

SCR

5

<TARGET><BILL>SCR 5</BILL><SUBJECT>SCR
5</SUBJECT><COMM>SEDC30</COMM></TARGET>

SENATE COMMITTEE REPORT First Committee of Referral

DATE: 2/24/17

FURTHER: State Affairs

DATE TURNED
IN TO OFFICE: 4-12-17

Education Committee considered SENATE CONCURRENT RESOLUTION NO. 5

SCR 5-ALASKA READS DAY

Proclaiming March 2, 2018, as Alaska Reads Day.

and recommends:

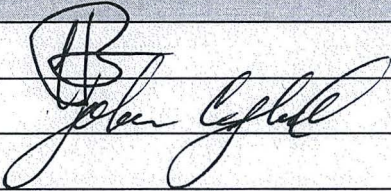
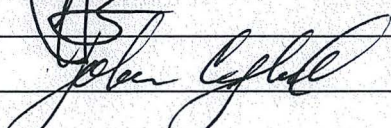

- be replaced with CS _____ (_____) Same Title New Title
- adopt previous CS _____ (_____) Same Title New Title
- attached amendment(s)
- adopt _____ Letter of Intent
- further referral to _____ Committee

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

NEW FISCAL NOTE(S)				
Dept.	Fiscal	Indet.	Zero	FN #
LEG			✓	1

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
	Coghill	✓			
	Begich	-			
CHAIR: 	Hughes	✓			

ALASKA STATE LEGISLATURE

WHILE IN SESSION
STATE CAPITOL
JUNEAU, AK 99801
(907) 465-4930



WHILE IN ANCHORAGE
1500 W BENSON BLVD ROOM 220
ANCHORAGE, AK 99503
(907) 269-0174

WORLD TRADE
RULES COMMITTEE
ADMIN REG REVIEW
EDUCATION COMMITTEE

SENATOR BERTA GARDNER
SENATE DEMOCRATIC LEADER
SENATE DISTRICT I

To: Senator Shelley Hughes
Chair, Senate Education Committee

From: Senator Berta Gardner
SCR 5 Prime Sponsor

Subject: Hearing request for SCR5
"Proclaiming March 2, 2018, as Alaska Reads Day."

Date: March 13, 2017

I am respectfully requesting a hearing in the Senate Education Committee for Senate Concurrent Resolution 5, "proclaiming March 2, 2018, as Alaska Reads Day." This legislation would create awareness of the implications 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. O
4. SCR 5 Supporting Documents- Taskforce on U.S. Education Reform and National Security Chair, Condoleezza Rice, Preface to the report
5. SCR 5 Supporting Documents- Report on Early Reading Proficiency in the U.S. by The Annie E. Casey Foundation
6. SCR 5 Supporting Documents- PBS article, "By the Numbers: Dropping out of High School"

Thank you for your consideration. I look forward to the discussion surrounding this core issue in Alaska.

Sincerely,

A handwritten signature in blue ink that reads "Berta Gardner".

Senator Berta Gardner

ALASKA STATE LEGISLATURE

WORLD TRADE

RULES COMMITTEE

ADMIN REG REVIEW

EDUCATION COMMITTEE



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SENATE DEMOCRATIC LEADER
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SCR 5 Alaska Reads Day

Sponsor Statement

SCR 5, The Alaska Reads Day Resolution 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 into 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 in order 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 on.

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.

FISCAL NOTE

STATE OF ALASKA
2017 LEGISLATIVE SESSION

Bill Version SCR 5
Fiscal Note Number _____
() Publish Date _____

Identifier (file name) SCR 5 Dept. Affected _____ Legislature _____
Title Alaska Reads Day Appropriation _____
Allocation _____
Sponsor Gardner
Requester Senate Education OMB Component Number _____

Expenditures/Revenues (Thousands of Dollars)

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

	FY18 Appropriation Requested	Included in Governor's FY18 Request	Out-Year Cost Estimates					
			FY18	FY19	FY20	FY21	FY22	FY23
OPERATING EXPENDITURES								
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	0.0

FUND SOURCE		(Thousands of Dollars)						
		FY18	FY18	FY19	FY20	FY21	FY22	FY23
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1007	I/A Rcpts (Other)							
1037	GF/MH (UGF)							
		0.0	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS		FY18	FY18	FY19	FY20	FY21	FY22	FY23
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES		FY18	FY18	FY19	FY20	FY21	FY22	FY23
1250	UGF Revenue (UGF)							
1251	Non-UGF Revenue							
TOTAL CHANGE IN REVENUES		0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimated SUPPLEMENTAL (FY17) operating costs 0.0 (separate supplemental appropriation required)
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY18) costs 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? _____ Discuss details in analysis section.

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

Prepared by Joshua Banks
Division Office of Senator Shelley Hughes
Approved by Senator Shelley Hughes
Agency Alaska State Legislature

