

Approved 3-31-92
Date

MINUTES OF THE SENATE COMMITTEE ON PUBLIC HEALTH AND WELFARE

The meeting was called to order by SENATOR ROY M. EHRLICH at
Chairperson

10:00 a.m./~~p.m.~~ on March 26, 1992 in room 526-S of the Capitol.

All members were present except:

Committee staff present:

Bill Wolff, Legislative Research
Norman Furse, Revisor's Office
Jo Ann Bunten, Committee Secretary

Conferees appearing before the committee:

Representative Bill Bryant
Ted D. Ayres, Kansas Board of Regents
Tom Bell, Kansas Hospital Association
Glen Yancey, Rehabilitation Services, SRS
Lila Paslay, Association for Retarded Citizens of Kansas, Inc.
Patty Gerdel
Sharon Huffman, Commission on Disability Concerns
Yo Bestgen, Kansas Association of Rehabilitation Facilities
Gary Bishop, Kansas Association of Special Education Administrators
Penny Johnson, Kansas Coalition, Inc.

Chairman Ehrlich called the meeting to order at 10:00 a.m.

Hearing on HB 2964 - Agreements and obligations under the nursing student scholarship program.

Representative Bill Bryant, sponsor of HB 2964, submitted written testimony and stated the bill would allow the nursing scholarships allocated to individuals whose sponsors are located in rural areas be awarded to nursing students who have a sponsor and are otherwise qualified for a scholarship if the number reserved for rural sponsors is not filled by a date specified by the State Board of Regents. The repayment of scholarships was amended to allow the payback to be satisfied by the equivalent to full-time practice in the employment of the sponsor, allow the scholarship recipient to commence the equivalent of full-time practice as specified by the Board of Regents within six months of licensure and continue in the equivalent of full-time practice for the total payback period, allowing the sponsorship of scholarship recipient to be transferred from one sponsor to another. The House committee amended the bill further to provide for a reduced scholarship fee if the sponsor was from a rural area and was a small health care facility with under 100 beds to try to attract additional sponsors in those areas. (Attachment 1)

Ted D. Ayres, Kansas Board of Regents, submitted written testimony in support of HB 2964 and explained the bill in detail. The bill provides for up to 250 new scholarships each year - 100 are allocated to nursing students whose sponsors are located in rural areas and who are enrolled in a registered nurse program, 50 scholarships are allocated to those enrolled in a licensed practical nurse program, and 100 are designated for any nursing student who has a sponsor and who is studying to be a registered nurse. Certain difficulties have arisen since implementation of the program, and it is anticipated the bill as amended would address these problems. (Attachment 2) During Committee discussion, Mr Ayres stated that hopefully provisions in the bill, i.e. reducing the sponsor participation to \$1,000 annually, with the state paying the remainder, would help encourage rural sponsorship. He felt the economic situation was part of the reason for low sponsor participation in the rural areas, where there are now 31 vacancies.

Tom Bell, KHA, submitted written testimony and stated support for HB 2964. (Attachment 3)

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON PUBLIC HEALTH AND WELFARE,
room 526-S, Statehouse, at 10:00 a.m./p.m. on March 26, 1992.

Hearing on HB 2800 - Transition planning services for individuals with disabilities enrolled in secondary special education programs.

The bill would direct the Secretary of SRS to provide transition planning services for special education students when they reach age 16. The transition planning services provided by SRS would be coordinated with transition services that are called for in the student's individual education plan. The bill would also direct the Secretary of SRS to develop local transition councils comprised of representatives of persons with disabilities and their families, school personnel, adult service personnel and members of the public such as employers. **HB 2800** would replace statutes enacted in 1986 in order to conform state law to the federal Education of All Handicapped Children's Act and the federal Individuals With Disabilities Act.

