

SB

120

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120</SUBJECT><COMM>SEDC27</COMM></TARGET>

Alaska State Legislature



Senator Hollis French

SB 120 – 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 lays the foundation for success in school and in life.

SB 120, 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 program as an education option for families with children ages 0-5.

SB 120:

- 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 types of education. Parents as Teachers helps build a community of learning, and assists in early detecting of learning 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 SB 120, the Alaska Parents as Teachers Act.

Alaska State Legislature



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Sectional Analysis for SB 120 (27-LS0788\A) 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.

Alaska State Legislature



Senator Hollis French

Sampling of Letters of Support for Alaska Parents as Teachers Act (SB 120)

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Best Beginnings – statewide coordination
- Chugach School District – serving Chugach, Kuspuk, Bering Straits, 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
- Emmonak Tribal Council
- Asa'carsarmiut Tribal Council – Mountain Village
- City of Mountain Village
- City of Napaskiak
- Z. John Williams School – Napaskiak
- Napaskiak Head Start
- 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
Napaskaiak

Alaska State Legislature



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SB 120 – Alaska Parents as Teachers Act List of Potential Witnesses

- Debi Baldwin, RurAL CAP
- Lynne Osheim, Director, Parents as Teachers, Hoonah
- Dr. Norm Eck, Superintendent, Northwest Arctic Borough School District
- Ric Davidge – Chairman, AK VET Foundation, Inc.

Parents as Teachers Alaska

2010 FACT SHEET



Parents as Teachers
State Office



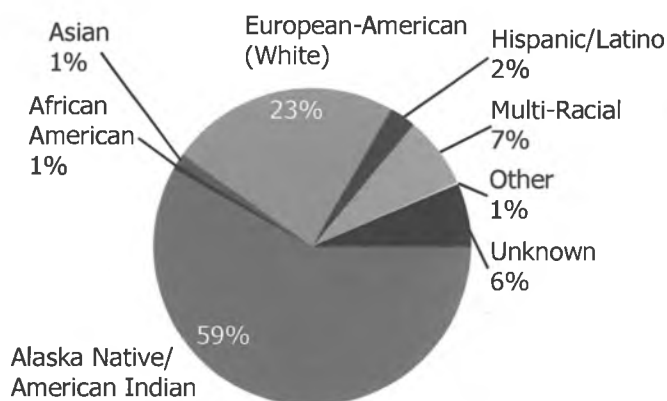
Alaska Parent Information and Resource Center

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.

