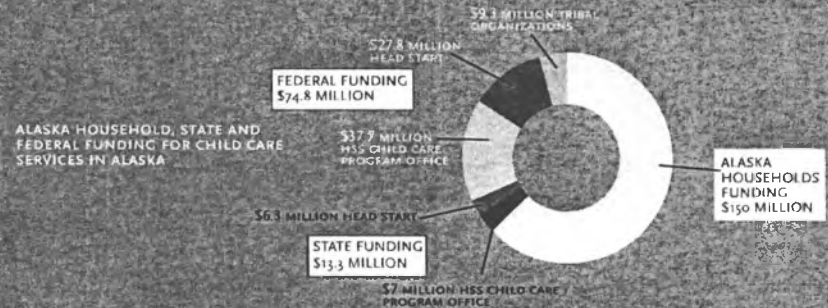
Despite the prominence of individuals employed in this workforce, there is a very low correlation in compensation. DOLWD payroll data indicated that the average monthly wage of an individual employed in this sector was \$1,342. This is well below the average for all sectors of the Alaska economy; the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

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



CHILD CARE SERVICES REVENUE AND FUNDING

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



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

IMPACT ON ALASKA FAMILIES

To better understand how the early education & child care sector directly impacts families, 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 725 households with children under six years of age. The sample included 110 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 18 percent of children in the surveyed households received child care services of some type during the month of January 2006. Among those children receiving child care services, 49 percent were in a preschool or child care center. Just under one-third were being cared for in someone else's home, with over one-quarter receiving care in their own home. Eight percent were in a Head Start program. This total adds up to more than 100 percent, as some children received care in more than one setting.

FINDING ACCEPTABLE CHILD CARE



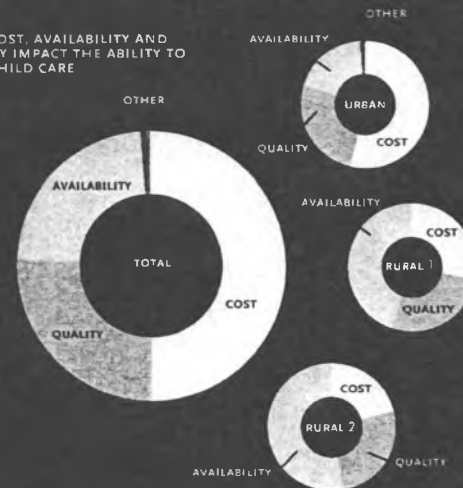
FINDING ACCEPTABLE CHILD CARE

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

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

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

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



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

COST MOST OFTEN CITED

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



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.

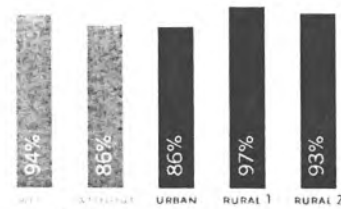


9 of 10 alaskans support funding

The telephone survey described earlier 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. Over 70 percent feel it should have high priority. A variety of population segments 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 > \$50,000

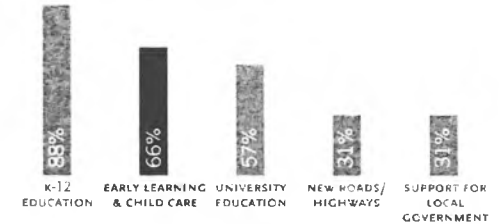


"The data shows what I have also personally experienced – that the issue of quality early education and child care is one of the most important social issues facing us in Alaska today."

JIM CALVIN, MCDOWELL GROUP

alaskans place priority on funding early education and child care

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



THE RELATIVE IMPORTANCE OF EARLY EDUCATION AND CHILD CARE

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

report conclusion - next steps

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

end notes

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

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

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

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

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



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#42 | April 2007

Poverty and Early Childhood Intervention

In the spring of 2006, UNC's Center on Poverty, Work and Opportunity hosted a competitive process to support original research by UNC faculty members in the form of policy briefs. Each brief was authored by a UNC faculty member and was reviewed by two experts—an academic and a practitioner in the field that the brief addresses. This Snapshot summarizes the brief on Poverty and Early Childhood Educational Intervention.

OVER AND OVER AGAIN research has shown that children living in poverty suffer in a multitude of ways. Childhood poverty is associated with higher rates of academic failure, grade retention, school drop-outs, teen parenthood, and smoking and illegal drug use. Children growing up in poverty are more likely to have employment difficulties as adults. Research also shows that these outcomes are preventable.

Findings from the Abecedarian Project—a 30-year old project at FPG Child Development Institute—demonstrate that intensive early childhood educational intervention can have lasting positive effects for children raised in poverty. What's more, the program resulted in decreased government spending. Yet children living in poverty today do not have access to this type of initiative.

What Happens to Children Living in Poverty

Children raised in poverty:

- Have poorer academic achievement outcomes than other children.
- Are less likely to attend college. While 88 percent of affluent students attend college, only 36 percent of children raised in poverty do so.
- Are more likely to become a teen parent.
- Are more likely to smoke and use illegal drugs.
- Are more likely to be unemployed.

Existing Research on Early Educational Programs for Poor Children

Numerous early childhood programs have been created over the years to attempt to redress the negative consequences of poverty. Below is a brief summary of research on some of these efforts.

Head Start

Research in the early nineties which seemed to show that Head Start had no lasting impact on poor children's school performance received much attention, despite significant problems with the study's methodology. A more recent study which met standard research protocols showed that after participating in Head Start for a year, children had some improvement in language and pre-reading outcomes and access to health care; and no significant effect for math.

Consortium for Longitudinal Studies

The consortium included researchers from several early childhood programs from the 1960s. They followed up with participants six to ten years later and found that these children were less likely to use special services in school and had fewer grade retentions. However, intellectual gains eroded within three to four years after the program and academic gains were largely gone by five to six years in school.



