

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairman Denise Apt at
Chairperson

3:30 ~~xx~~/p.m. on January 26, 1988 in room 519-S of the Capitol.

All members were present except:

Representative Charles Laird, Excused
Representative James Lowther, Excused
Representative Robert D. Miller, Excused

Committee staff present:

Avis Swartzman, Revisor of Statutes' Office
Ben Barrett, Legislative Research
Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Dr. Richard Schiefelbusch, Director of Bureau of Child Research of
University of Kansas
Marla Mack, Chairman Coordinating Council on Early Childhood
Developmental Services
Bob Wittman, United School Administrators and Kansas Association of
Special Education Administrators
Lowell Alexander, Director of Special Education, U.S.D. #500
Harold Kane, Parent from J.S.D. #500
Craig Grant, Kansas National Education Association
Connie Hubbell, State Board of Education
Yo Bestgen, Kansas Association of Rehabilitation Facilities
Kathryn Dysart, U.S.D. #259, Wichita Public Schools
Richard Funk, Kansas Association of School Boards
Representative Bill Reardon

The meeting was called to order by Chairman Apt and hearings on H.B. 2053 were opened.

Dr. Richard Schiefelbusch spoke in favor of H.B. 2053 saying he had been involved in the issues of early childhood education and its documented benefits for over four decades. He stated that the most significant finding in all research is that early intervention is the most effective strategy for preventing or reducing developmental disorders. (Attachment 1).

Marla Mack spoke in favor of H.B. 2053 underscoring two critical arguments in support of this bill. She said a lot of money has already been invested and 120 school districts are presently serving the needs of the preschool child. Mrs. Mack emphasized federal law will be mandating these programs in 1990. She also stated that overwhelming evidence and research show pre-school programs work. Mrs. Mack believes lifetime expenditures can be reduced by maintaining preschool programs.

Bob Wittman favors H.B. 2053 saying he feels it's important to fund programs that are mandated.

Mr. Lowell Alexander gave support for H.B. 2053 saying the time is now to plan for the citizens of the next century and giving preschool services for three year old handicapped children has proven to be educationally sound and cost effective. (Attachment 2).

Mr. Harold Kane urged the committee to pass H.B. 2053. As the father of two handicapped children he feels early intervention is helpful and in many instances vital in helping these handicapped children make progress. (Attachment 3).

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~a.m.~~/p.m. on January 26, 1988

Craig Grant asked that H.B. 2053 be reported favorably for passage saying research shows early intervention causes a greater percentage of exceptional students to improve dramatically and more of these students can be mainstreamed more quickly into the regular program making it a cost effective program. (Attachment 4).

Connie Hubbell spoke in support of H.B. 2053 saying it is essential to include three-year-olds in the enrollment count under the SDEA so Kansas will not experience the loss of federal aid for preschool students. (Attachment 5)

Yo Bestgen who represents forty private private not-for--profit facilities in Kansas and 1500 individuals licensed for preschool care testified in support of H.B. 2053. Mrs. Bestgen feels H.B. 2053 is a good graduated effort toward the implementation of the federal mandate in 1990.

Kathyrn Dysart, spoke in strong support of H.B. 2053 saying an estimated 400 children will need early childhood programs in Wichita by 1991. (Attachment 6).

Richard Funk registered support for H.B. 2053. (Attachment 7).

Chairman Apt said Onan Burnett had relinquished his time as a conferee but was on record as supporting H.B. 2053.

The chairman called on Dave DeMoss who went on record as supporting H.B. 2053.

Representative Reardon summarized his reasons for asking for the introduction of H.B. 2053 and said he has a new concern that we will not be able to meet the mandate of 1990 in one year's time if we don't take another step in this direction. He urged passage of H.B. 2053.

After a brief discussion period the chair adjourned the meeting at 4:15.

The next meeting will be January 27, 1988 in Room 519-S at 3:30 p.m.

H.B.
Testimony for Preschool Education, The Bill Reardon Bill: 2053

My involvement in the issues of early childhood education and its documented benefits extend over nearly four decades. However, the agency that I have directed, the Bureau of Child Research, has a history much longer than that. It extends back to the early 20s when a series of state statutes brought the Bureau forth as an agency. "...to study the problems of the child life of the state, including studies as to the diagnosis, treatment and prevention of delinquency, defectiveness, and dependency..."

