

Approved March 2, 1988

Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

3:30 ~~am~~/p.m. on February 25, 1988 in room 519-S of the Capitol.

All members were present except:

Representative David Miller, Excused

Committee staff present:

Avis Swartzman, Revisor of the Statutes' Office

Ben Barrett, Legislative Research

Thelma Canaday, Secretary to the Committee

Conferees appearing before the committee:

Representative Nancy Brown

Mr. David Rosenthal, Executive Director, Kansas Committee for the Deaf  
and Hearing Impaired

Dr. Dick Vallandingham, Kansas Committee for the Deaf & Hearing Impaired

Representative JoAnn Pottorff

Dr. Lucile Paden, Department of Education, Preschool Specialist, Special  
Education

Dr. Jim McHenry, Kansas Committee for Prevention of Child Abuse

Dr. Patricia Schloesser, Director of Health, Kansas Department of Health  
and Environment

Ms. Jeanetta Issa, Executive Director, Johnson County Coalition, Prevention  
of Child Abuse

Ms. Mary Pat Roleke, Chairman, Parents and Teachers Task Force in Johnson  
County

Mr. Jim Copple, Kansas Federation of Teachers

Ms. Barbara Huff, Families Together

Mr. Craig Grant, Kansas National Education Association

Mr. John Koepke, Kansas Association of School Boards

Chairman Apt called the meeting to order and opened hearings on H.B. 2902 relating to state educational institutions under board of regents, requiring inclusion of American sign language in foreign language curricula.

Representative Nancy Brown testified in support of H.B. 2902 stating the American Sign Language is the third most popular language in the United States and it is important for colleges and universities to offer it as a language for credit. (Attachment 1)

Mr. David Rosenthal spoke in support of H.B. 2902 and urged the committee to pass it favorably.

Dr. Dick Vallandingham testified in favor of H.B. 2902 and asked for favorable consideration from the committee.

Chairman Apt declared hearings on H.B. 2902 closed.

Hearings on H.B. 2887, relating to school districts, parent education programs, grants of state moneys, were opened by Chairman Apt.

Representative Pottorff testified in support of H.B. 2887 stating if parents are adequately prepared for and supported in their role as parents, they will have a better chance of doing the job well. (Attachment 2).

Dr. Lucile Paden gave information on a program which has been in effect in Missouri for three years and has similar guidelines to the program being promoted in H.B. 2887. Dr. Paden stated the State Board of Education has not developed a position of H.B. 2887. (Attachment 3)

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 HOUSE COMMITTEE ON EDUCATION

room 519-S, Statehouse, at 3:30 ~~xx~~/p.m. on February 25, 1988

Dr. Jim McHenry urged support for H.B. 2887 pointing out that services to first-time parents will result in lower welfare use and lower costs to schools for remedial education among other benefits. Attachment 4)

Dr. Patricia Schloesser testified in support of H.B. 2887. Dr. Schloesser stated teaching parents of pre-school children to develop and improve their parenting skills will result in more positive behavior of children when they are ready for school entry. (Attachment 5 ).

Jeanetta Issa encouraged favorable passage of H.B. 2887 supporting her testimony with research data from the National Committee for Prevention of Child Abuse. (Attachment 6 )

Mary Pat Roleke testified in favor of H.B. 2887 pointing out that periodic monitoring of a child's development is the foundation of educational guidance to parents. (Attachment 7).

Jim Copple recommended H.B. 2887 be passed favorably. Mr. Copple stated parents desire and need resources that will enrich the learning environment of the home. (Attachment 8).

Barbara Huff urged support of H.B. 2887. Ms. Huff stated parents are searching for ways to improve their parenting skills and enhance their child's development. (Attachment 9). Ms. Huff read testimony from Ms. Marla Mack in support of H.B. 2887. (Attachment 10)

Craig Grant testified that Kansas-NEA supports the concepts in the parent education program as outlined in H.B. 2887 and stated all would benefit if our young children are better prepared for school. (Attachment 11).

John Koepke spoke in opposition to H.B. 2887 pointing out the inappropriateness of seeking funding for new initiatives. (Attachment 12).