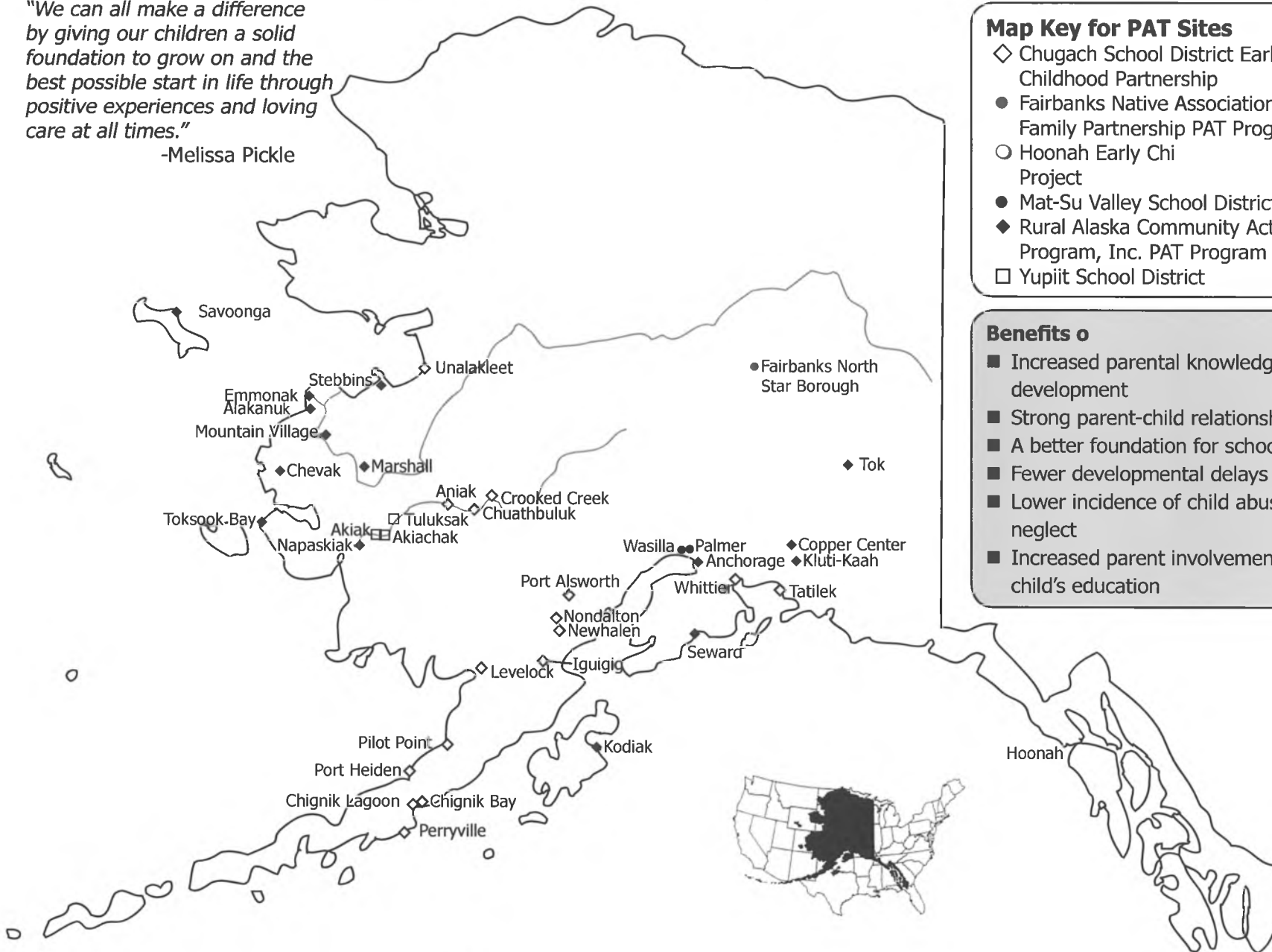
Parents as Teachers
State Office

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 Chi Project
- Mat-Su Valley School District
- ◆ Rural Alaska Community Action Program, Inc. PAT Program
- Yupiit School District

Benefits o

- 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



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™

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

² Plannenstiel, 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.

Parents as Teachers (SB 120) is good for Alaska's military families

Passing SB 120 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

SB 120 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 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.

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.)

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)

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

Increase State of Alaska Investment in Head Start

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.

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.

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

*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

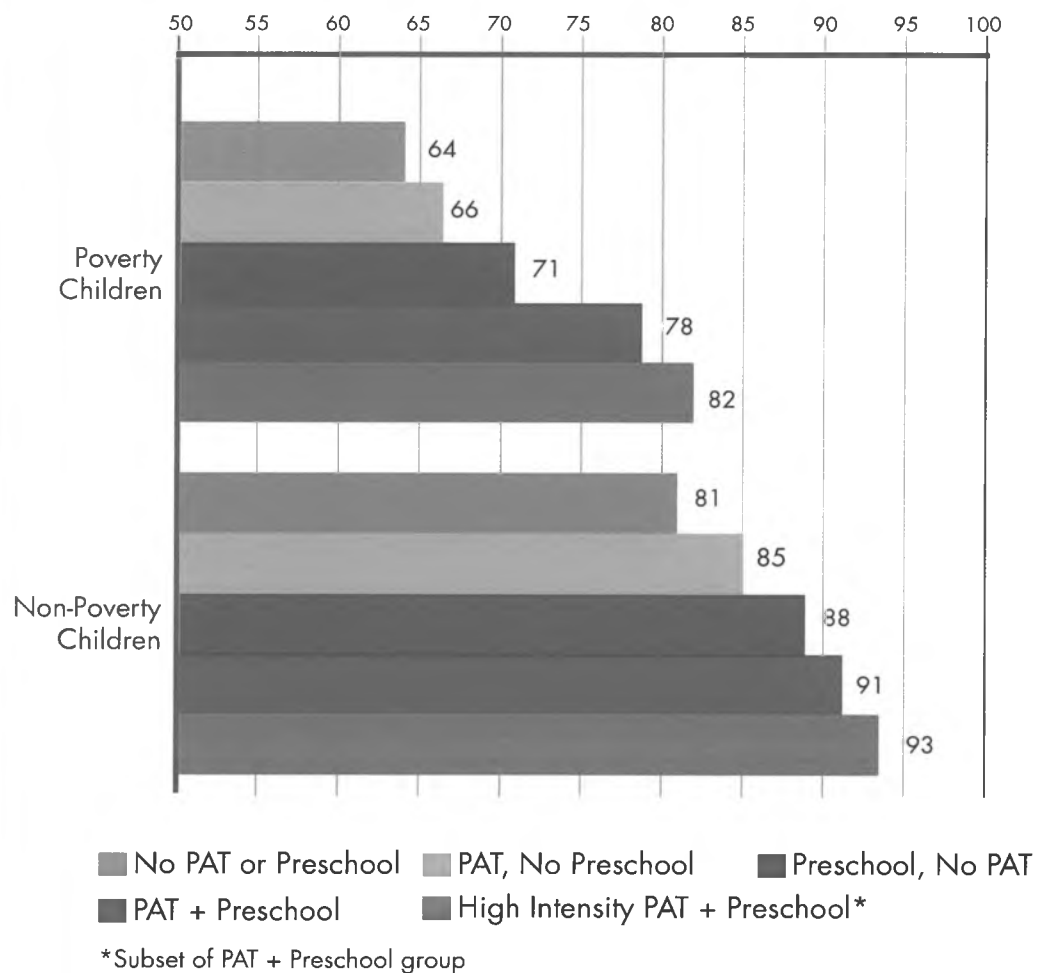
Children's preparation for kindergarten was assessed by their kindergarten teachers using a 65-item School Entry Profile. The School Entry Profile reflects areas of performance and skills appropriate to kindergarten entry that are observable within the first six to eight weeks of school. Teachers used 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.

