

Approved March 20, 1986  
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~xxx~~ a.m./p.m. on THURSDAY, FEBRUARY 27, 1986 in room 254-E of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Legislative Revisor's Office  
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 650 - An act concerning school district finance; affecting the definition of pupil for the purposes thereof. (Education)

Proponents:

Mr. Jim Murphy, legislative liaison, Governor's Office  
Ms. Elizabeth Taylor, Topeka, Legislative Consultant for Kansas Association for the Education of Young Children, Inc.  
Ms. Barbara Sabol, Secretary, Department of Health and Environment  
Ms. Connie Hubbell, Legislative Chairman, State Board of Education  
Mrs. Kathy Johnson, Topeka, speaking on behalf of parents of handicapped children  
Ms. Lila Paslay, Topeka, Chairperson, Legislative Affairs, Association for Retarded Citizens of Kansas  
Dr. A. W. Dirks, USD 259, Wichita, Division of Research, Planning and Developmental Services  
Representative Henry Helgersen

After calling the meeting to order, the Chairman said that the Committee would continue its hearing on SB 650. He then recognized Mr. Jim Murphy, legislative liaison from the Governor's office, who said that he had come to express support for SB 650 on behalf of Governor Carlin. Mr. Murphy continued his testimony by pointing out the long term economic benefits to the state as well as other advantages relating to early intervention with preschool handicapped children. (Attachment 1)

Ms. Elizabeth Taylor of the Kansas Association for the Education of Young Children stressed that early services for exceptional (including handicapped) children is not only extremely beneficial for the future of those children and their families, but it is also cost effective to the state. (Attachment 2)

The Kansas Department of Health and Environment supports SB 650, said Ms. Barbara Sabol, its secretary; and she cited figures to prove its cost effectiveness over the long run. Ms. Sabol said that while saving dollars is an important consideration, one must also remember to consider the physical and emotional stress that families of handicapped children must endure. (Attachment 3)

Although the State Board of Education would prefer the inclusion of both three and four-year-olds in the enrollment count under SDEA, the Board supports SB 650 in the belief that it is a step closer to resolving some of the problems encountered in offering preschool education programs, said Ms. Connie Hubbell, legislative chairman of the State Board of Education. (Attachment 4)

Mrs. Kathy Johnson of Topeka, mother of a preschool handicapped child, said she was speaking on behalf of many parents of handicapped children in support of SB 650. Mrs. Johnson submitted as written testimony letters from other parents of handicapped children who were unable to attend today's meeting. (Attachment 5)

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 254-E Statehouse, at 1:30 ~~xxx~~ p.m. on THURSDAY, FEBRUARY 27, 19 86

The Chairperson of Legislative Affairs for The Association for Retarded Citizens of Kansas, Inc., Ms. Lila Paslay, urged passage of SB 650 not only for the economic factors involved but also because it would provide services for some of the 3500 children who are presently not benefitting from special preschool services. (Attachment 6)

Dr. A. W. Dirks, representing USD 259, Wichita, testified that his Board has supported services to the preschool handicapped for a number of years. He pointed out that no risk is involved, because research clearly portrays the advantageous economic benefits that result from providing service to these children. Dr. Dirks said, however, that USD 259 believes that an additional amount of funding should be provided for this new group of preschoolers without decreasing the amount of funding in established areas of service. (Attachment 7)

The Chairman asked Senator Alicia Salisbury, chairperson of the subcommittee to research SB 593 (relating to a child's proof of identity upon initial school enrollment) to present her report to the Committee. (Attachment 8) Senator Salisbury reported that the subcommittee's recommendations for SB 593 included: birth certificate requirement for children entering kindergarten and first grade; a certified copy of the court order for a child who is in custody of SRS; school records for students in grades two through twelve; changing "administrators" to "school personnel" on line 0039; and compliance with a new Section 2 of the bill regarding payment of any outstanding fees or return of property belonging to a school district from which the student is transferring. When the Chairman asked for the Committee's consideration of this recommendation by the subcommittee, Senator Allen made a conceptual motion to amend SB 593 so as to include the recommendations made by the subcommittee studying SB 593. Senator Karr seconded the motion, and the amendment was adopted. Senator Karr then moved, and Senator Montgomery seconded the motion to recommend SB 593, as amended (Attachment 9), favorably for passage. The motion carried.

Representative Henry Helgerson, who had been unable to be present during earlier testimony on SB 650, was recognized by the Chair to present his testimony in support of SB 650. Representative Helgerson briefly reviewed background information regarding SB 650 and then, through comprehensive charts, addressed his remarks to the fiscal responsibility that would result through passage of SB 650. (Attachment 10)

Following testimony by Representative Helgerson, the Chairman announced that the hearing on SB 650 was concluded. He also announced that the next Committee meeting is scheduled for Monday, March 3, at which time the committee will consider and act on bills that have been previously heard. He then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Thursday, February 27, 1986

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Gerard Chudyna	Topeka	USA
Jay Coles	Topeka	KNEA
Bill Hurks	Wichita	U.S. H. 759
Conie Russell	Topeka	St. Bd. of Ed.
Jim Yanally	Overland Park	USD #512
Merte Hise	Topeka	KACC
Jannie Barron	Mission Hills	-
Avis Fields	Prairie Village	-
Craig Grant	Lawrence	K-NEA
Abbe Jones	Lawrence	UDK
Juwelda Seefeld	Belleville, Mo.	-
Steve Seefeld	" "	-

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Thursday, February 27, 1986

GUEST LIST

NAME

ADDRESS

ORGANIZATION

NAME	ADDRESS	ORGANIZATION
Rathy Johnson	4445 N.W. 52nd Ter	Parent
B.J. Sabot	Topeka	KDHE & E
Janelle Mulverson	Topeka	KDHE & E
Elizabeth Taylor	Topeka / K Assoc for the Education of Young Children	
Glad Paslay	Okla-Texas	Topeka
Jim Murphy	Leawood	Gov. Office
Luella Padgett	Topeka	KSBE



## STATE OF KANSAS



## OFFICE OF THE GOVERNOR

State Capitol  
Topeka 66612-1590

John Carlin Governor

Testimony to  
Senate Education Committee  
on Senate Bill No. 650  
by Jim Murphy  
on February 26, 1986

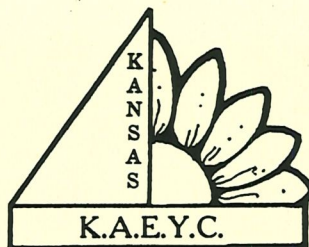
Mr. Chairman, Committee Members:

I am here today representing Governor Carlin to express his support for Senate Bill 650. The Governor has proposed that 4-year, handicapped children in need of special education services be included in the school equalization aid formula beginning in the next fiscal year.

This proposal has evolved from the dedicated and thorough work of the Task Force on Pre-school Handicapped Children, appointed by the Governor in 1983 to assess the benefits of early education and training for the handicapped. The work of this Task Force is supported by a multitude of national reports and studies in which experts and professionals in the area of special education attest to the advantage of early intervention. Advantages accrue not only to the children who will be better served and, thus, better prepared to live as independently as possible, but also to the State in the form of reduced demand for continued assistance to this group in later years.

The Governor suggests that the program be an optional one, not mandated, to assist those school districts which have a demand for such services. The Governor's investment budget includes a recommended \$900,000 to cover the cost of this initiative in FY 1987. This amount is based on the Department of Education's estimate that 20 percent of the children in this category would participate in the program the first year.

The Governor renews his recommendation to the 1985 Legislature in urging the Committee to approve Senate Bill 650. For a relatively modest sum, we could begin to address the critical needs of these special children in our State who want and deserve the best opportunity possible to overcome their handicapping conditions so that they may develop into productive, self-sustaining adults.



Kansas Association for the Education  
of Young Children, Inc.

TO: EDUCATION COMMITTEE MEMBERS  
FROM: Elizabeth E. Taylor, Legislative Consultant to KAEYC  
DATE: February 26, 1986  
  
RE: Support for SB 650

The Kansas Association for the Education of Young Children is a state-wide organization of child care professionals including early childhood educators, preschool teachers, child care staff, and parents who are concerned with issues affecting children through age eight. KAEYC, with a membership of over 1100, is part of the NAEYC which represents over 40,000.

KAEYC supports SB 650 as it would include the preschool exceptional child in the funding formula for school districts. It is well established that early services for exceptional (including handicapped) children is extremely beneficial for the future of that child and his family. The monies spent today will save so much more in expenditures down the road. Educational services for these special Kansans is the cornerstone for their futures. We hope that you will give very favorable consideration to SB 650.



● **MAKE A** ●

*Difference*

KANSAS  
NETWORK FOR YOUNG  
CHILDREN

KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

TESTIMONY ON SB 650

PRESENTED TO Senate Education Committee - 2/26/86

BACKGROUND INFORMATION:

Preschool children with handicaps increasingly survive the newborn period due to greatly improved surgical and medical care services. In many communities services which provide the stimulation that these growing children need to develop to their potential are not available. Educational services for these young children are largely dependent on parental residence and income.

Meeting the multiple needs of these children and their families is a complex task. Recognizing that, Governor Carlin, established in April, 1984, a Cabinet Subcommittee on Early Childhood Developmental Services. The Governor's Task Force on Preschool Services for Handicapped Children had also recommended such action. This Subcommittee is composed of the Secretaries of the Departments of Health and Environment, Administration, and Social and Rehabilitation Services, the Commissioner of Education, and one public member - Joan Armstrong - Wichita.

