

SCR

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<TARGET><BILL>SCR 5</BILL><SUBJECT>SCR
5</SUBJECT><COMM>HEDC30</COMM></TARGET>

Fiscal Note

State of Alaska
2018 Legislative Session

Bill Version:	SCR 5
Fiscal Note Number:	2
(S) Publish Date:	2/16/2018

Identifier: SCR5-LEG-SESS-02-15-18
 Title: ALASKA READS DAY
 Sponsor: GARDNER
 Requester: SENATE STATE AFFAIRS

Department:
 Appropriation:
 Allocation:
 OMB Component Number: 0

Expenditures/Revenues

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2019	Included in	Out-Year Cost Estimates				
	Appropriation Requested	Governor's FY2019 Request	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
OPERATING EXPENDITURES	FY 2019	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
Total Operating	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Fund Source (Operating Only)

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Positions

Full-time							
Part-time							
Temporary							

Change in Revenues

None							
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY2018) cost: 0.0 *(separate supplemental appropriation required)*
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY2019) cost: 0.0 *(separate capital appropriation required)*
(discuss reasons and fund source(s) in analysis section)

ASSOCIATED REGULATIONS

Does the bill direct, or will the bill result in, regulation changes adopted by your agency?
 If yes, by what date are the regulations to be adopted, amended or repealed?

Why this fiscal note differs from previous version/comments:

UPDATED FOR 2018 SESSION.

Prepared By:	SANTE LESH, BUDGET ANALYST	Phone:	(907)465-4824
Division:	LEGISLATIVE AFFAIRS AGENCY	Date:	02/05/2018 09:41 AM
Approved By:	JESSICA GEARY, DEPUTY EXECUTIVE DIRECTOR	Date:	02/05/2018
Agency:	LEGISLATIVE AFFAIRS AGENCY		

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SENATOR BERTA GARDNER

SENATE DEMOCRATIC LEADER
Senate District 1

SCR 5 Alaska Reads Day

Sponsor Statement

The Alaska Reads Day Resolution, SCR 5, creates awareness for early literacy in Alaska and encourages action on behalf of public and private entities, as well as local teachers, parents, and other stakeholders in our children's education. In our current fiscal crisis, it is vital that we look to ways to cut government costs, while also being mindful of ways to diversify and grow our economy. Early childhood literacy is one issue that covers both priorities.

The state of Alaska has struggled with low reading proficiency rates for its students. This issue has social, economic, and international implications. Poor reading proficiency in the 3rd grade is indicative of increased costs to the state through dependence on social services and costs of incarceration, and of an inadequately prepared workforce with poor implications for our economy and our national security.

Specialists agree that early literacy is vital for youth to achieve academic success and independence later in life. Students who do not read proficiently by the third grade are set up to fail in subsequent grades, as curriculum from this point onward assumes reading proficiency. Additionally, research shows that the greater exposure a child has to language, the more successful they will be later in life.

Similar resolutions have passed in California, Indiana, and on the Federal level. Passing the Alaska Reads Day legislation would encourage increased language exposure to our young people and help to create a culture of early literacy in our state. At no cost to the state, we can promote the importance of early literacy and urge our communities to address this problem together, and work towards a less expensive, more productive future.

Please contact Jacob Tatum with any questions: Jacob.Tatum@akleg.gov, (907) 465-4930.



JANUARY 2014

EARLY READING PROFICIENCY in the United States

Today's children are our nation's hope for building a strong future economy and thriving society. One of the key milestones on the path to success is learning to read in the early grades. As documented in the Casey Foundation's reports *Early Warning: Why Reading by the End of Third Grade Matters* and *Early Warning Confirmed*, the end of third grade marks the point when children transition from learning to read to using reading to learn other subjects. Children who read proficiently by the end of third grade are more likely to graduate from high school and to be economically successful in adulthood.¹

This report provides an update on how fourth graders are faring in reading across the nation and in each state. According to the most recent National Assessment of Educational Progress (NAEP) data, 80 percent of low-income fourth graders and 66 percent of all fourth graders are not proficient in reading.² Although improvements have been made in the past decade, reading proficiency remains unacceptably low in an economic environment that requires increasing levels of education and skills for family-sustaining jobs. By 2020, the United States is expected to face a shortage of 1.5 million workers with college degrees but will have a surplus of 6 million individuals without a high school diploma who are unemployed because they lack necessary educational

