

HB

49

<TARGET><BILL>HB 49</BILL><SUBJECT>HB
49</SUBJECT><COMM>HF IN27</COMM></TARGET>



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

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FISCAL NOTE

STATE OF ALASKA
2011 LEGISLATIVE SESSION

Fiscal Note Number 1
Bill Version CSHB 49(EDC)
(H) Publish Date 3/16/11

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								
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CHANGE IN REVENUES								
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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 #1

STATE OF ALASKA
2011 LEGISLATIVE SESSION

BILL NO. CSHB 49(EDC)

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.



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Sectional for CB HB 49 (EDC) (27-LS0253II) 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) requires school districts to offer space if needed and available in local facilities.

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

Subsection (d) directs the Department to report on the program’s effectiveness and participation rates on or before January 15, 2014.

Subsection (e) adds a 3-year sunset clause, to terminate the program on July 1, 2014.

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Description of Differences between HB 49 and CSHB 49(EDC) Alaska Parents as Teachers Act

The House Education Committee substitute for House Bill 49 added two subsections to the legislation:

- page 2, lines 15-17 – Subsection (b) requires school districts to offer space if needed and available in local facilities.
- page 2, lines 19-22 – Subsection (d) directs the Department to report on the program's effectiveness and participation rates on or before January 15, 2014.

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

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Best Beginnings – statewide coordination
- Chugach School District – serving Chugach, Kuspuk, Bering Straits and Lake and Peninsula School Districts
- Association of Alaska School Boards
- Central Council Tlingit and Haida Indian Tribes of Alaska
- Thread, Alaska's Childcare Resource and Referral Network
- The Alaska State Development Network, Alaska Council of School Administrators
- Association for the Education of Young Children – statewide services
- Parents As Teachers – statewide services
- Dr. Norm Eck, Superintendent, Northwest Arctic Borough School District
- Southwest Region School District
- Upstream Learning – Glennallen
- SeaView Community Services – Seward
- Kenny Lake School – Copper Center
- Native Village of Tanacross / Tanacross Village Council
- Tok Parents as Teachers
- Tukurngailnguq School – Stebbins
- Hydaburg Cooperative Association
- Kake City School District
- Hydaburg City School
- Emmonak School
- ThrivAlaska – Fairbanks
- Klawock School District
- Chevak Company Corporation
- Chevak Traditional Council
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Communities in Schools – Juneau
- Numerous families from Alaskan communities, including:

Anchorage
Glennallen
Kodiak
Alakanuk
Chevak

Kenny Lake
Seward
Mountain Village
Tanacross
Tok

Marshall
Stebbins
Homer
Hoonah
Emmonak

Haines
Hydaburg

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Alaska Preschool Project

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

Districts

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

Early Learning Efforts in Other Districts

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

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

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

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

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

\$6,269 per child

Assessments

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

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

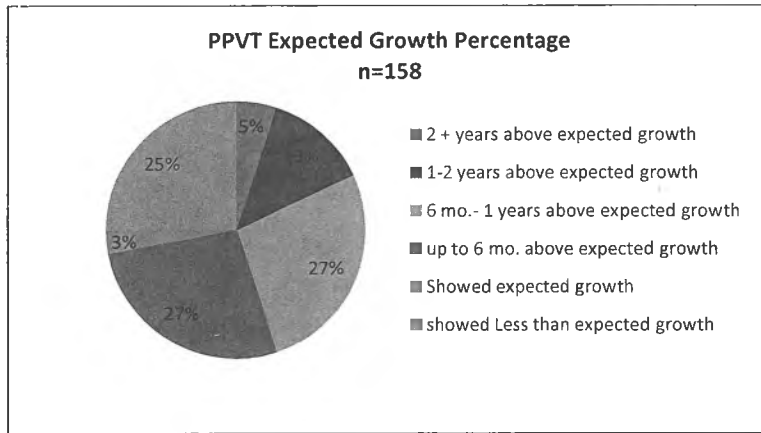
The Early Childhood Environmental Rating Scale (ECERS) was used to determine the quality of the environment in which the programs took place. Programs were rated in the fall and again in the spring. The AP3 programs began the year above minimal on the scale and ended approaching