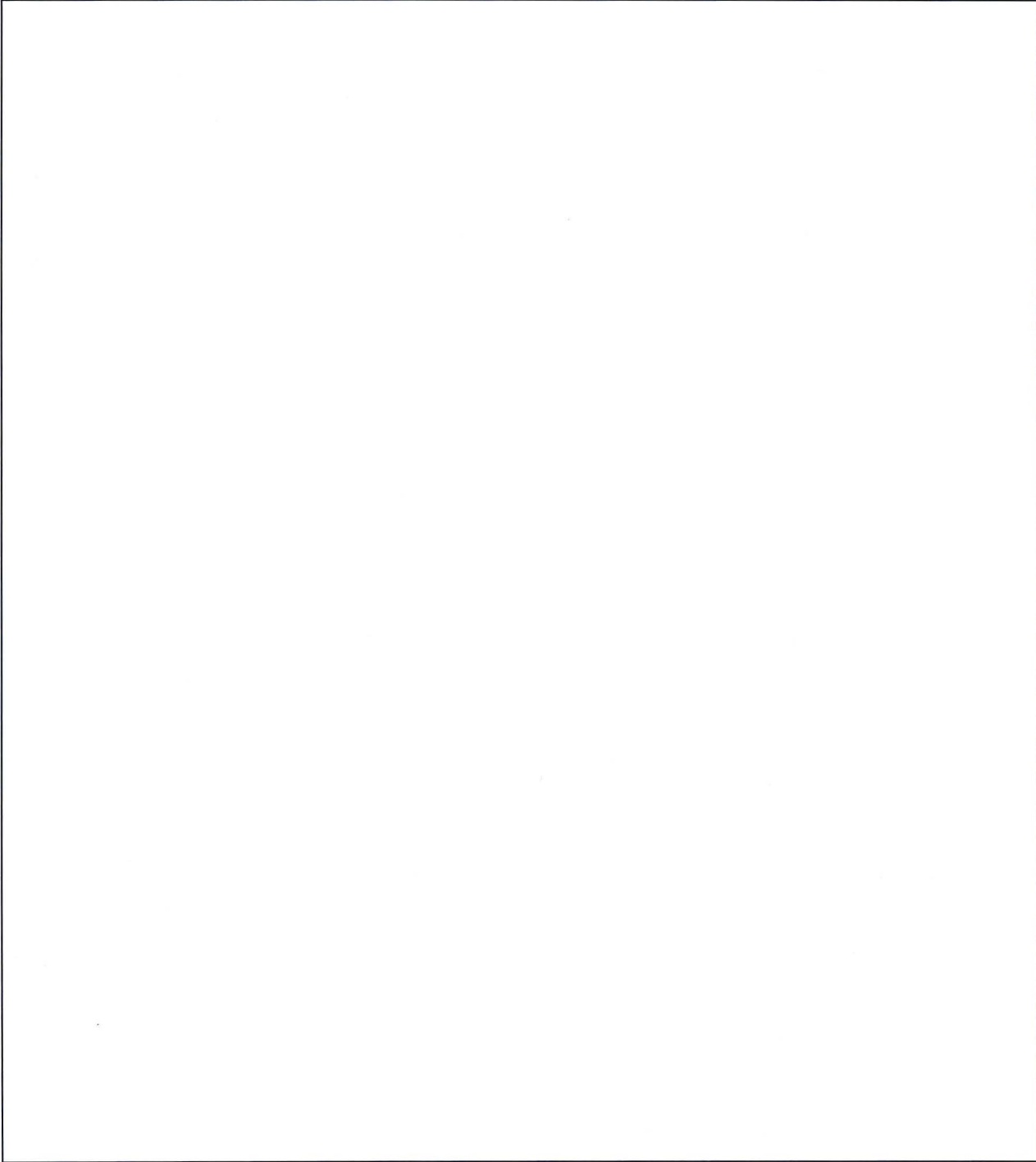
Phone (907) 465-3743
Date/Time 4/11/17 4:00 PM
Date 4/11/2017

FISCAL NOTE ANALYSIS

STATE OF ALASKA
2017 LEGISLATIVE SESSION

BILL NO. SCR 5

Analysis





BEST BEGINNINGS
Alaska's Early Childhood Investment



2010 :: REPORT *to* ALASKANS

LETTER *from*
THE EXECUTIVE
DIRECTOR

EARLY LEARNING: AN INVESTMENT *without* RISK

Abbe Hensley, *Executive Director*

In finance, the biggest rewards carry the highest risk. When it comes to early learning, the bigger the investment, the greater the rewards, and the lower the risk. The more we do, the more likely we are to reap success on a grand scale. Doing nothing is the riskiest “strategy” of all. The components of quality early learning – positive and purposeful parenting, high quality and accessible child care and early education programs – build strong brains during the critical years from birth to 5.

Quality early learning is a guaranteed investment in Alaska’s future. It’s an opportunity we can’t afford to pass up. Growing children into thriving, contributing adults requires a whole lot of work at the front end, in the earliest years of life. What happens in a child’s earliest years has profound impacts on cognitive, physical, emotional, and social development.

“Quality early learning is a guaranteed investment in Alaska’s future.
It’s an opportunity we can’t afford to pass up.”

More and more, we read and hear about the gains to be made from investing in young children. Research on brain development in the earliest years is capturing attention far beyond neuroscience circles. And economists and business leaders are becoming some of the most articulate and influential proponents of investments in early childhood.

Here in Alaska, momentum is building, and Best Beginnings is proud to be an instigator of positive developments and a strong supporter of good works by others. The momentum shows in numerous ways:

- Imagination Library is expanding to more communities, engaging families in the fun of reading.
- More tools are available to support parents as they help babies’ brains grow in positive ways.
- Business leaders are realizing the high stakes, in terms of employee productivity today, the skills needed for tomorrow’s workforce, and the implications of global competition.
- The State of Alaska is conducting a pilot project for state-funded preschools, an important step toward high quality and affordable preschool accessible to all.
- Alaskans are forming early childhood partnerships to determine how best to meet the needs of young children in their own communities.

As with most investments, it requires patience. Important change doesn’t happen overnight and this one is no exception. We have plenty of work yet ahead – and many allies to share the challenges.

MANAGEMENT
and STAFF

Best Beginnings is governed by the Early Learning Council, a panel of community leaders from the public, private, and nonprofit sectors.

