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FISCAL IMPACT REPORT

ORIGINAL DATE 2/12/07

SPONSOR Cote LAST UPDATED _____ HB 619/aHEC

SHORT TITLE Dona Ana Parent and Child Education Programs SB _____

ANALYST Lucero

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Non-Rec	Fund Affected
FY07	FY08		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

Relates to HM 3 and SB 136; Duplicates SB 554
Relates to Appropriation in the General Appropriation Act

SOURCES OF INFORMATION

LFC Files

Responses Received From

Children, Youth and Families Department (CYFD)
Public Education Department (PED)

SUMMARY

Synopsis of HEC Amended Bill

House Education Committee amendment to House Bill 619 changed the agency receiving the appropriation from CYFD to the local government division of the Department of Finance and Administration. The amendment clarifies that the appropriation to contract for one program rather than several programs in Dona Ana County for parent and child education. The amendment specifies that the contractor shall provide:

- parenting education that teaches parents to be the primary teacher and full partners in their child's education;
- early childhood education to prepare children for success in school and life;
- adult literacy education that leads to economic self-sufficiency;
- community resource awareness so that parents are able to help themselves;
- home visits to provide one-to-one guidance on more effective parenting and home teaching skills;
- transportation and other support services that help the families participate on a consistent

basis;

- regular attendance of participating families".

Synopsis of Original Bill

House Bill 619 appropriates five hundred thousand (\$500,000) from the general fund to Children, Youth and Families Department for expenditure in fiscal year 2008 for parent and child education programs in Dona Ana county.

FISCAL IMPLICATIONS

The appropriation of five hundred thousand (\$500,000) contained in this bill is a recurring expense to the general fund. Any unexpended or unencumbered balance remaining at the end of fiscal year 2008 shall revert to the general fund.

The appropriation in this bill was not part of Children Youth and Families Department's request and is not included in the Executive recommendation for Children Youth and Families Department.

SIGNIFICANT ISSUES

The bill does not address any specific programs or approaches to parent and child education programs.

There are some consistent components of successful programs that have been identified in compiling information on parent and child education. Here are some that should be considered prior to funding:

- Parenting education that teaches parents to be the primary teacher and full partners in their child's education
- Early childhood education to prepare children for success in school and life
- Adult literacy education that leads to economic self-sufficiency
- Community resource awareness so that parents are able to help themselves
- Home visits to provide one-to-one guidance on more effective parenting and home teaching skills
- Transportation and other support services that help the families participate on a consistent basis
- Regular attendance of participating families.

Research has shown that student performance is enhanced when parents are actively involved with the school in their child's education. New research produced by the Southwest Educational Development Laboratory's National Center for Family and Community Connections with Schools examines the impact of different family and community connections on student achievement. (<http://www.sedl.org/connections/resources/readiness-synthesis.pdf>)

PERFORMANCE IMPLICATIONS

There is no specific PED performance measure; however, this bill could support the PED goal of ensuring that all children are ready for kindergarten as well as supporting the Pre-K Initiative of the Governor.

Depending upon the age-group targeted, and the type of parent-child education provided, the bill could positively impact a range of tasks and measures in the Governor's policy initiative "Making Schools Work" and more specifically: Ensure that all young children are ready for school; Increase parents' involvement in their children's education; and Close the student achievement gap by supporting the children and schools who need the most assistance.

ADMINISTRATIVE IMPLICATIONS

If passed, the bill will have a slight administrative impact on children, youth and families department that the bill does not address.

CONFLICT, DUPLICATION, COMPANIONSHIP, RELATIONSHIP

Relates to HM 3 and SB 136; Duplicates SB 554

TECHNICAL ISSUES

This bill only provides funds for programs in Dona Ana County. A statewide program focused on rural areas would help break the State's generational education gap.

OTHER SUBSTANTIVE ISSUES

Harvard University's John F. Kennedy School of government profiled Kentucky's statewide program for Parents and Children:

<http://www.innovations.harvard.edu/awards.html?id=3492>

In 1985, 60 percent of the students in 52 Kentucky school districts were not graduating from high school. Of people aged 25 or older in Kentucky, there was a 36 percent chance that they had not graduated from high school and over half of those had less than a 9th grade education. Kentucky, at the time, led the nation with these appalling statistics. These numbers indicated to the Kentucky legislature that there was a significant and inter-generational problem in Kentucky's education system. Concluding the problem of illiteracy and academic failure tends to be repeated generation after generation, the state government created the Parent and Child Education Program (PACE) to intervene with both parents and children in order to break this cycle of under-education.

Recognizing the current adult population's educational challenges and the potential influence that early-childhood education programs can have on later success in school and in life, PACE seeks to improve the education of both parents and pre-school age children simultaneously. Run by 12 local school districts in cooperation with the Kentucky board of education, the program focuses on families in rural communities.

The program's concept is simple: everyone goes to school. For example, on a typical day in the program, parents and children arrive at school together. They have breakfast after which the parents go to their adult education classes while the children go to their pre-

school classrooms. After two and a half to three hours, the parents join the children in class for joint activities designed to help the parents understand how their children learn and what their role is in the learning process. The parents and children then go to lunch together, after which the children take a nap while the parents attend programs designed to help them to be effective parents, students, and citizens, and to help them make plans for their academic and vocational future.

The program has had a significant impact. In its second year of existence, nearly 50 percent of the 1,000 PACE participant parents had passed a General Educational Development test, having a direct positive effect on Kentucky's current adult population. More importantly, however, 82 percent of PACE participants reported attitude changes towards education in general. It is through this change in attitude that Kentucky hopes to inspire ambition and educational progress among its children. This ambition will ultimately break the generational cycle of failure and improve the performance of Kentucky's youngest students.

ALTERNATIVES

Expand the program funding in this bill and pilot a statewide program.

WHAT WILL BE THE CONSEQUENCES OF NOT ENACTING THIS BILL

Status Quo.

DL/nt