

2015 HOUSE HUMAN SERVICES

HB 1410

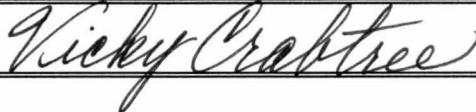
2015 HOUSE STANDING COMMITTEE MINUTES

Human Services Committee
Fort Union Room, State Capitol

HB 1410
2/2/2015
Job #22980

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Provide an appropriation to the Head Start Program.

Minutes:

Testimony 1-6

Chairman Weisz opened the hearing on HB 1410.

Rep. Kathy Hawken: From District 46 introduced and supported the bill. Head Start is an amazing program because it provides for the children socialization, caring, education piece and in addition it has for the family unit to have a place to have a community. Many are single parents and get to volunteer. It helped over 2,000 children last year. I believe the waiting list is about 750. We got some federal dollars in the western part of the state which is helping out there. In this current legislative session we have already heard that we need to watch the dollars. I would ask that you put in a contingency so this bill could move forward. There are two other bills out there that deal with early childhood education. The governor's bill and SB 2254 which is universal per say. They are all pieces of the puzzle. They are all possible solutions. They are important. The research shows how much value is in the first three to five years. Head Start gives them a chance for success in life. We are one of very few states that does not put any general fund money into preschool Head Start. We have enough money to take care of those young wonderful minds. I ask this committee to keep this bill alive.

6:30

Chairman Weisz: In your former committee life, do you have any idea where the federal funding has gone for Head Start?

Rep. Hawken: In the State of ND?

Chairman Weisz: Yes in the State of ND.

Rep. Hawken: I do not. I know we don't get enough money; especially in the eastern part of the state. I will find out where the money goes.

Rep. Porter: The target group in the bill is low income or at risk children, but there isn't any guidelines to say what is the income level, is it 130% of poverty?

Rep. Hawken: It is a 100%.

Rep. Porter: There is an "or" between low income and at risk children. How are the at risk children determined? Is it income first and then something else on top of it?

Rep. Hawken: That is a good question and one the advocates have been discussing. I don't think there is a definition of at risk in the Century Code. That would need to be addressed.

Allison Drieseen: (See Testimony #1)

17:47

Rep. Mooney: What is your definition of at risk is?

Drieseen: We have an application process that scores children. If they are 4 years old they have a higher score because they are one year before going to school. If it is a single parent family. If a disability that would be extra points. Referrals from other agencies and the majority of my referrals come from social services or special education units. Working GED or a job training program. All of those things identify who has the greatest need for the program.

Chairman Weisz: What are your sources of income?

Drieseen: Federal dollars. We had a 5.27% cut with the sequester which was later returned to us. We have a match of every \$1.00 received we have to match 25 cents back to that. We do that through parent volunteering hours and reduced services. I get reduced rent because I am located in a number of schools and I can count that as a federal match. We have dentists that will give us a reduced rate. Nursing students might come in and we can use that to balance our federal dollars.

Rep. Porter: Are there local school tax dollars that are spent also inside the program such as sponsorship and any other state dollars through DHS in the form of grants to the program?

Drieseen: There are not local tax dollars that go into programs. A number of programs have partnerships with public schools. I have a pre-kindergarten program with the Rugby public school and we have cost allocated Head Start and local dollars to serve all children. We serve 36 children there and you can't tell the difference between a Head Start kid and a pre-k kid because they receive the same services. There are two programs in ND that utilize childcare assistance dollars and may offer some wrap around services for families. Some funding from special education units where the Head Start classroom serves as the pre-school special needs classroom.

Rep. Porter: The comment about the 750 children on a waiting list, do you have the demographics of where those children are and what component of the service is missing that they aren't being served?

Drieseen: We know the majority of those children are in the eastern part of the state. My program has 7 sites and we have 80 children on the waiting list. What is misleading is that a lot of these children on the waiting list are over income. But, if we were able to have state funds for Head Start and move the guidelines to 185% of poverty, families of 4 are only making \$40,000. We could serve a huge portion of the 750 children. My dream is to be able to partner with a pre-kindergarten program for instance in Maddock and Head Start would add some funding to the existing pre-k program. Then we would make sure we had the low income children going to that local pre-k and providing the wrap around services to those classrooms.

Rep. Porter: So the 750 children on the waiting list really aren't on a waiting list. They don't have the ability to pay for the existing program.

Drieseen: They are on a waiting list. Classrooms are full and we can't go over a certain number of our ratios so they are on a waiting list.

Rep. Porter: I'm unclear, in the bill we are talking about targeting low income and at risk, in the program you are doing an enrollment with scores that are based on income, age of child and risk factors. Then the purpose of the dollars is to raise the income levels from 100% of poverty to 180% of poverty?

Drieseen: I might have misled you with that. There are so many options that could come out of this bill. It could be new slots, a new classroom in Fargo, expanding from a 3 hour day to a 6 hour day, moving home based children into center based, looking at serving the working poor and there are lots of options that this bill could create for programs.

Rep. Oversen: What is the age difference of Early Start and Head Start programs?

Drieseen: Early Start is prenatal to age 3. Head Start is 3-5.

Rep. Oversen: The way the bill is written is a grant program and the DHS will oversee that so any program can apply for all of the options you list, correct?

Drieseen: Correct.

Jay Watson: A parent whose children have attended Head Start testified in support of the bill. (See Testimony #2)

34:28

Dawn Williams: Director of the ND Head Start Association and read the testimony of Dr. Sharon Hansen the Director of the Community Action Partnership Head Start Program. (See Testimony #3) Also handed out testimony of Kim Jacobson, Director of Traill County Social Services in Hillsboro, ND. (See Testimony #4)

42:28

Karen Ehrens: Representing the ND Economic Security and Prosperity Alliance testified in support of the bill. (See Testimony #5) Also testified on behalf of herself who is an RN and mother. (See Testimony #6)

49:05

Rep. Rich Becker: You and I have worked together in the past on common goals. There are so many dollars going for so many causes. If you have more parents involved would you feel comfortable in making a comment on that?

Ehrens: It is hard to get parents involved in their children's education. Head Start provides an excellent model as a way to involve and engage parents in their children's education. Working together we can solve problems and we have to keep trying to engage those families.

NO OPPOSITION

Chairman Weisz closed the hearing on HB 1410.

2015 HOUSE STANDING COMMITTEE MINUTES

Human Services Committee
Fort Union Room, State Capitol

HB 1410
2/4/2015
23228

- Subcommittee
 Conference Committee

Committee Clerk Signature

Vicky Crabtree

Explanation or reason for introduction of bill/resolution:

Provide an appropriation to Head Start.

Minutes:

Chairman Weisz: HB 1410, that is Head Start. I visited with the bill sponsor and I know there are a lot of things floating out there that is pre-K. The bill sponsor would definitely like to keep this bill alive and understands it will have a tough time in appropriations. There is a suggested amendment of taking the appropriations from \$5 million down to \$4,900.

Rep. Mooney: I make a motion to amend the sum of \$5 million to \$4,900 on page 1 line 4.

Rep. D. Anderson: Second.

VOICE VOTE: MOTION CARRIED

Rep. Oversen: I move a Do Pass as amended on HB 1410.

Rep. Fehr: Second.

Roll Call: 12 y 0 n 1 absent.
MOTION CARRIED

Bill Carrier: Rep. Hofstad

15.0806.01001
Title.02000

Adopted by the Human Services Committee

February 4, 2015

[Handwritten signature]
2-4-15

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1410

Page 1, line 4, replace "\$5,000,000" with "\$4,900"

Renumber accordingly

Date: 2-4-15
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1410

House Human Services Committee

Subcommittee

Amendment LC# or Description: description on bottom page

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar

Other Actions: Reconsider _____

Motion Made By Rep. Mooney Seconded By Rep. D. Anderson

Representatives	Yes	No	Representatives	Yes	No
Chairman Weisz			Rep. Mooney		
Vice-Chair Hofstad			Rep. Muscha		
Rep. Bert Anderson			Rep. Oversen		
Rep. Dick Anderson					
Rep. Rich S. Becker					
Rep. Damschen					
Rep. Fehr					
Rep. Kiefert					
Rep. Porter					
Rep. Seibel					

voice vote

MOTION CARRIED

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

If the vote is on an amendment, briefly indicate intent:
page 1 line 4 Change \$5 million to \$4,900

Date: 2-4-15
Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 1410

House Human Services Committee

Subcommittee

Amendment LC# or Description: 15.0806.01001

Recommendation: Adopt Amendment
 Do Pass Do Not Pass Without Committee Recommendation
 As Amended Rerefer to Appropriations
 Place on Consent Calendar

Other Actions: Reconsider _____

Motion Made By Rep. Oversen Seconded By Rep. Fehr

Representatives	Yes	No	Representatives	Yes	No
Chairman Weisz	✓		Rep. Mooney	✓	
Vice-Chair Hofstad	✓		Rep. Muscha	✓	
Rep. Bert Anderson	✓		Rep. Oversen	✓	
Rep. Dick Anderson	✓				
Rep. Rich S. Becker	✓				
Rep. Damschen	✓				
Rep. Fehr	✓				
Rep. Kiefert	A				
Rep. Porter	✓				
Rep. Seibel	✓				

Total (Yes) 12 No 0

Absent 1

Floor Assignment Rep. Hofstad

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

HB 1410: Human Services Committee (Rep. Weisz, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1410 was placed on the Sixth order on the calendar.

Page 1, line 4, replace "\$5,000,000" with "\$4,900"

Renumber accordingly

2015 SENATE EDUCATION

HB 1410

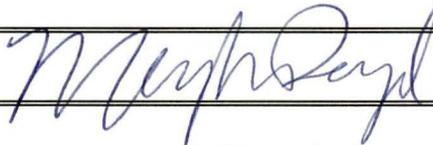
2015 SENATE STANDING COMMITTEE MINUTES

Education Committee
Missouri River Room, State Capitol

HB 1410
3/17/2015
Job # 24950 (59:09)

- Subcommittee
 Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

INITIAL HEARING

to provide an appropriation for head start programs

Minutes:

7 Attachments

Chairman Flakoll called the committee to order at 9:05am.

Kathy Hawken, District 46 Representative

Representative Hawken: this bill in its original form had a bit more money, but we lowered the amount considerably. I think it is imperative that we do something with Pre-K. I am hoping that both bills will pass and we can combine them together so that Head Start could also receive some of the funding. We are one of the very few states that doesn't allocate general funding to Head Start. This program is very good and a big factor for this is that it has a parental component. In fact North Dakota has the national parent of the year (who will testify later). They are involved and it makes a positive difference to the children. I ask sincerely that you consider passing this bill.

Chairman Flakoll: It's \$4,900?

Representative Hawken: We would like to see a way to work with the other Pre-k bill and figure out how we can bring in some of those children as well. If we can't do anything else, it will at least pay the printing for next year. I would love to have the \$5M that was originally in there, but I know that that is not reasonable particularly with all of the uncertainties; however the uncertainties make this program even more important. We can do amazing things in conference committee, and that is what I am hoping will happen.

Chairman Flakoll: The vote was 64-29 in the House.

Representative Hawken: Yes, which was pretty good.

Chairman Flakoll: If we amend this bill, you will have to vote on it again.

Representative Hawken: I know it won't be in conference committee, but the other one would.

Chairman Flakoll: Was there any discussion in the House about the ability to accept grants? We've heard of organizations that are exploring the option of donating up to \$10M for education in this state.

Representative Hawken: We have not had that discussion, but it is certainly a possibility.

Chairman Flakoll: What are we covering in this state?

Representative Hawken: I will defer that question. I know that it doesn't cover every part of the state, but the coverage is better than you would think. There's simply just not enough room and not enough money

Senator Davison: Is it typical in other states that it goes through the Department of Human Services instead of Education?

Representative Hawken: It varies from state to state and depends on where the more favorable people are. There is not a specific reason and it is probably about half and half because it is federal.

(9:55) **Pamela Anderson**, District 41 Representative

Representative Anderson: I'm disturbed by our lack of funding for early childhood education in the state. When I was knocking on all of the doors and visiting with people, I didn't find anyone who was opposed to early childhood education in my district. The only thing I ever heard was that it is a federal program. Yes it is a federal program, but we take federal money for roads and other programs as well. I think we should add some state money for Head Start.

(13:10) **Allison Johnson**, Executive Director of Mayville State University Child Development Programs (see attachment #1 & #1.1)

(21:40) **Senator Schaible:** You said that all children are placed on an IEP?

Johnson: It is an individualized education program that offers goals specific to their needs, but it is not the same as IEP's through special education.

Senator Marcellais: I think this is an excellent program. Do you know our former director Jennifer Ramey?

Johnson: Yes I have known Jennifer for the last 25 years, and I know she has had a successful program.

Senator Marcellais: I testified on the national level for the federal program when I was Tribal Chairman. It is interesting to go to that meeting. Have you had that opportunity?

Johnson: Yes we have. Head start has proven to have an impact for all children across the United States.

Senator Davison: What is the total funding for Head Start now in North Dakota?

Johnson: Currently there is \$21M coming into the state.

Senator Davison: With this \$5M, did anyone put a budget together? What are the priorities- decrease the waiting list or expand the program?

Johnson: Currently the cost per child is between \$5,000-9,000 depending on how the program operates. These programs are community based so depending on who the grantee is, that is how the program is designed. It varies on the community model. We are

looking at about \$8000 per child. Hopefully we will be able to serve the children on the waiting list with priority going to 4 year olds then to 3 year olds after.

Senator Davison: Would the Department of Human Services develop a block grant system and people would apply for the dollars depending on what they determine they want to do?

Johnson: Yes, that would work. Currently funds that come from the federal level come directly to the school district or University to operate the program. Something similar to that system would work. It is something we are used to and how we operate now.

