

HB

49

<TARGET><BILL>HB 49</BILL><SUBJECT>HB
49</SUBJECT><COMM>HEDC27</COMM></TARGET>

Conceptual Amendments for HB 49
Early Childhood Education: Parents as Teachers

1. A report is required to be submitted to the Legislature no later than Jan 1, 2014 on the effectiveness of the programs authorized under HB 49.

The report shall include a comparison of those who participated in the programs to those who did not participate.

2. If room is available in a school building, the participants in the programs authorized under HB 49 may use the available space free of charge.

Rep. Eric Feige is the sponsor amendment #1 and Rep. Peggy Wilson is the sponsor for amendment #2. Please feel free to contact the sponsors of the amendments if you have any questions.

Thank you for your help.

Sheila Peterson
465-4936

To: Jean Mischel
465-2029 - fax

27-LS0253\B
Mischel
3/14/11

CS FOR HOUSE BILL NO. 49(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - FIRST SESSION

BY THE HOUSE EDUCATION COMMITTEE

Offered:
Referred:

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

A BILL

FOR AN ACT ENTITLED

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

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

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

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

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

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

14 (1) is evidence-based;

- 1 (2) involves parents;
- 2 (3) is consistent with available research and best practices for high quality
3 early childhood education;
- 4 (4) incorporates guidelines adopted by the department for early learning that
- 5 (A) enhances school readiness;
- 6 (B) increases parent understanding of child development and
7 developmental milestones;
- 8 (C) reduces the incidence of child abuse and neglect;
- 9 (D) increases identification of health problems and developmental
10 delays through regular screenings;
- 11 (E) improves child health indicators, including immunization rates;
- 12 (F) increases parental involvement;
- 13 (5) provides for effective and efficient coordination with or expansion of pre-
14 elementary education programs operating in the state, to the extent permitted by law; and
- 15 (6) to the extent needed and space is available, provides for the use of a room
16 in a school at no charge.
- 17 (b) The department shall develop and enter into local partnerships to implement the
18 program established under this section.
- 19 (c) On or before January 1, 2014, the department shall provide a report to the
20 legislature on the effectiveness and participation rates of the program established in this
21 section. The report must include a comparison of school performance of participants and
22 nonparticipants.
- 23 (d) The program established under this section terminates on July 1, 2014.
- 24 (e) In this section, "department" means the Department of Education and Early
25 Development.

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number _____
 Bill Version HB 49
 () Publish Date _____

Identifier (file name) HB049-EED-TLS-3-4-11 Dept. Affected Education & Early Development
 Title "An Act establishing in the Department of Education and Early Development a voluntary parent and early childhood..." Appropriation Teaching & Learning Support
 Allocation Early Learning Coordination
 Sponsor Reps. Tuck, Kawasaki, Gara, Petersen & Gruenberg
 Requester House Education Committee OMB Component Number 2912

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	109.8	109.8	109.8					
Travel	20.0	20.0	20.0					
Services	8.5	8.5	8.5					
Commodities	2.5	2.5	2.5					
Capital Outlay								
Grants	3,760.0	3,760.0	3,760.0					
Miscellaneous								
TOTAL OPERATING	3,900.8	3,900.8	3,900.8	0.0	0.0	0.0	0.0	0.0

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

CHANGE IN REVENUES								
---------------------------	--	--	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts								
1003 GF Match								
1004 GF	3,900.8	3,900.8	3,900.8					
1005 GF/Program Receipts								
1037 GF/Mental Health								
Other (please identify)								
TOTAL	3,900.8	3,900.8	3,900.8	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2011) cost _____

POSITIONS

Full-time	1.0	1.00	1.00					
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 5:21 PM
 Date 3/4/2011

FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. HB 49

Analysis

This bill establishes a statewide parents as teachers program for children who are under 5 years of age. The department is charged with developing and entering into local partnerships to implement the program.

Costs were determined as follows:

FY12-FY13:

53,000 children ÷ 1.34 average Pre-K per household = 39,552 families

39,552 families x 4.4% qualifying families = 1,740 families

1,740 families - 800 Federally funded families = 940 families

940 families x \$4,000 = **\$3,760,000 Total Grant.**

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

Education Administrator I at \$109,800 plus travel at \$20,000 = **\$129,800**

Contractual Services costs allocated to position counts for centralized services = **\$8,500**

Supplies to support general office activities of the program = **\$2,500**

The program will sunset in FY2014.



Representative Chris Tuck

Alaska State Legislature

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

HB 49 – Alaska Parents as Teachers Act Sponsor Statement

Parents are a child's first and most important teachers. Research has clearly shown that parental involvement in a child's early years are critical for development and lay the foundation for success in school and in life.

HB 49, the Alaska Parents as Teachers Act, will empower parents with knowledge and resources to help their children develop into successful students with stronger scholastic achievements.

The bill allows the Department of Education and Early Childhood Development to offer the successful Parents as Teachers parental involvement, early childhood learning system as an education option for families with children ages 0-5.

HB 49:

- Requires evidence-based education, parental involvement, and adherence to accepted best practices and early learning guidelines;
- Directs the Department of Education and Early Development to develop local partnerships to implement Parents as Teachers; and
- Includes a 3-year sunset clause.

Parents as Teachers is completely voluntary for families. It succeeds by engaging families and communities in understanding the way children's brains develop and how to create a learning environment for the child. Because Parents as Teachers is about how children learn, not what they learn, it fits with any educational philosophy and mode, from religious, charter and public school, to home schooling or other education types. Parents as Teachers helps build a community of learning, and assists in early detecting of impairments.

Parents as Teachers is the most cost-effective early education model available in Alaska. Further, it enhances local control and involvement, with partnerships ensuring cooperation towards education goals.

Funds invested in early education pay dividends in the long run. Research shows that children who receive early education earn more money as adults than their peers lacking early education. Children who receive early education also enter the job market in much larger numbers, obtain college education in higher numbers, and remain off public assistance and out of jail in greater numbers.

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

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

Thank you for your support of HB 49, the Alaska Parents as Teachers Act.

Year-Round

Phone (907) 269-0240

Toll-free (866) 465-2095

Rep.Chris.Tuck@legis.state.ak.us

May-December

716 W. 4th Ave

Anchorage, AK 99501

Fax (907) 269-0242

January-April

State Capitol Bldg. Rm 426

Juneau, AK 99801

Fax (907) 465-3810



Representative Chris Tuck

Alaska State Legislature

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

Sectional for HB 49 Alaska Parents as Teachers Act

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

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

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

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

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

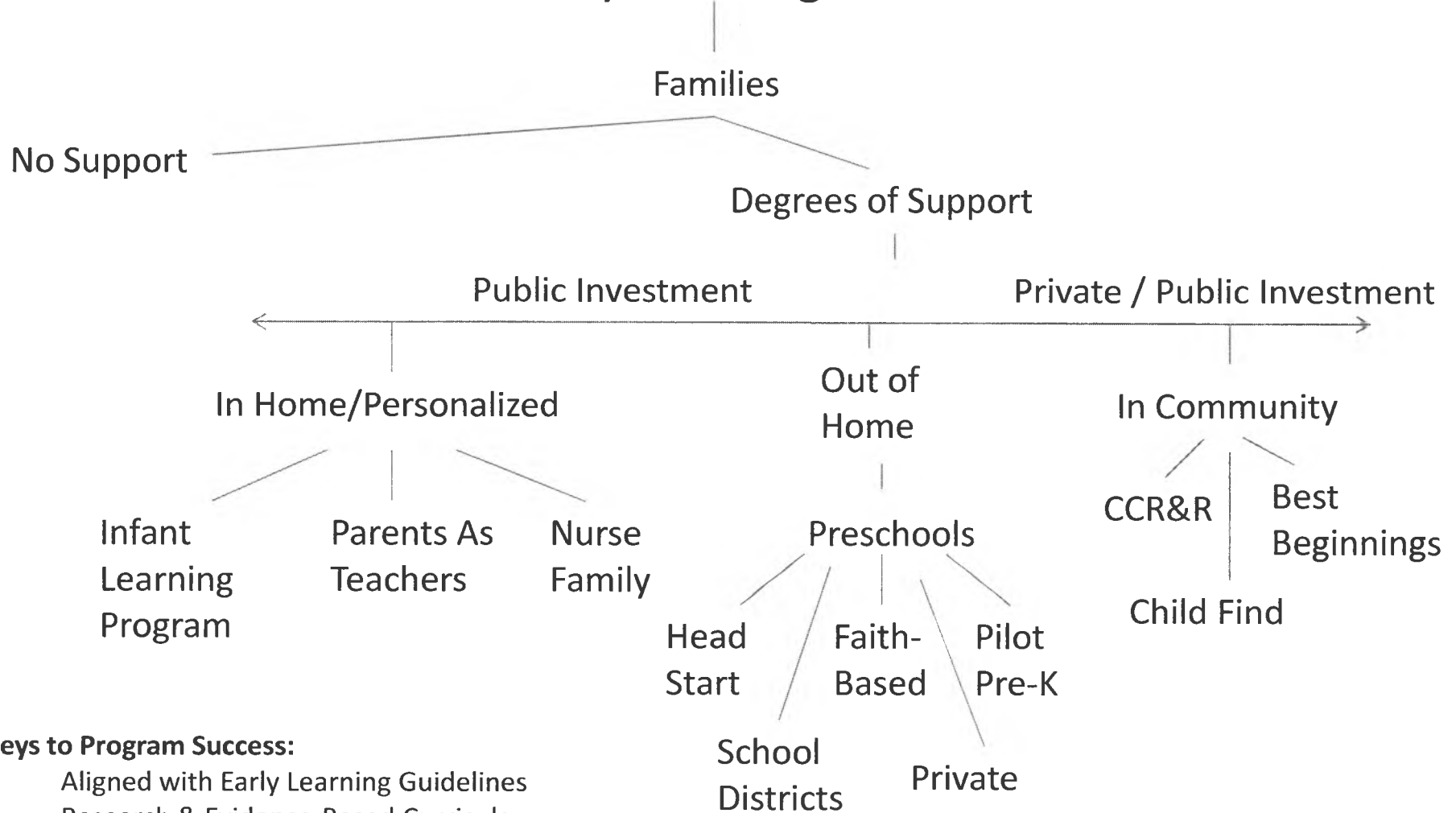
Year-Round
Phone (907) 269-0240
Toll-free (866) 465-2095
Rep.Chris.Tuck@legis.state.ak.us

May-December
716 W. 4th Ave
Anchorage, AK 99501
Fax (907) 269-0242

January-April
State Capitol Bldg. Rm 426
Juneau, AK 99801
Fax (907) 465-3810

School Readiness

Alaska Early Learning Guidelines



Keys to Program Success:

- Aligned with Early Learning Guidelines
- Research & Evidence-Based Curricula
- Training & Technical Assistance
- Monitoring & Accountability
- Parental Engagement

Parents as Teachers



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



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

Parents as Teachers Program Goals

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

PARENTS AS TEACHERS COMPONENTS

- **PERSONAL VISITS**
- **SCREENING**
- **GROUP CONNECTIONS**
- **RESOURCE REFERRALS**

**Parents as Teachers services are provided
by local parent educators.**



Personal Visits: the heart of Parents as Teachers

- Each family decides who will participate in visit and where the visit will take place.
- Personal visits are individualized for each family.
- Visits are adapted to reflect cultures of each family and each community.

**What happens
during a
Parents as Teachers
personal visit?**

AREAS OF EMPHASIS

- Parent-Child Interaction
- Development-Centered Parenting
- Family Well-Being



Literacy is a component of every personal visit.



Group Connections





Lisa Goneau-Danielson
State Parents as Teachers Coordinator
RurAL CAP
731 E. 8th Avenue
Anchorage, AK 99501
(907) 279-2511
ldanielson@ruralcap.com

Alaska/National Trainers
Parents as Teachers:

Nicki Shelton
PO Box 101, Hoonah, AK 99829
nicshelt9@aol.com

Jan Carlson
HC 60 BOX 227 F
Copper Center, AK 99573
klutikaahpat@ruralcap.com

PARENTS AS TEACHERS NATIONAL OFFICE

2228 Ball Drive

St. Louis, MO

(314) 432-4330

www.parentsasteachers.org



What is Parents as Teachers?

Parents as Teachers is:

- A parent education and family support program serving families through out pregnancy until their child enters kindergarten. Services to families include personal visits, group socialization opportunities with other families, developmental screenings to ensure a child's development is on track, and referrals to other services as appropriate.
- Designed to enhance child development and school achievement through parent education.
- A free voluntary program for families.

Why Parents as Teachers?

- Research has clearly shown that the early years are critical in a child's development and lay the foundation for success in school and in life.
- Parents are the most influential people in their children's lives; they are their children's first teachers. If we want to make a positive difference in the lives of children, we must make an impact with their parents.
- Extensive analysis by economists has shown that investing in effective early childhood programs, such as Parents as Teachers, produces great returns. These returns benefit the community through reduced crime, welfare and educational remediation.

Why Focus on the Years Before School Starts?

- Brain development that takes place before age 1 is rapid and extensive; the influence of the early environment on brain development is long lasting.
- Developmental "windows of opportunity" are periods of time when children are especially adept at learning specific skills including:
 - Motor skills such as turning over, walking, drawing;
 - Sensory skills such as seeing and hearing;
 - Communication skills including language; and
 - Social skills such as playing and interacting with other children.
- During these windows of opportunity, it is important to provide positive experiences for young children at the appropriate times to ensure optimal development.

Why Focus on the Parent?

- Parent education helps parents to understand what to expect during each stage of development and how to promote the best development in their child.
- Research shows that parental involvement in their child's learning is linked to the development of the child's academic skills, including reading and writing.

How is Parents as Teachers Adapted for Alaska?

- The majority of Parents as Teachers programs in Alaska hire people from within the communities being served to be trained as Parent Educators. This helps to ensure the people presenting the curriculum have a solid understanding of the community and the local culture.
- Alaska has its own Nationally Certified Parents as Teachers Curriculum Training Team. These trainers reside in Alaska and are experienced in providing Parents as Teachers services to families from a wide range of cultural backgrounds.
- Parent Educators are trained to adapt activities from the Parents as Teachers Curriculum to reflect the local community and culture of the family.
- Visits are provided in the family's home language.

What Outcomes has Parents as Teachers Achieved?

- At age 3, children who have been enrolled in Parents as Teachers are more advanced in language, social development, problem solving and other cognitive abilities.
- Children enrolled in Parents as Teachers score higher on kindergarten readiness tests.
- Children who participate in Parents as Teachers score higher standardized measures of reading, math and language in grades first through fourth.
- Parents who participate in Parents as Teachers are more confident about their parenting skills.
- Parents who participate in Parents as Teachers are involved in their child's education beginning at birth and they maintain this involvement in their child's schooling. Parent involvement has been shown to be a key component of a child's success in school.

For more information on Parents as Teachers, contact Lisa Danielson, Parents as Teachers Alaska State Coordinator at ldanielson@ruralcap.com or 907-865-7334.

Parents as Teachers Alaska

2010 FACT SHEET



Parents as Teachers
State Office



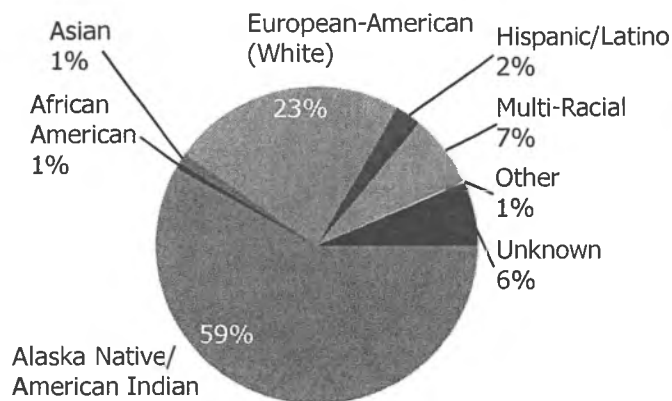
Alaska Parent Information and Resource Center

Parents as Teachers (PAT) is an evidence based international home visitation program dedicated to providing parent education services to families with children prenatal to five years of age through personal visits and group meetings. Families enrolled in Parents as Teachers programs receive personal visits, parent group meetings, and screenings resource referrals.



Esther Rivers reads to her daughter, Goosie, in Chevak.
Photo by Jolene Firmin-Telford

ETHNICITY OF CHILDREN SERVED



2010 HIGHLIGHTS

Services for Children and Families 2009-2010:

- 5,978 personalized personal visits
- 967 children served
- 885 children received developmental screenings with 113 found to need further evaluation
- 781 families served
- 586 Alaska Native/American Indian children served
- 498 parent-child group meetings
- 236 families linked to other services
- 44 prenatal women served
- 39 communities served
- 24 teen parents served

Percentages of Enrolled Children by Agency/Organization:

- 29% school districts
- 71% non-profit organizations

Professional Development:

- Trained and certified 41 Parent Educators and 9 supervisors in the Prenatal to 3 Years Curriculum
- Certified and trained 27 Parent Educators in the 3 Years to Kindergarten Curriculum
- 249 participants from 49 communities attended PAT workshops/training institutes

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

Parents as Teachers
State Office

Lisa Goneau-Danielson, PAT Alaska State Coordinator, ldanielson@ruralcap.com,
c/o RurAL CAP; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7334

2010 Parents as Teachers Communities in Alaska

"We can all make a difference by giving our children a solid foundation to grow on and the best possible start in life through positive experiences and loving care at all times."

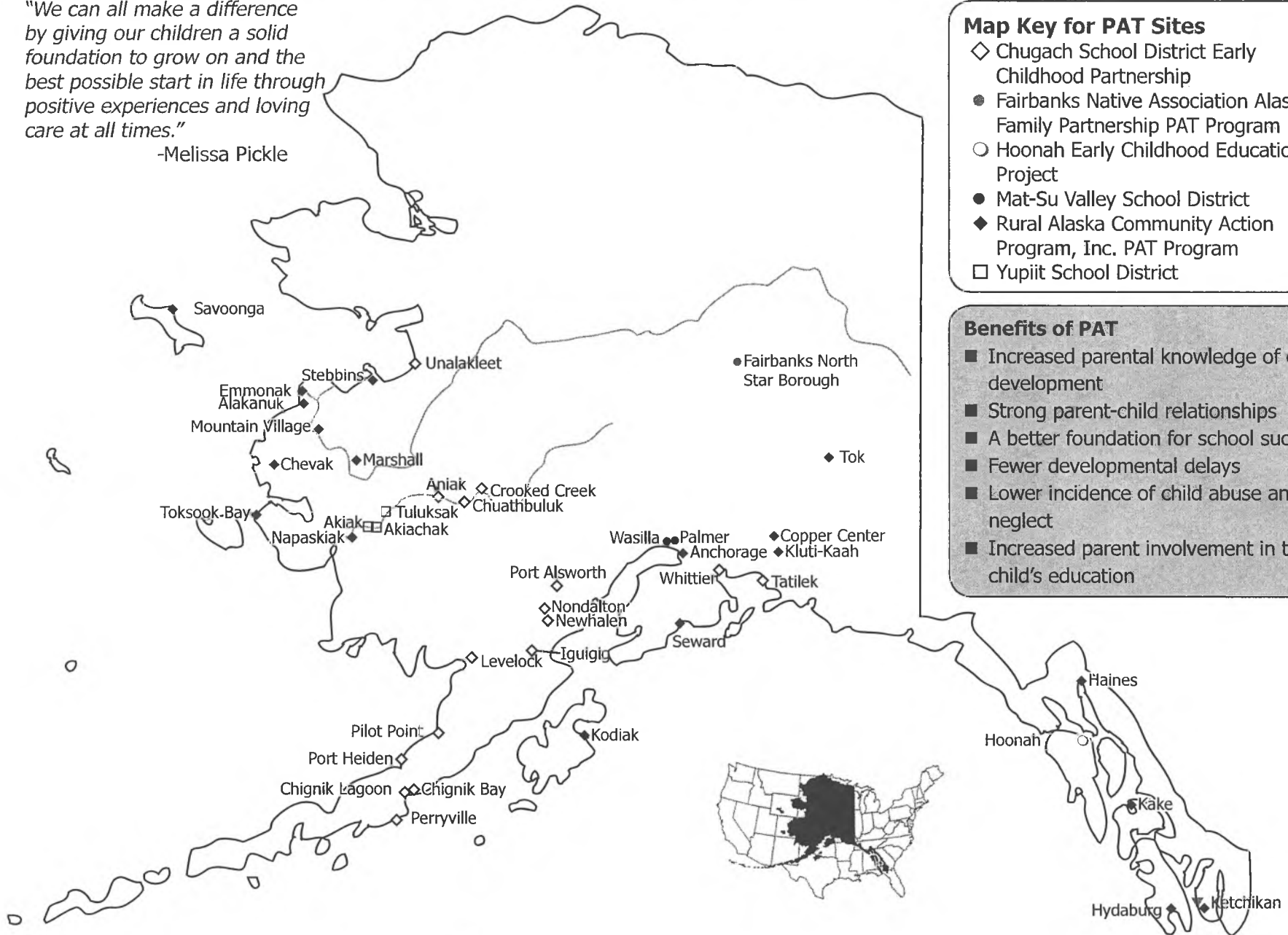
-Melissa Pickle

Map Key for PAT Sites

- ◇ Chugach School District Early Childhood Partnership
- Fairbanks Native Association Alaska Family Partnership PAT Program
- Hoonah Early Childhood Education Project
- Mat-Su Valley School District
- ◆ Rural Alaska Community Action Program, Inc. PAT Program
- Yupiit School District

Benefits of PAT

- Increased parental knowledge of child development
- Strong parent-child relationships
- A better foundation for school success
- Fewer developmental delays
- Lower incidence of child abuse and neglect
- Increased parent involvement in their child's education



Parents as Teachers State Office

Lisa Goneau-Danielson, PAT Alaska State Coordinator, ldanielson@ruralcap.com,
c/o RurAL CAP; PO Box 200908; Anchorage, AK 99520-0908; Phone (907) 865-7334, www.ruralcap.com

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

The Parents as Teachers program:
its impact on school readiness
and later school achievement

A Research Summary

Based on a report¹ by:

Judy Pfannenstiel, M.A., President and Senior Research Associate,
Research & Training Associates, Inc.

Edward Zigler, Ph.D., Sterling Professor of Psychology, Emeritus,
Yale University



Parents as Teachers
national center

April 2007

Schools, communities and families all share the common goal of wanting children to succeed in school. Being a competent reader by third grade is one key indicator of children's academic success. Children who do well in the early grades of elementary school are more likely to graduate from high school and to go on to be successful in life.²

How can we increase the likelihood that children will do well in elementary school? Research shows that school readiness predicts later school achievement. **Therefore, we should provide positive experiences for children, starting at birth or earlier, that maximize school readiness.**

Since education begins at home and parents are their children's first and most influential teachers, supporting and educating parents is a logical strategy. Parents who are involved in their children's early care and education have children who are better prepared for school. The Parents as Teachers *Born to Learn*TM program is one key way to ensure that children enter school ready to learn.³

This research summary reports results from a 2006 study of Missouri children who participated in Parents as Teachers and other early childhood experiences. Researchers investigated the impact of pre-kindergarten services on 7,710 Missouri children's readiness for school and performance on state assessments at the end of the early elementary years.

Key Findings

Participation in Parents as Teachers predicts children's school readiness and third grade achievement, regardless of income level.

- Parents in the Parents as Teachers program read more frequently to their young children and were more likely to enroll their children in preschool, both of which were positively linked to school readiness and later school achievement.
- A large percentage (82%) of poor children who participated with high intensity in both Parents as Teachers and preschool entered kindergarten ready to learn, as compared to only 64% of poor children who had no involvement in either service. A similar pattern emerged for more affluent children (93% vs. 81%).
- At third grade, 88% of poor children who participated with high intensity in both Parents as Teachers and preschool reached a benchmark level of performance on the Missouri Assessment Program (MAP) Communication Arts test, as compared to 77% of poor children who had no involvement in either service. Here again, the pattern of results was similar for more affluent children (97% vs. 93%).

In addition, Parents as Teachers combined with preschool shows promise for narrowing the much-discussed achievement gap between low income students and more affluent students.

- For poor children, high intensity Parents as Teachers and preschool participation appears to narrow the achievement gap at kindergarten entry and third grade. Eighty-two percent of these poor children were ready for kindergarten, as compared to 81% of their more affluent peers with no preschool experience or Parents as Teachers participation. At third grade, a similar pattern emerged (88% vs. 93%).