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

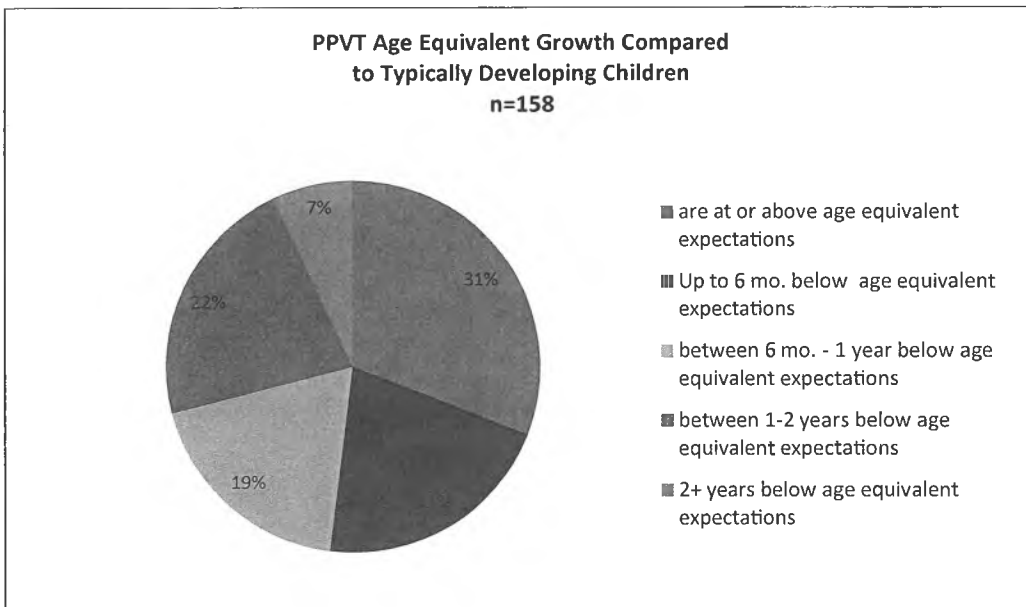
State Aggregate
PPVT Child Outcomes

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

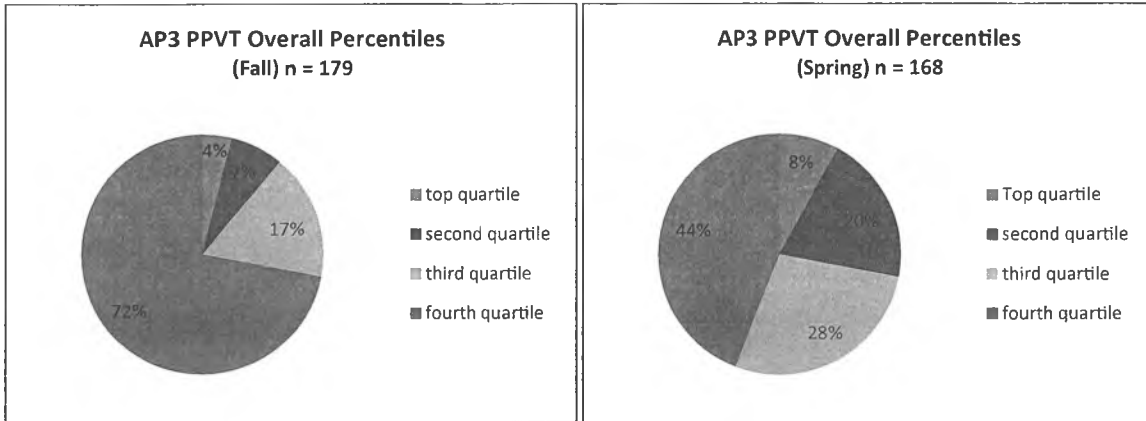
State Aggregate



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



State PPVT Percentages

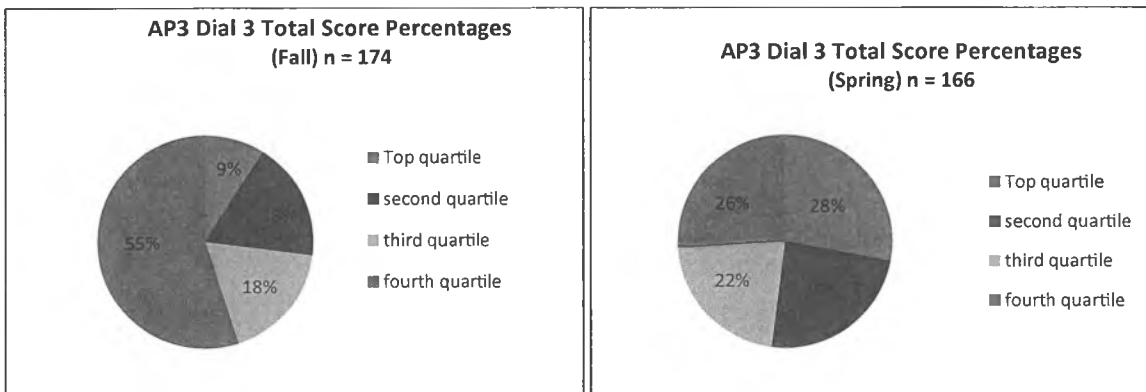


DIAL – 3 State Aggregate Results

Total Score Fall & Spring DIAL - 3

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

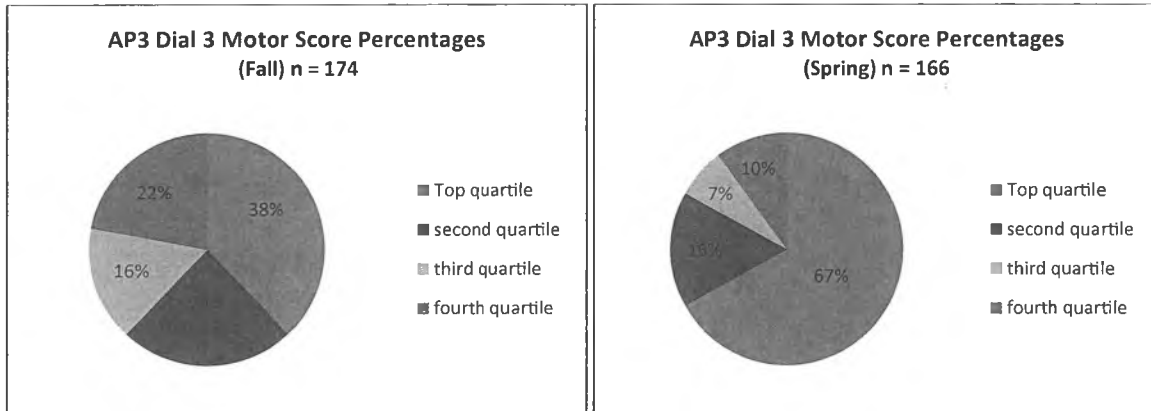
State Dial-3 Total Score Percentages



Motor Development Score Fall & Spring DIAL-3

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

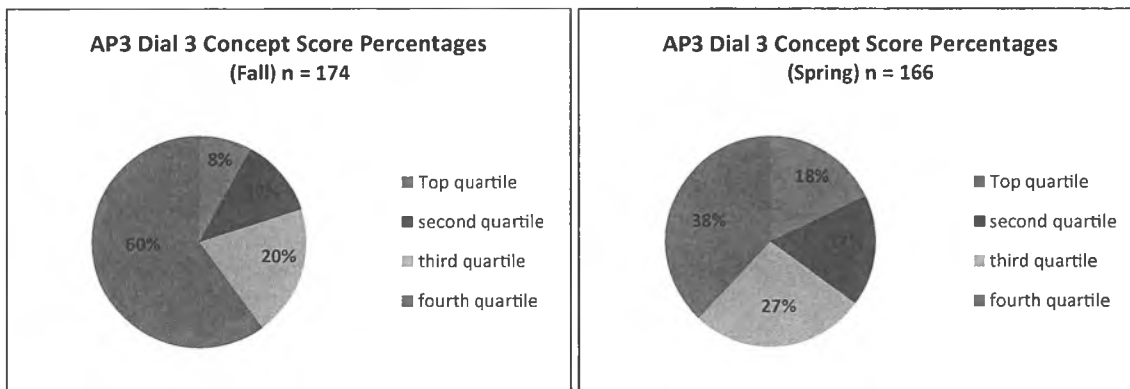
State Dial-3 Motor Score Percentages



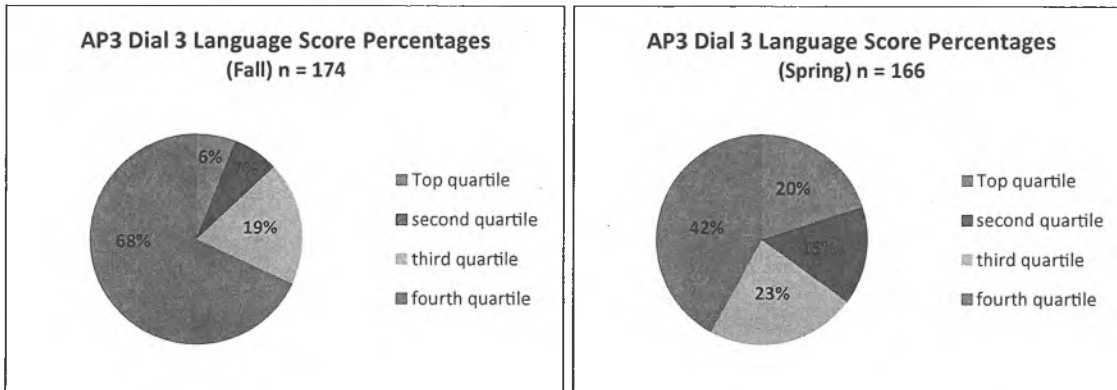
Concept & Language Development Scores Fall & Spring DIAL - 3

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

State Dial-3 Concept Score Percentages



State Dial-3 Language Score Percentages



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

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

Test Numbers for the 2009-2010 School Year

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

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

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

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

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

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