After a brief discussion period hearings on H.B. 2887 were declared closed by the chairman.

The meeting was adjourned by Chairman Apt at 4:20 p.m.

The next meeting will be Monday, February 29, 1988 at 3:30 p.m. in Room 519-S.



STATE OF KANSAS

NANCY BROWN  
REPRESENTATIVE, 27TH DISTRICT  
15429 OVERBROOK LANE  
STANLEY, KANSAS 66224-9744



TOPEKA

HOUSE OF  
REPRESENTATIVES

COMMITTEE ASSIGNMENTS  
MEMBER GOVERNMENTAL ORGANIZATION  
INSURANCE  
TRANSPORTATION

TO: Education Committee  
DATE: February 25, 1988  
RE: Testimony on House Bill 2902

Thank you, Chairman Apt, and members of the Committee. I am here on behalf of the Kansas Association of the Deaf who asked me to request this bill. There are others who will be testifying, but unfortunately Mr. Fred Murphy, President of the Kansas Association of the Deaf, was recently released from the hospital and is recuperating at home.

The request for the recognition of ASL (American Sign Language) as a language might be puzzling to some, but let me assure you that this is a serious request. American Sign Language is not a subcategory of a language, but a language in its own right. In fact, it is the third most popular language in the United States. It is not a code, as some might think, but a language with its own rules and grammar, its own syntax. I can assure you, after taking numerous sign language courses over the years, that it is like any foreign language. You must either use it or lose it. It is not merely gestures, as some might think.

Why recognize it as a language? For many psychological reasons, of course, but more importantly this recognition will make it possible for colleges and universities to offer it as a language for credit, as they can do with other foreign languages. It establishes its placement with importance and recognition. A benefit, of course, is that it will also encourage students of all ages to take the language.

I urge your consideration of this bill, and will leave it to others who can speak this language to further emphasize its importance.

*Attachment 1  
House Education 2/25/88*

JO ANN POTTORFF  
REPRESENTATIVE, EIGHTY-THIRD DISTRICT  
6321 E. 8TH STREET  
WICHITA, KANSAS 67208-3611

STATE CAPITOL  
ROOM 181-W  
TOPEKA, KANSAS 66612



TOPEKA

HOUSE OF  
REPRESENTATIVES

COMMITTEE ASSIGNMENTS  
MEMBER: EDUCATION  
LEGISLATIVE, JUDICIAL AND  
CONGRESSIONAL  
APPORTIONMENT  
PUBLIC HEALTH AND WELFARE  
TAXATION  
NCSL ASSEMBLY ON THE LEGISLATURE  
TASK FORCE ON EDUCATION  
EDUCATION CONSOLIDATION AND  
IMPROVEMENT ACT (ECIA) ADVISORY  
COMMITTEE

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE

HOUSE BILL 2887

February 25, 1988

Parents as Teachers

The Parents as Teachers Program is a home/school partnership for all parents of children from birth to age three. It is designed to help parents give their children the best possible start in life and lay the foundation for later school success. Practical information is provided to families on monitoring and fostering their child's early development.

The parents' project is based on the idea that a great deal of important learning takes place during the first three years of life and that home is the first school house and parents are the first teachers. If parents are adequately prepared for and supported in their role as teachers, they will have a better chance of doing the job well.

The prime goals of Parents as Teachers Program (PAT) are: preventing failure in school and promoting the well-being of families. The program provides information and educational guidance designed to help parents give their children a solid foundation for lifelong development, while reducing stress and increasing the pleasure associated with child rearing.

*Attachment 2  
House Education 2/25/88*

Through regularly scheduled home visits by trained parent educators, parents receive information on:

- 1) What to expect at each phase of development from birth to age three.
- 2) How to encourage language and thinking abilities through everyday experiences.
- 3) How to make and choose toys that stimulate curiosity and creativity.
- 4) How to foster social development.
- 5) How to discipline without punishing.

Group meetings are also held with other parents to provide opportunities to gain new insights, as well as to share concerns and successes in parenting.

During the program the child's progress is monitored by parents and educators to detect/treat any emerging problems which might interfere with learning.