Participants and Study Design

This study involved public school students from a stratified random sample of Missouri districts and schools who entered kindergarten between 1998 and 2000. Of 9,410 kindergartners assessed at school entry, 82% were matched to the third-grade MAP state assessment in Communication Arts, yielding a combined sample of 7,710 children who were assessed at kindergarten entry and again in third grade.

A secondary analysis of two existing multi-year data sets—the Missouri School Entry Assessment data and the MAP state assessment data—was used to examine the impact of pre-kindergarten services, including the Parents as Teachers program, on the school readiness and later school success of children in the early elementary years. Path analysis was used to test and support a causal model that predicts that Parents as Teachers has both direct and indirect effects on school readiness and third grade achievement.

Measures

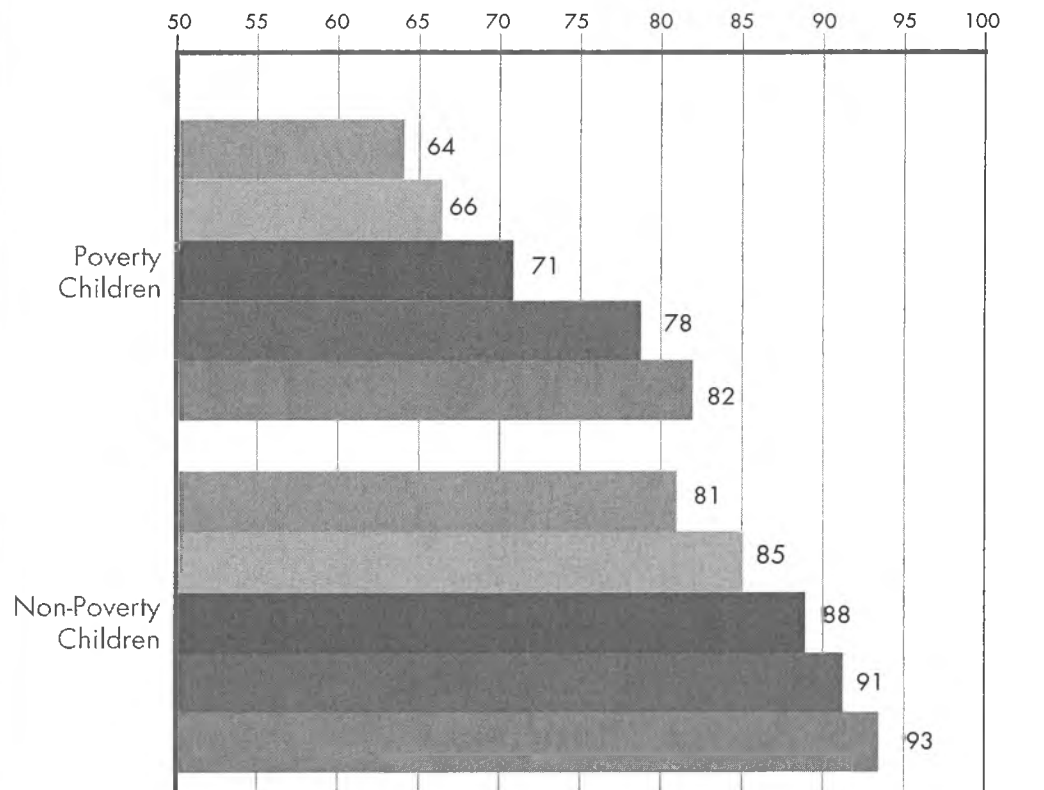
Children's preparation for kindergarten was assessed by their kindergarten teachers using a 65-item School Entry Profile. The School Entry Profile reflects areas of performance and skills appropriate to kindergarten entry that are observable within the first six to eight weeks of school. Teachers used a three-point scale—almost always, occasionally/sometimes, and not yet/almost never—to measure (1) symbolic development, (2) communication, (3) working with others, (4) mathematical/physical knowledge, and (5) learning to learn. They scored items yes or no in (6) physical development and (7) conventional knowledge. To maintain consistency, the teachers focused on one domain at a time, rating all children in their class on those items before proceeding to the next domain. Because of high inter-correlations among the seven scales, the ratings were summed to form an overall school readiness score with high reliability.

The MAP is a standardized performance-based assessment system used by all public schools in the state. The data reported here are from the MAP Communication Arts test given to all public school third graders in the spring of each year.

Parents completed a survey about their children's health issues, preschool attendance and home literacy activities prior to kindergarten entry. Parents reported whether, and the number of years, children had participated in a number of preschool experiences, including Parents as Teachers, First Steps, Early Childhood Special Education, Early Head Start, Head Start, public preschool, private preschool, center-based child care, child care in own home, child care in other private home, and remained at home with parent. Parents reported on how often someone in the home read to the child and how often their child read or looked at books.

The figures show the impact of Parents as Teachers (PAT) and preschool participation on children's school readiness and later success. For this study, children assessed as "not ready" for kindergarten scored one standard deviation below the average entering kindergartner. Children scoring at the lowest level on the third grade MAP Communication Arts test scored one standard deviation below the average third grader.

Figure 1. Percentage of Children Entering Kindergarten "Ready" by Poverty Status and Pre-K Experiences



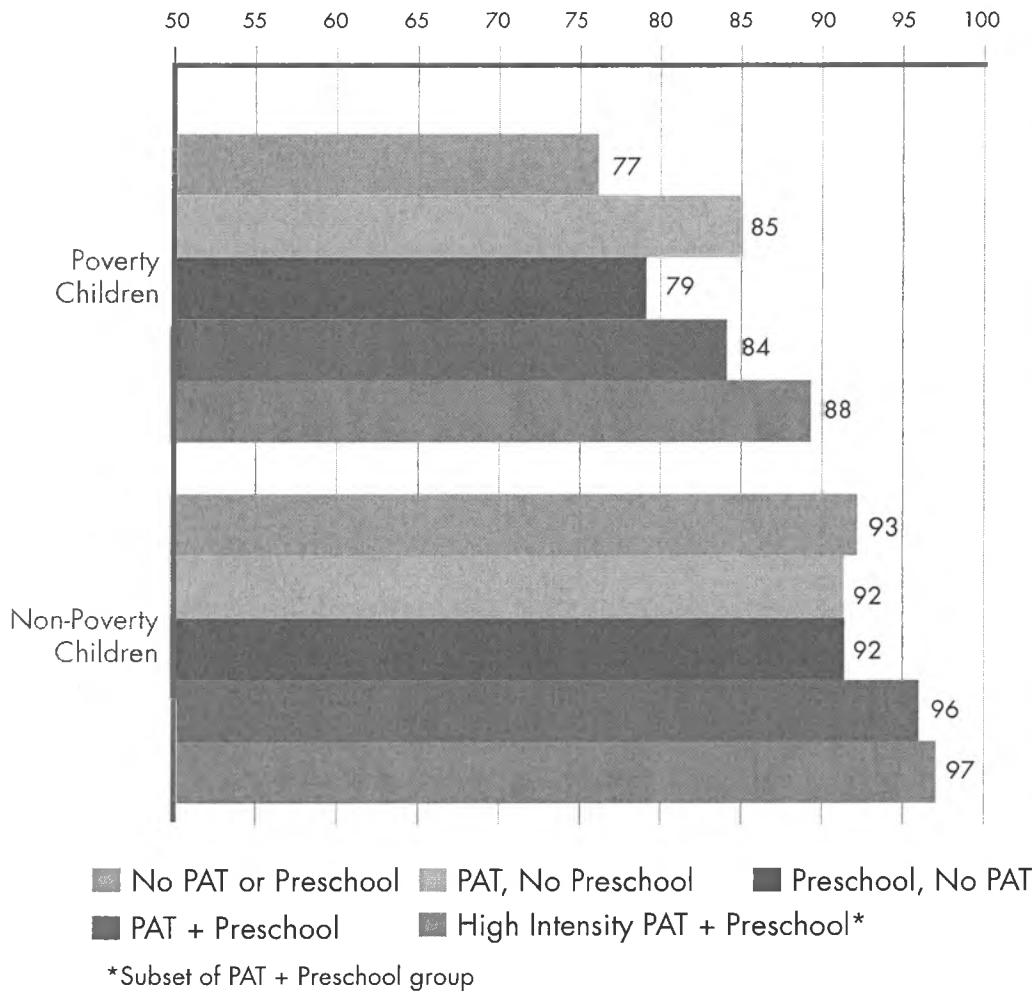
No PAT or Preschool
 PAT, No Preschool
 Preschool, No PAT

PAT + Preschool
 High Intensity PAT + Preschool*

*Subset of PAT + Preschool group

The graph illustrates that increasing percentages of both poverty and non-poverty children are ready for school with more intensive participation in Parents as Teachers and preschool. Specifically, if children in poverty participated with high intensity in Parents as Teachers and preschool (a minimum of two years in Parents as Teachers and one year in preschool), virtually the same percentage of them (82%) were ready for kindergarten as were their non-poverty peers with no preschool experience or Parents as Teachers participation (81%).

Figure 2. Percentage of Children Scoring Above the Lowest Levels of the Third Grade MAP Communication Arts Test by Poverty Status and Pre-K Experiences



The concept for Parents as Teachers was developed in the 1970s when Missouri educators noted that children were beginning kindergarten with varying levels of learning readiness. With funding from the Missouri Department of Elementary and Secondary Education and the Danforth Foundation, Parents as Teachers began in 1981 in Missouri as a pilot project for first-time parents of newborns. Convinced of the program's benefits and cost effectiveness, the state has offered Parents as Teachers services to all residents through every school district since 1985.

The added value of Parents as Teachers carries over to third grade achievement, particularly for poor children. Again, more intensive participation in both Parents as Teachers and preschool resulted in a similar percentage of poverty children (88%) scoring above the lowest level on the MAP Communication Arts test as non-poverty children with no Parents as Teachers or preschool (93%).

Parents as Teachers Goals

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

The Parents as Teachers *Born to Learn*[™] model includes four components

- Personal visits
- Group meetings
- Screening
- Resource network



Parents as Teachers national center

2228 Ball Drive
St. Louis, Mo. 63146
phone: 314.432.4330
toll free: 1.866.PAT4YOU
(1.866.728.4968)
www.ParentsAsTeachers.org
info@ParentsAsTeachers.org

Funding

This research was supported by a grant to Parents as Teachers National Center from the Ewing Marion Kauffman Foundation. We thank the Missouri Department of Elementary and Secondary Education for authorizing the study and providing the services of the Offices of Social and Economic Data Analysis to match the School Entry files with the MAP files.

Notes

¹Pfannenstiel, J. C., & Zigler, E. (2007). Prekindergarten experiences, school readiness and early elementary achievement. Unpublished report prepared for Parents as Teachers National Center.

²Snow, C.E., Burns, M., and Griffin, P. (Eds.). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.

³Parents as Teachers has a long history of independent research demonstrating effectiveness. For more details, refer to the Parents as Teachers evaluation brochure or our Web site, www.parentsasteachers.org.

Parents as Teachers (HB 49) is good for Alaska's military families

Passing HB 49 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

HB 49 could help 8602 active duty children in Alaska between under the age of 5, plus the children of active members of the guard and reserve.

1. Parents as Teachers helps families cope with deployment

- Military deployments take a toll on families, especially those with young children. Behavior is a key communicator for very young children, so being prepared for potential behavioral changes, and having places to turn to and ideas to try with the youngest members of military families is crucial to 'dealing' with separation that's part of many terms of service for our military families.
- Families parenting singly because of deployment often struggle with regimented, school-based programs because of financial and scheduling constraints. Providing parents with resources to create a learning environment in any situation helps their children gain the fundamentals needed to enter school at par with their peers.
- The Parents as Teachers social evenings offer isolated parents an excellent opportunity to form connections with other families. Social time also helps parents develop support networks necessary for dealing with deployment, frequent moves and other stresses unique to military families.

2. Parents as Teachers helps reduce barriers facing children of military personnel as they transition from one school system to another.

- The average military family student will move from six to nine times from kindergarten to 12th grade. When parents are equipped to engage in their children's education, they can better stabilize their families through the moves and help their children transition through difficult changes.
- While the armed services has done much to ease the transition for children of military personnel, there is much that can be done at the state and local levels to ensure that these children are afforded the same opportunities for educational success as other children.

3. Parents as Teachers had been operating on Fort Wainwright for years, but is now gone. Staff say that the Parents as Teachers system is essential for helping Guard members and their families cope with the stress and confusion of deployment and the absence of a loved one.

Information based on conversations with specialists on education for military families, including the United States Department of Defense, DUSD (Military Community and Family Policy), Alaska National Guard, Alaska Department of Military and Veterans Affairs, Alaska's Congressional Delegation, Fort Wainwright Parents as Teachers program, Anchorage School District Liaisons for Military Families, and elementary schools serving military families. (Pursuant to the prohibitions set forth in 18 U.S.C. 1913, the Joint Ethic Regulations, Part 6-202, 5 C.F.R. 2635, and DoD Directive 1344.10, active duty members of the military are not permitted to engage in lobbying on legislation.)

Prepared by Rep. Tuck's Office



Parents as Teachers™

HOW DOES PARENTS AS TEACHERS SUPPORT SCHOOL READINESS?

Parents as Teachers helps all children enter school ready to learn.

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

Parents who participate in Parents as Teachers are more confident about their parenting and are more involved in their children's schooling... a key component of a child's success in school.

Research shows that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and non-poverty households.

When children had at least two years of Parents as Teachers combined with a year of preschool, 82 percent of poor children were ready for school at kindergarten

entry—a level identical to non-poverty children who had no Parents as Teachers or preschool experience.¹

Parents as Teachers children continue to achieve beyond kindergarten:

- > They scored significantly higher on standardized measures of reading and math at the end of first grade than did comparison children. In addition, teachers rated Parents as Teachers children's achievement progress higher than control group children's progress in all areas.²
- > They continued to perform better than non-Parents as Teachers children on standardized tests of reading and math achievement in second grade. Compared to non-Parents as Teachers children, PAT children required half the rate of remedial and special education placements in third grade.³

Did You Know...

Children who participate in Parents as Teachers:

- > Are more advanced at age 3 in language, social development, problem solving and other cognitive abilities;
- > Score higher on kindergarten readiness tests;
- > Score higher on standardized measures;
- > Show better school readiness at the start of kindergarten;
- > Achieve higher reading and math readiness at the end of kindergarten;
- > Achieve higher kindergarten grades; and
- > Require fewer remedial education placements in first grade.⁴

¹ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center.

² Pfannenstiel, J. (1989). *New Parents as Teachers project: A follow-up investigation*. Overland Park, KS: Research & Training Associates.

³ Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

⁴ Drazen, S., & Haust, M. (1995). *The effects of the Parents and Children Together (PACT) program on school achievement*. Binghamton, NY; Drazen, S. & Haust, M. (1996). Lasting academic gains from an early home visitation program. Paper presented at the annual meeting of the American Psychological Association, August 1996.

Our vision is that all children will learn, grow and develop to realize their full potential.



Committee for Economic Development

DEVELOPMENTAL EDUCATION:

The Value of High Quality
Preschool Investments as
Economic Tools

A Working Paper by
the Committee for Economic Development

S e p t e m b e r 2 0 0 4

inside front cover

SUMMARY

Job creation and economic development have become a centerpiece of state and local policy. Each year, billions of state and local tax dollars are committed to local development projects in the U.S., often in the form of providing inducements to high-profile companies, subsidizing entertainment infrastructure (such as arenas or stadiums), or creating "cluster" developments. Though these investments are increasingly common, their returns are risky, if at all positive, and their benefits are frequently aimed at a small segment of the local population.

Early childhood education, in contrast, appears to offer greater potential returns and substantially less risk, and should be included by state and local leaders as a component of their economic development policy toolkit. *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.

This publication was created by the Committee for Economic Development (CED) as part of The Pew Charitable Trusts' initiative to advance high quality prekindergarten for all of the nation's three and four year olds through objective, policy-focused research, state public education campaigns, and national outreach. The views expressed are those of the authors and not necessarily of The Pew Charitable Trusts.

Ev Ehrlich, former CED Research Director, and Tracy Kornblatt, a former CED Research Associate, prepared the text. As a "Working Paper," this publication is intended as an interim report which summarizes current research on the economic benefits of early education. As such, it will set the stage for the next CED policy statement on early childhood education planned for 2006.

The authors would like to make special note of the contributions of Arthur Rolnick, who not only co-authored a seminal paper on early childhood development as an economic development tool (with Rob Grunewald, accessible at <http://minneapolisfed.org/research/studies/earlychild/earlychild.pdf>), but has worked to call business leaders' attention to these results in Minnesota and elsewhere.

PUBLIC INVESTMENT IN DEVELOPMENT

The rise of state and local investment in development

State and local economic development policies have been around since the beginnings of the Republic, but the precursors to current local development policies surfaced during the 1970s when an energy crunch, global competition, and high unemployment forced state and local governments to take action to attract economic development and jobs.¹ Since then, added employment pressures and increased mobility of labor and capital have further expanded "territorially competitive" development policies, and by 1994 states averaged twenty-four inducement programs per state.²

The scale of state and local "inducement" policies

State and local developmental policies contain vast amounts of funding for inducement and marketing packages, including:

- Grants to communities for business loans and loan guarantees;
- Provision of job training specific to business or industry request;
- Infrastructure provision;
- Tax relief; and
- Site/building provision

Annual city government spending for such economic development initiatives is usually between \$7–\$16 per capita, which is about \$2–\$4 billion each year, nationwide. However, tax exemptions probably cost local governments much more — a study in Michigan estimated that tax relief to promote development costs about \$40 per capita annually.³

Measuring the returns to local "inducement" policies

Estimating the total social returns to development inducements is an unreliable exercise. The social returns depend on the definition of benefits, estimates of the life and details of the projects (which are often subject to change), and the point of view from which benefits are calculated (for example, from the local, state, or national perspective). Many of the benefits are difficult to quantify and benefit definitions are controversial. Despite these problems, however, there is substantial evidence that the returns to territorially competitive investments are minimal, if not negative, especially if viewed from a wider (state or national) perspective.⁴

The problems with a territorially competitive approach to investing in development have been widely documented.* The current bidding wars put companies and athletic teams

*See: Paul C. Cheshire and Ian R. Gordon, "Territorial Competition and the Logic of Collective (In)action," *International Journal of Urban and Regional Research*, vol. 20, no. 3 (1996); Paul C. Cheshire and Ian R. Gordon, "Territorial Competition: Some Lessons for Policy," *The Annals of Regional Science*, vol. 32, no. 3 (1998); Andrés Rodríguez-Pose and Glauco Arbix, "Strategies of Waste: Bidding Wars in the Brazilian Automobile Sector," *International Journal of Urban and Regional Research*, vol. 25, no. 1 (2001).

in a powerful position, able to comparison shop for the best package of tax relief and inducements, often accepting benefits packages for a short-term commitment, and then able to (threaten to) relocate, accepting more inducements after the original incentives run out. The cost of inducements drives the net social benefits from "winning" corporate investment down to a minimum, if they are positive at all. Any benefit derived from the relocation of jobs is experienced at the local level. On a larger scale, the U.S., for example, derives no social benefit when jobs move from Missouri to Mississippi,[†] and any tax dollars spent to fund such a move result in a net loss of social welfare.

Not only are benefits of territorially competitive policy minimized and localized, but also they are often unrealized, as compared to predictions at the start of the investment. Though development incentives are made in anticipation of gains in the form of direct jobs, secondary jobs, and future growth in tax revenue, many of these benefits are predicted using assumptions about the time horizon and size of the investment to which the firm will commit over time, and firms often do not meet their commitments (i.e., a sports team demands a new stadium after twenty years instead of thirty, a firm employs only half the number of employees it originally promised). Sometimes firms fail to meet commitments not because of poor intent. Instead, the incentives themselves may distort the location process so much that the firm chooses a location that is not economically viable long-term. Furthermore, an unpredictable number of jobs created go to in-migrants, and, depending on the capacities of existing schools and other public infrastructure, there may be additional public costs to job creation and resultant growth.

The idea that pursuing such zero-sum gain policy is not in the nation's best interests underlies Melvin L. Burstein and Arthur J. Rolnick's demand that Congress outlaw territorially competitive policy.⁵ Though quantification of benefits from development inducement is unclear, it is clear that analysts question the returns to such policy, and find ample reason to believe that the returns are low, if positive. Examining three popular categories of public investment in more detail provides a better picture of the questions surrounding social benefits of development policy.

Clusters/Industrial Parks Since Michael Porter's seminal work on clusters, many localities have turned to clusters or industrial parks as a source of self-sustaining economic development.⁶ Defining a cluster is challenging (academics admit the vagueness and breadth of the term), but the general idea is that a network of firms interacts and becomes interdependent, creating linkages and collective assets that tie firms to the cluster location, and attract similar firms requiring similar inputs, specialized services, labor, etc.⁷ Clusters have garnered much attention because they can seemingly transform a lagging region into a thriving, self-sustaining one.⁸ This prospect has caused local policymakers to attempt to create clusters, by inducements and other policies.

But there are few, if any, examples of policy-led clusters achieving success.⁹ The true preconditions for successful clusters seem to be more deeply-rooted characteristics of the region, such as education level of the population, access to educational and other resources, access to required inputs/outputs, and existing culture of trust/cooperation between business leaders.¹⁰ Inducements such as tax cuts and subsidies do not seem to yield the desired, self-sustaining economic development.

Often, though not necessarily, cluster developments contain firms in similar industries — such as Silicon Valley or the Route 29 Technology Corridor in Eastern Massachusetts — and high-tech science parks have garnered the most attention. In 1998, an estimated 135 science parks were located around the U.S., and most received public subsidization.¹¹

Scott Wallsten found no significant positive effect of science parks on regional development, measured in terms of jobs, number of firms, and invested venture capital.¹² Though many communities attempt to replicate the success of Stanford Research Park in Silicon Valley, Silicon Valley's success is a rarity in the field, and it was not initiated by public (or private) design. Silicon Valley's success appears more the result of the intense nature of competition in the region than public subsidization. The majority are parks such as the Texas Research Park in San Antonio, which broke ground in the mid-1980s, with predictions of 50,000 jobs in thirty years. As of 2004, the park has created 300 jobs. A research park that began in the 1980s in Prince George's County, Maryland, has been deemed a failure, and the state is seeking a refund on some of the millions it poured into the infrastructure.¹³ In sum, policies designed to create science parks or clusters are unlikely to be successful or have positive returns to investment.

Professional Sports Investments Public investment in sports teams, namely building/renovating arenas and stadiums has grown rapidly over the last fifteen years. Between 1990-1998, forty-six major league stadiums/arenas were built, and between 1998-1999 an additional forty-nine facilities were under construction or in active planning.¹⁴ The cost of these facilities averaged \$21.7 billion, roughly two-thirds of which was funded publicly. Though studies funded by the teams or local chambers of commerce assert net benefits to the community from team investment, the calculations are often based on unrealistic assumptions about local value added.¹⁵ Benefits that are derived from the new stadium go largely to the team's management and players, and, though such benefits would still be counted as social benefits (total benefits to anyone in the society), they bring up distributional concerns and promise large-scale out-of-town leakage of benefits (rather than the assumed in-town spending and multiplier effects). Additionally, any benefits are based on assumptions about how long the team stays in its new facility, how big of a public draw the team will be (which can be based somewhat on performance), the entertainment choices of consumers in the absence of new stadia, and other factors that are sub-

[†] Assuming no differences in productivity, etc.

ject to change. John Siegfried and Andrew Zimbalist conclude, "...independent work on the economic impact of stadiums and arenas has uniformly found that there is no statistically significant positive correlation between sports facility construction and economic development."¹⁶

Incentives to High-Profile Companies

Table 1 shows a sample of the inducement packages that have been offered to high-profile companies. The size of these subsidies is quite large, and, even if the location that "wins" the company or firm receives net social benefits, the likelihood of net social benefits on a larger scale (which would only occur if the incentives prevented a socially-beneficial company from locating outside the U.S., or from choosing an inefficient U.S. location) are quite small. There are an estimated 1,500 major corporate expansions or relocations in the U.S. per year and an estimated 15,000 economic development organizations courting them — which places businesses in a good position for capturing benefits.¹⁷ In fact, there is a popular view that inducements to large-scale plants reduce the welfare of local residents (a winners' curse of sorts), but Michael Greenstone and Enrico Moretti have found evidence to the contrary, explaining why local interests in subsidization schemes remains high.¹⁸

But while there may be incentives at the local level to subsidize million-dollar plants, from the larger perspective the benefits erode, as the plant likely would have located somewhere in the U.S. (or maybe even the same state), even without subsidization, and would have contributed (more) to the tax base and funded its own implementation.