EARLY LEARNING COUNCIL

SUSAN ANDERSON, President & CEO, The CIRI Foundation
MARGARET BAUER, Director, Work Life Services, Providence
Health & Services Alaska
MICHELE BROWN, President & CEO, United Way of Anchorage
LESLIE ELLIS, CEO, Credit Union 1
ERNIE HALL, Owner & Manager, Alaska Furniture
Manufacturing, Inc.
BILL HOGAN, Commissioner, Alaska Department of Health &
Social Services
SUE HULL, Member, Fairbanks North Star Borough School
Board
BERNICE JOSEPH, Executive Dean, College of Rural &
Community Development, University of Alaska Fairbanks
LARRY LEDOUX, Commissioner, Alaska Department of
Education & Early Development
EDNA MACLEAN, President Emeritus, Iliisagvik College
ANNEMARIE MATTACCHIONE, Representative, Alaska Head
Start Association
BRAD MCKIM, Managing Attorney, BP Exploration Alaska
IRA PERMAN, President, Important Work
CATHRYN RASMUSON, Trustee, Rasmuson Foundation
CARL ROSE, Executive Director, Association of Alaska School
Boards
TAMMY SANDOVAL, Representative, Alaska Department of
Health & Social Services
SARAH SCANLAN, Deputy Director, RurAL CAP
DAVID WIGHT, President & CEO, Retired, Alyeska Pipeline
Service Company
CANDACE WINKLER, CEO, thread: Alaska's Early Care &
Education Connection

CIRCLE OF CHAMPIONS

DEBORAH BONITO, President,
Sourdough Mercantile, Inc.
CAROL COMEAU, Superintendent,
Anchorage School District
SHARON GAGNON, PH.D., Advocate,
Early Childhood Literacy and
Learning

BEST BEGINNINGS STAFF

ABBE HENSLEY, Executive Director
MELINDA MYERS, Senior Manager
BARBARA BROWN, Project Manager
KAERIN STEPHENS, Administrative
Coordinator

BEST BEGINNINGS

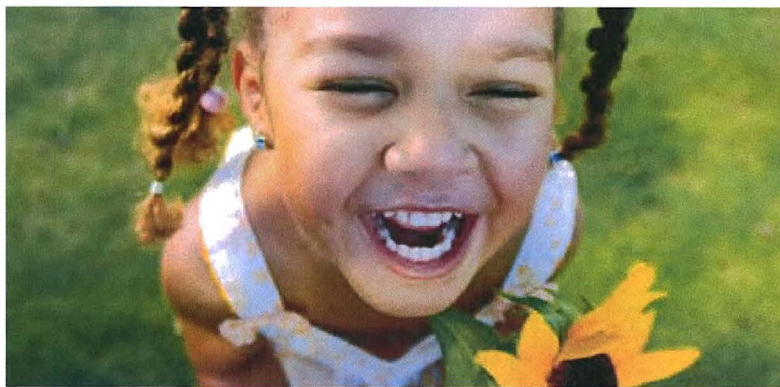
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BestBeginningsAlaska.org



BEST BEGINNINGS
Alaska's Early Childhood Investment

ABOUT BEST
BEGINNINGS

Number of
children in
Alaska,
birth to 5
49,670



Best Beginnings is a public-private partnership organized in 2006 to mobilize people and resources to ensure all Alaska children begin school ready to succeed. Best Beginnings receives funding and support from businesses, foundations, nonprofits, government, and individuals. United Way of Anchorage provides financial management services.

KEY OBJECTIVES

- Parents and extended family are engaged in their children's learning from birth on.
- Child care and early learning programs are high quality, affordable, and accessible to all families who want them.
- Alaskans understand that early childhood learning is important and that investments in early childhood pay big dividends to the state as a whole.
- Sufficient funds are committed – from public and private sources – to ensure every Alaska child has the opportunity to begin school ready to succeed in school and in life.
- A comprehensive, coordinated early childhood system is in place in Alaska.



CURRENT
PORTFOLIO

BOOKS for KIDS: IMAGINATION LIBRARY

About 40% of Alaska children begin school unprepared to succeed. Children who have not developed some basic literacy skills by the time they enter school are three to four times more likely to drop out later. Alaska's dropout rate is among the highest in the nation.

Having new books of their own is a powerful way for children and their parents to become more engaged in positive learning experiences. The more children know and understand about "book reading" and what it represents before they enter school, the better prepared they will be for success.

"Having new books of their own is a powerful way for children and their parents to become more engaged in positive learning experiences."

Best Beginnings has become the Alaska statewide coordinating entity for Dolly Parton's Imagination Library, which mails a high-quality age-appropriate

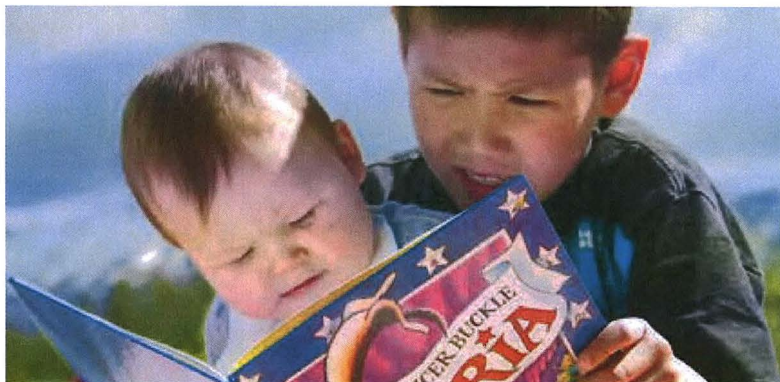
book each month to children from birth to age 5. There is no cost to the family.

Since Best Beginnings first became involved in Imagination Library in 2008, Imagination Libraries have expanded and sprouted all over the state. As of November 2009, funding was in place to enroll 10,322 babies and young children in Imagination Library.

In communities that already have an Imagination Library, Best Beginnings helps expand their capacity to send books to more children. In other locations, Best Beginnings provides technical and administrative assistance, and grants to establish new Imagination Libraries. Statewide grants to Best Beginnings leverage matching contributions – \$157,000 in 2009 – from within the communities. In addition to raising local funds, volunteers promote the program, register the children, and maintain a database.

As of year-end 2009, 16 Imagination Libraries were serving 31 communities: Anchorage, Angoon, Craig, Eagle, Fairbanks North Star Borough, Juneau, Kake, Kenai/Soldotna, Klawock, Koliganek, Little Diomedea, Matanuska-Susitna Borough, Mentasta, Moose Pass, Nanwalek, Nome, Northway, Old Harbor, Seward,

Children funded
for Imagination
Library in 2009
10,322



Communities
participating in
early childhood
partnerships
20



Sitka, Tanacross, Tetlin, Tok, Toksook Bay, Unalaska/Dutch Harbor, Wasilla, and Wrangell. Best Beginnings is also working with the Kuskokwim Education Foundation to establish an Imagination Library for 10 villages on the Kuskokwim River.