The following conferees submitted written testimony and appeared before the Committee in support of **HB 2800**: Glen Yancey, SRS; Lila Paslay, Association for Retarded Citizens of Kansas, Inc.; Patty Gerdel; Sharon Huffman, Commission on Disability Concerns; Yo Bestgen, Kansas Association of Rehabilitation Facilities; (Attachments 4, 5, 6, 7, and 8) Penny Johnson, Kansas Coalition, Inc., expressed concern with decisions made by rehabilitation counselors and shared her experiences in this regard. (Attachment 9)

Gary Bishop, Director of Shawnee County Special Education Cooperative of KASEA, submitted written testimony in support of the bill, but stated there are currently not enough transition planning counselors to address the needs of students under the present requirements, and if language in Sec. 2 and 3 would limit SRS to respond to this requirement with no ability to increase the number of transition planning counselors, then provisions should be made to establish an SRS priority to increase the number of transition planning counselors to an effective level. Funding for these positions would come from proposed SRS restructuring or some outside source. (Attachment 10)

Continued Action on SB 672 - Jury trial, rehearing and appeal procedure prior to termination of parental rights under code for care of children.

The Chairman stated that a motion had been made by Senator Kanan, seconded by Senator Strick at the meeting of the Committee on March 25. Discussion was held regarding the bill and the need to shift direction in SRS from foster care money to family preservation in order to improve the environment when children are returned. The Chairman called for a vote on the motion. The Chair was in doubt, division was called. The vote was 4 - 2. **SB 672** passed out favorably for passage. Senator Kanan will carry the bill.

The meeting was adjourned at 11:00 a.m. The next meeting of the Committee is scheduled for March 27, 1992, 10:00 a.m., Room 526-S.

SENATE
PUBLIC HEALTH AND WELFARE COMMITTEE

DATE 3-26-92

(PLEASE PRINT) NAME AND ADDRESS	ORGANIZATION
Danette Wood 2035 SW Washburn Terr.	Washburn SW student
Amy Kahler 5720 NW Topeka	" "
Holly Dean 3310 E University Blvd	" "
Eleanor Duguid Rt 1 Box 66 Olathe	Board of Regents
Christy Crenshaw RR3 Manhattan	Board of Regents
Mike Bohakoff Topeka	Div. of Budget
TED AYRES TOPEKA	KS. BOARD OF REGENTS
RICHARD CHARLTON TOPEKA	PARALYZED VETERANS OF AMERICA SUNFLOWER SUB-CHAPTER
Penny Sue Johnson, OP, 14.	The 14. Coalition, Inc.
Marilyn Bradt Lawrence	KINH
Sharon Huffman Topeka	KCDC
Bill Bryant - Representative	Washington, Fc
Lisa Paslay Topeka	APC/Ks
Patty Serdel Topeka	Parent
Glen Yancy Topeka	Rehabilitation Services, SRS
Dr. Michael Perrod Manhattan	Board Ks State of Education Spec Ed.
Janice White Topeka	KCOVE
Denise Ayl - Topeka	KASEA
Dany Bishop Topeka	KASEA

WILLIAM M. BRYANT, D.V.M.
 REPRESENTATIVE, 106TH DISTRICT
 WASHINGTON, REPUBLIC AND
 WESTERN MARSHALL COUNTIES
 RURAL ROUTE 2
 WASHINGTON, KANSAS 66968



TOPEKA

HOUSE OF
 REPRESENTATIVES

REPUBLICAN AGENDA CHAIRMAN
 COMMITTEE ASSIGNMENTS
 RANKING MINORITY MEMBER: AGRICULTURE AND
 SMALL BUSINESS
 MEMBER: TRANSPORTATION

March 26, 1992
 Testimony on **HB 2964**
 Senate Public Health and Welfare Committee

Thank you Mr. Chairman for allowing me to appear on HB 2964 which, if passed by this committee, will provide to a small degree, some much needed flexibility to the administration of the **Kansas Nursing Student Scholarship Program**.

I would describe the changes contained herein as minor, but necessary fine tuning of a program in its infancy in our state. As you all know the Kansas Nursing Student Scholarship Program was implemented in 1989. Upon going through its first full cycle of students it has become apparent that there are a couple of areas that need further consideration.