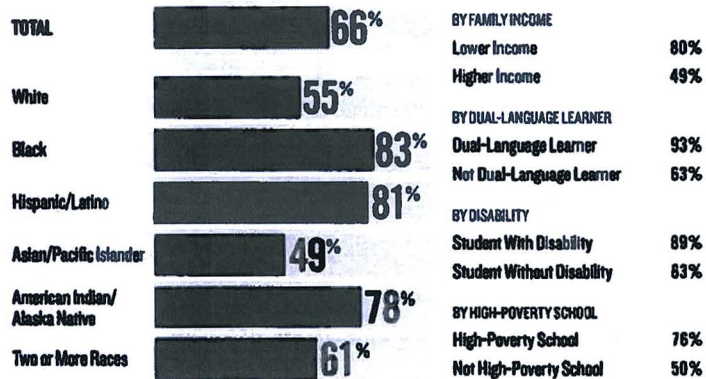
credentials.³ If we do not make sure all children gain the needed reading skills to be successful in school, their future educational and economic prospects will be dim, and our economy will lag.

There are many paths to success in life, but they all begin with a strong foundation in health, social-emotional skills and cognitive development. Brain research tells us that the first eight years are critical

FIGURE 1

Percentage of Fourth-Grade Students Reading Below Proficient Levels, 2013

Although reading proficiency rates have improved for most demographic groups over the last decade, large disparities still exist by race, income and disability status and for dual-language learners.



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

for building the foundation for future learning and emotional development. Unfortunately, by the time they are 8 years old, many children—especially those living in low-income families—have not met the developmental milestones that are essential for future success in school and in life.⁴ This gap often starts early as a result of health problems at birth, contributing to lags in language and social-emotional skill development in early childhood. Low-income children are also more likely to miss out on high-quality early learning experiences, which can help mitigate these delays.⁵ Once they reach the early grades, children in economically fragile families often attend schools that lack high-quality teaching and learning environments. They also face family-related

stressors, such as parental job loss and housing insecurity, which contribute to chronic absence from school.⁶

Despite improvements, disparities remain across income and racial groups

Over the past decade, there has been some improvement in reading proficiency for most groups of children, including all of the five largest racial groups. However, these gains have not significantly reduced disparities associated with income level and race, as well as dual-language learning and disability status.

Scores for higher- and lower-income groups improved in the past decade, but proficiency levels increased significantly more for higher-income students (17 percent improvement) than for their lower-income peers (6 percent improvement). As a result, the gap in proficiency rates between low-income and higher-income children widened by nearly 20 percent over the past decade and got worse in nearly every state. The most recent data show that 80 percent of children in low-income families are below proficiency in reading, compared with 49 percent of higher-income children. Children in low-income families fare even worse when they attend economically disadvantaged schools.

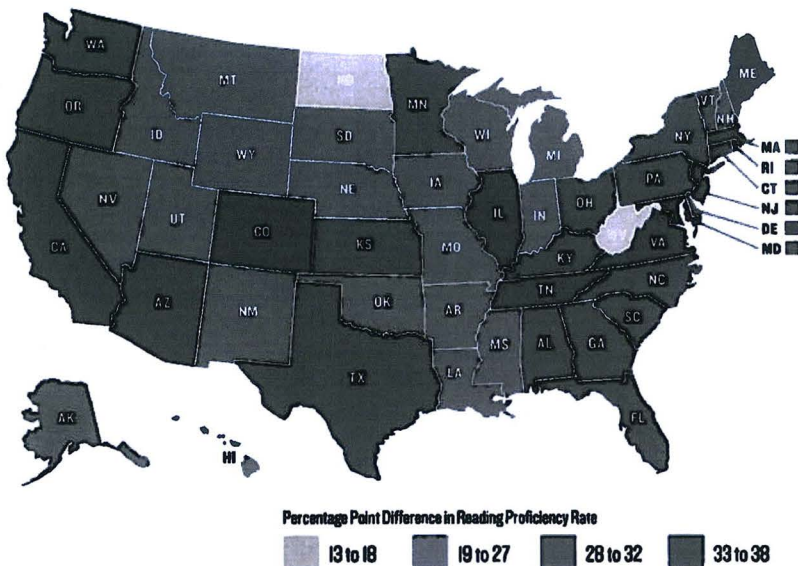
Large disparities remain in reading proficiency levels between black (83 percent not proficient), Latino (81 percent) and American Indian (78 percent) children and their white (55 percent) and Asian (49 percent) peers. Rates of students not proficient in reading are also significantly higher for children who are dual-language learners (93 percent) and those with disabilities (89 percent). Dual-language learners are one of the few groups for whom reading proficiency rates did not improve over the past 10 years. This is especially troubling given changing demographics and the increasing importance this group of children will play in the future success of the country.