Senator Davison: Are you familiar with how the AmeriCorps program works in Fargo with the Head Start Program?

Johnson: I am familiar with the AmeriCorps, but not specifically how they work with Fargo.

(26:35) **Vice Chairman Rust:** What are the sizes of the programs?

Johnson: Some of the programs may be home-based and serve 1 to 2 children in the family or it could be as large as Fargo's that is serving almost 300 children. They are all individualized and community based. They work collaboratively with their school districts or childcare partners. We are layering the funding and we feel are being the best stewards of that money.

Vice Chairman Rust: It's about \$5,000-9,000 per child?

Johnson: Correct. It is because of the comprehensive services such as providing the health, mental health, nutrition, education and more. The amount changes across communities based on the model that they choose. That is the unique part about a community driven program. You can best meet the needs of your own community. Some programs provide 5-days a week all day programming while others provide half.

Senator Davison: Is the curriculum consistent throughout the state or individualized to each organization?

Johnson: It is research-based curriculum. Each program has to align with federal child outcomes. We must also meet an assessment tool to assess those child outcomes. Grantees are able to select the type of curriculum, but all must measure the child outcomes.

Vice Chairman Rust: You said you were with Mayville State University. How many others programs are with one of higher education institutions?

Johnson: Currently we are the only North Dakota grantee that is part of a University.

Senator Oban: A lot of legislatures like the parent component. Will you explain that interaction?

Johnson: It is one of the cornerstones in place since 1965. Every Head Start program is required to have a policy council. Parents are involved with shared decision making with the program. They also participate in volunteer activities and we provide opportunities for parents to gain skills with parent training and family nights. Each community has to develop what types of activities are appropriate to their parents.

Senator Marcellais: There are grandparent activities as well so I see the importance of the program in which the community reaches out the parents. You mention that it would take care of 750 children in the state. Where are they located?

Johnson: These children are located all over the state, both in big and small communities. We hope to cover all 750 kids if it's possible.

Senator Marcellais: Do you see an increase in the oil area?

Johnson: We are actually seeing a divide of those that have and those that have not. There is a huge issue with being able to provide services and getting qualified staff in that area because of the high salaries. Head start is not one of these flush organizations; we get just enough money to meet the needs of the families we are serving.

(35:20) **Jay Watson**, single parent and National Head Start Association's Parent of the Year recipient (*see attachment #2*)

Senator Marcellais: When will you be in Washington?

Watson: We are leaving on the 28th and we will be at the conference until the 3rd of April.

(43:05) **Josef Kolosky**, Director of West River Head Start (*see attachment #3*)

Senator Marcellais: How many children are in your school?

Kolosky: At West River Head Start, we have 152 children. Our program covers children within 5,000 square miles of area.

Senator Marcellais: What is your budget?

Kolosky: \$1.4M currently.

(51:25) **Karen Ehrens**, ND Economic Security and Prosperity Alliance (*see attachment #4*)

Chairman Flakoll: Did the coalition vote on this?

Ehrens: We've looked at the issues that will help build assets and we allowed the members who don't want to be publicly noted as supporting to opt out of being listed on this list.

Chairman Flakoll: Did anyone opt out?

Ehrens: No, I don't think anyone did.

(54:45) **Karen Ehrens**, Registered Dietitian and mother (*see attachment #5*)

Senator Marcellais: These may be some of the only meals that the Head Start children are receiving. Do you think they should hire a nutritionist for these programs?

Ehrens: I believe it is the policy that the menus need to be at least reviewed by a dietitian. In many cases, with good training, the staff in the programs can do a good job of providing balanced meals, but perhaps they could further benefit from a dietitian.

Chairman Flakoll closed the hearing on engrossed HB 1410.

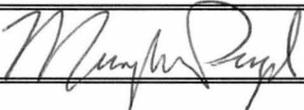
Testimonies in support handed in separate from hearing (*see attachments #6-7*)

2015 SENATE STANDING COMMITTEE MINUTES

Education Committee
Missouri River Room, State Capitol

HB 1410
4/8/2015
Job #25907 (2:03)

- Subcommittee
 Conference Committee

Committee Clerk Signature 

Explanation or reason for introduction of bill/resolution:

ACTION

Minutes:

No Attachments

Chairman Flakoll called the committee to order at 10:45am with all committee members present.

Senator Davison makes a motion for a DO PASS on engrossed HB 1410.
Senator Oban seconds the motion.

Senator Oban: I wish there was more than \$4900 in this.

A vote was taken: 6 yays, 0 nays, 0 absent
The motion passes 6-0.

Senator Davison will carry the bill.

REPORT OF STANDING COMMITTEE

HB 1410, as engrossed: Education Committee (Sen. Flakoll, Chairman) recommends **DO PASS** (6 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1410 was placed on the Fourteenth order on the calendar.

2015 TESTIMONY

HB 1410

House Bill 1410 Testimony

#1

House Human Services Committee

February 2, 2015

Mr. Chairman and Committee Members, I am pleased to appear before you today to testify in support of House Bill 1410. My name is Allison Driessen, I am the Program Director of Early Explorers Head Start, and Early Head Start, a grantee agency of the Towner-Granville- Upham School District with Head Start classrooms located in Anamoose, Devils Lake, Harvey, Rugby, Towner, Turtle Lake and Velva. I am also the President of North Dakota Head Start Association. The Association represents over 3200 low income children, prenatal to age five, and families served by fourteen programs.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include research based preschool education, medical, dental and mental health care, nutrition services, and support to parents to foster their child's development.

There are thirteen Head Start programs in North Dakota serving over 2000 income eligible children ages 3-5 in North Dakota. Head Start programs collaborate with school districts, child care, universities and other community partners to provide services in areas as small as Anamoose and Gwinner and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

House Bill 1410 Testimony

House Human Services Committee

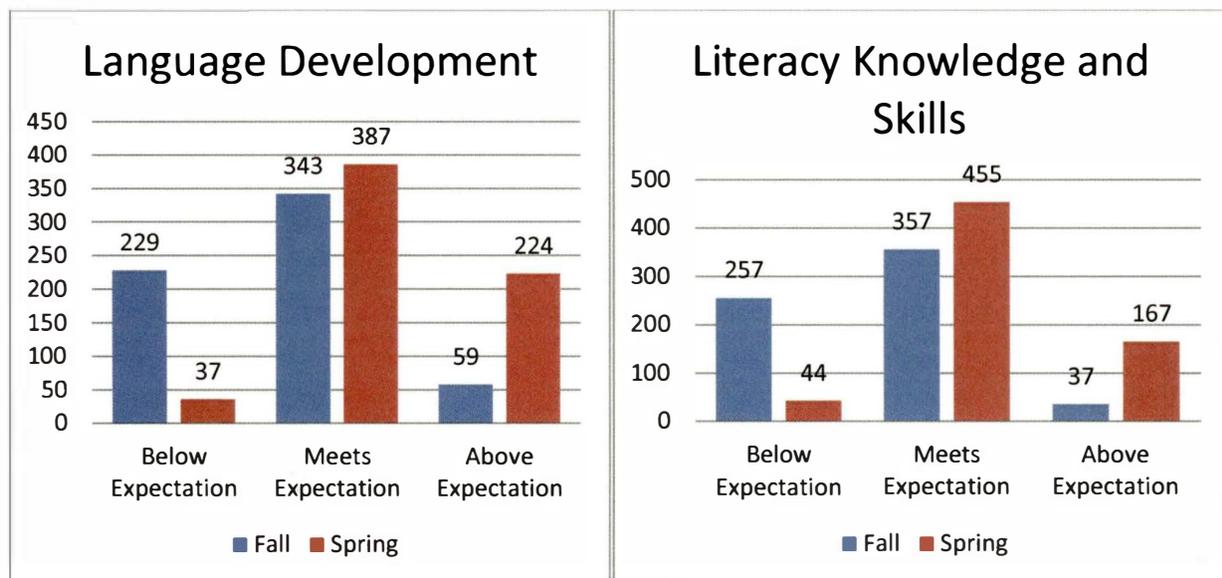
February 2, 2015

the greatest need for services. A family of four cannot earn more than \$23,850 to be eligible for the program. A single parent with one child may not earn more \$15,800. Ten percent of enrollment is reserved for over income families. As of December 2014, there are 750 children on waiting lists for Head Start services across the state of North Dakota. Most of the families on the waiting list are the working poor and cannot afford preschool or high quality childcare.

Head Start programs are guided by the Head Start Federal Performance Standards mandating programs to comply with over 2000 regulations. Head Start programs are monitored on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning.

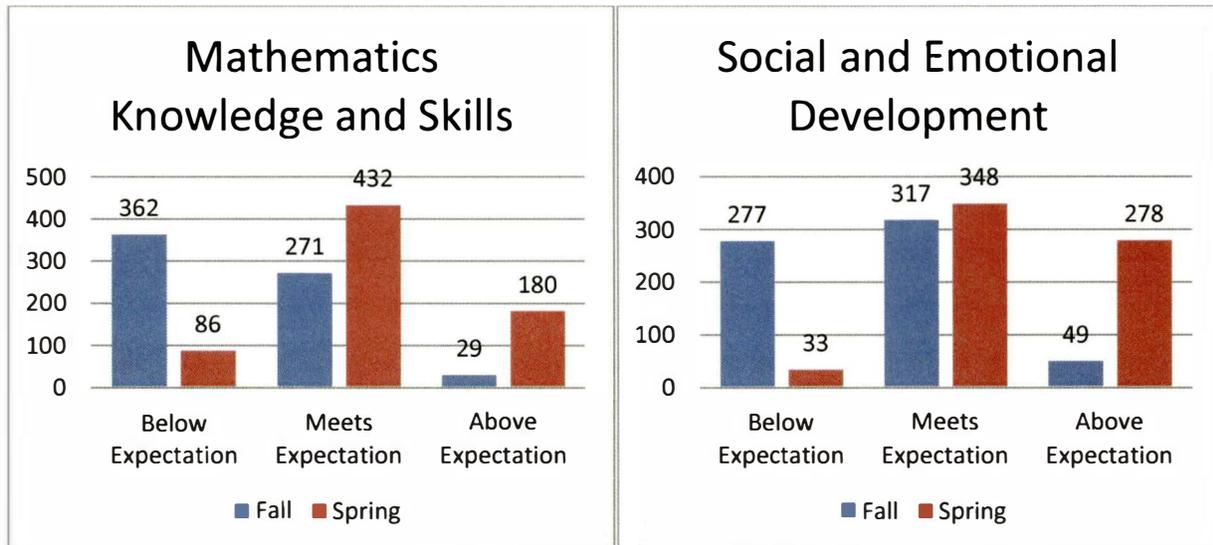
Head Start has a long history of data collection and analysis of young children. The following charts demonstrate achievements of 4-year-old children that participated in Head Start in 2013-2014.



House Bill 1410 Testimony

House Human Services Committee

February 2, 2015



How is Head Start different than Pre-Kindergarten? Head Start focuses on the overall development of the child and family. All children receive a physical, dental exam, developmental screening, vision and hearing screening, nutrition assessment, mental health assessment and have individualized education plans. Head Start nurses and caseworkers help families establish a medical home with a primary physician instead of utilizing the emergency room.

The second difference is that the program works directly with parents to strengthen adult skills, which results in better child outcomes. Parents are connected to resources, set goals, receive parent education, home visits, opportunities for volunteering and serve on advisory boards. According to a study by Walberg, family participation in education is twice as predictive of students' academic success as family socioeconomic status.² Growing strong families means helping parents connect with resources to get out of poverty and become advocates for their children.

Why should North Dakota invest in a federal program? Head Start is serving North Dakota's most vulnerable children. Our highest priority is to serve children in foster care, homeless and children who are at risk. The same children who will enter public school not ready. Head Start programs lack sufficient funding to ensure educational quality. Fourteen states including

² Walberg (1984) in his review of 29 studies of school-parent programs

House Bill 1410 Testimony

House Human Services Committee

February 2, 2015

Wisconsin, Oklahoma and Alaska supplement the federal funding and help close the funding shortfall required for quality Head Start education. Additional state funding is often used to expand the number of funded slots in the state's Head Start program. In some cases, the funds are used for quality improvements, such as extended day and teacher salary enhancements. House Bill 1410 would expand services to at risk children through additional Head Start slots, extending service hours of existing part day programs or enhance quality services by collaborating with local school districts and childcare to meet the needs of families. Head Start programs are especially interested in expanding eligibility using state dollars to serve the working poor who do not meet income eligibility.

Head Start has fought a long battle disputing the myth of fade out effect. The Impact Study shows that while Head Start children arrive at kindergarten academically ahead of their peers, these children eventually catch up to the Head Start children. This is referred to as "fading out." Children without Head Start experience catch up, the Head Start children do not "fade out." Head Start children perform on par with their peers demonstrating that Head Start helps to eliminate the achievement gap.