X I want to address specifically sub. (d) on page 3 of the bill which speaks to the transfer of sponsorship. I believe Mr. Ted Ayres, General Council for the Board of Regents, will address the other areas which I support also.

Two situations have arisen in my district which I would like to provide as examples to demonstrate the need for change. One where a student moved into my district and one where a student moved away.

Both of these women have fulfilled the basic intent of the program, but due to family circumstances they were unable to complete their term of service for their original sponsor. In both cases they found someone to repay the original sponsor and all parties were cordial and understanding; but our statute provides no authority for such a transfer.

My first inclination was to amend the law to merely give the nurse scholarship advisory committee the flexibility to take care of such situations which have been few in number. Upon further consideration, only limited flexibility is suggested as provided for in this section. These restrictions were felt necessary to prevent any intentional abuse of the proposed transfer provision and were proposed by the nursing scholarship advisory committee after they have struggled to come up with a workable solution for nearly a year now.

The House committee amended the bill further to provide for a reduced scholarship fee if the sponsor was from a rural area and was a small health care facility with under 100 beds to try to attract additional sponsors in those areas.

✓ I will close by saying that the changes proposed in HBL 2964 only tend to make a good program better and would ask for your favorable consideration.

Senate P. H&W
Attachment #1
3-26-92

The Testimony of

Ted D. Ayres
General Counsel
Kansas Board of Regents

before
THE SENATE COMMITTEE ON PUBLIC HEALTH AND WELFARE
1992 Legislative Session

in re
House Bill 2964

10:00 a.m.
March 26, 1992
Room 526-S
Kansas Statehouse

Senators P. How

Attach. #2

3-26-92

Chairperson Ehrlich and Members of the Committee:

My name is Ted D. Ayres and I am General Counsel to the Kansas Board of Regents. I am here this morning representing the Board of Regents.

I appear in support of House Bill 2964. I appreciate this opportunity to provide information and share discussion with members of the Committee.

The **Nursing Student Scholarship Program** was passed by the 1989 Kansas Legislature [L. 1989, ch. 223]. It is presently set forth at K.S.A. 1991 Supp. 74-3291 *et seq.* Responsibility for administration of this program was placed with the Board of Regents with a statutorily created **Nursing Scholarship Review Committee** to provide "oversight of the nursing student scholarship program" and be "advisory to the executive director and the state board of regents in the administration of such program," K.S.A. 74-3299(d).

Briefly, the statute provides for up to 250 new scholarships each year. The program provides for a cooperative arrangement between students, sponsors [adult care homes, medical care facilities, psychiatric hospitals and state agencies, K.S.A. 74-3292(e)] and the state. Of the 250 scholarships, 100 are allocated to nursing students whose sponsors are located in rural areas [any county of 20,000 or less - K.S.A. 74-3292(c)] and who are enrolled in a registered nurse program; 50 scholarships are allocated to those enrolled in a licensed practical nurse program; and 100 are designated for any nursing student who has a sponsor and who is studying to be a registered nurse, K.S.A. 74-3293(a). See Attachment 1 for specific details about the program.

The scholarship program requires that those with the greatest financial need be given priority, K.S.A. 74-3293(a). The scholarships are currently established at \$3,500 for those enrolled in an R.N. program and \$2,500 for those enrolled in an L.P.N. program.

As with any new program, certain difficulties have arisen with implementation of the program. Certain of those administrative difficulties are the catalyst for House Bill 2964.

At its meeting on January 23, 1992, the Nursing Scholarship Advisory Committee asked that the following changes in the current nursing law be solicited:

1. Allow less than full-time employment when both sponsor and the scholarship recipient agree that the service requirement can be pro-rated to represent one year of full-time employment per year of scholarship fund.

I believe the change exemplified by the language at page 2, lines 40-43 accomplish this goal. In my opinion, this would permit something other than "full-time practice" [a minimum of 1,500 hours of work per year - K.A.R. 88-20-1(p)] to satisfy a service obligation and yet remain within the original intent of the law.

2. Require no repayment to the state when a sponsor willingly agrees to the transfer of a student to another sponsor and the student fulfills the service requirements in a rural area.