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Chicago Child-Parent Center Program

This program was center-based and offered child and family support services to a sample of families living in high-poverty neighborhoods. Children attended half-day preschool and received additional support through first grade. Participants had higher achievement scores during elementary school than those who did not receive the intervention. By age 20, these same children had lower incidence of crime and higher rates of high school graduation.

Infant Health and Development Program

Study participants were low birth weight babies. Participants were randomly assigned to receive services typically offered for such babies or to receive home-based educational intervention during their first year followed by two years of center-based child care. At age eighteen, those who had been heavier at infancy had higher cognitive scores and fewer reported behavior problems. There were no long-term benefits for the lighter weight infants.

Perry Preschool Program

Children attended a half-day preschool program for two years. By second grade, participants had significantly higher achievement scores and were less likely to receive special education services. By age 27, participants were more likely to have graduated from high school, had significantly higher earnings, own homes and second cars, and were less likely to receive welfare or be involved in crime. By age 40, participants were more likely to be employed, have higher salaries, own homes, and have savings accounts. They were less likely to have committed a crime or used illegal drugs.

The Abecedarian Project: A One-of-a-Kind Experience

This project represents the most intensive early childhood program offered for children from poor families. It is the only program to have had full-day, year-round, center-based care in infancy and continue until kindergarten entry. The study methods used meet the highest standards of research. The program enrolled 111 infants between 1972 and 1977 with 57 randomly assigned to receive center-based early educational intervention and 54 in a control group.



The Intervention

The curriculum involved educational “games” that emphasized development skills in cognition and language. For example, infant games were age appropriate adult-child interactions that included talking to the child, showing pictures or toys, and offering infants a chance to react to their environment. Activities were individualized for each child. As children aged, the “games” became more conceptual and skill-based, but the program always emphasized individual development. Children also received their healthcare on site from a staff pediatrician.

Result Highlights

Those who received the intervention:

- Scored 1.8 grade years higher in reading and 1.3 years higher in math as young adults.
- Were more likely to attend a four-year college (36 percent versus 14 percent).
- Were more likely to have a skilled job (47 percent versus 27 percent).
- Were less likely to have had their first child at age 18 or younger (26% versus 45%).
- Tended to smoke less (39 percent versus 55 percent).
- Were less likely to use marijuana (18 percent versus 39 percent).

Cost-Benefit Analysis

Independent economists calculated cost-benefit ratios for the Abecedarian Project based on:

- Earnings and benefits of participants,
- Earnings and benefits of future generations,
- Maternal earnings,
- Elementary and secondary education cost-savings,
- Improved health,
- Higher education costs, and
- Welfare use.

The estimated cost-benefit ration was 2.5:1—meaning for every dollar spent on the program, taxpayers saved \$2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs.

Conclusions

Abecedarian Project findings show that intensive early childhood educational intervention made a dramatic difference in long-term outcomes for children raised in poverty. Individuals in the study currently are participating in an age 30 follow-up study. ■

To Learn More

Pungello, E. P., Campbell, F. A., & Barnett, W. S. (2006, December). Poverty and early childhood educational intervention (Policy Brief No. 1). Retrieved April 18, 2008, from The University of North Carolina at Chapel Hill, Center on Poverty, Work and Opportunity web site: <http://www.law.unc.edu/PDFs/Poverty/PungelloandCampbellPolicyBrief.pdf>





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Enhanced Early Childhood Education Pays Long-Term Dividends in Better Health

ScienceDaily (Jan. 17, 2011) — Intensive early education programs for low-income children have been shown to yield numerous educational benefits, but few studies have looked more broadly at their impact on health and health behaviors. A new study conducted by researchers at Columbia University's Mailman School of Public Health examines this issue, using data from a the well-known Carolina Abecedarian Project (ABC), a randomized control study that enrolled 111 infants in the 1970s and continued to follow them through age 21.

See Also:

Health & Medicine

- Health Policy
- Teen Health
- Children's Health

Mind & Brain

- Mental Health
- Child Psychology
- Child Development

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- Sex education
- Clinical trial
- Evidence-based medicine
- Sports medicine

education.

Findings are online in the *American Journal of Public Health*.

The original study enrolled infants from 1972 to 1977 at the Frank Porter Graham Child Development Institute in Chapel Hill, NC, where they received an age-appropriate curriculum designed to enhance cognition and language development starting in infancy. Researchers had found that infants enrolled in the program had higher IQ by age three and higher reading and math achievement by 15 years of age, lower rates of teen depression and greater likelihood of college enrollment compared with a control group.

The current study expands on the original study to examine the impact of ABC on three health measures and 11 measures of behavioral risk factors. The health measures were the number of self-reported health problems since 15 years of age, a depression index score, and the number of hospitalizations in the past year. Behavioral risk factors concerned traffic safety, drug use, and access to primary care. Researchers found that participants had significantly better health and health behaviors and that these findings were independent of IQ, educational attainment or health insurance status.

The original study was small, but it had a very strong effect on education. Until it came along, the benefit of education had never been proven using the gold standard in research methods—the randomized controlled trial. What we have found is that this educational intervention also reduced health risks like smoking and improved health outcomes as early as age 21," said Dr. Muennig, assistant professor of Health Policy and Management at Columbia's Mailman School and principal investigator of the new study. "The health benefits were quite dramatic."

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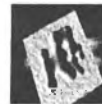
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"While much remains to be learned about both the pathways linking education to health and the overall effect sizes of education on health, our study provides causal evidence in support of the hypothesis that early education enhancements may improve income, reduce crime, and even enhance the global competitiveness of the American workforce," suggests Dr. Muegglin. "These interventions may be more cost-effective than many traditional medical and public health approaches to improving population health."