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

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



April 8, 2011
Alaska State Legislature
REF: HB49 & SB120
Parents as Teachers Act

Raising kids as a service member is never easy. Moving constantly, and with overseas deployments every other year if you are lucky- keeping a family together and training your kids to be good citizens is tough.

We have looked closely at these bills as we did once before and continue to find that they can help our military families in so many ways. As veterans, we have lots of experience with these problems over the past 40 + years, and frankly we agree with the following points:

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.

Parents as Teaches 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.

Parents as Teachers has 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

On behalf of the 80,000 veterans and their families who make Alaska home we are delighted to support these bills as they will help our military families.

Thanks for your support of Parents as Teachers.

Ric Davidge
Chairman

Parents as Teachers Alaska

2010 FACT SHEET

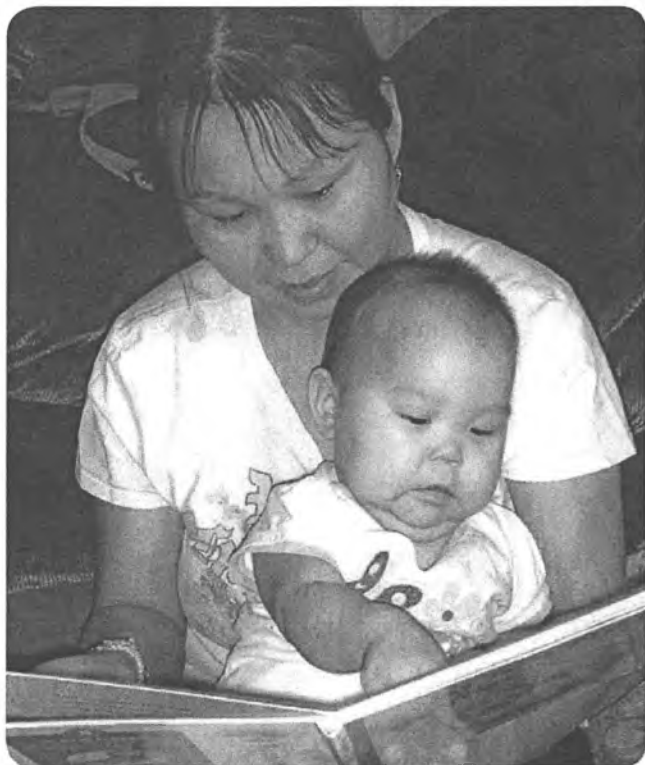


Parents as Teachers
State Office



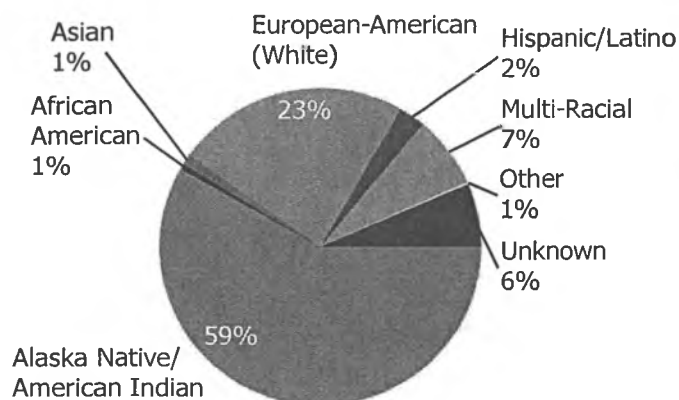
Alaska Parent Information and Resource Center

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, Idanielson@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."