In a related program, board books are being distributed to Alaska Native families through Nutaqsiivik, a home visiting program of Southcentral Foundation. Babies in those homes, as well as children in two Head Start programs for Alaska Native children, have also been enrolled in Imagination Library.

Best Beginnings' Imagination Library work is supported by grants from the Alaska Department of Education & Early Development, Rasmuson Foundation, ConocoPhillips Alaska, and The CIRI Foundation.

EARLY CHILDHOOD PARTNERSHIPS

When business and community leaders, parents and child care professionals, service providers and educators work together on early childhood issues, they can make a powerful difference in the lives of young children and their families. People at the local level understand and are most familiar with the issues, assets, needs, and challenges of their children.

Local partnerships organized around early childhood bring decisions closer to those being served, pinpoint actual needs, respond to cultural considerations, and ensure the best outcomes in each community for young children. Local partnerships bring people together to solve problems. They cross traditional boundaries and power structures to combine resources and focus on solutions, not turf.

Best Beginnings is leading efforts to build a network of local early childhood partnerships in Alaska. Adapting a model successful in other states, Best Beginnings awarded small one-year grants to nine communities to organize partnerships or build on partnerships already in place. Best Beginnings' work in this area is supported by grants from the Alaska Department of Education & Early Development, ConocoPhillips Alaska, and BP Alaska. In addition, local sources have contributed financial and in-kind support that exceeds the state and corporate contributions.

“People at the local level understand and are most familiar with the issues, assets, needs, and challenges of their children.”

Best Beginnings seed grants were awarded to partnerships in Anchorage, Fairbanks North Star Borough, Gustavus, Hoonah, Juneau, the southern Kenai Peninsula, Ketchikan, Kodiak, and Matanuska-Susitna Borough.

The partnerships are assessing local needs and assets, identifying local priorities, and developing two-year strategic plans for meeting those priorities.

BUILDING BRAINS *in* MULTIPLE LANGUAGES

Best Beginnings has published a series of guides with fun, brain-building activities for babies, toddlers, and preschoolers. All activities described in the guides are based on the State of Alaska's Early Learning Guidelines and are designed to prepare young children to succeed in school and in life.

Spanish-language activity guides were published in 2008, followed by a Yup'ik version in 2009. The Spanish and Yup'ik guides were developed with assistance from Spanish-speaking and Yup'ik advisers to ensure the activities are culturally and geographically appropriate. Best Beginnings also assisted with the publication of English guides. Many of the activities are available on the Best Beginnings Web site.

The guides were funded by grants from the Alaska Children's Trust and the Alaska Department of Education & Early Development, with additional support from BP and ConocoPhillips Alaska.

PUBLIC OUTREACH

Best Beginnings is working on several fronts to encourage Alaskans to help ensure all children begin school ready to succeed.

Public service announcements are produced and broadcast statewide on radio and TV with a wide range of messages. Topics include the importance of reading and other learning experiences, how to play and interact effectively with babies and toddlers, and the effects of early learning on workforce productivity and the economy.

These PSAs are a collaboration with Alaska Public Telecommunications, Inc., parent company of public stations KAKM TV and KSKA-FM. Best Beginnings also has produced television PSAs and paid spots through collaborations with the Alaska Children's Trust, KTUU, and GCI.

In other public outreach efforts, staff and volunteers give presentations and participate in panels. In 2009, they spoke at more than 30 events on topics ranging from Imagination Library and early childhood partnerships, to the business case for early learning and legislative priorities. Best Beginnings'

representatives have been featured guests on in-person and radio discussion forums, locally and statewide.

Best Beginnings continues to use conventional media and information channels of other organizations to publicize events and activities.

Traffic to Best Beginnings' Web site is growing every year. Visits and unique visitors in 2009 jumped 101% and 111%, respectively, over 2008. Best Beginnings also started a Facebook page.

OUTREACH *to* BUSINESS COMMUNITY

Best Beginnings is building relationships with Alaska's business community through small meetings and larger presentations to business and civic leaders across the state. Initial meetings have been held in Barrow and Bethel. Additional small gatherings are planned in 2010.

“Best Beginnings spoke at more than 30 events on topics ranging from Imagination Library and early childhood partnerships, to the business case for early learning and legislative priorities.”

To engage business leaders statewide, Best Beginnings convened an Alaska Business Leader Summit on Early Childhood Investment. Forty Alaskans participated in the summit, which was co-hosted by Providence Health & Services, Northrim Bank, Alaska State Chamber of Commerce, and Doyon Limited. Funding was from the Partnership for America's Economic Success and the Alaska Department of Education & Early Development. Providence Health & Services and ConocoPhillips provided in-kind support for the event.

The summit shared information about the importance of early childhood programs in raising future employees competitive in the 21st Century workplace; provided opportunities for business leaders to connect with peers who share their commitment to the future; and engaged business leaders in advocating for additional investments in strategies proven to encourage the successful development of young children.

Households
reached by
Best Beginnings
TV PSAs
150,000+



National speakers were Bill Millett, President/CEO of Scope View Strategic Advantage, and neuroscientist Dr. Pat Levitt. Millett presented the business case for early childhood learning. Dr. Levitt, from the Keck School of Medicine at USC, addressed early brain development and the relationships between positive learning experiences and future success. Mr. Millett and Dr. Levitt also spoke at public venues.

BUILDING *an* EARLY CHILDHOOD SYSTEM

Services for young children are uncoordinated. Each program or service has its own objectives, rules, funding sources, and paperwork requirements. Without coordination and alignment, the nearly inevitable result is gaps in service, overlapping missions, and confusion among the families such services are designed to serve. Too often, parents don't know what's available or how to access services.