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**QUALITY EARLY EDUCATION:
A COMPETITIVE NECESSITY IN A GLOBAL ECONOMY**
Bill Millett / President, Scope View Strategic Advantage

In the global economy of 2011 and beyond, the United States must effectively mobilize every possible competitive resource. Early education has rarely been positioned in that context, but it is a critical asset, or damaging liability depending on its quality, for the nation's long-term economic vitality.

Cited below are some of the key business organizations and other sources that have made forceful cases for the long-term economic importance of quality early education and that are discussed in this presentation. Scope View believes that early education advocates have too often based their arguments by using the conclusions of other early education professionals, while too seldom citing resources like those shown here.

There is only one way to effectively and consistently reach business and governmental leaders. And that is to ensure that business organizations are among those making the case. Many of them have... and with compelling logic. Business sources also provide substantially more credibility within some governmental circles that may discount arguments advanced by the early education community itself.

The Business Roundtable: www.businessroundtable.org/taskforces

The Business Roundtable is the bluest of blue chip business associations. It is comprised of the Chief Executive Officers of 160 leading U.S. companies with \$4.5 trillion in annual revenues and more than 10 million employees. Member companies comprise nearly a third of the total value of the U.S. stock markets and represent over 40 percent of all corporate income taxes paid. Roundtable companies give more than \$7 billion a year in combined charitable contributions, representing nearly 60 percent of total corporate giving.

The Roundtable is committed to advocating public policies that ensure vigorous economic growth, a dynamic global economy, and the well-trained and productive U.S. workforce essential for future competitiveness. The Roundtable believes that its potential for effectiveness is based on the fact that it draws on CEOs directly and personally, and presents government with reasoned alternatives and positive suggestions.

In 2003, it issued a major position paper, "Early Childhood Education: A Call to Action from the Business Community," emphatically endorsing state and federal programs that provide quality early education. In so doing, it embraced both the general principles and key operational elements of Smart Start. Importantly, the Business Roundtable positioned the issue as one of major importance to the long-term vitality and security of local and state economies and that of the nation as a whole.

"Over the past two decades, business leaders have invested time, expertise, and resources in efforts to improve K-12 education in the United States. What we have learned leads us to conclude that America's continuing efforts to improve education and develop a world-class workforce will be hampered without a federal and state commitment to early childhood education for 3-4 year-old children. In today's world, where education and skill levels determine future earnings, the economic and social costs to individuals, communities, and the nation of not taking action on early childhood education are far too great to ignore."

However the research is clear: the return on investment is linked to quality; simply increasing participation without ensuring program quality will not produce positive results. Successful programs will include:

- (1) Aligning the objectives of early education systems with states' standards in the early grades;
- (2) Ensuring that teaching staffs possess the skills, knowledge, and attitudes to help young children enter school prepared to succeed;
- (3) Supporting parents as their children's first teachers and providing high-quality program options to parents who choose to enroll their children;
- (4) Embracing accountability for measurable results;
- (5) Building partnerships to finance, sustain, and improve the system."

U.S. Chamber of Commerce: www.uschamber.com/issues/index/education/education.htm

The United States Chamber of Commerce is the world's largest not-for-profit business federation, and represents: 3,000,000 businesses (via its federation of local chambers and association members. Actual direct membership is several tens of thousands.); 2,800 state and local chambers.; 830 business associations; and 90 American chambers in other countries.

"To keep America competitive and strong, the business community must be actively engaged on issues related to our nation's educational system as a means to ensure an educated citizenry of self-sufficient, lifelong learners who have the skills needed to thrive in the global workplace, today and in the future. The coordination of community resources, school support systems, family engagement programs, and classroom teachers' efforts can diminish the barriers to learning. Employer engagement must be significant and have the ability to address some of the greatest challenges facing education..."

These challenges include the lack of preparation of early learners who enter school for the first time, the significant learning and education gaps among groups of students, as well as the unacceptable number of students who never complete a secondary education or have the skills necessary to enter the world of work or continue on with higher education.

Studies by the Federal Reserve Bank of Minnesota reveal that the capacity for developmental skills begins in the first five years of life. This is the beginning point for a person's creativity, communication, team working, problem solving, and critical thinking skills. These studies reflect that there is a great need for children to enter kindergarten prepared to learn. Unfortunately, too few young children today are in fact prepared with these tools.

Through these efforts, states and localities should strive to provide access to high quality programs for all children. These programs should include a strong family engagement component to facilitate early literacy development; should focus on academic preparation; and be held accountable for their performance. Research shows that lasting benefits of Pre-K programs only persist when staff is professionally prepared and high quality standards are maintained."

BusinessWeek (10/23/06): www.businessweek.com/magazine/content/06_43/b4006099.htm

Owned by McGraw-Hill, BusinessWeek was first published in 1929. With a circulation of more than a million, it is consistently one of the most widely read and respected such magazines in the world. In its October 23, 2006, U.S. edition, it featured an article on quality preschooling.

"Programs that put real money into intensive preschooling pay off -- in productive workers. To stay competitive, companies need an educated workforce. That's one reason executives wince at the sorry scores U.S. students earn in international reading, science, and math rankings.

It doesn't have to be that way. Analyzing data from a series of long-term studies, a band of scientists, educators, and economists say that aggressive preschool training for children from troubled homes yields extraordinary dividends for the families and society. Some of the most persuasive data come from a 40-year, 123-child study at the High/Scope Perry Preschool Project in Ypsilanti, Mich. In 1962-67, preschool teachers worked intensively with 64 low-income African American children aged 3 to 4, both at preschool and once a week in their homes. Such efforts don't come cheap: The High/Scope program cost \$10,600 per pupil, in 2005 dollars.