In my opinion, the language added as a new subsection (d) at page 3, line 32, accomplishes this goal.

On February 13, 1992, the Nursing Scholarship Advisory Committee met again. At that time, they requested assistance with regard to two additional areas of concern:

1. Funding additional urban nursing scholarship applicants when excess funds remain after funding rural applicants. Currently 29 urban students are on the waiting list. Other applicants have been discouraged from applying and it is estimated by staff that 50-60 students could be on waiting list.

I believe the language added at page 1, lines 34-40 accomplishes this purpose.

2. Reducing the sponsorship share of scholarship funds for health care facilities with less than 100 beds. \$1,750 may be a barrier to small health care facilities in fragile economic environments. A \$1,000/2,500 or 1,250/2,250 ratio may increase sponsor participation.

I would submit that the addition made on page 2, lines 16-20 accomplishes this flexibility.

I would also note that these latter two concerns were endorsed/suggested by the House Appropriations Committee. On behalf of the Board of Regents and the Nursing Scholarship Advisory Committee, I would recommend H.B. 2964 to you favorably for passage. I would be glad to stand for questions.

STUDENT FINANCIAL AID TASK FORCE

MARCH 1992

KANSAS NURSING SCHOLARSHIP PROGRAM

	<u>1991-92</u>	<u>1990-91</u>	<u>1989-90</u>
Applications received	433	506	350+
Incomplete LPN applications	10		
Incomplete RPN-Rural appls	5		
Late/No Need/Incomplete appls for RPN-Urban	65		
RPN-Urban appls w/need on waiting list	26		
Awards	327	361	186
LPN Recipients	47	37	41
LPN Renewals	3	2	
RPN Recipients (Rural)	69	83	
RPN Renewals (Rural)	35	35	
RPN Recipients (Urban)	100	145	
RPN Renewals (Urban)	73	55	

(As of 03-03-92 there are 3 LPN and 31 RPN-Rural openings)

Appropriations	\$662,593	772,966	435,000
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Total award amounts	\$ 2,500 (LPN Recipients)
	\$ 3,500 (RPN Recipients)

- 124 recipients are presently in service.
- 22 recipients are presently in repayment.
- 60 recipients have fulfilled their obligation by service.
- 12 recipients have fulfilled their obligation by repayment.

SPONSOR FUND

As of 3-03-92

Ledger Balance (2-25-92)	\$93,530.90
Vouchers Pending	-13,125.00
Refunds to Sponsors	<u>-22,649.00</u> (Approx.)
	\$57,756.90

Out of this balance of \$57,756.90 =

Loan Receipts	\$25,904.67
Cancellations	\$9,798.00

GENERAL FUND

Ledger Balance as of 2-25-92	\$317,498.00
Total vouchers pending	<u>- 18,375.00</u>
	\$299,123.00
Approx. cost of printing Nursing applications	<u>\$ -1,500.00</u>
	\$297,623.00

3 slots open (LPN-\$1250)	-3,750.00
31 slots open (RN-\$1750)	<u>-54,250.00</u>
	\$239,623.00

26 with need (\$1750)	<u>-45,500.00</u>
	\$194,123.00

Memorandum



Donald A. Wilson
President

March 26, 1992

TO: Senate Public Health and Welfare Committee

FROM: Kansas Hospital Association

RE: **HOUSE BILL 2964**

The Kansas Hospital Association appreciates the opportunity to provide comments regarding House Bill 2964, dealing with the nursing student scholarship program. We support the provisions of this bill.

House Bill 2964 was introduced as the result of several problems that have developed in the relatively short time the nursing scholarship program has been in place. These problems fall into two basic categories:

- 1) Statutory requirements that the recipient must practice in the employment of the original sponsor, even when there may be extenuating circumstances; and
- 2) Statutory requirements that the recipient must practice "full time" for the sponsor after graduation, even when the staffing requirements of the sponsor might not justify additional full-time positions.

House Bill 2964 helps to address these problems by adding a measure of flexibility to the current law. We urge the Committee to support its passage.

Thank you for your consideration of our comments.

