

Approved: 2-21-96
Date

MINUTES OF THE HOUSE COMMITTEE ON TAXATION..

The meeting was called to order by Chairperson Phill Kline at 9:06 a.m. on February 15, 1996 in Room 519-S of the Capitol.

All members were present except: Rep. Ed Pugh
Rep. Tony Powell

Committee staff present: Chris Courtwright, Legislative Research Department
Tom Severn, Legislative Research Department
Don Hayward, Revisor of Statutes
Shirley Sicilian, Department of Revenue
Ann McMorris, Committee Secretary

Conferees appearing before the committee:
Rep. Pat Pettey
Bob Harder, Topeka
Shirley Norris, Topeka
Dr. Jackie Hays, Topeka 501
Dr. Stephen McClure, Shawnee Heights Dist. 450
Lynne Owen, Kansas State Board of Education
Robin Hazel, NE Ks. Education Service Center
Chris Ross-Baze, Dept. of Health & Environment
Rebecca Rice, Kansas Cable Telecommunications
Rep. Dee Yoh
David Goble

Others attending: See attached list

Chair reopened hearing on:

HB 2822 - School districts, early childhood education programs

Proponents:
Rep. Pat Pettey
Bob Harder, Topeka (Attachment 1)
Shirley Norris, Topeka (Attachment 2)
Dr. Jackie Hays, Topeka 501 (Attachment 3)
Dr. Stephen McClure, Shawnee Heights Dist. 450 (Attachment 4)
Lynne Owen, Kansas State Board of Education (Attachment 5)
Robin Hazel, NE Ks. Education Service Center (Attachment 6)

Written testimony only from
Jacque Oakes, Schools for Quality Education (Attachment 7)
Cassandra Ellsworth (Attachment 8)

Neutral:
Chris Ross-Baze, Dept. of Health & Environment (Attachment 9)

Opponent:
Rebecca Rice, Kansas Cable Telecommunications (Attachment 10)

Chair closed hearing on **HB 2822.**

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON TAXATION, ROOM 519-S Statehouse, at 9:00 a.m.
February 15, 1996.

Chair opened hearing on:

HB 2911 - Proration of vessel valuation for property tax purposes

Proponents:

Rep. Dee Yoh (Attachment 11)
David Goble (Attachment 12)

Chair closed hearing on **HB 2911**.

Hearing scheduled for **HB 2959** was cancelled due to lack of time and will be rescheduled to a later date.

The next meeting is scheduled for February 20, 1996.

Adjournment at 10:30 a.m.

Attachments - 12

EARLY CHILDHOOD CARE AND EDUCATION

AN INVESTMENT THAT WORKS

By

Shelley L. Smith
Mary Fairchild
Scott Groginsky

National Conference of State Legislatures
William T. Pound, Executive Director

1560 Broadway, Suite 700
Denver, Colorado 80202

444 North Capitol Street, N.W., Suite 515
Washington, D.C. 20001

House Taxation
2-15-96
Attachment 1-1

Robert C. Harder

February 1995

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Executive Summary

Significant economic and social changes over the past two decades have propelled child care and early childhood education to the top of state legislative agendas across the country. Trends include increased global economic competition, a shifting economic base, changing demographics and an influx of mothers into the workforce. In addition, an increasing amount of research links early learning experiences with later school achievement, adult productivity and the foundations of a sound future economy. As the United States moves into the 21st century, the demand for competent workers is expected to increase significantly as the actual number of younger workers decreases. Research shows that early childhood education is critical to the nation's future economic position because it provides members of the next generation of workers with a solid foundation of skills, competencies, attitudes and behaviors that will ensure their success in a more technology-based and competitive future economic environment.

As a result of the growing number of working mothers and the increased emphasis on early childhood education, more than half of young children now spend a significant amount of time in child care and prekindergarten programs. Consequently, child care and early childhood education have taken on greater significance across a broad range of policy areas that affect the nation's economic health and well-being.

The implications of state child care and early childhood policies are no longer confined to the traditional domains of human service or education committees. High-quality services for young children have direct implications for achieving a broad range of short- and long-term state policy goals including:

- Promoting the productivity of the current and future workforce;

- Preventing and reducing the incidence of social problems like juvenile violence and delinquency, teen pregnancy, welfare dependence and school failure;
- Preparing young children to succeed in school;
- Allowing welfare recipients to work or train to become self-sufficient;
- Facilitating the healthy development of young children; and
- Supporting families by assisting parents in their roles as teachers and nurturers of their children.

“How individuals function from the preschool years all the way through adolescence and even adulthood hinges, to a significant extent, on their experiences before the age of three.”