Although Parents as Teachers is fundamentally an early education program, it has many additional benefits for parents, children, schools, and society. Early detection and attention to potential learning problems can reduce the need for later remedial or special education. Support provided for parents of young children tends to make the parents job less stressful, thus helping to reduce child abuse and neglect. Parents are helped to obtain needed services not provided directly by the program.

Research has shown that the most rapid period of human development occurs during the earliest years--a time when parents are forming and cementing their approaches to child rearing. Up to this time little support or systematic information on the day-to-day aspects of shaping another human being

has been available to parents who want the best for their child. PAT can provide the practical information that families need to monitor and foster their child's early development.

In closing I would like to leave you with this thought by Dr. Burton White, who said "You get more information with your new car than you do with your new baby".





# *Kansas State Department of Education*

*Kansas State Education Building*

120 East 10th Street Topeka, Kansas 66612-1103

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TO: House Education Committee  
FROM: Kansas State Department of Education  
SUBJECT: H. B. 2887  
DATE: February 25, 1988

My name is Lucile Paden. I am the Early Childhood Education Program Specialist in Special Education for the Kansas State Department of Education.

I have been asked to present some information related to House Bill 2887 concerning development and implementation of parent education programs. The State Board of Education has not had an opportunity to consider a position on House Bill No. 2887. I will be presenting information about a program very similar to the one proposed in this bill.

House Bill 2887, if enacted, would enable but not require school districts to provide developmentally appropriate resource materials to assist parents to foster the learning and development of their children. The program would provide both private, individual guidance and group activities with other families. It would focus on the first three years of the child's life. Participation would be voluntary on the part of families. The state board of education would, to the extent of appropriations available, award grants to all school districts which have developed and implemented approved parent education programs.

House Bill No. 2887 is quite similar to Missouri's Senate Bill 658 which has been in effect for three years. It is a program for educating parents of children under three years of age. It is funded by the state through grants to local districts. The grants are allocated to the districts which serve families with children under three. Parents participate on a voluntary basis. Approximately ten percent of eligible families participate. Funds are awarded to the districts which offer monthly contacts with families eight months of the year, with four contacts being individual, private contacts and the other four being group meetings.



Programs are staffed by "parent educators" who hold one of several teacher certifications, a two-year associate child development or nursing degree, or have early childhood college training and/or experience. All are required to attend a week-long seminar provided by the state and annual inservice workshops.

The program does not exclusively target high risk populations. All families are eligible to participate and attempt is made to include families from a wide spectrum of ethnic membership, socio-economic and educational levels. There is a special effort to include the hard to reach families such as teen parents, low functioning parents, migrant populations, and low income families.

An independent evaluation was conducted of the Missouri program. Some of the findings were:

Children whose parents participated were well ahead of their age mates who had not been in the program in language and problem solving skills.

The distinguishing characteristics of delayed development often seen in children from families of low socio-economic status, teen parents etc. were no longer apparent in children whose families participated in the program.

Participating parents perceive constructive guidance as the best means of discipline.

Children learned to turn to adults as resources for solving problems and not merely as instruments to obtain their wants.

Parents reported having more positive feelings toward the schools.

Parents reported high satisfaction with the program and the outcome for their children.

A longitudinal study is being conducted as well as a study of the first wave of children who have now entered school. A maintenance program for parents of three and four year olds has been added.

The Missouri parent education program is based on the work of a noted child developmentalist, Burton White. It is not a "super baby" program nor does it usurp the parenting role of the parents. It is founded on sound child development practices which supports but does not try to hurry development.



## Testimony Supporting H.B. 2887

An Act Concerning School Districts;  
Authorizing the Development and Implementation of  
Parent Education Programs

February 25, 1988

On behalf of the Kansas Committee for Prevention of Child Abuse I am pleased to urge your support for House Bill No. 2887. We understand that the model for this bill is Missouri's highly acclaimed Parents as Teachers Program. That program involves a home/school partnership aimed at helping parents give their children the best possible start in life. It provides, through parent educators, practical information during home visits and group meetings. Parent educators offer general guidance and tips on such topics as home safety, effective discipline, and constructive play activities. They also are trained to do periodic monitoring and screening to identify special health problems, handicaps or developmental delays which might require referrals for special assistance.