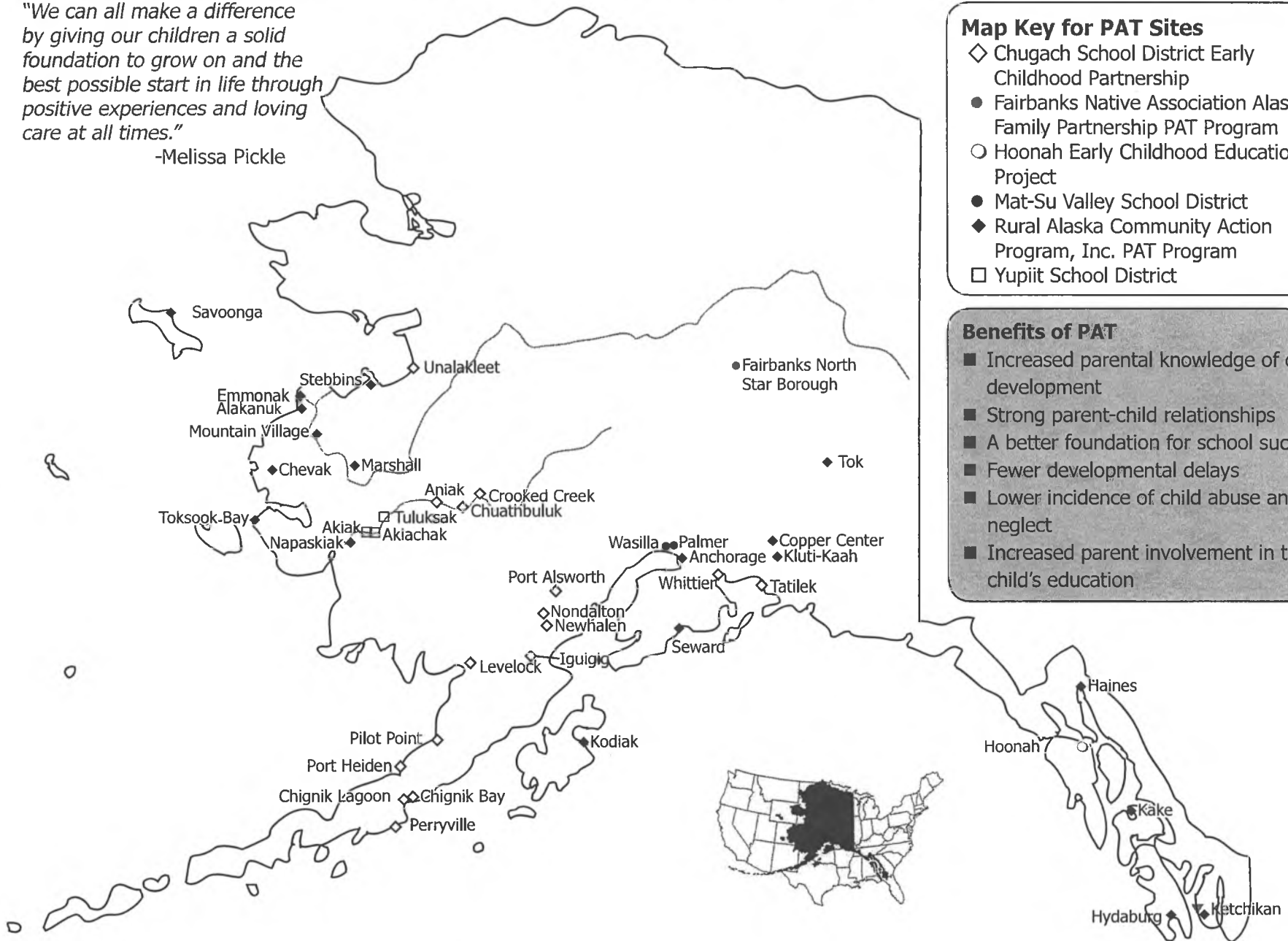
-Melissa Pickle

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

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ALASKA STATE LEGISLATURE

Please enter into the record my testimony to the House Finance Committee

Committee on HB 49 Committee Name
Bill / Subject Dated 4/9/2011

Hello - since I cannot provide public testimony today 4/9/11 on HB 49. I would like to provide written testimony. My name is Gara Bridwell - As President of the AK. Association for the Education of Young Children that currently has @ 800 members statewide - I would like to add our support for HB 49. For all the reasons stated in the bill - this voluntary program offers parents whether they are located in small or large communities the opportunity to learn, teach, & strengthen relationships so that young children have a much stronger foundation for learning.

Thank you.

Gara Bridwell

SIGNED:

Gara Bridwell

Testifier

Alaska Association for the Education of Young Children

Representing

PO Box 81233 Fairbanks, AK 479 0258

Address / Phone Number



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.

Investing in Alaska's Young Children



Alaska Early Care and Learning: Public Policy Priorities for 2011

A coalition of early childhood experts and leading organizations with representation across the state agree on these next steps to move toward healthy children ready to succeed in school, and toward a healthy workforce and economy in our state. Young children do best when they are served by a statewide early childhood system that empowers families, links service providers, and engages communities on behalf of young children. These priorities are recommendations articulated in no particular order, to build a comprehensive approach in our early care and learning system.

Innovation, Accountability, and Statewide Coordination

Alaska needs effective programs that are implemented well, evaluated regularly, and improved continually.

Action for FY12

Support local community efforts to address early care and learning priorities through Best Beginnings.

Background

Best Beginnings Local Partnerships: Through Best Beginnings, increase support for community-based early childhood partnerships. With support from Best Beginnings, early childhood partnerships in 11 communities are working to improve coordination of programs and services, and promote better use of resources. All young children have the same basic needs. But their needs can be met in different ways, depending on a community's values, resources, interests, and culture. People in a community are in the best position to identify what children in their town or region need and how to fill the gaps. Funding for Best Beginnings leverages funding from the private sector and helps support the public-private partnership working to create and sustain a comprehensive statewide early childhood system.