Head Start Works. There are nationally recognized, long-term, Head Start specific research studies documenting the benefits of Head Start programs. All programs have data and track school readiness outcomes documenting the positive impacts of their program. Head Start programs produce well-documented, internationally recognized results:

- Reduced mortality rates of young children
- Higher vocabulary levels
- Better emotional development (less challenging behaviors),
- Fewer children referred to and placed in special education classes
- Fewer grade repetition
- Increased high school graduation rates
- Significant impact on long-term outcomes of adults 19 years or older who attended Head Start, higher wages, better relationships (less domestic violence), etc.
- And, Families moving out of poverty

House Bill 1410 Testimony

House Human Services Committee

February 2, 2015

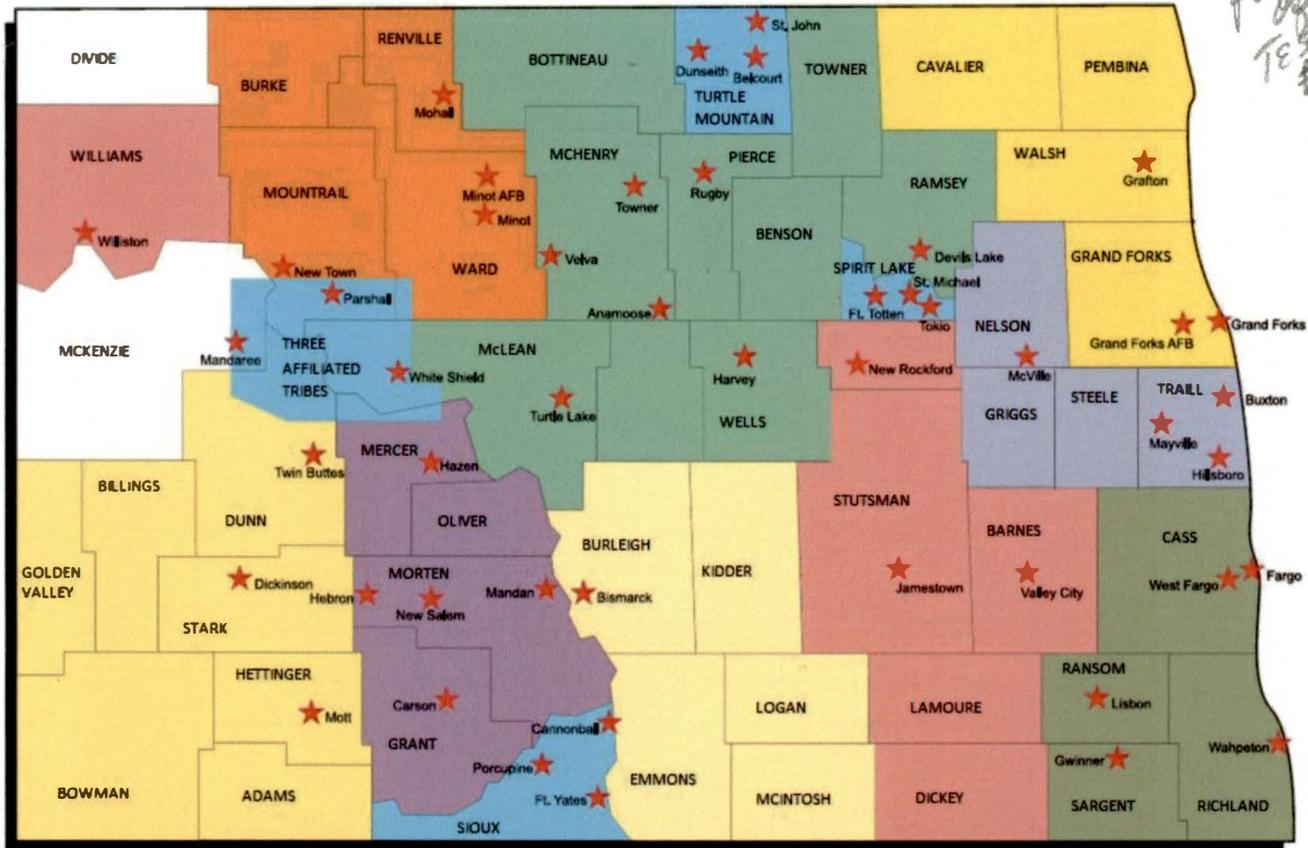
As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. Local school districts rely on federal, state and local funding to provide high quality education. Head Start urges the legislative assembly to recognize this is also true of services to our most at risk young children. The support of this committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1410. I welcome any questions from the committee.

Allison Dybing-Driessen
Early Explorers Head Start
1401 College Drive North, Devils Lake, ND 58301
allison.driessen@k12.nd.us

North Dakota Head Start Sites, August 2014

*Part of
TESTIMONY
#1*



Director	Address	City/State/Zip	Phone	Online
Tammy Hoggarth	1411 12th Avenue NE	Jamestown, ND 58401	701-252-1821	cap6.com/programs/headstart.htm
Karen Knowles	2815 Burdick Expy E.	Minot, ND 58702	701-857-4688	pages.minot.k12.nd.us/headstart/
Allison Driessen	1401 College Drive N	Devils Lake, ND	701-665-4452	earlyexplorers.org/
Allison Johnson	330 3rd St NE	Mayville, ND 58257	701-788-4868	mayvillestate.edu/community-services-grant-programs/child-development-programs/head-start/sendcaaheadstart.org/
David Doty	3233 S University Drive	Fargo, ND 58104	701-235-8931	
Jennifer Ramey	1010 Carol James Street	Belcourt, ND 58316	701-477-0260	http://tmbci.kkbold.com/programs/?program_id=31
Dr. Jerry Jonnson	3600 6th Ave North	Grand Forks, ND 58203	701-746-2433	gfschools.org/pages/gfschools
Dr. Sharon Hansen	107 3rd Avenue SE	Dickinson, ND 58601	701-227-3010	dickinson.k12.nd.us/early_childhood/
Josef Kolosky	1007 18th St NW	Mandan, ND 58554	701-667-8668	hitinc.org/services/west-river-head-start/
Carmelita Bear Ribs	200 Proposal Avenue	Fort Yates, ND 58537	605-425-2063	headstart.standingrock.org/?id=2
Laurel Nybo	720 North 14th St	Bismarck, ND 58501	701-323-4400	bismarck.k12.nd.us/BECEP/head-start-/
Kelly Bradfield	509 9th St North	New Town, ND 58763	701-627-4820	mhanation.com/
CDI HS Serving Williams Co.	1805 Main St. Concordia Church	Williston, ND 58802	701-609-4003	
Roxanne Wells	412 2nd Ave N	Fort Totten, ND 58335	701-766-4070	spiritlakenation.com/sltheadstart.htm

For a Head Start/Early Head Start Program in your area, please visit: <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>

Head Start State Collaboration Office: Mark Schaefer – Administrator

Email: marschaefer@nd.gov; 600 East Boulevard Ave, Dept. 325; Bismarck, ND 58505-0250

For more information, please visit our website at: www.nd.gov/dhs/services/childfamily/headstart/sites.html.



Our Children.....Our Future

North Dakota Head Start

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- ⇒ preschool education;
- ⇒ medical, dental, and mental health care;
- ⇒ nutrition services; and
- ⇒ support to parents to foster their child's development.



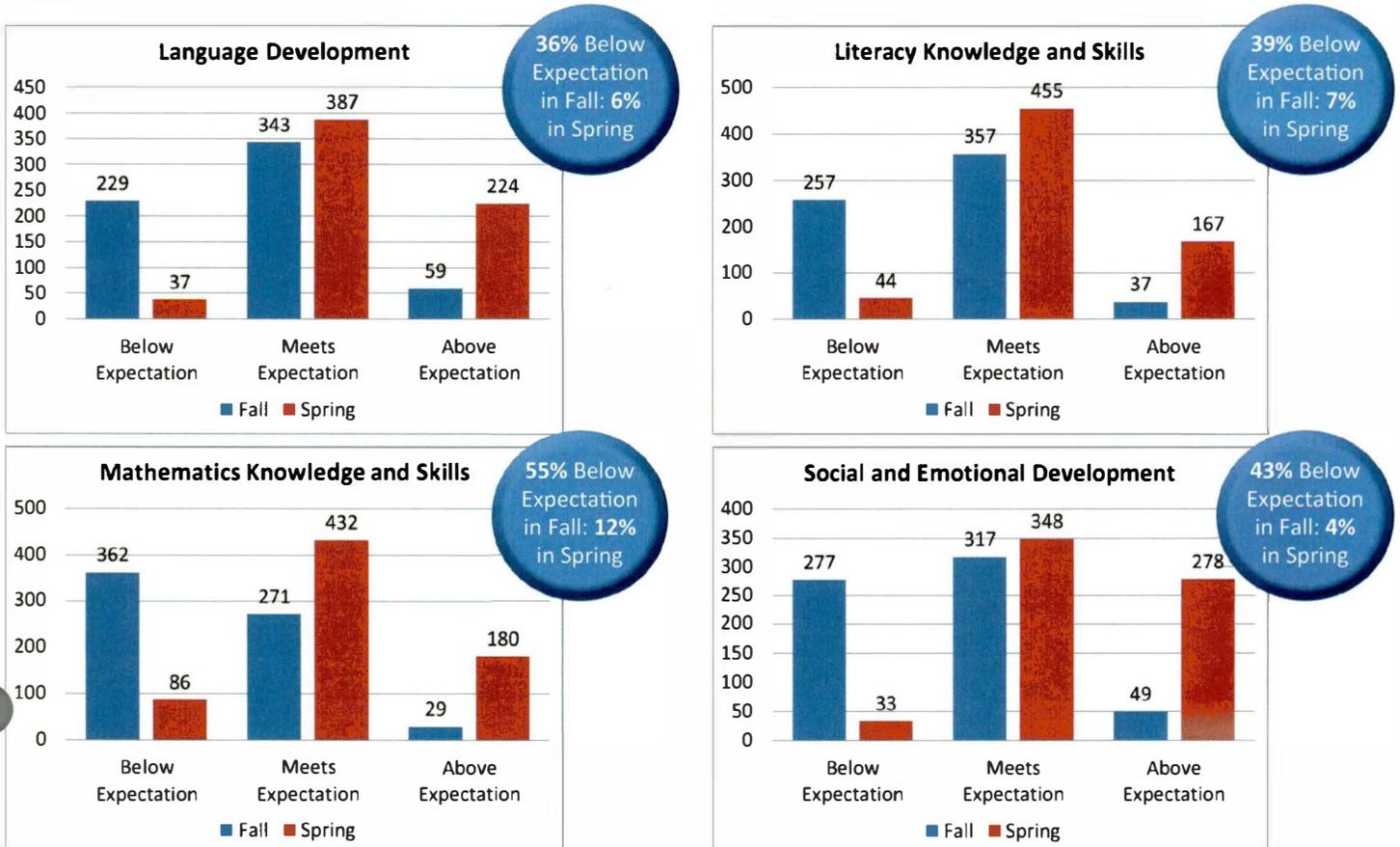
Facts and Figures

Head Start aims to ensure that the most vulnerable children in ND enter kindergarten healthy and ready to succeed.

- ⇒ **ND Head Start serves over 2,000 children each year.**
- ⇒ As of December 2014, over 750 families had applied for ND Head Start but were unserved.
- ⇒ 92% of respondents to the NDHSA School Readiness Survey indicated that the **Head Start program most prepares children for Kindergarten.** *NDHSA School Readiness Survey, February 2012*
- ⇒ The Census Bureau estimates that 19% of ND children ages 0-4 (8,183 children) lived in poverty. *North Dakota KIDS COUNT 2012*

Demonstrating Results: Child Progress in ND Head Start

ND Head Start uses research-based assessment tools to measure child development and help parents understand how to boost their child's physical, emotional, social and cognitive growth. The following charts demonstrate achievements of 4 year old children that participated in ND Head Start in 2013-2014.





Our Children....Our Future

Why Is Early Learning Important?

The science on children's brain development is clear: the years from birth through age 5 are crucial. Studies in the past two decades have shown that the early years lay the foundation for children's success in life or create early roadblocks.

Key findings are:

- ⇒ The first five years of life are a time of tremendous growth. Children are growing physically, socially, emotionally and intellectually.
- ⇒ Children's brains grow more rapidly in these early years than at any other time of life.
- ⇒ Children are naturally eager to learn. Their environment has a major impact on their capacity to learn.
- ⇒ A safe, caring and nurturing environment boosts a child's ability to learn. So do stimulating activities and interactions with parents and caregivers.

The reverse is also true. A child who experiences extreme poverty, neglect, abuse, family violence or substance abuse, or whose parents have severe depression, may be in a constant state of stress. This toxic stress disrupts the child's brain growth and can impact all areas of development.

Early Childhood Intervention is Critical

Without high-quality early childhood intervention, we know that an at-risk child is:

- ⇒ 25% more likely to drop out of school
- ⇒ 40% more likely to become a teen parent
- ⇒ 50% more likely to be placed in special education
- ⇒ 60% more likely never to attend college
- ⇒ 70% more likely to be arrested for a violent crime

Ounce of Prevention Fund (2012)

Return on Investment

Early childhood programs are the most cost-effective way to ensure the healthy development of children in poverty and offer the greatest returns to society. *Ounce of Prevention Fund (2012)*

- ⇒ Early childhood programs for low-income children report returns between \$4 and \$9 for every dollar invested in these programs. *Harvard's Center on the Developing Child*
- ⇒ Careful academic research demonstrates that tax dollars spent on ECD provide extraordinary returns compared with investments in the public, and even private, sector. The potential return from a focused, high-quality ECD program is as high as 16 percent per year. *"Early Childhood Development on a Large Scale" June 2005 Rob Grunewald and Art Rolnick's proposal for investment in early childhood education*
- ⇒ Quality economic returns come from quality investment in early childhood development. *The Heckman Equation Project, www.heckmanequation.org*
- ⇒ As adults, children who were in high-quality early learning programs had higher earnings, paid more taxes, were healthier and were less likely to require welfare or criminal justice costs. *Barnett, 1996; Pew Center for the States, 2011; RAND Corporation; 2008, Reynolds, Temple, White, Ou & Robertson, 2011*

*"Head Start staff provided my son with a wonderful learning environment during the most crucial years of his life before age five when his brain was developing the fastest it ever will."
BECEP Head Start Parent*



Jay is a Head Start 'success story.' He has literally pulled himself up and out of poverty by hard work, grit, and relentless determination. I have heard him say numerous times, "I want to provide for my kids." Written of Jay Watson, West River Head Start Parent, National Head Start Association Parent of the year. (pictured above)

#2

Jay Watson Testimony
HB 1410 – Head Start
2/2/2015

My name is Jay Watson. I am 36 years old and a single parent of three children who have attended the West River Head Start program in Mandan. My eldest daughter Tyra - for two years; my youngest daughter Adriaahna - for one year; and my son Dexter - for three years. As a child, I did not attend Head Start or kindergarten. When I started first grade, I had difficulty following classroom rules. I didn't like school, and I couldn't wait to go home and play. Over the combined six years my children have been enrolled in Head Start, I have watched my children grow and learn and develop an appreciation for school.