But 40 years later, when administrators compared the children's life stories with those of 59 people who did not receive special attention, the payoff was impressive. Almost half of the preschoolled children performed at grade level by the age of 14, compared with just 15% in the control group, and 60% were earning upward of \$20,000 a year in their 40s, vs. 40% in the control group. Throw in the higher number of school grades completed, lower rates of criminal activity, reduced time spent in prison, and other factors, and the benefit-to-cost ratio comes to \$17 for every \$1 invested.

The Committee for Economic Development: ced.org/projects/educ.shtml

Throughout its 60+ year history, the Committee for Economic Development has addressed national priorities that promote sustained economic growth and development to benefit all Americans. These activities have helped shape issues ranging from the Marshall Plan in the late 1940s, to education reform in the past two decades, and campaign finance reform since 2000. Trustees include key representatives from both the corporate and university sectors.

Since 2002, the Committee has been engaged in an aggressive national campaign to build the momentum surrounding investment in early education. Its initial early education report, [Preschool for All: Investing in a Productive and Just Society](#), CED has The report calls for free, high quality preschool education for all children age 3 and over who have not yet entered kindergarten. Its 2004 analysis, [The Value of High Quality Preschool Investments as Economic Tools](#) was authored by James Heckman, Nobel Laureate in Economics. Its most recent work, [Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation](#), was released in June 2006.

"Many of the current local development policies surfaced during the 1970's when an energy crunch, global competition and high unemployment forced state and local governments to take action to attract jobs. Since then, added employment pressures and increased mobility of labor and capital have further expanded "territorially competitive" development policies, and by 1994 there were an average of twenty-four inducement programs per state.

Each year, billions of dollars of state and local tax dollars are committed to local development projects, often in the form of inducements to high-profile companies. Though these investments are increasingly common, their return are risky, if at all positive, and their benefits are frequently aimed at a small segment of the population

Early childhood education, in contrast, appears to offer greater potential returns and substantially less risk. CED encourages local development policy-makers to view early education as a development tool and appreciate its lasting benefits. It is time that early education is implemented with the same energy, urgency and funding that is currently being applied to other less-promising development projects."

Federal Reserve Bank of Minneapolis: www.minneapolisfed.org/pubs/fedgaz

The Federal Reserve System serves as the central banker of the United States. It influences monetary and credit conditions in the economy in pursuit of maximum employment, stable prices, and moderate long-term interest rates. It supervises and regulates banking institutions to ensure their safety and soundness, and maintains the stability of the economy while containing systemic risk that may arise in financial markets. Minneapolis is one of twelve independent Federal Reserve Banks located in major cities throughout the nation.

"Early childhood development programs are rarely portrayed as economic development initiatives, and we think that is a mistake. Such programs, if they appear at all, are at the bottom of the economic development lists for state and local governments. They should be at the top..."

Most of the numerous projects and initiatives that state and local governments fund in the name of creating new private businesses and new jobs result in few public benefits. In contrast, studies find that well-focused investments in early childhood development yield high public as well as private returns... State and local subsidies to private businesses are not new. In the name of economic development and creating new jobs, Minnesota, and virtually every other state in the union, has a long history of subsidizing private businesses. We have argued in previous studies that the case for these subsidies is short-sighted and fundamentally flawed...

The conventional view of economic development typically includes company headquarters, office towers, entertainment centers, and professional sports stadiums and arenas. In this paper, we have argued that in the future any proposed economic development list should have early childhood development at the top. The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers and less crime."

Zogby International: http://ced.org/docs/poll_earlyed2006zogby.pdf

Zogby International has been tracking public opinion since 1984 in North America, Latin America, the Middle East, Asia, and Europe. It has major clients in the business, nonprofit, governmental and political arenas. It was commissioned by the Pew Charitable Trusts, PNC National Bank and the Committee for Economic Development to survey 1,000 business leaders across the country on their views of the importance of publicly funded pre-kindergarten programs and their importance to the economy. The results are shown below.

"Facing a decline in the number of skilled workers, American business leaders overwhelmingly back public funding for pre-kindergarten for all children to keep the U.S. economy globally competitive, according to a survey by Zogby International.

The poll was conducted last fall among 205 managers of Fortune 1000 companies and businesses with more than 1,000 employees, and was released in conjunction with a forum of more than 200 business leaders, economists, and educators. The event, "Building the Economic Case for Investments in Preschool," is sponsored by the Committee for Economic Development (CED), The Pew Charitable Trusts and PNC Financial Services Group, Inc.

It said that 49% felt the level of their workers' skills had decreased over the last decade, while 42% felt skills had improved. 54% said they expected difficulty finding enough educated and skilled workers in the future, while 81 percent said public funding of voluntary pre-kindergarten for all children would improve the nation's work force.

Concerns about the quality of the American workforce and our economic future were implicit in the responses of business leaders. What was truly surprising was not just the recognition that pre-kindergarten is essential to a better educated workforce, but that 63% of the business leaders favor active support for such universal programs by business.

American business leaders overwhelmingly favor publicly-supported pre-kindergarten programs, with more than four-in-five agreeing with all of the following statements:

- Investments in effective preschool programs for children are important if the U.S. is to remain competitive in the global economy.
- Investments in effective preschool programs for children are important for the long-term success of the U.S. economy.
- Voluntary pre-kindergarten for all children would improve the workforce.
- Public funding of voluntary pre-K for all children would improve America's workforce.

Significantly, 83% favor an approach that would provide publicly-funded pre-kindergarten with choice—that is, where parents were empowered to choose the pre-K program that is right for them and their child. In fact, not only do these business leaders favor this approach, but more than three-in-five business leaders (63%) favor active support for such universal programs from the business sector.