During 1985, there were 5879 young children ages birth to 5 who received services from the Kansas Crippled and Chronically Ill Children's Program. A significant number of these young children can benefit from a special education program. The provision of special education is not fundable under the Kansas Crippled and Chronically Ill Children's Program.

2/27/86  
Senate Education  
Attachment III

Barbara J. Sabol  
Secretary of Health  
& Environment

Marvin A. Harder  
Secretary of Administration

Robert C. Harder  
Secretary of Social  
& Rehabilitation Services

Harold L. Blackburn  
Commissioner of Education

Joan Armstrong  
Public Member

Janelle Mulvenon ● Staff Planner

STRENGTHS:

While the initial costs sound like a significant amount, there are major financial and societal payoffs in the long run. Sound research clearly shows that early intervention results in significant movement from special education into regular education, and regular education costs less.

Based on 1984-85 figures, serving a child with a handicap from birth through age 18 is estimated to cost \$71,033. The costs are higher when intervention begins at age 3 - \$72,157. The costs accelerate to \$79,663 when intervention waits to age 6. The cost difference beginning at age 3 and waiting until age 6 is \$7,507 per child.

When facing a similar proposal, the Colorado legislature asked for an analysis of the financial pay-offs. The Colorado Study displayed amazing results. In three years time, costs benefits would begin to be realized. This study showed that approximately one-third of the children entering kindergarten each year would no longer need special education. This obviously results in a net savings of tax dollars.

While saving dollars is an important consideration, it should not be the only criteria. No one can measure the physical and emotional stress that families endure in trying to locate services for their children. Financial stress also results for families in trying to meet the needs of their children.. The long term financial drain upon families many times results in families' economic instability.

DEPARTMENT POSITION:

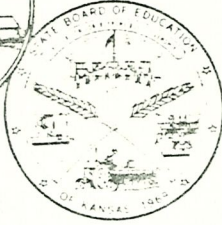
Prudent fiscal management should encourage the State of Kansas to approve this bill.

Kansas Department of Health and Environment supports SB 650.

# Kansas State Board of Education

Kansas State Education Building ATTACHMENT 4

120 East 10th Street Topeka, Kansas 66612-1103



Kay M. Groneman  
District 1

Connie Hubbell  
District 4

Bill Musick  
District 6

Evelyn Whitcomb  
District 8

Kathleen White  
District 2

Sheila Frahm  
District 5

Theodore R. Von Fange  
District 7

Robert J. Clemons  
District 9

Dale Louis Carey  
District 3

February 26, 1986

Marion (Mick) Stevens  
District 10

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: Senate Bill 650

My name is Connie Hubbell, Legislative Chairman of the State Board of Education. I appreciate the opportunity to appear before the Committee on behalf of the State Board.

Senate Bill 650 amends the School District Equalization Act (SDEA) to provide that any preschool age exceptional child, except gifted, who obtains the age of four years but is under the age of eligibility for attending kindergarten in Kansas may be counted as one-half student in computing the enrollment under the SDEA.

The State Board of Education supports the inclusion of three and four-year olds in the enrollment count under the SDEA. We believe that preschool special education programs are cost effective over the long run. There have been several studies conducted--one by a legislative interim committee and another by a committee appointed by the Governor--which reached the conclusion that the state should implement a preschool special education program as soon as the state has the fiscal resources.

We do not believe that school districts should be mandated to provide these programs at this time but we do believe the students who are provided such services should be counted under the SDEA.

In summary, the State Board supports Senate Bill 650 and believes it is a step towards resolving some of the problems encountered in offering preschool special education programs.

Senate Education  
2/27/86 Attachment IV



1737 Cheyenne Road  
Topeka, Kansas 66604  
February 26, 1986

The Honorable Joseph Harder  
Senate  
State House  
Topeka, Kansas 66612

Re: SENATE BILL 650

Dear Senator Harder:

As the parents of two children who will attend public schools in Kansas, we would like special consideration given to Senate Bill 650, which we understand will make money available for educational services to handicapped children beginning at age four through the public school systems.

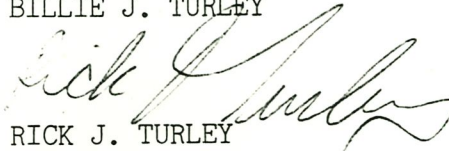
We knew our daughter needed help at the age of six months and we took her to a local hospital for twice-weekly sessions. It became obvious that the physical therapy she received there was not enough and, in addition, the sessions were financially draining because our insurance would not pay for "rehabilitative services" for an infant. We were fortunate enough to have our child accepted into the infant intervention program at The Capper Foundation here in Topeka, and today at age three she is a walking, talking, well-adjusted little girl.

We tell our personal experiences only to illustrate the point that handicapped children need educational services much earlier in their lives than do normal children, and in many areas of Kansas these services do not exist. Allocating funds for the earliest possible intervention by the public school system would benefit not only the handicapped child and his parents, but also the educators and taxpayers who will deal with this child further down the road. As in our case, early educational services can mean a giant step toward normalcy in the life of a handicapped child.

Yours truly,



BILLIE J. TURLEY



RICK J. TURLEY

1763 Belmont Ct.  
Emporia, KS 66801

Senate Education Committee  
Topeka, Kansas

Dear Sirs:

I am in favor of and urge the passage of Senate Bill 650 concerning education for all handicapped persons, ages 4 through 21. As a teacher of the visually impaired, I know how crucial it is for the development of the handicapped to provide services as young as possible.

Sincerely,

*Winola Green*

Winola Green  
Teacher of the  
Visually Impaired & Blind



February 25, 1986

Senate Education Committee  
Topeka, Kansas

Dear Sirs:

We are teachers at the Hetlinger Developmental Center in Emporia, Kansas. It has been our experience over the years that young children who receive preschool services tend to achieve at a higher level than those who do not. We have seen cases where a child who receives attention in a preschool for developmentally delayed children can then go on to a regular education situation.

We favor Senate Bill 650 that would provide education for all handicapped persons, aged 4 through 21. If the bill were passed and monies were made available, it would help to expand existing programs and allow services for more preschool-aged children and their families, as well as start new programs across the state.

Sincerely,

*Jayne Oswald*

Jayne Oswald  
Preschool Teacher  
Hetlinger Developmental Center

*Pat Weber*

Pat Weber  
Preschool Paraprofessional

*Martha Jones*

Martha Jones  
Hearing-Impaired Paraprofessional

2-25-86

To Mr. Joseph Harder  
Senate Education Committee

I am a parent of a hearing  
impaired child and he is very  
special to us, we know that there must  
be a lot more parents out there who  
feel the same way. So we ask you  
to support us and support bill  
650 which will extend special ed.  
to 4 year old

Thank you  
Joan Mard  
+  
Florence Mard  
1012 Cottonwood  
Emporia, Kansas  
66801

February 25, 1986

TO: Chairman Joseph Harder and  
The Senate Education Committee

REFERENCE TO: SENATE BILL 650

National trends and studies have shown that the earlier a handicapped child can be identified and served, the better their ability will be to function on an independent level as they continue to grow.

As a parent of three children, one of which is handicapped, we urge the committee to pass SENATE BILL 650. Our child has progressed greatly due to early childhood education. These early intervention programs are the best investments we know of in enabling our handicapped child to take his rightful place in society.

Please give this bill considerable thought and we urge you to vote in favor of SENATE BILL 650 which will extend Special Education to FOUR YEAR OLDS.

Sincerely,

*Joe and Rita  
Dumm Dumm*  
Joe and Rita Dumm  
1101 Luther  
Emporia, KS 66801

February 25, 1986

TO: Chairman Joseph Harder and  
The Senate Education Committee

REFERENCE TO: SENATE BILL 650'

As a parent of a two year old, I am quite concerned with the education of preschool children. I believe that it is important to diagnose and evaluate children as early as possible. Therefore, I am in favor of passing SENATE BILL 650 that will enable us to seek help for the children at the ages of 4 to 21!

Currently, I have been involved with helping several children within the Emporia area that have handicapped problems. I can see the advantage to passing of this bill. Please give this bill considerable thought and I urge you to VOTE YES to the SENATE BILL 650.

Sincerely,



Diane and Alan G. Grider  
2802 Sutton Place  
Emporia, KS 66801

February 25, 1986

TO: Chairman Joseph Harder and  
The Senate Education Committee

REFERENCE TO: SENATE BILL 650

As a parent of a handicapped preschool age child, we would like to  
have the extended services available for our child.

Please vote YES for SENATE BILL 650.

Thank you for your support.

Sincerely,

Linda and Scott Jennings  
931 Mary Street  
Emporia, KS 66801

*Mr. & Mrs. Scott Jennings*

February 25, 1986

TO: Chairman Joseph Harder and  
The Senate Education Committee

REFERENCE TO: SENATE BILL 650

We are the parents of a handicapped preschool child and are in need of extended early childhood education. Please support SENATE BILL 650 which would extend help to our child and other handicapped children at the age of Four Years to 21 years of age.

Please help us by passing SENATE BILL 650.

Sincerely,

*Shirley McDonald*  
*Terry McDonald*

Shirley and Terry McDonald  
27 East Logan Avenue  
Emporia, KS 6801

Feb 23, 1984

Members of Senate Education Committee  
% Kathy Johnson

as a parent of a handicapped  
preschool child I am writing to  
you asking you to support Bill #650.

Our little ones cannot ask  
for themselves. We as parents are  
asking you, the people in a position  
to help them, to vote for this  
bill to provide for their needs.

Please help them and please  
help us as parents.

Thank you

Patricia and Joseph  
Stackeli  
1817 Virginia Dr.  
Manhattan, Kansas



Dear Senator Harder, Chair Senator Salisbury  
Vice Chairman and members of the  
Senate Education Committee.