Tyra, my oldest, is now a senior in high school. She is a great student, has always been able to make friends and truly enjoys school. As a result of the skills she learned while enrolled in Head Start, she made a seamless transition into kindergarten and then first grade. I attribute much of her abilities, attitude, and appropriate school behaviors from the time she spent at Head Start. My youngest daughter, Adriaahna is 8 and is in 2nd grade. She has high energy and a great personality. The social skills she learned at Head Start, combined with the classroom atmosphere, have really helped her excel. Adriaahna loves to read and write. She is fascinated by science and is one of the best students in her class. My son Dexter is now 6 and in kindergarten. He loves to go to school, he is great at following classroom directions, and by his teachers account one of the smartest kids in his class.

As a parent, I have always tried to actively participate in all aspects of my children's lives. I often see the advertisements on benches or signs that say "Dad, Be There" and it motivates me. As a child my father traveled often for work, so I know first-hand the importance of being involved and what that means to my children. Three years ago when my children Started Head Start I was unemployed. I was able to attend every special event and parent hour they had in class and Started volunteering extra time and full days too. I even got to the point that I was asked to volunteer in a third class where my kids didn't attend and I was happy to help. I learned a lot about the Head Start program and was able to build friendships with many students. Most importantly I was able to watch my kids grow and develop alongside the other children in the classrooms.

The last two years Dexter spent at Head Start I was working full-time. After the great first year we had I missed spending so much time in the classroom. However, I am very fortunate that I have a great boss that allowed me to take time off and spend it with my kids at school. I had been able to attend every parent hour and special function. In a continued effort to remain involved in my children's education I ran for policy council in Dexter's classroom and was appointed Vice Chairperson which in turn led to Chairperson. The more involved I became, the more I realized the importance this environment had on my children.

Head Start has had as strong of an impact on me as a parent as it has on my children. The leadership skills that I have learned while being involved with their program have helped me to be a better parent, improved my relationships with coworkers, and helped in my personal life. Being on Policy Council has inspired me to join the PTO at Lewis and Clark where my kids now attend school. This is my second year and I am currently Vice President. I am always advocating for the students and I'm trying to bring the same family atmosphere to the PTO and to the school that I enjoyed so much from being part of Head Start and its policy council. Head Start's conscience discipline program has also helped me become a

Jay Watson Testimony

HB 1410 – Head Start

2/2/2015

better parent and interact with my children in the same way they do at school to create consistency in our lives.

Since leaving Head Start the positive effect it has left on my children is clear.

Tyra is a straight A student and is very outgoing. She has been in volleyball, track, cheerleading student managed for basketball and coached volleyball for 5th graders. Currently she is in tennis, volunteers for the Trust in Teens program that mentors elementary students, and works part-time as a lifeguard. She puts family first, has strong relationships with her friends, helps out with her little brother and sister, and I couldn't be more proud of her.

Adriahna hugs every teacher and compliments all her friends and fellow students when she sees them. She has a strong love for learning new things; she is a great reader, and never wants to miss school, even when she is sick.

Dexter shows lots of leadership skills when working in groups or playing with other children. He excels at following classroom rules. He is great at counting, writing, and word recognition.

In both kindergarten conferences their teachers have expressed they can tell the students that have gone to Head Start and the ones who haven't. They just get it a lot quicker than the rest.

I wish that I had that same opportunity when I was a child. I strongly believe that Head Start has had a positive impact on my children, their future, and will continue to benefit them throughout their lives.

In closing I would like add one accomplishment that I am incredibly proud of and that can be directly attributed to Head Start. In spring of 2014, several staff members and Joey Kolosky –the director of West River Head Start –nominated me for the National Head Start Association's Parent of the Year Award.

I am proud, and humbled, to say that I won this prestigious award.

I am in no way a perfect parent, or perfect dad. Like everyone else in this room I have flaws. However I do try my best to be the best person and parent I can be. The staff at West River Head Start recognized this in me. I never asked to be honored in this way, but I will say that I take this accomplishment with pride and will do my best to represent Head Start and North Dakota at the 2015 National Head Start Conference in Washington DC this March.

February 2, 2015

3



CALL FOR ACTION – HB 1410 – STATE FUNDING TO EXPAND HEAD START

Good Morning Chairman Weisz and Members of the Committee.

My name is Dawn Williams and I am the Director of the North Dakota Head Start Association. I am reading testimony from Dr. Sharon Hansen, the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. I am here today in her place testifying in support of House Bill 1410.

Dr. Jack Shonkoff, Director of the Center of the Developing Child at Harvard University said, "The Foundation of a Successful Society Is Built in Early Childhood." His research found:

- Strong association between children's cognitive skills before they enter kindergarten with achievement in elementary and high school.
- High school completion can even be predicted based on general cognitive ability in the preschool years. (National Research Council and Institute of Medicine. 2000, *Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.)

We are at a unique crossroad of unprecedented economic development and we have an incredible opportunity to invest in North Dakota's future. We all take very seriously our responsibilities as stewards of our state's resources while building the infrastructure critical to sustain our economic viability. We must not forget that a critical component of that infrastructure is the well being of our youngest citizens.

Families moving into our state for employment are seeking high quality services for their children. One of those services we are asked about time and time again is, "Where are your preschools?" Families have demonstrated a range of emotions when told they must find and pay for a private preschool, if one exists in the area they live, and they can afford the tuition, or face the realization that they will not be able to provide their preschool child with a true "head start".

North Dakota preschool children are less likely than other children in our nation to attend early education programs. Early childhood special education and Head Start programs serve only 22% of 4-year old children and 15% of 3-year old children who reside in North Dakota (*The state of preschool: 2013 State preschool yearbook*. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research).

As of December 2014, **768 families** had applied for ND Head Start but were unserved. These children enter school at risk for achieving the high standards all schools are being held to. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding (Davison, et al., 2004).

We have a classic case of “Pay me now or Pay me later” developing before our eyes. The national cost of failing to provide at least two years of early childhood education has been estimated at \$100,000 for every child born into poverty. Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system (Committee of Economic Development. 2006. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation*).

During the 2013-2014 program year approximately 38% of the children enrolled in North Dakota Head Start programs have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with the local school districts in many communities to provide those needed special education services that have allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. This has resulted in an enormous cost savings to school districts when they have not needed to provide intensive special education services for the remaining thirteen years of that child’s public education.

In our neighboring state of Minnesota, the Bush Foundation supported the Wilder Research study. This study found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

North Dakota’s economic future depends on our children getting off to the right start. House Bill 1410 is asking for an investment in our state’s future. Harvard’s Center on the Developing Child has found that early childhood programs for low-income children generate returns between \$4 and \$9 for every dollar invested in these programs. Even at the lowest end of this range the \$5 million investment of House Bill 1410 has the potential to save the citizens of North Dakota \$20 million annually. Today, we would be hard pressed to find any other type of investment with that level of return. As James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital, an investment during the preschool years yields a significantly greater return than an investment during any other time of a child’s life.

North Dakota’s Head Start programs are willing to do their part in leading North Dakota into a successful and prosperous future! I strongly urge the support of House Bill 1410.

Thank you for your time.

Head Start Research: As researchers, we offer some facts about Head Start that are worth remembering: Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Simply put: Head Start works. It's been proven. Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

Studies of Head Start programs found that Head Start increases educational achievement: raising test scores, decreasing the need for children to receive special education services and making it less likely that children will repeat a grade.¹ Head Start graduates are also more likely to graduate from high school and attend college.²

Head Start's impact on child health is impressive. Likely because of its required medical screenings, vaccinations, and emphasis on nutrition, Head Start reduces by as much as 50 percent the mortality rates for 5- to 9-year-olds.³ A Head Start child is 19 to 25 percent less likely to smoke as an adult.⁴

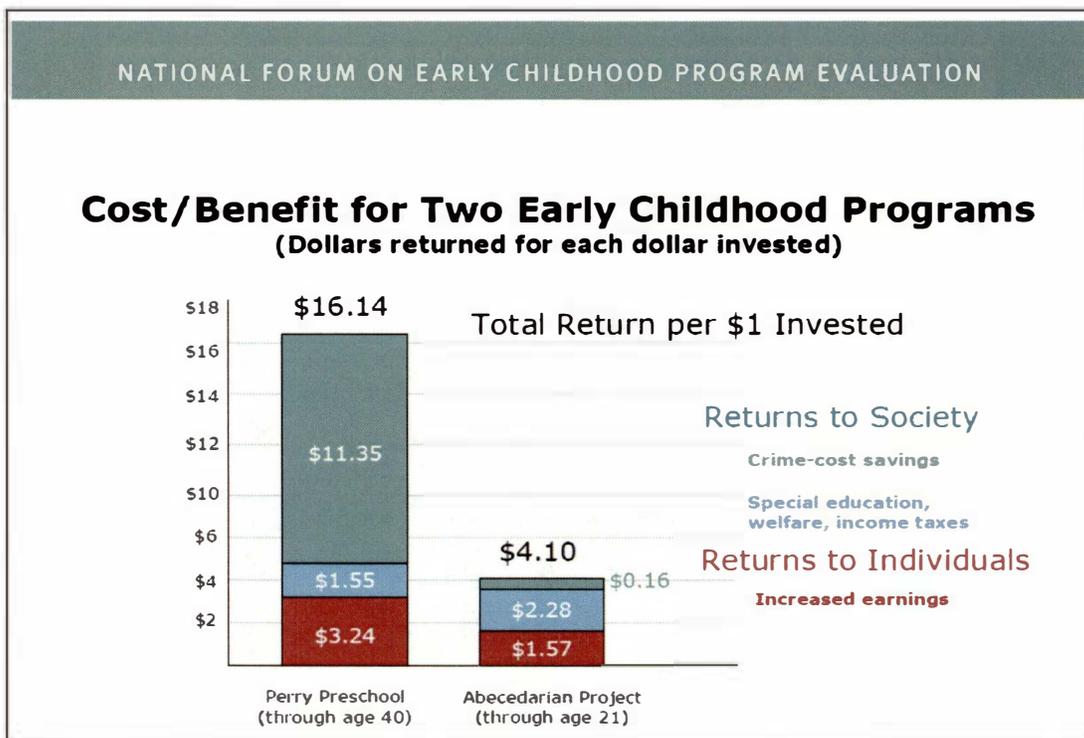
Head Start parents receiving health literacy decreased annual Medicaid costs by \$232 per family.⁵

Head Start graduates are 12 percent less likely to be booked or charged with a crime.⁶ This reduction translates into savings for crime victims, local, state, and federal governments, and the American taxpayer.

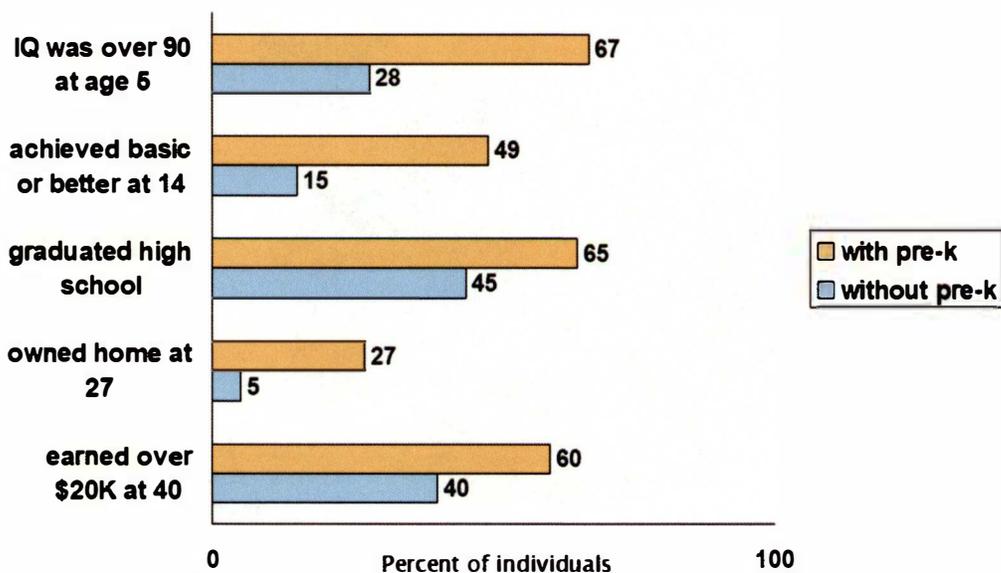
National Impact Study of Head Start found that children attending **Head Start made significant cognitive and socio-emotional gains** compared with the control group children during the Head Start year and were in better health compared to the control group children.⁷

And it is not just the at-risk kids who benefit. Head Start and Early Head Start also provide **improved parenting skills and practices.⁸** Head Start's emphasis on parental involvement contributes to the upward mobility of Head Start parents by helping to move them out of poverty,⁹ and **Early Head Start parents are much more likely to participate in job training programs and more likely to have a job.¹⁰** Head Start and Early Head Start are critical gateways to employment.