Business leaders clearly tie their support to studies that showed significant economic advantages to providing pre-school to all children. More than four-in-five say they are more likely to support universal pre-school because of studies that showed disadvantaged children provided with pre-K educations earned higher incomes and were better able to support themselves and their families as adults, as well as a gender-specific study that found that female pre-K participants were more likely to graduate from high school and avoid costly lifestyle choices like out-of-wedlock birth and receiving public assistance.

Ultimately, unease about the American workforce and the U.S.'s ability to compete in the global economy without a solid investment in education beginning in early childhood seems a potent rationale for business leaders to support investing in universal pre-school for all who want it."

The New America Foundation: www.newamerica.net

Launched in 1999, this non-partisan think tank examines such powerful forces as rapid technological change, massive demographic shifts, economic globalization and the rise of new global powers that are remaking America. Its Board includes the chief executive officers of some of the country's most creative and forward looking companies.

"Never before has the connection between our economic growth and our education system been so critical. As the Council on Competitiveness predicts, where once we optimized our organizations for efficiency and quality, now we must optimize our entire society for innovation.

The drive for innovation demands that we look at improving our education system from the ground up. However, to date, we have heard little in the education debate about children's early years. This is radically different than our competitors, who begin investing much earlier in their citizens' education, knowing that these investments have long-term benefits. For America to succeed, we must do the same.

In this new global economy, our education system must develop students who have the creative capacity to dream and design as well as build. They must be able to interact with people who have different values and beliefs. While they will need the ability to question and think critically, they must also be able to communicate effectively and work in cooperation with co-workers across the globe. For America to prosper, we need citizens and leaders to engage in a complex and changing economy

Many of these skills are fundamental and develop surprisingly early in a child's life. Yet, our current education system concentrates most of its attention on students' later academic years. As test scores confirm, this strategy is not helping students keep pace with their international peers. Other countries build their primary education systems upon an integrated and coordinated system of early care and education, often beginning at age three. A first step in our efforts to strengthen our education system is to develop a national system for children's earliest education experiences that aligns standards, expectations and programs."

TWO ADDITIONAL ARGUMENTS FOR THE IMPORTANCE OF QUALITY EARLY EDUCATION

The Crime Prevention Case: Fight Crime: Invest in Kids. www.fightcrime.org

This bipartisan organization is comprised of over 4,000 law enforcement leaders and crime survivors nationwide. It has called on Congress and state lawmakers to expand pre-kindergarten, one of the most effective strategies to increase graduation rates in the 2009 report *Schools on the Street; Crime and America's Dropout Crisis*.

"America faces a dropout crisis that poses a significant threat to public safety. Nationwide, an estimated three out of ten high school students fail to graduate from high school on time; and for many cities and minority populations, the numbers are much worse.

High school dropouts are three and one-half times more likely than high school graduates to be arrested, and more than eight times as likely to be incarcerated. Across the country, 68% of state prison inmates have not received a high school diploma. According to researchers, ten percentage-point increases in graduation rates have historically been shown to reduce murder and assault rates by approximately 20%. Increasing graduation rates by ten percentage points would prevent over 3,000 murders and nearly 175,000 aggravated assaults in America each year.

Many efforts are underway nationwide to increase graduation rates, but the most tested and widely adopted school reform shown to greatly increase graduation rates is high-quality pre-kindergarten. Evidence from two long-term evaluations of the effects of pre-kindergarten programs show that participating in high-quality pre-kindergarten increases high school graduation rates by as *much as 44%*.

The Military Readiness Case: Mission Readiness. www.missionreadiness.org

Mission: Readiness is the nonprofit, bi-partisan organization led by senior retired military leaders ensuring continued American security and prosperity into the 21st century by calling for smart investments in the next generation of American children.)

"Competent, educated, and healthy young people are the future patriots tasked with defending America's national security and prosperity. Today, over 72% of 17 to 24-year-olds do not meet the basic minimum standards required for military service.

A world-class military requires world-class health and education. The most effective long-term investment we can make for a strong military is in the health and education of the American people. We must invest now in the next generation to preserve our nation's security, freedom, and opportunity. We call on all policymakers to ensure America's national security by supporting interventions that will prepare young people for a life of military service and productive citizenship; this includes fully funding early childhood education programs..."

Alaska Preschool Project

In April of 2009, the Alaska Legislature provided EED with \$2,000,000.00 in General Funds for a pre-kindergarten project. The application process offered bonus points in the Request for Application (RFA) for partnerships with other entities and for those willing to participate in Department-offered training. EED also required the use of certified teachers with an early childhood background along with specific pre- and post-assessments for outcomes for both the children and the program.

Districts

- The Anchorage School District (ASD) provided two new complete classrooms in partnership with Kids Corps Inc. (KCI) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the ASD & KCI in a school district setting.
- The Bering Strait School District (BSSD) project is a partnership among three educational agencies: BSSD, Kawerak, Inc. Head Start, and RurAL CAP Head Start. All four BSSD programs are housed in Head Start settings and jointly provided by the district and either of the two Head Start programs.
- The Juneau School District (JSD) provided two complete classrooms in partnership with the Central Council of Tlingit and Haida Indian Tribes of Alaska (CCTHITA) Head Start. Both are federally recognized Head Start classrooms being jointly provided by the JSD & CCTHITA.
- The Lower Kuskokwim School District (LKSD) provided services to children in one school-based classroom in Bethel.
- In Nome, the program ran two classrooms: one in the Nome Preschool (a private entity) and the other a Kawerak Head Start. Both are run jointly with the Nome Public Schools.
- Yukon-Koyukuk School District (YKSD) provided two new preschool classrooms. One was a district-run program in Allakaket (building in one additional hour of Athabascan language immersion daily as requested by the community). The other new classroom in Minto was in partnership with Tanana Chiefs Conference (TCC) Head Start. They also worked in Huslia, and Kaltag with TCC Head Start programs.

Early Learning Efforts in Other Districts

The department provided \$300,000 to increase funding for early learning projects in Lower Yukon School District and Yupiit School District.