There is also the risk that inducements create losses by distorting the firm's location decision, causing it to choose a strategically weak location. In such instances, firms derive benefit from subsidization, rather than economic efficiency, and are forced to relocate when the subsidy runs out.

Furthermore, inducements may stratify large-scale industries that otherwise may naturally

cluster and form a global competitive advantage. Take, for example, the automobile industry. After subsidizing a major plant to the tune of \$250 million or so, a state finds itself unable to bid for another auto plant, so the major auto manufacturers end up scattered over several states (Tennessee, Alabama, South Carolina), rather than clustered together where they may share transport hubs, input manufacturers, and technological knowledge transfers. If U.S. manufacturers lack these competitive assets, unsubsidized, naturally-clustered sites in other countries may be more efficient and competitive, by comparison.⁴ On a federal level, the loss incurred by companies operating at otherwise undesirable locations is a serious concern in the long run. Undistorted, market-based location decisions are a better path to U.S. economic growth.

Table 1 gives an idea of the subsidization of large-scale projects — not all jobs created are subsidized to this degree. For example, Timothy Bartik estimates that a new job created should cost about \$7,000/year in public subsidization or tax revenue forgone.¹⁹ The problem is that these numbers do not indicate net social benefits. For example, it cannot be known if a \$7,000 subsidy per new job created is a good deal for local residents or not — the benefits and spillover benefits are highly individualized by project, difficult to quantify, and depend on the life of the company, which can be subject to drastic change.²⁰

Table 1: Local Subsidization of Sample Corporations

Company Receiving Subsidy	Location	Year	Subsidization	Comments
Micron Technology	Lehi, UT	1995	\$80 million	
Mercedes Benz	Alabama	1993	\$250-\$300 million	Estimated subsidization of \$170,000/job
Blue Water Fibre	Michigan	1994	\$80 million	With 34 employees, subsidization per job ^a \$2.4 million
Volkswagen	Pennsylvania	1978	\$70 million	Factory promised 20,000 jobs, but only employed 6,000 and closed after a decade
Northwest Airlines	Minnesota	1992	\$700 million	Northwest promised 2,000 jobs at 2 facilities, but later scaled back to 1 facility and 1,000 jobs. Subsidization per job ^a \$558,000.
Toyota	Georgetown, KY	Late 1980s	\$200 million	Subsidization per job ^a \$80,000
Boeing	Chicago, IL	2001	\$50 million	Subsidization per job ^a \$100,000
BMW	Greenville/ Spartanburg, SC	1992	\$115 million	Predicted jobs created: 2,000 direct, 2,000 indirect
United Airlines	Indianapolis, IN	1992	\$320 million	United promised to invest \$500 million, but only put in \$229 million, and closed the facility in 2003. The city currently owns the facility and tools, and pays \$34 million/year to retire the bond issue and \$6 million/year to maintain the empty facility
Nissan	Tennessee	1980		Subsidization per job ^a \$11,000

Sources: Chris Farrell, "The Economic War Among the States: An Overview," *The Region*, Federal Reserve Bank of Minneapolis, June 1996; Michael Greenstone and Enrico Moretti, *Bidding for Industrial Plants: Does Winning a 'Million Dollar Plant' Increase Welfare?* Working Paper No. 9844 (Cambridge, MA: National Bureau of Economic Research, July 2003); Louis Uchitelle, "States Pay for Jobs, but It Doesn't Always Pay Off," *The New York Times*, November 10, 2003; Mitch Emmons, "AU Researchers Question State's Industry-Luring Concessions" *Auburn University News*, October 27, 1995, Available at < http://www.auburn.edu/administration/univrel/news/archive/10_95news/10_95concessions.html > Accessed on June 16, 2004.

Though the precise effects of development investments cannot be accurately quantified, we can tell that competitive bidding and subsidization minimizes the net social benefits of development investments, creates potentially harmful market distortion, and makes the investments high risk. We can further conclude that there is active interest in public investment in economic development, even if it is at a high cost and with low expected net benefits. CED recommends channeling this interest and public funding into projects that promise even greater returns — namely early childhood education.

EARLY EDUCATION AS A DEVELOPMENT TOOL

October 2000 U.S. Census data reveal that only 52 percent of all children ages three to five (not yet enrolled in kindergarten) were enrolled in “nursery school.”²¹ Additionally, enrollment was substantially less frequent in low-income households, and children of low-income families were overwhelmingly (89 percent) enrolled in public programs like Head Start, while 77 percent of children from families with incomes of \$75,000 or more attended private schools. These data support concerns regarding overall low attendance rates and inequity of services being provided to America’s children. Unlike several Western European countries, many children in the U.S. do not have access to preschool programs, and the quality of current offerings, especially for children of low-income families, is questionable. CED first raised these concerns in *Preschool for All: Investing in a Productive and Just Society*.

Low pre-kindergarten enrollment rates and unequal access to pre-kindergarten are a concern because experimental, high-quality, intensive preschool programming, when tested under accepted experimental conditions, can be shown to produce substantial net social benefits.²² Two such experiments, the High Scope/Perry Preschool project and the Carolina Abecedarian project, are estimated to have produced benefits in the range of \$2–\$8 per dollar invested.

High/Scope Perry Preschool Project The Perry program served children of low-income families in Ypsilanti, Michigan from 1962 to 1967, and participants received extraordinary preschool offerings. Most participants received two years of services, which included a 2.5 hour/day, nine-months/year classroom component, as well as a ninety-minute teacher home visit once per week. Additionally, student/teacher ratios were unusually low, and

[†] The losses incurred by subsidizing an auto industry into fragmentation are well documented in a study of Brazil: Andrés Rodríguez-Pose and Glauco Arbix, “Strategies of Waste: Bidding Wars in the Brazilian Automobile Sector,” *International Journal of Urban and Regional Research*, vol. 25, no. 1 (2001).

[§] “Nursery school” is defined as “a group or class that is organized to provide educational experiences for children during the year or years preceding kindergarten.” This definition includes Head Start programs.

teachers were more qualified than most, being both certified public teachers and trained in child development. The experiment contained a total of 123 children. Participants and members of the experimental control group have been followed extensively, providing a comprehensive look into the broad range of costs and benefits associated with the program. As estimated by Steven Barnett, by the time participants reached 27 years of age, the results in Table 2 had been obtained. The 3 percent discount rate analysis indicates benefits of \$8.74 per dollar invested. Assuming a different discount rate, of course, changes the net benefits, but the net benefits still remain positive. At a 5 percent discount rate, benefits are estimated at \$5.58/dollar invested, and at a 7 percent discount rate, social benefits are predicted to be \$3.75/dollar invested.²³ Worthy of note is the substantial portion of benefits attributed to crime reduction. These benefits are quantified including estimates of costs both to the judicial system and estimates of losses (financial and emotional) to victims.

Carolina Abecedarian Early Intervention

The Abecedarian educational child care project, like the Perry Preschool, was a true experimental project, and included 111 students in Chapel Hill, North Carolina, beginning in 1972. Also like Perry, participants were children in low-income and often African-American families. Those allocated to the treatment group attended a year-round, full-day center, which provided free transportation

Table 2: Perry Preschool
Projected Program Social Benefits/Costs per Participant

In present value 1992 dollars

Assumed Discount Rate	3%	5%	7%
<i>Measured Effects</i>			
Child Care	738	722	702
K-12 Education	6,872	5,575	4,441
Adult Education	283	188	127
College	-868	-590	-354
Earnings	14,498	9,354	6,098
Crime	49,044	33,516	23,238
Welfare	219	157	117
Total Measured Effects	70,786	48,922	34,369
<i>Projected Effects</i>			
Earnings	15,833	6,394	3,418
Crime	21,337	11,214	6,055
Welfare	46	25	14
Total Projected Effects	37,216	18,173	9,487
Total Measured and Projected	108,002	67,095	43,856
Cost of Preschool Program	-12,356	-12,022	-11,705
NET BENEFIT	\$95,646	\$55,073	\$32,151

Source: W. Steven Barnett, *Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program*, Monographs of the High/Scope Educational Research Foundation: Number Eleven (Ypsilanti, MI: The High/Scope Press, 1996).

and included staff at unusually high student/teacher ratios (3:1 for infants/toddlers; 6:1 for older children). The most recent assessment of participants was made at age twenty-one, and the cost-benefit analysis breaks down as shown in Table 3. The Abecedarian program reveals benefits of \$3.78 for each dollar invested, assuming a 3 percent discount rate, and \$2.20 and \$1.45 in benefit per dollar invested, assuming a 5 percent and 7 percent discount rate, respectively.

The net benefits in both analyses, of course, are subject to question and interpretation. Estimation and quantification of social benefits, such as less fear of crime, is an imprecise exercise. Some benefits may be overstated, and others may be excluded, including benefits to siblings and future generations.²³ The sample sizes of the programs were small and the environments unique. The cost-benefit analysis may not be exact, but the best evidence by professionals consistently indicates that these programs yield extraordinary benefits, and certainly have more promise of positive return to investment than professionals estimate for territorially competitive inducements.

The cost-benefit analyses of Perry and Abecedarian are a first indicator of a larger discovery about early education programs: the real benefits are not from making children smarter, but from nurturing children's noncognitive skills, giving them social, emotional, and behavioral benefits that lead to success later in life.²⁴ Early education programs have proven to temporarily raise participants' IQs, but those effects dissipate early on in elementary school, while affects on children's behavior and self-discipline are lasting.²⁵ Evidence indicates that these positive effects are more persistent when a program is preventative, intensive, and starts at a very early age.²⁶ And, according to Pedro Carneiro and

Table 3: Abecedarian Early Intervention

**Projected Program Social Benefits/
Costs per Participant**

In present value 2002 dollars

Assumed Discount Rate	3%	5%	7%
<i>Program Benefits</i>			
Participant Earnings	37,531	16,460	6,376
Earnings of Future Generations	5,722	1,586	479
Maternal Earnings	73,608	51,939	38,085
K-12 Education	8,836	7,375	6,205
Smoking/Health	17,781	4,166	1,008
Higher Education Costs	-8,128	-5,621	-3,920
AFDC	196	129	85
Total Benefits	135,546	76,034	48,318
Program Cost	-35,864	-34,599	-33,421
NET BENEFIT	\$99,682	\$41,435	\$14,897

Source: Leonard N. Masse and W. Steven Barnett, *A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention* (New Brunswick, NJ: National Institute for Early Education Research, 2002).

James J. Heckman, *skill begets skill* in a dynamic process, so skills gained early help students gain more skills in the next stage of development, and missing out on skills early is hard to compensate for later.²⁷ This theory is supported by Perry and Abecedarian participants: those receiving the treatment had more positive achievement scores, educational attainment, employment, and social outcomes (for example rates of crime and teen pregnancy).

Because of low participation rates and unequal access, we should be concerned that children, and society, are missing out on these key benefits of early education. With only half of children ages 3-5 involved in early education programs at all, and with many of those programs of insufficient quality to prepare children for school success,²⁸ we can assume that many children are being underserved, and that investing in broader and more intense offerings would yield positive returns.

Perry or Abecedarian is not the only solution for other communities, nor would replication guarantee similar effects when applied in other environments. The results of Perry and Abecedarian cannot be generalized to larger and different program applications. Unfortunately, the evidence is limited. More research is needed to determine optimal program designs and targeting, and, in particular, there is a need to evaluate larger samples.²⁸

But we can be certain that early childhood education offers *much* more promise of positive net social benefits than many of the territorially competitive incentive packages in which state and local governments invest billions each year, despite their frequent negative returns.

We understand that, given the current inducement-based system, it would be political and economic suicide for a state not to compete for economic development with incentive packages.²⁹ We cannot expect state and local governments to instantly substitute childhood investments for their current development initiatives. But we can educate policy-makers about the role of early childhood education as an economic development tool, with better expected return, less risk, and less damaging distortion than existing inducement programs, and demand slow but steady change. The evidence makes early education an easy sell. We hope to see policy-makers funding the further research that is needed and then appropriately investing in early education as a developmental priority.

²⁷ In the Perry Preschool analysis, however, Barnett states explicitly that the assumptions made lend themselves to underestimation rather than overestimation of benefits.

²⁸ "W. Steven Barnett, Kenneth Robin, Jason Hustedt and Karen Schulman, *The State of Preschool: 2003 State Preschool Yearbook* (New Brunswick, NJ: National Institute for Early Education Research at Rutgers University, 2003). www.nieer.org

Endnotes

- ¹ Melvin L. Burstein and Arthur J. Rolnick, "Congress Should End the Economic War Among the States," Federal Reserve Bank of Minneapolis, 1994 Annual Report Essay, March 1995.
- ² Burstein and Rolnick, "Congress Should End the Economic War Among the States."
- ³ Timothy J. Bartik, *Local Economic Development Policies*, Working Paper No. 03-91 (Kalamazoo, MI: Upjohn Institute for Employment Research, January 2003).
- ⁴ Paul C. Cheshire and Ian R. Gordon, "Territorial Competition: Some Lessons for Policy," *The Annals of Regional Science*, vol. 32, no. 3 (1998), pp. 321-346.
- ⁵ Burstein and Rolnick, "Congress Should End the Economic War Among the States."
- ⁶ Michael E. Porter, *The Competitive Advantage of Nations* (New York: Macmillan, 1990).
- ⁷ Porter, *The Competitive Advantage of Nations*; Edward J. Fesser and Edward M. Bergman, "National Industry Cluster Templates: A Framework for Applied Regional Cluster Analysis," *Regional Studies*, vol. 34, no. 1 (2000), pp. 1-19; Michael E. Porter, "Location, Competition and Economic Development: Local Clusters in a Global Economy," *Economic Development Quarterly*, vol. 14, no. 1 (2000), pp. 14-34; Ron Martin and Peter Sunley, "Deconstructing Clusters: Chaotic Concept or Policy Panacea?" *Journal of Economic Geography*, vol. 3, no. 1 (2002), pp. 5-35.
- ⁸ Ian R. Gordon and Philip McCann, "Industrial Clusters: Complexes, Agglomeration and/or Social Networks?" *Urban Studies*, vol. 3, no. 3 (2000), pp. 513-532.
- ⁹ Bo Carlsson, "Public Policy as a Form of Design," Weatherhead School of Management, Case Western Reserve University, Available at < <http://design.case.edu/2002workshop/Positions/Carlsson.doc>>. Accessed on June 2, 2004.
- ¹⁰ Porter, *The Competitive Advantage of Nations*; Bennett Harrison, "Industrial Districts: Old Wine in New Bottles?" *Regional Studies*, vol. 26, no. 5 (1992), pp. 469-483.
- ¹¹ Scott Wallsten, *Do Science Parks Generate Regional Economic Growth? An Empirical Analysis of their Effects on Job Growth and Venture Capital*, Working Paper 04-04 (Washington, DC: AEI-Brookings Joint Center for Regulatory Studies, March 2004).
- ¹² Wallsten, *Do Science Parks Generate Regional Economic Growth?*
- ¹³ Wallsten, *Do Science Parks Generate Regional Economic Growth?*
- ¹⁴ John Siegfried and Andrew Zimbalist, "The Economics of Sports Facilities and Their Communities," *The Journal of Economic Perspectives*, vol. 14, no. 3 (Summer 2000), pp. 95-114.
- ¹⁵ Siegfried and Zimbalist, "The Economics of Sports Facilities and Their Communities."
- ¹⁶ Siegfried and Zimbalist, "The Economics of Sports Facilities and Their Communities."
- ¹⁷ Bartik, *Local Economic Development Policies*.
- ¹⁸ Michael Greenstone and Enrico Moretti, *Bidding for Industrial Plants: Does Winning a 'Million Dollar Plant' Increase Welfare?* Working Paper No. 9844 (Cambridge, MA: National Bureau of Economic Research, July 2003).
- ¹⁹ Bartik, *Local Economic Development Policies*.
- ²⁰ Greenstone and Moretti, *Bidding for Industrial Plants: Does Winning a 'Million Dollar Plant' Increase Welfare?*
- ²¹ Committee for Economic Development, *Preschool for All: Investing in a Productive and Just Society* (Washington, DC: Committee for Economic Development, 2002).
- ²² Arthur J. Rolnick and Rob Grunewald, "Early Childhood Development: Economic Development with a High Public Return," *FedGazette*, Federal Reserve Bank of Minneapolis, March 2003.
- ²³ W. Steven Barnett, *Lives in the Balance: Age-27 Benefit-Cost Analysis of the High/Scope Perry Preschool Program*, Monographs of the High/Scope Educational Research Foundation: Number Eleven (Ypsilanti, MI: The High/Scope Press, 1996).
- ²⁴ Pedro Carneiro and James J. Heckman, "Human Capital Policy," in James J. Heckman and Alan B. Krueger, eds., *Inequality in America: What Role for Human Capital Policies?* (Cambridge, MA: MIT Press, 2003).
- ²⁵ Carneiro and Heckman, "Human Capital Policy;" Katherine A. Magnuson, Christopher J. Ruhm and Jane Waldfogel, *Does Prekindergarten Improve School Preparation and Performance?* Working Paper No. 10452 (Cambridge, MA: National Bureau of Economic Research, April 2004).
- ²⁶ Leonard N. Masse and W. Steven Barnett, *A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention* (New Brunswick, NJ: National Institute for Early Education Research, 2002).
- ²⁷ Carneiro and Heckman, "Human Capital Policy."
- ²⁸ Lynn A. Karoly, Peter W. Greenwood, Susan S. Everingham and others, *Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions* (Santa Monica, CA: RAND, 1998).
- ²⁹ Chris Farrell, "The Economic War Among the States: An Overview," *The Region*, Federal Reserve Bank of Minneapolis, June 1996.



Committee for Economic
Development

2000 L Street, NW, Suite 700

Washington, D.C. 20036

Phone: (202) 296-5860

Fax: (202) 223-0776

www.ced.org

CED is a nonprofit, nonpartisan organization that for 60 years has worked with the business and academic communities to address the critical economic and social issues facing American society.



Early Childhood Education: A Call to Action from the Business Community

Why America Needs High-Quality Early Childhood Education

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- and 4-year-old children.

As states implement the No Child Left Behind Act, designed to ensure that all students are proficient in reading and math by 2013-14, we also need to ensure that children enter school ready and able to succeed. Research shows, however, that far too many children enter school ill-prepared.

Studies document a wide gap between lower- and higher- income children before they enter kindergarten. When children begin school behind, they tend to continue to fall further and further behind. High-quality early childhood education can help close this gap. Long-term positive outcomes and cost-savings include improved school performance, reduced special education placement, lower school dropout rates, and increased lifelong earning potential (see the Appendix for a summary of this research).

Not only does high-quality early childhood education make a difference for children, it matters to their employed parents. Employers increasingly find that the availability of good early childhood programs is critical to the recruitment and retention of parent employees.

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, especially when the benefits far outweigh the costs. Estimates of the return on investment of high-quality programs for low-income children range from \$4 to \$7 for every \$1 spent. 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.

As business leaders, we see the discussion around early childhood programs for 3- and 4-year-olds as largely an education issue. Since states have primary responsibility for education, we believe that states need to take the lead in developing and funding a coherent early childhood education system from the patchwork of programs and services that exist today. The federal government also must play a leadership role. It must make high-quality early childhood education a national priority, and continue its historic role in focusing on the children most in need. Federal and state investments in early education must be coordinated in order to improve program quality and to serve more children.

Statement of Principles

The Business Roundtable (BRT) and Corporate Voices for Working Families (CVWF) believe federal and state efforts to develop early childhood education systems for 3- and 4-year-olds must be based on a set of guiding Principles that define the components of a successful system and high-quality programs. These Principles draw on current early childhood research, lessons from K-12 education reform efforts, and applicable lessons from the nation's experience in building a voluntary system of higher education. Although our focus is on 3- and 4-year-old children, we fully recognize the importance of quality improvement efforts for early childhood programs serving children under 3.

The six principles below are interconnected; they are not listed in priority order. BRT, CVWF, and others will use these Principles to assess existing early education programs, consider philanthropic priorities, evaluate policy proposals on Pre-K, Head Start, and other programs, and formulate policy positions.

1. LEARNING. *A successful early childhood education system views children's learning as the central mission. It should:*

- Provide positive learning experiences that foster the interconnections among children's social, emotional, and cognitive development and nurture children's innate joy in learning;
- Engage children in developmentally appropriate experiences with English language literacy and numeracy, and encourage family literacy programs to reinforce these experiences;
- Hold the same high expectations for success for all children while also respecting and supporting the diversity of children's families, cultures, races, socio-economic backgrounds, as well as the different ways that young children learn and the rates at which they progress; and
- Include healthy nutrition, safe environments, facilities conducive to learning, and diagnostic screening with effective follow-up services to treat disabilities or health problems that might affect children's ability to learn.

2. STANDARDS. *A successful early childhood education system articulates standards for children's learning and program quality that align with state K-12 academic standards. It should:*

- Align the objectives of the early childhood education system and the state's standards in the early grades of school;
- Adopt research-based curriculum options and program standards that enable early childhood education to achieve and sustain results for children;
- Endorse research-based indicators for what children need to know and be able to do when they enter school that respect the diverse ways that children grow and learn; and
- Use the results of regular and appropriate diagnostic assessments of children's performance to improve instructional practice.

3. TEACHERS. *A successful early childhood education system ensures that teaching staff possess the skills, knowledge, and attitudes to help young children enter school prepared to succeed. It should:*

- Employ skilled teaching staff who have a college degree and/or demonstrated knowledge and skill commensurate with the requirements of the position and meet performance criteria such as English verbal skills and the ability to connect with and teach young children;
- Require effective preparation as well as ongoing professional development that helps staff improve the quality of their teaching, become ongoing learners, and move through an articulated, degree-granting system, where appropriate; and
- Institute differentiated salaries based on the experience and competencies of teachers that, given the importance of consistent relationships to children's learning, are adequate to attract and retain a qualified teaching staff.

4. PARENTS. *A successful early childhood education system supports parents as their children's first teachers and provides high-quality program options to parents who choose to enroll their children. It should:*

- Provide access to high-quality early childhood programs for families seeking out-of-home early childhood education for their 3- and 4-year-old children, regardless of their socio-economic status;
- Offer seamless ways to meet the need of some families for care during the time they are working as well as the need for early learning experiences for their children; and
- Promote practical and effective strategies for parents to be involved in and support their children's learning at home and in early education programs.

5. ACCOUNTABILITY. *A successful early childhood education system embraces accountability for measurable results. It should:*

- Collect the data and conduct the research needed to identify best practices, assess system performance, and report these results to stakeholders;
- Evaluate the progress of children who have participated in early childhood education programs on the state's annual assessments required by the No Child Left Behind Act;
- Implement continuous improvement processes that put the lessons learned from research and evaluation into program standards and practice; and
- Establish incentives for meeting or exceeding objectives as well as consequences for persistent failure to achieve intended outcomes for children.

6. PARTNERSHIPS. *A successful early childhood education system builds crosscutting partnerships to govern, finance, sustain, and improve the system. It should:*

- Create effective and efficient governance mechanisms that support community planning, program development and oversight;
- Involve key stakeholders at the federal, state, and local levels, and encourage public/private partnerships to improve effectiveness, efficiency, and accessibility;
- Include participation among all sectors of the early childhood field within the state, including public and private programs as well as those that take place in schools, centers, and homes; and
- Insist on adequate, efficient, and shared financing mechanisms that minimize duplication of effort and identify priorities for public investments in times of budgetary constraints as well as a blueprint for future expansion.

From Principles to Policy

In 1990, the nation's governors and the Administration set as their first National Education Goal, "By the year 2000, all children will start school ready to learn." Thirteen years later, there has been progress—45 states are now providing some early childhood education services and programs, using both federal and state funding sources. The reality of today's families—including those with working parents and those with a parent at home—is that 69 percent of 3-year-old children and 82 percent of 4-year-old children are in some form of early childhood program on a regular basis. Yet most of these programs are not high quality, despite the research that shows that only high-quality programs produce a strong return on investment. Thus, the goal of school readiness remains largely unmet.