—Carnegie Corporation of New York
Starting Points: Meeting the Needs of Our Youngest Children

Recognizing the broad economic implications of child care and early childhood policies, more state legislatures are taking a leadership role in developing early childhood programs. Over the last decade, the number of pieces of early childhood legislation has steadily increased, from approximately 28 in 1984 to 151 in the 1993 legislative sessions. And an increasing number of states are making large investments in programs for young children. In 1990, the states and the District of Columbia appropriated over \$2 billion for early childhood programs. Perhaps the most exciting recent development in state child care and early childhood public policy has been initiatives to integrate state-level initiatives across a broad cross-section of social policy goals.

This book presents an in-depth look at how state legislatures are applying the lessons of early childhood research to a broad range of state legislative jurisdictions. It creates a framework for considering early care and education within the context of education, economic development, human services, public health, program regulation and juvenile justice legislative jurisdictions. Separate chapters present the latest relevant program research and outline the range of state legislation related to each of these policy areas. The publication also encourages further cross-jurisdictional consideration of early care and education policies across all these boundaries. This approach is discussed in more depth in the final chapter on family support initiatives.

Early Childhood Care and Education and the Research

The terms "early childhood care and education" denote a variety of services for children from birth through age five and programs for school-age children before and after school and during vacation. For younger children, services encompass child care, day care, nursery school, preschool, prekindergarten, and Head Start. For older children, they include after-school tutorial or recreation programs.

State early care and education programs have developed among three generally separate administrative structures: Head Start programs, prekindergarten and child care subsidies for children of low-income parents and those receiving public assistance. As a federal program, Head Start is administered locally, subject to regulation by the national bureau. Prekindergarten and other programs designed to promote school readiness are often administered through state education departments, and child care subsidy programs most frequently are administered by the state agency responsible for welfare programs. And an increasing number of states have initiated collaborative early childhood and parent education programs that vary in their administrative structures among education, health and human service agencies.

State policymakers can draw on a considerable amount of research data, mostly of two types. First, impact studies look at whether children who participate in early childhood programs are more successful on a variety of measures than their peers without program experience.

The second type of research moved toward identifying program characteristics that produced the positive educational, social and behavioral outcomes for children cited in the impact studies.

The most well-known outcome study of both short- and long-term benefits of early childhood education is the High/Scope Perry Preschool Project. The most recent assessment, when the subjects were 27 years old, concludes that adults born in poverty who attended a high-quality active learning preschool program at ages three and four have fewer criminal arrests, higher earnings and property wealth and greater commitment to marriage than those who did not attend the good preschool. Over participants' lifetimes, an estimated \$7.16 is saved for every dollar invested. Educational achievements were significantly different between the two groups with 71 percent vs. 54 percent completing 12th grade or higher. Other significant long-term, outcome research reinforces the High/Scope Perry Preschool findings.

The provider characteristics associated with success are those that lead to a more individualized, attentive and nurturing relationship between the child and the caregiver: smaller group sizes, higher teacher/child ratios and higher staff wages result in quality care. Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming. These characteristics of quality have clear cost implications; however, unless the programs are high-quality, the public sector cost-benefits cited in the outcome literature cannot be achieved.

Early Childhood Programs and the Economy

Quality early childhood care and education programs perform a dual function in the economy. In the short run, such services meet the needs of the existing workforce by assisting working parents in meeting their child care needs. Research suggests that employers benefit from lower absenteeism and turnover, higher employee morale and reduced recruitment costs by providing child care assistance. In the long term, quality early childhood programs are also critical in preparing children to enter the workplace of the future. Research demonstrates that quality early childhood education programs for at-risk

children contribute to higher levels of success in school, greater achievement motivation, higher vocational aspirations and higher employment rates.

Such outcomes, coupled with a changing economic environment, are sparking considerable interest across the states in expanding quality early childhood care and education programs as an economic development strategy. Leading experts indicate that economic growth over the past 20 years has been the result of an influx of people entering the workforce, a trend that is not expected to continue. With fewer people entering the labor force, each worker's productivity is critical to achieving a competitive edge in an increasingly global and information-based economy. While educational achievement was less important in a largely manufacturing-based economy, the workplace of the future will demand more critical thinking and learning capacities. Moreover, without tapping the potential of more disadvantaged children, critical labor shortages are expected to stymie economic performance.

The **Oregon** and **Washington** legislatures have responded to the early childhood program research by linking service expansion with broader economic development initiatives. In **Oregon**, early childhood policy was integrated with a larger, economic development and state restructuring package. **Washington's** initiative focused more narrowly on initiating and expanding an early care and education program. The **Oregon** legislature enacted a unique comprehensive system of outcome measures—called benchmarks—to guide the direction of all state government. Within this large-scale, results-oriented strategy, high priority is given to early childhood education. In **Washington**, a comprehensive preschool program for at-risk four-year-olds was created and expanded primarily as a specific economic development strategy.