- 1** Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Barnett, W. and Hustedt, J. (2005). Head Start's lasting benefits. *Infants & Young Children*, 18 (1): 16-24; Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 2** Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 3** Ibid.
- 4** Anderson, K.H., Foster, J.E., & Frisvold, D.E. (2009). Investing in health: The long-term impact of Head Start on smoking. *Economic Inquiry*, 48 (3), 587-602.
- 5** Herman, A. (2005, Fall). Making a Difference in Head Start Families' Health Care. *Dialog Briefs*, 9(1): 4.
- 6** Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. *American Economic Review*, 92 (4): 999-1012
- 7** US Department of Health and Human Services. (2010, January). Head Start Impact Study Final Report – Executive Summary. The control group children were supposed to only consist of children who did not receive Head Start services, but a significant proportion of the control group received Head Start services anyway.
- 8** US Department of Health and Human Services. (2010, January). *Head Start Impact Study Final Report*; U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume I*. Washington, DC.
- 9** Oyemade, U., V. Washington, and D. Gullo. (1989). The Relationship between Head Start Parental Involvement and the Economic and Social Self-Sufficiency of Head Start Families. *Journal of Negro Education*. 58, 1, 13.
- 10** U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume II: Final technical report appendices*. Washington, DC.

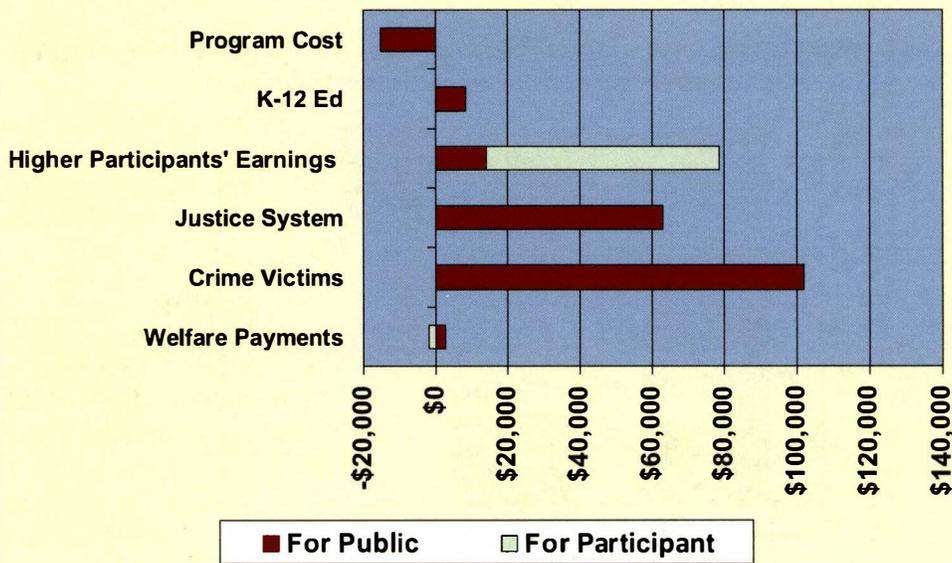


Pre-K is a gift that keeps on giving

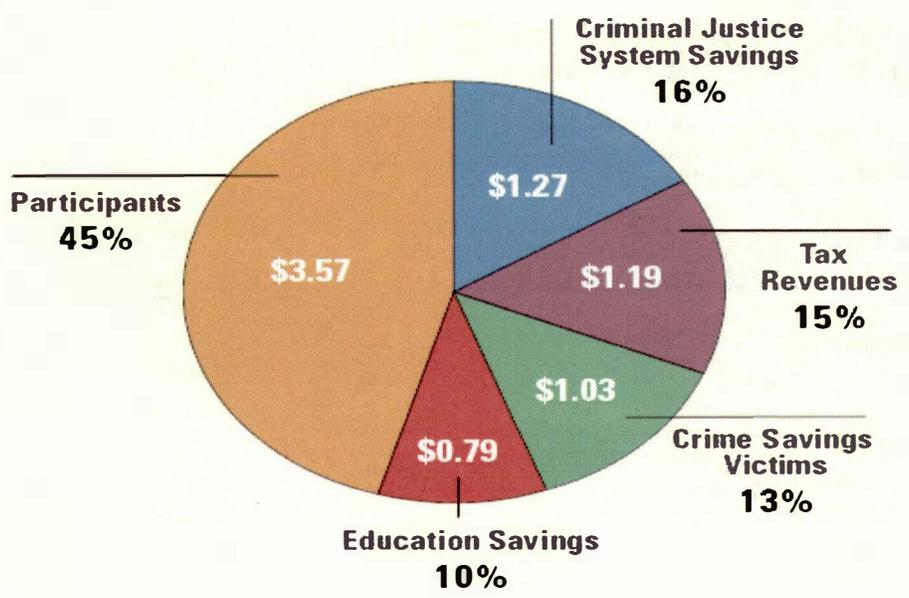


High/Scope Perry Preschool Study Through Age 40, 2004
47

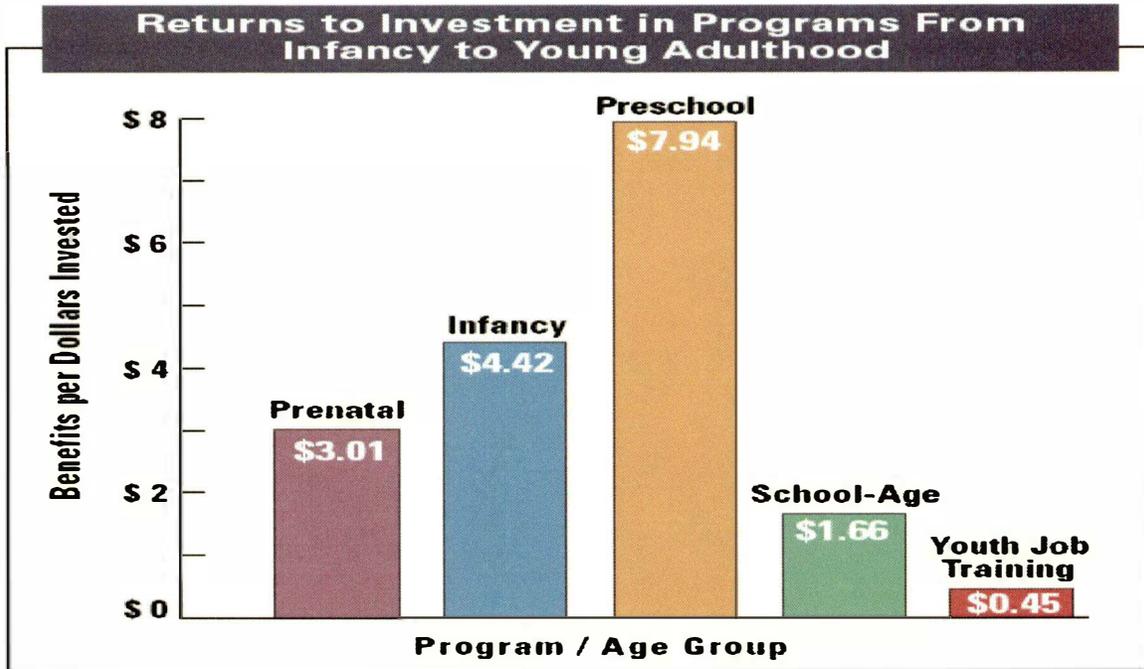
Perry Preschool Costs and Benefits Over 62 Years



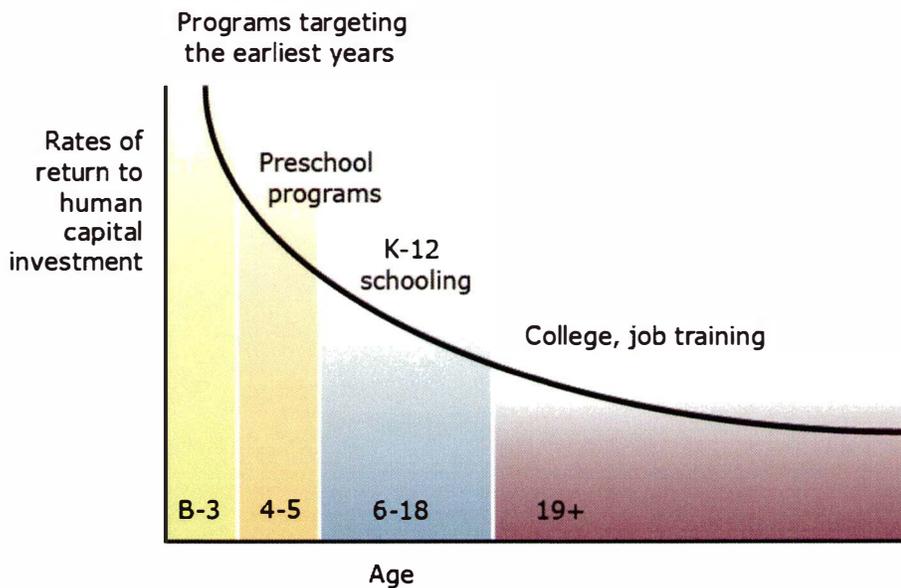
Breakdown of Returns on Investment in Preschool Programs



6



Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation



7

#4

House Human Services Committee
February 2, 2015
House Bill 1410
Kim Jacobson, Director – Traill County Social Services

Chairman Weisz and members of the House Human Service Committee, my name is Kim Jacobson. I am the Director of Traill County Social Services located in Hillsboro, North Dakota. I am also a member of the North Dakota County Social Service Director's Association. I regret that I cannot be present at today's hearing. Please consider my written testimony in support of House Bill 1410.

As a County Social Service Agency, we regularly partner with local Head Start Programs. Fortunately, in Traill County we have access to an outstanding Head Start Program, Mayville State University Child Development Programs. The program is an integral part of our community. Traill County Social Services views Head Start is an important partner in helping keep children safe, families together, and reducing the likelihood of child abuse/neglect.

Prior to my time with Traill County, I was employed with the North Dakota Department of Public Instruction, Child Nutrition and Food Distribution Programs. During my ten years with DPI, I had the opportunity to visit each Head Start Program in North Dakota, including urban, rural, and tribal programs. This experience impressed upon me the many outstanding Head Start programs we have in North Dakota, but I also saw struggle. Long waiting lists, needs for extending programing to full-day, staffing needs, facility needs, equipment needs were challenges facing many programs. In the end, there was one common factor, too many needs and lack of adequate funds.

North Dakota is one of few states in the Union that does not provide state funds to Head Start. House Bill 1410 would provide up to \$5 million dollars from the state general fund to provide grants to Head Start Programs with the goal of increasing the number of low-income or at risk North Dakota families served, expansion of service area to underserved areas, coordination with licensed child care programs, and providing innovative ways in serving children and families.

Quality early care and education is crucial to supporting parents, our communities, and our workforce. Head Start serves as a safety net for low-income children and families. The North Dakota Legislature has heard for many years of the need to increase quality and dependable care to our working families. Head Start is evidenced-based model that helps meet that need and can be effectively and efficiently expanded to serve more children and families.

House Bill 1410 would help strengthen North Dakota Head Start Programs by providing critical grant dollars to help meet community early childhood care and education needs. I urge you to support passage of House Bill 1410 with a "Do PASS" recommendation. Thank you for your consideration.

2

#5

Testimony on Behalf of
The North Dakota Economic Security & Prosperity Alliance (NDESPA)
House Bill 1410 – House Human Services Committee
February 2, 2015

Chairman Weisz and members of the House Human Services Committee, my name is Karen Ehrens and I am representing the North Dakota Economic Security & Prosperity Alliance. NDESPA is a coalition of citizens and organizations working to build assets for North Dakotans of low and moderate income through public policy change. I am here in support of House Bill 1410 that would provide state funding for Head Start programs.

Even in these times of prosperity, people of low and moderate-income – 1 out of every 9 North Dakotans – struggle to make ends meet. More than 75 percent of these households have earned income – they are working people and families. There are more than 77,000 people living with low or moderate-income in North Dakota, nearly 25,000 of who are children.

This committee is well acquainted with the benefits of early childhood education for North Dakota. Quality programs like Head Start, serving children from families with low income, help to prepare students for K-12 education and beyond, improve workforce skills and create better citizens. Federal Reserve Chair Janet Yellen, in a presentation from October 2014, noted “Research shows that children from lower-income households who get good-quality pre-Kindergarten education are more likely to graduate from high school and attend college as well as hold a job and have higher earnings, and they are less likely to be incarcerated or receive public assistance.”

NDESPA supports HB 1410 and the provision of grants for North Dakota Head Start programs. We can probably all agree that North Dakota is a great place to live and raise a family. We care about our quality of life and we strive to live healthy lives. We want North Dakota to stay that way and, when our children grow up, we want this state to be the place they raise their children. For that to happen, we have to invest in the early

education of young children. Well-educated children help to build happy families, strong communities and a reliable, prepared workforce. We can make early education more reliable and accessible for more North Dakota families by investing in Head Start programs in this way.

RESULTS (Early Childhood to End Poverty) report that, “in 2009, 15.5 million children under age 18 were living in poverty (20.7 percent of all children). Infants and toddlers account for 25 percent of the population, yet have the highest poverty rates of any age group in the United States. The family’s economic condition during early childhood may be far more important in shaping children’s ability, behavior, and achievement than conditions later in childhood. Poverty can hinder children’s ability to learn and be healthy and affects their social, emotional, and behavioral development.

Research has shown that participation in a quality early childhood education program provides children with the necessary social, emotional, and cognitive skills that continue to develop throughout their life. The skills they gain also contribute to reduced costs to society through decreases in services, crime rates, and higher productivity later in life. By investing in quality Head Start programs, we are providing opportunities for early intervention while laying a strong foundation for a lifetime of learning and prosperity. We know that the young children of today are the workforce and parents of tomorrow.