The KCPCA has received a grant from Ronald McDonald Children's Charities to pilot Parents as Teachers in Kansas, following the Missouri model. Although modest in scale, the Kansas PAT project will train five parent educators who will be working in different communities around the state (Hays, Leavenworth, Newton, Parsons, Pratt).

If our experience follows that of Missouri and other similar programs around the country, we can project a number of positive results. By strengthening parents' ability to care for their children, parent education programs have documented significant reductions in reports of child abuse, more consistent use of health care services and job training opportunities, lower welfare use and higher employment rates, and lower costs to schools for remedial education. Translating these gains into social services, researchers have confirmed that an additional \$40,000 in welfare costs and documented school services were required by families who did not receive parent education services.

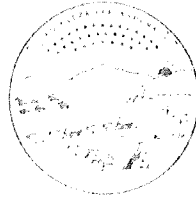
Services to first-time parents are a particularly efficient use of scarce resources. Support and educational services which target parents before abusive or neglectful behaviors develop are much more likely to be successful than those services provided after abuse occurs. Moreover, the heightened willingness of new parents to relate to people and institutions outside the family around the time of childbirth offers a highly strategic opportunity for primary prevention programs.

KCPCA understands that there are many competing interests vying for legislative attention this year. During a session in which we are being advised of the costs involved in constructing more prisons and in providing a variety of essential mental health services it is well to consider a longer term approach. If we fail to take advantage of opportunities to invest upstream in programs that reduce child abuse and neglect, the downstream social costs will continue to be staggering. Since the Parents as Teachers Program has a demonstrated track record, strategies which spread it across our state represent very progressive social policy.

Testimony submitted by  
James McHenry, Ph.D., Executive Director

*Attachment 4  
House Education 2/25/88*

STATE OF KANSAS



DEPARTMENT OF HEALTH AND ENVIRONMENT

Forbes Field  
Topeka, Kansas 66620-0001  
Phone (913) 296-1500

Mike Hayden, Governor

Stanley C. Grant, Ph.D., Secretary  
Gary K. Hulett, Ph.D., Under Secretary

Testimony Presented to  
House Education Committee

by

Kansas Department of Health and Environment

HOUSE BILL 2887

Considerable effort across the state has been directed toward development of school curriculum which focuses on life skills to reduce risk-taking behaviors. Risk-taking behaviors result in outcomes such as premature pregnancies among adolescents, drug and alcohol abuse, teen suicide and homicide. Ultimately, family units are often torn apart when intense stress occurs among children and adolescents. The school's primary charge is to educate school age children and youth to become productive, healthy adults. Parenting education teaches those life skills that promote the reduction of risk-taking behaviors. However, many of today's parents have not received the benefits of being educated in concepts to promote healthy parenting skills and knowledge to facilitate healthy pre-school children both physically and emotionally.

H.B. 2887 focuses effort on teaching parents of pre-school children to develop and improve their parenting skills. The probability of healthier role modeling by parents would increase with these opportunities to improve their skills. These positive behaviors should, in turn, promote healthier, children and better prepare them for school entry and other life experiences. Kansas Department of Health and Environment fully supports the bill and staff stand ready to provide educational materials, consultation and technical assistance to local boards of education as the parenting programs are developed and implemented.

Presented by:

Patricia T. Schloesser, M.D.  
Director, Division of Health  
February 25, 1988



February 25, 1988

Written Testimony on: HB 2887 Parent Education  
Presented By: Jeanetta Issa, Executive Director  
Johnson County Coalition  
for Prevention of Child Abuse

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Executive Director

The Johnson County Coalition for Prevention of Child Abuse is a community based organization whose mission is to prevent child abuse through education and advocacy. We are a member organization of the Kansas Committee for Prevention of Child Abuse and the National Committee for Prevention of Child Abuse (NCPCA). JCCPCA supports HB 2887 providing for parent education.