To support the current workforce with their child care needs, state legislatures have launched a number of initiatives. Among the most common are loan and grant programs to increase supply, corporate tax incentives to encourage private child care initiatives on the part of employers, personnel policy requirements for state workers and others to encourage “family-friendly” work environments, support of information and referral services to assist parents as child care consumers, and space allocation policies requiring or providing incentives for developers to plan for child care services. In **Maine**, the

1993 legislature garnered significant state business support for a comprehensive initiative to increase the supply of affordable quality child care services for low-income parents.

Early Care and Education and the Schools

Today, young people have a distinct and growing need to think creatively, adapt their learning and perform academically. For future generations, success depends on the capacity to function in an increasingly competitive and technology-based global economy. America can no longer afford increasing numbers of children unprepared to learn, high dropout rates or graduates who enter the workforce without basic and adaptable skills. Research suggests that the foundation for academic success is laid well before a child enters the public schools. These data indicate that a child's early years are crucial to brain development and academic achievement. As a result, state policy attention is being directed to quality early childhood education services—programs that have repeatedly been shown to increase children's prospects for future school accomplishments. Among legislatures concerned about promoting school readiness, early childhood education is increasingly a preferred policy option. **Kentucky** and **Ohio** offer examples of states that have invested heavily in early care programs.

Besides prekindergarten initiatives, lawmakers also are addressing new ways of using the public schools to help students achieve their full academic potential. State lawmakers are exploring ways to use the public education system to meet family and social services needs through school-linked or -based social services programs.

Early Care and Education and Juvenile Justice

Juvenile justice issues are at the top of state legislative agendas across the country. In the last two legislative sessions, 48 states and the District of Columbia together passed at least 716 juvenile justice enactments. States increased their juvenile justice enactments by 44 percent between 1993 and 1994 alone. This legislative activity reflects primarily “get tough” approaches to address perceptions of rampant juvenile violence. Although overall juvenile arrests are relatively stable, arrests for violent offenses rose consistently during the past decade, espe-

cially for murder and aggravated assaults. Though youth violence is only part of general violent crime trends, state legislators and their constituents are legitimately concerned about the growing proportion of violent juvenile offenders. Barring more effective interventions, demographics suggest that juvenile violence is likely to increase, rather than subside.

Research has shown that punishment-oriented responses, resulting in longer incarceration or secure confinement, have been less effective in reducing juvenile delinquency and are very expensive. By contrast, research points to promising prevention efforts that are more cost-effective in the long-term. One such approach involves quality early childhood services, which can lead to fewer arrests and less violent behavior later in life. A cost-benefit analysis of the High/Scope Perry Preschool Program study, for example, found that quality preschool reduces the costs of crime by nearly \$150,000 per program participant over a lifetime. Further, researchers find that certain prevention programs mitigate some of the primary and interrelated risk factors that have been associated with delinquency and crime. For example, studies show home-visiting programs for at-risk families with infants reduce a known risk factor: child abuse. Armed with these important research findings, some legislatures are turning to quality early childhood care and education intervention as a strategy to prevent juvenile violence and delinquency. Most recently, lawmakers in **Tennessee**, **North Carolina** and **Washington** have incorporated early childhood and other prevention programs as a central strategy in their violence prevention packages.

Early Care and Education and Public Health

Good health care, nutrition and environment influence human development from conception into adulthood. A considerable body of research attests to the cost-benefits of adequate primary care and preventive medicine—particularly during pregnancy and in children's early years. A variety of studies confirm the cost-benefits of immunization programs for young children and adequate prenatal care to prevent low birthweight.

Research also confirms that the influence of early environment on brain development is long-lasting. One study followed two groups of inner-city children; the first

group was exposed, from infancy to good nutrition, toys and playmates; the second was raised in less stimulating settings. The study showed that the positive factors had a measurable effect on brain function at age 12 years, and the impact was even greater by age 15. This research suggests that over time the benefits of early intervention are cumulative and confirms the importance of both health and caregiving on child development.

Fifty-three percent of mothers now return to work within a year of a child's birth, and welfare policies increasingly call on mothers of young children to join the labor force as soon as possible. Thus, public policies around the quality of care and health care programming provided for infants and young children take on greater significance. Successful child development depends on the environment in which a child spends his or her time, and for increasing numbers of infants and toddlers, this place is a child care setting for much of the day.