Early learning is entwined with other facets of early childhood development. A child's brain growth is bound to suffer if he is hungry or chronically sick or in front of a TV for hours at a time for lack of high-quality child care.

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.

That is why it is so important that early learning partnerships are organized locally. The partnerships are laying the foundation for a statewide coordinated effort to help citizens, community leaders, and institutions recognize the importance of early childhood and become involved in supporting policies and investments for young children in Alaska. The

value of such a network has long been recognized by policy makers and early childhood advocates.

Best Beginnings is working with state agencies, other nonprofit organizations, parents, foundations, and corporate partners to develop a statewide early childhood system that is culturally responsive, comprehensive, and accessible to all.

“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.”

Best Beginnings has been a major catalyst in the effort to organize an Alaska Early Childhood Advisory Council. The council's purpose will be to promote positive development, improved health outcomes, and school readiness for Alaska children, prenatal through age 8. The council will support creation of a unified, sustainable system of early care, health, education, and family support for young children and their families.

INVESTORS
2009

All Alaskans have a stake in building a statewide system that provides and supports quality early learning at home and in away-from-home programs. Many of our most prominent corporations, as well as nonprofit and philanthropic organizations, small businesses, individuals, and government understand the implications of success and the consequences of inaction. Their support makes our work possible.

MAJOR SUPPORTERS (\$50,000+)

- Alaska Department of Education & Early Development
- Alaska Humanities Forum
- BP Alaska
- Rasmuson Foundation

- ConocoPhillips Alaska
- Partnership for America's Economic Success
- The CIRI Foundation

SUPPORTERS (UP to \$25,000)

- Alaska Children's Trust

IN-KIND SUPPORT (\$75,000+)

- Alaska Public Telecommunications, Inc.
- Smart Start's National Technical Assistance Center
- United Way of Anchorage

The following organizations provide financial assistance or other valuable forms of support to Best Beginnings.

FRIENDS

- Alaska Association for the Education of Young Children
- Alaska Department of Health & Social Services
- Alaska Head Start Association
- Alaska State Chamber of Commerce
- Buster Consulting & Communications
- Doyon, Limited
- Northrim Bank
- Providence Health & Services
- Raven Management Consulting
- Rural Alaska Community Action Program, Inc.
- Safeway, Inc. in honor of Steve Brezenksi
- thread: Alaska's Early Care & Education Connection
- University of Alaska Anchorage

- Willie & Abbe Hensley
- Patricia McDaid
- Brad & Kay McKim
- Chris & Melinda Myers
- Michael Oblath
- Susan Ruddy in honor of Tina & Ralph Lynch
- Matthew Streiff
- Lance E. Throp
- Nancy Wagner

MEDIA PARTNERS

- Alaska Public Telecommunications, Inc.
- Aleutian Peninsula Broadcasting, Inc.
- GCI Communications Corp.
- KINY Radio – Juneau
- KNOM – Alaska Radio Mission
- KTOO Public Radio, Juneau
- KTUU, Channel 2

INDIVIDUAL CONTRIBUTORS

- Michele R. Farnam

IMAGINATION
LIBRARY –
LOCAL INVESTORS
(\$100+)

Community support is a basic principle of Imagination Library. Volunteers run each program and solicit financial contributions within the community. As a statewide coordinator for Imagination Library, Best Beginnings provides technical assistance and leverages direct funding to promote community support. Individuals, businesses, and organizations all over Alaska have invested in their local Imagination Libraries. In addition to those listed below, hundreds of individuals have contributed up to \$100. We thank all of them for their support.



ANCHORAGE :: \$1,000+
Communities In Schools
Fred Meyer Foundation
Nordstrom
Target
United Way of Anchorage

ANCHORAGE :: \$100 to \$999
GCI

FAIRBANKS :: \$1,000+
ConocoPhillips
Downtown Rotary of Fairbanks
Doyon, Limited
Fairbanks Memorial Hospital
Golden Heart Rotary Club
David Hollingsworth
Sue & Robert Hull
Kiwanis Club of Fairbanks
McDonalds Ambrose LLC
Span-Alaska Transportation
Sunrisers Rotary
Toyota Auto Service Co.
Russ & Nancy Wagner

FAIRBANKS :: \$100 to \$999
3 Tier – Alaska Engineering
Alpha Delta Kappa Zeta
Alyeska Pipeline Service Co.
Louise Anderl
Betty Anderson

Anne Wien Elementary School PTA
Auto Service Co.
John & Kelly Brown
Bucher Glass, Inc.
C&A Cleaning Service
Charlie & Jan Cannon
JB Carnahan
Jim Cerney, DDS, PC
Gail Chagnon
Silver Chord
College Rotary
Lt. Col. Harry & Katie Cook
Gary Corrick
Barbara Day
Delta Kappa Gamma
Design Alaska
Dimond Fence Co., Inc.
Angela Dowler
Denise Edgerton
Fairbanks Educational Assoc.
Fairbanks Emblem Club #109
Bev Fantazzi
Fort Wainwright OSC
Denis & Patricia Fox
Suzanne Graves
Gulivers
Jennie Hafele
Leslie Hajdukovich
Jimmy & Barbara Hameister
Dr. Christopher Henry, DMD
Kay Hinckley

Local funds
leveraged for
Imagination
Library in 2009
\$156,716



Hops Hallmark
Rodger & Sue Hughes
Ronald Inouye
J.P. Jones Community Development Center
Montean Jackson
Kevin Jelinek
Colleen Johnston
Julie Scott Retirement Plans
Scott Kawasaki
Cheryl Keepers
Kiwanis Club of Chena
Judy Krize
Sandra Lachman
Eric Madsen
Michael Mavencamp
Michael Miles
Mary Mitchell
Morris Tutorial
Mt. McKinley Bank
NTL Alaska, Inc.
Tanya O'Brien
Optimist Club of Fairbanks
Molly Palmer
Phyllis Pendeergrast, DMD, PC
Gayle Pierce
Powerhouse, Inc.
Jack & Suzanne Randolph
Tammy & Ed Randolph
Taber Rehbaum
Retired Teachers
Amy Richards-Weigers
Melissa Rickey
Tom & Bonnie Roberts
Brian Rogers
Katherine Sanders
Lynda Sather
Gary Sawdy, DDS
Bett Schaffhauser
Seekins Ford-Lincoln-Mercury, Inc.