Three groundbreaking initiatives pave the way toward realizing this goal. Two reports by the National Research Council of the National Academy of Sciences summarize current research on early development and early learning: *From Neurons to Neighborhood: Applying the Science of Early Childhood Development* in 2000 and *Eager to Learn: Educating Our Preschoolers* in 2001. In addition, the Committee for Economic Development developed a vision for applying this knowledge in its publication, *Preschool for All: Investing in a Productive and Just Society* in 2002.

The Principles outlined in this statement take us the next step in formulating federal and state policies. As noted earlier, education is largely a state responsibility, but the federal government has always played a very significant financial role in early childhood programs and must continue to do so. Although the federal role in early childhood is different from its role in K-12 and higher education, policymakers should examine relevant lessons from federal initiatives that have strengthened both higher education and K-12 education.

In higher education, the federal government's first priority is to help low-income students gain access to postsecondary studies. The federal government also helped states build a voluntary higher education system that is the envy of the rest of the world. The federal government could take a similar role in the early childhood arena, supporting low-income children's participation in high-quality programs while also helping states to build the infrastructure for high-quality programs—including building staff capacity.

In elementary and secondary (K-12) education, the federal government only provides 7 percent of the overall resources, but influences the entire system because these resources link their assistance for low-income students in low-performing schools with requirements for rigorous state accountability systems that include all students. Although early childhood education is very different from the public K-12 system because it has a higher percent of federal funding and a mix of public and private providers, we believe that the federal government could use a similar model of linking resources with accountability by pairing federal investments with requirements for strong state accountability systems that measure results, ensure high program standards, and expand the numbers of children served.

We are well aware that economic conditions, budgets, and political considerations can hinder or hasten domestic policy initiatives. But even in uncertain times, we can begin to plan for the future. We urge decision makers in the public and private sectors—the U.S. Congress, the Administration, local and state governments, school boards, the business community, and other leaders—to make early childhood education a high priority by supporting and endorsing these Principles and launching a multi-sector planning process to identify incremental and additional revenue streams required for implementation. BRT and CVWF are committed to working with all stakeholders to build a quality early learning system for today's and tomorrow's young children.

About The Business Roundtable

The Business Roundtable (BRT) is an association of 150 chief executive officers of leading corporations committed to advocating public policies that foster vigorous economic growth and a dynamic global economy. In 1990, the BRT adopted a nine-point policy agenda, "Essential Components of a Successful Education System," which outlined the framework for standards-based education reform. One of the nine essential components includes high-quality pre-kindergarten education for disadvantaged children. BRT member companies created or joined state business coalitions to promote higher standards, and business leadership has been a critical factor in many of the states that have significantly improved student achievement. The BRT also strongly supported the passage of the No Child Left Behind Act of 2001, which creates a national imperative to raise student achievement and close the achievement gap, and the Roundtable's Task Force on Education and the Workforce is actively involved in the law's implementation.

About Corporate Voices for Working Families

Corporate Voices for Working Families (CVWF) is a coalition of 36 leading corporations that have been engaged in listening to and addressing the challenges of their employee families for over two decades. The CVWF coalition was created in 2001 to bring this private sector voice and experience into the public dialogue on issues affecting their working families. CVWF is focused on communicating the business case for early learning to policymakers, corporations, and other stakeholders interested in strengthening working families. CVWF's partner companies believe that the care and education of young children is critical to the attraction, recruitment and engagement of today's parent employees as well as a key to economic growth. CVWF recently released an issue brief outlining why early education is an important business issue.

Appendix: Supporting Research

By the time children enter kindergarten, there already is a wide gap in their readiness for school.

- At age 3, high socio-economic status (SES)¹ children have average vocabularies of 1100 words, middle SES children have average vocabularies of 750 words, and low SES children have average vocabularies of 480 words (Hart and Risley, 1995).
- Lower SES children enter school with much poorer skills in the major areas of development and learning. Average achievement scores for kindergarten children in the highest SES group are 60 percent higher than those in the lowest SES group (Lee and Burkam, 2002).
- Only 47 percent of low SES kindergarteners are likely to have attended a center-based program (including Head Start) prior to kindergarten entry, compared with 66 percent of higher SES children. Moreover, higher SES children have access to higher-quality programs, further benefiting them (Lee and Burkam, 2002).

When children begin kindergarten behind, they continue to fall further and further behind.

- During the kindergarten year, children who are deemed at risk for later school failure because of their family backgrounds make gains in basic skills such as letter recognition, counting, and comparing object size. Yet these children remain farther behind children with fewer at-risk factors because the more advantaged children make even greater gains in reading and math skills in school than their less advantaged counterparts (West, Denton, and Reaney, 2001).

High-quality early childhood programs can make a difference in school readiness despite poverty and other risk factors in children's backgrounds.

- Children, including those of low and high SES, who attend high-quality centers, score significantly higher on measures of skills and abilities that are important for school success compared with children from lower quality centers. While children's abilities are typically related to their families' income level, the quality of the early childhood experiences can make a difference over and above the effects of family characteristics (Bryant, Maxwell, Taylor, Poe, Peisner-Feinberg, and Bernier, 2003).

High-quality early childhood education programs have a high return on investment for low-income children.

- In the short term, longitudinal studies of high-quality early childhood programs, including the Perry Preschool Program, the Abecedarian Early Childhood Intervention Project, and the Chicago Child Parent Center Program find increased achievement test scores, decreased rates of being held back in school, and decreased placement in special education among low-income children. In the

¹ Throughout this report we refer to the effects of socio-economic status (SES) and family income, which are different. In addition to income, SES takes into account such characteristics as parental education and social status.

longer term, studies also find increased high school graduation and decreased crime and delinquency rates (Schweinhart, Barnes, and Weikart, 1993; Campbell, Ramey, Pungello, Sparling, and Miller-Johnson 2002; Reynolds, Temple, Robertson, and Mann, 2001).

- Cost-benefit analyses of Perry Preschool and the Chicago Child Parent Center Programs find a cost savings of \$7 for every dollar invested (Barnett, 1996; Reynolds, Temple, Robertson, and Mann, 2002). Cost-benefit analysis of the Abecedarian Early Childhood Intervention Project finds a cost savings of \$4 for every dollar invested (Masse and Barnett, 2002).
- When using an internal rate of return, which compares public and private return on investments, high-quality early childhood programs fare well. The internal rate of return for the Perry Preschool Program has been calculated at 16 percent, supporting the notion that early education can be a good investment (Rolnick and Grunewald, 2003).

There is evidence that high-quality programs will benefit middle-class children as well.

- At the beginning of kindergarten, the gap between middle and higher SES children is larger than the gap between lower and middle SES children in achievement scores assessing literacy and mathematics (Lee and Burkam, 2002).
- An indication that middle-class² children might substantially benefit from preschool education is that they have relatively high rates of being held back in school and school dropout rates—problems that early childhood education has been found to reduce. Middle-income children have a 12 percent rate of being held back in school compared with 17 percent for low-income children and 8 percent for high-income children. Likewise, middle-income children have an 11 percent school dropout rate, compared with 23 percent for low-income children and 3 percent for high-income children (Barnett, 2003).

High-quality early childhood education is important to business.

- Numerous studies reveal that there is a cost to business in not responding to its employees' need for reliable and good-quality early childhood programs. Employees are likely to miss work when they spend long hours trying to find early childhood programs or when they deal with the often-tenuous arrangements they have, especially when these arrangements fall apart. When employees with these problems are at work, they have difficulty concentrating because they are worried about their children (Galinsky and Johnson, 1998).
- Companies have also found that there are business benefits in providing their own employees assistance with early childhood programs, including improved recruitment and retention (Galinsky and Johnson, 1998; Galinsky and Bond, 1998). Employees with access to family-supportive programs and policies are more likely to be satisfied with their jobs, to be loyal, to go the extra mile to help their companies succeed, and to stay at their jobs (Bond, Galinsky and Swanberg, 1998).

² In this calculation, low-income children are in the bottom 20 percent of family income levels, middle-class children are in the 20-80 percent range, and high-income children are in the top 20 percent.

Bibliography

- Barnett, W.S. (February 7, 2003). PowerPoint presentation. J.P. Morgan Chase, New York, NY.
- Barnett, W. S. (1996). Lives in the balance: Age-27 benefit-cost analysis of the High/Scope Perry Preschool Program. *Monographs of the High/Scope Educational Research Foundation*, 11, Ypsilanti, MI: High/Scope Press.
- Bryant, D., Maxwell, K., Taylor, K., Poe, M., Peisner-Feinberg, E., and Bernier, K. (2003). *Smart Start and Preschool Child Care Quality in North Carolina: Change Over Time and Relation to Children's Readiness*. Chapel Hill, NC: Frank Porter Graham Child Development Institute.
- Campbell, F. A., Ramey, C.T., Pungello, E., Sparling, J., and Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project, *Applied Developmental Science*, 6(1): 42-57.
- Committee For Economic Development. (2002). *Preschool for All: Investing in a Productive and Just Society*. New York, NY: CED.
- Galinsky, E., and Bond, J.T. (1998). *The 1998 Business Work-Life Study: A Sourcebook*. New York, NY: Families and Work Institute.
- Bond, J.T, Galinsky, E., and Swanberg, J.E. (1998). *The 1997 National Study of the Changing Workforce*. New York, NY: Families and Work Institute.
- Galinsky, E. and Johnson, A. (1998). *Reframing the Business Case for Work-Life Initiatives*. New York, NY: Families and Work Institute.
- Hart, B., and Risley, T. R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore, MD: Paul H Brookes.
- Lee, V.E. and Burkam, D.T. (2002). *Inequality at the Starting Gate*. Washington, D.C.: The Economic Policy Institute.
- Masse, L.N. and Barnett, W.S. (2002). *A Benefit-Cost Analysis of the Abecedarian Early Childhood Intervention*. New Brunswick, NJ: National Institute for Early Education Research.
- National Research Council and Institute of Medicine. (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. J.P. Shonkoff and D.A. Phillips, (Eds.). Board of Children, Youth and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.
- National Research Council. (2001). *Eager to Learn: Educating Our Preschoolers*. Barbara T. Bowman, M. Suzanne Donovan, and M. Susan Burns, (Eds.). Committee on Early Childhood Pedagogy, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press.

Ramey, C.T. and Ramey, S.L. (February 23, 2003). Preparing America's Children for Success in School. Invited Keynote Address. National Governors Association, Washington, D.C.

Reynolds, A.J., Temple, J.A., Robertson, D.L. and Mann, E.A. (2002). *Age 21 Cost-Benefit Analysis of the Title I Chicago-Child Parent Centers*. Madison, WI: Institute for Research on Poverty.

Reynolds, A.J., Temple, J.A., Robertson, D.L., and Mann, E.A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest- a 15-year follow-up of low-income children in public schools. *Journal of American Medical Association*, 285(18): 2339-2346.

Rolnick, A. and Grunewald, R. (2003). *Early Childhood Development: Economic Development with a High Public Return*. Minneapolis, MN: Federal Reserve Bank of Minneapolis.

Schweinhart, L. J., Barnes, H. V., and Weikart, D. P. (1993). Significant benefits: The High/Scope Perry Preschool study through age 27. *Monographs of the High/Scope Educational Research Foundation*, 10. Ypsilanti, MI: High/Scope Press.

West, J., Denton, K., and Reaney, L. (2001). *The Kindergarten Year*. NCES 2001-023. Washington, DC: National Center for Education Statistics.



Representative Chris Tuck

Alaska State Legislature

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

Sampling of Letters of Support for Parents As Teachers Bill (HB 49)

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Upstream Learning – Glennallen
- SeaView Community Services – Seward
- Kenny Lake School – Copper Center
- Tok Parents as Teachers
- Tukurngailnguq School – Stebbins
- Hydaburg Cooperative Association
- Kake City School District
- Hydaburg City School
- Emmonak School
- The Alaska State Development Network, Alaska Council of School Administrators
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Parents As Teachers – statewide services
- Association for the Education of Young Children – statewide services
- Association of Alaska School Boards
- Southwest Region School District
- Communities in Schools – Juneau
- Numerous families from around Alaska, including:
 - Anchorage
 - Glennallen
 - Kodiak
 - Alakanuk
 - Chevak
 - Kenny Lake
 - Seward
 - Mountain Village
 - Marshall
 - Stebbins
 - Homer
 - Hoonah
 - Emmonak
 - Haines
 - Hydaburg

Year-Round

Phone (907) 269-0240

Toll-free (866) 465-2095

Rep.Chris.Tuck@legis.state.ak.us

www.akdemocrats.org/tuck

May-December

716 W. 4th Ave. Rm 370

Anchorage, AK 99501

Fax (907) 269-0242

January-April

State Capitol Bldg. Rm 426

Juneau, AK 99801

Fax (907) 465-3810



Representative Chris Tuck

Alaska State Legislature

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

Sampling of Letters of Support for The Parents As Teachers Bill Passed by the House in the 26th Legislature (HB 69), which is Identical to HB 49

- Governor's Council on Disabilities and Special Education
- Best Beginnings, Anchorage (statewide services)
- Child Care Connection, Anchorage (statewide services)
- Chugach School District Early Childhood Partnership Districts (Chugach, Bering, Kuspuk and Lake and Peninsula School Districts)
- City of Unalaska
- Central Council of Tlingit and Haida Indian Tribes of Alaska
- Southwest Region School District
- Kake City School District
- Center for Community, Early Learning Program, Sitka
- Play-N-Learn Community Head Start, Fairbanks
- Infant Learning Program Association, Sitka
- Native Village of Marshall
- Marshall Traditional Council
- Parents As Teachers, Alaska State Office
- Kodiak Infant Learning Program
- Homer Children's Services / Birth 2 Three
- Numerous individuals, including:
 - Candace Crews, Fairbanks
 - Mary Jane Kasayulie, Dillingham
 - Ladonna Dybdahl, Hoonah
 - Wanda Friday, Kake
 - Marlene Duvall, Hoonah
 - Monica Zarazua, Hoonah
 - Melissa Thaalesen, Hoonah
 - Casey Badle, Hoonah
 - Andres Espinoza Solano, Hoonah
 - Deborah Dalton, Hoonah
 - Anastasia Lane, Seward
 - Cathy Henderson, Kake
 - Carrie Lindoff, Hoonah
 - Wilma Davis, Hoonah
 - Christine & Warren Belford, Hoonah
 - Amelia Lafferty, Hoonah
 - Rose Wassillie
 - Audrey Jones, Fairbanks
 - Alicia Notti, Anchorage
 - Baby Judy, Anchorage

Year-Round

Phone (907) 269-0240

Toll-free (866) 465-2095

Rep.Chris.Tuck@legis.state.ak.us

www.akdemocrats.org/tuck

May-December

716 W. 4th Ave. Rm 370

Anchorage, AK 99501

Fax (907) 269-0242

January-April

State Capitol Bldg. Rm 426

Juneau, AK 99801

Fax (907) 465-3810

Advisory Board on Alcoholism
and Drug Abuse



Alaska Mental Health Board

ALASKA MENTAL HEALTH BOARD
ADVISORY BOARD ON ALCOHOLISM AND DRUG ABUSE
431 NORTH FRANKLIN STREET, SUITE 200
JUNEAU, ALASKA 99801
(907) 465-8920

March 8, 2011

Representative Chris Tuck
Alaska State Capitol
Room 426
Juneau, Alaska 99801

Re: Support for HB 49, Parents as Teachers

Dear Representative Tuck,

On behalf of the Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse, I express our support for the Parents as Teachers program and HB 69. The key to preventing the many individual, family, and community problems associated with mental health and substance use disorders is prevention and early intervention. Strengthening young families so that they raise strong and resilient children is an excellent form of prevention.

We support HB 49 because it would provide support to families as they raise their children and prepare them for academic success. Certified parent educators provide information and tools to parents to help them help their children reach their full potential. This program educates and empowers parents to engage with their children in everyday ways that will enhance their early development. It provides personalized family-oriented supports that help young parents provide a safe appropriate environment in which their children can grow. Parent educators can connect parents to appropriate community resources to help address risk factors for domestic violence and help parents learn healthy ways to communicate with their children and each other.

We appreciate your and your co-sponsors' work on behalf of Alaska's children, and encourage establishment of a Parents as Teachers program.

Sincerely,

J. Kate Burkhart
Executive Director

cc: Representative Kawasaki
Representative Gara
Representative Petersen
Representative Gruenberg
Representative Munoz



Upstream Learning - Copper River School District
P.O. Box 98, Glennallen, AK 99588
Ramona Henspeter, Contact Teacher
rhenspeter@crsd.k12.ak.us 907-822-8526

February 15, 2011

Senator Al Kookesh
State Capitol, Room 11
Juneau, AK 99801

Dear Senator Kookesh,

I am writing in support of the Parent as Teachers program. I have been familiar with the program for approximately 10 years, initially through my friend and neighbor, Jan Carlson, who is a long-time PAT parent educator in the Copper Valley and more recently a PAT trainer in Alaska. Jan is an extraordinary person, and any program she is affiliated with demonstrates 'quality' because of her involvement. I learned more about PAT when I was the Teacher/Director at Kluti-Kaah Head Start in Copper Center for two years (2007-2009), as both of our programs were administered by RurAL CAP in Anchorage. For the past two years I have been working as the teacher/coordinator of Upstream Learning, Copper River School District's home education program. Cynthia Buchanan, the Copper Center/Glennallen area PAT parent educator, has her office right across the hall from mine, so is my "neighbor". We share conversation, ideas, and even our space at times, and it's been fun to see her interacting with children and families as they sometimes drop in to visit during the week.

PAT and home-schooling share a common premise – that parents indeed are a child's first and most influential teachers. As a former home educator myself (I taught my own 3 children at home for 20 years), I believe in PAT's individualized, home-based support of parents. I am grateful that their program is well established in the Copper Valley, and I trust it will continue to thrive in this rural area of Alaska. Giving parents tools that will encourage and give them confidence in their very important role of training their young children is the primary purpose of PAT, and I am behind them 100%!

Thank you for learning more about PAT. I trust you will support funding requests that will give the program a firmer foundation for continuing their worthwhile service to Alaska's families in the future.

Sincerely,

Ramona Henspeter



P.O. Box 1045
302 Railway Avenue
Seward, Alaska 99664
Phone: 907.224.5257
Alaska toll free: 1.888.224.5257
Fax: 907.224.7081

February 22, 2011

Dear Representative Paul Seaton,

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. Since the loss of our Head Start program, there continues to be a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families, especially in the three to five year old populations. PAT's ability to work with families that are pregnant (particularly teen parents) has been such an asset to the community.

PAT, the Infant Learning Program, and Seward Community Library along with some funding from the Seward Community Foundation and the City of Seward collaborate together to provide a weekly play group for any family in Seward with children under the age of five. These groups offer an opportunity for parents to understand the growth and development of their children and to learn age-appropriate activities that they can do at home with their children to foster optimal development. PAT also provides health and developmental screenings of children, identifying children who may need additional support at an early age and makes appropriate referrals to our program as well as others in the community. I believe that RurAL CAP's PAT program provides families information and support that will be presented in a way that is appropriate for the variety of cultures in our area.

Not having the PAT program in Seward would be a great loss for this community. I would like to support the need for continued funding for PAT in Seward.

Sincerely,

Monica Luther
Infant Learning Program Coordinator



Soaring with Excellence!

Stacey Stansell, Principal
HC 60 Box 224
Copper Center, AK 99573
stacey.stansell@crsd.k12.ak.us
(907) 822-3870
(907) 822-3794 (fax)

Tuesday, February 16, 2011

To Sen. Al Kookesh and Rep. Alan Dick,

I am writing with great concern of the news that the funding for the "Parents as Teachers" program is being cut. As the principal in the small rural community of Kenny Lake, I am disappointed to know that this essential, early-developmental program is being taken from our families and toddlers.

"Parents as Teachers" has been a key piece for our school and community to reach out and come together, to help strengthen relationships with families, to get parents involved early in their children's education, and to help Pre-K students transition more smoothly into their first Kindergarten classroom setting. Parents bring their toddlers once a week to participating side-by-side in "Tot-Time" as well as visiting the K/1 classroom and participating in their "Circle-Time" for sharing and building friendships.

We have very limited resources out here and, realistically, we are around 35 miles away from the nearest Head Start facility. It's essentially the only weekly Pre-K experience that many of our toddlers have the benefit of attending. Research has proven that the earlier you have students involved in the education process, the more success you'll see in their future!

Thank you for your consideration in continuing this "Parents as Teachers" funding and continuing to help us increase student achievement here at Kenny Lake School.

Sincerely,

A handwritten signature in cursive script that reads "Miss Stansell". The signature is written in dark ink and is positioned above the typed name and title.

Miss Stansell
Principal

Excellence is the gradual result of always striving to do better.

8th March 2011

Dear Mr. Alan Dick,

I work for the Parent as Teachers program in Tok, Alaska. I also offer services to nearby villages such as Tanacross and Tetlin. This highly successful program has been implemented by RurALCap, the Rural Alaska Community Action program. Predominantly the population around Tok is Athabaskan and the program is very centered on traditional Athabaskan values that apply to raising a young child. There is little employment in the winter months and families rely on welfare and subsistence hunting to survive. As well as almost zero employment in the long winter there are also other problems with alcohol and substance abuse.

This vibrant program takes toys and activities to families in their own homes. I work with the parents to help them understand what the young child is learning, what to expect next and ways that they can enhance the development and positive interactions they have with the child. We have a strong literary component and I have been writing books in the Athabaskan language for our families to use. These have been well received and add another depth to the quality of our services.

My program is fully enrolled and I have a waiting list. Due to the high unemployment we have a high number of fathers attend the visits I conduct at in homes. Parents truly embrace the opportunity to learn more about their developing child and I can see them making life changing choices about their problems and perspective on life.

Fathers are stepping up to fulfill the parenting role so needed. My fathers are reading more to their children, getting involved in group activities and joining in with the sessions we have. This is a wonderful outcome for families in my region.

Not only fathers benefit, I see teenagers who are developing parenting skills, support a grandmother who is raising her small granddaughter, one of my younger mothers who is a convicted felon is changing her life around and volunteering in my program to clean toys. There are so many stories.

Please come to Tok/ Tanacross and Tetlin to see how my families are doing. I am sure you will see the wonderful benefits that I am seeing with the work I am doing to engage families of young children. Please support the vital work being carried out to assist all Alaskans in this remote area of the interior. Early childhood work is highly valued and well utilized in the Tok region of our state.

Yours sincerely

Jane Teague,

Parent Educator for Tok, Tanacross & Tetlin, PO Box 391 Tok AK 99780



Gerald Pickner
Principal Tukurngailnguq School
Box 129 Stebbins, Alaska 99671
Phone (907) 934-3021 Fax (907) 934-3031
gpickner@wbb.bssd.org

TO: Whom It May Concern
FROM: Gerald Pickner, Principal Stebbins School
DATE: 2/15/2011
RE: Parents as Teachers Program

It is my pleasure to be given an opportunity to show support for the Parents As Teachers program.

The program provides for a great deal of contact time with parents of our pre school age children and their parents. The work that they do in regards to the children of our community is developmentally appropriate activities and the support and direction they give to new parents is excellent.

Their efforts, to engage parents in the parenting process, is noted as a significant accomplishment. They have worked hand in hand with the school on several occasions to assist students that are about to have children prepare for the rigors of becoming a parent. Their effort in this regard has shown successes and continues to be a positive first steps approach to future parenting.

This program is needed in our village and is developing into a quality program more each day. I cannot speak highly enough of the program and the Tukurngailnguq School in Stebbins, Alaska is proud to be in partnership with the **"Parents As Teachers"** organization.

With Respect,

Gerald Pickner

"All of us working together for academic achievement to create respectful, lifelong learners and community members."

HYDABURG COOPERATIVE ASSOCIATION



PO BOX 349
HYDABURG, ALASKA 99922
Phone: 907-285-3666, 3665, 3660 or 3662
Fax: 907-285-3541

February 23, 2011

Senator Al Kookesh
State Capitol, Room 11
Juneau, Alaska 99801

Dear Senator Kookesh:

Hydaburg Cooperative Association would like to express our support for the PAT (Parents As Teachers) Program in Hydaburg, Alaska. This program has been very helpful and successful since there is no Head Start Program in Hydaburg. The students show how much they've learned at the end of their year and during programs for special occasions such as Thanksgiving/Hydaburg's Birthday.

The PAT Program has been a positive place for young children. The children are our future and deserve all the help they can be given. Your help to keep this program going will help greatly.

If you have any questions please don't hesitate to call. Thank you.

Sincerely,

A handwritten signature in cursive script, appearing to read "Doreen Witwer".