/cdc

Senate P. H&W
Attach. #3
3-26-92

Kansas Department of Social and Rehabilitation Services
Donna Whiteman, Secretary

Presenter's name: Glen Yancey
Acting Commissioner
Rehabilitation Services
(913) 296-3911

Topic: Testimony in support of HB 2800

Date: March 26, 1992

Committee: Senate Public Health and Welfare Committee

Mr. Chairman and Members of the Committee: On behalf of the Secretary of Social and Rehabilitation Services, I thank you for the opportunity to present you with this testimony in support of HB 2800.

X Transition from school to the adult world of work and community living is especially challenging for special education students with disabilities. In spite of their progress through special education, and a heightened awareness of the importance of participating in their communities, many of these students face an uncertain future upon leaving school.

Note these rather alarming statistics provided by the University of Kansas Special Education Department:

- * Students with disabilities have only a 35 to 45 percent chance of finding full-time work after leaving school. The probability of future employment decreases over time.
- * Special education graduates and school leavers earn minimum wage or less. About 80 percent of workers with disabilities earn less than \$7,000 a year.
- * Special education students drop out more often than non-disabled students. Those who drop out aren't employed or earn less than those who complete school. Dropout rates are estimated at 30%.
- * Special education graduates continue to live at home with their parents three to five years after leaving school. More often than not, this time is spent on a waiting list for community services.
- * While increasing in number, postsecondary options for training, continued education, employment or integration into the community are inadequate in quantity and quality. If residential and employment opportunities are not available and there are no outlets to use the skills learned in school, these young adults with disabilities are almost certain to experience a functional loss.

Our experience since the original transition planning legislation was passed in 1986 shows us that more positive outcomes are possible. Through transition planning, students with severe disabilities and their parents have received:

- * Information and referral about available services, and assistance in contacting community programs prior to graduation. An individual written transition plan documents the recommendations for future services.
- * Counseling to help identify individual strengths and goals.

Senate P. How
Attach. #4
3-26-92

- * Advocacy in the Individual Education Plan process to assure that the student will receive a functional education and/or work experience, which can help them achieve community employment and living.
- * Advocacy with employers.
- * Assistance in identifying opportunities for social integration, such as activities at YMCAs, churches, civic groups, peer support groups and family organizations.

Through services like these, transition planning can help special education students progress directly from school to employment or other services. The continuity of services and activity helps assure that they will retain - and even advance - the functional capability they had when they left school.

Since 1986, 72% of the participants reported that transition planning was very useful.

- * A case history from our files perhaps is the best illustration of the positive impact of transition planning. Mary, a young woman with cerebral palsy, lives in a small community in eastern Kansas. Her parents never dreamed she would work in community employment. At 21 years of age, in her last year of school, Mary worked with a transition counselor to review her abilities and goals. She and her parents thought about life goals, learned about service options and worked with the school and adult service programs to achieve community employment. This planning led to a job at Long John Silver's as a customer service specialist. She enjoys the financial and social benefits of a community job. The restaurant realizes the productivity of a reliable employee. Kansas taxpayers realize a return on their special education investment.
- * This positive experience in Kansas is supported by a national study published in the February 1992 Exceptional Children magazine. It stated that 80 percent of the students with mild disabilities were employed after receiving transition services similar to those being provided in Kansas.

Passage of HB 2800 would allow some important improvements in the transition planning process in Kansas.

- 1) Special education students will be able to receive transition planning at an earlier age. Students will have enhanced independent living skills and improved functional job skills for future employment.
- 2) HB 2800 will complement the recent federal Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). In anticipation of services IDEA will require, Rehabilitation Services and the Kansas State Board of Education (KSBE) are working on an interagency agreement to further coordinate services and eliminate duplication. HB 2800 would positively impact this collaboration. The successful transition of youth with disabilities from school to work and adult life depends largely upon collaborative planning and cooperation of school personnel, transition service providers, post-secondary personnel, and employers.

- 3) There are now approximately 10,000 secondary special education students in Kansas. Will they face an uncertain future? Curtis Hartenberger, USD 501 school board member, recently stated that 4 of the 10 individuals on the KBI most wanted list are former special education students.