States are beginning to address health components of child care programs in a variety of ways. To date, the bulk of activity involves interagency agreements to coordinate public health services with the early care and education infrastructure. Most often, linkages are established among Medicaid, state public health programs, Maternal and Child Health Services, the Women, Infants and Children's Nutrition Program, and Head Start or other child care programs to coordinate prenatal, postnatal, well-baby care, child health screening, nutrition and parent education programs.

In some states, legislatures have linked health and early care needs by including health requirements in mandates for state-funded preschool programs. In **Ohio** and **Oregon**, state program requirements resemble those of federal Head Start services in terms of their comprehensive health components. In at least a dozen other states, legislation requires certain early care and education providers to ensure that children are immunized. Although state legislatures are just beginning to address the linkages between health and child care services, such efforts are likely to expand with the increasing recognition of the importance of adequate health care as a critical determinant of a child's development.

Early Care and Education and Program Regulation

Studies show that the quality of early childhood care and education is inadequate in many cases. This is troubling, because quality is the key determinant in whether the experience will provide positive outcomes for children. Research informs us that caregiving relationships in child care settings affect children's social development, language development and cognitive skills. When there are too many children in a group or too few child care workers per child, learning and classroom involvement suffer. One way state legislatures advance higher quality services is by developing and enforcing regulations, such as improving professional standards for providers or staff/child ratios. While conscious of overregulation, legislators have the pivotal role in program oversight and are recognizing the connection between state regulatory environments and outcomes for children. Other regulatory areas that legislators are addressing are staff wages, screening providers for criminal and child abuse history, and smoking in child care facilities.

Early Care and Education and Welfare Reform

The number of America's poor children and families continues to rise, resulting in increased dependence on AFDC, the nation's largest income maintenance program for families. Public officials have called for reform of the welfare system, to move these families into training and employment with the eventual goal of self-sufficiency. Six years ago, Congress enacted the Family Support Act to provide training and education for welfare recipients and child care for participating or working families. To make work pay for welfare families and other low-income families, child care costs must be considered. State legislators recognize that providing affordable quality child care is essential for poor families who are making the transition into long-term employment.

Crafting an effective state welfare strategy, however, should encompass policy goals related to both parents and their children. Children in AFDC families are at higher risk for academic failure and other negative outcomes that can be remediated by enriched early care and education programs. Some states are examining ways to provide services to AFDC families that not only enable parents to

work or train but that simultaneously offer enriched quality programming to promote school readiness and other positive outcomes for poor children.

The federal government provides around \$2 billion to the states for low-income child care each year. Federal AFDC child care dollars require state matching funds, while many states are experiencing fiscal strain. This requirement has led to competition for scarce child care resources between AFDC families and working poor families not on welfare. Various purposes and restrictions of federally subsidized child care funds have hindered successful welfare reform, so states have taken the lead in innovating better ways to deliver child care to poor families, often by securing a waiver of program requirements from the federal government. **California, Illinois, Iowa and Utah** are among states that have developed creative child care options as part of their welfare reform strategies.

Early Care and Education and Family Support

Families today face unprecedented challenges in raising their youngsters. Low earnings require many families to resort to multiple wage-earners, moonlighting and overtime, leaving them less time for their families. Real wages have declined disproportionately for younger, less experienced workers and even more for less educated workers.

Growing numbers of young parents resort to extraordinary measures to make ends meet and arrange their child care. Concern about balancing work and family life is not confined to those with low incomes: fully half the population report that they have too little time for their families. And few workplaces offer "family-friendly" policies to help parents balance work and family responsibilities. Parents also are concerned about the quality of child care that they can afford, and indeed a recent study rated most care for infants and toddlers as barely adequate or inadequate.

In an attempt to respond more adequately to changing family needs, legislatures are experimenting with multigenerational family support and education programs. In contrast to traditional services that focus on crisis intervention and strict eligibility requirements, family support approaches build on family strengths by helping

parents improve their capacity to be nurturing and to cope with day-to-day stresses. Programs often combine a specific emphasis on parent education and skill-building with better linkages to concrete services like early care and education or job training. Programs vary in setting, format and emphasis, but all share a focus on meeting family-defined needs flexibly.

Legislatures across the country have funded a variety of early intervention, parent education and other types of family support services. Many programs have shown considerable promise in achieving specific outcomes—assisting parents in their familial roles, reducing the incidence of child abuse and neglect, improving school readiness and improving maternal and child health. Among the most well-known initiatives are **Hawaii's** Healthy Start, **Maryland's** Friends of the Family, **Missouri's** Parents as Teachers and **Kentucky's** Family Resource and Youth Service Center. In **North Carolina** and **West Virginia** comprehensive family support initiatives are currently under way through partnerships between the executive and legislative branches of government. These initiatives are unique in their recognition of the role of early childhood services in broader family support reform movements.