- Lower Yukon School District hired an Early Childhood Specialist in 2010 who focused her work in two directions; providing family training and activities for children who will transition into Kindergarten in Nunam Iqua. Additionally the department provided Lower Yukon School District with training and technical assistance on site for district staff and community members.

- Yupiit School District hired a coordinator to work with district run home visiting programs, local Head Starts, and other local early care and education providers in their three communities; Akiak, Akiachak, and Tuluksak. Work focused on transition and alignment between the birth to three programs, Head Start or other early care and learning programs and the five year olds' transition to Kindergarten programs and the K-12 system. An Early Childhood Leadership Team with local representatives from early learning programs was created and joint outreach to local councils is ongoing.

The following chart shows the number of students being served by program in the 2010-2011 school year and funding:

Program	Students Served	State Funding
Anchorage School District	35	167,684
Bering Strait School District	48	362,828
Juneau School District	23	201,073
Lower Kuskokwim School District	21	337,732
Nome City Schools	35	219,539
Yukon-Koyukuk School District	12	325,445
Lower Yukon School District	90	150,000
Yupiit School District	55	150,000
THREAD (Pre & Post Program Assessments-ECERS)		85,699
Totals	319	2,000,000

Assessments

The Peabody Picture Vocabulary Test (PPVT) provides information on vocabulary and receptive language development. Large numbers of children entering the AP3 program in the fall were significantly below their same age peers nationally. As a result of participation in the program, 72% of the children made above expected growth in vocabulary.

The Developmental Indicators for the Assessment of Learning (DIAL -3) provides information on three areas of development in relation to school readiness: Motor Development; Concept Development; and Language Development. In the fall 73% of children entering the AP3 program were significantly below their same age peers nationally. Spring assessments show that 28% of the children are in the top quartile as compared to the 9% in the fall and that 29% have moved out of the bottom quartile.

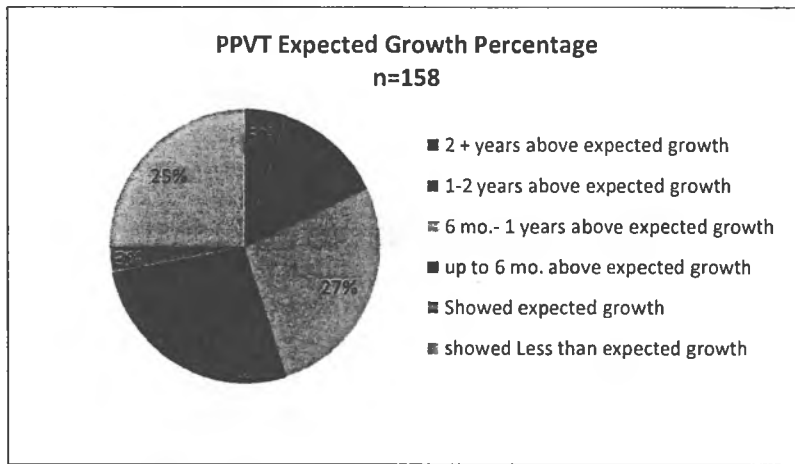
The Early Childhood Environmental Rating Scale (ECERS) was used to determine the quality of the environment in which the programs took place. Programs were rated in the fall and again in the spring. The AP3 programs began the year above minimal on the scale and ended approaching

good (almost a full point of improvement in less than a year's time). This represents significant programmatic growth.

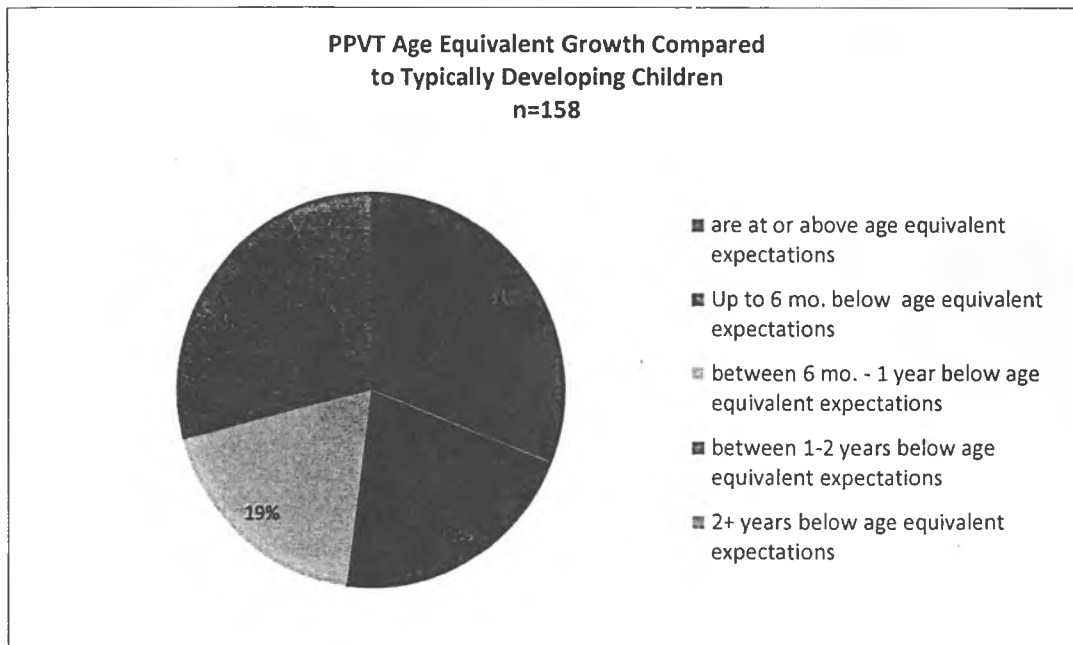
State Aggregate PPVT Child Outcomes

The following chart illustrates children's actual growth compared to the expected growth for the time between assessments.