I am a parent of a child who  
has cerebral palsy. The services  
needed for my child were not available  
in my city and were very difficult  
to find.

We tried local hospitals and found  
that the cost for the length of time  
he was going to need would be a  
great financial burden. Only his  
therapeutic needs would be met not  
his educational needs and this  
would hurt him for the rest of his  
school life.

As a parent of a handicapped  
child I have had to give up a full  
time job and spend a lot of time  
traveling back & forth since nothing  
has been set up in my district  
But I feel if this bill was  
passed it would help make my  
district provide services for my  
child Please support Senate Bill  
650  
Thanks Cindy Thompson

Senator Wint Winter  
Capitol Bldg.  
Topeka, Kansas.

Dear Wint Winter,

I am interested in the proposal of Senate Bill 650. As the mother of a handicapped child I am aware of the need for early evaluation and services. I did have the experience of waiting an extra year for services for a child who turned 5 on Sept. 7. This child did not receive services until she was almost 6 years old. I would be concerned that any services be optional to parents.

Thank you

Sandra L. Scott

Feb. 25, 1986

Dear Senator Harder, Senator Salishury,  
and members of the Senate Educational  
Committee;

I am the mother of a preschool age  
child who is physically delayed and has  
multiple anomalies. With the help of  
"special" preschool classrooms and  
special therapies such as O.T., P.T., and  
speech, children like my child can be  
prepared for the regular classroom setting  
at a much earlier age than would be  
possible without early intervention.

Most parents of handicapped children  
are faced with enormous medical bills  
and high transportation costs while trying  
to meet the needs of their children. Many  
areas of Kansas don't offer the much  
needed preschool intervention programs.  
Some parents travel great distances  
to receive the needed help for  
their children. Insurance does  
not cover many of the medical  
bills. Mothers often have to



THE ASSOCIATION FOR  
RETARDED CITIZENS OF KANSAS, INC.



11111 W. 59th TERRACE  
SHAWNEE, KS 66203 • (913) 268-8200

*Hope through understanding*

February 26, 1986

BRENT GLAZIER  
Executive Director

GINGER CLUBINE

President  
Wichita

CAROL DUCKWORTH

Vice President  
Lawrence

VIRGINIA LOCKHART

Secretary  
Topeka

ROBERT ATKISSON

Treasurer  
Stockton

DON CULLY

Past President  
Hutchinson

Regional Vice Presidents:

DON BEAMGARD

Atwood

BILL MONDT

Salina

DEBRA ENGSTROM

Manhattan

LINDA WALLACE

Atchison

SANDY GRACE

Hugoton

WELDON CAMPBELL

Great Bend

MARIE LEACH

Wichita

BILL WARDS

Olathe

TO: Senator Joseph Harder, Chairman  
Members of Senate Education Committee

FROM: Lila Paslay, Chairperson  
Legislative Affairs

RE: S.B. 650

Thank you for the opportunity to speak to you today representing the 5,000 parents and friends of persons with mental retardation who are members of our association.

I am here in support of SB 650. As you can well understand our parents are experiencing great frustration and disappointment that although early screening, diagnosis, and evaluation are almost always available to them, often the appropriate services are missing. Although many parents are working with their children at home, the majority of us are not trained in early childhood education and especially in the more specialized techniques needed for our children with handicaps.

Research has resulted in the development of extensive programs which will assist children in their development. Studies have pointed out the effectiveness of such programs in the reduction of needed special education services and remedial services as children continue in their public school education. Even with the available data supporting this fact, the programs are not available to all children.

Last year during hearings on SB 54 we made available to you the Colorado study, Effectiveness of Early Special Education for Handicapped Children. Information contained in this study pointed out the cost effectiveness of early special education and this is an important aspect of this legislation. But we also urge your passage of this bill not only for the economic factors but because it would provide services for some of the 3500 children who are presently not benefitting from special pre-school services.

Page two  
ARC/Kansas

We feel this bill will provide an incentive for school districts to at least provide services for four year olds. We know it can make a difference in their entire educational process.

In the concluding statements from the Colorado study mentioned earlier it is stated, "If some children are not helped at an early age, their handicaps may become compounded and produce the need for more intensive services." Although SB 650 does not address the needs for all preschool children with handicaps, we know it is at least a beginning and we would be grateful for this first step. We encourage you to pass this bill and help make a difference for these children and their families.



WICHITA PUBLIC SCHOOLS  
Educational Services Building  
640 North Emporia  
Wichita Kansas 67214

February 26, 1986

Division of Research, Planning,  
and Development Services  
(316) 268-7882

TESTIMONY FOR THE SENATE EDUCATION COMMITTEE

SENATE BILL 650

Mr. Chairman, The Honorable Senator Harder

Members of the Senate Education Committee

I am A. W. Dirks representing U.S.D. 259 and appreciate the opportunity to be heard again on the importance of prekindergarten programs and to speak in support of **S.B. 650**.

For a number of years my Board, along with many other groups and individuals, have supported services to these special young children. I wouldn't be true to the late Ruth Nathan, an outstanding authority and administrator, if I did not amplify the need to count these children in the school finance formula. It is believed that there is little question left about the importance of this prekindergarten service or the results; however, the economics presents a continuing problem.

While establishing priorities with scarce resources, U.S.D. 259 believes this calls for additional funding rather than diminished funding in other areas. In our many businesses, we risk a new type of seed for a better yield, or a new composite material in manufacturing, or even a new location for a well. You are requested to take no risk at all because the research is clear on the economic benefits of serving these special young children.

Enclosed is the position presented to you earlier as U.S.D. 259 proposal number 5.

## 5. SUPPORT LEGISLATIVE FUNDING FOR PREKINDERGARTEN PROGRAMS

### Rationale:

Many districts recognize the need for prekindergarten programs as a cost effective means of reducing the demand for special education, lessening costly remedial programs, and reducing pupil failures. Early Childhood Education is one of the most highly researched topics and the values are clearly evident. Research studies show long term benefits. One of the most recent studies "Preschools: It Still Makes a Difference" indicated long term benefits. Evidence continues to mount supporting the positive effects of preschool programs on economically deprived children. The latest comes from the longitudinal 'Ypsilanti Study,' which began almost twenty years ago and was the inspiration for the federally funded Head Start programs that began in 1964. The study was conducted and published by High/Scope Press and focused on the economic benefits of the program versus the costs. According to a report prepared by David P. Weikart for a conference for southern legislators, "there was at least a \$4,130 payoff after inflation for every \$1,000 invested in the preschool program in Ypsilanti." American Educator, Winter 1983

It is proposed that prekindergarten programs be financially supported by the state equivalent to the support for kindergarten and that these local programs be voluntary for districts and pupils. It is recognized that such legislative action be contingent on additional funding.



Minutes of the Sub-Committee on SB 593

February 24, 1986 1:30 P.M.

Members Present: Senator Salisbury, Chairman  
Senator Langworthy  
Senator Parrish

Staff Present: Avis Swartzman, Legislative Revisor's Office  
Berniece Myers, Secretary

The sub-committee reviewed the recommendations of the Attorney General's Task Force on missing and exploited children as they pertained to proof of identity upon enrollment of a child in school. In order to provide for transfers and children in the custody of SRS. It is the recommendation of this committee that the legislation require either birth certificate or school records.

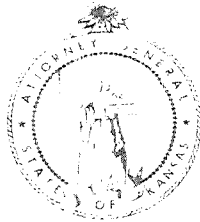
At the suggestion of Mike Boyer, KBI Missing Persons Program, the sub-committee requested staff to draft language that would address the provision included in recommendation 4 of the Task Force.

In response to testimony provided by K-NEA and KASB, the sub-committee submits the following amendments for committee consideration:

Line 39. Replace "Administrators of schools" with "School Personnel".

After line 41. Add "School personnel shall be present with the representatives of the law enforcement agency during such investigations."

Should the committee concur with the school associations that these amendments are in the best interest of the children involved, it is the recommendation of the sub-committee that K.S.A. 1985 Supp. 38-1507 be amended to include school personnel.



STATE OF KANSAS

OFFICE OF THE ATTORNEY GENERAL

2ND FLOOR, KANSAS JUDICIAL CENTER, TOPEKA 66612

ROBERT T. STEPHAN  
ATTORNEY GENERAL

MAIN PHONE (913) 296-2245  
CONSUMER PROTECTION 296-3751

February 24, 1986

The Honorable Alicia L. Salisbury  
Senator, Twentieth District  
Senate Education Committee  
Statehouse, Room 143 N

Re: Proposed Amendment to SB 593

Dear Senator Salisbury:

Our office would like to respond to the amendment to SB 593 offered by KNEA and the Association of School Boards, which would include school personnel in interviews with children who are listed as "missing."

We believe that the issue of whether school personnel should be permitted to be involved in the criminal and/or the child in need of care investigation should be more thoroughly explored before such action is adopted. However, if the Committee decides that school personnel should be included, we ask that the Committee also include school personnel under K.S.A. 1985 Supp. 38-1507. That statute requires that all records and reports concerning child abuse or neglect be confidential and not disclosed except under specific conditions specified in that statute. Unless such a requirement is also imposed upon school personnel, an investigation could be jeopardized and could result in subjecting a child to more abuse or to be taken to yet another place by the person who took the child initially.

Very truly yours,

OFFICE OF THE ATTORNEY GENERAL  
ROBERT T. STEPHAN

Brenda L. Braden  
Deputy Attorney General

BLB:may

## Proposed Amendment to Senate Bill No. 593

Be amended:

On page 1, by striking all of lines 20 through 41; following line 41, by inserting four new sections as follows:

"New Section 1. (a) As used in this section:

(1) "School" means every school district and every nonpublic school operating in this state.