The knowledge base from national research data and experience in child abuse prevention efforts gives us good reason to focus on support programs for new parents. NCPCA published the following summary:

\* The consequences of physical abuse are greater for younger children. Children ages 0-5 are 28% of the general child population but sustain a disproportionately high 74% of fatalities. While the average age of children in all child abuse reports is 7.2, the average age of fatalities from child abuse is 2.6.

\* Child abuse at young ages can have a more long-lasting impact on a child's development. The first few years of a child's life contain critical periods in terms of development. If these developmental periods are delayed or frozen, the results can be traumatic and long-lasting. The inability to secure and maintain meaningful relationships can be one impact that affects almost every other area of one's life. Adults who were abused as young children frequently pass along this inheritance to the next generation.

\* Intervention with new parents before the downward spiraling parent-child cycles of abuse are established is a more effective prevention plan than trying to break abusive cycles after they are established. The research base shows that the earlier intervention occurs -- to support, monitor and redirect high-risk parents -- the greater are the odds of success.

\* New parents are an accessible and easily identifiable group (through hospital records) and the sub-group of first time parents would be a manageable group to target.

\* Lack of knowledge about child development, lack of parenting skills, isolation or lack of support systems are factors associated with abuse.

\* Because of changes in family structure (i.e., loss of extended families, more single parent families, etc.) and new improved knowledge about child development, it is less likely that new parents will acquire necessary parenting information and support networks on their own.



Johnson County Coalition for the Prevention of Child Abuse  
5311 Johnson Drive, Shawnee Mission, KS 66205 • 913/677-4564

A United Way Agency

*Attachment to  
House Education 2/25/88*

\* There is a heightened willingness to relate to people and institutions outside the family around the time of childbirth, especially the birth of the first child. This presents a golden opportunity for prevention programs.

\* Programs for new parents are effective prevention programs. One study of a health visitor program showed a 4% abuse rate in the treatment group as opposed to 19% in the control group. Another study showed that early intervention might reduce the severity of abuse as reflected in required number of hospitalizations related to child maltreatment. A study of a home visiting program showed that a rating of the families after intervention reflected some improvement in the vast majority of cases.

In 1987, JCCPCA was approached by the Shawnee Mission Area Early Childhood Coalition and by private individuals to coordinate a task force to determine the feasibility of implementing the nationally acclaimed Parents as Teachers Program that Missouri and 16 other states were already using. The JCCPCA Board approved this project, and in the early fall of 1987 an Advisory Committee was initiated. This Committee includes early childhood educators, school professionals, individuals from the health care community, parents, and JCCPCA staff. Our intention was and is to establish a three-year pilot of the Parents as Teachers program in Johnson County (through local community and foundation support) to demonstrate effectiveness to potential funding bodies. (Our state chapter, KCPCA, will pilot five PAT programs in Kansas in 1988-89).

It is the Advisory Committee's opinion that Parents as Teachers, or similarly effective parent education programs in Kansas, need long-term, stabilized funding through some state-wide mechanism. The PAT task force goal is to advocate for such a mechanism to be established through the State Department of Education, through legislative efforts, or through other appropriate channels. Parents as Teachers is an educationally oriented program and logically should be housed in an educational setting. When we learned of HB 2887 we were excited to see a concerted effort statewide to address the needs of parents of young children.

Funding such programs is the major stumbling block in many excellent programs. I would like to remind you, however, that when we talk about the costs of child abuse --- local, state and federal budgets are currently paying billions of dollars to treat and deal with the effects of child abuse and neglect. NCPCA provides the following data:

- 80% of all juvenile delinquents are abused children  
at a cost to society of approximately 14 million dollars per year.
- 80% of all adult felons were abused as children  
at a cost of 10 billion dollars per year for incarceration.
- 25% of the children enrolled in special education are abused or neglected  
children at a cost of 48 billion dollars per year.
- 90% of all children in foster care have been abused  
at a cost of 3 billion dollars per year.

Not even included in these costs are child protection services, short and long term medical treatment, long-term residential care, mental health institutions, remedial social programs and legal/court costs.

The comparatively small amount of dollars committed toward prevention programs could potentially save millions of dollars of long-term costs we will inevitably pay.

Parent education is a primary target for preventing child abuse. We ask your support and consideration of House Bill 2887.