Early Literacy and Family Engagement

Helping parents establish and maintain healthy, strong bonds with their children right from the start is an effective and cost-efficient way to reduce later costs such as unemployment, corrections, and remedial education.

Action for FY12

Fund Home Visiting through Parents As Teachers (PAT)

Background

Home Visiting: Fund statewide coordination and increase access to Parents As Teachers (PAT). PAT is an established home visiting program in communities throughout Alaska. Families involved in PAT programs increase their knowledge of child development, improve parenting practices, promote early literacy experiences, provide early detection of developmental delays and health issues, and increase children's school readiness and success.

Increase enrollment of eligible children in the Imagination Library (IL)

Best Beginnings: Imagination Library Early Literacy and Family Engagement:

Through Best Beginnings, increase statewide support for Imagination Library, which mails a new book each month to Alaska children from birth to age 5. Best Beginnings leverages public and private dollars to match locally-generated funds and provide technical assistance to local Imagination Libraries. Research shows children who begin school without some basic literacy skills by the time they enter school are three to four times more likely to drop out in later years. Evaluation of this program in Alaska says children are read to more and are more enthusiastic about books and reading.

continued...

Access to Quality Early Care and Learning Programs

Over 62% of children under age 6 in Alaska (43,000) have all the adults in the workforce, yet there are only spaces for 18,357 in recognized child care programs. Over half of children are in unknown care.

Action for FY12

Reinstate thread ROOTS Awards (Retaining Our Outstanding Teachers)

Background

Professional Development and Retention of Early Educators: Provide funding to thread, Alaska's Child Care Resource and Referral Network, to reinstate the ROOTS (Retaining Our Outstanding Teachers) Awards to recognize and incentivize people working in licensed child care programs with credentials in early education. Teachers and caregivers are the leading indicator of quality in early childhood programs. It is difficult for individuals working full-time and earning low wages to afford the cost of education. In addition, due to low wages and lack of recognition, the teacher turnover rate in Alaska in early care and education programs is approximately 46%. By providing these incentives, the early care and education field would be able to recruit and retain a more qualified and stable workforce.

Increase thread support for parents seeking child care for children with special needs through the AK IN! program

Inclusion of Children with special needs in child care: Fund thread, to increase support for parents seeking child care for children with special needs, and to increase the ability of child care programs to offer appropriate services through the existing Alaska IN! program. Accommodations are assessed to qualify for a supplement to child care assistance rates. Additional funding is needed to provide case management, on-site consultation, and to provide supplements for children served by the Office of Children's Services, who are currently not covered under the program.

Increase State of Alaska Investment in Head Start

Head Start: Head Start programs in Alaska have a long and successful history of providing at-risk children and families the tools and support necessary to promote school readiness. Programs operate in communities across the state and face various challenges. Rural and remote programs typically encounter challenges with facility upkeep and increased operational costs, programs in more populated areas cannot keep up with growing waiting lists and the need for increased services, and all programs struggle to meet unfunded federal professional development mandates and deadlines. By increasing investment in Head Start we will continue to make progress in decreasing waiting lists and increasing school readiness efforts.

Access to Health Care

Action for FY12

Increase income eligibility guidelines for Denali Kid Care

Background

Denali Kid Care (DKC): Increase the income eligibility guidelines for DKC from 175% to a minimum of 200% of Alaska's federal poverty level (FPL). This change would restore eligibility to 1,300 children. Children with access to preventative health care and developmental screenings have better outcomes for health and learning abilities throughout their lives.

"Early childhood education is the driver of better outcomes and returns in secondary and higher education, health and economic development."

-James Heckman, Nobel Laureate Economist, University of Chicago



www.akaeyc.org

BEST BEGINNINGS
Alaska's Early Childhood Investment

www.bestbeginningsalaska.org



www.akheadstart.org



thread

www.threadalaska.org

This is a sample of the approximately 126 letters of support for
HB 49-EARLY CHILDHOOD ED: PARENTS AS TEACHERS.

All of the letters are posted on BASIS.

Go to the bill page and click on the 'Documents' box.



BEST BEGINNINGS

Alaska's Early Childhood Investment

March 14, 2011

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

Dear Representative Tuck:

I am pleased to write in support of HB 49 currently under consideration.

Best Beginnings' vision is that all Alaska children begin school ready to succeed. While it may seem easy and efficient to develop a one-size-fits-all program, in reality we need a variety of high quality programs and learning experiences for young children in our state.

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

Parents and other concerned community members are in the best position to identify problems, design solutions, and improve coordination to meet local needs. Personal visiting programs such as Parents as Teachers can be a critical component of a menu of services offered to assist parents in preparing their children to be ready to succeed in school and in life.

Best Beginnings has been working with a variety of partners at the state and local level to develop a comprehensive and integrated early childhood system. There is a definite need for personal visiting in this kind of coordinated system.

Please let me know if I can provide any additional information. Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Abbe Hensley".

Abbe Hensley
Executive Director

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

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



Office of the President
320 West Willoughby Avenue • Suite 300
Juneau, Alaska 99801-1726

March 10, 2011

Representative Chris Tuck
Alaska State Legislature
Room 426
Mailing Address
Juneau, AK 99801

Dear Representative Tuck:

On behalf of the Central Council Tlingit and Haida Indian Tribes of Alaska, a tribal government representing over 27,000 Tlingit and Haida Indians worldwide, we extend our whole-hearted support to House Bill 49, the "Alaska Parents as Teachers Act".

Alaska's children are the brightest hope for our future and most precious asset. Passing House Bill 49 will help ensure the best education possible is provided to each and every child as well as empower Alaska's parents to guide their child through this crucial time of development.

Your dedication to this bill in past and present legislative sessions is admirable and appreciated.

Sincerely,

Edward K. Thomas
President



thriv**ALASKA**

Healthy families. Thriving children.