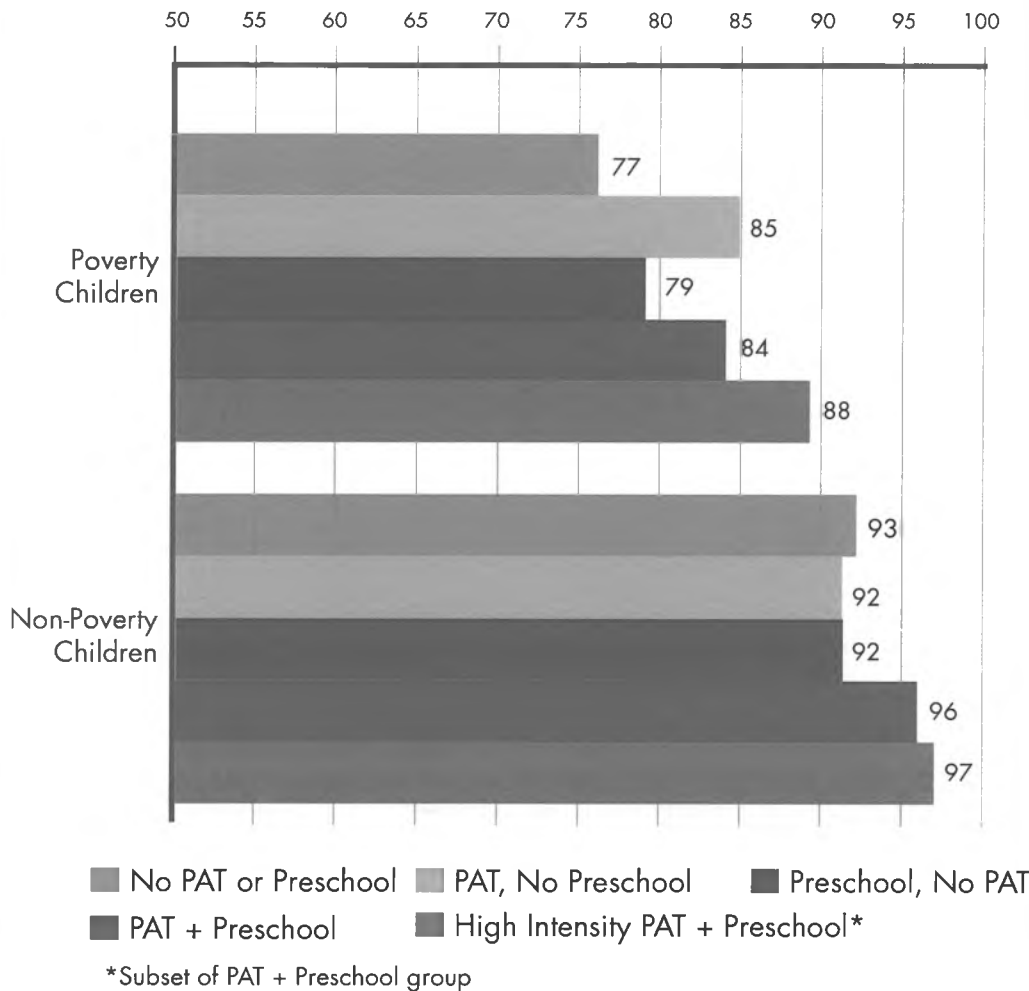
The figures show the impact of Parents as Teachers (PAT) and preschool participation on children's school readiness and later success. For this study, children assessed as "not ready" for kindergarten scored one standard deviation below the average entering kindergarten. Children scoring at the lowest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



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.

Meeting Script – Wednesday, February 29 – SB 6, SB 120

CHAIRMAN THOMAS

The Senate Education Committee meeting is called to order.

Today is Wednesday, February 29th, and the time is 8:00 a.m. In attendance are:

- Co-Chair Meyer
- Vice-Chair Davis
- Senator Stevens
- Senator French
- and myself, Senator Thomas.

We have a quorum to conduct business.

Welcome, everyone. First, is there any business to come before the committee before we begin? Seeing none...we'll go ahead and get started.

We have two items of business before us today; SB 6, a Pre-K bill sponsored by Senator Davis and Senator French. We heard this bill on Monday, and still have some questions regarding the fiscal note and any impact the bill might have on the Moore settlement.

On Monday we moved to adopt the CS, and I objected for the purposes of discussion. In order for us to get an updated fiscal note, the committee must adopt the CS. This does not mean we are moving it out of committee [yet]. But in order to get updated fiscal information, we have to adopt the Committee Substitute.

At this time I will remove my objection to adopting Committee Substitute for SB 6, version 27-LS0058\I.

Is there any further objection? Seeing none, Committee Substitute for SB 6, version 27-LS0058\I, is adopted.

SENATOR THOMAS: First we will take up an amendment, suggested to us by the department. My aide will pass out the amendment to the members. Do we have a motion to adopt the amendment? Senator Meyer?

SENATOR MEYER: I move that we adopt the Amendment to the Committee Substitute for SB 6, version 27-LS0058\I.

SENATOR THOMAS: I object for purposes of discussion. I will call on Deputy Commissioner Morse to come up and explain the amendment.

{DEPUTY COMMISSIONER MORSE PRESENTS THE AMENDMENT}

SENATOR THOMAS: I remove my objection, Are there any other objections? Seeing none, the amendment to the Committee Substitute for SB 6, version 27-LS0058\I is adopted.

We also had some questions as to how SB 6 might affect the Moore settlement. Deputy Commissioner Morse, would you please come up, put yourself on the record, and tell us about how SB 6 relates to the Moore settlement and give us any information you might have about the fiscal note.

{QUESTIONS}

SENATOR THOMAS: We also had a question from Senator Stevens about data from the crime summit and the economic savings from Pre-K education. I understand Senator French has some more information for us. Senator French?

{SENATOR FRENCH}

Are there any more questions about the bill? If not, then Senator Meyer, would you like to make a motion?

SENATOR MEYER: Mr. Chair, I will make a motion that we move the Committee Substitute for Senate Bill 6, version 27-LS0058\I, as amended, to the next committee of referral, with individual recommendations and forthcoming fiscal note.

SENATOR THOMAS: Seeing no objection, the bill passes.