(2) "School board" means the board of education of a school district or the governing authority of a nonpublic school.

(3) "Proof of identity" means, in the case of a child enrolling in kindergarten or first grade, a certified copy of the birth certificate of the child or, as an alternative, for a child who is in the custody of the secretary of social and rehabilitation services, a certified copy of the court order placing the child in the custody of the secretary; and, in the case of a child enrolling in any of the grades two through 12, a certified transcript or other similar pupil records or data.

(b) Whenever a child enrolls or is enrolled in a school for the first time, the school board of the school in which the child is enrolling or being enrolled shall require, in accordance with a policy adopted by the school board, presentation of proof of identity of the child. If proof of identity of the child is not presented to the school board within 30 days after enrollment, the school board shall immediately give written notice thereof to a law enforcement agency having jurisdiction within the home county of the school. Upon receipt of the written notice, the law enforcement agency shall conduct promptly an investigation to determine the identity of the child. No person or persons claiming custody of the child shall be informed of the investigation while it is being conducted.

(c) Schools and law enforcement agencies shall cooperate with each other in the conducting of any investigation required

by this section. School personnel shall provide law enforcement agencies with access on school premises to any child whose identity is being investigated. School personnel shall be present at all times any law enforcement agency personnel are on school premises for the purpose of conducting any such investigation. School personnel who are present during the conducting by a law enforcement agency of an investigation on school premises to determine the identity of a child in accordance with the requirements of this section are subject to the confidentiality requirements of the Kansas code for care of children.

(d) Upon receipt by a school of a notice from a law enforcement agency that a child who is or has been enrolled in the school has been reported as a missing child, the school shall make note of the same in a distinguishing manner on the school records of the child and shall keep such school records separate from the school records of all other children enrolled in the school. Upon receipt by the school of a request for the school records of the child, the school shall notify the law enforcement agency of the request.

(e) Each school board may designate and authorize one or more of its school personnel to act on behalf of the school board in complying with the requirements of this section.

"Sec. 2. K.S.A. 72-5386 is hereby amended to read as follows: 72-5386. This act shall apply to all ~~public~~ school districts ~~efferring~~ maintaining any or all of the grades one ~~(1)~~ through ~~twelve-(12)~~ 12 and to every ~~student~~ pupil of any such school district.

All school district property in the possession of any ~~student~~ pupil shall be returned to the proper school district authority or paid for by ~~such-student~~ the pupil upon transfer of ~~any-such-student~~ the pupil from ~~one~~ the school district ~~of--the~~ ~~state--to--any--other--school--district.~~ The school records of a ~~student-transferring-from-one-district-to-another~~ any such pupil shall not be forwarded until such ~~student~~ pupil has complied with

In the event that such school district authority receives an affidavit from the board of education of another school district or from the governing authority of a nonpublic school stating that the pupil's records are being requested as proof of identity of the pupil pursuant to the provisions of section 1, such school district authority shall forward a certified copy of that part of the pupil's records which provides information regarding the identity of the pupil.

the provisions of this ~~act~~ section. Any school district authority withholding any ~~student~~ pupil records under the requirements of this ~~act~~ section shall advise, upon receipt of any request for such records, advise the requesting party that the same records are being withheld under the requirements of this ~~act~~ section and shall provide with such advice a fully itemized statement of the school district property and its value for which ~~such student~~ the pupil is charged. In the event that such school district authority receives an affidavit stating that the ~~student's~~ pupil's parents are unable to pay for or return the school district property which is lost or missing, such school district authority shall forward the ~~student's~~ pupil's records as requested and note in the school records that the ~~student~~ pupil has complied with the provisions of this ~~act~~ section.

"Sec. 3. K.S.A. 72-53,101 is hereby amended to read as follows: 72-53,101. (a) ~~Each~~ The official custodian of a every private elementary or secondary school shall register the name and address of the private elementary or secondary school with the state board of education.

(b) The state board of education shall administer the provisions of this act and shall prepare and maintain a compilation of the registrations submitted under subsection (a).

(c) Upon transfer of a pupil from ~~attendance-at~~ a private elementary or secondary school to ~~attendance--at-school-in~~ a school district ~~or-to--attendance--at~~, an accredited nonpublic school, or another private elementary or secondary school, the state board of education, upon request of the school district ~~or~~, accredited nonpublic school, or other private elementary or secondary school therefor, shall make available the registration of the private elementary or secondary school from which the pupil transferred.

"Sec. 4. K.S.A. 72-53,102 is hereby amended to read as follows: 72-53,102. The purpose of this act is solely to make available to a school district ~~or~~, an accredited nonpublic school, or a private elementary or secondary school to which a

pupil transfers ~~attendance-from-a-private-elementary-or-secondary school~~, the name and location of the private elementary or secondary school from which the pupil transferred so that ~~the school-district-or-accredited-nonpublic-school-may~~ request may be made by the transferee school district, accredited nonpublic school, or private elementary or secondary school for the transfer-of the pupil's records ~~thereto.~~";



HENRY HELGERSON  
 REPRESENTATIVE, EIGHTY-SIXTH DISTRICT  
 4009 HAMMOND DRIVE  
 WICHITA, KANSAS 67218



TOPEKA

HOUSE OF  
 REPRESENTATIVES

COMMITTEE ASSIGNMENTS  
 MEMBER WAYS AND MEANS  
 COMMUNICATION, COMPUTERS AND  
 TECHNOLOGY  
 KANSAS STATE ADVISORY  
 COUNCIL ON AGING

ATTACHMENT 10

February 26, 1986

TESTIMONY FOR SENATE BILL 650

Is early intervention for preschool children with handicaps cost effective?

Young children with handicapping conditions need health and social services in addition to educational services. In cooperation with the staff for the Governor's Cabinet Subcommittee on Early Childhood Development Services and along with the Department of Education these figures were prepared.

This Summary is based on the findings that early intervention results in children leaving special education to regular education or needing less intensive services. It assumes that the resultant attrition will be 12% with intervention from birth to age 2 years, 33% from two to 6 years of age, and an additional 20% during the years from 6 to age 18. (Chart I & II) These percentages were derived from national follow-up studies of 12 early intervention programs, from Colorado state and from information gathered from four early intervention programs within the state; Hayes, Hutchinson, McPherson and Salina. (Additional information is attached) All of these studies clearly indicate that early intervention saves money.

The average cost of Special education in Kansas is \$7595 for school age students compared to the average cost for regular education of \$2813 according to the Kansas State Department of Education. A survey of ten Kansas early education programs reported expenditures for preschool handicapped programs; average cost per child was \$3816. Infant programs were estimated to be \$3600. (Chart III)

Governor Carlin has included \$900,000 for state aid to districts to serve preschool handicapped children. The Department of Education estimated that if these funds were available, at least 1435 children would be served.

Four options were developed to calculate the cost of educating 1435 children with handicaps to age 18. The costs by each option were:

- Option 1 Begins intervention between birth to age 2 - cost per child - \$71,033 (Chart IV)
- Option 2 begins intervention at age 3 - cost per child - \$72,156 (Chart V)
- Option 3 begins at age 6 with 20% of the students leaving special educational programs - cost per child \$79,663. This assumes all attrition occurs the first year. Rather we believe that it occurs on gradual occurrence. Therefore we average the two extremes leaving an average special education cost of \$85,401.50 for grades 1-12. (Chart VI & VII)
- Option 4 begins at age 6 with no attrition to regular education- cost per child \$91,140. (Chart VIII & IX)

The savings resulting from starting special education at age 3 rather than waiting to age 6 would be \$13,245.50 per child. If intervention begins between birth and age 2 years, the savings are \$14,368.50 per child. If we extend these figures for the sample population we find that the state will save \$19,006,575 when it intervenes at age 3 and \$20,618,797 when intervention at birth is applied.

State Board of Education ran figures that show the state will save \$6,000,000 for the sample population by the grade only. (Chart X)

For severely handicapped children, as in Option 4, who will need special education throughout their entire education, the cost savings would come from reduced level of services needed.

This analysis of projected costs indicates that early intervention is cost effective. The costs of early intervention are fully recovered in later years and additional savings are accrued.