Rates vary significantly by state
The likelihood that children will read proficiently by fourth grade varies dramatically by where they grow up. In 2013, 79 percent of fourth-grade students in

FIGURE 2

Gap in Fourth-Grade Reading Proficiency Scores Between Lower- and Higher-Income Students

The gap in reading proficiency based on family income is highest in Connecticut, Massachusetts, Rhode Island and Illinois where scores for higher-income students are at least 36 percentage points better than their lower-income peers.



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

TABLE 1

Percentage of Fourth Graders Reading Below Proficient Levels, by Family Income

In every state, lower-income students are less likely to be reading proficiently than their higher-income peers. Find this indicator and related data for your community at datacenter.kidscount.org.

Jurisdiction	All Students		Percent Improvement	Lower Income	Higher Income	Jurisdiction	All Students		Percent Improvement	Lower Income	Higher Income
	2003	2013	2003 to 2013	2013	2013		2003	2013	2003 to 2013	2013	2013
National	70	66	6	80	49	Missouri	66	65	2	77	51
Alabama	78	69	12	82	51	Montana	65	65	0	78	54
Alaska	72	73	-1	85	60	Nebraska	68	63	7	77	51
Arizona	77	72	6	85	57	Nevada	80	73	9	83	56
Arkansas	72	68	6	78	54	New Hampshire	60	55	8	76	47
California	79	73	8	85	54	New Jersey	61	58	5	78	44
Colorado	63	59	6	79	45	New Mexico	81	79	2	85	61
Connecticut	57	57	0	81	43	New York	66	63	5	77	47
Delaware	67	62	7	75	48	North Carolina	67	65	3	78	47
District of Columbia	90	77	14	87	39	North Dakota	68	66	3	78	60
Florida	68	61	10	73	42	Ohio	66	63	5	80	48
Georgia	73	66	10	79	47	Oklahoma	74	70	5	79	57
Hawaii	79	70	11	83	57	Oregon	69	67	3	79	50
Idaho	70	67	4	78	56	Pennsylvania	67	60	10	77	45
Illinois	69	66	4	84	48	Rhode Island	71	62	13	81	45
Indiana	67	62	7	75	49	South Carolina	74	72	3	83	54
Iowa	65	62	5	77	52	South Dakota	67	68	-1	82	58
Kansas	67	62	7	78	46	Tennessee	74	66	11	82	48
Kentucky	69	64	7	77	49	Texas	73	72	1	83	53
Louisiana	80	77	4	85	58	Utah	68	63	7	76	54
Maine	64	63	2	76	52	Vermont	63	58	8	74	46
Maryland	68	55	19	76	42	Virginia	65	57	12	79	44
Massachusetts	60	53	12	75	38	Washington	67	60	10	77	47
Michigan	68	69	-1	81	56	West Virginia	71	73	-3	76	63
Minnesota	63	59	6	77	48	Wisconsin	67	65	3	80	53
Mississippi	82	79	4	85	58	Wyoming	66	63	5	76	54

NOTE: Family income is measured using students' eligibility for the National School Lunch Program. Free or reduced-price lunches are offered to students with income below 185 percent of the poverty level.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2003 and 2013 Reading Assessment.

Campaign for Grade-Level Reading

Launched in May 2010, the Campaign for Grade-Level Reading is a collaborative effort of funders, nonprofit partners, states and more than 140 communities across the nation to ensure that many more children from low-income families succeed in school and graduate prepared for college, a career and active citizenship. It focuses on reading proficiency by the end of third grade, a key milestone missed by fully 80 percent of low-income children. The Campaign's goal: By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently at the end of third grade. Find more information, including additional resources for improving reading proficiency for young children, at <http://gradelevelreading.net>.