In contrast, transition services improve opportunities for special education students to achieve integrated employment and living as contributing members of their communities. Tax-users become tax-payers. This program is prevention oriented, not crisis driven.

- 4) The transition councils recommended in HB 2800 will provide a grass roots effort to improve opportunities for individual students. Councils are a representative group of persons with disabilities and their families, school personnel, adult service agency personnel, employers and members of the general public. The councils develop annual plans to improve secondary special education, transition and transition planning services in their communities. The essence of these councils is that they function at the local level. The members of the councils work together, supported by the strength of their own communities while assessing, planning and working to solve common problems and maximizing resources.

On behalf of Secretary Donna Whiteman, I respectfully request the passage of HB 2800. Thank you.



March 24, 1992

Hope through understanding

TO: Sen. Roy Erhrlich, Chair
Members of Senate Public Health and Welfare Committee

FROM: Lila Paslay, Chair
Bob Geers, Coordinator
Legislative Affairs Committee

RE: H. B. 2800

On behalf of the 5,000 members of the Association for Retarded Citizens of Kansas, I appear before you in support of H.B. 2800.

Since the inception of transition services in Kansas, we have been encouraged that for the first time parents, vocational rehabilitation staff, special education professionals and community providers have had the opportunity to meet together to discuss and plan for the future of individuals with mental retardation/developmental disabilities. In many instances, it has made a significant difference in the lives of individuals and families.

Even though the legislature has responded to the needs of persons with mental retardation/developmental disabilities in the community, there still exists a lengthy waiting list. By moving the age for transition services to 16 years, individuals can be placed on waiting lists earlier and perhaps avoid several years of being without services. The earlier age also provides community programs an opportunity to plan for the individuals needs

This earlier date ¹⁶ would also allow public schools to provide education that will be more relevant to the future of the student. For those students who have employment opportunities during their school years, a smooth transition for continued employment is more likely to occur.

The success of transition services has varied across the state. Many communities have developed Transition Councils which discuss not only the issues of individuals but address the availability of services in the community as well.

The SRS Task Force Subcommittee on Mental Retardation and Developmental Disabilities recommendations include two conclusions that can be enhanced by earlier transition services:

"All individuals and/or their guardians shall have opportunities to make informed choices including, but not limited to, where to live, work and play....."

"Each individual shall receive services tailored to address their unique personal strengths and needs rather than based on the availability of services."

We urge you to support H.B. 2800.

Senate P. How
Attach #5
3-24-92

House Bill No. 2800

Thursday, March 26, 1992

Testimony presented by Patty Gerdel, Parent of a young adult with a disability

I am here today to speak in favor of House Bill 2800 and the benefits I believe it will bring to families in Kansas that include a young adult with a disability.

It has often been said "If we fail to plan, we can plan to fail." This could not be more true for anyone than it is for a young adult with a disability. However, planning does not always come easily, especially when it involves many agencies, many individuals, and many emotions.

Throughout my son Keith's life, we have been faced with challenges that have led to successes and failures, just as with any other child. Yet, there have some differences. When Keith was 8 months old he was diagnosed as having Cerebral Palsy. In fact, we were told to "take him home and love him" because his future did not look too bright. As Keith grew, we soon came to realize that he would never be able to walk or talk and would only be able to achieve limited independence as he needed almost total personal care. We have met over the years on a regular basis with school personnel through the Individual Education Plan meetings. We have managed to acquire the necessary equipment, gone round and round with insurance companies and medical supply companies, and negotiated appropriate programs for school. Yet, nothing compares with the despair we felt after the education planning meeting we attended when Keith was about 18.

At that time, we reviewed the many things we needed to do to prepare for Keith to leave school and go into the adult world. In fact, we left that meeting with this list of "to dos":

- Apply for SSI benefits
- Apply for Medical Card
- Register for the draft
- Begin guardianship process
- Apply for Home and Community Based Services program
- Learn about hiring attendant care
- Apply to local independent living programs
- Apply to local supported employment programs

Our first thought was that we needed to quit our jobs so that we could find Keith one and secure his future. And yet, we knew there were people around whose job it was to help Keith. The question was "How do we coordinate all of this?"