The Bureau has a continuous history dating back to 1955 when Chancellor Murphy activated it to coordinate and stimulate programs for children at the University and to relate cooperatively with other agencies in behalf of children.

Since that time the Bureau has become the largest and, in many respects, the most successful research program at the University of Kansas. Scores of research studies have been conducted during the last 33 years, most of them relating to the developmental disorders of children. We have selected practical problems and have tried to study them in a scientific way. The latter point is emphasized because we wish to be sure that the procedures and practices we endorse do indeed make a difference in the lives of children and their family members.

I emphasize these issues because I wish to establish credibility for what I am about to say.

The most significant finding in all of our research is that early intervention is the most effective strategy for preventing or reducing developmental disorders. This issue has many implications for health care, childhood education, and eventual rehabilitation programs.

In the context of these hearings I will address only the effects of early childhood special education. I should explain, however, that early

*Attachment 1
House Education 1/26/88*

educational experiences translate into benefits that extend beyond educational outcomes, i.e., loco-motor skills, social skills, and family benefits.

It is already apparent, of course, that I wish to back HB 2053 extending support for three year old special children. My purposes could be presented in a number of ways but I shall limit my focus primarily to cost benefits. I do indeed understand the economic pressures that currently exist in the legislative chambers.

I shall draw heavily from a report of the Governor's Cabinet Subcommittee on Early Childhood Developmental Services, February, 1986.

It is estimated that of the 40,000 children born each year in Kansas, at least 13,000 will have or be at-risk for developing handicapping conditions or chronic health problems. Approximately 5,300 of these children will need special education during the first five years of life. This undertaking, as we all know, has serious fiscal impact, especially in light of our desire to assist our special children during this crucial period of their lives.

Let me begin with a few relevant figures. Special education at all stages of schooling is more expensive than regular education. Figures from the State Department of Education show the average cost of special education in Kansas to be \$7595 for school age students compared to the average cost for regular education of \$2813. A survey of 10 Kansas early education programs reported expenditures for preschool handicapped programs (per child) of \$3816.

In a report commissioned by the Colorado General Assembly, researchers found that 28% of the children who received preschool special education needed no further special education services. In contrast, handicapped children who received no preschool special education all required special education services at school entry. Two to five years after entry into preschool special education, 31% of the children were in regular education, 37% in

regular education with support services, and 31.4% were still in special education. Similar results have been reported by other national studies.

In Kansas, each district, cooperative or interlocal is required to conduct an evaluation of their special education programs. Where the evaluation has included an examination of subsequent placement of children, it has been reported that approximately one third need no further special education, one third need support services to remain in regular education and one third continue to require special education more than 50% of their school hours.

The effects of early special education not only last, the reduction of need for special education results in savings in the total cost of education until graduation of individual children. The Colorado study estimated the cost of preschool special education was recovered within three years and realized an additional savings of \$1,560 per handicapped child.

Using figures similar to these the 1986 report of the Cabinet Subcommittee in Kansas calculated the cost of educating 1435 children with handicaps to age 18:

If intervention is begun at age 3 - cost per child - \$72,186

If intervention is begun at age 6 with 20% of the students

leaving special education programs - cost per child -

\$79,663

If intervention begins at age 6 with no attrition to regular

education - cost per child - \$91,140

The savings resulting from starting special education at age three rather than waiting to age six would be \$7507 per child.

For severely handicapped children, as in the last option, children age six who will need special education throughout their entire education, the cost savings would have to come from reducing needed services.

So far I have discussed only the potential educational savings of early childhood education starting at age three. We are also aware that early education may make a great difference to the child's attrition into the regular class program of the school. Studies also show that children who gain access to the social and educational world of their peers have a much better chance of normal life styles beyond the formal education years. This prospect has great financial implications in reducing the figures on dependency, rehabilitation and community agency support.

What we really wish of course is to help the at-risk children to become self sufficient by gaining access to employment, independent living and full citizenship. Those possibilities are greatly enhanced by beginning education of handicapped and at-risk children at age three.

A position of support for House Bill #2053

Members of the committee, The Wyandotte Cooperative represents the school districts of Kansas City, Kansas, Bonner Springs and Piper. (These three districts serve slightly over 26,300 school age students.) The Wyandotte Cooperative wishes to register their support for House Bill #2053. The reason for this position is two fold.

#1. Early Intervention For Three Year Old Children is Educationally Sound.