Linda Setterberg
Shiffler Educational Services
Slayden Plumbing & Heating, Inc.
Patricia Stark
Lisa Sundborg
Lynda Tanner
Usibelli Foundation
Dale Verly
Vertex Insulation
David Weaver
Ellen Whitcher
Gary & Sue Wilken

JUNEAU, WRANGELL, CRAIG, KLAWOOCK,
ANGOON, KAKE, SITKA :: \$1,000+
AEYC
Bartlett Regional Hospital
Communities In Schools of Alaska
Communities In Schools of Juneau
Dornan Douglas Foundation
Friends of the Juneau Public Library
KTOO
United Way of SE Alaska

JUNEAU, WRANGELL, CRAIG, KLAWOOCK,
ANGOON, KAKE, SITKA :: \$100 to \$999
Alaska Glacier Seafoods
Alaska Pacific Bank
Beta Sigma Phi, Wrangell
Kathy & Doug Blanc
Elsa Demeksa & Peter Froehlich
Epsilon Sigma Alpha International,
Alaska Alpha Theta Chapter
ESA Foundation
Mary Claire Harris
Bill Jacoby
Juneau Public Health staff
Joy & Rich Lyon
PEO, Chapter G

Increase in
Web site visits,
2008 to 2009
101%



REFAX Inc.
Roland & Pam Machold
Albert Shaw
Anne & Doug Standerwick
Ed & Cathy Thomas
Wrangell Emblem Club
Wrangell Firefighters

KENAI :: \$1,000+
Soldotna Rotary

KENAI :: \$100 to \$999
Randy Daly
Chris & Sarah Hough
Kenai Peninsula Reading Council
Marion Nelson
Peninsula Health Center

MEADOW LAKES (MATANUSKA-SUSITNA
BOROUGH) :: \$1,000+
Communities In Schools
Wasilla Sunrise Rotary

MEADOW LAKES :: \$100 to \$999
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WRITING & COORDINATION *Buster Consulting & Communications*



BESTBEGINNINGSALASKA.ORG

Success in life.



It starts here.



BEST BEGINNINGS
Alaska's Early Childhood Investment

Best Beginnings mobilizes people and resources to ensure all Alaska children start school ready and prepared to succeed. Children who start school with the skills they need to succeed are more likely to graduate from high school, become contributing members of our society, and have healthy families of their own.

Recipe for a ready child

- **Healthy interactions**
with parents and other adults
- **Early literacy**
reading, singing, talking
- **Community support**
for early childhood
- **Mobilization, collaboration,
and advocacy**



“Being ready for kindergarten affects everything that follows. The connections from preschool to third grade reading proficiency to high school completion – a bare minimum requirement in today’s economy – could not be clearer.”

John Pepper, former CEO, Procter & Gamble

What a ready child looks like:

(kindergarten teachers agree)



Best Beginnings in Alaska

Early childhood partnerships identify local needs and support programs in these and surrounding communities.

Imagination Libraries
33 Imagination Libraries serve children in 113 Alaska communities and have distributed more than 1 million books.

Number of communities served noted within the circle



Why it matters

Children who start kindergarten well prepared are much more likely to succeed in school and in life. But children who start school lacking the skills they need have a hard time catching up. Many never do. They are more likely to struggle in school and drop out, and less likely to lead healthy, productive lives. Investing in early childhood sets children on the path to success and prevents future problems from arising. Investments in the earliest years are more effective and cheaper than treating problems later in life.

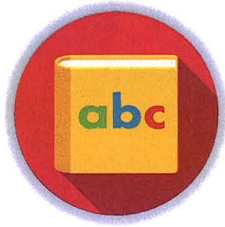
In the first few years of life, about 700 new neural connections are formed every second. These connections are the foundation for all subsequent learning. Interactions such as playing, talking, singing, and reading encourage the formation of these vital connections.





Healthy interactions

Children develop in an environment of relationships. Through initiatives such as *Babies on Track* and *Words Count*, Best Beginnings shows parents the importance of frequent healthy interactions and how those interactions help children develop.



Early literacy

Early literacy means children are exposed to many words in many ways right from birth. That's why Best Beginnings spearheaded an explosion of Dolly Parton's Imagination Library in Alaska. As of June 2015, nearly 24,000 children were enrolled in their local Imagination Libraries. Plus, Best Beginnings has made Imagination Library more meaningful through parent engagement activities and empowering local volunteers to build the programs. Best Beginnings also promotes early literacy through website resources and programs such as *Words Count*, *Babies on Track*, and StoryTRACKS.



Community support

Communities first began building early childhood partnerships with the support of Best Beginnings in 2009. Partnerships, now in six communities, identify specific local needs and how to achieve them, promote parent engagement and education, and support early literacy.

With support from Best Beginnings, the early childhood partnership in Juneau did a community survey that revealed a glaring lack of information and support about perinatal mood disorders (postpartum depression). The partnership organized funding for a support group and created educational packets and training for health care providers.



Pulling it all together

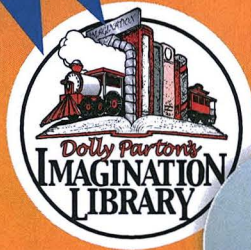
This important work doesn't just happen spontaneously. It takes leadership, grassroots support, and commitment. Best Beginnings plays a leadership role to mobilize, collaborate, and advocate for investments in early childhood development.

“My son is now one of the best readers in his kindergarten class. He’s reading at a 1st grade level and excelling in all areas. I attribute much of his success to these programs!”