CHART #I

<b>AGE OF CHILD AT BEGINNING OF INTERVENTION</b>	<b>Birth</b>	<b>Age 3</b>	<b>Age 6 (with attrition to regular education)*</b>	<b>Age 6 (with no attrition to regular education)*</b>
<b>% OF STUDENTS IN AGE GROUP LEAVING TO REGULAR EDUCATION</b>	<b>12%</b>	<b>33%</b>		<b>20%</b>

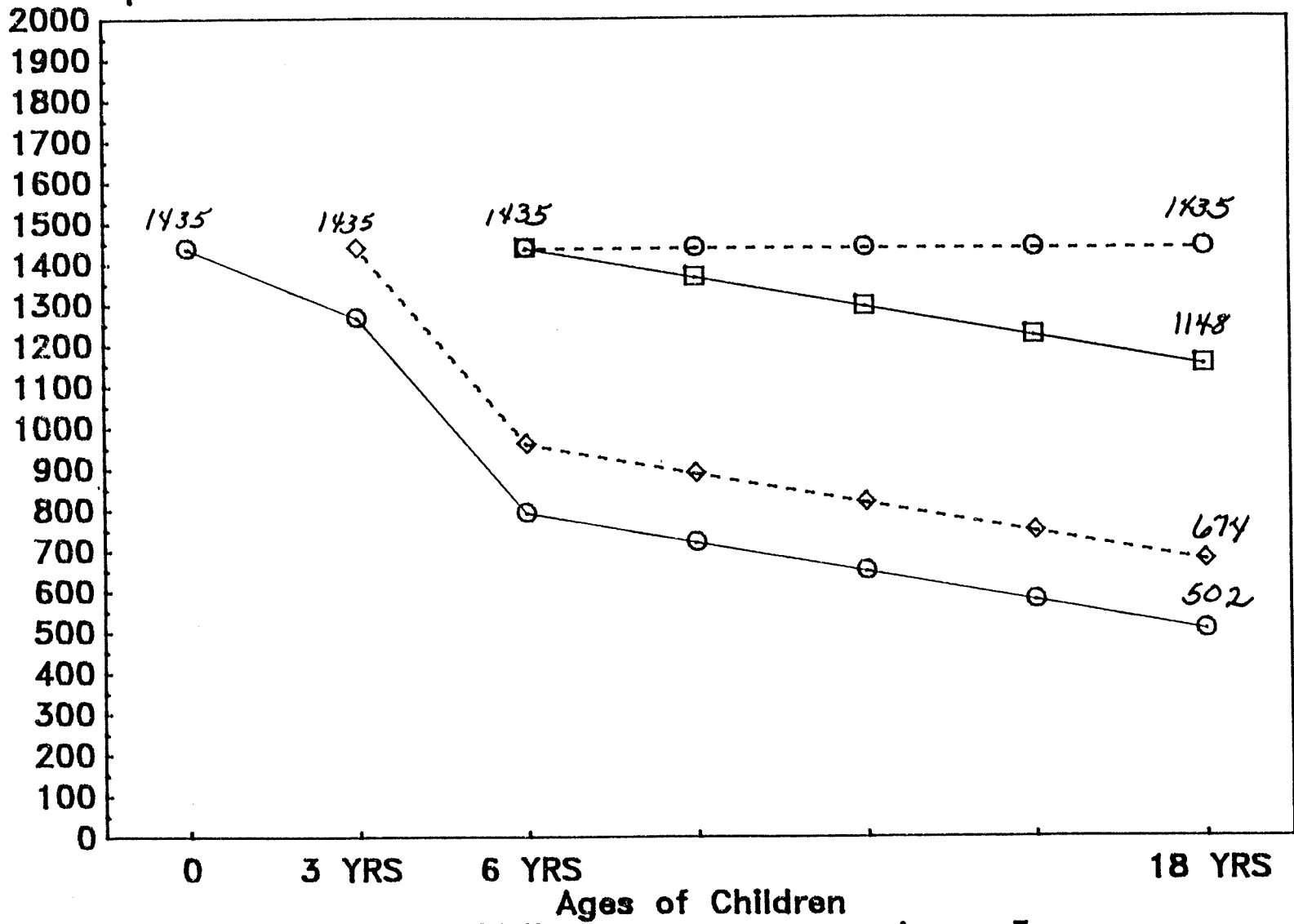
**(Based on '84-'85 study of 1435  
children w/ mild to severe  
handicapping conditions)**

**\*Attrition: movement from  
special education to  
regular education**

CHART #II

# STUDENTS RECEIVING SPECIAL EDUCATION AT DIFFERENT INTERVENTION POINTS

# Stud. Rcv. Spec-Edu Srv.



○—○ Intervent. beg. at birth  
□—□ at age 6

◇—◇ at age 3  
○—○ at 6 (no attrition)

CHART # III

# AVERAGE COST OF SPECIAL EDUCATION PER CHILD PER YR (9 MO; '84-'85)

COST PER CHILD PER YEAR

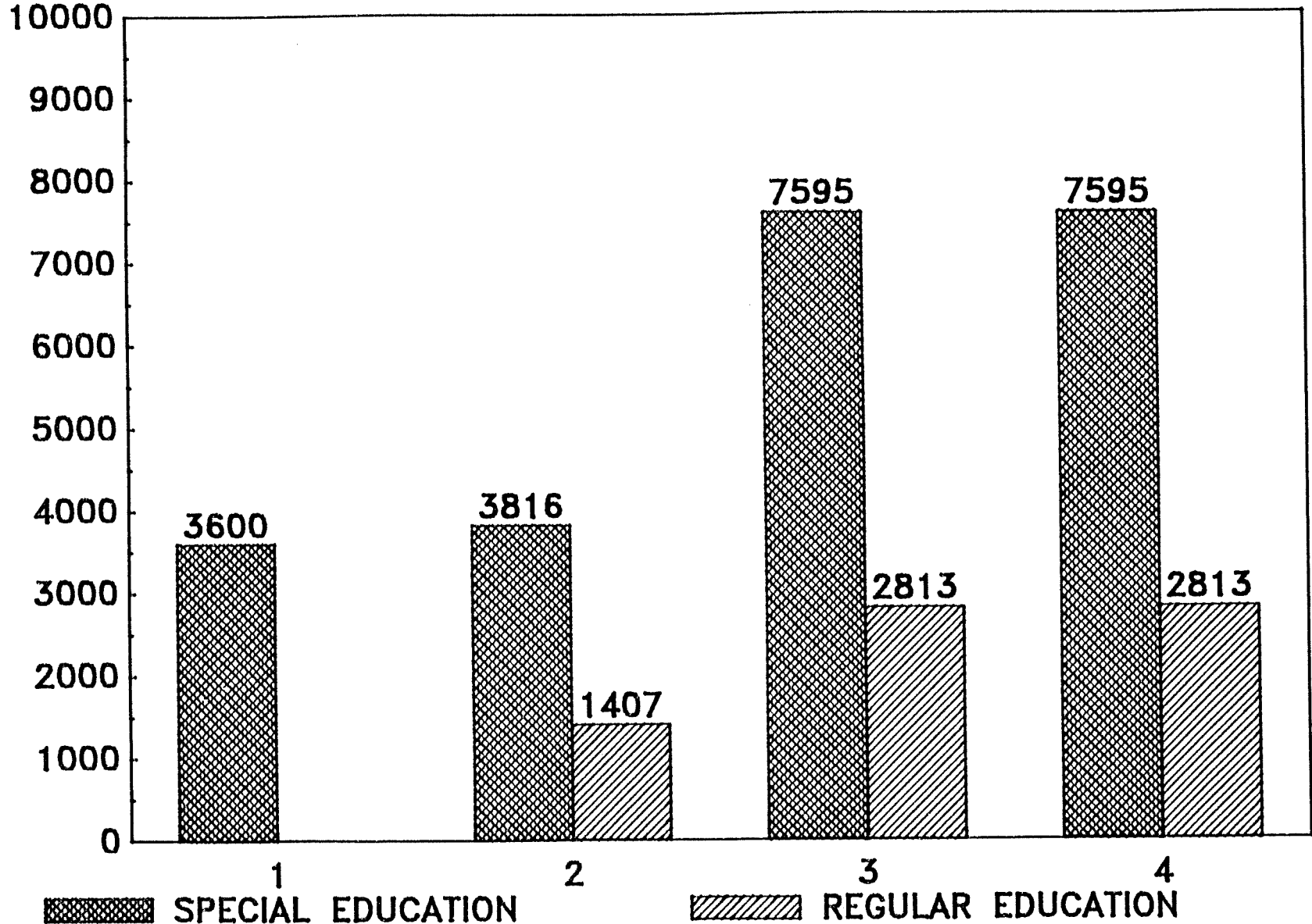




CHART # IV

OPTION #1  
PROGRAM ANNUAL COST PER CHILD

			PRESCHOOL		PRESCHOOL		ELEM. & SECOND.		ELEM. & SECOND.
	Special	*			Kindergarten	*	Special		Regular
	Infant	*	Special		(Regular)	*	Education		Education
	AT \$3600	*	AT \$3816		AT \$1407	*	AT \$7595		AT \$2813
-----*									
*-----*									
# Children	1435	*	1263		172	*	502		933
(% of children)	(100%)	*	(88%)		(12%)	*	(35%)		(65%)
x	x	*	x		x	*	x		x
Prog. Yrs.	1	*	4		1	*	12		12
x	x	*	x		x	*	x		x
Pupil Cost	\$3600	*	\$3816		\$1407	*	\$7595		\$2813
=	=	*	=		=	*	=		=
Subtotal	\$5,166,000	*	\$19,278,432		\$242,004	*	\$45,752,280		\$31,494,348
-----*									
							● TOTAL OPTION	\$101,933,064	
							COST/PUPIL		
							TO AGE 18	\$71,033	

CHART #V

**OPTION #2  
PROGRAM ANNUAL COST PER CHILD**

		PRESCHOOL	PRESCHOOL	ELEM. & SECOND.	ELEM. & SECOND.
	Special		Kindergarten	Special	Regular
	Infant	Special	(Regular)	Education	Education
	AT \$3600	AT \$3816	AT \$1407	AT \$7595	AT \$2813
	-----	-----	-----	-----	-----
# Children	*	1435	*	674	761
(% of children)	*	(100%)	*	(47%)	(53%)
x	*	x	*	x	x
Prog. Yrs.	*	3	*	12	12
x	*	x	*	x	x
Pupil Cost	*	\$3816	*	\$7595	\$2813
=	*	=	*	=	=
Subtotal	*	\$16,427,880	*	\$61,428,360	\$25,688,316
	*	-----	*	=====	=====
				● TOTAL OPTION	\$103,544,556
				COST/PUPIL	
				TO AGE 18	\$72,156