It is generally accepted that if children are to reach their maximum potential they should receive special education services as soon as the handicap can be identified and furthermore, they learn best the earlier they are identified. According to a Kansas State Department of Education Bulletin issued in March of 1986, about 1% of children have conditions that can be identified soon after birth. By age three handicapping conditions are more easily recognized and many three year olds can be identified as high risk. Through the early screening the Wyandotte Cooperative has identified over 75 three year olds that need services.

In Kansas, approximately 6,350 three year old and four year old children are believed to be in need of special education. In 1986-87 school year fewer than 1,500 preschoolers were being served. During the 1984-85 school year pre and post-test data rate of gain were reported on 1,150 preschool children. These data revealed that all handicapped students showed a significant gain as per their exposure with the exception of severe multi-handicapped students, whose gains cannot be measured on a typical standardized test.

#2. Early Services to Preschool Children is Cost Effective.

Not only is Early Childhood Programs educationally sound, it is also a good investment in the future and most cases represents a saving in the total cost of education of that handicapped child. For example:

In the Perry Preschool Project in Michigan, 1,000 children were followed for 19 years. The cost benefit for each child was \$1,130. This cost benefit was represented by a reduction in Special Education cost and also by an increase in wages as these students earned a higher level of job status when they completed school. The Colorado State Department reported four urban and suburban school districts documented an average of \$1,560 saved per high risk pupil over a three year period. These savings were realized because of a decreased need and intensity of special education services after the children reach first grade. In the March, 1986, Kansas State Department of Education Bulletin additional evidence is presented that educating preschool children is a financially sound investment and repays big dividends in achievement, as well as the reduced need for special education services in the future. These data point out that the lifetime cost of educating a handicapped child entering at age six is \$83,271. The same child entering at age three would cost the school districts approximately \$75,424 or a savings of \$7,847.

A handicapped child that is three years old today will be entering the work force in the year 2000. This child must possess those skills that will allow them to meet their highest level of human potential if they are to be a tax payer, as opposed to tax taker. Preschool services for three year old handicapped children have proven to be educationally sound and cost effective. The time is now to plan for the citizens of the next century.

*Attachment 2
House Education 1/26/88*

To: House Education Committee
Representative Apt Chairperson:

From: Harold Kane
3121 North 84 Terrace
Kansas City, Kansas

Re: House Bill 2053

Mr. Chairman and Members of the Education Committee:

My name is Harold Kane. I live at 3121 North 84 Terrace Kansas City, Kansas, Wyandotte County. I am employed by the Cotton Belt Railroad in Kansas City. I am the father of two handicapped sons. Patrick is 29, has Cerebral Palsy and is Mentally Handicapped. He is employed in a sheltered workshop in Kansas City, Kansas. George is 25 years old and is severely Autistic. He has been a patient at Parsons State Hospital and Training Center for nearly five years.

At the time when Patrick first needed help there wasn't anything available in the School system and very little available otherwise.

When it became apparent that George had problems, we were referred to K.U. Medical Center, who referred us to H.E.E.D., (HELP EDUCATE the EMOTIONALLY DISTURBED) a private program, located in Kansas City, Missouri, started by a group of parents who had children with severe emotional problems. George attended H.E.E.D. for nearly three years, from 1968 to 1971.. The first half of this period the school was located fifteen miles from our home, a thirty mile round trip twice a day, five days a week, 300 miles weekly... Later the school was moved twenty five miles miles from our home which figures out to fifty miles twice a day, five days a week or 500 miles a week. Thank God for Public Law 94-142. Fortunately those days are over and there are many programs available today. There is much research

*Attachment 3
House Education 1/26/88*

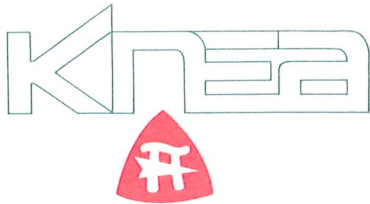
that shows that EARLY INTERVENTION is helpful and in many instances VITAL in helping these handicapped children make progress. One area that has shown great improvement is with Down's Syndrome children. The accepted practice now is to start intense work right from the day of birth and some astounding progress has been made.

I sincerely believe House Bill 2053 is a step in the right direction and earnestly urge you to support it.