Kallyn Hanson Lang

“I couldn’t have done it without the support of Best Beginnings. They gave me the tools to help my son get a quality start in life that I couldn’t afford on my own, but it was up to me to put those tools to use. It was a true team effort to give a little boy a good start in life.”

Lynelle Davis



Words Count

Helpful resources

Best Beginnings maintains a wealth of wide-ranging information and tools available on its website and on Facebook. Parents can find age-appropriate activities and materials for children, information about child development and community activities, and helpful resources.



By the numbers:

1.25 million

Books distributed to Alaska children through Imagination Library

57,000

Unique visitors to Best Beginnings' website in 2014 (double the previous year)

9

Legislative sessions in which Best Beginnings and its partners have collectively advocated statewide for early childhood

23,687

Alaska children receiving a book every month through Imagination Library as of June 2015

15,500

Alaskans who participated in community partnership family events from July 2013 through December 2014

6,497

Best Beginnings TV PSAs typically broadcast every month on GCI channels

113

Alaska communities – from Unalaska to Upper Tanana, Hoonah to Wainwright – participating in Imagination Library

89% vs. 56%

Parents in Juneau who read to their children every day: 89% of those whose children are in Imagination Library, just 56% of those whose children are not.

44%

Percentage of all Alaska children under 5 participating in Imagination Library

8,555

Babies on Track video/book sets distributed since 2012

4,800

Alaskans had fun following StoryTRACKS at 22 different events in one year

BestBeginningsAlaska.org

Best Beginnings

3350 Commercial Drive, Suite 104A

Anchorage, Alaska 99501

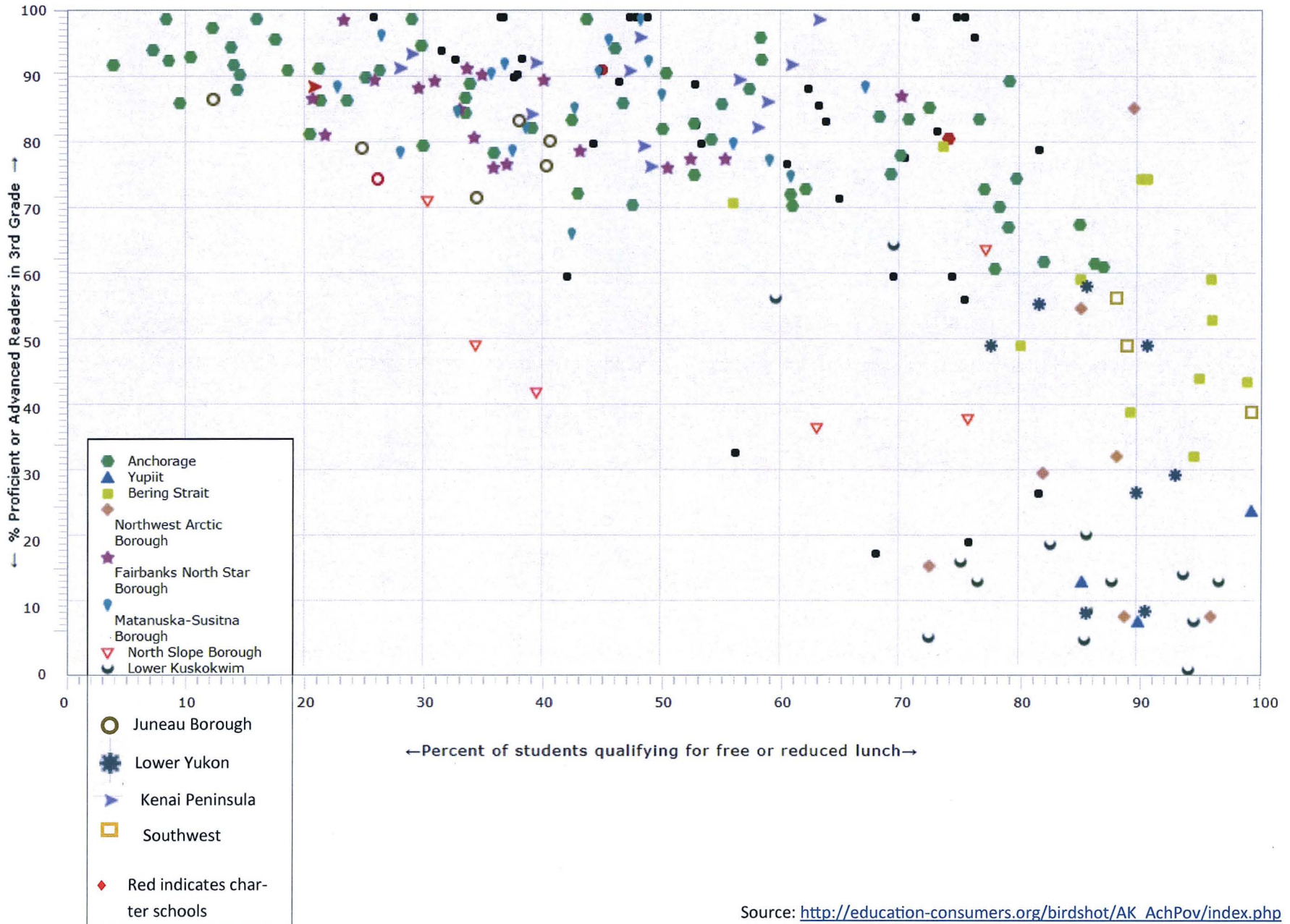
T: 907.297.3300 F: 907.297.3304



Are Alaska Schools Teaching All Children to Read?