CHART # VI

OPTION #3  
PROGRAM ANNUAL COST PER CHILD

		PRESCHOOL	PRESCHOOL	ELEM. & SECOND.	ELEM. & SECOND.
	Special		Kindergarten	Special	Regular
	Infant	Special	(Regular)	Education	Education
	AT \$3600	AT \$3816	AT \$1407	AT \$7595	AT \$2813
	-----*	-----*	-----*	-----*	-----*
# Children	*	*	*	1148	287
(% of children)	*	*	*	(80%)	(20%)
x	*	*	*	x	x
Prog. Yrs.	*	*	*	12	12
x	*	*	*	x	x
Pupil Cost	*	*	*	\$7595	\$2813
=	*	*	*	=	=
Subtotal	*	*	*	\$104,628,720	\$9,687,972
	*	*	*	=====	=====
				● TOTAL OPTION	\$114,004,664
				COST/PUPIL	
				TO AGE 18	\$79,663

CHART # VII  
**OPTION #3**  
 PROGRAM ANNUAL COST PER CHILD

		PRESCHOOL		PRESCHOOL Kindergarten (Regular)		ELEM. & SECOND. Special Education AT \$7595		ELEM. & SECOND. Regular Education AT \$2813
	*		*		*		*	
	*	Special AT \$3600	*	Special AT \$3816	*	Special AT \$7595	*	Regular AT \$2813
	*	-----		*	*	-----		*
# Children	*		*		*	1148	*	287
(% of children)	*		*		*	(80%)	*	(20%)
x	*		*		*	x	*	x
Prog. Yrs.	*		*		*	12	*	12
x	*		*		*	x	*	x
Pupil Cost	*		*		*	\$7595	*	\$2813
=	*		*		*	=	*	=
Subtotal	*		*		*	\$104,628,720	*	\$9,687,972
	*		*		*	=====		*
						● TOTAL OPTION		\$114,004,664
						COST/PUPIL		
						TO AGE 18		\$79,663
						TOTAL AND AVERAGE FOR		
						12 years option #3 & #4 \$85,401.50		

CHART # VIII.

OPTION #4  
PROGRAM ANNUAL COST PER CHILD

		PRESCHOOL	PRESCHOOL	ELEM. & SECOND.	ELEM. & SECOND.
	Special		Kindergarten	Special	Regular
	Infant	Special	(Regular)	Education	Education
	AT \$3600	AT \$3816	AT \$1407	AT \$7595	AT \$2813
	-----*	-----*	-----*	-----*	-----*
# Children	*	*	*	1435	
(% of children)	*	*	*	(100%)	
x	*	*	*	x	
Prog. Yrs.	*	*	*	12	
x	*	*	*	x	
Pupil Cost	*	*	*	\$7595	
=	*	*	*	=	
Subtotal	*	*	*	\$130,785,900	
	*	*	*	=====	=====
				● TOTAL OPTION	\$130,785,900
				COST/PUPIL	
				TO AGE 18	\$91,140



CHART #IX

### TOTAL SPECIAL EDUCATION COSTS PER CHILD TO AGE 18 (1984-85)

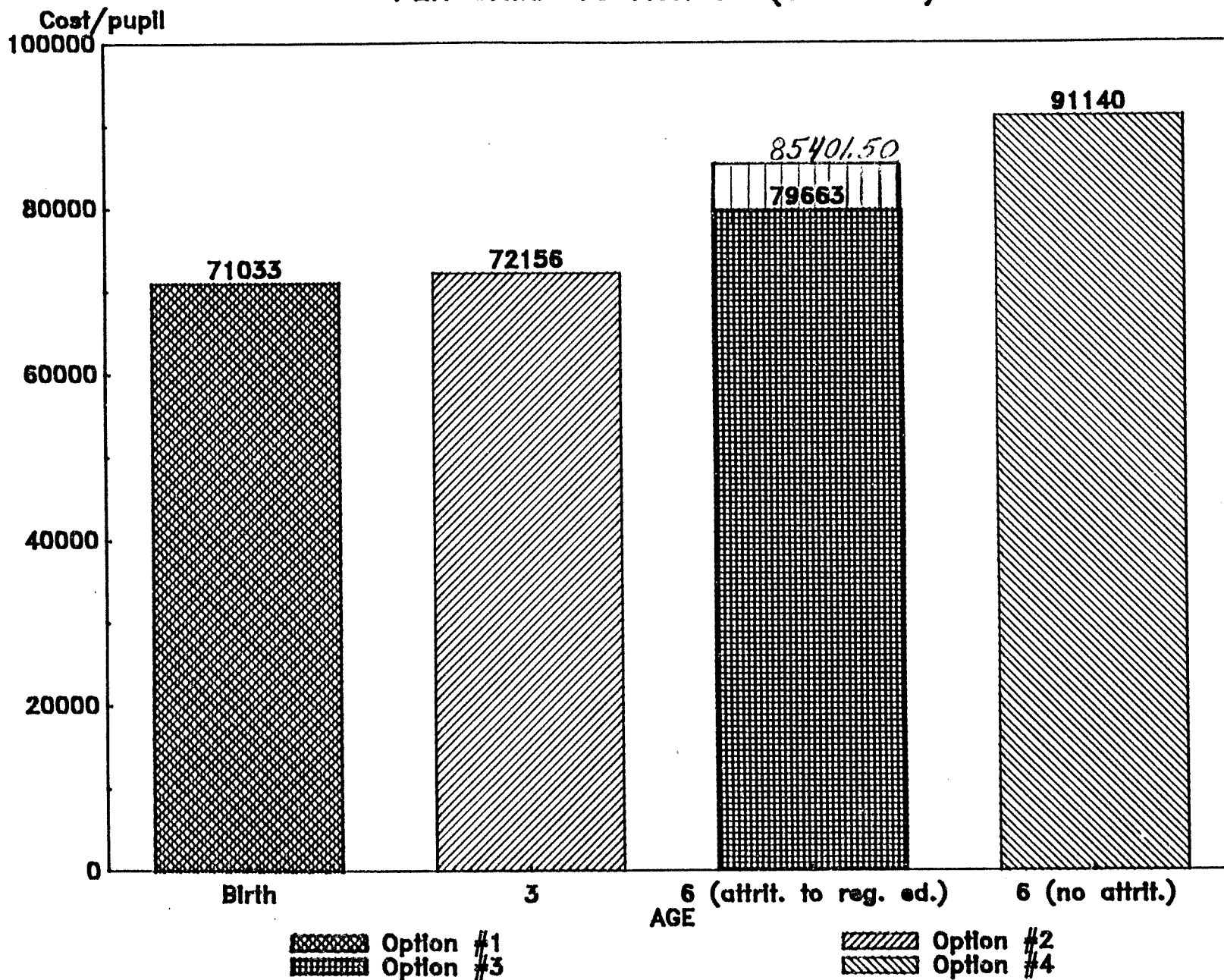
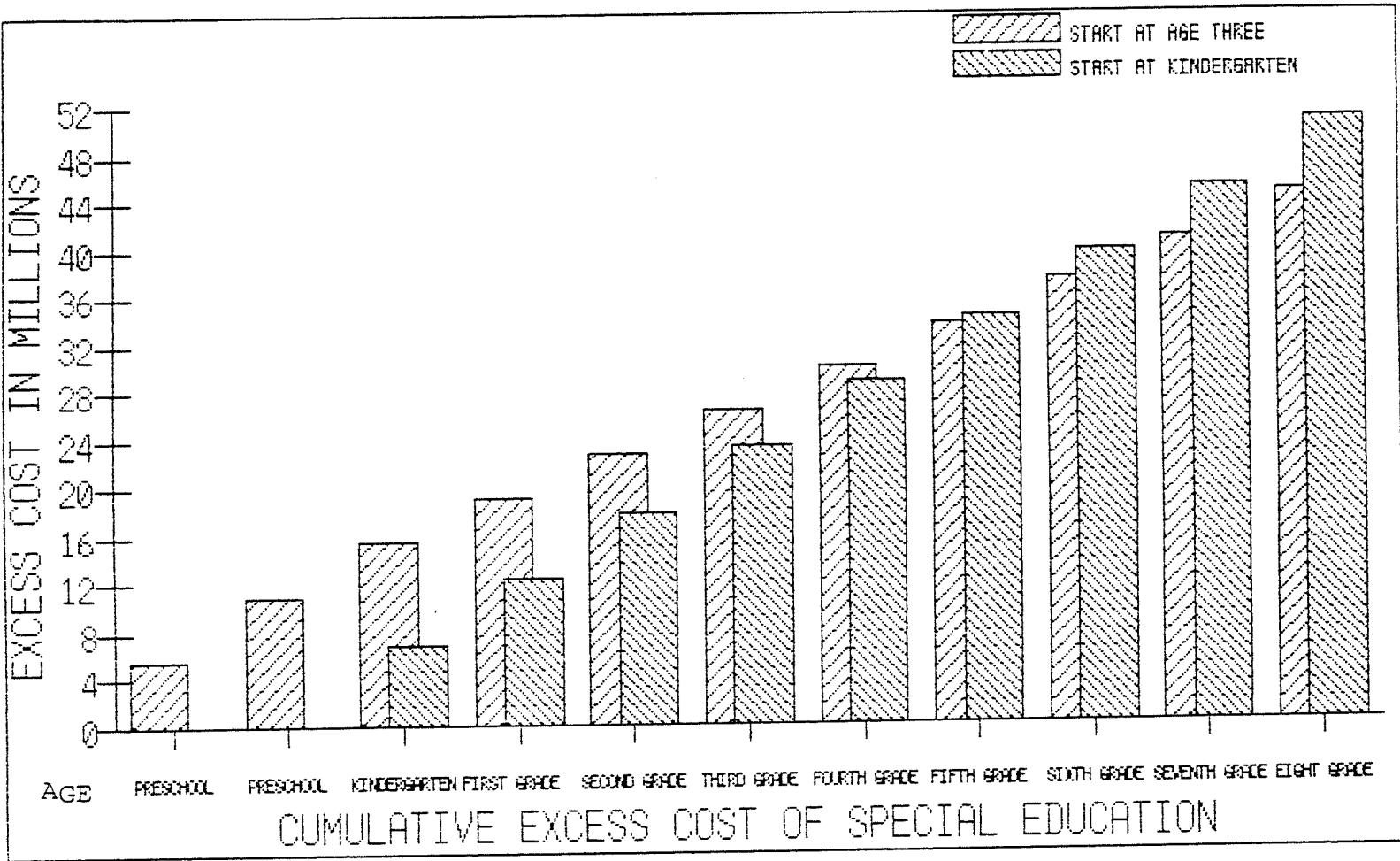


CHART #X



This graph illustrates how costs for special education accumulate over the first eight grades for these 1435 children if they started in special education at age three compared to waiting until kindergarten. The projections are conservative in that no inflation was assumed and the entire cost of providing the preschool service was included. By fifth grade the break even point would be passed and by the eighth grade \$6,000,000 would have been saved on 1435 children.