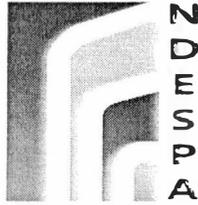
Education, particularly early childhood education, is crucial to giving our children the opportunity to achieve. Programs that seek to help those born into poverty or help low-income families pay for child care are absolutely vital in ensuring that every American child receives the education he or she deserves.”

Programs that are designed to provide support for the parents, children, and families with resources that enable them to succeed, are just the kind of programs needed to assure that North Dakota continues to be the great place it is to raise our children.

In addition, NCSL reports on research done by the Minneapolis Federal Reserve Bank: “Art Rolnick and Rob Grunewald of the Minneapolis Federal Reserve Bank published a paper examining the returns on investment of early education in Minnesota. The findings have had such broad appeal that the authors have been invited around the country to discuss their findings. In *Early Childhood Development with a High Public Return*, early education investments are compared to other kinds of state investments, with the conclusion that early education investments yield a return that far exceeds the return on most public projects that are considered economic development. The report raises issues relevant to most states, including how to build and maintain a viable state economy. The authors highlight the role of state subsidies while drawing on state experiences where subsidies failed to create real economic gains. Though subsidies to education have been longstanding, the authors argue that funding should be directed to early education because of the long-term effects.

The North Dakota Economic Security & Prosperity Alliance urges the committee to pass HB 1410 as an investment in North Dakotans with low-income. Attached to this testimony is a list of NDESPA partners who stand in support of this legislation. I would be happy to take questions from the Committee.

Part of Testimony #5



North Dakota
Economic Security
and Prosperity
Alliance

North Dakota Economic Security & Prosperity Alliance
(NDESPA)
2015

AARP-ND

North Dakota Women's Network

CAWS North Dakota

North Dakota Disabilities Advocacy Consortium

North Dakota Community Action Partnership

North Dakota Head Start Association

North Dakota Human Rights Coalition

North Dakota United

Charles Hall Youth Services

Family Voices of North Dakota

American Association of University Women in North Dakota

Charles Hall Youth Services

North Dakota Chapter of the National Association of Social Workers

Childcare AWARE

Mental Health America of North Dakota

Prevent Child Abuse of North Dakota

North Dakota County Social Service Directors Association

NDESPA works to build and sustain a system of economic security for all North Dakotans through poverty awareness and education, grassroots and community capacity building, research and data development, and promotion of policies and practices to eliminate disparities and obstacles for achieving economic security.

4

#6

Testimony in Support of Head Start
House Bill 1410
February 2, 2015

Chairman Weisz and members of the House Human Services Committee, I am Karen Ehrens from Bismarck and am here today as a private citizen, Registered Dietitian, public health professional and mother.

I encourage you to consider the funding of Head Start programs in North Dakota, by North Dakotans, for North Dakotans. Head Start provides comprehensive services to children and their families, which include health and nutrition programs.

Head Start helps families access programs and services that can lead to better health. Head Start can help families access immunizations, health insurance and medical and dental homes. Head Start programs provide quality meals and snacks that are planned to meet the nutrition needs for the age group. Head Start not only provides children with access to food, but also provides a model for what balanced meals and snacks look like, taste like and feel like.

Head Start programs promote physical activity and development of children's gross motor skills. While children are at Head Start, there is no television viewing, which is beneficial in a number of areas including time for physical activity and less exposure to advertisements for foods of low nutrition quality; three-quarters (73%) of foods advertised on television shows intended for children are for convenience foods, fast foods and/or sweetsⁱⁱ.

These are some of the ways Head Start benefits children's health. A recent study published in the journal *Pediatrics*ⁱⁱⁱ showed that children with unhealthy weight status who participated in Head Start programs were more likely to have a healthy weight status when starting Kindergarten. Both children whose weight was above and below what is considered healthy when they started Head Start in Michigan were less likely to be at those same unhealthy levels when they started school.

In North Dakota, we are being beaten when it comes to improving children's weigh status. In some U.S. states where investments have been made and actions taken, rates of childhood obesity are starting to level off. But in our state this is **not** happening. From 2003 to 2013, childhood overweight and obesity in North Dakota increased by nearly one-third; **28.6 percent of children are overweight or obese (grades 9-12, 2013)**^{iv}. In adults, obesity rates are also rising. North Dakota is now ranked 14th in the nation, up from 25th in the nation, in its percentage of obese and overweight adult residents. Another concern: youth across the U.S. are experiencing substantially higher rates of Type 2 diabetes, previously called "adult onset diabetes." In 2005, 45 percent of newly diagnosed diabetes cases in children were Type 2, a dramatic increase from the 3 percent of cases in the 1990's.

Head Start is one area where we are making strides in improving the health of our children. This legislative body has done a lot of work to set aside resources for the future of our state, and for that, I thank you. I encourage this committee and the rest of the House to consider that investing small amounts of money now to keep our children healthy, in all the dimensions of health including social, educational and physical, will lead to reduced costs for individuals and families in the future, and will also take pressure off resources needed for our state's future.

I would be happy to take questions from the Committee.

References:

ⁱ <http://eclkc.ohs.acf.hhs.gov/hsic/data/factsheets/docs/hs-program-fact-sheet-2014.pdf>

ⁱⁱ Kunkel D. et al. The Impact of Industry Self-Regulation on the Nutritional Quality of Foods Advertised to Children on Television. Oakland, CA: Children Now, 2009

ⁱⁱⁱ <http://pediatrics.aappublications.org/content/early/2015/01/07/peds.2014-1725.abstract>

^{iv} <http://nccd.cdc.gov/vouthonline/App/Results.aspx?LID=ND>

House Bill 1410 Testimony

Senate Education Committee

March 17, 2015

#1
3/17/15

Mr. Chairman and committee members, I am here today to testify in support of House Bill 1410 and ask the committee to reinstate the funding to the \$5 million dollars as identified in the initial bill. My name is Allison Johnson and I am the Executive Director of Mayville State University Child Development Programs located in Traill, Steele, Griggs, Nelson, Walsh and Grand Forks Counties. I am here representing the President of North Dakota Head Start Association. The Association represents over 3200 low income children, prenatal to age five, and families served by fourteen programs.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include research based preschool education, medical, dental and mental health care, nutrition services, and support to parents to foster their child's development.

There are thirteen Head Start programs in North Dakota serving over 2,500 income eligible children ages 3-5 in North Dakota. Head Start programs collaborate with school districts, child care, universities and other community partners to provide services in areas as small as Anamoose and Gwinner and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

House Bill 1410 Testimony

Senate Education Committee

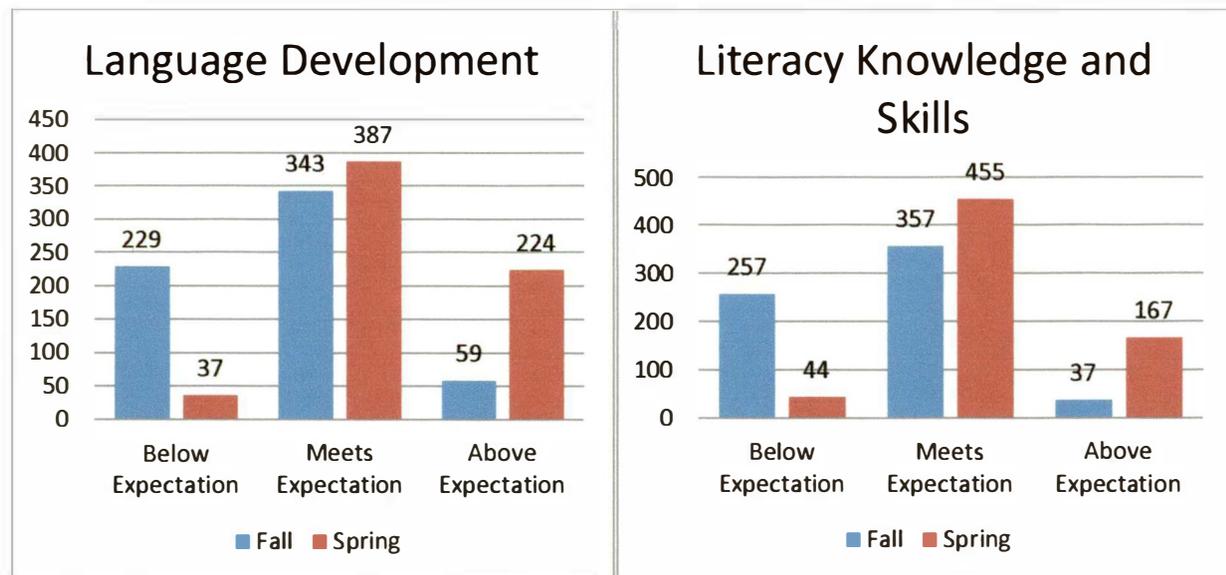
March 17, 2015

the greatest need for services. A family of four cannot earn more than \$23,850 to be eligible for the program. A single parent with one child may not earn more \$15,800. 10% of enrollment is reserved for over income families. As of December 2014, there are 750 children on waiting lists for Head Start services across the state of North Dakota. Most of the families on the waiting list are the working poor and cannot afford preschool or high quality childcare.

Head Start programs are guided by the Head Start Federal Performance Standards mandating programs to comply with over 2000 regulations. Head Start programs are monitored on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning.

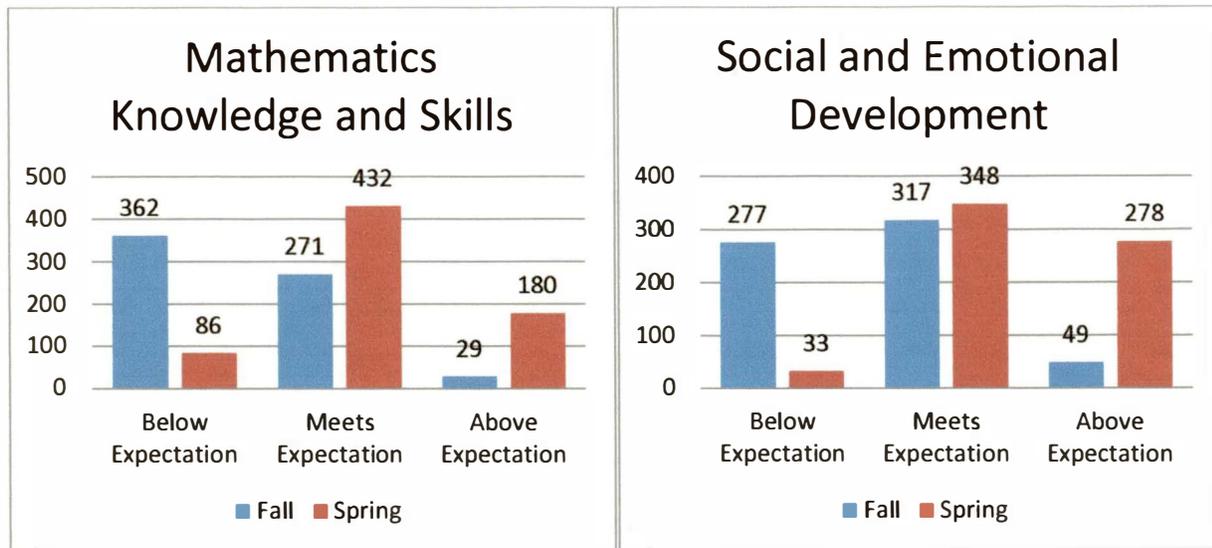
Head Start has a long history of data collection and analysis of young children. The following charts demonstrate achievements of 4-year-old children that participated in Head Start in 2013-2014.



House Bill 1410 Testimony

Senate Education Committee

March 17, 2015



How is Head Start different that Pre-Kindergarten? Head Start focus on the overall development of the child and family. All children receive a physical, dental exam, developmental screening, vision and hearing screening, nutrition assessment, mental health assessment and have individualized education plans. Head Start nurses and case workers help families establish a medical home with a primary physician instead of utilizing the emergency room.

The second difference is that the program works directly with parents to strengthen adult skills, which results in better child outcomes. Parents are connected to resources, set goals, receive parent education, home visits, opportunities for volunteering and serve on advisory boards. According to a study by Walberg, family participation in education is twice as predictive of students' academic success as family socioeconomic status.² Growing strong families means helping parents connect with resources to get out of poverty and become advocates for their children.

Why should North Dakota invest in a federal program? Head Start is serving North Dakota's most vulnerable children. Our highest priority is to serve children in foster care, homeless and children who are at risk. The same children who will enter public school not ready. Head Start programs lack sufficient funding to ensure educational quality. Fourteen states including

² Walberg (1984) in his review of 29 studies of school-parent programs

House Bill 1410 Testimony

Senate Education Committee

March 17, 2015

Wisconsin, Oklahoma and Alaska supplement the federal funding and help close the funding shortfall required for quality Head Start education. Additional state funding is often used to expand the number of funded slots in the state's Head Start program. In some cases, the funds are used for quality improvements, such as extended day and teacher salary enhancements. House Bill 1410 would expand services to at risk children through additional Head Start slots, extending service hours of existing part day programs or enhance quality services by collaborating with local school districts and childcare to meet the needs of families. Head Start programs are especially interested in expanding eligibility using state dollars to serve the working poor who do not meet income eligibility.

Head Start has fought a long battle disputing the myth of fade out effect. The Impact Study shows that while Head Start children arrive at kindergarten academically ahead of their peers, these children eventually catch up to the Head Start children. This is referred to as "fading out." Children without Head Start experience catch up, the Head Start children don't "fade out." Head Start children perform on par with their peers demonstrating that Head Start helps to eliminate the achievement gap.