Economic Disadvantage vs. Third Grade Reading Proficiency in Alaska Elementary Schools - 2012

Copyright Education Consumers Foundation 2012
www.education-consumers.org / [About This Chart](#)



Source: http://education-consumers.org/birdshot/AK_AchPov/index.php



data
snapshot
KIDS COUNT



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

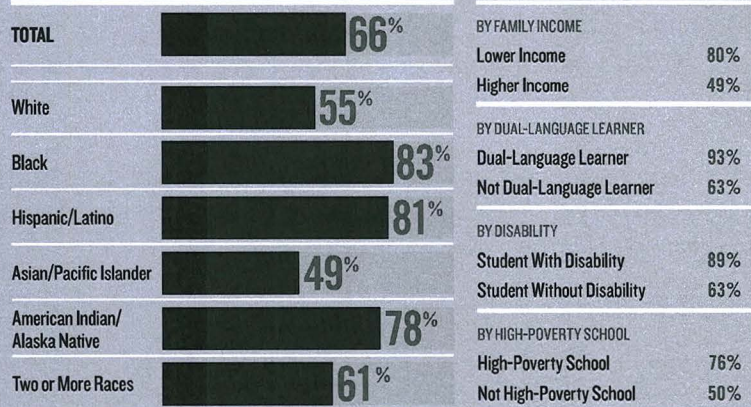
credentials.³ If we do not make sure all children gain the needed reading skills to be successful in school, their future educational and economic prospects will be dim, and our economy will lag.

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.

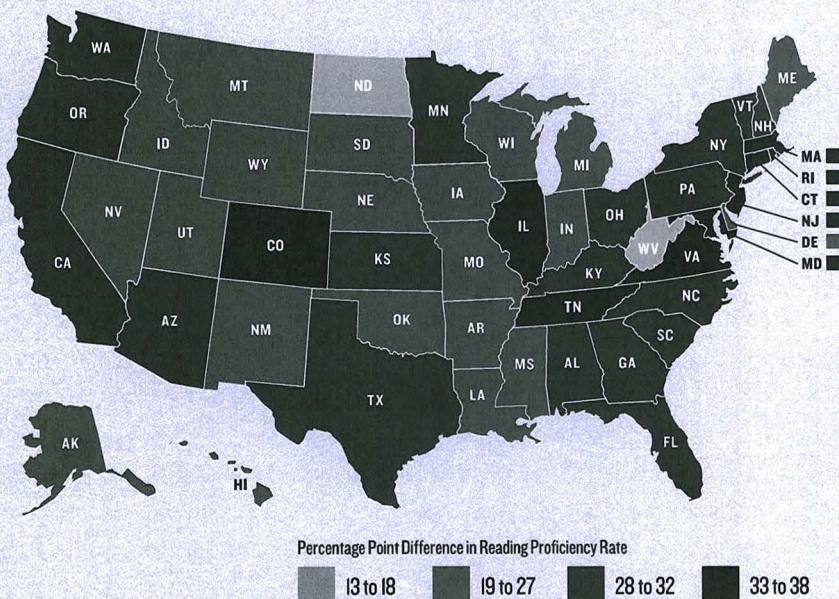
Rates vary significantly by state

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 I

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

ALASKA STATE LEGISLATURE



SENATOR BERTA GARDNER
SENATE DEMOCRATIC LEADER
SENATE DISTRICT I

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1500 W BENSON BLVD ROOM 220
ANCHORAGE, AK 99503
(907) 269-0174

WORLD TRADE

RULES COMMITTEE

ADMIN REG REVIEW

EDUCATION COMMITTEE

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.

Why A Resolution?

- CA, IN, and federal gov’n’t have passed similar resolutions
- Awareness of the importance of this issue could help urge organizations to reach out to low-income families who are at higher risk of not reaching reading proficiency goals.
- Increased exposure to language helps children to succeed, and this resolution encourages exposure.



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 SCHEDULE ([HTTP://WWW.PBS.ORG/WGBH/F](http://www.pbs.org/wgbh/frontline)
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 CATEGORYID=1412583&CP=1378003&AB=CATEGOI

[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>)

RELATED STORIES

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

SEPTEMBER 30, 2013

(<http://www.pbs.org/wgbh/frontline/article/from-dropout-nations-marco-i-love-my-life/>)

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/>)

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/>)

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/>)

(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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CATEGORYID=1412583&CP=1378003&AB=CATEGOI](http://www.shoppbs.org/family/indivision)

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-](http://www.northeastern.edu/clms/wp-content/uploads/2014/08/Incarceration-Rates-Among-Dropouts-and-College-Graduates.pdf)

[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.

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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.

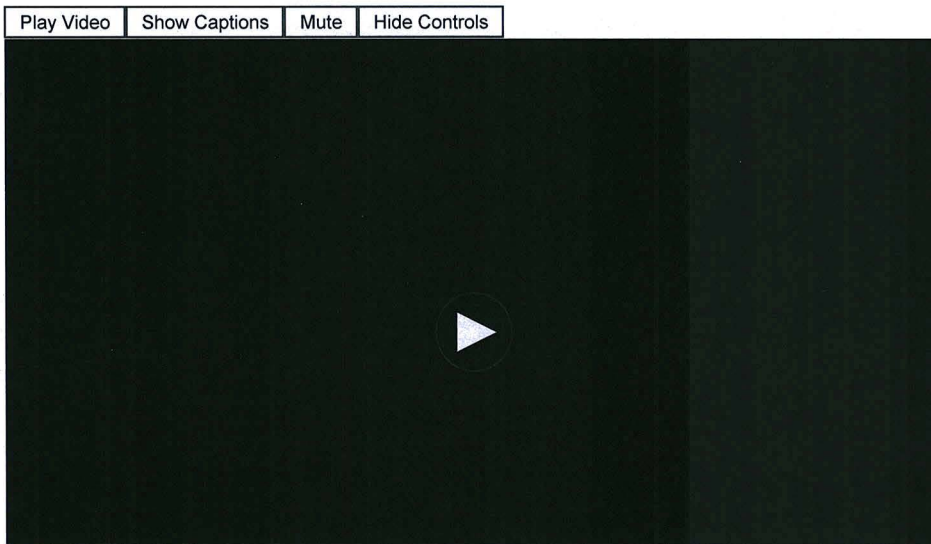
In the film, viewers are introduced to Sparkle, a teenage mother whose schooling takes a back seat to finding food to eat and a place to sleep. There is Marco, who struggles to balance homework with a

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.

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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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