Thank you for your time and attention,


Harold Kane

Craig Grant Testimony Before The
House Education Committee
Tuesday, January 26, 1988



Thank you, Madame Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this chance to visit with the committee about HB 2053.

Kansas-NEA supports the extension of the definition of preschool-aged exceptional children to three year olds as we did to four year olds a few years ago. We support counting these children:

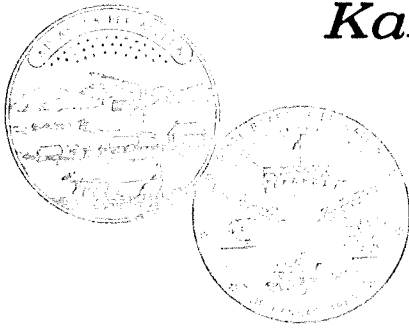
1. Not only because of the federal mandate;
2. Not only because Kansas stands to lose funding if we do not;
3. Not only because these children need our help; but

most especially because research shows us that this early intervention causes a greater percentage of these exceptional students to improve dramatically and more of these students can be mainstreamed more quickly into the regular program.

The cost effectiveness is always a factor; however, in this case, the lower total cost is as a result of improvement by the child. That improvement is what we all want from our education system.

Kansas-NEA asks that you report HB 2053 favorably for passage. Thank you for listening to the concerns of our 22,000 members.

*Attachment 4
House Education 1/26/88*



Kansas State Board of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612-1103

Mildred McMillon
District 1

Connie Hubbell
District 4

Bill Musick
District 6

Evelyn Whitcomb
District 8

Kathleen White
District 2

Sheila Frahm
District 5

Richard M. Robl
District 7

Robert J. Clemons
District 9

Paul D. Adams
District 3

Marion (Mick) Stevens
District 10

January 26, 1988

TO: House Education Committee
FROM: State Board of Education
SUBJECT: 1988 House Bill 2053

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

House Bill 2053 permits unified school districts to include three-year-old exceptional children (excluding gifted) in the enrollment count under the School District Equalization Act (SDEA). During calendar year 1986, President Reagan signed a bill which mandates preschool handicapped education by July 1, 1990, for students ages three, four, and five.

The penalty for noncompliance with this mandate is the loss of federal aid for preschool students. In Kansas, this amount is estimated to be \$4,800,000 for fiscal year 1991.

The first step has been taken to comply with the mandate by including four-year-olds in the enrollment count under the SDEA. The second step is to include three-year-olds in the enrollment count under the SDEA.

During fiscal year 1989, it is estimated to cost the State of Kansas approximately \$1,100,000 to include three-year-olds under the SDEA. Approximately 50 percent of that amount would be allocated to the SDEA and the remaining 50 percent to special education categorical aid.

If this program is not implemented by July 1, 1990, it will have an adverse effect on the federal aid received by school districts currently providing special education services for students three, four, and five years of age.

The State Board of Education strongly supports the counting of three-year-olds under the School District Equalization Act.

*Attachment 5
House Education 1/26/88*

WICHITA PUBLIC SCHOOLS
Unified School District No. 259
ADMINISTRATION BUILDING
428 South Broadway
WICHITA, K.S 67202

Kathryn Dysart
Intergovernmental and
Community Affairs
316-833-4135

To: The House Education Committee
From: Kathryn Dysart, Wichita Public Schools
Date: January 26, 1988
Re: HB 2053

Madam Chairman and Members of the Committee,

The Wichita Public School system strongly supports the provisions of House Bill 2053. We know how cost effective early intervention programs are and believe that the management of early childhood programs through the public school system is the efficient way to deliver those services.

While the payoff might not be immediately apparent, in the long term we can expect substantial savings in special education programming as well as in continuing maintenance support after the individuals move out into the community.

We estimate that 200 children in Wichita are currently in need of these services and anticipate that number will reach 400 by 1991.

*Attachment 6
House Education 1/26/88*

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

TESTIMONY ON H.B. 2053

by

Richard S. Funk, Assistant Executive Director
Kansas Association of School Boards

January 26, 1988

Madam Chairman and members of the committee, we appreciate the opportunity to appear today on behalf of the 302 members of the Kansas Association of School Boards. KASB supports the provisions found in H.B. 2053 which lowers the age of preschool-aged exceptional children from four years to three years. We understand that this change represents a compliance with P.L. 99-457.

*Attachment 7
House Education 1/26/88*