Doreen Witwer
Tribal Administrator

Kake City School District



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

To: Alaska State Legislatures

Fr: Corrina L. Guardipee ED. S. *CLG*
Superintendent

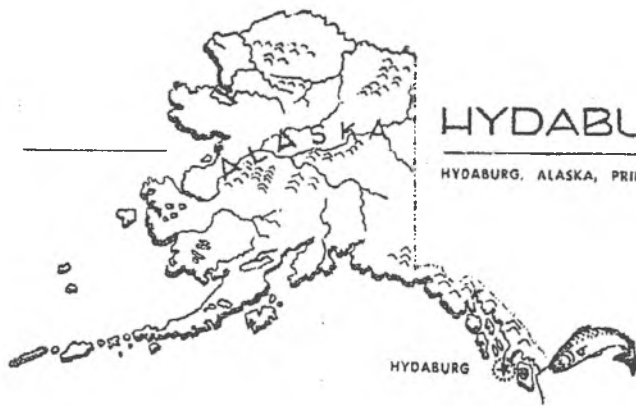
Re: Parents as teachers

Please accept this correspondence as a letter of support for future funding for the Parents as Teacher's program. In Kake, because of our high poverty we have a definite need to continue this program. The Parents as Teacher coordinator for the city of Kake has done an outstanding job educating parents in the importance of early childhood development. She has provided materials, specific outcomes for parents on recommended learning growth models and provides time for developmental games as well as giving parents real life examples for parents of meeting the needs of their children.

We have seen a difference in the student's academic achievement and are able to pinpoint individual student needs at an earlier age.

Again if there is anything you need from me for the support of this program don't hesitate to ask.

Kake City School District is an Equal Opportunity Employer



HYDABURG CITY SCHOOL

HYDABURG, ALASKA, PRINCE OF WALES ISLAND 99922

February 17, 2011

Dear Senator Albert Kookesh:

It is a pleasure to be writing a letter of support for the Parents As Teachers (PAT) program in Hyدابург. I have been involved with the program since its onset. It is an integral part of our community and an extremely valuable part of our educational system in Hyدابург.

Most of our families with children from birth through age five are comprised of parents who are themselves very young. The skills that the PAT program teaches these young parents are critical to the development of the children, the family, and ultimately to the development of the community. We are in desperate need of the early childhood parent education and family support program designed to empower parents to give their children the best start in life that the PAT program offers us. This quality program, both center and home-based, promotes activities and opportunities to train children and their parents in the areas of speech/language, fine and gross motor, social/emotional and cognitive skills. This wonderful training has helped our children and our families to thrive!

The PAT program has a powerful relationship with the Hyدابург City School District, both at the local and administrative levels. It is an integral part of a three-way partnership including the Early Learning program, (ages birth to three). These relationships enable effective early detection of developmental delays, assessment, and individual educational program planning. The goals and objectives for our children with developmental delays are implemented collaboratively. Our children are well served with this program and their individual needs met. They gain the readiness skills necessary to transition into the kindergarten program successfully.

We are very appreciative of your support thus far and ask that you would continue to sustain this vital program in Hyدابург. Together we can continue "living, learning and growing together" to form strong children, families and community.

Most Sincerely,

Pamala Penrose
Special Education Coordinator
Hyدابург City School District

Emmonak School

100 School Road
Emmonak, AK 99581
(907) 949-1248
Fax: (907) 949-1148

February 18, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, Ak 99801

Dear Senator Olson,

The Emmonak School is an enthusiastic supporter of Rural Cap's Parents As Teachers Program. This project is aimed at providing services for families with children aged prenatal to three years old..

The PAT program helps build school readiness skills for our children and provides support for families. Since conception in 2003, Emmonak's PAT coordinator has been able to organize childrens' families and perform referrals to address domains that are delayed.

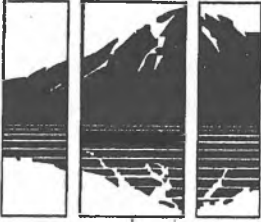
One of our schools main priorities is to prepare children for kindergarten with skills necessary for success. Research has proven (Kennewick School District, 2008) that children who are not at reading proficiency by the third grade will be challenged in school the remainder of their educational career. Students who are delayed in reading have a high correlation to "at risk behaviors" and high frequency of not completing high school.

Continued funding for this valuable program is highly recommended.

We look forward to collaborating on this project. Please contact us with any questions.



William Spratt, Instructional Leader



The Alaska Staff Development Network

Alaska Council of School Administrators
2204 Douglas Highway, Suite 100 • Douglas, Alaska 99824 • USA
Phone: (907) 364-3801 • Fax: (907) 364-3805

J. Kelly Tonsmeire, Director
Internet: asdn@ptialaska.net
Web Site: www.asdn.org

March 7, 2011

Representative Tuck
Alaska State Legislature
State Capitol Bldg.
4th Floor, Room 426
Juneau, AK 99801

Greetings,

This letter is on behalf of the Alaska Staff Development Network, in support of establishing state funding and coordination for Parents As Teachers programs.

Alaska Staff Development Network provides professional development for teachers across the state. One of the major areas of need is positive behavioral and remediation support for children that enter school unprepared and with undeveloped social skills.

James Heckman, a Nobel Prize-winning economist from the University of Chicago makes the case that the most cost effective way to improve schools is to support early childhood programs in his February, 2011 report "*The American Family in Black and White:*"

Schools do little to reduce or enlarge the gaps in skills that are present when children enter school. Parenting matters, and the true measure of child advantage and disadvantage is the quality of parenting received. A growing fraction of American children across all race and ethnic groups is being raised in dysfunctional families.

Investment in the early lives of children in disadvantaged families will help close achievement gaps. America currently relies too much on schools and adolescent remediation strategies to solve problems that start in the preschool years. Policy should prevent rather than remediate. Voluntary, culturally sensitive support for parenting is a politically and economically palatable strategy that addresses problems common to all racial and ethnic groups.

We urge the Alaska State Legislature to invest in proven program such as Parents As Teachers to ensure more children are ready to succeed by the time they enter school.

Sincerely,

Kelly Tonsmeire, Director

"WORKING TOGETHER TO MAKE SCHOOLS BETTER"

AEYC

Association for the Education of
Young Children-Southeast Alaska
907.789.1235
888.785.1235
www.aeyc-sea.org

Juneau Public Health
3412 Glacier Hwy
465-3353

Communities In Schools
586-2806

Bartlett Beginnings
Bartlett Regional Hospital
907.796.8900
www.bartletthospital.org

Juneau Family Health & Birth Center
907.586.1203
www.juneaubirthcenter.org

Juneau School District
907.523-1704
www.jsd.k12.ak.us

Juneau Youth Services
907.789.7610
www.jys.org

AWARE.
907.586-6623
Www.awareak.org

OCS—Office of Children's Services
907.465.1650
www.hss.state.ak.us/ocs/default.htm

REACH Infant Learning.
907.586.8228
www.reachak.org

SEARHC
Southeast Alaska Regional
Health Consortium
907.463.4040
www.searhc.org

SERRC
Southeast Regional
Resource Center
907.586.6806
www.serrc.org

T&H Central Council Headstart
907.463.7127
www.cchita.org/headstart.html

United Way –Southeast
907.463.5530
www.unitedwayseak.org

USCG Work / Life Office
907.463.2225
http://www.uscg.mil/D17/



March 2, 2011

Representative Tuck,

This letter is in support of establishing funding and state coordination for existing and new Parents As Teachers programs in communities throughout Alaska.

Partnerships for Families and Children is a Best Beginnings Partnership. The coalition of over 16 organizations meets throughout the year to coordinate outreach to families, address gaps in services, and increase public awareness and support of young children and families.

We conducted a comprehensive needs assessment and strategic planning process to increase kindergarten readiness, strengthen families, and increase the healthy development of young children. One of the top priorities identified during this two year community wide process is to establish a Parents As Teachers option for Juneau families.

We strongly believe this "gold standard" heavily evaluated program will move us toward all three of our goals. The Parents As Teachers program is effective in increased school readiness, reducing stress and isolation in families, and connecting families to resources to support healthy development such as vision, hearing, and developmental screenings.

Thank you for your foresight and vision in supporting implementation of Parents As Teachers in Alaska.

Carolyn Garcia
Program Associate
Partnership for Families and Children

Mission Statement: Partnerships for families and children works collaboratively to promote shared broad-based community support for young children and their families.

3100 Channel Drive, Suite 215 ♦ Juneau, Alaska 99801 ♦ www.southeastfamilies.org ♦ 907.789.1235 ♦
juneaupartnships@gmail.com

March 2, 2011

Representative Tuck
Alaska State Legislature

March 2, 2011

Representative Tuck,

We have been talking about the need for a Parents as Teachers program in Juneau for over ten years. Though we are experienced grant writers, in order to start a program, there needs to be some level of sustainability beyond a two year foundation grant cycle that will then be looking to fund another new innovative project, rather than continuation funds for a proven program. Support from the State of Alaska would allow us to proceed with confidence in securing additional funds to administer a long term successful high impact program.

This letter is in support of establishing funding and state coordination for existing and new Parents as Teachers programs in communities throughout Alaska.

AEYC Southeast Alaska is part of the thread Child Care Resource and Referral Network, serving early care and learning programs and assisting parents in finding child care in order to work. We are also the lead agency in our Best Beginnings Partnership, and coordinate the Dolly Parton Imagination Library in Southeast Alaska.

AEYC Southeast Alaska offers parent education and family literacy events throughout the year, and we produce a monthly bulletin which is distributed to over 1,000 families with young children in Juneau. We have the structure in place to further engage parents in serving as the first and most important teachers for their children.

We were encouraged that the Alaska House of Representatives passed legislation last year to implement a Parents as Teachers program in Alaska, and appreciate your continued support in working toward this highly effective approach to strengthening families and promoting kindergarten readiness.

Joy Lyon, M.A.

Executive Director





Parents as Teachers

March 9, 2011

Dear Members of the Alaska State Legislature,

On behalf of the national office of Parents as Teachers, I would like to encourage you to support HB 49 which would establish a statewide network of Parents as Teachers programs throughout Alaska. HB 49 is a critical investment in the long-term benefits of the individuals and communities that you represent.

Parents as Teachers is a research-based, family support and parent education program serving families throughout pregnancy until their child enters kindergarten. Research has clearly shown that the early years of life are critical in a child's development and lay the foundation for success in school and in life. We believe that parents are their children's first and most important teachers.

Independent research shows that at age 3, Parents as Teachers children are more advanced in language, social development, problem solving and other cognitive abilities. Children who participate in Parents as Teachers score higher on kindergarten readiness tests and on standardized measures of reading, math and language in first through fourth grades. Furthermore, parents who participate in Parents as Teachers are more confident about their parenting and are more involved in their children's schooling...a key component of a child's success in school.

Few investments have the rate of return of early childhood programs and Parents as Teachers is critical to high-quality preschool programs. Please invest in your most important resource – Alaska's children and families by supporting HB 49. Thank you for the important work that you do. Please let me know of any other way that we can be of support.

Sincerely,

Susan S. Stepleton
President and CEO
Parents as Teachers
314-432-4330 x 279
sue.stepleton@parentsasteachers.org

**Board of Directors
2010-2011**

Officers

Karabelle Pizzigati, Ph.D.
(Chair), MD

Jane Nelson, J.D.
(Vice Chair), MO

Thomas C. Meizer
(Secretary), MO

Donald D. Roberts
(Treasurer), MO

Members

Simon Blackburn, Ph.D.
Australia

T. Berry Brazelton, M.D.
(Life Member), MA

Sheila Casey, DC

C.K. (Chip) Casteel, J.D., MO

Robert B. (Brad) Cowan, MO

Carolyn Cozad, RI

Clare Eldroge, IL

Luis A. Hernandez, FL

Stephanie M. Jones, Ph.D., MA

Melissa L. Kelley, CO

Patricia Kempthorne, ID

Lisa Klein, Ph.D., KS

Carolyn W. Losos
(Life Member), MO

Arthur L. Mallory, Ed.D.
(Life Member), MO

David L. Morley, MO

Charles B. Mullins, M.D., TX

Jane K. Paine
(Life Member), MO

G. Julie Palmer-Blackwell,
Ed.D., IL

Jack Tweedie, Ph.D., J.D., CO

Edward F. Zigler,
Ph.D. (Life Member), CT

President & CEO

Susan S. Stepleton, Ph.D., MO

Ex-Officio Members

Governor Jay Nixon, MO

Commissioner of Education,
Chris L. Nicastro, Ph.D., MO

Founding Director

Mildred M. Winter, MO

Our Vision: All children will learn, grow and develop to reach their full potential.

2228 Ball Drive St Louis MO 63146 p 314.432.4330 f 314.432.8963 www.ParentsAsTeachers.org





PO Box 22870 · Juneau, AK 99802
907.789.1235 · www.akaeyc.org

To lead, facilitate, and support the efforts of those working in the Early Care and Education profession throughout Alaska.

March 5, 2011

Representative Les Gara
Alaska State Capitol, Room 500
Juneau AK 99801

Greetings,

This letter is to inform the legislative body of the widespread support across the state to establish a voluntary Parents As Teachers home visiting program for families with children ages birth to kindergarten entry. Our membership represents nearly a thousand early childhood educators across the state, devoted to increasing the quality of early learning experiences for young children in order to prepare them for success in school and life.

Parents are their children's first and most influential teachers. Voluntary family visiting programs serving families with children prenatal up to kindergarten entry provide the information, support, and encouragement parents need to help their children develop optimally during the crucial early years of life. Such programs increase parent knowledge of early childhood development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and school success. Through these preventative programs, future costs such as special education and remedial education, have been shown to be reduced.

- In Alaska, 40% of children entering kindergarten are not ready for school. Children who begin school behind rarely catch up later on and are less likely to graduate from high school, attend college, or acquire the skills necessary to obtain a job that pays a living wage.
- Alaska's graduation rate according to the Alaska Department of Education and Early Development is around 60%. The lack of school readiness at kindergarten leads to low graduation rates.
- The best outcomes for children occur when quality pre-kindergarten experiences include research based home visiting programs that involve parents.
- Families involved with home visitation programs such as Parents as Teachers are more involved in their children's later school experiences, leading to more positive outcomes for their children's education.

Establishment of such programs is an investment in the young children of Alaska and their families, with positive outcomes for years to come.

Gara Bridwell

Gara Bridwell, M.A.
Alaska AEYC Chair



The Honorable Chris Tuck
House of Representatives
State Capitol, Room 426
Juneau, AK. 99801

March 7, 2011

Dear Representative Tuck,

During our recent Legislative Fly-in, AASB members expressed unanimous support for additional state investment in early childhood development programs, including Parents As Teachers. Education leaders know that far too many children enter kindergarten lagging behind in skills necessary to be proficient in reading and math. And far too many of those children never catch up.

AASB believes that initiatives such as Parents As Teachers are essential to raising student achievement in Alaska school children without adding to the cost and size of government. Money invested in our youngest Alaskans is returned many times over again in improved earning power and lower rates of social problems.

I would like to thank you for your efforts on HB 49 and would encourage the Alaska Legislature to enact and fund this important legislation.

Sincerely,

Carl Rose
Executive Director



**Southwest
Region
School
District**

March 3, 2011

Representative Chris Tuck
State Capital Building, Room 426
Juneau, AK 99801

Dear Representative Tuck,

As members of the Southwest Region School District team, we are writing in support of the legislation in HB 49 supporting the Parents as Teachers program. This bill would support funding for Parents as Teachers programs in the communities that our school district serves.

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

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

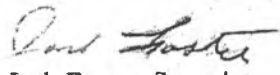
The district knows the importance of the development of young children's minds during the first few years of life and the priorities of the state need to support that development. The Parents as Teachers program has had a positive impact on the children in the communities of Southwest Region School District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

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

Aleknagik

Cordially,

Clark's Point


Jack Foster, Superintendent

Ekwok

Koliganek


David Piazza, Director of Instruction & Information Services

Manokotak

New Stuyahok


Jon Clouse, Federal/State Programs Director

Portage Creek

Togiak

Twin Hills



Representative Chris Tuck
State Capitol Room 426
Juneau AK, 99801

March 7, 2011

Dear Representative Tuck:

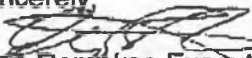
This letter is written on behalf of the board for the Communities In Schools of Juneau in support of establishing state funding and coordination for Parents As Teachers programs. Communities In Schools of Juneau works to increase graduation rates of students, and reduce teenage drug and alcohol use. The State of Alaska can not afford to continue the high costs associated with high school drop outs.

Because our organization sees the value in early learning to leverage greater success for students, we devote considerable resources and attention to services that connect young children and families to literacy and health resources. We ask that the State of Alaska do the same. As a state, we need to reduce the heavy remediation costs, along with drug, alcohol treatment programs, crime, teen pregnancy, and learning disabilities. The solution lies in programs to strengthen families and help parents become engaged in their child's learning right from birth.

As Nobel Laureate Economist James Heckman states: "Voluntary, culturally sensitive support for parenting is a politically and economically palatable strategy that addresses problems common to all racial and ethnic groups."

The Parents As Teachers program has a proven track record. We urge the State of Alaska to invest in this effective program so children will be ready to succeed by the time they enter school.

Sincerely,


Elsa Demeksa, Executive Director
Communities In Schools, Juneau

Nancy J. Wells
P O Box 1814
Kodiak, Alaska 99615
907-487-2415
907-942-4600

March 9, 2011

Representative Chris Tuck
State Capitol Bldg. Room 426
Juneau, AK 99801
Fax: 907-465-3810

Re: HB 49 – Parents as Teachers Act

Dear Representative Tuck,

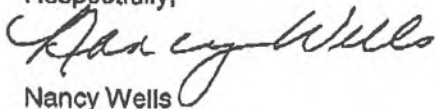
Thank you for recognizing that Alaska's children are our most valuable resource and once again sponsoring the Alaska Parents as Teachers (PAT) Act. PAT is a nationally recognized evidence based program which supports parents and families as they strive to enhance their child's development. PAT is a voluntary program, with families actively choosing to participate because they understand the significance of parenting. They want their child to have an early childhood that builds a secure and loving foundation from which to grow, learn and ultimately to be a well balanced and productive citizen. These children are the people who hold the future of our country in their tiny hands. It only makes sense to provide their parents with access to every valuable tool we can. Here in Kodiak the local PAT program is considered a valued resource. The number of families wanting to participate greatly exceeds the number of funded openings.

Nationally we have devoted countless amounts of time, energy and money into researching how the brains of infants and toddlers grow and develop. We know what they need and what we should be doing. We also have extensive documentation related to the costs of not doing or providing those things that infants and young children need. Unfortunately those costs are never aggregated. They are scattered across a broad range of programs, special education, mental health, juvenile justice, adult incarceration, substance abuse, unemployment, etc. These sums are truly astronomical in comparison to the cost of "early childhood" services.

I have spent the past 20 years of my life working with families whose children were born with conditions that cause developmental delays. Some things are like lightning strikes, unpreventable and a reality of life and we will always have a few children born with unpreventable developmental issues. As a state and as a country we do have limited resources. Fiscal reality means we need to think about our resources, what are they, and how do we prioritize them for the maximum long term outcome. I submit that our first, foremost and number one priority is our young children. We cannot afford to allow any child's potential to be limited or destroyed. I applaud you and your fellow legislators for recognizing that our future is our children and taking action to make Alaska's future secure.

I support HB 49. Please feel free to share this letter with your constituents, legislators and any others you choose.

Respectfully,



Nancy Wells

Dear Senators

It is important that the state of Alaska continue to fund the Parents as Teachers Program because our children is our future. Parents are childrens first teachers and this education to our children is important them and us. My child has been enjoying these visits and learning from these home visits.

Thank you
Shane & Tim
Stanislaus

2-22-11

Dear Senators:

We would like to hope that the State of Alaska would continue to fund the home visits with the Parents as Teachers Program because the children learn first at home and they are important to start early education. Our kids do learn from these vital first years of visits.

Thank you,

Mary T Damman

2-16-11

Dear Senators: ^{Mr.} Hoffman + ^{Mrs.} Foster

My child has been enrolled in the PPT program since May 2010 and is enjoying the home visits here 181 Alakanuk. She has learned so much at home as well as me. Please continue to fund the Parents as Teachers Program here so that my child can continue to receive the visits that she likes.

Thank you,
Eleanor Phillip
Concetta Phillip

Feb. 10, 2011

Dear Senators,

Beginning in 2004 I've had my children enrolled in the Pat Program here in Alakanuk. With my oldest daughter, who is developmentally delayed, the program was very helpful. Also ~~my~~ I, myself have been in the program. My youngest child is now in the program and she loves it. She is learning more and likes to "go to school". I think this program is very helpful because it helped catch all the delays my daughter has and helped us get her the help she needed.

Please help fund the Alakanuk Pat Program for our future children.

Rena A. Black

February 10, 2011

Dear State Senators

Please help Fund the Alaskanuk parents As teachers program which I have two children En-rolled In and are learning at home to give them a head Start in there early lifes. My children enjoy the activites.

Janet H. Beans

I Jimmy D. Droane Sr. am a
Parent to two children Keianne Carmine Droane
and Jimmy D. Droane Jr. We do not want
The Parents as teachers program to quit. Never
know if one of these kids become a
scientist or a leader for the great country of
United States of America. Having our children learn
things at a young age. So you who ever is
in charge think about the possibility's that
our children can do to change our country in the
future.

Jimmy D. Droane Sr.
2/10/11

Dear State Senators

2-10-11

Please fund the Parents as Teachers
program here in ALAKANUK,

Since 2009 my son has been attending
PAT program and visit has been learning.
He has ^{been} enjoying his group socials.

Ruth Swopold

February 23, 2011

From: Nellie Edmund, Teacher Director, PAT ON Site Supervisor Alakanuk Head Start

P.O. Box 189

Alakanuk, AK 99554 (907) 238-3917

To: State of Alaska Senators Hoffman and Foster Mrs

RE: Support Letter for PAT Program's Grant

This letter is to support the Parents as Teachers Program here in the village of Alakanuk. The children that are enrolled into the program are a lot more involved everyday at school which is a big change and we get different reactions from them that are enrolled compared to the peers that are not enrolled, there's an extensive knowledge in the home visit group. I would like to see the PAT program continue to be funded by the State of Alaska. This makes a big difference when they are better prepared to come to school and what to expect when they are at school.

Please continue to fund this program here in Alakanuk so that our children will be educated at the home and the parents will learn how better to help their child learn great new opportunities that are developed at the home.

They do a lot of work with the parents and children with a lot of activities that supports early educations and this is great. They do great in having the monthly group socials, the children and parents like the program and we would not like to lose this very important program that the Senators should support.

Thank you for your time,

Nellie Edmund

**Alakanuk Schools
Lower Yukon School District
P. O. Box 9**

Alakanuk, AK 99554

Phone: (907) 238-3312, Fax: (907) 238-3417

**Diane E. Reed
Instructional Leader**

**Keri St. Jeor
Asst. Instructional Leader**

February 21, 2011

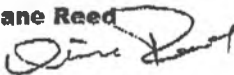
To Whom It May Concern:

I am writing this letter as requested by Hilda Stern. I strongly believe in the program that Hilda is involved in. Here in our village we have young ladies who find themselves pregnant and ready to take on parenthood without very much support or education as to how they can effectively parent this new baby. That is where this program comes in, offering support in the way of advice, education, as well as other types of help. Please understand that in a somewhat isolated location, this program is often the only way to give young parents any help. Without financial support his program will have to be discontinued. That would be a shame.

By acquiring stronger parenting skills, these young people will better be able to have children that will be contributing citizens of the community. Please support this program ensuring that Alakanuk's young parents will continue to have this support in their lives.