Our next order of business is SB 120, **Senator French's** Parents As Teachers bill. This bill was introduced by Senator French at the end of the last session. Since then, there have been some changes to the bill, and we will be looking at a Committee Substitute. Senator Meyer?

SENATOR MEYER: Mr. Chair, I move that we adopt the Committee Substitute for Senate Bill 120, version 27-LS0788\M.

SENATOR THOMAS: I object for the purposes of discussion. Senator French, we turn the meeting over to you. Will you and your assistant Lila Hobbes please introduce the bill.

{SENATOR FRENCH AND LILA PRESENT THE BILL}

Thank you. Are there any questions for Ms. Hobbes or Senator French?

{QUESTIONS}

SENATOR THOMAS: I understand that you have invited Debbi Baldwin from RuralCap to present testimony for us today. Ms. Baldwin, please come up, and put yourself on the record and commence with your testimony.

{DEBBI BALDWIN}

SENATOR THOMAS: Do we have any questions for Ms. Baldwin? Senator Meyer?

IF TIME ALLOWS: We will now open the bill up to public testimony. (We have some people online, and some here in Juneau.)

Please put yourself on the record by stating your name and your affiliation.

{WHEN TIME RUNS OUT}

Thank you for your testimony. We are at the end of the hour. We will continue hearing public testimony on Friday. I am sorry if we did not get to you today.

IF TIME IS SHORT: We will continue hearing this bill by opening up public testimony on Friday.

Our next meeting will be on Friday, March 2nd at 8:00 a.m., **here in the Beltz Room.** We will finish SB 120 and start hearing SB 197, Excellence in Schools.

With that, if there's nothing else to come before the committee, we are adjourned.

Alaska State Legislature



Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sponsor Statement

Education begins at home, and parents are a child's first and most important teachers. Engaging families in understanding the way their child's brain develops and how to create the best possible learning environment for their child is extremely beneficial. Encouraging parental involvement and fostering strong parent-child interactions before a child starts school creates positive outcomes that are long-lasting.

As a home visiting program, Parents as Teachers (PAT) is designed to provide education services to newborns and continue until the child reaches the age of five. The services offered 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 needed. PAT began in Alaska in 1995 when it was first implemented in Hoonah. Now, PAT operates in 47 communities around the state. It is a proven, successful program serving over 900 children in 2011.

Research from both the PAT National Center and state office indicate a multitude of benefits from participation in the program that range from short to long term. By age three, children who have been enrolled in PAT are more advanced in language and problem solving, scoring higher on kindergarten readiness tests. In addition, children who have participated in PAT also score higher on standardized reading, math, and language tests from first through fourth grade. Those students also presented a higher likelihood to graduate from high school. Participants in early childhood programs such as PAT show reduced criminal and delinquent behavior and need for public assistance, while also exhibiting greater employment rates.

Fostering positive learning experiences during the critical years of a child's brain development produces lifelong results. PAT is a voluntary program, empowering parents with the knowledge and resources to help their children develop into capable, successful students. I urge your support of this legislation.

Changes to CSSB 120: Parents as Teachers

Section	SB 120	CSSB 182 (EDC)
1	No Change	No Change
2	<p>(d) On or before January 15, 2014, the department shall provide a report to the legislature on the effectiveness and participation rates of the program established in this section. The report must include a comparison of performance of participants and nonparticipants.</p> <p>(e) The program established under this section terminates on July 1, 2014.</p>	<p>(d) On or before January 15, 2015, the department shall provide a report to the legislature on the effectiveness and participation rates of the program established in this section. The report must include a comparison of performance of participants and nonparticipants.</p> <p>(e) The program established under this section terminates on July 1, 2015.</p>

27-LS0788\M
Mischel
2/21/12

CS FOR SENATE BILL NO. 120()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY

Offered:
Referred:

Sponsor(s): SENATORS FRENCH, Hoffman, Thomas, Stevens

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 uncoded 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 uncoded 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; and
- 13 (5) provides for effective and efficient coordination with or expansion of pre-
14 elementary education programs operating in the state, to the extent permitted by law.
- 15 (b) A school district shall, to the extent space is needed and available, provide for the
16 use of a room in a school at no charge to support the program established under this section.
- 17 (c) The department may develop and enter into local partnerships to implement the
18 program established under this section.
- 19 (d) On or before January 15, 2015, 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 performance of participants and
22 nonparticipants.
- 23 (e) The program established under this section terminates on July 1, 2015.
- 24 (f) In this section, "department" means the Department of Education and Early
25 Development.

Alaska State Legislature



Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sectional Analysis

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, 2015.

Subsection (e) adds a 3-year sunset clause, to terminate the program on July 1, 2015.

FISCAL NOTE

STATE OF ALASKA cost # codes
 2012 LEGISLATIVE SESSION

Bill Version SB120
 Fiscal Note Number _____
 Publish Date _____

Identifier (file name) SB120-EED-TLS-12-7-11 Dept. Affected Education & Early Development
 Title "An Act establishing in the Department of Education & Early Development a voluntary parent and early..." Appropriation Teaching & Learning Support
 Allocation Early Learning Coordination
 Sponsor Senators French, Hoffman, Thomas, Stevens
 Requester Senate Education Committee OMB Component Number 2912

Expenditures/Revenues (Thousands of Dollars)

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

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
			FY14	FY15	FY16	FY17	FY18
OPERATING EXPENDITURES	FY13	FY13	FY14	FY15	FY16	FY17	FY18
Personal Services	109.8		109.8				
Travel	20.0		20.0				
Services	8.5		8.5				
Commodities	2.5		2.5				
Capital Outlay							
Grants, Benefits	3,760.0		3,760.0				
Miscellaneous							
TOTAL OPERATING	3,900.8	0.0	3,900.8	0.0	0.0	0.0	0.0