Although many family support initiatives have shown great promise in achieving better outcomes for families, significant barriers exist to their application on a broad scale. Federal and state funding streams continue to favor crisis intervention, rather than prevention. State agencies and special interests also often resist change and even well-meaning experts disagree about the most appropriate reform vehicles. Legislative institutions are also part of the problem since in most of them no one committee considers all policies related to children and their families. Instead, particular aspects of family issues are relegated to a variety of jurisdictions that include economic development, labor, education, judiciary, regulation, human services and fiscal committees. Some legislatures have created new structures or processes in an attempt to handle family issues more holistically. **Tennessee's** Joint Select Committee on Children and Youth, for example, has been particularly effective in providing a vehicle for cross-jurisdictional consideration of family support policies.

Conclusion

This publication highlights recent legislative efforts to expand early care and education, promote the development of young children, and meet a wide variety of state policy goals. Among the expanded policy goals are economic development and education, juvenile violence prevention and welfare reform. In the future, such pioneering state initiatives to support children and their families will increasingly be viewed as complementary elements of a broad approach to state policy development that empowers families to provide the productive and self-sufficient citizens of today and tomorrow.

BENEFITS OF EARLY INTERVENTION

The earlier a child's developmental problems are identified and addressed-with the help of the family-the greater the chances of preventing problems later in life.

A child's development is more rapid during the critical years from birth to age 3 than at any other time. This is the best time to support and help families learn about child development and dealing with developmental delays.

Early intervention helps provide the supports to families to meet the special needs of their infants and toddlers with disabilities. Early intervention helps families relieve family emotional and financial stress and improves the understanding of parents, siblings and other family members.

Early intervention significantly reduces future education costs by minimizing the need for special education and related services in later years. The child's increased developmental and educational gains and decreased dependence upon social institutions provide economic as well as social benefits.

Early intervention reduces health costs of preventable secondary impairments and disabilities by screening and monitoring at-risk children and improving the long-term health of infants and toddlers with disabilities.

Research demonstrates that prenatal and early educational interventions can have long term benefits. Intensive, high-quality early educational intervention can produce long-lasting benefits in both intellectual performance and school achievement. (1)

There is evidence that without early intervention, children of mothers with low IQ's are particularly at-risk for poor intellectual outcomes and that such children respond very favorably to intensive, systematic early intervention. (1)

There is a strong relationship between the intensity of the early educational intervention and the amount of benefits realized by individual children. (1)

There is evidence that the benefits of continuous educational intervention over the first five years of life last at least until early adolescence. (1)

There is a large and growing 30-year, early intervention research literature that is consistent in demonstrating positive developmental outcomes for children of low income and undereducated families. (1)

(1) Ramey, C.T., & Ramey, S.L., "At risk does not mean doomed". National Health/Education Consortium Occasional Paper #4. June 1992.

We support the good effort by law-enforcement personnel as they work to make our towns and cities safer. We urge that continued attention be directed toward eliminating the sale and abuse of hard drugs. We urge that special attention be given to separating out criminals on the basis of whether or not their offense was against persons or property. For those persons whose offense was against property, consideration should be given to maintain and rehabilitate those persons in the community under close supervision.

The Justice Department predicts that the juvenile arrest rate for violent crimes may double in the next 15 years. Juvenile arrests for major violent crimes grew from 83,400 in 1983 to 129,600 in 1992. Current literature indicates that violence among young men, age 25 and younger continues to increase in scope and depth. These young men appear to be fearless in pulling the trigger. Aggressive, positive action needs to be taken.

We note with concern the proposed closing of state hospitals for the mentally ill. We are concerned about the possible criminalization of the mentally ill. We are fearful that some of that same population is and will be found in prisons.

Implications/Applications:

- ◆ Building more prisons should not be the automatic response to the continued concern about safety.
- ◆ "Getting tough on crime" may mean more than building prisons. We may have to reckon with what motivates all of us: hope, economic security, self-esteem, and a sense of worth.

- ◆ Worth is determined in our society by the ability to make money and acquire wealth. Jobs creation providing an adequate wage with health benefits must become a part of the solution. In 1994, 700 major companies discharged 516,000 workers; those job losses must be recreated at another point in our society.
- ◆ Because of the number of persons killed, both accidentally and deliberately and because the availability of guns has gone beyond the use of guns for sport, hunting, or personal use and because these guns are often of an assault type; we call for legislation which will limit the sale and use of assault weapons, especially as it relates to teenagers.