Sincerely,

Diane Reed



February 23, 2011

Dear Senators of this great State of Alaska: Neal and Hoffman

I would like to take this opportunity to thank you first of all for supporting the state of Alaska with your time and commitment in your duties in the Office of the Senate. I am the Home Visitor for the Parents as Teachers Program for Rural CAP in Anchorage, Alaska. I really do enjoy my job as it entails many hats to wear such as social service work, educator, advisor, listener, companionship, friend in need. In this line of work we service prenatal to three years of age and provide age appropriate activities to bring to the home and helpful handouts that the parents can learn through information about what is going on in the brain at this critical time in their early lives, where the 'window of opportunity' is open to receive vital educational handouts that will form and stay with the child as he/she is learning from the important activities that is done with each child and parents that are age appropriate. I serve 24 families in the village of Alakanuk and the families that are served are very grateful of this program and many have learned information that otherwise would not have known about like when their newborn is first able to see, write, walk, run, preparation to write, stimulation of the brain, memory skills, fine motor and gross motor development, language and social-emotional development. This program also offers at least one group social a month to where all children and their families can come and have a snack or dinner do an activity, and they get to see where other children are at, how their child can play with other children their age, and share information about resources that are working for them and what isn't working. We also assist in the process of preparation for Head Start (or Preschool). With PAT we do screenings for development in vision, hearing, and for any delays that the child may have. With this in place we work with Family Infant Toddler Program in referrals so that the child can get the extra help that they may need in the future. We also supervise the Reading is Fundamental book distribution which the children so love to get their own books which are hard to get out here in the rural delta villages because it is very expensive to live out here and are just surviving on the basic necessities. Resources are gathered into one and offered to the families that do request of it whether it be educational, training, crisis, immunization support, transition, health, home, etc.

So with all this information it is our hope that many parents do share in this village and state that you will help to support the continuance of funding this program for our families that we would love to continue to serve. Many that are enrolled really do love this program and would like to see it continually happen for years to come because education really does start at home with the parents and they are learning how to better educate their child so they too can become a leader as well.

Thank you for your time and consideration,

Hilda Stern, Parents as Teachers, Home Visitor-P.O. Box 189 Alakanuk, AK 99554 (907)238-3918

Hilda Stern, PAT Home Visitor

2-23-11

Dear State of Alaska Senators:

My children (2) ~~to~~ are enrolled in the parents as teachers program and was able to detect early interventions and ~~to~~ were able to get the help that one child would need to see a delay developmentally. I would like to continue the program in Alaska since we are expecting another child and will enroll into the program. Please help to continue to fund in the State of Alaska. I just hope they keep it going.

Thank you,

Eric Korost

February-15-2011

Senator Bettye Davis
To whom it may concern:

I have been involved in the Rural Cap Parents As Teachers' Program for 3 years now, I have been with the program all this time, because I have received the help and the needed tools to work with my daughters. I have been enabled to make them ready to go to school, the material provided by the program is very useful, as well as the help received... I really like the kind attention my daughters and I have received from Sara.

Branda Fragoso
participant.

February 15, 2011

Senator Bettye Davis
TO: Who may concern.

I been enroll at Parents as Teachers
at Rural Cap 2 program year. I like
the ideas of this program because
all the activities have to do with
materials that are not expenciles
They always bring books that
are amazing to read to my child.
This program helps me to know
my child's development and offer
ideas of things I can do at home
with her.

Darcy Camarena

To: Representative Mia Costello
State Capitol Room 412
Juneau, Alaska 99801

From: Beverly Johnson, Parents as Teachers Parent
3500 West 80th Avenue, Apt #3
Anchorage, Alaska 99502

Date: February 22, 2011

Re: Support for Rural Cap's Parents As Teacher (PAT) Program

Hello. My name is Beverly Johnson. I am a Parents As Teachers (PAT) parent. I am writing this letter to support the Rural Cap's PAT program and am asking for your support of the PAT program as well.

I am a single parent on unemployment and public assistance. I have a 2 year old daughter enrolled in the PAT program. My daughter has medical issues, which prevents me from working at this time. I go to the food bank several times a month, just to make ends meet.

Every parent wants the best for their child, and wants to provide the best opportunities for them. Rural Cap's PAT program is an invaluable community resource that has helped my family and my daughter. PAT program has provided me with information, encouragement and support to better my daughter's learning environment.

Our PAT family visitor has provided me with easy and inexpensive developmentally-appropriate teaching activities to do with my child. The PAT family visitor also assessed what my daughter knows and tailored these teaching activities so that my daughter can be challenged a little. Our family visitor has provided me with examples of how I can make teachable moments in my everyday life. As a single low-income parent, I am often more worried about putting food on the table and paying the bills than my

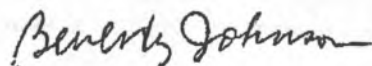
daughter's learning environment. The PAT family visitor makes my task of teaching my child much easier as she gives me examples of how I can show my daughter new concepts and activities.

Our family visitor is very knowledgeable and resourceful. My family has benefited many times when she gave me information about other community resources, such as Denali Kid Care's Early Screening program and other pamphlets on parenting workshops. Each time our family visitor comes to our home, she provides me with information on helpful community resources that I am usually un-aware of.

I know that many low-income families have much more things, such as finances, to worry about than their child's early years of development and learning. The Rural Cap's PAT program is an invaluable asset to these families and to our community. The PAT program helps parents and their children, by providing encouragement and support to people who otherwise would probably would not value or do these learning activities.

So, please, I am asking you to support the Rural Cap's PAT program. It is a huge asset and powerful resource for my family, our community and will make a difference in the future of many disadvantaged children. Thank you for your time and support.

Sincerely,



Beverly Johnson

Representative Chris Tuck

State Capitol Building
4th Floor, Room 426
Juneau, AK 99801
Phone: (907) 465-2095

Dear Representative Chris Tuck,

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

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

The PAT Program holds group socializations every month. These provide opportunities for children and parents to get together, play, learn something new and have fun! We especially enjoyed a group social that was held at our public library. We learned about all of the activities the library provides for young children and were encouraged to sign up for a library card if we didn't already have one.

Our PAT Family Visitor offers me resources and a chance to discuss any concerns I have about my daughters development. I appreciate the opportunity to ask questions and learn new things in my home; having two young doesn't always lend itself well to getting out in the community to participate in similar activities.

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

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

Sincerely,

Alicia Notti

RurAL CAP PAT Parent

2-23-11

My son Sheldon was enrolled into the PAT Program since September of 2007. Betty was his PAT Family Visitor from 2007 until he transitioned into the Chewah Head Start this school year. I

think that having Sheldon involved in the PAT Program was not only rewarding and beneficial for him, but for our whole family as well! The PAT Program encouraged parents to become involved w/ their children and family. We even received helpful tips on parenting and also had Sheldon practice his fine motor skills. Although Sheldon was diagnosed with M.D. later on, Betty still provided services for him and also referred us to the Family Infant Toddler Program in Bethel.

I am so thankful for your programs! It makes me happy to know that even though any child is facing any type of challenges, the Parents as Teachers Program is there to help! I really appreciate your services and will gladly refer any parents to your program!

Ancher Lingayak
Family Advocate
Chewah Head Start

AS a first time father I appreciate
the PAT program, for providing such
good program for my son. I believe what
the PAT workers are doing is very
important to the children to prepare
for school.

Clifford Panayat

Feb. 22, 2011

PAT program provides my babies exposure to the world, thru books, ~~and~~ toys and interaction. Plus the babies faces light up when we tell them that its time for a home visit by the PAT program.

Thank you for providing the positive exposure to the world!

Paula Agherian
For Lilianna and
Ina Agherian and
the rest of the Edwin
Agherian Sr. clan.

To whom it may concern;

Getting Toddlers and Preschoolers Ready for School

Both toddlers and preschoolers can face the same issues when transitioning to another phase of life. From home to a preschool, and then from a preschool to grade school, this change in a child's routine can effect him in a negative way if he is not prepared for it. It is the responsibility of every parent to make sure that their child is ready for preschooling or regular schooling. However, teachers also play an important role in preparing a child for these two levels of education.

The Parent as Teachers (PAT) Parents are of course the most influential being to their children they have the most access for them to be taught. They have formulated the idea to expose the children to education with their parents, for them to become a lot prepared to their formal school challenges. 'Parents as Teachers' or PAT Program is an effective tool in shaping the minds of these young toddlers. I support the PAT Program 100% and that they keep continuing the PAT Program in our community and other communities as well.



Cecelia Atchak

P.O. Box 157

Chevak, Alaska

February 23, 2011

99563

2011

~~XXXXXXXXXX~~

Hello PAT!

Also, when im working an trying to finish highschool it really gives us a great "sit down" time an just HAVE a fun time together learning!

- We love the great things she HAS already helped us accomplish!

Thank you very much for having this program, it will and always HAS been great!

I'm Sonya Johns, an CASSidy my daughter. We both really enjoy having our family visitor over! Every since cassidy was born she has come over and we always learn an play together! The best thing about our visits is when she comes over an shows me how to teach my daughter easier ways of learning! Her father and I really appreciate the visits that she takes time in.

Sincerely,
Sonya, Paul
N-lil Cassidy.



From: Tamara Hamby (tehamby@hotmail.com)
To: arctic_alaska@yahoo.com;
Date: Thu, February 17, 2011 3:58:30 PM
Cc:
Subject: PAT blurb

I hadn't slept much the night before a family visit from Parents As Teachers because we were trying to take the pacifier away from my 14 month old. I had just made the decision about an hour before bedtime and thought "there's no time like the present!" My visit started out normal and then Cynthia handed me the Pacifiers Are Not Forever book. What a whamoooo moment. It was encouraging and supportive and just told me, in my gut, that I was doing the right thing; it made the bags under my eyes worthwhile.

With each visit I am able to take a deep breath and step back from the act of parenting to learn about the art of parenting from a learning perspective. I may not absorb everything presented to me in that hour, but later as I re-read the material there are many whamooo moments. The Parents As Teachers program allows me, a stay at home mom, opportunities for continuing education. It offers an open forum to talk about my problems, ask my questions, and rejoice in successes.

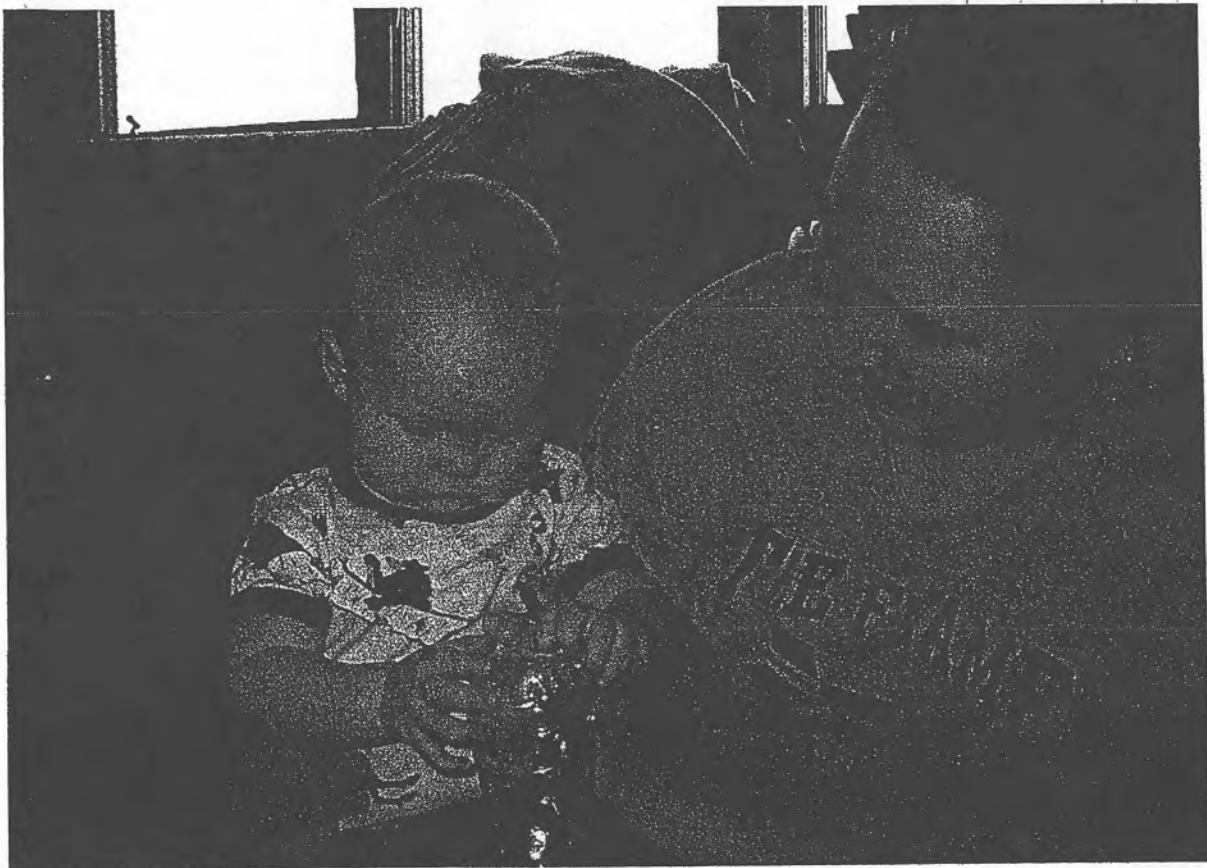
The Tot Time is another extremely important part of our weekly routine that we all look forward to all week long. I reason to get out of the house, get the kids running around in a gym, talk with other parents, and, if nothing else, just know there are other people in our community who are going through the same things on a daily basis as I am.

It's all about making connections that make living in rural Alaska easier and it has become an integral resource for us to grow as a family and a community.

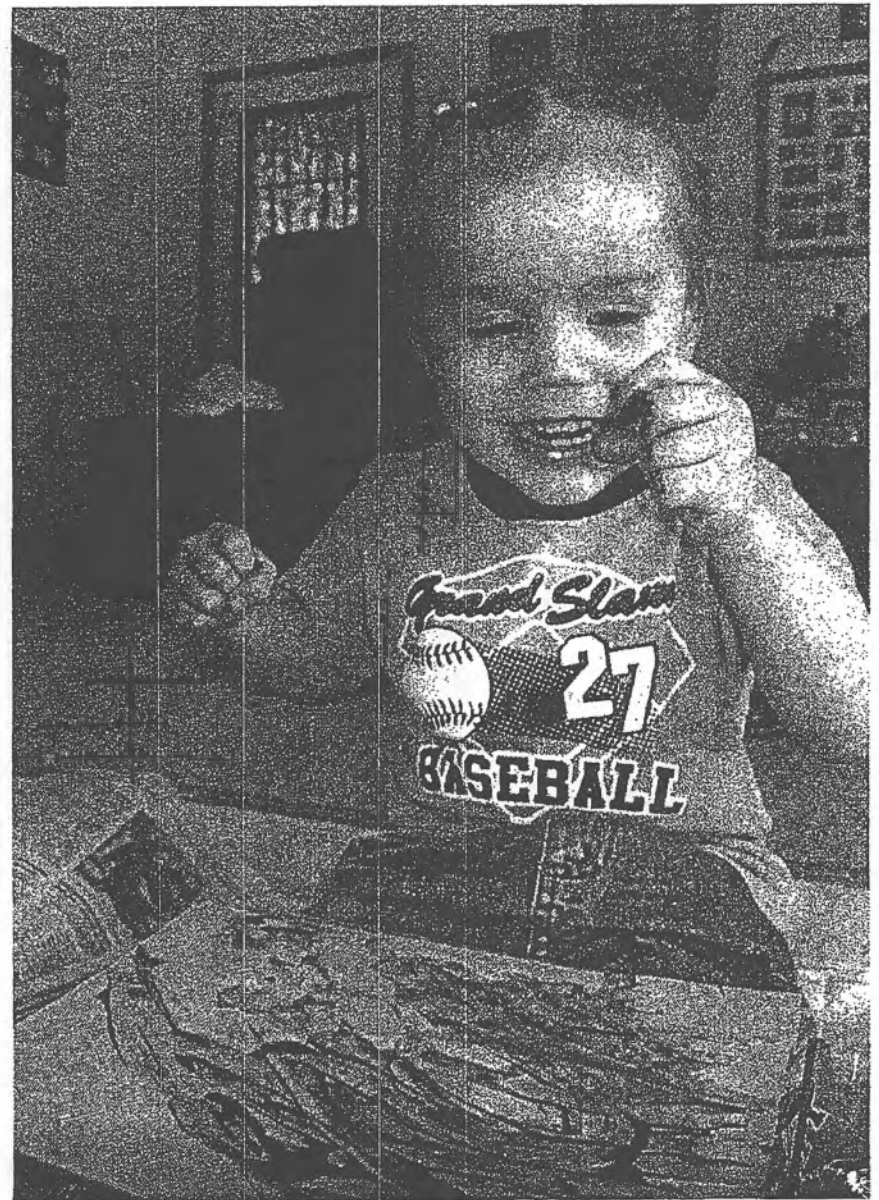
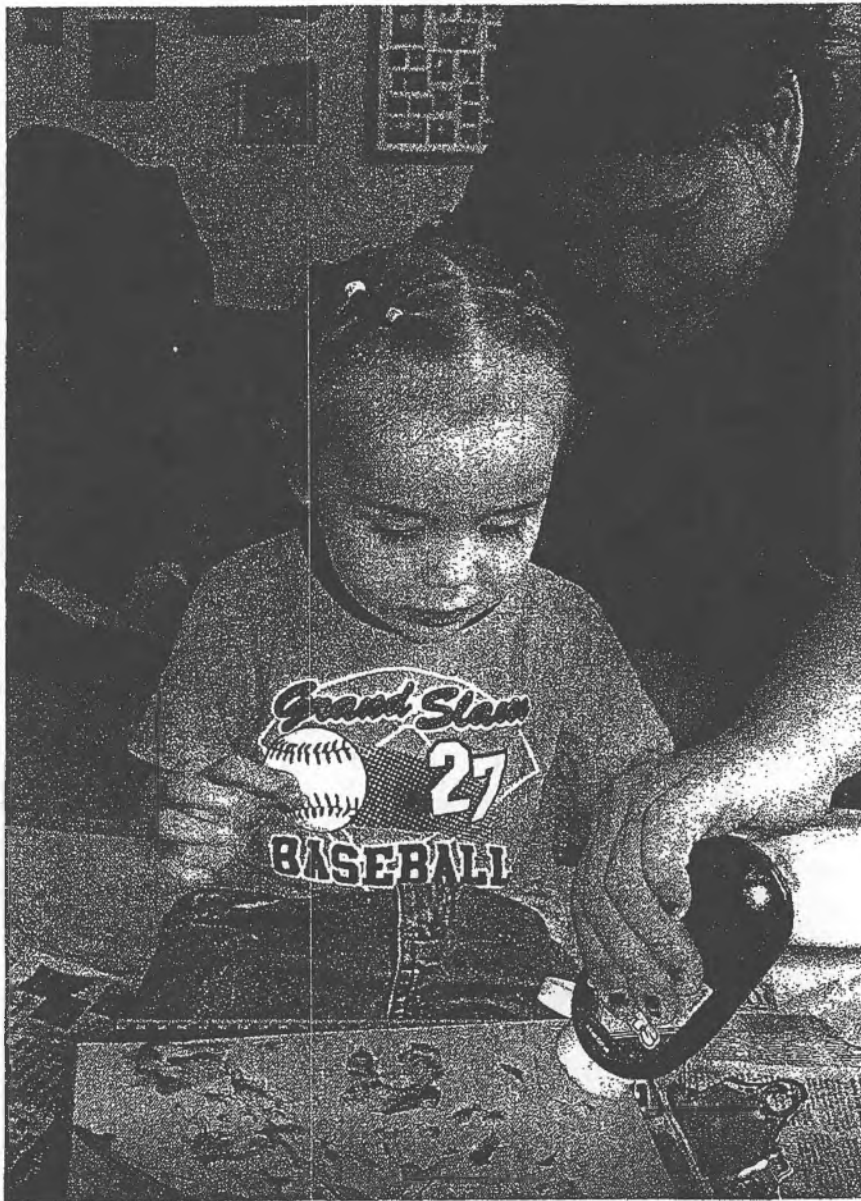


Madeline had to feel what was in
the bag and match it to the picture.

Glennallen



Little Melanie trying to get a cherry out
of a plastic bottle 'Glennallen



Zephaniah found great joy in the sensation of squeezing the finger paint. Gulkana
Zephaniah Enceladus Tyone - child

To whom this may concern

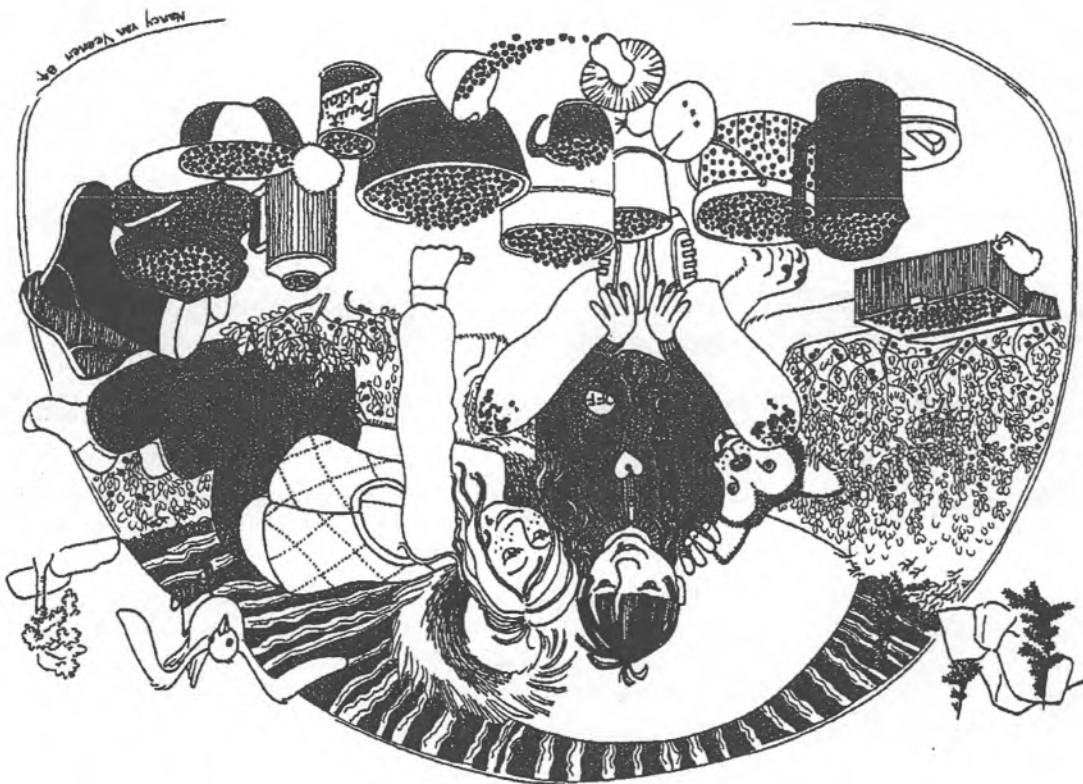
I really think this parents
teachers is a really good
thing to have for kids
that need around here
cause some parents dont
send there kids to school
untill they see the parents
teachers so I think this
is a really good thing
to have around here in
Glennallen way I like my
daughter seeing cynthia or pat

from
Darina
Lance

To Whom It May Concern,

I'm a former early-elementary teacher who is currently staying home with our 20-month-old son. My training as an early childhood educator emphasized the importance of early intervention programs and activities for very young children. We learned that all elements of development are critical for the well-being of a child, both health and intellectually. Programs like P.A.T. offer the opportunity for parents to be involved in a current, research-based program which helps their children develop in all these critical areas.

→



PAT is unique in that it's focus is to enable parents to take an active role as a teacher early in life. These early years are critical in laying a foundation for future success.

Even though I've had years of experience teaching young learners, the PAT program has enriched **Enough for a Pie** my son's life through weekly "Tot Time," an opportunity to interact with children his age. In addition, the strategies and learning activities presented by our local PAT Coordinator have been so helpful in making our son's playtimes intentional.

Nancy van Veenen



Please seriously consider supporting the continuance of a great program like P.A.T!

© Maiden Alaska 1984
Printed in U.S.A.

Sincerely, Sheri Scribner

To: Sen. Donald Olsen
State Capitol, Rm 508
Juneau, AK 99801

To: Rep. Neal Foster
State Capitol, Rm 434
Juneau, AK 99801

From: Terese Teganlakla
PO Box 281
Emmonak, AK 99581

2.18.11

Re: PAT Program

I've been participating in PAT Program since I was pregnant in 2004 with my daughter & I'm still in it with my son Rylan. He just turned 2 on the 14th of this month. This program helped me out as a 1st time parent & I get a lot of information about being a parent & about my children's development. Right now I'm learning about my son's muscles & how to help him stop drooling or to control his drooling. This program is helping me and their dad to be a better parent. Summer time we get a lot of fun activities also with safety like a 1st aide kit. PAT Program is GREAT. I'm also encouraging new parents & other parents with 0-3 y/o kids. If I didn't have this program I think I'd be not so good of a parent now.
Thank you PAT Program!