New Mexico and Mississippi were not reading proficiently, compared with 53 percent in Massachusetts. A significant majority of states made gains in reading proficiency in the past decade, with the biggest gains occurring in Maryland, the District of Columbia and Rhode Island. Only four states—West Virginia, Michigan, Alaska and South Dakota—saw their rates get slightly worse.

In every state, children from low-income families are less likely to be reading than their higher-income peers, and in nearly all states, the gap increased over the past decade. The gap in proficiency rates based on family income is highest in the District of Columbia, Massachusetts and Connecticut. Over the past decade, the gap increased by more than 30 percent in 12 states and the District of Columbia, with the largest increases occurring in the District, Hawaii and Tennessee.

Moving Forward

Reading proficiency rates have improved over the past decade, but large gaps remain across states and key demographic groups. Given the changing demographics of the United States, in order for our nation to remain competitive, we must build on our successes and make certain that all children, including children of color and immigrant children, are reaching this critical milestone. At the same time, increasing reading proficiency for low-income children in the early years can ensure that they are on track to gain the educational credentials they will need to earn a family-supporting wage and move up the income ladder.

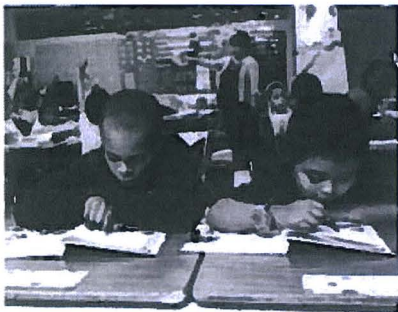
Research points to the need to make certain that children are physically healthy so they can be present and learning every

day, socially and emotionally on track and exposed to as much language as possible in the early years to increase their chances of meeting this important milestone. To do this, we must encourage and support parents, families and caregivers to be coproducers of good outcomes for their children. This means ensuring that families are economically stable, emotionally healthy and actively engaged in children's learning every day.

We must hold schools and policymakers accountable to support results-driven solutions to transform low-performing schools into high-quality learning environments. Communities must work with schools to ensure that more children show up at school ready to learn, attend school every day and maintain their learning over the summer months. Finally, we must work together to develop a coherent system of early care and education that aligns, integrates and coordinates what children experience from birth through age 8.

ENDNOTES

1. The Annie E. Casey Foundation. (2013). *Early Warning Confirmed: A Research Update on Third-Grade Reading*. Baltimore, MD: Author. Retrieved from www.aecf.org; The Annie E. Casey Foundation. (2010). *Early Warning! Why Reading by the End of Third Grade Matters*. Baltimore, MD: Author. Retrieved from www.aecf.org.
2. National Center for Education Statistics, National Assessment of Educational Progress. <http://nationsreportcard.gov>
3. Manyika, J., et al. (2012, March). *Help wanted: The future of work in advanced economies* (discussion paper). Washington, DC: McKinsey Global Institute.
4. The Annie E. Casey Foundation. (2013). *The First Eight Years: Giving Kids a Foundation for Lifetime Success*. Baltimore, MD: Author. Retrieved from www.aecf.org.
5. Ibid.
6. The Annie E. Casey Foundation. (2010). *Early Warning! Why Reading by the End of Third Grade Matters*. Baltimore, MD: Author. Retrieved from www.aecf.org.



THE ANNIE E. CASEY FOUNDATION

The KIDS COUNT Data Snapshot series highlights specific indicators of child well-being contained in the KIDS COUNT Data Center (datacenter.kidscount.org). KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States.

The Annie E. Casey Foundation is a private philanthropy that creates a brighter future for the nation's children by developing solutions to strengthen families, build paths to economic opportunity and transform struggling communities into safer and healthier places to live, work and grow.

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**COUNCIL^{on}
FOREIGN
RELATIONS**

Independent Task Force Report No. 68

**Joel I. Klein and
Condoleezza Rice, *Chairs*
Julia Levy, *Project Director***

**U.S. Education Reform
and National Security**

Chairs' Preface

Under its Renewing America initiative, the Council on Foreign Relations has focused attention on the domestic sources of American strength and global leadership. Education is one of those core strengths—and its erosion will undermine the United States' ability to lead.

When we as chairs convened this Task Force, we asked, Why is K-12 public school education a national security issue?