Head Start Works. There are nationally recognized, long-term, Head Start specific research studies documenting the benefits of Head Start programs. All programs have data and track school readiness outcomes documenting the positive impacts of their program. Head Start programs produce well documented, internationally recognized results:

- Reduced mortality rates of young children
- Higher vocabulary levels
- Better emotional development (less challenging behaviors),
- Fewer children referred to and placed in special education classes
- Fewer grade repetition
- Increased high school graduation rates
- Significant impact on long-term outcomes of adults 19 years or older who attended Head Start, higher wages, better relationships (less domestic violence), etc.
- And, Families moving out of poverty

House Bill 1410 Testimony

Senate Education Committee

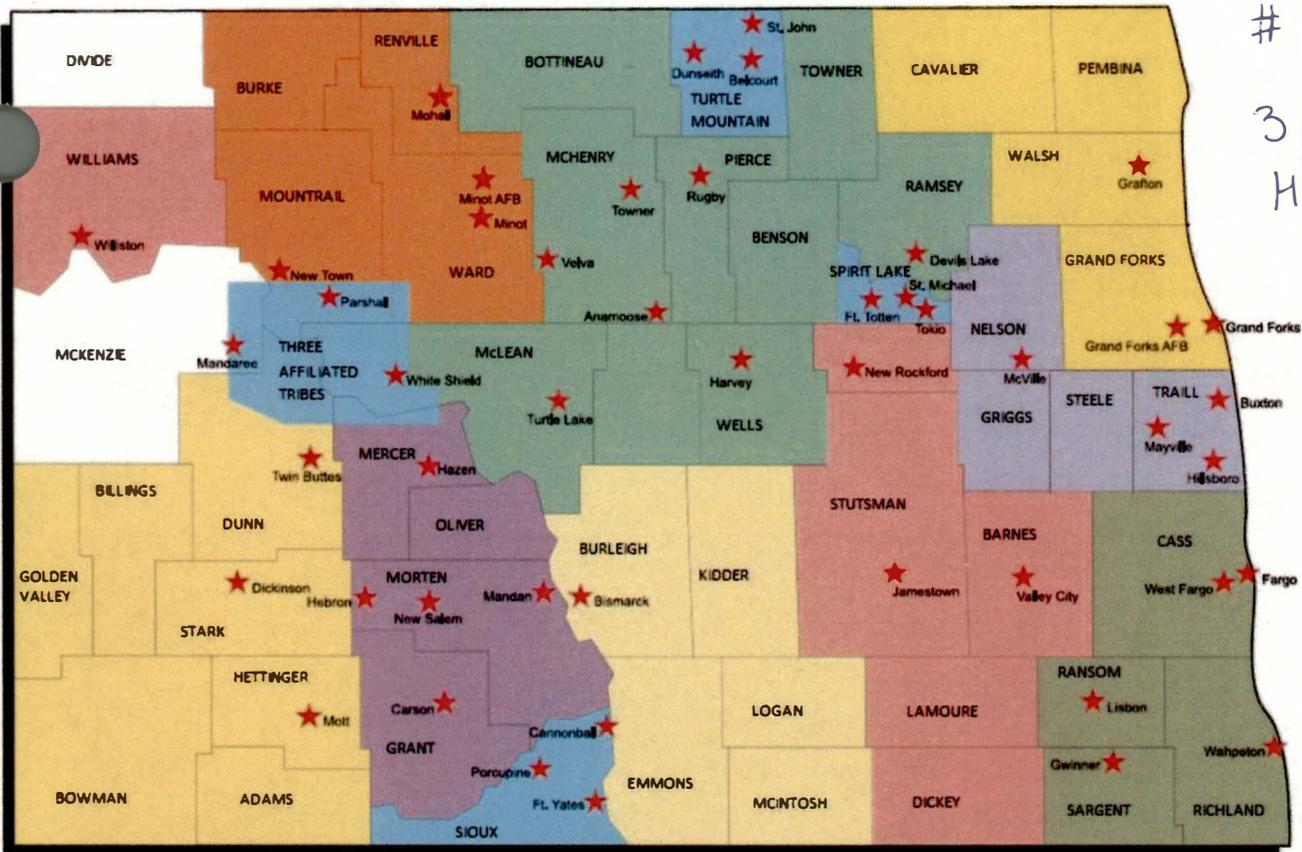
March 17, 2015

As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. Local school districts rely on federal, state and local funding to provide high quality education. Head Start urges the legislative assembly to recognize this is also true of services to our most at risk young children. The support of this committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1410. I welcome any questions from the committee.

Allison Johnson
Mayville State University Child Development Programs
Mayville, ND 58257
Allison.johnson.3@mayvillestate.edu

North Dakota Head Start Sites, August 2014



Director	Address	City/State/Zip	Phone	Online
Tammy Hoggarth	1411 12th Avenue NE	Jamestown, ND 58401	701-252-1821	cap6.com/programs/headstart.htm
Karen Knowles	2815 Burdick Expy E.	Minot, ND 58702	701-857-4688	pages.minot.k12.nd.us/headstart/
Allison Driessen	1401 College Drive N	Devils Lake, ND	701-665-4452	earlyexplorers.org/
Allison Johnson	330 3rd St NE	Mayville, ND 58257	701-788-4868	mayvillestate.edu/community-services-grant-programs/child-development-programs/head-start/
David Doty	3233 S University Drive	Fargo, ND 58104	701-235-8931	sendcaheadstart.org/
Jennifer Ramey	1010 Carol James Street	Belcourt, ND 58316	701-477-0260	http://tmbci.kkbold.com/programs/?program_id=31
Dr. Jerry Jonnson	3600 6th Ave North	Grand Forks, ND 58203	701-746-2433	gfschools.org/pages/gfschools
Dr. Sharon Hansen	107 3rd Avenue SE	Dickinson, ND 58601	701-227-3010	dickinson.k12.nd.us/early_childhood/
Josef Kolosky	1007 18th St NW	Mandan, ND 58554	701-667-8668	hitinc.org/services/west-river-head-start/
Carmelita Bear Ribbs	200 Proposal Avenue	Fort Yates, ND 58537	605-425-2063	headstart.standingrock.org/?id=2
Laurel Nybo	720 North 14th St	Bismarck, ND 58501	701-323-4400	bismarck.k12.nd.us/BECEP/head-start-/
Kelly Bradfield	509 9th St North	New Town, ND 58763	701-627-4820	mhanation.com/
CDI HS Serving Williams Co.	1805 Main St. Concordia Church	Williston, ND 58802	701-609-4003	
Roxanne Wells	412 2nd Ave N	Fort Totten, ND 58335	701-766-4070	spiritlakenation.com/sltheadstart.htm

For a Head Start/Early Head Start Program in your area, please visit: <http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>

Head Start State Collaboration Office: Mark Schaefer – Administrator
 Email: marschaefer@nd.gov; 600 East Boulevard Ave, Dept. 325; Bismarck, ND 58505-0250

For more information, please visit our website at: www.nd.gov/dhs/services/childfamily/headstart/sites.html.

111

#2
3/17/15

Jay Watson Testimony
HB 1410 – Head Start
3/16/2015

My name is Jay Watson. I am 36 years old and a single parent of three children who have attended the West River Head Start program in Mandan. My eldest daughter Tyra - for two years; my youngest daughter Adriahna - for one year; and my son Dexter - for three years. As a child, I did not attend Head Start or kindergarten. When I started first grade, I had difficulty following classroom rules. I didn't like school, and I couldn't wait to go home and play. Over the combined six years my children have been enrolled in Head Start, I have watched my children grow and learn and develop an appreciation for school.

Tyra, my oldest, is now a senior in high school. She is a great student, has always been able to make friends and truly enjoys school. As a result of the skills she learned while enrolled in Head Start, she made a seamless transition into kindergarten and then first grade. I attribute much of her abilities, attitude, and appropriate school behaviors from the time she spent at Head Start.

My youngest daughter, Adriahna is 8 and is in 2nd grade. She has high energy and a great personality. The social skills she learned at Head Start, combined with the classroom atmosphere, have really helped her excel. Adriahna loves to read and write. She is fascinated by science and is one of the best students in her class. My son Dexter is now 6 and in kindergarten. He loves to go to school, he is great at following classroom directions, and by his teachers account one of the smartest kids in his class.

As a parent, I have always tried to actively participate in all aspects of my children's lives. I often see the advertisements on benches or signs that say "Dad, Be There" and it motivates me.

As a child my father traveled often for work, so I know first-hand the importance of being involved and what that means to my children. Three years ago when my children started Head Start I was unemployed. I was able to attend every special event and parent hour they had in class and started volunteering extra time and full days too. I even got to the point that I was asked to volunteer in a third class where my kids didn't attend and I was happy to help. I learned a lot about the Head Start program and was able to build friendships with many students. Most importantly I was able to watch my kids grow and develop alongside the other children in the classrooms.

The last two years Dexter spent at Head Start I was working full-time. After the great first year we had I missed spending so much time in the classroom. However, I am very fortunate that I have a great boss that allowed me to take time off and spend it with my kids at school. I had been able to attend every parent hour and special function. In a continued effort to remain involved in my children's education I ran for policy council in Dexter's classroom and was appointed Vice Chairperson which in turn led to Chairperson. The more involved I became, the more I realized the importance this environment had on my children.

Head Start has had as strong of an impact on me as a parent as it has on my children. The leadership skills that I have learned while being involved with their program have helped me to be a better parent, improved my relationships with coworkers, and helped in my personal life.

Being on Policy Council has inspired me to join the PTO at Lewis and Clark where my kids now attend school. This is my second year and I am currently Vice President. I am always advocating for the students and I'm trying to bring the same family atmosphere to the PTO and to the school that I enjoyed so much from being part of Head Start and its policy council. Head Start's conscience discipline program has also helped me become a better parent and interact with my children in the same way they do at school to create consistency in our lives.

Since leaving Head Start the positive effect it has left on my children is clear.

Tyra is a straight A student and is very outgoing. She has been in volleyball, track, cheerleading student managed for basketball and coached volleyball for 5th graders. Currently she is in tennis, volunteers for the Trust in Teens program that mentors elementary students, and works part-time as a lifeguard. She puts family first, has strong relationships with her friends, helps out with her little brother and sister, and I couldn't be more proud of her.

Adriahna hugs every teacher and compliments all her friends and fellow students when she sees them. She has a strong love for learning new things; she is a great reader, and never wants to miss school, even when she is sick.

Dexter shows lots of leadership skills when working in groups or playing with other children. He excels at following classroom rules. He is great at counting, writing, and word recognition.

In both kindergarten conferences their teachers have expressed they can tell the students that have gone to Head Start and the ones who haven't. They just get it a lot quicker than the rest.

I wish that I had that same opportunity when I was a child. I strongly believe that Head Start has had a positive impact on my children, their future, and will continue to benefit them throughout their lives.

In closing I would like add one accomplishment that I am incredibly proud of and that can be directly attributed to Head Start. In spring of 2014, several staff members and Joey Kolosky –the director of West River Head Start –nominated me for the National Head Start Association's Parent of the Year Award.

I am proud, and humbled, to say that I won this prestigious award.

I am in no way a perfect parent, or perfect dad. Like everyone else in this room I have flaws. However I do try my best to be the best person and parent I can be. The staff at West River Head Start recognized this in me. I never asked to be honored in this way, but I will say that I take this accomplishment with pride and will do my best to represent Head Start and North Dakota at the 2015 National Head Start Conference in Washington DC this Month.

I recommend a "do pass" on this bill. Thank you for your time and good day.

#3

3/17/15

HB 1410

2015.3.17 Testimony, HS Bill

Josef Kolosky, Vice-President
HIT, Inc. - Children and Family Services
701.301.0728 (cell)
701.667.8668 (office)
jkolosky@hitinc.org

Mister Chairman, Members of the Committee, I ask for your understanding so that I may be blunt...

As a Head Start association we collectively have spoken about the effect of Early Childhood Education. We have discussed the research, we have spoken about the important findings, the connections and brain development, and so on. However this has not resonated in the past with many members of the legislature, and I'll be the first to admit the importance of Head Start and ECE has been lost on many.

I want to connect Head Start and the effects of a quality ECE program to North Dakotans and the impact Head Start has on our communities. I will begin by asking you these questions: What if Head Start were gone? What if Head Start would disappear entirely? Would some entity take its place?

There is none. There is no other program where children in poverty --or above income children in many cases, especially our rural areas-- can go if Head Start disappears. So what does this mean for our local communities and state?

First, parents will be forced to drop out of the workforce. There is no doubt in this. And, contrary to popular belief, parents at Head Start are not looking for a hand out. This is a false stereotype that has purposely and effectively been spread through anti-Head Start propaganda.

Our parents are hardworking people trying desperately to make ends meet -- sometimes working two jobs to provide for their family. A prime example is Jay, our Head Start Parent of the Year, who did everything in his power, and more, to provide for his children.

Head Start is a lifeline to these parents -- above and below income. Head Start cares for children while parents are at work or going to school to better themselves. If Head Start would shut its doors, these parents would be out of the workforce. They would have to drop out of school.

Think of the dollars that will be taken out of our economy? It's been said that the greatest welfare program is a job. Well, how can we all believe that but then give these parents no choice but to drop out of the workforce or abandon their dreams of self-improvement?

Second, Head Start helps children be kindergarten ready and is invaluable to the public schools. When Head Start children walk in the door a kindergarten teacher does not have to spend extra time teaching social skills, rules and proper behavior; they don't have to concentrate on basic

number and letter recognition, or even how to eat at a lunch table. That kindergarten teacher can concentrate at the task at hand: educating children so they have a chance; educating children so they can keep pace with their peers and succeed.

Kindergarten teachers know the invaluable role we play in preparing children. In fact, the public schools look to us to provide this service. We collaborate with the public schools throughout the state to ensure that the children in their community are ready for school. We work incredibly close with teachers, school counselors, special education staff, and administrators to transition students smoothly into their new education environment in the K-12 system.