FUND SOURCE (Thousands of Dollars)

1002	Federal Receipts						
1003	GF Match						
1004	GF	3,900.8	3,900.8				
1005	GF/Prgm (DGF)						
1037	GF/MH (UGF)						
1178	temp code (UGF)						
TOTAL		3,900.8	0.0	3,900.8	0.0	0.0	0.0

POSITIONS

Full-time	1.0		1				
Part-time							
Temporary							

CHANGE IN REVENUES

--	--	--	--	--	--	--	--

Estimated SUPPLEMENTAL (FY12) operating costs _____ (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ (separate capital appropriation required)
 (discuss reasons and fund source(s) in analysis section)

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

FY13 Start up. This fiscal note does not reflect changes beyond the current version of the legislation with an FY14 sunset.

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

Phone 465-2857
 Date/Time 12/7/2011 2:28pm
 Date 12/7/2011

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. SB120

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 at the end of FY2014.

Alaska State Legislature



Senator Hollis French

SB 120 – Early Childhood Education: Parents as Teachers

Sampling of Letters of Support

- Alaska Mental Health Board and Advisory Board on Alcoholism and Drug Abuse
- Best Beginnings – statewide coordination
- Chugach School District
- 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
- Emmonak Tribal Council
- Asa'carsarmiut Tribal Council – Mountain Village
- City of Mountain Village
- City of Napaskiak
- Z. John Williams School – Napaskiak
- Napaskiak Head Start
- 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

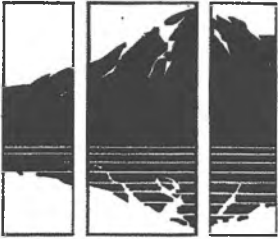
- Chevak Company Corporation
- Chevak Traditional Council
- Partnerships for Families and Children – Juneau
- Association for the Education of Young Children – Southeast Alaska
- Communities in Schools – Juneau
- Numerous families from Alaskan communities, including:

Anchorage
Glennallen
Kodiak
Alakanuk
Chevak

Kenny Lake
Seward
Mountain Village
Tanacross
Tok

Marshall
Stebbins
Homer
Hoonah
Emmonak

Haines
Hydaburg
Napaskaiak



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

February 24, 2012

Senator French
Alaska State Legislature
State Capitol Building
Juneau, AK 99801

Dear Senator French:

I'm writing on behalf of the Alaska Staff Development Network, in support of establishing state funding and coordination for Parents As Teachers programs.

The Alaska Staff Development Network provides professional development for more than 4,000 educators across the state annually. 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 programs such as Parent As Teachers to ensure more children are ready to succeed by the time they enter school.

Sincerely,

J. Kelly Tonsmeire, Director

"WORKING TOGETHER TO MAKE SCHOOLS BETTER"



BEST BEGINNINGS

Alaska's Early Childhood Investment

February 22, 2012

The Honorable Hollis French
State Senate
Alaska State Capitol
Juneau, Alaska 99801

Dear Senator French:

I am pleased to write in support of SB120 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,

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.



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.

February 15, 2012

Senator French
Alaska State Capitol
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 provide the information, support, and encouragement parents need to increase their knowledge of child development, 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 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.
- 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, M.A.
Alaska AEYC Public Policy Chair



The Honorable Hollis French
Alaska State Senate
State Capitol, Room 417
Juneau, AK. 99801

February 15, 2012

Dear Senator French,

AASB members have long 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 Senate Bill 120 and would encourage the Alaska Legislature to enact and fund this important legislation.

Sincerely,

Carl Rose
Executive Director

February 15, 2012

Senator French
Alaska State Legislature

Dear Senator French,

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.

With support from Best Beginnings and the Alaska Children's Trust, we are piloting a small program of 20 parents in Juneau this year. The response from participating families has been overwhelmingly positive. It is appreciated by military families, single parents, first time parents, and two parents adjusting to the sometimes stressful job of parenting.

This evidence based program is well suited to delivery through Early Head Start programs, Infant Learning programs, child care programs, and in collaboration with elementary schools. In rural communities it may be the only early learning support available. In larger communities it helps reduce the isolation and connects parents to a positive social support system.

We appreciate your continued support in working toward this highly effective approach to strengthen families and promote kindergarten readiness.



Joy Lyon, M.A.
Executive Director



February 24, 2012

Dear Senator Hollis French,

I am writing this letter in support of SB 120, 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. Senate Bill 120 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 Senate Bill 120 and investments in Parents as Teachers. If we want to develop a healthy and productive society in our state, we must support parents of young children and invest in them. It is without reservation that I recommend the adoption of Senate Bill 120. 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

Parents as Teachers Alaska

2011 FACT SHEET



Parents as Teachers
State Office



Alaska Parent Information and Resource Center

Parents as Teachers (PAT) is a parent education and family support program serving families throughout pregnancy until their child enters Kindergarten, usually age 5. Families enrolled in PAT programs receive personal visits, parent-child group meetings, screening, and resource referrals.



Destini works on problem solving and fine motor skills in this family activity in Stebbins, Alaska.