First, it is critical that children in the United States be prepared for futures in a globalized world. They must master essential reading, writing, math, and science skills, acquire foreign languages, learn about the world, and—importantly—understand America's core institutions and values in order to be engaged in the community and in the international system.

Second, the United States must produce enough citizens with critical skills to fill the ranks of the Foreign Service, the intelligence community, and the armed forces. For the United States to maintain its military and diplomatic leadership role, it needs highly qualified and capable men and women to conduct its foreign affairs.

Third, the state of America's education system has consequences for economic competitiveness and innovation. No country in the twenty-first century can be truly secure by military might alone. The dominant power of the twenty-first century will depend on human capital. The failure to produce that capital will undermine American security.

Finally, the United States cannot be two countries—one educated and one not, one employable and one not. Such a divide would undermine the country's cohesion and confidence and America's ability and willingness to lead. Opportunity and promise for all Americans are bedrock principles upon which this country was founded.

The United States is an exceptional nation in many ways. As a people, we are not held together by blood, nationality, ethnicity, or religion. The true American identity is born of the idea that it does not matter where

you came from; it only matters where you are going. And thus, solutions to education must be unique and foster the American identity among citizens. The circumstance in which this American ideal is no longer obtainable for a substantial part of the American population is unacceptable.

While recognizing the improvement efforts already in progress, this report details the above concerns and offers recommendations to build upon the American education system today. This is a clarion call to the nation, aiming to magnify the need for change. We feel strongly that the United States must continue to provide an education that allows our country to lead the international community. The nation cannot allow Americans to lose confidence or the country to turn inward, resulting in a lack of American leadership around the world.

American education is vital to sustaining the nation's international leadership and competitiveness. And it is core to upholding the American ideals that our forefathers set out to establish in this democracy. We took on this project because we believe that the crucial question for our generation is whether the American Dream becomes the American memory on our watch. We believe and hope that the American Dream can still be sustained.

Joel I. Klein
Condoleezza Rice
Task Force Chairs

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ALASKA SENATE DEMOCRATS

SENATOR BERTA GARDNER

SENATE DEMOCRATIC LEADER
Senate District 1

SCR5-Alaska Reads Day

Data Summary

Importance of Early Literacy

- *Annie E. Casey Foundation* – Readers who are non-proficient by the 3rd grade are 4x more likely to drop out. We know that 90% of students without a diploma struggled with reading in 3rd grade.
- *3rd Grade Report to Gov. Snyder (2015)* – Students who do not read proficiently by the 4th grade are likely to fall behind in other subjects. Through the 3rd grade, curriculum is designed for “learning to read”, 4th grade and after it is designed for “reading to learn”. Developing reading proficiency pre-3rd grade, therefore, is absolutely vital to academic success in all areas.
- *New America: Education Policy (2015)*—Reading proficiency begins at birth, with lower income children at a disadvantage, (fewer words spoken in the home). Greater exposure to words yields better readers, and better students in general. Students who do not receive a high school diploma are more likely to be incarcerated and/or be dependent on social services. Poor reading proficiency is of high cost to the state.
- *Council on Foreign Relations (2012)*— Our students “lack of preparedness poses threats on five national security fronts: economic growth and competitiveness, physical safety, intellectual property, U.S. global awareness, and U.S. unity and cohesion.” “Too many people are not employable in an increasingly high-skilled and global economy, and too many are not qualified to join the military...”

Where the State Stands

- *Annie E. Casey Foundation*—Reading proficiency in AK was stagnant at 27% proficient from 2005-2013. This is a long term problem.
- *Education Week Resource Center (2016)*— Alaska’s educational “grade” is a C+. Only 30% of 4th grade students received proficient scores on the National Assessment of Educational Progress (NAEP) in ‘16, this places AK in the bottom 10 in the nation.
- *National Center for Education Statistics (2015)*—Only one state (NM) scores lower than AK in 4th grade reading proficiency. Our fourth graders, and in turn our students in general are at a great academic disadvantage compared to other states.