I am telling you all of this to let you know of the many things involved in transitioning a young adult with a disability from school to adult. I am telling you this so you will see the great value in providing someone to help families through this process. We were a part of the transition program in Kansas. We did receive help from a transition counselor through Rehabilitation Services. And, although the process was still overwhelming, we at least had someone to help us through.

House Bill 2800 states that families will begin this planning at age 16. It states that schools will refer families to Rehabilitation services for assistance with planning. Prior to the laws regarding transition planning in Kansas, our son would have been considered too severe to receive assistance from Rehabilitation Services. In fact, one of Keith's friends graduated 2 years before he did. When Randy was 19 we asked the teacher why Rehabilitation Services had not been involved with Randy. We were told that he would not even be referred as his disabilities were too severe. Thanks to House Bill 2300 and now, hopefully, House Bill 2800, this will not happen any more.

Gerdel, Patty
Keith #6
3-26-92

Transition planning meant for us that Keith now has a job. He is working 2½ hours a day at McDonalds and he is making minimum wage. One of his friends is working at a sheltered work program. We saw her at the mall yesterday and her Mom told us that her check for 2 weeks work was \$12. Keith's last check for 2 weeks netted out to be \$95. Transition planning can get people jobs, can increase their income, can decrease their dependence, and offer hope for inclusive adult living.

I have also served on the Shawnee County Transition Council. Interagency planning is the tool that can make transition planning really work well. The local councils can identify barriers for effective education, employment and independent living outcomes. As a council we have brainstormed for solutions when no solutions seemed to exist. We have seen a young adult able to move into his own apartment and hire his own attendants. This young man was destined to live with his aunt and uncle or move into group housing. Because of our council and the combined efforts of people in the community, he is able to be independent and he loves it.

Transition planning is more than a current "buzz word". It is a vital part in opportunity giving for young adults with disabilities. They are able and willing. Graduation is an exciting time for any young adult. It used to be that as parents of young adults with a disability, we dreaded graduation. Now, we can look forward to graduation as a time to change - but good change. Not a time to be left alone, or to quit our jobs to stay home and care for our child's needs. But, a time to watch, as I have done, as our children get in vans or on buses, with attendants (or without, as the case may be), and head down the street to go to work, or to a party, or to a movie. The key is that he is going without me.

I've said this many times since I first heard it. It used to be that our son seemed destined to live a life "on the fringe of our lives". Now, I can say that he is living life, in the middle of the community, with friends and family around to support him. He has his own life. It is the result of medicaid waivers, SSI, family and friends lending a hand, and agencies willing to bend with the times and see possibilities. As they used to say on the TV show "I love it when a plan comes together!" Keith's transition plan came together and it feels real good. House Bill 2800 and the new education reauthorization which includes transition planning can make the plan come together for all students with a disability in Kansas.

I strongly urge you to support House Bill 2800 and I thank you for your past support of all legislation such as the Home and Community Based Waivers, Family Subsidy, and Special Education support that can lead to productive lives for all Kansas citizens.



Kansas Department of Human Resources

Joan Finney, Governor
Joe Dick, Secretary

Commission on Disability Concerns

1430 S.W. Topeka Boulevard, Topeka, Kansas 66612-1877
913-296-1722 (Voice) -- 913-296-5044 (TDD)
913-296-4065 (Fax)

TESTIMONY IN SUPPORT OF HB 2800
SENATE PUBLIC HEALTH AND WELFARE COMMITTEE
by SHARON HUFFMAN, LEGISLATIVE LIAISON
on March 26, 1992

Thank you for the opportunity to testify in support of House Bill (HB) 2800. HB 2800 would establish transition planning services for individuals with disabilities presently in Special Education.