7. The genius of our country is its representative democracy. A part of its strength rests in the ability to have significant discussion among the citizenry. We view with alarm the extremists who have assumed positions on the left and on the right and are intolerant of other viewpoints. The extremists on each side have turned the serious discussion of public policy into a shouting match leaving no place for respectful dialogue.

Implications/Applications:

- ◆ Universities and non-governmental agencies need to conduct public forums on topics related to the heritage of our country and what has made it work. Through such a process we can begin to re-capture the genius of our heritage and build upon it for the future.
- ◆ Workshops and forums need to be held on neutral ground to discuss current political issues with the emerging consensus to be used as a way of illustrating the will of the people.
- ◆ Political forums need to be conducted by interested citizens to air current issues from a policy standpoint and to insist on an in depth response beyond a bumper sticker mentality.

We challenge ourselves and call upon others to lower the shouting and to see, that if representative government is going to work, it will be because good people want their government to work and there are interested parties who see the importance of carrying on the public discussion of policy in a civil and productive way. We need to move from staking out extreme positions and holding out for them, to a concept of compromise leading toward a consensus representing the greatest good for all.

Rev. Don Anderson	East Topeka United Methodist Church
Rev. Aleta Ash	Oakland Presbyterian Church
Sister Therese Bangert	Catholic Chaplain
Rev. Susan Candea	Our Savior's Lutheran Church
Rev. C. Donald Close	Presbyterian Church (USA)
Rev. Paul S. Deever	First United Methodist Church
Rev. Richard F. Dickinson	First Congregational Church, UCC
Rev. John Erickson	Sacred Heart Parish
Rev. David Fulton	Trinity Lutheran Church
Rev. Edith Funk	First United Methodist Church
Rev. Rick Gates	Westside Christian Church
Rev. David Grimm	Unitarian Universalist Fellowship
Rev. Maurine Lewis, Canon	Grace Episcopal Cathedral
Dr. Robert C. Harder	Retired United Methodist minister
Rev. Bill F. Hemmen, Jr.	Lowman United Methodist Church
Rev. Alden R. Hickman	Kansas Ecumenical Ministries
Rev. Ronald E. Holland	First United Methodist Church
Rabbi Lawrence P. Karol	Temple Beth Shalom
Rev. Linda Kemp, Regional Director	Church World Service
Rev. Dean Knewtson	Otterbein United Methodist Church
Rev. Mary Alice Knewtson	Auburn United Methodist Church
Rev. Stephanie Kopsch	First Lutheran Church
Rev. Robert P. Layne	St. David's Episcopal Church
Rev. Marc Lee, Dean	Grace Episcopal Cathedral
Rev. Norbert Lichteig	Roman Catholic Church
Dr. James D. McCollough	First Christian Church (Disciples)
Dr. Don Miller	Central Congregational Church, UCC
Rev. Fritz Mutti, Bishop	Kansas Area United Methodist Church
Fr. Herman Page	St. David's Episcopal Church
Rev. Douglas Phenix	Potwin Presbyterian Church
Rev. Kathryn Timpany	Central Congregational Church, UCC

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**A COVENANT
FOR
FAITHFUL CITIZENSHIP
1996**

**A position paper prepared by
The Mainstream Clergy Committee
of
The Mainstream Coalition of Shawnee County
P.O. Box 3929
Topeka, KS 66604**

As a group of religious leaders we are concerned about the shaking of the social foundations of our society. This is noted in the lack of civility and consensus building in the political/legislative process. We note it in the lack of genuine communication between people who are different from each other. We note it in the weakened stability of the American family. We note it in the lack of attention given to the needs of poor children in our society.

We live in a world that is diverse and multi-cultural. Our country has long had a reputation for accepting persons from many different ethnic, religious, and social backgrounds. We think it is important that the United States continue to affirm and celebrate the diversity of its citizens. This should be a source of pride rather than apprehension.

The following is a Covenant of concepts which we think will be helpful in carrying out a civil discussion as to the meaning of and discharge of faithful citizenship:

Covenant for Faithful Citizenship

1. Promoting freedom of religious expression without drawing circles of exclusion. We view God's family as an inclusive family bound together by God's love.

Implications/Applications:

- ◆ Prayers are private and must not be written or prescribed by government.
- ◆ Prayers are to be the responsibility of the family and communities of faith.
- ◆ Government's task is to insure freedom of and not restriction of religious beliefs.
- ◆ Religious holidays of any faith are to be observed within the communities of faith.

2. Education of our children is a partnership between families, schools, local boards of education, and governmental agencies. A function of education is to provide the opportunity for an understanding of American History and the unique place for teaching democratization to each new generation.