POTENTIAL NUMBER OF HANDICAPPED  
CHILDREN BY COUNTY

Potential Number of Handicapped Children By County

1980-84

CHEYENNE <u>10</u> 250	RAWLINS <u>14</u> 339	DECATUR <u>14</u> 350	NORTON <u>17</u> 432	PHILLIPS <u>21</u> 522	SMITH <u>14</u> 352	JEWELL <u>14</u> 357	REPUBLIC <u>18</u> 454	WASHINGTON <u>21</u> 524	MARSHALL <u>41</u> 1024	NEMAHA <u>38</u> 944	BROWN <u>37</u> 932	DONIPHAN <u>29</u> 720
SHERMAN <u>26</u> 662	THOMAS <u>30</u> 754	SHERIDAN <u>12</u> 298	GRAHAM <u>14</u> 347	ROOKS <u>24</u> 604	OSBORNE <u>16</u> 394	MITCHELL <u>29</u> 606	CLOUD <u>36</u> 596	CLAY <u>28</u> 688	RILEY <u>198</u> 4939	POTTAWATOMIE <u>55</u> 1383	JACKSON <u>36</u> 891	ATCHISON <u>52</u> 1305
WALLACE <u>8</u> 201	LOGAN <u>12</u> 292	GOVE <u>13</u> 314	TREGO <u>14</u> 348	ELLIS <u>98</u> 2438	RUSSELL <u>28</u> 705	LINCOLN <u>10</u> 298	OTTAWA <u>16</u> 397	DICKINSON <u>53</u> 1329	GEARY <u>260</u> 6477	WABAUNSEE <u>19</u> 466	SHAWNEE <u>494</u> 12,350	JEFFERSON <u>47</u> 1167
GREELEY <u>7</u> 180	WICHITA <u>12</u> 298	SCOTT <u>20</u> 512	LANE <u>8</u> 198	NESS <u>16</u> 410	RUSH <u>12</u> 295	BARTON <u>122</u> 3046	ELLSWORTH <u>18</u> 462	SALINE <u>163</u> 4078	MORRIS <u>18</u> 438	LYON <u>134</u> 3360	DOUGLAS <u>194</u> 4853	JOHNSON <u>527</u> 20668
HAMILTON <u>8</u> 190	KEARNY <u>17</u> 415	FINNEY <u>135</u> 3375	HODGEMAN <u>8</u> 204	PAWNEE <u>26</u> 651	RUSH <u>12</u> 295	BARTON <u>122</u> 3046	RICE <u>36</u> 904	MC PHERSON <u>85</u> 2114	MARION <u>34</u> 855	CHASE <u>9</u> 236	OSAGE <u>44</u> 1104	FRANKLIN <u>67</u> 1671
STANTON <u>10</u> 238	GRANT <u>32</u> 794	HASKELL <u>16</u> 412	GRAY <u>22</u> 541	FORD <u>105</u> 2625	EDWARDS <u>12</u> 303	STAFFORD <u>17</u> 415	RENO <u>202</u> 5050	HARVEY <u>97</u> 2432	BUTLER <u>146</u> 3658	GREENWOOD <u>23</u> 572	WOODSON <u>14</u> 338	ALLEN <u>50</u> 1274
MORTON <u>14</u> 350	STEVENS <u>17</u> 434	SEWARD <u>81</u> 2018	MEADE <u>16</u> 409	CLARK <u>7</u> 172	KIOWA <u>13</u> 332	PRATT <u>36</u> 901	KINGMAN <u>29</u> 719	SEDGWICK <u>1438</u> 35,960	WILSON <u>32</u> 811	ELK <u>8</u> 206	WILSON <u>32</u> 811	NEOSHO <u>61</u> 1529
					COMANCHE <u>7</u> 175	BARBER <u>24</u> 600	HARPER <u>22</u> 541	SUMNER <u>83</u> 2074	COWLEY <u>116</u> 2898	CHAUTAUQUA <u>14</u> 349	MONTGOMERY <u>141</u> 3520	LABETTE <u>79</u> 1982
												LEAVENWORTH <u>160</u> 3992
												JEFFERSON <u>47</u> 1167
												MIAMI <u>65</u> 1629
												ANDERSON <u>27</u> 693
												LINN <u>23</u> 586
												BOURBON <u>51</u> 1286
												CRAWFORD <u>109</u> 2714
												CHEROKEE <u>60</u> 1512

Top Numbr - Number of Children With Handicapping Conditions based on 4% of live births  
 Bottom Number - Births by County - 1980-84

FOLLOW-UP STUDIES

McPherson  
Hutchinson  
Colorado



EARLY EDUCATION CENTER  
 127 E. Ave. B, Box 399  
 Hutchinson, Kansas 67504

PLACEMENTS FOR CHILDREN LEAVING E.E.C.  
MAY 1984

	<u>Total Program</u>
Home	1
Headstart	1
*Kindergarten without support services	7
*Kindergarten with support services	2
Speech services (1)	
Hearing Impaired (1)	
Transitional Kindergarten	3
EMH	2
TMH	3
SMH	<u>1</u>
TOTAL	20

\*Total of 9 children going into Kindergarten; 2 dismissed to home, preschool, daycare, or headstart; 48% of children leaving E.E.C. going onto a "regular" placement.

PLACEMENTS FOR CHILDREN LEAVING E.E.C.  
MAY 1985

	<u>Total Program</u>
*Home	1
*Preschool/Daycare	3
*Headstart	2
*Kindergarten without support services	3
*Kindergarten with support services	8
Vision services (2)	
Speech services (4)	
P.T. services (1)	
Audiological services (1)	
PSA	1
Transitional Kindergarten	9
EMH	1
TMH	3
SMH	1
HI	<u>1</u>
TOTAL	33

\*Total of 11 children going into Kindergarten; 5 dismissed to home, preschool, daycare, or headstart; 48% of children leaving E.E.C. going onto a "regular" placement.

# Effectiveness of Early Special Education for Handicapped Children

## COLORADO RESEARCH DESIGN STUDY

Four Colorado School districts — Adams County, Boulder Valley, St. Vrain, Weld County — provided preschool special education for children from 1974 to 1977. These districts participated in a program of scientific study to determine the effectiveness of preschool special education. One goal of the program was to improve language, thinking and social skills of three to five year-old handicapped children. Another program goal was to prevent future handicapping conditions for "at risk" children who might be identified as handicapped after they entered the public schools. For many children, the achievement of these goals would:

- ★ reduce later school problems
- ★ reduce the need for special education services
- ★ eliminate the need for special education services

INREAL (INclass REActive Language), developed by Rita S. Weiss, PH.D. at the University of Colorado, was the special education preschool program used in these four districts. The INREAL program is a naturalistic, non-stigmatizing method of early childhood special education. This method is carried out within the classroom and emphasizes language development. Other studies have shown that language is the cornerstone of the learning tower which produces success in school.

### Study Questions

The Colorado research design study asked three questions about the effectiveness of preschool special education:

- 1) Did the handicapped children who received preschool special education do better on tests than handicapped children who received no preschool special education?
- 2) If the handicapped children who received preschool special education learned more than the han-

dicapped children who received no preschool special education, did this improvement last?

- 3) Does the long-term improvement in the handicapped children save money for school district special education programs?

### Methodology

In each district, two equal groups of children were selected from the classrooms. One group of children received preschool special education. The other group received no preschool special education. The total number of children in the study was 518.

After the children finished the preschool special education program and went into elementary schools, their need for special education was followed for three more years (1977-80). Then, the cost of special education was calculated for these three years.

### Results

For Question 1: The study results show that the children who received preschool special education scored statistically significantly higher on tests than the children who received no preschool special education.

For Question 2: The study results show that the improved learning in children receiving preschool special education lasts over time. The children who had received preschool special education needed significantly fewer special education services than the children who had received no preschool special education for each of the three years studied. These results demonstrate that the goals of the study, to improve learning skills in handicapped children, and to prevent handicapping conditions in other children, were achieved.

For Question 3: The study results show that the improvement in both the handicapped and the at-risk children saves money for the school district. Even after subtracting the costs of the preschool special education program,

the school districts over three years, saved \$ 1560.00 per handicapped pupil and \$ 1050.00 per at-risk pupil. Preventing later learning and school problems and reducing the need for special education services during the elementary years saves Colorado taxpayers money.