Photo by Patricia Henry, Family Visitor

2011 HIGHLIGHTS

Client Services:

- 928 children served
- 738 families served
- 50 prenatal women served
- 25 teen parents served
- 41 communities served
- 6,433 personalized home visits
- 799 children received developmental screenings with 71 found to need further evaluation
- 667 parent-child group meetings
- 274 families linked to other services

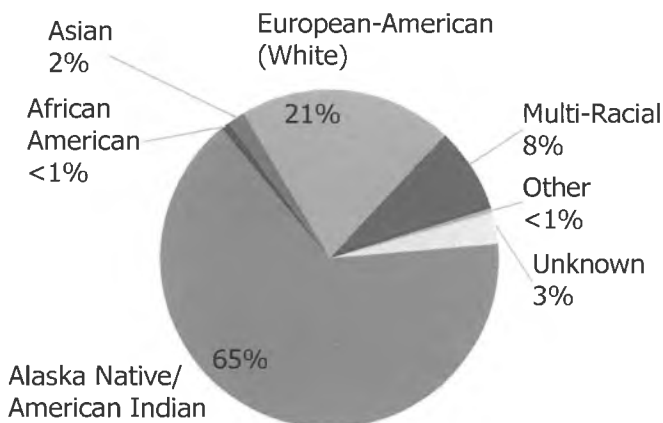
Professional Development:

- Trained and certified 94 Parent Educators in the PAT Foundation Model
- Trained and certified 40 Parent Educators/Program Administrators in the PAT Model Implementation
- Trained and certified 27 Parent Educators in the 3 Years to Kindergarten Curriculum
- 542 participants from 47 communities attended PAT workshops/training institutes

Percentages of Enrolled Children by Agency/Organization:

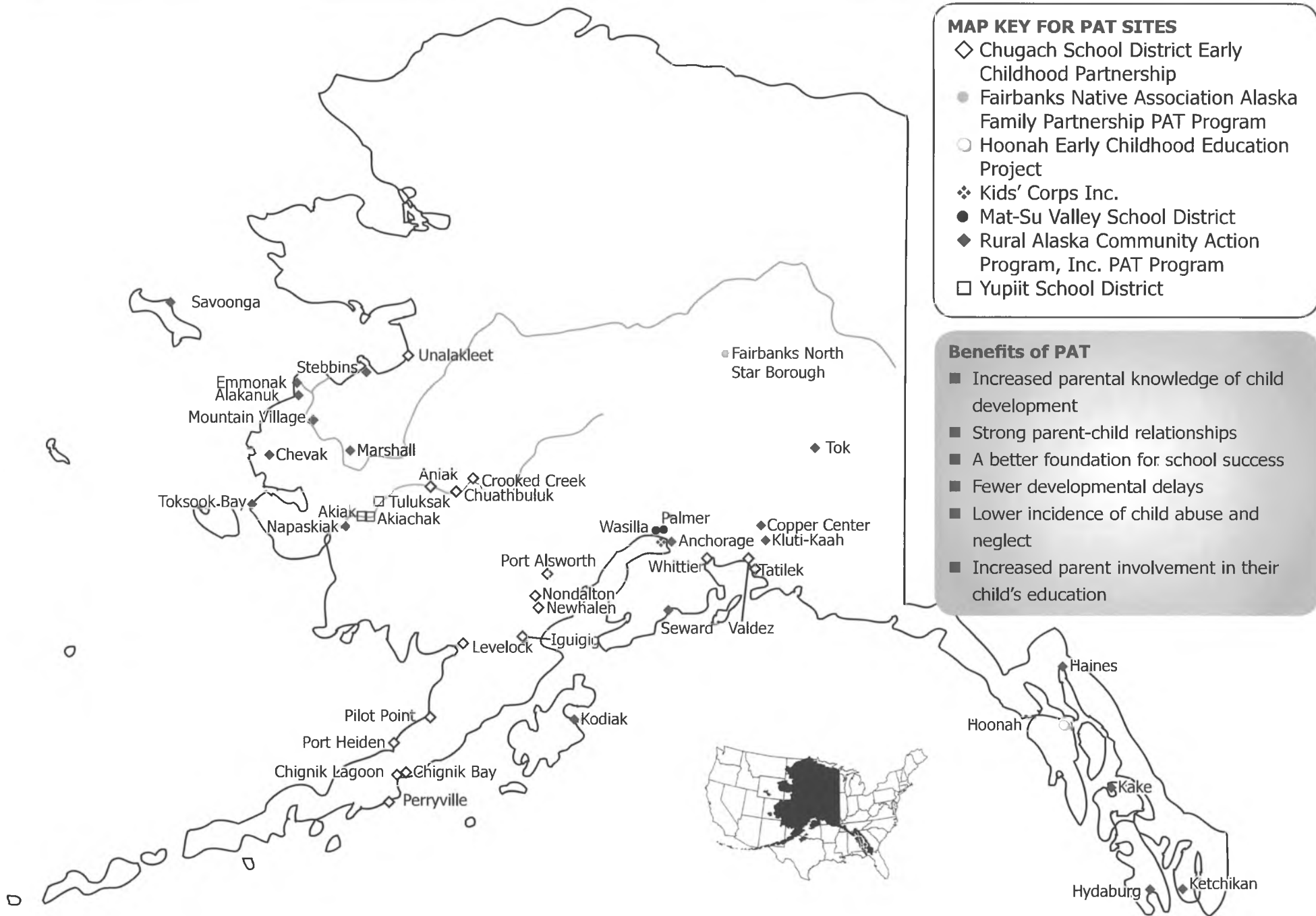
- 50% school districts
- 50% non-profit organizations