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[DROPOUT NATION \(HTTP://WWW.PBS.ORG/WGBH/FRO](http://www.pbs.org/wgbh/frontline/film/dropout-nation/)

By the Numbers: Dropping Out of High School

SEPTEMBER 21, 2012 /

by [JASON M. BRESLOW \(HTTP://WWW.PBS.ORG/WGBH/FRO](http://www.pbs.org/wgbh/frontline/person/jason-m-breslow/)



How costly is the decision to drop out of high school?
Consider a few figures about life without a diploma:

\$20,241

The average dropout can expect to earn an annual
income of \$20,241, according to the [U.S. Census](http://www.census.gov/compendia/statab/2012/tables/12s0232.pdf)
[Bureau](http://www.census.gov/compendia/statab/2012/tables/12s0232.pdf)

(<http://www.census.gov/compendia/statab/2012/tables/12s0232.pdf>)

RELATED STORIES

A Note from Dropout Nation's Marco: "I Love My Life"

SEPTEMBER 30, 2013
([http://www.pbs.org/wgbh/frontline/article/
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Dropout Nation's Marcus Finally Gets to Play Ball

OCTOBER 12, 2012
([http://www.pbs.org/wgbh/frontline/article/
nations-marcus-finally-gets-to-play-
ball/](http://www.pbs.org/wgbh/frontline/article/nations-marcus-finally-gets-to-play-ball/))

A Changing of the Guard at Houston's Disciplinary School

SEPTEMBER 27, 2012
([http://www.pbs.org/wgbh/frontline/article/
of-the-guard-at-houstons-disciplinary-
school/](http://www.pbs.org/wgbh/frontline/article/of-the-guard-at-houstons-disciplinary-school/))

Apollo 20: One Man's Plan to Fix Failing Schools

SEPTEMBER 25, 2012
([http://www.pbs.org/wgbh/frontline/article/
20-one-mans-plan-to-fix-failing-
schools/](http://www.pbs.org/wgbh/frontline/article/20-one-mans-plan-to-fix-failing-schools/))

(PDF). That's a full \$10,386 less than the typical high school graduate, and \$36,424 less than someone with a bachelor's degree.

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12

Of course, simply finding a job is also much more of a challenge for dropouts. While the national unemployment rate (<http://www.bls.gov/news.release/empsit.nr0.htm>) stood at 8.1 percent in August, joblessness among those without a high school degree measured 12 percent. Among college graduates, it was 4.1 percent.

30.8

The challenges hardly end there, particularly among young dropouts. Among those between the ages of 18 and 24, dropouts were more than twice as likely as college graduates to live in poverty according to the Department of Education (http://nces.ed.gov/pubs2012/2012026/chapter3_31.asp). Dropouts experienced a poverty rate of 30.8 percent, while those with at least a bachelor's degree had a poverty rate of 13.5 percent.

63

Among dropouts between the ages of 16 and 24, incarceration rates were a whopping 63 times higher than among college graduates, according to a study (<http://www.northeastern.edu/clms/wp->

[content/uploads/The_Consequences_of_Dropping_Out_of_High_School.pdf](#))

(PDF) by researchers at Northeastern University. To be sure, there is no direct link between prison and the decision to leave high school early. Rather, the data is further evidence that dropouts are exposed to many of the same socioeconomic forces that are often gateways to crime.

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\$292,000

The same study

(http://www.northeastern.edu/clms/wp-content/uploads/The_Consequences_of_Dropping_Out_of_High_School.pdf)

(PDF) found that as a result — when compared to the typical high school graduate — a dropout will end up costing taxpayers an average of \$292,000 over a lifetime due to the price tag associated with incarceration and other factors such as how much less they pay in taxes.

9/25

Those are the numbers. Even more revealing are the human stories associated with leaving high school without a degree. In *Dropout Nation* (</wgbh/pages/frontline/dropout-nation/>), premiering Sept. 25, FRONTLINE visits a once notorious “dropout factory” for an intimate look at four of the faces behind a national crisis in education.