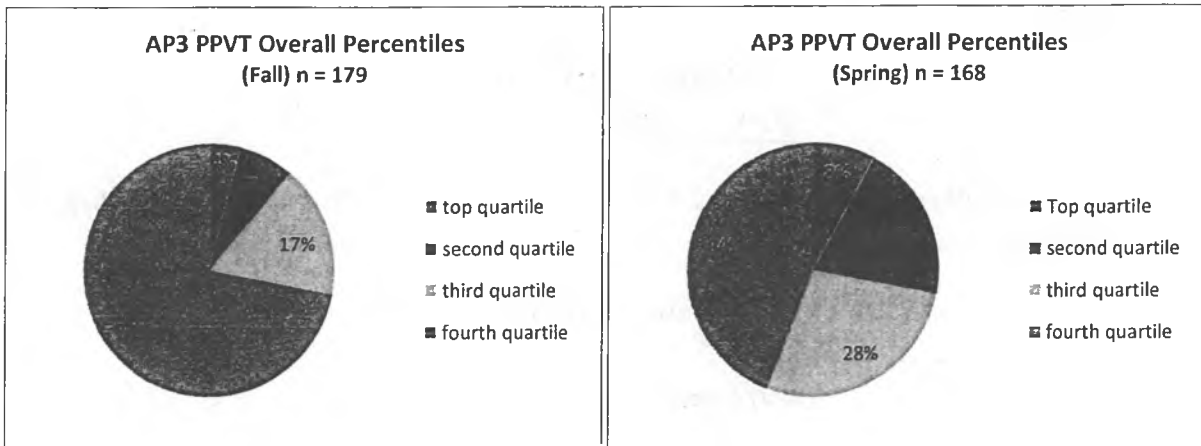
State Aggregate



The following chart illustrates the students' growth in relation to an age-equivalent typically-developing child on a national level.



State PPVT Percentages

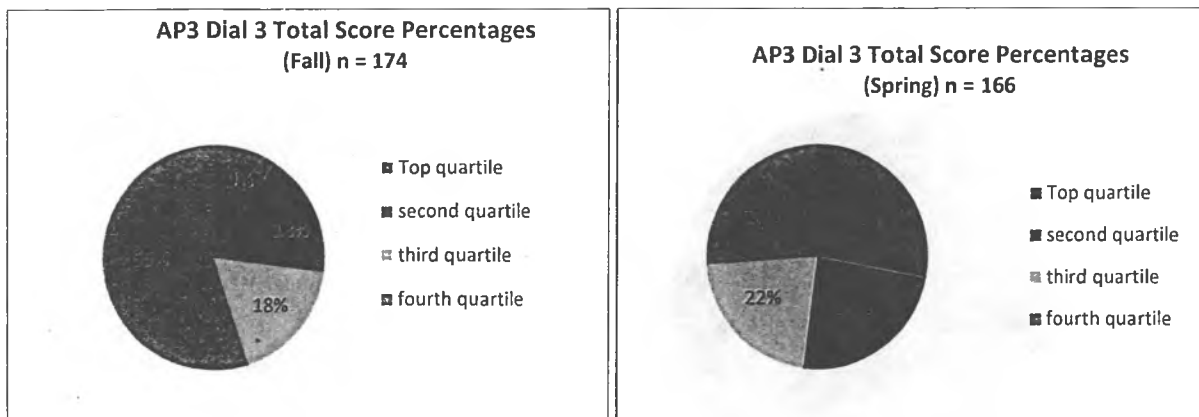


DIAL - 3 State Aggregate Results

Total Score Fall & Spring DIAL - 3

The following charts illustrate the large numbers of children entering the AP3 program significantly below their same age peers nationally and the numbers of children showing significant improvement in percentile ranking compared to same age peers nationally.

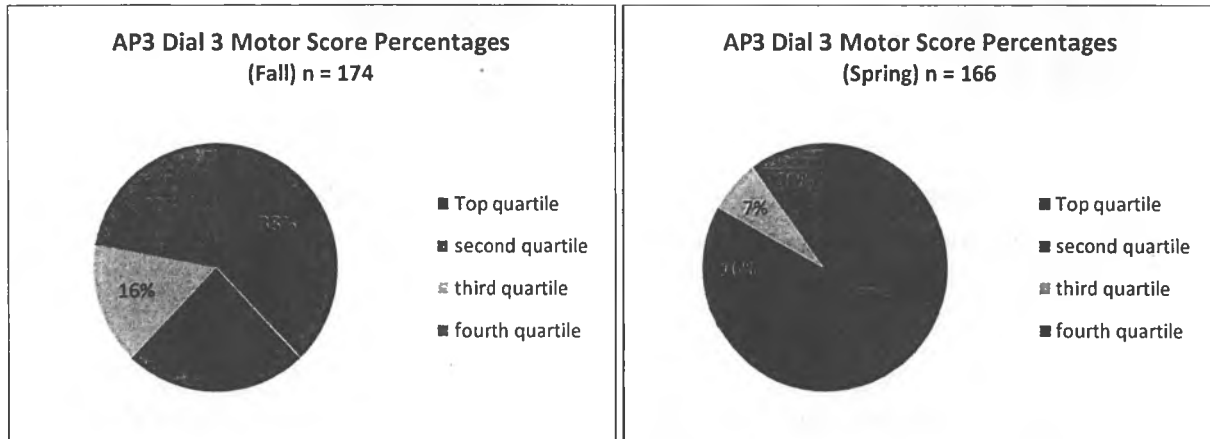
State Dial-3 Total Score Percentages



Motor Development Score Fall & Spring DIAL-3

The charts below illustrate the placement of children entering the AP3 program compared to their same age peers nationally in motor development and the improvement of children in the AP3 program.