ETHNICITY OF CHILDREN SERVED



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

2011 Parents as Teachers Communities in Alaska





Parents as Teachers Timeline

- 1981** – Parents as Teachers begins as a pilot project for first time parents of newborns in Missouri.
- 1985** – Missouri Legislature provides state funding to implement Parents as Teachers programs in all Missouri school districts.
- 1995** – Hoonah City School District implements the first Parents as Teachers program in Alaska.
- 1998** – Fairbanks Native Association begins its Alaska Family Partnership Parents as Teachers program and establishes the first Parents as Teachers Alaska State Office.
- 1999** – Rural Alaska Community Action Program, Inc. in partnership with the University of Alaska Anchorage establishes the Project Northern Lights/Parents as Teachers program serving 27 families.
- 2004** – The Parents as Teachers Alaska State Office closes due to lack of funding.
- 2006** – Rural Alaska Community Action Program, Inc. reestablishes the Parents as Teachers Alaska State Office.
- 2007** – Seven agencies and school districts operate Parents as Teachers programs serving 818 in 32 communities statewide.
- 2008** – Ten agencies and school districts operate Parents as Teachers programs serving 963 children in 46 communities statewide.
- 2009** – Six agencies and school districts operate Parents as Teachers programs serving 948 children in 39 communities statewide.
- 2010** – The Alaska State Legislature establishes \$300,000 for funding Parents as Teachers programs in Alaska. Six agencies and school districts operate Parents as Teachers programs serving 967 children in 42 communities statewide.
- 2011** – Seven agencies and school districts operate Parents as Teachers programs serving 928 children in 43 communities statewide. One school district's federal funding for Parents as Teachers ends resulting in the discontinuation of Parents as Teachers services in 14 communities. Funding for Parents as Teachers Alaska State Office reduced to 10 hours per week.
- 2012** – Eight agencies and school districts operate Parents as Teachers programs in 31 communities.



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 (SB 120) is good for Alaska's military families

Passing SB 120 will greatly help our military families with the sacrifice and stress they face with frequent moves and deployment.

SB 120 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 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.

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.)



Parents as Teachers™

WHY INVEST IN PARENTS AS TEACHERS?

An evidence-based home visiting approach builds strong families and promotes positive parent-child interaction so children are healthy, safe and ready to learn.

Few investments have the rate of return of early childhood programs. Investing in children, starting with the earliest years, produces significant long-term impacts for individuals and communities.¹ Children who participate in early education programs receive immediate benefits from improved kindergarten readiness and long-term benefits from school success, better employment, and reduced delinquent and criminal behavior.²

What experts say: An independent cost-benefit analysis

A 2004 study conducted by the Washington State Institute for Public Policy titled "Benefits and Costs of Prevention and Early Intervention Programs for Youth"³ found that:

- > Parents as Teachers realized an **\$800** per child return on investment for communities

(\$4,300 in benefits of the program minus costs over 2.5 years).

- > Parents as Teachers had the largest benefit per dollar of cost (**\$1.23**) of all reviewed pre-kindergarten education programs for children up to age 3.

The difference

Home visiting is critical to high-quality preschool programs. Parents as Teachers curriculum are often selected by preschool programs as the resource on home visiting to support their early childhood services.

Parents as Teachers is designed to:

- 1. Enhance parent knowledge of child development and improve parenting practices.**
 - Most brain development occurs in the first few years of life and parents

(continued)

FACT SHEET

Every year 4 million children are born in the United States; if each of these children participated in Parents as Teachers, more than **\$17 billion** in benefits could be realized.^{12,13}

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

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

³ Washington State Institute for Public Policy, 2004 Report <http://www.wsipp.wa.gov/pub.asp?docid=04-07-3901> and U.S. Census data

⁴ Pfannenstiel, J. Lambson, T. and Yarnell, V. (1996). Second Wave Study of the Parents as Teachers Program

⁵ Drazen, S.M. & Haut, M. (1994). *Preventing Special Education Costs via Early Intervention*. Paper presented at the Annual Meeting of the American Education Finance Association, Nashville, TN. Savings of over \$97,000 was reported for the 1993-1994 school year in a program which served 43 children in Binghamton, NY.

⁶ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

⁷ U.S. Department of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. Washington, DC, 2002. http://www.ed.gov/nits/commissionsboards/whspecialeducation/reports/images/Pres_Rep.pdf

⁸ Parents as Teachers 09-10 Annual Program Report

⁹ Child Welfare Information Gateway, http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

¹⁰ Snow, C.E., Bums, M., and Griffin, P., (1998) Preventing reading difficulties in young children

¹¹ Pfannenstiel, J.C. & Zigler, E. (2007). *Prekindergarten experiences, school readiness and early elementary achievement*. Unpublished report prepared for Parents as Teachers National Center. PAT participation related to higher kindergarten readiness for children with special needs. Early identification of special services for minority children helped reduce the minority gap in school-aged special education placement. Since special education costs are more than double that of regular education, PAT services provide considerable educational savings.

¹² U.S. Dept of Education Office of Special Education and Rehabilitative Services, A New Era: Revitalizing Special Education for Children and Their Families. <http://www.ed.gov/nits/commissionsboards/whspecialeducation/>

¹³ Annie E. Casey Foundation, Kids Count 2004 data www.kidscount.org

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

FACT SHEET

(continued)

are the most important influence on children during this critical period.

- Parents who participated in Parents as Teachers were more involved in their child's school, increasing the chances of long-term academic success.⁴

2. Increase early detection of developmental delays and health issues.

- Parents as Teachers detects delays and refers children to appropriate resources for early intervention which results in long-term savings.^{5,6}
 - Annual special education costs per student = **\$8,080**⁷
 - Annual cost for non-special education student = **\$4,394**
- In the 2009-2010 program year, Parents as Teachers parent educators identified thousands of delays:⁸
 - 3,000 social emotional problems
 - 2,400 vision problems
 - 2,600 physical delays and health problems
 - 3,400 hearing problems
 - 18,000 developmental delays

- Nearly 10,000 children with developmental delays received access to specialized follow-up services.