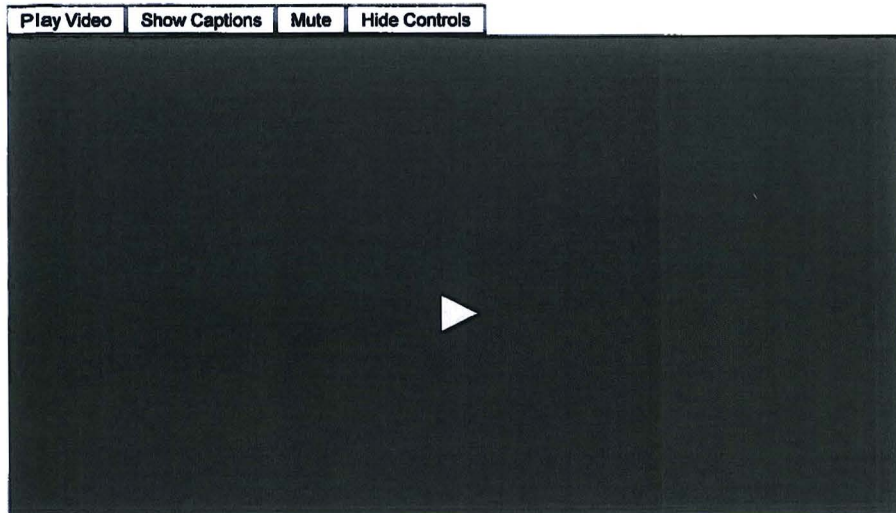
In the film, viewers are introduced to Sparkle, a teenage mother whose schooling takes a back seat to finding food to eat and a place to sleep. There is Marco, who struggles to balance homework with a

40-hour-per-week job at a grocery store. Another student, Marcus, lives within a short walk to school, but on most days is nowhere to be found. Lawrence, meanwhile, is five years into high school, yet remains far from earning his degree.

WATCH ([HTTP://WWW.PBS.ORG/WGBH/FRO
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CATEGORYID=1412583&CP=1378003&AB=CATEGOI](http://www.shoppbs.org/family/indianapolis)

Watch a preview here:



On Saturday, ahead of the premiere of *Dropout Nation*, many PBS stations nationwide will be broadcasting an American Graduate Day special to spotlight solutions to improving high school graduation rates. Details on the program, which will also be streamed online, are available [here](http://americangraduate.org/grad-day) (<http://americangraduate.org/grad-day>).



FILM:
> **Dropout Nation**

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ALASKA SENATE DEMOCRATS

SENATOR BERTA GARDNER
SENATE DEMOCRATIC LEADER
Senate District 1

SCR 5 "Proclaiming March 2, 2019, as Alaska Reads Day"

To: Representative Harriet Drummond
Chair, House Education Committee

From: Senator Berta Gardner

Subject: Hearing Request for SCR 5 "Proclaiming March 2, 2019, as Alaska Reads Day"

Date: March 6, 2018

Chair Drummond,

I respectfully request a hearing in the House Education Committee for Senate Concurrent Resolution 5 "Proclaiming March 2, 2019 as Alaska Reads Day." This legislation would identify the importance of early reading proficiency in Alaska and encourage reading efforts across the state. In the packet I have included:

1. SCR 5 Sponsor Statement
2. SCR 5 Data Summary
3. SCR 5 ver. AM
4. SCR 5 Fiscal Note
5. SCR 5 Support Document- Taskforce on U.S. Education Reform and National Security Chair, Condoleezza Rice
6. SCR 5 Support Document- Report on Early Reading Proficiency in U.S. by The Annie E. Casey Foundation
7. SCR 5 Support Document- PBS article, "By the Numbers: Dropping Out of High School"

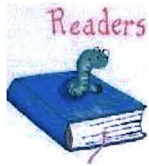
For more information please feel free to contact my staff Jacob Tatum at 465-4930 or Jacob.tatum@akleg.gov

Thank you for your consideration.

Sincerely,

Sen. Berta Gardner

Alaska Reading Coalition



Dear Senate State Affairs committee members and Chair Myers,

Thank you for the opportunity to support resolution SCR 5. March 2 being a day to remember a natural and unintended teacher of phonics, Dr. Seuss day enables reading and literacy organizations to have a Day of Unity. A Day of Unity in a contentious field such as reading instruction goes far to create the collaborations necessary to improve reading proficiency in Alaska.

SCR 5 is an excellent tool to build consensus about the importance of reading and reading instruction across all sectors of the state.

Posie Boggs, M.S. Educational Diagnostics

On behalf of the Alaska Reading Coalition comprised of the NAACP-Anchorage, Literate Nation Alaska, The Alaska Branch of the International Dyslexia Association, Decoding Dyslexia Alaska, Alaska literacy Program, Juneau Dyslexia, Longboard4Change, 907Boards, Connections that Work, LLC, Future Frontiers Tutoring, The Missing Links, Turning Leaf Literacy Center, and Read Write Alaska.