March 14, 2011

Representative Chris Tuck,

I am writing this letter in support of Parents as Teachers home visiting programs in Alaska. The philosophy of Parents as Teachers is parents are children's first and most important teachers; empowering families to begin a lifelong involvement in their child's development and education.

Our Head Start program uses the Parents as Teachers curriculum for home visiting and can see the benefits to children and families first hand. For one parent who was deployed, receiving mailings with updates and pictures of his child and the Parents as Teachers handouts about developmental milestones helped to keep him connected while away.

Families in Alaska can be isolated from others. Parents As Teachers offers child development knowledge, parent support and encouragement. The key to strong communities is quality early learning programs that build on family's strengths and provide evidence-based knowledge. Parents as Teachers give families the tools and the State healthy communities.

Sincerely,

Laura Frisone
Family Services Coordinator
ThriveAlaska Head Start Birth to Five
1949 Gillam Way, Suite A
Fairbanks, AK 99701
(907)452-4267 Ext. 235

"2008 Program of Excellence- Awarded by the National Office of Head Start"

**Native Village of Tanacross
Tanacross Village Council**

Po Box 76009
Tanacross, Alaska 99776
(907) 883-5024 office
(907) 883-4497 fax

March 9, 2011

The Honorable Allan Dick
Capital Building Room 104
Juneau, AK 99801

Dear Representative Allan Dick:

As a resident of Tanacross and a parent, I am writing to ask for your support of House Bill 49. This bill would support funding for Parents as Teachers (PAT) programs in our community.

We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect that knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school readiness, improving their later school success, and increasing their parents' involvement in school. If passed, this legislation would help our children start school ready to learn.

I have witnessed the impact of Parents as Teachers in my own family and others from my village.

PAT can save our community dollars through early identification of development delays. In our case my daughter Shayna received assistance in expressive language delay.

I urge you to support this important legislation. Investing in the early years saves us all money later on. I would appreciate a written reply that states how you voted on this issue.

Thank you for your time and consideration. Your ongoing support of Parents as Teachers is greatly appreciated.

Sincerely,
Earnest Arnold



Tanacross Office:

P.O. Box 76009, Tanacross, AK 99776 • Tel: (907) 883-5024 • Fax: (907) 883-4497

www.nativevillageoftanacross.com

Aurah Landau

From: Jane Bailey [jbailey@chugachschools.com]
Date: Friday, March 11, 2011 10:07 AM
To: Aurah Landau; Rep. Chris Tuck
Subject: public testimony HB49

Hi Chris and Aurah,
I called in today for public comment on HB49 but was not called on to speak. I've attached my comment below if you would like to distribute it.
Thank you!

Good morning Mr. Chairman and committee members. Thank you for allowing me to speak in support of HB49. My name is Jane Bailey and I am the Early Childhood Coordinator for Chugach School District. I am a trained Parents as Teachers parent educator and supervisor. I oversee a federal grant that provides for preschool and Parents as Teachers for 3-5 year olds in 24 rural Alaskan villages in Chugach, Kuspuk, Bering Strait, and Lake and Peninsula School Districts. This coalition has successfully worked together to help provide high quality early learning opportunities for the past 4 years however, our grant cycle will end as of July 1 and all 24 villages will lose preschool and PAT opportunities without your help. I want to share with you briefly what an impact the combination of Parents as Teachers and preschool has had on the children in the villages we serve. Our data shows significant increases in the percent of children scoring proficient and above on developmental milestones measured by a test called the AGS Early Screening Profile. This data clearly shows a strong positive correlation on student achievement. From 2006-2010 scores in Verbal Concepts increased 32.06 percentile points, Cognitive Language scores increased by 18.86 percentile points, and Basic School Skills increased by 16.14 percentile points. Education begins at home and parents are children's first and best teachers. Supporting and educating parents about how to be involved in their child's early education and development is a critical if Alaskan children are to thrive. The PAT program is one key way to ensure that children enter school ready to learn. Our Partnership originally focused on implementing the PAT program for our preschool students ages 3 - 5. Our hope is to be able to extend PAT to the unserved prenatal to 3-year-old population in our villages, but at this point we are fighting for the survival of our existing program. Please support HB49 and help Alaskan children get the head start on their education that they deserve.

--
Jane Bailey
Early Childhood Coordinator
Alaska Native Education
Chugach School District
907-522-7400



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,

A handwritten signature in black ink, appearing to read 'Richard E. Carlson', written over a horizontal line.

Richard E. Carlson
Superintendent

cc: Rep. Chris Tuck

Chevak Company Corporation
Box 276
Chevak, Alaska 99563
19078587920 Ph. No.
19078587311 Fax No.
chevakco@hotmail.com

March 17, 2011

RurAL CAP
Parents as Teachers
731 E 8th Avenue
Anchorage, Alaska 99501

Attn: Debi Baldwin
Child Development Director

RE: RurAL CAP Parents as Teachers

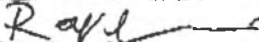
We, all know how important the home based program within rural areas is for early development of those who are just starting out within their journey for education.

When young children are exposed at their early lives with pre-school education can be our success as a community's investment for the future.

We, would like for RurAL CAP to continue seeking funding and support for this very important component of the early development of our future work force and up coming leaders of tomorrow.

If you have any question(s) or need further clarification(s) feel free to contact the above address. Thank you.

Sincerely,
James J. Ayuluk
Chairman of the Board


Roy J. Atchak
Corporate Manager

CC: File



Chevak Traditional Council

P.O. Box 140

Chevak, Alaska 99563

(907) 858-7428 fax (907) 858-7812
chevaktc@gmail.com

Qissunamiut Tribal Government

March 17, 2011

**To: Debi Baldwin, RurAL CAP
Child Development Director**

RE: Support letter for the Parents As Teachers Program

To whom it may concern:

On behalf of the Chevak Traditional Council, we are pleased to submit this letter of support for RurAL CAP's Parents As Teachers Program. This program is a necessity because it supports the parents as they raise their children in the early years.