Terese Teganlakla

Ronald and Bertina Trader
Box 243
Emmonak AK 99581

February 18, 2011

Senator Don Olson
State Capital Room 508
Juneau AK 99801

Dear Senator Olson,

My name is Ronald Trader. I am happily married to my wife, Bertina. We have a 9 month old son, William. He is a happy child, who is starting to discover books. He is also enrolled in the Parent as Teachers Program.

I am writing this letter to support the PAT Program. As we all know the child's first teachers are parents! This is a vital tool for families and it is much needed out here in rural Alaska! PAT Program works! How?


My wife and I learned about our son's cognitive stages and what to expect on development abilities at certain ages. We went through a vision and hearing tests. We got invited to social gatherings with others parents and babies. We received tips on keeping healthy during the flu season! We also received books that were appropriate for his age! He's attention span is growing when we read to him! He likes certain books! I enjoy seeing him get excited when we read books like, Twinkle twinkle little star and what's under the tree for me.

We need PAT programs to inspire kids AND parents education. It works! Education starts at home! The more education we give to our children, the less problems we have in our schools and social lives!

I applaud Senator Kawasaki for pushing Early Childhood Education! Early education for our children is investing in our future!

I support the Parent as Teacher Program because I see it working in my son, not only in him but as well with my wife and I!

Sincerely,


Ronald Trader

Feb 17, 2011

To: whom it may concern
From: Christine Iegankla
PAT program parent

Dear Sir or mam,

I am writing this letter in support of requesting funding RurAl Cap for the Parents As Teachers program.

In the past I was the family visitor for this PAT program station at Emmonak. Due to child care & health issues I resigned my position. I also registered my baby into this program for FY 2010-2011.

This program helps parents understand how their child overall development is. I support this program especially for young parents who are just starting to care for their babies. It's also good for experienced parents like my self. Even I'm an experienced parents I learn something new at each visit about how to help my child for his age level. With this program available, it helps us to realize how vital what we do with our babies at young age is. We learn and there for help our babies grow to their full potential which also helps them as they get older.

Please provide another funding for this most important program parents can receive.

Working with families and children I can see the difference in them compared to those who are not enrolled into this program... Thank you.

Sincerely,
Christine Iegankla
Emmonak AK 99581
999-6047

100 School Road
Emmonak, AK 99581
February 22, 2011

Senator Donald Olsen
State Capitol, Room 508
Juneau, AK 99801

Dear Senator Olson:

My name is Cassandra Peterson. I am a special education teacher in Emmonak, a small, remote village in Western Alaska. I am writing to you in support of RurAL CAP Parents as Teachers program. I feel compelled to write to share the importance of early childhood programs and their bearing on their readiness for school. It has been my personal experience that children who have participated in early childhood programs are more ready and successful when they begin kindergarten. Not only are early childhood programs important for academic and social readiness, these programs are also vital in helping to identify children who have potential delays or disabilities, and the sooner interventions begin, the greater chance for success. The RurAL CAP program has been an invaluable support for the families with young children in Emmonak. Your continued support of this and other early childhood programs would be a great service to the children of Alaska.

Sincerely,

Cassandra Peterson

To Whom it may Concern;

Feb 22, 2011

Parents as Teachers has been a wonderful support for me to have, even though I am not a first time parent. It has helped to enrich the experiences that I give my daughter, and her older siblings. My daughter Olivia enjoys the special playtime, and showing off her advanced skills in almost every activity she encounters. It is also great for me to have a knowledgeable adult sounding board for my fears & concerns. Please continue the funding so that many more families get this wonderful family support.

Angela Wilde
Haines

February 22, 2011

Haines

To Whom It May Concern,

I am writing this letter in support of Alaska's Parents As Teachers Program. I have two children enrolled here in Haines and am thrilled by the positive impact our PAT visitor, Kim Phillips, has on my kids and my family. The information she brings to our house on a bi-weekly basis about child development, nutrition, growth, play, sleep, safety, to name only a few, has proven incredibly useful and helpful to us as well as to many other families we know whose children are blessed to have Kim in their lives.

We deeply appreciate Kim's dedication, her decades of experience in Early Childhood Education and development, and her constant encouragement and support as we raise our kids. She is very resourceful; any time we've needed extra information, she is quick to provide it, or to direct us to someone who can help us more specifically. (She helped us to arrange for our daughter to get her hearing tested since hearing loss runs in our family. She also provided extra information about vaccines when we asked - these are only a couple of dozens of examples I could give.)

Page 2 Haines

I understand that the grant money that supports Kim's job is running out. I implore you to do whatever necessary to keep PAT going, especially in rural areas where this type of family support is so crucial.

As my kids grow I see so many wonderful changes that are the direct result of Mrs. Phillips' work. Please allow her work to continue by giving financial assistance to her program. By doing so you are not only employing a phenomenal woman, but you're changing the lives of young Alaskans in such positive ways.

If you want to keep the children in this great state as happy and healthy as possible, keep the Parents As Teachers Program alive.

And if there's anything left over, give Kim Phillips a raise. Of all the working people I know, she deserves it! She does her job because she loves kids and is a passionate advocate; not because she just wants a paycheck - she'd do this kind of work without a paycheck, I think. She's the perfect model of someone who has found their true calling in life.

Thanks and I look forward to seeing the children of the Chitkat Valley enjoy a PAT visitor for years and years to come.

Sincerely,

Vanessa Calmon

2/22/11

Haines

To Whom it may concern,

My family and I love the Parents AS Teachers program. Joseph our three and a half year old was enrolled in the program from the time he was six months old. He loved every visit, the packages he got during the summer and the playgroups. When I was pregnant I got enrolled in the program and received information about our developing baby. Now that Baby (Hunter) is 10 months old and is enrolled in the PAT program! He loves ^{it} when Kim comes over, loves looking at the books and playing with her just like Joseph did.

I love to receive the developmental information and take my kids to the playgroups. I get to meet other parents with kids my age.

The Parents AS Teachers program is greatly appreciated by our family and other families in our community. Please continue to provide funding for it!

Sincerely,


Kellen Albecker of Haines

To whom it may Concern, Bill Thomas,
Haines

We would like to take this opportunity to express our gratitude for the Parents As teachers program, as well as those that make funding this wonderful program possible. Families are a fundamental unit of society. Programs such as Parents As teachers promote good parenting which in return, can strengthen families. If we want a better society, we need to turn to the families. The Parents As Teachers program has enabled us to more fully appreciate the teaching involved with parenthood. What a noble calling! We hope you are as willing to keep this great program available, as we are. Parenting is more than providing food and shelter. As a parent we are responsible for teaching our children. We cannot and should not rely on others to do this for us. We wish there were more programs out there with these values!

Sincerely,
Susanna & Kevin Kennedy (and Sariah age 2 1/2
and Kayla age 6 months)

Holly Davis
P.O. Box 451
Haines AK 99827
907-766-3756

February 22, 2011

Dear Bill,

Thank you so much for your support of the Parents as Teachers program! Kim Phillips, the P.A.T. person in Haines, is such an amazing resource for all of our families. John Caleb (age 3 now!) really looks forward to her visits, and I learn from her every time we get together. Please keep supporting P.A.T.

Thank you for all you do!
Sincerely,
Holly Davis

Feb 22, 2011

Dear Representative Kookah,

I am writing this letter in support of the Parents as Teachers program. The program has been very helpful to our family since the arrival of our daughter in 2007.

It has taught us as parents that we are the first teacher of our daughter.

The program has given us the tools/info we need to encourage our daughter through the early years. ~~I~~ We would not have had this information available to us if it were not provided by our Local DAF agent

Thank You
Jeslin Katt
Leslie Kattenhorn

Dear Rep. Thomas,

2/22/11
Haines

I am writing you to ask for your support in the PPT (Parents as Teachers) program here in Haines.

I have been fortunate enough to be a part of this great program with two of my children. I strongly believe it is important for parents to be educated about the early stages of their children's lives and the development of their brains from 0-3 years specifically.

It is so nice to have the opportunity to have someone make home-visits to our home, plan activities with our child, educate us on the stages our child is at at that time, answer questions we have as parents, etc.

I know so many families in Haines have greatly benefited from this program, so I strongly urge you to help with the funding to allow it to continue.

Thanks in advance!

Melissa Ganey



Haines
2-21-11

Parent as Teachers program is a great program here in Haines. We feel pleased to have Kim more than fully qualified for the position. We receive encouragement for age appropriate activities for our children. Our kids are excited to have Kim visit our house and love her playgroups. Not being around kids before I had my own kids, its great to have someone to ask questions and know she is monitoring their development. We are encouraged to become great parents and enjoy the moments when our kids are infants. I would recommend this program to others!

Mark + Anissa Koverdan

Ania 5, Arik 3, Andy 6 months

Bill Thomas,

Haines

I can not stress enough how wonderful this program has been for my family. Growing up in Haines we didn't have a lot of programs to choose from and help us learn about raising children and child development. I was lucky to have family around me and always be around children growing up so I had an understanding. But others are not so lucky and aware of what kinds of things we can do to make sure our children are getting the attention and are developing the skills they need to succeed in life. I can say having a child at the young age I was was, was the scariest thing I had ever experienced. I understood the basics of caring for a child and making sure they were healthy but was always afraid he wasn't developing motor skills and other skills that are very important at the young stages in life. Having Kim there for meetings every few weeks was amazing. She played with my son and showed me things that as a parent sometimes you overlook. This program made me realize how important teaching children is when they are so young. If you don't take the time to work ~~with~~ them when they are infants and toddlers they may not get in to reading or writing or other important skills you need in life later on when they start school. ~~Part~~ has really shown me how to teach my son so he can go on to school in a few years and do well. Kids are the future and ~~we~~ we ~~need~~ need more programs like this one to help them become the best they can be in life.

Kaitlin Pozsiki

TO:

Representative William Thomas, Jr.

Page 1

To whom it may concern,
02-27-11
My name is Francis Turpin and I am writing this letter on behalf of the program we have in Hyderabad. I have one child in the program this year and one who was in the program last year and is now in kindergarten. Not only is my child benefiting from the program but my 5 yr old did as well. I also have a two yr old and a one yr old who are enrolled, they enjoy and learn a lot during the home visits that are provided for us. We also go in and volunteer, we take part in class and appreciate it, the time we are in class I myself as a mother get a lot out of the program. Not only the home visits or the time in class but the one on one attention from teachers. I really appreciate the information to improve my parenting and home teaching of my family. I am never leaving the building without learning something new and improving to make not only my child's life better but also my own. Thank you

TT

Page 2

For this program and I would
hope to see the programs
we are given succeed and go
further on for more education
because we are very fortunate
to be given the opportunity to
better our children's lives through
the education that is available
to us.

Thank you for the chance
to be able to thank you
and tell you how much
these programs not only
benefit us, but also mean
to the families.

Thank you

Francis D. Jurgin

Hydaburg, AK

February 23, 2011

Senator Al Kookesh

State Capitol, Room 11

Juneau, AK 99801

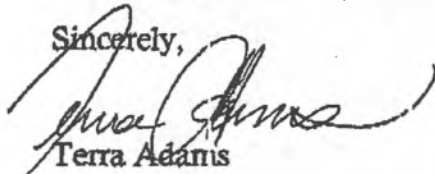
Dear Senator Kookesh,

I am writing this letter in support of the Parents As Teachers Program in Hydaburg, Alaska.

I have two children, age 2 and 5 months enrolled in the program. I enjoy the home visits that are provided that help guide me to be my children's best and first teacher. I have learned about how my child develops and learns. They also provide health screenings. Because of the Parents As Teachers Program, I was able to get referred for services for my son's speech delay with the Early Learning Program. The Hydaburg program also provides monthly playgroups for our children that I really enjoy. The parents get to sound out to each other experiences of their children, and the Family Visitor is knowledgeable about what is happening. I never leave a group without learning something.

In addition to the program for my young children, Hydaburg P.A.T. also has a preschool for the 3 - 5 year olds that my children will be attending when they reach that age. This is very important to keep funded as there is no other early childhood education programs in Hydaburg.

Sincerely,

A handwritten signature in cursive script, appearing to read "Terra Adams".

Terra Adams

Hydaburg, AK

Dear Senator Al Kookesh
State Capitol Room 11
Juneau, AK 99801

elzhuM

My name is JudyLee Guthrie, I'm writing this letter on behalf of the Parents As Teachers Program (PAT). The PAT program is a very helpful program to this Community. Many Children are enrolled into the program including my 19 month son. He has been enrolled since he was 6 months for being a New parent and getting the one on one help with learning for My Child and My self. I also help a child in the school. He very much enjoys going to school and learning. As a helper, An Aunt and a Mother to the kids at the school. Our days are based on the PAT Program for schooling. The PAT program has been here for years and hopefully for more years to come. I'm hoping for my son to be enrolled for going to school as soon as he can.

Thank you so much for taking the time to read my letter

JudyLee Guthrie -Hydaburg, AK

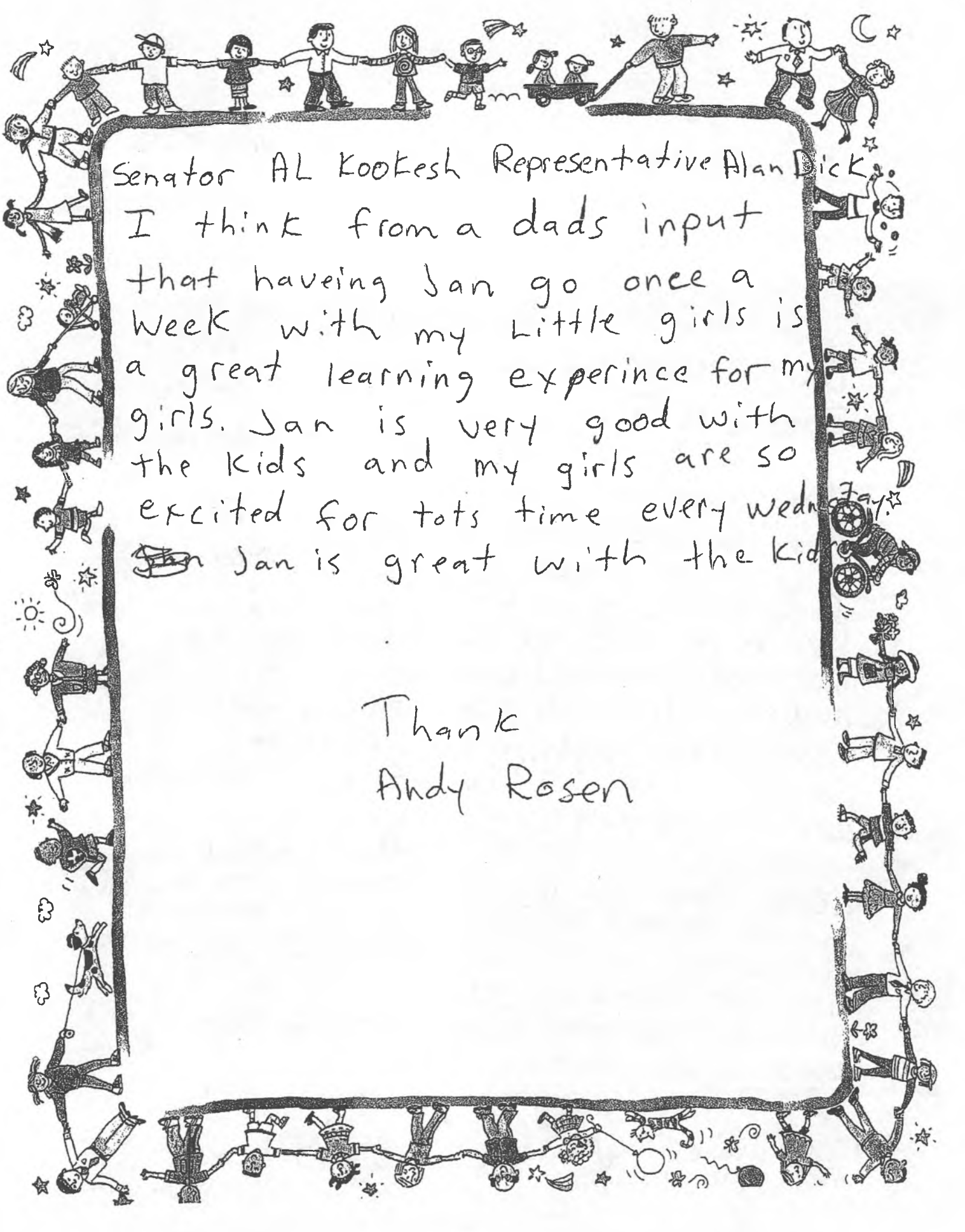
Dear Senator Al Kookesh +
Representative Alan Dick -

February 15, 2010

I am writing to both of you to express my concerns about the state wanting to cut the Parents As Teachers program. I can tell you from first hand experience that this is a bad idea especially in our rural area! I have a 4 yr. old daughter who has been in the PAT program for 3 years and she made exceptional progress primarily due to the resources our family receives from PAT. The nearest head start is 40 miles roundtrip and that is too far for myself and others to benefit from that. If that had been my only option for early education for my daughter, I wouldn't have been able to take her and her learning opportunities would have been severely reduced. Also, I own the local store in Kenny Lake and am very involved with the community and can honestly name a numerous amount of families that have or will benefit from PAT. Please do not take away our only valuable, exceptional learning program that is educating our children of tomorrow.

lisalynboone@yahoo.com
907-877-3313

Lisalynn Boone
Concerned parent
Local Business Owner



Senator AL Kookesh Representative Alan Dick

I think from a dad's input that having Jan go once a week with my little girls is a great learning experience for my girls. Jan is very good with the kids and my girls are so excited for tot's time every Wednesday. ~~Jan~~ Jan is great with the kids.

Thank
Andy Rosen

MOTHERS
NURTURE THE
FLOWERS
IN THE GARDEN
OF LIFE.

2/16/2011

Dear Senator Al Koo Kesh and Representative
Alan Dick,

I am a mom of three young boys, one
of whom is still at home. Jan Carlson
has been visiting our home for eight
years, when our firstborn was an infant.
We live in a very rural, isolated community
and there are no resources for parents of
pre-school children. The Parents as Teachers
program has been a great resource for us
and has given us so much to look forward
to in our long winter months. Jan has
been a tremendous asset to me as a parent
I have learned so much about the different
stages of my boys' development and how to
be a better mom. Her visits to our home are
such a highlight for my toddler. As there is
no local pre-school, Jan's guidance has also
helped me prepare my boys for school. They have
excelled in school from the very beginning.

and I think Jan's visits through the Parent
as Teachers program have aided in that. I
think it would be a tremendous loss for
our community if we were to lose this valuable
program. There is literally nothing else.
Please continue this program for our
community. We are so grateful for it.
Thank you for your consideration of our needs.

Sincerely,

Sarah Dolge
Kenny Lake mom

PO Box 1871
Seward, AK 9964

February 15, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102B
Homer, AK 99603

Dear Representative Seaton;

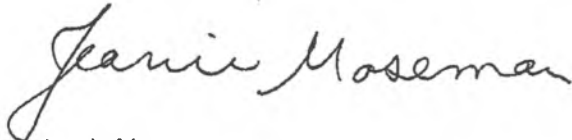
My name is Jeanie Moseman and my husband and I live in Seward with our son Jonas, who is eighteen months old.

I am writing to offer my support for the Parents as Teachers (PAT) program here in Seward. We have been signed up with the program since my son was born in 2009. We have found it to be a valuable resource for information on Jonas' development and expected milestones, as well as a source for suggestions of fun and interactive games and activities.

Our family always looks forward to our biweekly visits with Christina Pichotta, our PAT representative. Jonas enjoys learning new rhymes and games, and it has been reassuring to have someone evaluating his progress, especially as a first time parent. At Jonas' one year well child checkup, we were troubled to hear the doctors had some concerns about his head growth. Ms. Pichotta was able to supply us with documentation regarding his normal development to show his pediatrician, which was immensely helpful.

Please consider supporting the continued funding of this effective and valuable program. Thank you for your time.

Sincerely,

A handwritten signature in cursive script that reads "Jeanie Moseman". The signature is written in dark ink and is positioned above the printed name.

Jeanie Moseman

February 16, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102 B
Homer, Alaska

Dear Representative Seaton:

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. There is a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families. We believe that the PAT program is an ideal model to meet this need.

Bi-weekly home visits and monthly group socializations offer an opportunity for parents to understand the growth and development of their children and to learn age-appropriate activities that they can do with their children to foster optimal development. The program also provides health and developmental screenings of children, identifying children who may need additional support at an early age. We firmly believe that RurAL CAP's PAT program will provide families with crucial, scientifically based information that will be presented in a way that is appropriate for our culture.

We offer our full support of this valuable program, both in our community and statewide.

Sincerely,

Lidia T Petersen
11694 Seward Hwy
Seward, AK 99664
lidia.t.petersen@gmail.com

February 16, 2011

Representative Paul Seaton
345 W. Sterling Hwy. Suite 102 B
Homer, Alaska

Dear Representative Seaton:

This letter is in support of RurAL CAP's Parents as Teachers (PAT) program to provide home-based services for families with children aged prenatal to five years old. There is a critical need in our community for an early childhood program that helps to build school readiness skills for our children and provides support for families. We believe that the PAT program is an ideal model to meet this need.

Bi-weekly home visits and monthly group socializations offer an opportunity for parents to understand the growth and development of their children and to learn age-appropriate activities that they can do with their children to foster optimal development. The program also provides health and developmental screenings of children, identifying children who may need additional support at an early age. We firmly believe that RurAL CAP's PAT program will provide families with crucial, scientifically based information that will be presented in a way that is appropriate for our culture.

We offer our full support of this valuable program, both in our community and statewide.

Sincerely,

A handwritten signature in cursive script that reads "Sean M. Gore". The signature is written in dark ink and is positioned below the word "Sincerely,".

Honorable Paul Seaton
State Capitol Room 102
Juneau AK, 99801

February 16, 2011

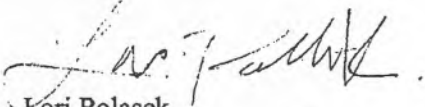
Dear Representative Seaton,

I would like to provide my support for the Parents as Teachers (PAT) program offered in the city of Seward. The PAT program has been beneficial for both my daughter and me. The program has given me some structured ideas on how to educate my daughter while we play together. The activities are great during our sessions with Chris Pichotta, our PAT coordinator, and the packets we can keep after each session are filled with ideas of things we can do for the rest of month. This is important especially over the long cold winter when outdoor play is not possible and we need things to do besides watching TV.

In a remote town like Seward, that does not offer pre-school, it is invaluable to have programs such as PAT that can prepare our children for elementary school. The PAT program has been most beneficial for me because it provides me some bench marks on what my daughter should be capable of doing at her age and what I should be teaching her. One example is teaching her how to use scissors. I have not done this with her because I was not sure it was safe. The PAT program provided a nice instructional list on how to get your child started with scissors and had a list of activities on how to practice.

Please help us support this program.

Sincerely,



Lori Polasek
Seward Resident
lori_polasek@alaskasealife.org
(907) 224-6893

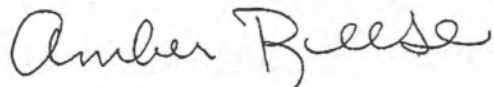
February 16, 2011

Dear, Mr. Paul Seaton,

I am writing to tell you what a wonderful program that Seward has to offer for children 5 and under which is call the Parents As Teachers program. I have enrolled my daughter when she was 10 months old and she loves it. It is great to have a program to have an instructor come to your home and help you teach your child and give her the one on one experience as I believe she is learning more at a young age and developing skills faster with this program. She amazes me with the new stuff she does and how eager she is to learn. And with the program they do once a month group socials which gives the children an opportunity to meet and play with each other and get to know the other parents that are enrolled. I am very grateful to have this program in our community as our community doesn't have much to offer for children 5 and under in programs.

Sincerely,

Amber Reese and Family

A handwritten signature in cursive script that reads "Amber Reese". The signature is written in black ink and is positioned below the typed name "Amber Reese and Family".

Representative Paul Seaton
State Capitol, Room #102
Juneau, AK 99801-1182

Dear Mr. Seaton,

2/18/2011

I am writing today in support of the Rural Alaska Community Action Program - more specifically the Seward Parents As Teachers program (P.A.T.)

I have two children - a son 3 yrs old and a daughter 11 months; My son has been enrolled in the program since he was approx 4 months old. My daughter has been enrolled from birth and participated in the prenatal program that Seward PAT also offers.