February 25, 1988

**WRITTEN TESTIMONY ON HOUSE BILL #2887:**

AN ACT concerning School Districts; authorizing the development and implementation of Parents Education Programs.

**Presented by:** Mary Pat Roleke, R.P.T., M.S.  
Chair, Parents as Teachers Advisory Committee, Johnson County, Kansas  
Program Chairman, Shawnee Mission Area Early Childhood Coalition  
(A.M.A.E.C.C.)

As a member of these groups that focus on early childhood assessment and parent education, as well as a professional who has worked with parents and young children for more than 20 years, I would like to address the benefits of implementing a Parent Education Program in Kansas. In the last year alone I have received approximately 100 phone calls from frustrated and concerned parents asking for some type of help in working with their young children.

The role of parent is a critical one, not only to the family unit, but to the community at large. Unfortunately we are not born with a repertoire of good, effective parenting skills. Many of us have the good fortune to be able to model our own parents' effective practices; however, in these fast changing times few parents would not benefit from direct teaching on how to rear children.

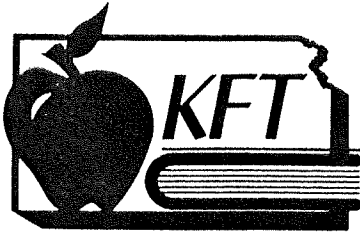
Therefore, I see expected outcomes of a Parent Education Program to include:

1. Increased parental confidence and involvement in the educational development of their child.
2. Early establishment of positive partnerships between home and school.
3. Joint cooperation among school districts, agencies, and organizations in providing services to young children, thereby reducing duplication of services and increased costs.
4. Reduction of the negative effects of labeling children.
5. Reduction of more expensive remedial and special education services and retentions.

As the Chair Person of a group who is currently involved in developing a Program such as the one addressed in Section C, I do have some concerns and comments. Perhaps you would give considerable thought to the specifics regarding program development as it relates to cost efficiency, effectiveness, and consistency of a State Wide Program. We are particularly impressed with, though not specifically advocating, the New Parents As Teachers Programs (P.A.T.) implemented by the Missouri Department of Elementary and Secondary Education which has been researched and found to be nationally creditable. It is now being implemented by more than 14 more States and information is readily available to all who are interested.

Periodic monitoring of a child's development is the foundation of educational guidance to Parents. Screening procedures used should be relatively simple but effective procedures and observations which should have long-range benefits including improved health and development of young children and fewer incidences of undetected developmental delays and physical problems among school-aged children. Therefore, a smoother transition into the academic setting would be a direct outcome of screening and parent education.

*Attachment 7  
House Education 2/25/88*



# KANSAS FEDERATION OF TEACHERS

310 West Central/Suite 110 • Wichita, KS 67202 • (316) 262-5171

## TESTIMONY IN SUPPORT OF HOUSE BILL NO. 2887

James E. Copple  
Kansas Federation of Teachers  
February 25, 1988

Madame Chairman, members of the House Education Committee, the Kansas Federation of Teachers appreciates the merit of a program like the "parent education program" of HB 2887. Research has demonstrated that the earlier a school system can influence the development of learning readiness in a child, the better prepared that child will be for the challenges of schooling. Parents desire and need resources that will enrich the learning environment of the home. Schools have historically overlooked the needs of the pre-school child and the importance of the home environment to the child's attitude toward school. This legislation would encourage districts to develop programs that will permit learning activities for pre-school children. This legislation helps to create a link between the school and the home. It affirms the importance of the home in the educational process of the child. The American Federation of Teachers has developed material called Home Learning Tips which have been widely distributed to many of our affiliates across the country. These are planned activities that can be used in the home to help parents develop skills and identify potential maturational problems in their children. In Toledo, Ohio and Houston, Texas these resources are distributed by the school to pre-school assessment programs provided by the district. It is popular and greatly appreciated by the community.

The Kansas Federation of Teachers believes HB 2887 is good policy and reflects the state's commitment to provide resources to programs that enhance educational opportunity. While funding remains a problem for any of these programs, this project is voluntary and an investment for the future. We recommend that the parent education legislation be passed favorably.