We support RurAL CAP's goal of providing the community members resources necessary to involve local residents in providing education for their children and wellness activities within the community through the PAT program.

Having this program available in Chevak will help each family in the early years of their children's life as it has when this program has been available.

This program has helped families out with the development screenings, health screenings and home visits. Chevak Traditional Council fully supports this program and would like this program to continue as a service in Chevak.

Quyana Cakneq,

James Ayuluk
Chevak Traditional Council Chief

Cc: file

March 9, 2011

Dear Representative Chris Tuck,


I am writing this letter in support of House Bill 49, which will expand support and resources for the Parents as Teachers home visiting program. This legislation makes it possible for parents and families to receive the necessary supports needed to ensure their child's healthy development. Home visiting programs and support for families with young children addresses a critical need throughout Alaska.

As the Child Care Resource and Referral Network in Alaska, thread works to strengthen early care and education. Specifically, we work with parents to assist them in finding early care and education programs; we provide training to early care and education professionals to help prepare them for their work with children; and we work with the community to develop resources for the industry. This work enables us to keep a pulse on the needs and issues families are facing. Over the past several years we have seen an increase in families' struggling to meet basic needs for their family including necessary resources to support their child's healthy development. House Bill 49 would be a positive step toward meeting the needs of young children and ensuring that Alaska's families can find and access the services they need.

Several studies have demonstrated the long-term implications to high quality early learning, including home visiting programming. Specifically, 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. Investment in early childhood and family supports is critical as we now know through brain development research that brain development that occurs in the first six years of life, especially between birth and three years of age, is the most extensive and the most important that occurs in our lifetime. This time in life is when the brain is being developed and hardwired for future learning.

thread supports parents as their child's first and most important teacher. We know parents are the most influential people in their children's lives and that is why we support House Bill 49 and investments in Parents as Teachers. If we want to develop a healthy and productive society in our state, we must make and impact with parents and invest in them. It is without reservation that I recommend the adoption of House Bill 49. Please feel free to contact me if you have further questions or if you would like additional comments. Thank you for considering this important legislation that will help support families and children throughout Alaska.

Sincerely,


Stephanie Berglund, MSW
CEO of thread, Alaska's Child Care Resource and Referral Network
907-265-3101
sberglund@threadalaska.org

Aurah Landau

From: Norman Eck [norman_eck@nwarctic.org]
Sent: Saturday, March 12, 2011 10:31 AM
To: Rep. Alan Dick; Rep. Lance Pruitt; Rep. Eric Feige; Rep. Paul Seaton; Rep. Peggy Wilson;
Rep. Sharon Cissna; Rep. Scott Kawasaki
Cc: Aurah Landau
Subject: Parents as Teachers Testimony
Attachments: 03.10.11 Testimony PAT.pdf

Dear Honorable House Education Committee Members,

This is the testimony I provided Friday (yesterday) morning on House Bill 49, Parents as Teachers.

I will be pleased to answer any questions you may have for me. You can send them to me on email, or you can give them to Representative Tuck's aide, Aurah Landau, and she will send them to me.

Thank you for this honor.



Dr. Norman Eck
Superintendent
Northwest Arctic Borough School District

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

Feb 17, 2011

To: Whom it may concern
From: Christine Leganlakla
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 Leganlakla
Emmonak AK 99581
949-6047

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

Feb 22, 2011

To Whom it may Concern;

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

Haines

February 22, 2011

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 Salmon

2/22/11

Haines

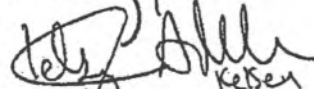
To Whom it may concern,

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 P.A.T 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,


Kelsen 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 Cabot (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 Kookesh,

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. If we would not have had this information available to us, if it were not provided by our Local AT 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 + Avissa 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. ~~PAT~~ 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 ~~do~~ need more programs like this one to help them become the best they can be in life.

Kaitlin Podziki

TO:

Representative William Thomas, Jr.

Page 1

02-27-11

To whom it may concern,
My name is Francil Turpin and I am writing this letter on behalf of the program we have in Skyline. 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 4 yr old benefiting from the program but my 15 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

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

Franco Turpin

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,



Terra Adams

Hydaburg, AK

**Native Village of Tanacross
Tanacross Village Council**

**Po Box 76009
Tanacross, Alaska 99776
(907) 883-5024 office
(907) 883-4497 fax**

March 9, 2011

The Honorable Allan Dick
Capital Building Room 104
Juneau, AK 99801

Dear Representative Allan Dick:

As a resident of Tanacross and a parent, I am writing to ask for your support of House Bill 49. This bill would support funding for Parents as Teachers (PAT) programs in our community.

We know that the most important development of a young child occurs in the first few years of life, and our state priorities need to reflect that knowledge. Through the education and support of parents of young children, the Parents as Teachers program has proven effective in increasing children's school readiness, improving their later school success, and increasing their parents' involvement in school. If passed, this legislation would help our children start school ready to learn.

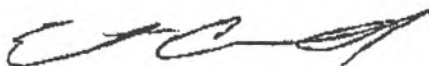
I have witnessed the impact of Parents as Teachers in my own family and others from my village.

PAT can save our community dollars through early identification of development delays. In our case my daughter Shayna received assistance in expressive language delay.

I urge you to support this important legislation. Investing in the early years saves us all money later on. I would appreciate a written reply that states how you voted on this issue.

Thank you for your time and consideration. Your ongoing support of Parents as Teachers is greatly appreciated.

Sincerely,
Earnest Arnold



Aurah Landau

From: Jane Bailey [jbailey@chugachschoools.com]
Date: Friday, March 11, 2011 10:07 AM
To: Aurah Landau; Rep. Chris Tuck
Subject: public testimony HB49

Hi Chris and Aurah,
I called in today for public comment on HB49 but was not called on to speak. I've attached my comment below if you would like to distribute it.
Thank you!