3. Promote safe and healthy relationships to prevent child abuse and neglect.

- Children who are safe, healthy and ready to learn are able to achieve success in school. Children who have been abused and neglected have higher rates of juvenile delinquency, teen pregnancy, school failure, alcohol use and psychiatric illness.⁹
- Parents as Teachers equips families with the information and tools necessary to provide a healthy and safe home using five protective factors to strengthen families: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and children's social and emotional development.

4. Improve school readiness and school success.

- 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 achieve success in life.¹⁰
- Parents as Teachers, combined with preschool, narrows the achievement gap between low-income and more affluent students both at kindergarten entry and at third grade.¹¹

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

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 4/6/11

FURTHER: Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 3/2/12

Education Committee considered SENATE BILL NO. 120

SB 120-EARLY CHILDHOOD ED: PARENTS AS TEACHERS

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

and recommends:

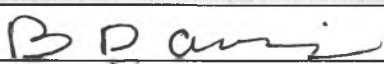


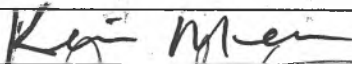

- be replaced with CS _____ (_____) Same Title New Title
- adopt previous CS _____ SCS/CS- Forthcoming _____) Same Title New Title
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

Dept Abbr.	
ADM	LEG
CED	LAW
COR	LWF
CRT	MVA
EED	DNR
DEC	DPS
DFG	REV
GOV	DOT
DHS	UA

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
<u>Fiscal Info Forthcoming</u>				

PREVIOUS FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	DAVIS	A			
	STEYER	A			
	French	✓			
	Meyer	✓			
CHAIR: 	Thomas	✓			

CS FOR SENATE BILL NO. 120(EDC)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SEVENTH LEGISLATURE - SECOND SESSION

BY THE SENATE EDUCATION COMMITTEE

**Offered:
Referred:**

Sponsor(s): SENATORS FRENCH, Hoffman, Thomas, Stevens

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;

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586-1515
6651*

1 (2) involves parents;

2 (3) is consistent with available research and best practices for high quality
3 early childhood education;

4 (4) incorporates guidelines adopted by the department for early learning that

5 (A) enhances school readiness;

6 (B) increases parent understanding of child development and
7 developmental milestones;

8 (C) reduces the incidence of child abuse and neglect;

9 (D) increases identification of health problems and developmental
10 delays through regular screenings;

11 (E) improves child health indicators, including immunization rates;

12 (F) increases parental involvement; and

13 (5) provides for effective and efficient coordination with or expansion of pre-
14 elementary education programs operating in the state, to the extent permitted by law.

15 (b) A school district shall, to the extent space is needed and available, provide for the
16 use of a room in a school at no charge to support the program established under this section.

17 (c) The department may develop and enter into local partnerships to implement the
18 program established under this section.

19 (d) On or before January 15, 2015, 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 performance of participants and
22 nonparticipants.

23 (e) The program established under this section terminates on July 1, 2015.

24 (f) In this section, "department" means the Department of Education and Early
25 Development.

AMENDMENT

OFFERED IN THE SENATE
TO: SB 120

BY SENATOR FRENCH


- 1 Page 2, line 19:
- 2 Delete "2014"
- 3 Insert "2015"
- 4
- 5 Page 2, line 23:
- 6 Delete "2014"
- 7 Insert "2015"

Senator Hollis French

Capitol Room 417
465-3892
465-6595 fax



MEMORANDUM

Date: April 15, 2011
To: Senators Meyer & Thomas
Co-Chairs, Senate Education Committee
From: Senator Hollis French 
RE: Hearing Request

I respectfully request a hearing for SB 120 – Early Childhood Education: Parents as Teachers. I understand that the Senate Education Committee is no longer hearing bills this session, but I would like to add this bill to the queue for next session.

Included in this packet is a sponsor statement, a copy of the bill, a sectional analysis, sampling of letters of support, a list of potential witnesses, and support material. No audio/visual equipment will be necessary for a bill hearing.

If you have any questions about this legislation, please contact Lila Hobbs in my office at 465-3892.

I appreciate your consideration.



need to be. Being a military family means that we move often and otherwise, might fall through the cracks."



"As a first time mother, I'm finding out that knowledge is power. Having the support and additional information about things to do with him helps me to be a more confident parent."



"Being first time parents, PAT has really helped us to know what is going on with his development and understand why he's doing stuff. Now we know what is coming next and learn new techniques for helping him. It is nice that the home visits are personalized to our needs and one on one."



"The visits are convenient and comfortable- we don't have to be in a big hurry or rush to be somewhere on time. Also, it can be hard to meet people in Juneau and the Group Connection meetings have been great for meeting other people with young children."



"The visit teaches, reinforces and truthfully, sets aside a time to learn as a parent. Parents are so busy that I can't imagine finding the time to research certain topics. It reinforces it more when someone is coming to the house to learn about your child."



"My first child was in the PAT program when he was a baby and it's neat to see the differences in the program and to learn new techniques."



"Parents as Teachers has been a rewarding program for us as first-time parents. It reassures us about the development of our baby and prepares us for what comes next, teaches us ways to interact with the baby that matches her development, and provides a supportive community."



BEST BEGINNINGS
Alaska's Early Childhood Investment