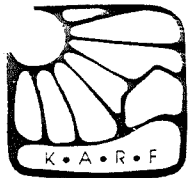
X Transition services are necessary to teach students with disabilities how to live independently prior to graduation. Such independent living skills include how to use local transportation, locating housing and the responsibilities of living in rented housing, living within a budget, finding training in order to get a job and finding a job. Also included in a good transition plan would be locating the services needed in order to maintain community living. These might be home health services, transportation services or personal care assistance.

Without transition skills, most individuals who have been through Special Education are dependent on others to take care of them. There are classes now for non-disabled students on independent living skills. It is imperative these skills also be taught to Special Education students even though they require more specific training, more repetition to teach or are more far reaching in context than classes for non-disabled students.

HB 2800 formally brings Kansas into compliance with the Individuals with Disabilities Education Act (IDEA) (formerly called the Education for All Handicapped Children's Act). KCDC encourages the passage of HB 2800.

\hb2800.92

Senate P. New
Attch. # 17
3-26-92



Kansas Association of Rehabilitation Facilities

Jayhawk Tower • 700 Jackson • Suite 212 • Topeka, Kansas 66603-3731

(913) 235-5103 • Fax (913) 235-0020

TO: Senator Roy Ehrlich
Chair, Senate Public Health and Welfare Committee

FROM: Kansas Association of Rehabilitation Facilities
Yo Bestgen, Executive Director

RE: HB 2800; transition planning services

DATE: March 26, 1992

My name is Yo Bestgen and I am the Executive Director of the Kansas Association of Rehabilitation Facilities. The KARF represents forty-one community providers which offer vocational/day activity, community living alternatives, independent support services and other community support programs and services. The services offered by these programs serve the largest number of special education students with mental retardation and developmental disabilities upon their graduation.

Our Association would request your support of HB 2800 which strengthens the transition planning services for children. This bill offers several improvements: planning is for all students with disabilities and it begins the planning at age sixteen.

From the view of the provider for adult services the earlier that the planning begins the better able the adult system is to design appropriate and cost effective services. Kansas has been struggling with an ever growing waiting list for community services. Today the numbers waiting for services is nearly 1,400. With the early transition planning services many of those students could be served in a less costly manner and in some situations not even require direct services as an adult. If the adult service system could have early information than we could plan for programs that serve the direct needs of the individual.

I would urge your support of HB 2800 so that students with all disabilities can better be served while still in special education and so that the adult system can better be prepared for their needs when they become adults.

Thank you.

Senate P. How
Attach #8
3-26-92

Re: HR 2800

3/26/92

Please ask the

Rehab. Secretary =

how this would better

young adults when

rehab. counselors are

stating to folks applying

for rehab. funds lifts,

programs for higher ed,

jobs - "I decide what

you will be" and then

consumers are denied

RS funds, etc. I know

even one of them is a

victim!

George J. Johnson
President
The 160 Club

Senate R HEW
Attachment 9
3-26-92

People can't make it on it

Senate Public Health and Welfare Committee

HB 2800

by

Kansas Association of Special Education Administrators
(KASEA)

The members of our association support the intent of HB 2800. We believe that our citizens with disabilities are most effectively served when responsible agencies work together.

Special education programs, adult service providers, and Vocational Rehabilitation representatives have been developing Individual Transition Plans for specific students for several years. One of the more frustrating aspects of the activity has been the positive effect good planning has for individuals with disabilities. The frustration is caused when we recognize that all students with disabilities require good transition planning and we are unable to provide it. We have seen effective transition planning and understand that the key to effective planning is the person who coordinates the planning activity that is, the transition planning counselor.

There are not currently enough transition planning counselors to address the needs of students under the current requirements. HB2800 will significantly increase the number of individuals requiring transition planning.

Does the wording in sections 2 and 3 limit SRS to responding to this requirement with no ability to increase the number of transition planning counselors? If so we request that provisions be made which would establish an SRS priority to increasing the number of transition planning counselors to an effective level. We would suggest that funding for these positions might come from proposed SRS restructuring or some outside sources.

Gary Bishop, Director Shawnee County Special Education Cooperative

Senate P.H.W.
Attachment # 10
3-26-92