In addition, I would like to add, we would partner with the public schools if any other pre-k bill would pass. I think it is vital because for pre-k to work in this state there has to be enough funds to pay a teacher the market wage, usually starting at \$33,500 dollars in the rural areas, and upwards of \$40,000 in the cities –this fact is often forgotten. Partnering with the public schools will ensure this. Head Start funds can be braided with public school funds to create an environment where all children can thrive and learn.

Furthermore, I would like to say, helping children should not be political fodder. No young child is responsible for their station in life. You and I didn't have a choice of what environment we were born into. There is no one that can persuade me that a three or four year old has the capability to defend themselves from a life of poverty, abuse, disability, or educational neglect. That's why Head Start exists. We are a lifeline for these children.

Moreover, I must address that there are several arguments against Head Start out there. And I've heard on more than one occasion, the argument: "If the Feds want this program, they should fund it." That argument is a contradiction and it ignores some inconvenient facts.

Have we looked at the number of multiple sources of federal dollars we take in as a state?

Have we really looked at how many programs are funded through a combination of federal and state dollars all so we can better serve the people of North Dakota?

I can give you examples that range from road construction to Title I education dollars to farm programs. And that's just for starters.

Why can we accept that money with open arms, add it to our own dollars, but not do the same with Head Start? Are our pre-k children not worth it? I would argue they are worth it – they are worth every cent because they are our state's most valuable asset.

I've said this before, and I will say it again: There are three populations in our society that should be looked after with great care: Our elderly because we owe it to them, our mentally handicapped because we have an obligation to care for the least of these, and our children – especially our young children – because they are our future.

Those children that can't defend themselves, who are at-risk need the most protection. Those children that have the risk of living a life of poverty or life of destitution need protection.

Senators, we either make the investment today in early education or we will surely pay for it later in incarceration and more programs. Head Start serves the most vulnerable of young children. They can go forward to a brighter tomorrow or slide back into the circle of dependency and depravation that they were born into.

I know you don't want to see that happen. I know we are better than that. I pray that you can look past the propaganda and biased think tank reports and look at the child.

And then ask yourself: "If not for Head Start, who will help this child?"

I recommend a do pass on this bill. Thank you for your attention.

#4
3/17/15

Testimony on Behalf of
The North Dakota Economic Security & Prosperity Alliance (NDESPA)
House Bill 1410 – Senate Education Committee
March 17, 2015

Chairman Flakoll and members of the Senate Education Committee, my name is Karen Ehrens and I am representing the North Dakota Economic Security & Prosperity Alliance. NDESPA is a coalition of citizens and organizations working to build assets for North Dakotans of low and moderate income through public policy change. I am here in support of House Bill 1410 that would provide state funding for Head Start programs.

Even in these times of prosperity, people of low and moderate-income – 1 out of every 9 North Dakotans – struggle to make ends meet. More than 75 percent of these households have earned income – they are working people and families. There are more than 77,000 people living with low or moderate-income in North Dakota, nearly 25,000 of who are children.

This committee is well acquainted with the benefits of early childhood education for North Dakota. Quality programs like Head Start, serving children from families with low income, help to prepare students for K-12 education and beyond, improve workforce skills and create better citizens. Federal Reserve Chair Janet Yellen, in a presentation from October 2014, noted “Research shows that children from lower-income households who get good-quality pre-Kindergarten education are more likely to graduate from high school and attend college as well as hold a job and have higher earnings, and they are less likely to be incarcerated or receive public assistance.”

NDESPA supports HB 1410 and the provision of grants for North Dakota Head Start programs. We can probably all agree that North Dakota is a great place to live and raise a family. We care about our quality of life and we strive to live healthy lives. We want North Dakota to stay that way and, when our children grow up, we want this state to be the place they raise their children. For that to happen, we have to invest in the early education of

young children. Well-educated children help to build happy families, strong communities and a reliable, prepared workforce. We can make early education more reliable and accessible for more North Dakota families by investing in Head Start programs in this way.

RESULTS (Early Childhood to End Poverty) report that, "in 2009, 15.5 million children under age 18 were living in poverty (20.7 percent of all children). Infants and toddlers account for 25 percent of the population, yet have the highest poverty rates of any age group in the United States. The family's economic condition during early childhood may be far more important in shaping children's ability, behavior, and achievement than conditions later in childhood. Poverty can hinder children's ability to learn and be healthy and affects their social, emotional, and behavioral development.

Research has shown that participation in a quality early childhood education program provides children with the necessary social, emotional, and cognitive skills that continue to develop throughout their life. The skills they gain also contribute to reduced costs to society through decreases in services, crime rates, and higher productivity later in life. By investing in quality Head Start programs, we are providing opportunities for early intervention while laying a strong foundation for a lifetime of learning and prosperity. We know that the young children of today are the workforce and parents of tomorrow.

Education, particularly early childhood education, is crucial to giving our children the opportunity to achieve. Programs that seek to help those born into poverty or help low-income families pay for child care are absolutely vital in ensuring that every American child receives the education he or she deserves."

Programs that are designed to provide support for the parents, children, and families with resources that enable them to succeed, are just the kind of programs needed to assure that North Dakota continues to be the great place it is to raise our children.

In addition, NCSL reports on research done by the Minneapolis Federal Reserve Bank: "Art Rolnick and Rob Grunewald of the Minneapolis Federal Reserve Bank published a paper examining the returns on investment of early education in Minnesota. The findings have had such broad appeal that the authors have been invited around the country to discuss their findings. In Early Childhood Development with a High Public Return, early education investments are compared to other kinds of state investments, with the conclusion that early education investments yield a return that far exceeds the return on most public projects that are considered economic development. The report raises issues relevant to most states, including how to build and maintain a viable state economy. The authors highlight the role of state subsidies while drawing on state experiences where subsidies failed to create real economic gains. Though subsidies to education have been longstanding, the authors argue that funding should be directed to early education because of the long-term effects.

The North Dakota Economic Security & Prosperity Alliance urges the committee to pass HB 1410 as an investment in North Dakotans with low-income. Attached to this testimony is a list of NDESPA partners who stand in support of this legislation. I would be happy to take questions from the Committee.



North Dakota
Economic Security
and Prosperity
Alliance

**North Dakota Economic Security & Prosperity Alliance
(NDESPA)
2015**

AARP-ND

North Dakota Women's Network

CAWS North Dakota

North Dakota Disabilities Advocacy Consortium

North Dakota Community Action Partnership

North Dakota Head Start Association

North Dakota Human Rights Coalition

North Dakota United

Charles Hall Youth Services

Family Voices of North Dakota

American Association of University Women in North Dakota

Charles Hall Youth Services

North Dakota Chapter of the National Association of Social Workers

Childcare AWARE

Mental Health America of North Dakota

Prevent Child Abuse of North Dakota

North Dakota County Social Service Directors Association

NDESPA works to build and sustain a system of economic security for all North Dakotans through poverty awareness and education, grassroots and community capacity building, research and data development, and promotion of policies and practices to eliminate disparities and obstacles for achieving economic security.

#5
3/17/15

Testimony in Support of Head Start
House Bill 1410
March 17, 2015

Chairman Flakoll and members of the ~~House Human Services~~ ^{Senate Education} Committee, I am Karen Ehrens from Bismarck and am here today as a private citizen, Registered Dietitian, public health professional and mother.

I encourage you to consider the funding of Head Start programs in North Dakota, by North Dakotans, for North Dakotans. Head Start provides comprehensive services to children and their families, which include health and nutrition programs.

Head Start helps families access programs and services that can lead to better health. Head Start can help families access immunizations, health insurance and medical and dental homesⁱ. Head Start programs provide quality meals and snacks that are planned to meet the nutrition needs for the age group. Head Start not only provides children with access to food, but also provides a model for what balanced meals and snacks look like, taste like and feel like.

Head Start programs promote physical activity and development of children's gross motor skills. While children are at Head Start, there is no television viewing, which is beneficial in a number of areas including time for physical activity and less exposure to advertisements for foods of low nutrition quality; three-quarters (73%) of foods advertised on television shows intended for children are for convenience foods, fast foods and/or sweetsⁱⁱ.

Head Start may benefit children's health in yet another way. A recent study published in the journal *Pediatrics*ⁱⁱⁱ showed that children with unhealthy weight status who participated in Head Start programs were more likely to have a healthy weight status when starting Kindergarten. Both children whose weight was above and below what is considered healthy when they started Head Start in Michigan were less likely to be at those same unhealthy levels when they started school.

In North Dakota, we are being beaten when it comes to improving children's weight status. In some U.S. states where investments have been made and actions taken, rates of childhood obesity are starting to level off. But in our state this is **not** happening. From 2003 to 2013, childhood overweight and obesity in North Dakota increased by nearly one-third; **28.6 percent of children are overweight or obese** (grades 9-12, 2013)^{iv}. In adults, obesity rates are also rising. North Dakota is now ranked 14th in the nation, up from 25th in the nation, in its percentage of obese and overweight adult residents. Another concern: youth across the U.S. are experiencing substantially higher rates of Type 2 diabetes, previously called "adult onset diabetes." In 2005, 45 percent of newly diagnosed diabetes cases in children were Type 2, a dramatic increase from the 3 percent of cases in the 1990's.

Head Start is one area where we are making strides in improving the health of our children. This legislative body has done a lot of work to set aside resources for the future of our state, and for that, I thank you. I encourage this committee and the rest of the House to consider that investing small amounts of money now to keep our children healthy, in all the dimensions of health including social, educational and physical, will lead to reduced costs for individuals and families in the future, and will also take pressure off resources needed for our state's future.

I would be happy to take questions from the Committee.

References:

ⁱ <http://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/docs/hs-program-fact-sheet-2014.pdf>

ⁱⁱ Kunkel D. et al. *The Impact of Industry Self-Regulation on the Nutritional Quality of Foods Advertised to Children on Television*. Oakland, CA: Children Now, 2009

ⁱⁱⁱ <http://pediatrics.aappublications.org/content/early/2015/01/07/peds.2014-1725.abstract>

^{iv} <http://nccd.cdc.gov/youthonline/App/Results.aspx?LID=ND>

Mandan Public School District

Brave Center

#6
3/17/15

March 11, 2015

Mike Bitz, Superintendent
Mandan Public Schools
901 Division Street NW
Mandan, ND 58554

Dear Esteemed Members of the Senate Education Committee,

I would like to offer my support for House Bill 1410 that establishes funding for North Dakota Head Start programs. Head Start is an important asset to the Mandan community and Mandan Public Schools. Not only does Head Start help the community's most vulnerable children become prepared for K-12 schooling, but it also eases the burden on elementary school teachers and staff.

Head Start is an invaluable resource to MPS that enables children to enter kindergarten at developmentally appropriate levels. Because of Head Start, kindergarten teachers can immediately get to work instructing all students, and not spend valuable time catching at-risk students up to their peers. The time saved is redirected into building the foundation of learning that will propel these students through the K-12 education system.

Furthermore, Mandan Public Schools has a long history collaborating with Head Start. Many children receiving special education services at MPS receive supplemental instruction and support at the West River Head Start Mandan center. Teachers, special education staff, and support personnel from both organizations work together to ensure students' special education needs are met, and that they receive a quality education. This collaboration facilitates the development of essential skills that enables students to become school ready. Without Head Start a vacuum would open that MPS would have to fill by providing space –which is not currently available – energy, time, and resources.

I encourage you to vote “do pass” on House Bill 1410. Creating an education system for our youngest and most vulnerable children is imperative for their success –in school and life. Head Start acts as a catalyst to help children achieve this success.

Sincerely,



Mike Bitz, Superintendent
Mandan Public Schools
Mike.Bitz@msd1.org
(701) 751-6500

#7
3/17/15

Senate Education Committee

March 17, 2015

House Bill 1410

Kim Jacobson, Director – Traill County Social Services

Chairman Flakoll and members of the Senate Education Committee, my name is Kim Jacobson. I am the Director of Traill County Social Services located in Hillsboro, North Dakota. I am also a member of the North Dakota County Social Service Director's Association. My testimony in support of House Bill 1410.

As a County Social Service Agency, we regularly partner with local Head Start Programs. Fortunately, in Traill County we have access to an outstanding Head Start Program, Mayville State University Child Development Programs. The program is an integral part of our community. Traill County Social Services views Head Start is an important partner in helping keep children safe, families together, and reducing the likelihood of child abuse/neglect.

Prior to my time with Traill County, I was employed with the North Dakota Department of Public Instruction, Child Nutrition and Food Distribution Programs. During my ten years with DPI, I had the opportunity to visit each Head Start Program in North Dakota, including urban, rural, and tribal programs. This experience impressed upon me the many outstanding Head Start programs we have in North Dakota, but I also saw struggle. Long waiting lists, needs for full-day programming, staffing needs, facility needs, equipment needs were challenges facing many programs. In the end, there was one common factor, too many needs and lack of adequate funds.

Quality early care and education is crucial to supporting parents, our communities, and our workforce. Head Start serves as a safety net for low-income children and families. The North Dakota Legislature has heard for many years of the need to increase quality and dependable care to our working families. Head Start is evidenced-based model that helps meet that need and can be effectively and efficiently expanded to serve more children and families.

North Dakota is one of few states in the Union that does not provide state funds to Head Start.

By providing state funds to the Head Start Program, the number of number of low-income or at risk North Dakota children and families serviced could be increased, service could be expanded to underserved areas, and collaboration could be enhanced with licensed child care programs to meet the needs of families and children.

House Bill 1410 would help strengthen North Dakota Head Start Programs by providing critical dollars to help meet community early childhood care and education needs. I urge you to reinstate adequate appropriations in order to make an meaningful impact to North Dakota Head Start Programs and the children, families, and communities they serve. Please support the passage of House Bill 1410 with a "Do PASS" recommendation. Thank you for your consideration and I welcome any questions from the committee.