**Data**

Two separate groups of children were examined. One group included child-

ren who were identified handicapped as preschoolers. The other group included children who were not identified as handicapped during their preschool years but who were "at risk" (due to medical or environmental conditions) of being identified as handicapped when they entered school.

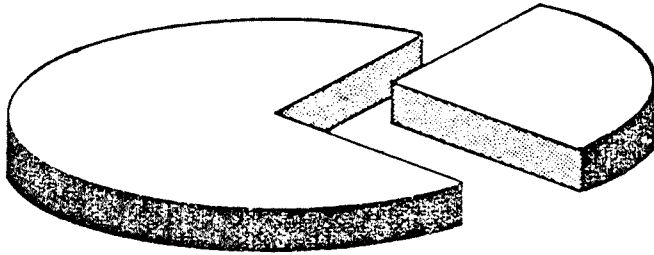
Group 1 - The follow-up study results for the children identified as handicapped showed:

During 1977-78

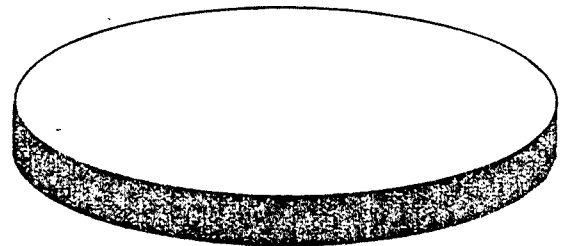
- \* 29% of the children who received preschool special education needed no further special education services.

- \* all of the handicapped children who received no preschool special education required special education services.

Preschool Special Education



No Preschool Special Education

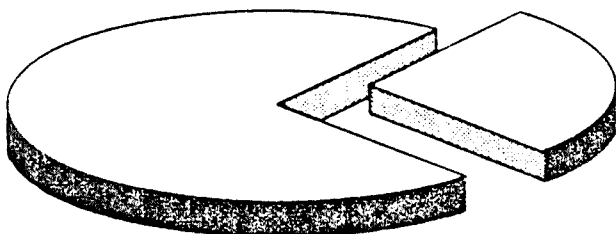


During 1978-79

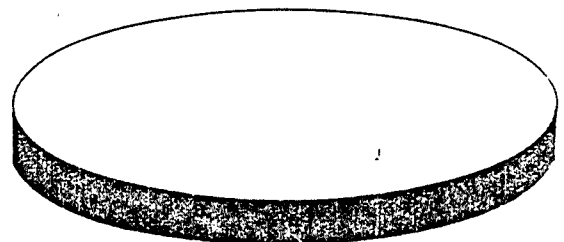
- \* 19% of the handicapped children who received preschool special education needed no further special education.

- \* all of the handicapped children who received no preschool special education required special education services

Preschool Special Education



No Preschool Special Education



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Even though some of the children who had received preschool special education continued to need special education during the elementary grades, by the third year 38% no longer

needed special education. On the other hand, only 7% of the handicapped children who received no preschool education no longer needed special education services.

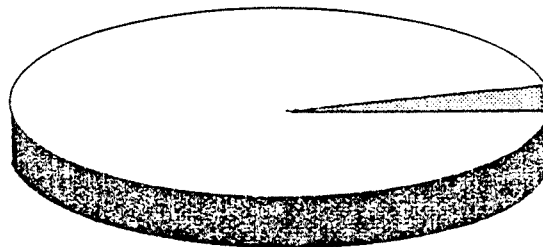
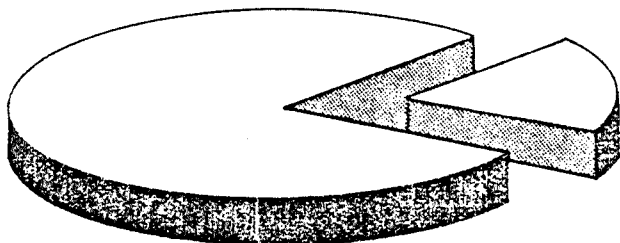
During 1979-80

- ★ 38% of the handicapped children who received preschool special education needed no further special education.

- ★ 93% of the handicapped children who received no preschool special education continued to require special education services.

Preschool Special Education

No Preschool Special Education



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Group 2 - The follow-up study results for those children at-risk of being identified as handicapped after they entered public school showed:

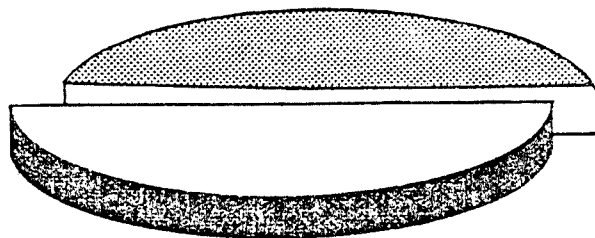
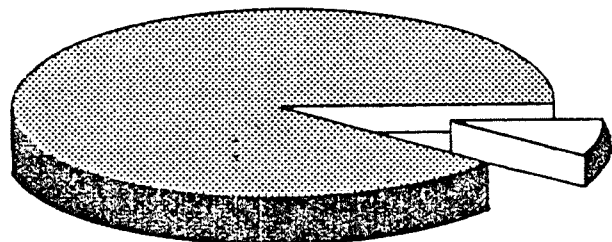
During 1977-78

- ★ 85% of the children who had received preschool special education needed no further special education services.

- ★ 51% of the children who received no preschool special education were identified as needing special education services.

Preschool Special Education

No Preschool Special Education

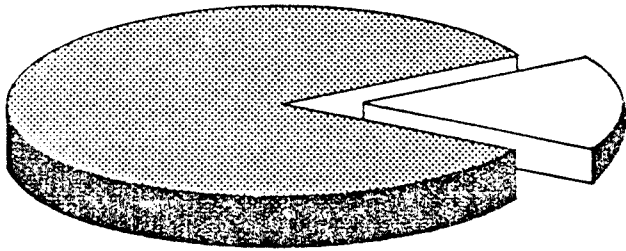


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During 1978-79

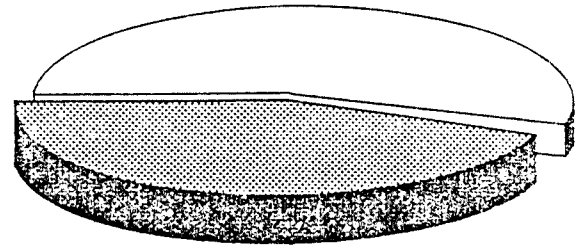
- ★ 84% of the children who had received preschool special education needed no further special education services.

Preschool Special Education



- ★ 62% of the children who received no preschool special education were identified as needing special education services.

No Preschool Education

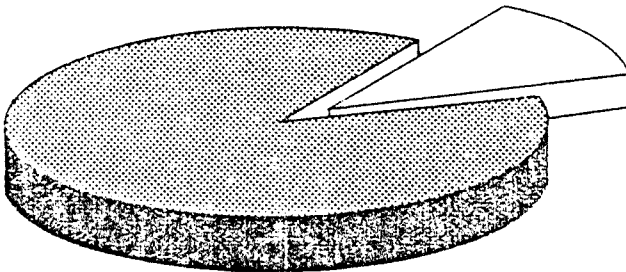


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During 1979-80

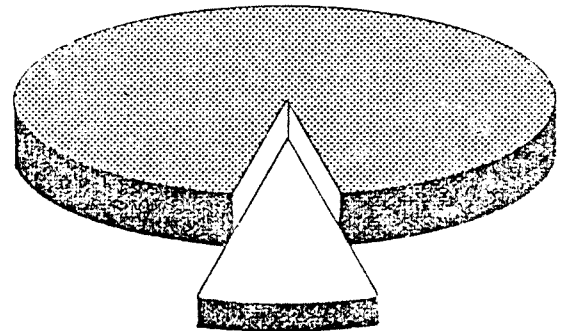
- ★ 89% of the children who had received preschool special education needed no further special education services.

Preschool Special Education



- ★ 38% of the children who received no preschool special education were identified as needing special education services.

No Preschool Education



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## RESULTS

The results of the experimental research design study show that the goals of the program were met. Handicapped children who attended a preschool program when compared to handicapped peers who did not:

- did significantly better in school over an extended period of time.
- had a reduced need for special education services.

- were more frequently able to benefit from regular education without any special support.

In meeting these goals the INREAL program demonstrated that handicapped children will achieve more success in school as a result of having a preschool experience. Besides the human benefit there is also an economic benefit gained in the reduced or eliminated need for expensive special services later on in a child's educational career.

MCPHERSON COUNTY DIVERSIFIED SERVICES  
 STATISTICAL ANALYSIS OF DISABLED CHILDREN  
 HAVING RECEIVED SPECIAL EDUCATION SERVICES FROM HOPE PRESCHOOL

Data For School Year Ending In	Number of Children That Left Services And Stayed in Community	Number of Children That Advanced To Regular Class- Room	Number of Children That Advanced To Regular Class- Room W/ Special Ed. Support	Number of Children That Advanced To Fulltime Special Ed. Classroom
1977	11	08 (73%)	01 (09%)	02 (18%)
1978	07	05 (71%)	01 (14%)	01 (14%)
1979	08	03 (50%)	-----	03 (50%)
1980	12	05 (42%)	03 (25%)	04 (33%)
1981	11	04 (36%)	06 (55%)	01 (09%)
1982	12	05 (42%)	05 (42%)	02 (17%)
1983	15	08 (53%)	05 (33%)	02 (13%)
1984	15	08 (53%)	03 (20%)	04 (27%)
1985	16	09 (56%)	01 (06%)	06 (38%)
Totals	105	55 (52%)	22 (21%)	25 (24%)