Good morning Mr. Chairman and committee members. Thank you for allowing me to speak in support of HB49. My name is Jane Bailey and I am the Early Childhood Coordinator for Chugach School District. I am a trained Parents as Teachers parent educator and supervisor. I oversee a federal grant that provides for preschool and Parents as Teachers for 3-5 year olds in 24 rural Alaskan villages in Chugach, Kuspuk, Bering Strait, and Lake and Peninsula School Districts. This coalition has successfully worked together to help provide high quality early learning opportunities for the past 4 years however, our grant cycle will end as of July 1 and all 24 villages will lose preschool and PAT opportunities without your help. I want to share with you briefly what an impact the combination of Parents as Teachers and preschool has had on the children in the villages we serve.

Our data shows significant increases in the percent of children scoring proficient and above on developmental milestones measured by a test called the AGS Early Screening Profile. This data clearly shows a strong positive correlation on student achievement. From 2006-2010 scores in Verbal Concepts increased 32.06 percentile points, Cognitive Language scores increased by 18.86 percentile points, and Basic School Skills increased by 16.14 percentile points.

Education begins at home and parents are children's first and best teachers. Supporting and educating parents about how to be involved in their child's early education and development is a critical if Alaskan children are to thrive. The PAT program is one key way to ensure that children enter school ready to learn. Our Partnership originally focused on implementing the PAT program for our preschool students ages 3 - 5.

Our hope is to be able to extend PAT to the unserved prenatal to 3-year-old population in our villages, but at this point we are fighting for the survival of our existing program. Please support HB49 and help Alaskan children get the head start on their education that they deserve.

--

Jane Bailey
Early Childhood Coordinator
Alaska Native Education
Chugach School District
907-522-7400



Richard E. Carlson
Superintendent

Klawock City School District

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

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,

A handwritten signature in black ink, appearing to read 'Richard E. Carlson', written over a horizontal line.

Richard E. Carlson
Superintendent

cc: Rep. Chris Tuck

Chevak Company Corporation
Box 276
Chevak, Alaska 99563
19078587920 Ph. No.
19078587311 Fax No.
chevakco@hotmail.com

March 17, 2011

RurAL CAP
Parents as Teachers
731 E 8th Avenue
Anchorage, Alaska 99501

Attn: Debi Baldwin
Child Development Director

RE: RurAL CAP Parents as Teachers

We, all know how important the home based program within rural areas is for early development of those who are just starting out within their journey for education.

When young children are exposed at their early lives with pre-school education can be our success as a community's investment for the future.

We, would like for RurAL CAP to continue seeking funding and support for this very important component of the early development of our future work force and up coming leaders of tomorrow.

If you have any question(s) or need further clarification(s) feel free to contact the above address. Thank you.

Sincerely,
James J. Ayuluk
Chairman of the Board


Roy J. Atchak
Corporate Manager

CC: File



Chevak Traditional Council

P.O. Box 140

Chevak, Alaska 99563

(907) 858-7428 fax (907) 858-7812
chevaktrc@gmail.com

Qissunamiut Tribal Government

March 17, 2011

**To: Debi Baldwin, RurAL CAP
Child Development Director**

RE: Support letter for the Parents As Teachers Program

To whom it may concern:

On behalf of the Chevak Traditional Council, we are pleased to submit this letter of support for RurAL CAP's Parents As Teachers Program. This program is a necessity because it supports the parents as they raise their children in the early years.

We support RurAL CAP's goal of providing the community members resources necessary to involve local residents in providing education for their children and wellness activities within the community through the PAT program.

Having this program available in Chevak will help each family in the early years of their children's life as it has when this program has been available.

This program has helped families out with the development screenings, health screenings and home visits. Chevak Traditional Council fully supports this program and would like this program to continue as a service in Chevak.

Qryana Cakneq,

James Ayuluk
Chevak Traditional Council Chief

Cc: file

March 9, 2011

Dear Representative Chris Tuck,

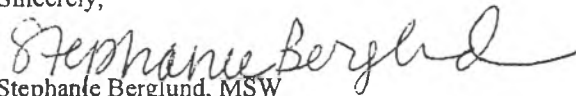
I am writing this letter in support of House Bill 49, which will expand support and resources for the Parents as Teachers home visiting program. This legislation makes it possible for parents and families to receive the necessary supports needed to ensure their child's healthy development. Home visiting programs and support for families with young children addresses a critical need throughout Alaska.

As the Child Care Resource and Referral Network in Alaska, thread works to strengthen early care and education. Specifically, we work with parents to assist them in finding early care and education programs; we provide training to early care and education professionals to help prepare them for their work with children; and we work with the community to develop resources for the industry. This work enables us to keep a pulse on the needs and issues families are facing. Over the past several years we have seen an increase in families' struggling to meet basic needs for their family including necessary resources to support their child's healthy development. House Bill 49 would be a positive step toward meeting the needs of young children and ensuring that Alaska's families can find and access the services they need.

Several studies have demonstrated the long-term implications to high quality early learning, including home visiting programming. Specifically, 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. Investment in early childhood and family supports is critical as we now know through brain development research that brain development that occurs in the first six years of life, especially between birth and three years of age, is the most extensive and the most important that occurs in our lifetime. This time in life is when the brain is being developed and hardwired for future learning.

thread supports parents as their child's first and most important teacher. We know parents are the most influential people in their children's lives and that is why we support House Bill 49 and investments in Parents as Teachers. If we want to develop a healthy and productive society in our state, we must make and impact with parents and invest in them. It is without reservation that I recommend the adoption of House Bill 49. Please feel free to contact me if you have further questions or if you would like additional comments. Thank you for considering this important legislation that will help support families and children throughout Alaska.

Sincerely,



Stephanie Berglund, MSW

CEO of thread, Alaska's Child Care Resource and Referral Network

907-265-3101

sberglund@threadalaska.org