*Attachment 8  
House Education 2/25/88*

TO: House Education Committee

FROM: Barbara Huff, Parent and Parent Training  
Coordinator for Families Together, Inc.

Madame Chairperson and Members of the House Education Committee:

As the parent of a child with a disability and as a professional working with parents of children who have disabilities throughout the state of Kansas, I would urge you to support H.B. 2887.

In order for children to reach their potential it is important for new parents to enhance their knowledge in a number of areas. When a child is delayed or at risk it becomes even more vital. This bill will allow parents to be more informed about child development and their parenting skills which will not only benefit the normally developing child, but also will allow parents to identify and seek help if the child does not reach any of the developmental milestones.

The increase of both parents working also intensifies the need for parents to learn about home learning activities and resources to make the most effective use of the time they have available to spend with the child.

Again, when a child is delayed or disabled, studies have shown that the time spent in infant stimulation and early education is vital to the development of the child.

As I work with parents of children with disabilities across the state, I find parents searching for ways to improve their parenting skills and enhance their child's development.

H.B. 2887 will provide for "Parent education programs and resource materials" that I see parents searching for as I work with parents across the state.

Again, for these reasons, I urge you to support H.B. 2887.

*Attachment 9  
House Education 2/25/88*

MARLA J. MACK  
2475 PINECREST  
WICHITA, KANSAS 67206

February 24, 1988

Madam Chairperson and Members of the House Education Committee:

As the parent of a child with handicaps, I am in support of the concepts set forth in Representative Pottoroff's H.B. 2887. It seems to me a logical way to identify and prevent handicapping conditions.

It is becoming increasingly apparent that this sort of early intervention can go along way in helping children achieve their full potential before they reach school age.

I currently serve as Chair of the Coordinating Council on Early Childhood Developmental Services, established by Statute in 1986. The Coordinating Council has not had a chance to meet and consider H.B. 2887. However, conceptually, this bill is in accordance with the Coordinating Council's goals and priorities.

I urge your support of this bill.

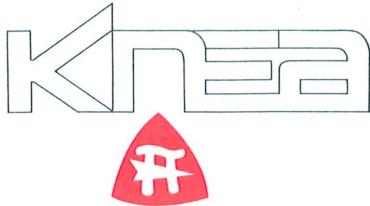
Respectively submitted,

*Marla J. Mack*

Marla J. Mack

MJM:jks

*Attachment 10  
House Education 2/25/88*



Craig Grant Testimony Before The  
House Education Committee  
Thursday, February 25, 1988

Thank you, Madame Chairman. Members of the Committee, my name is Craig Grant and I represent Kansas-NEA. I appreciate this chance to visit with the committee about HB 2887.

Kansas-NEA supports the concepts in the "parent education program" for schools to implement. Parenting skills can and need to be taught so that preschool-age children can be adequately prepared for entrance into the formal learning process of school. The important aspect of this program is that districts are not required to transfer moneys, and can use moneys from "whatever source" (lines 84 and 85) for a parent education program. We would hope that some private funds might be found to assist districts in this important program. We all will benefit if our young children are better prepared for school.

Kansas-NEA would ask that you report HB 2887 favorably for passage. Thank you for listening to our concerns.

*Attachment 11  
House Education 2/25/88*



KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



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

TESTIMONY ON H.B. 2887  
before the  
HOUSE EDUCATION COMMITTEE

by

John W. Koepke, Executive Director  
Kansas Association of School Boards

February 25, 1988

Madam Chairman and members of the Committee, H.B. 2887 is one of several bills being heard this week which take a similar approach to issues of concern in public education. While the goal of H.B. 2887 may be a laudable one, we do not think that this is the appropriate time to use precious state resources to fund new pilot grant programs.

When state resources become sufficient to fully fund already existing mandated programs, and revenues allow adequate funding for the SDEA to prevent large scale property tax increases, then would be the appropriate time to provide incentive funding to encourage new initiatives.

For the present, we would urge that every dollar that can be raised for education purposes be placed in the existing funding programs.

*Attachment 12  
House Education 2/25/88*