Religions, education and social institutions, and the family have a free hand to teach the importance and the need for honesty, integrity, respect for life, truthfulness, diligence, and hard work. The teaching of these values is the life-blood for each generation.

Implications/Applications:

- ◆ Public schools in the United States have provided a unique opportunity to democratize the next generation. We should not run from them but run to them to give strong support. Early childhood education and training should be a cooperative effort between governmental

agencies, public schools, pre-school centers, and families as the most appropriate way for the young child to get a good start in society.

3. The strength of our country rests with its people. The family is one of the most important of the nurturing institutions. The family is the basic community through which persons are nurtured and sustained in mutual love, responsibility, respect and fidelity. The family potentially encompasses parents, children, extended families, families with adopted children, single parents, step-families, couples without children and individuals living alone or with others. We affirm a shared responsibility between family members as they carry out nurturing responsibilities.

Implications/Applications:

- ◆ Aid to Families with Dependent Children was designed as a safety net for families with economic reversals. It is difficult for it to be a safety net when the Kansas monthly cash payment is approximately \$335 and food stamps valued at approximately \$161. This represents 72% of the national poverty level. To be a safety net, payments should be at least maintained at current levels.
- ◆ We recognize that the "welfare family" has taken a terrific beating during the current political debate. We note that for many the program has worked as it should. In Kansas, as of December 1993, 61% of mothers had been on AFDC 2 years or less; 12% had been on 3-4 years; 8% had been on 4-5 years; and 9% had been on 5 years or more.
- ◆ We should assure basic health care programs for low income and poverty families. There should be an emphasis on prevention and primary care.
- ◆ For the mother to be in the work force there is the need to have adequate and affordable child care.

- ◆ The having of children should be planned and children should be wanted. We should work to overcome children having children.

4. We are concerned about the financial stability of our country both now and for future generations. We are interested in the federal debt but not obsessed about the debt. We should work to bring federal spending into balance in such a way that individuals and families are not put at risk.

Social policy should be driven by family and individual values and not by budget concepts. Because of stagnant wages, there is an increasing gap between the haves and have nots. Tax policy should be geared to fairness and equity between all affected parties.

Implications/Applications:

- ◆ We note with concern that approximately 69% of the proposed federal cuts in programs will fall on people at poverty level incomes. Of the cuts, 50% fall on the bottom 1/5 of workers; 22% fall on the second from bottom 1/5 of workers.
- ◆ We are alarmed that the Earned Income Tax Credit program is being significantly reduced. President Reagan hailed this program as the best way off welfare.

5. Services to families and individuals need to be delivered as close to the family and individual as possible. However, the need for localized delivery of services should not translate into social policy defined along village lines. We are the United States of America. We are 105 counties making up the one state of Kansas. There is an over-arching demand to see that national/state policy is defined in terms of the common good for all and with fairness and equity to all. We cannot

afford to have warring camps shouting across village, city, county or state lines as if the other is the "enemy."

Religious bodies throughout the country need to cooperate with governmental agencies, human service organizations, and businesses to ensure the delivery of services to persons and families in need. The human problems needing to be solved are greater than what can be handled by a single entity.

Implications/Applications:

- ◆ We note the suggestion that religious congregations and voluntary associations could absorb many of the proposed federal cuts. This would mean that each of the 258,000 religious congregations within our nation would have to, on the average, increase their annual budgets by approximately \$220,000. In Kansas, the 2500-3000 religious congregations would have to assume this responsibility. Another way of stating this is to recognize that federal money spent on various programs for poor and low income persons is \$200 billion annually. Spending by religious bodies is approximately \$20 - \$30 billion annually.
- ◆ We point out that lowering taxes does not mean that the taxpayer will voluntarily give more money to charity. The State of New Hampshire does not have a sales or income tax, yet they are 50th among the states in charitable giving.

6. We want to be safe in our homes and on the streets. Even though our nation has spent massive sums of money and we have more people in prison than any other country; many citizens still do not feel safe.

WRITTEN TESTIMONY ON HB 2822

PRESENTED TO THE
TAXATION COMMITTEE
FEBRUARY 14, 1996

by

Shirley A. Norris
131 Greenwood
Topeka, Kansas 66606-1225
Ph. 913-232-3206

My name is Shirley Norris. As a retired professional in the field of Early Childhood Education, I strongly support HB 2822. This proposed legislation recognizes the importance of providing appropriate early education opportunities for pre-school children, particularly for those living in poverty and at risk of failing in school. The positive effect of early childhood education is most clearly documented in a 30-year longitudinal research project conducted by High Scope Perry Preschool Project in Ypsilanti, Michigan. Researchers found that quality early childhood education programs which included strong parental involvement led to increased success in school as measured by higher scores on school achievement tests, higher grade-point average, reduced placement in special education programs and fewer school dropouts. The adults who had participated in the ECE programs as children obtained better jobs, had more income, owned their own homes, and had strong family relationships. Crime, drug use, and welfare dependency were noticeably reduced. It was estimated that \$7.16 was saved for every dollar invested, a level of return which is greater than most of us realize in investments we make.