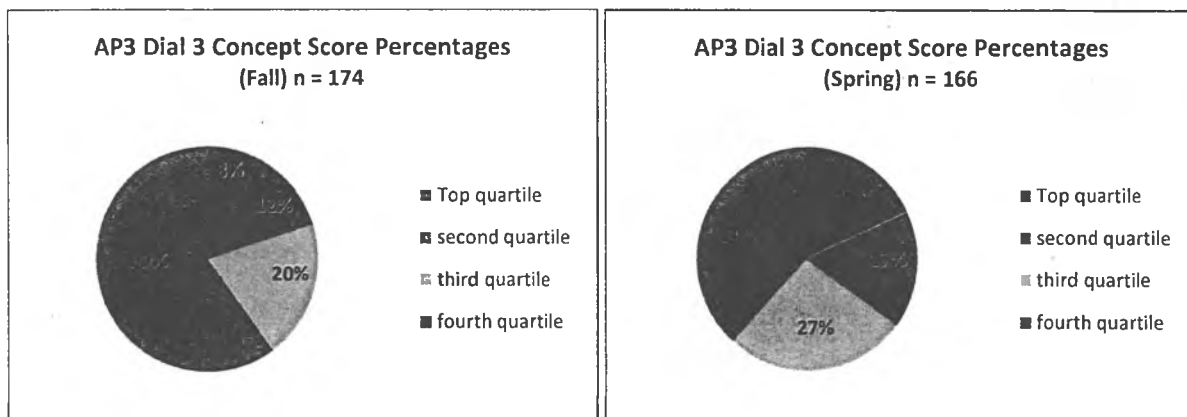
State Dial-3 Motor Score Percentages



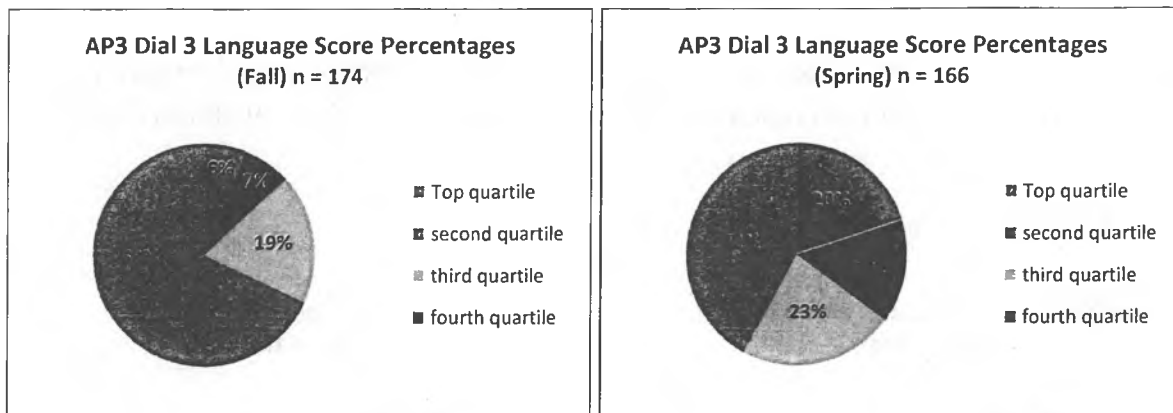
Concept & Language Development Scores Fall & Spring DIAL - 3

The next sets of charts show the large numbers of children entering the AP3 program significantly below their same age peers nationally in both concept and language development, and the improvement of children participating in the AP3 program.

State Dial-3 Concept Score Percentages



State Dial-3 Language Score Percentages



87% of AP3 children are entering the program in the bottom two quartiles. 35% of AP 3 children are finishing the program in the top two quartiles. 22% have moved from the bottom two quartiles to the top two quartiles.

The following chart shows the number of preschool students statewide who participated in the fall entry and spring exit on the PPVT and DIAL-3 testing for the AP3.

Test Numbers for the 2009-2010 School Year

District	PPVT Entry	PPVT Exit	DIAL 3 Entry	DIAL 3 Exit
Anchorage	35	29	34	28
Bering Strait	49	46	46	45
Juneau	33	30	32	31
Lower Kuskokwim	21	22	19	21
Nome	20	19	22	21
Yukon Koyukuk	21	22	21	20
Total All Districts	179	168	174	166

Early Childhood Environment Rating Scale-Revised Edition (ECERS-R) Program Outcomes

ECERS-R is designed for use in classroom-based early childhood care & education programs aged two to six years. It is organized into seven scales observing classroom environments,

activities and interactions, program structure, and parents and staff communication and interaction.

The first table shows the state aggregate overall scores and the seven scale scores in a fall/spring comparison. The second table shows the overall scores for each district in a fall/spring comparison. One is inadequate, three is minimal, five is good and seven is excellent.

State Aggregate	Fall	Spring
Overall Score:	3.76	4.69
Space and Furnishings	3.06	4.08
Personal Care Routines	2.64	3.33
Language-Reasoning	4.10	5.43
Activities	3.16	4.33
Interaction	4.54	4.80
Program Structure	4.26	5.41
Parents and Staff	5.44	6.13

AP3 Programs	Overall Score - Fall	Overall Score - Spring
Anchorage School District	4.56	4.72
Bering Strait School District	3.76	4.24
Juneau School District	2.91	5.4
Lower Kuskokwim S. District.	3.17	5.38
Nome Public Schools	3.52	5.09
Yukon Koyukuk School District	4.05	4.45

Project data shows a continuing need for quality early childhood programs. While the Pre-K children are making large strides in their development and a large number have closed the gap, there are still children performing below expectations. The unprecedented levels of cooperation, coordination, and collaboration between Head Start programs and school districts are leading to improved alignment, transition and common planning & training.