The PAT program has given me the tools that I need to provide my children w/ an atmosphere to learn & grow in. The facilitators are always kind and encouraging to me and my family. The home visit program has given my son and daughter the opportunity to learn and grow in ways that I could not have done on my own.

We ask that you continue to support the program with financial funding in the next fiscal year and thank you for supporting rural Alaskan families like ours!

Regards, Jena Petersen - Seward of Alaska
Lane Petersen - 3y
Ariqun Peters - 11 mths



Thank you for your continued support of our rural alaskan family!

- Jena & Cole Petersen
and - Lane & Atigun Petersen
3yrs 11 mths

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, Ak 88901-1182

At this point in time, the Parents as Teachers Program in Hoonah is funded by a federal grant. As the Federal Legislature votes to fund fewer and fewer of these types of projects it will become imperative that the State pick up these programs that are crucial to assuring a positive and bright future for our children.

These photos are from the Hoonah Parents as Teachers TOTS' Clinic that is held annually. At this clinic every child in Hoonah, birth to kindergarten has the opportunity to have screenings for:

Hearing	PAT Parent Educators, SESA equipment
Vision	PAT Parent Educators & Head Start Staff with the support of the Juneau Lions Club & their state of the art equipment
Medical	Dr. Amy Dressel, Pediatrician
Developmental	Jackie Bell, ILP
Motor	Bev Ingram, ILP
Speech/Language	Julie Peters, ILP
Social/Emotional	Bill Sallenbach, PhD

The U.S. Forest Service donates the use of their bunk house for this week long activity.

All of the children are weighed & measured and each parent is given a growth chart to help them track their child's height and weight percentiles. In addition to getting a book in the mail monthly from the Dolly Parton Imagination Library, each child who attends the TOTS Clinic gets an age appropriate book.

Parents are given any help and support they might request as they follow up on any referrals made as a result of this clinic.

Respectfully Submitted,
Lynne Osheim, Director
Parents of Teachers
Hoonah City Schools



Tammy Aguchak
PO Box 92284
Mountain Village, AK 99632
E-mail: taguchak@yahoo.com

February 15, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, AK 99801

RE: Parents As Teachers Program

Dear Honorable Olson;

This letter is in support of the Parents as Teachers (PAT) Program in Mountain Village, Alaska. I have had three of my four children enrolled in the PAT program and the impact left a permanent mark on my children. They still recognize their "first" teacher and are very fond of her.

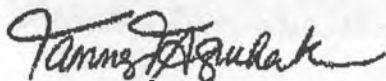
Trysten, my second child who was first enrolled in the PAT program had his first social when he was four months old. Although he slept through the class, it was important for me to bring him to learn what milestones he should be reaching for his age. All other socials he was awake and participated in the hand/eye coordination and motor skill exercises.

Tyler, my second child enrolled in the PAT program had a speech impediment and through the program, we were able to get speech therapy for him. Before the end of the year, his speech improved ten fold and we were finally able to understand what he was saying. His older brother by a year and a half, Trysten, no longer needed to translate for him.

My youngest child, Ana, excelled in the PAT program and through all the hand outs we knew exactly what to expect of her by age. By the time she entered head start, she knew her name, age, parents, where she was from, colors and shapes. All learned in the PAT program.

I continue to support the PAT Program and would love to see it continue on our small community of Mountain Village. I know it has helped a lot of first time parents on what to expect of their children and by what age. I hope you feel the same after reading this and support this vital program.

Respectfully,



Tammy Aguchak
Former PAT parent

John M. Joe
PO Box 32284
Mtn. Village, AK 99632
(907) 591-2035 (P)

February 18, 2011

To Whom It May Concern

RE: Parent as Teachers Program

To Whom It May Concern:

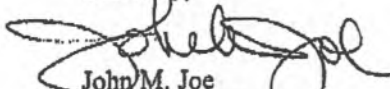
I fully support the Parents as Teachers Program. All three of my children participated in this program in the past. I have realized the huge impact this program had on my children. By the time they reached Kindergarten, the Kindergarten teachers shared that they were well ahead of the curve compared to children who did not participate in the program.

I noticed my kids were always pleased to actively participate in the program with the local director. My children learned the basic developmental skills essential to their growth. It was reassuring and gratifying to see the development of my children as they progress throughout the program from birth to the entrance to Headstart and then to Kindergarten. The program also assisted in teaching young parents, as myself, on how to get the full benefits of parenthood and life skills.

I feel this is an essential program for the community since the program prepares our "most valuable people" the essentials to an improved lifestyle. I entirely agree with the saying that "It takes a community to raise a child." I feel this program is an essential building block in the development of our most valuable children.

If you have any questions or comment, please feel free to contact me at the numbers and address above. Thank you for your time and consideration.

Sincerely,



John M. Joe
Community Member

Lloyd And Beverly Alexie
P.O. Box 32077
Mountain Village, AK 99632
(907) 591-2077

February 17, 2011

Senator Donald Olson
State Capitol, Room 508
Juneau, AK 99801

RE: Parents as Teachers Program

Dear Senator Olson;

My Name Is Beverly Alexie from Mountain Village. My daughter, Traclynn is in the PAT program this year with Agnes L. Brown and she really enjoys her visits.

I have noticed many changes in my daughter's learning stages, from when she was just a year old to now, age three. Traclynn has learned a lot from the teaching materials Agnes brings to the home visits. We together show her how to do beading, building blocks, cutting with scissors, pasting objects and shapes on to paper, reading books and remembering animals names, etc. (to much to name).

I really enjoy this program myself because I am informed about what Traclynn should be learning by how many months she is. It's interesting to know exactly where she needs to be at during this important developing stage. I can see that she does things a little early then the stages say. Filling out the questionnaire Agnes brings every three months or so also shows how far Traclynn is coming along and if there are parts we really need to work on before then next home visit. I am also offered safety tips and even given fire extinguishers and fire alarms if we don't have them.

I believe this program is very helpful because I see at the group socials the children have a lot of confidence and great motor skills. They are able to do crafts and play well with each others. I also see all the children that attend the group social to love to read books with their parents, too. Every time we have these group socials they interact with each others and then the next time they meet, we see an improvement in their social skills by remembering to taking turns and stand in line to wash their hands and even talking with each others. Seeing these actions, I know it will lead to respect.

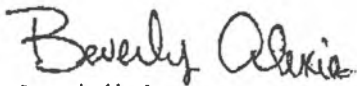
This awesome program has a great impact on our children here in Mountain Village. Before the PAT Program, we (young parents) really didn't know what our children's learning stages were, so we were practically raising them on how we thought was right and not knowing if our children have learning difficulties. Having the PAT Program now is very helpful and it gives us knowledge about the growing stages of our children and if we need to enroll them in special programs like FIT (Family Infant Toddlers) Program for speech delay or hearing problems.

If we loose the Parents As Teachers Program, I think we will see a huge difference in our children. This program benefits parents who don't know that they need to teach their children different skills their child should know at certain ages. Especially, with their large and small motor skills it could cause them

to have a delay in their growth that affects the use of their social and motor skills, which most parents are not aware of until their child reaches Head Start. It is best to keep this program so that we can catch these delays early.

With respect and love of our future leaders, I Beverly Alexie, a proud parent of Traclynn Alexie would like you, Senator Donald Olson, to continue to support this excellent program. You are our voice for our future children and we thank you for the hard work you do and the pride you have in your people!

Respectfully,

A handwritten signature in cursive script that reads "Beverly Alexie". The signature is written in dark ink and is positioned above the printed name.

Beverly Alexie
Mountain Village

Beverly Alexie
P.O. Box 32077
Mountain Village, AK 99632
(907) 591-2077

February 17, 2011

Representative Neal Foster
State Capitol, Room 434
Juneau, AK 99801

RE: Parents as Teachers Program

Dear Representative Foster;

My Name is Beverly Alexie from Mountain Village. My daughter, Traclynn is in the PAT program this year with Agnes L. Brown and she really enjoys her visits.

I have noticed many changes in my daughter's learning stages, from when she was just a year old to now, age three. Traclynn has learned a lot from the teaching materials Agnes brings to the home visits. We together show her how to do beading, building blocks, cutting with scissors, pasting objects and shapes on to paper, reading books and remembering animals names, etc. (to much to name).

I really enjoy this program myself because I am informed about what Traclynn should be learning by how many months she is. It's interesting to know exactly where she needs to be at during this important developing stage. I can see that she does things a little early then the stages say. Filling out the questionnaire Agnes brings every three months or so also shows how far Traclynn is coming along and if there are parts we really need to work on before then next home visit. I am also offered safety tips and even given fire extinguishers and fire alarms if we don't have them.

I believe this program is very helpful because I see at the group socials the children have a lot of confidence and great motor skills. They are able to do crafts and play well with each others. I also see all the children that attend the group social to love to read books with their parents, too. Every time we have these group socials they interact with each others and then the next time they meet, we see an improvement in their social skills by remembering to taking turns and stand in line to wash their hands and even talking with each others. Seeing these actions, I know it will lead to respect.

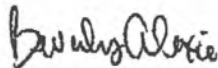
This awesome program has a great impact on our children here in Mountain Village. Before the PAT Program, we (young parents) really didn't know what our children's learning stages were, so we were practically raising them on how we thought was right and not knowing if our children have learning difficulties. Having the PAT Program now is very helpful and it gives us knowledge about the growing stages of our children and if we need to enroll them in special programs like FIT (Family Infant Toddlers) Program for speech delay or hearing problems.

If we loose the Parents As Teachers Program, I think we will see a huge difference in our children. This program benefits parents who don't know that they need to teach their children different skills their

child should know at certain ages. Especially, with their large and small motor skills it could cause them to have a delay in their growth that affects the use of their social and motor skills, which most parents are not aware of until their child reaches Head Start. It is best to keep this program so that we can catch these delays early.

With respect and love of our future leaders, I Beverly Alexie, a proud parent of Traclynn Alexie would like you, Representative Neal Foster, to continue to support this excellent program. You are our voice for our future children and we thank you for the hard work you do and the pride you have in your people!

Respectfully,

A handwritten signature in cursive script that reads "Beverly Alexie".

Beverly Alexie
Mountain Village

- 2-20-11

To: Senate

from: P.A.T. parent

Hello, my baby loves P.A.T Program
she loves the different toys, objects, shapes
& colors. She got used of Janice visiting
because she is interested in the toys.
& speech learning slowly.

Lola. Teqan'akla

PAGE 02/02

PAT letter of support

From: **Jillian Britton** (jillianbritton@yahoo.com)
 Sent: Sun 2/27/11 11:47 PM
 To: Mimi Eddy (mimi_eddy@msn.com)

Hey Mimi, I made a few more changes to the letter I sent to the chick in ANC. Below is a copy, let me know what you think. I hope its good and hopefully will help. Write back and tell me what you think of it.

~Jill

To Whom it May Concern,

I have been with the Parents As Teachers program going on three years now and would like to express my appreciation for being able to be a part of such a great program. It has been such a wonderful opportunity to have Mimi, our home visitor, visit us in our home. As a stay at home mom, it is great to have a professional come for scheduled visits that allow me to completely focus on my daughter and also be shown so many new ways to broaden her creativity using items we have here in our home. Through Mimi's PAT training, she is able to share many different ways to expand ideas for fun learning activities that we are able to do and enjoy in our home and even at friends or families homes. It has given me more confidence as a parent to help and encourage my daughter to learn using the activities that Mimi has introduced to us through the PAT program.

She also brings many different books on colors, shapes, numbers, etc that have helped my daughter's love for books increase. I am so proud to see how much Rowan enjoys the books and activities that our PAT representative brings for her. Rowan is so excited to learn how to read.

I would also like to add that it has been such an honor to work with Mimi, our PAT home visitor. My daughter gets so excited every time she hears that Mimi is on her way to our house. I only wish she were able to visit more often. I would also like to add that I am now a more confident parent -thanks to working with Mimi. I can only hope that the Parents as Teachers program will continue and hopefully become a year round program. I firmly believe that it is important for young children to consistently be exposed to new skills through different and creative projects that encourage them to learn and it would be so beneficial to both Rowan and me to have the opportunity to work with PAT year round. The Parents as Teachers program is such an amazing program that has so many benefits for children as well as parents and it would certainly be more beneficial if it were year round. Rowan and I are so lucky to be able to be a part of it and to have Mimi as our home visitor. She has been such a pleasure to work with.

Please feel free to contact me with questions or if I can help in any way to ensure that this wonderful program continues, hopefully year round.

Sincerely,

Jillian Britton

PAT-K

9072477497

03:36

03/01/2011

Dear Donny Olson,

I like the Pat program, there doing a really good job for all the kids here in Stebbins. My 3 year old daughter always looks forward to her home visits with her teacher. And she's very excited about going to school at the head start next year. Thank you for all your support for the Pat Program and we all hope to continue with your help for the program and the kids attending school and home visits.

Stebbins, Alaska

Angela M. M...
M...

2.17.11

Dear Dony

We would like to keep our PAT program to help our children develop their skills and mind.

Tinisha Snowball
Stebbins

To whom it may concern:

We are learning how our children are growing and learning from the pat program and to watch them learn a little more before they get into grade school.

James L. Schumel Sr.

Stebbins AK. 99671

Letter to Legislator

Your Name Francis Dalton
 Address P.O. Box 693
 City, State, Zip Horrah AK 99829
 Date Feb. 24, 2011

The Honorable William Thomas Jr.
 120 4th Street, State Capitol, Room 501
 Juneau, AK 88901-1182

Dear Representative Thomas,

I strongly believe that
P.A.T should continue. I love
taking my son to P.A.T and I don't
think I could have raised him
by myself. I like that if I have
questions, they answer them. If they
don't know the answers, they will
find the answers one way or
 Thank you for your time and consideration. another.

Sincerely,

Francis Dalton

Letter to Legislator

Your Name Harold William Dick
 Address P.O. Box 476
 City, State, Zip Hoonah AK 99829
 Date 2/24/11

The Honorable William Thomas Jr.
 120 4th Street, State Capitol, Room 501
 Juneau, AK 88901-1182

Dear Representative Thomas,

I wanted to let you know what a
great job you are doing to support the
Hoonah AK PAT. Our family is learning
so much under this program.

Thank you for your time and consideration.

Sincerely,



Letter to Legislator

Your Name Casey Budke
 Address P.O. Box 418
 City, State, Zip Hoonah, AK, 99829
 Date 2/23/11

The Honorable William Thomas Jr.
 120 4th Street, State Capitol, Room 501
 Juneau, AK 88901-1182

Dear Representative Thomas,

I am a parent of three going on
four. I just wanted to thank you
for supporting early development
programs like PAT and other
programs like it. Thanks again

Thank you for your time and consideration.

Sincerely,
Casey Budke

Letter to Legislator

Your Name William DALTON SR.
 Address POBOX 693
 City, State, Zip Hoonah AK 99829
 Date 24 Feb 2011

The Honorable William Thomas Jr.
 120 4th Street, State Capitol, Room 501
 Juneau, AK 88901-1182

Dear Representative Thomas,

Me and my wife take our son who is
21 months now, to PAT. We also had my
wife go to PAT while she was carrying our
son. We (I) couldn't have ^{raised our} ~~done this~~
son with out PAT.

Thank you for your time and consideration.

Sincerely,

William D. Dalton Sr.

Letter to Legislator

Your Name

Faig L. Gallagher

Address

P.O. BOX 394

City, State, Zip

Hoonah, AK 99829

Date

2-24-11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

As a full-time grandmother
I support early childhood education.
My grandchildren are involved with
the Parent As Teachers program ^{and it} brings
parents and children closer, providing
the tools for learning as they grow, interact
and spending time with your children. These
programs are very beneficial and rewarding.

Thank you for your time and consideration.

Sincerely,

Faig L. Gallagher

Letter to Legislator

Your Name

Auther E. Kum ^{Lundoff} Campbell

Address

PO BOX 221

City, State, Zip

HOONAH AK 99879

Date

February 24, 2011

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I would hope for near future
you guys keep the Early Childhood
going. This has been a great program
for our newborn child. Something
going before Headstart so the
can interact right before can be
ready so again thank you

Thank you for your time and consideration.

Sincerely,

Auther Campbell
Auther Campbell

Letter to Legislator

Your Name Judy Bitz
Address Box 627
City, State, Zip Heenah, AK 99829
Date 2-25-11

The Honorable William Thomas Jr.
120 4th Street, State Capitol, Room 501
Juneau, AK 88901-1182

Dear Representative Thomas,

I am a parent educator at the Heenah PAT.
I work with birth-age 5 children. The PAT
program helps parents be the best parent they can
be by educating parents in literacy, child
development, and parenting tips. This is a
valuable and worthwhile program for the families
in Heenah. Please continue your support for PAT.

Thank you for your time and consideration.

Sincerely,

Judy Bitz

Letter to Legislator

Your Name

Fain Gallagher

Address

PO BOX 394

City, State, Zip

Hoonah, AK 99829

Date

2-24-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

Early child hood development is very important in our community. My grandchildren have benefited from the P.A.T. program for the past 5 years. Being able to socialize with other children and families in play groups, home visits, activities that fit their age group. These programs bring families closer to their children.

Thank you for your time and consideration.

I support these programs 100%.

Sincerely,

Fain Gallagher

Letter to Legislator

Your Name Christina B. Dick
 Address P.O. Box 476
 City, State, Zip Hoonah, Alaska 99809
 Date 2/21/2011

The Honorable Albert M Kookesh
 120 4th Street, State Capitol, Room 11
 Juneau, AK 88901-1182

Dear Senator Kookesh,

my name is Christina B. Dick, I have two children one is five and the other is twelve. They love coming to P/T and participating in the groups especially family days. I especially love the fact that they offer a family culture night where I have finally got a chance to learn to do other work basket weaving. Please vote to continue any funding you can for these programs. Thank you for your time and consideration.

Sincerely,

Christina B. Dick

Letter to Legislator

Your Name Anna Cook
 Address PO Box 527
 City, State, Zip Healy, AK 99829
 Date Feb 24, 2011

The Honorable Albert M Kookesh
 120 4th Street, State Capitol, Room 11
 Juneau, AK 88901-1182

Dear Senator Kookesh,

Supporting early childhood bills is critical to the future of our children, families, and community. Providing rich, safe, developmentally appropriate education through 0-3 home visits, Parents As Teachers play groups, parent education through family nights, and every opportunity for diverse early experiences ensures us success and productive, happy futures.

Thank you for your time and consideration.

Sincerely,

Anna Cook, CCIS, M.Ed TSC BBEB, Ed, ECE
 Kinderg

Letter to Legislator

Your Name Autther ekim Campbell
 Address PO BOX 221
 City, State, Zip HONOLULU AK 96829
 Date February 24, 2011

The Honorable Albert M Kookesh
 120 4th Street, State Capitol, Room 11
 Juneau, AK 88901-1182

Dear Senator Kookesh,

Our family would like to
personally thank you for the
early childhood care to have
this before Headstart is good
for my first child to learn an
to be ready for future schooling
We hope that you keep this going

Thank you for your time and consideration.

Sincerely,

Ken Campbell
 Autth Coyne

Letter to Legislator

Your Name Judy Bitz
Address Box 1627
City, State, Zip Hoonah AK 99829
Date 2-25-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

I am a parent educator at the Hoonah
PAT. I work with birth-age 5 children.
The PAT Program helps parents be the best
parent they can be by educating parents in
literacy, child development, and parenting tips.
This is a valuable and worthwhile program for
the families in Hoonah. Please continue your
support for PAT.
Thank you for your time and consideration.

Sincerely,

Judy Bitz

Letter to Legislator

Your Name

Lynne Osheim

Address

P.O. Box 24

City, State, Zip

Hoonah, AK 99829

Date

4-25-11

The Honorable Albert M Kookesh
120 4th Street, State Capitol, Room 11
Juneau, AK 88901-1182

Dear Senator Kookesh,

As the director of the Parents as Teachers Program in Hoonah, I get to witness 1st hand the impact of the program. Language development is one of the most important components for success in school. The children/parents in Hoonah are being helped to improve this area of development through the efforts of PAT Parent Educators. Thank you for your time and consideration.

Sincerely,

Lynne Osheim

Testimony to the House Education Committee

March 11, 2010

Respectfully Submitted by Norman Eck, Ph.D.

Thank you for allowing me the opportunity to testify this morning. For the record, I am Dr. Norman Eck, Superintendent of the Northwest Arctic Borough School District. I have been employed as an administrator in this District for 13 years and this is my 6th year as superintendent. Two years ago I was the Alaska State Superintendent of the Year.

I am in support of House Bill Number 49. This Bill will provide a solid base to prepare parents and their children for when their children enter school. Many parents when they have children ages zero to 4-years, do not know what sort of activities that they can engage in with their children that will promote positive cognitive development. Parents as Teachers does that.

It is important that early childhood programs implemented in Alaska follow the guidelines of the National Association for the Education of Young Children. I firmly believe that evidence-based, non-mandatory, parent engaging efforts that meet high standards are the marks of good pre-Kindergarten programs and will meet the need of Alaska's children.

There is no one single solution to preschool needs. Our state is varied and the needs of students and families are very different. However, one fact is certain,

Testimony by Norman Eck, Ph.D.

and that is that the Parents As Teachers Program is a solid pre-school offering that can make a substantial difference in a child's life.

Let me give a concrete example. In 2003, Northwest Arctic was awarded a federal grant to implement a Parents as Teachers type program. We called our program, Getting Ready to Learn. As funds were limited, we strategically operated it in 5 of our lowest performing village schools. One of the program goals was to assure parents that they are their child's first teacher: "As your child's first teacher you need to provide one-on-one interaction between your child and yourself to develop the brain and language skills to build the best foundation for future learning."

Four major skill areas were emphasized: language and literacy skills, thinking skills, self-control and self-confidence for parents and their children. The teachers worked to foster trust and communication and to provide activities which enhance attachment, engagement, investment and enjoyment of the child by the parents. Playgroups were established and home visits were made.

The homes in these five villages were primarily print free environments. So, family literacy programs were formed in each village. The purpose of those were to encourage families to read together at home by providing them with quality age appropriate books and simple activities that promoted family interactions.

Our federal funding ran out in 2006 and we had to close the Getting Ready to Learn Program. This was a great shame. By the legislature passing this bill, the

Testimony by Norman Eck, Ph.D.

opportunity we had that brought so many of our children to success as students will be able to be offered to Alaska's neediest families. We would hope to be able to re-implement our program.

Over the past 7 years, there have been many things that we have put into place in our district to contribute to improving student academic achievement. We have implemented quality programs, quality teacher training, and we require strict adherence by all teachers to do what is best for children at all times.

What did we find in our test scores that, I believe, were directly affected by the Getting Ready to Learn Program and through our overall quality schools efforts?

Overall student achievement based on the Standards Based Assessments taken by our students in grades 3 through 10 increased as follows: In 2003, 36% of our students were proficient in language arts, by 2008 that percentage had risen to 51%. During the same time frame on the same assessment, our math scores have risen from 2003 with 32% of our students proficient to 51% of our students being proficient in 2008.

It takes many puzzle pieces to construct the entire picture of a successful education. Early childhood education is essential, especially for our underperforming students. Parents as Teachers is an excellent step for our legislature to take toward helping students to be academically successful.



Klawock City School District

P.O. Box 9 Klawock, Alaska 99925 907-755-2220 Fax: 907-755-2913

Richard E. Carlson
Superintendent

Jim Holien
K -12 Principal

March 14, 2011

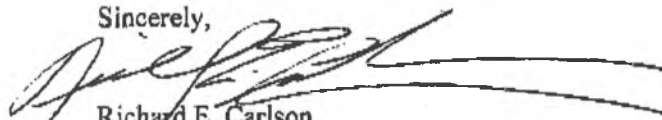
Chairman Alan Dick and Members of the House Education Committee

Dear Chairman Dick:

The purpose of this letter is to express my strong support of HB 49. As an educator for nearly 40 years, 30 years of which has been spent in rural Alaska, I have found no single factor more important to a child's success in school than parental engagement, especially early in the child's life. HB 49 provides an opportunity for parents to become involved with their child's learning at an early age in a structured and supportive manner. HB 49 is a low-cost, high-impact, voluntary program that can significantly change the lives of many children.

I would ask for your support and the support of the House Education Committee to pass HB 49.

Sincerely,



Richard E. Carlson
Superintendent

cc: Rep. Chris Tuck

MEETING TOMORROW'S CHALLENGES TODAY
www.klawockschool.com