The National Conference of State Legislatures recently sponsored the publication of a book, **Early Care and Education, An Investment that Works**. I would like to quote briefly from that report: "State policymakers are recognizing that what happens to children in their early years has a significant effect not just on the children themselves but also on the education system. From a public policy standpoint, this is particularly important for children who are most at risk of school failure -- children from low-income families, children whose parents never completed high school, children who face discrimination because of their color and children from dysfunctional families."

HB 2822 clearly supports this position that early experiences play a vital role in the development of productive citizens. Also by including the provision that school boards may contract with the many excellent early care and education programs currently in operation in Kansas, it should be possible to implement this legislation in a relatively short time.

I strongly urge that this bill be recommended for passage.

Thank you.

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Attachment 2

House Bill No. 2822

Topeka Public Schools

In the past twenty or thirty years the Kansas family has undergone dramatic changes. The scenario no longer includes a two parent family with mother at home. The two-career family is the norm and the number of single parent households has drastically increased. In both of these settings there is generally less time for child rearing.

In addition, the number of young children living in poverty has increased. This is an issue that cannot be ignored. Research shows that poverty is the strongest indicator of the potential of school failure.

Other social conditions that impact education today are the large number of children born to adolescent parents, the high rate of low birth weight infants, the high rate of adult illiteracy, and the growing number of children who live in homes with adults who are abusive and/or addicted to alcohol or drugs. This combination of family, social and economic factors seriously interfere with the ability of many children to learn in the classroom (Wasik, 1992).

For these children we must all take a proactive role in seeking new ways of meeting their needs. Parents as Teachers, developmentally appropriate preschools, all day kindergartens are some of the ways that we can reach out not only to the children but to the family. Unless we can provide programs that strengthen the role of the family, the children can not be successful. For parents who cannot carry out their role without help, schools must be the critical link in providing for the child's needs.

PARENTS AS TEACHERS

Topeka Public Schools

One of the ways to address the needs of today's parents is through the **Parents as Teachers** program that provides opportunities for parents to develop, expand and refine their parenting skills, thus enabling them to fulfill their role as their child's first teacher. Parent educators undergo rigorous training in child development and mentoring techniques to assist parents with the various demands and responsibilities of parenthood. The importance of the first three years of life cannot be overstated. During these critical years the human brain is capable of developing at a phenomenal rate. I say capable because the brain must have stimulation and must be nurtured or that capability is seriously limited.

Research tells us we cannot afford to ignore the cognitive and social development of our children until they reach some magical age we set for entrance into school. Research and experience tell us we affect social behavior and cognitive development from early infancy --- by our tone of voice, a glance, the time spent listening or explaining or playing or reading a story. The Parents as Teachers program focuses on helping parents who voluntarily request assistance in providing a nurturing and stimulus-rich environment for their child or children.

It is interesting that while we have all become increasingly concerned about the physical abuse of children, as a society we may be ignoring an even greater and perhaps more prevalent form of child abuse --- our collective neglect. Those who seek the help of the Parents as Teachers program take their parenting responsibilities seriously. They WANT to be supportive parents. Some of our clients are teen moms who have not the slightest idea of the complexities of parenthood. They know this, and they want and seek the guidance of our parent educators.

In our district we are able to serve approximately 150 families (not many when you consider that each year nearly 1,000 children enter our kindergartens) and we have a long waiting list. Additional funding would allow more parents to be served.

Some of you may ask, "Why impose an excise tax on cable television as a source of revenue for increased funding for early childhood education?" I ask, "Why not?" No tax is 100% fair. If you put this bill on hold until the "fair" tax is found, you may never address serious funding for early childhood education. If the cable companies pass on the 2% excise tax to their customers, the average cable TV customer would pay an additional \$6.00 - \$12.00 per year. This is a small price to pay for an investment in our children's future.



**SHAWNEE HEIGHTS
UNIFIED SCHOOL DISTRICT NO. 450**

Central Services Facility
4401 S.E. Shawnee Heights Road
Tecumseh, Kansas 66542-9799
(913) 379-5800 Fax: (913) 379-5810

Dr. Stephen G. McClure, Superintendent of Schools
Rebecca L. Lisher, Assistant Superintendent - Instruction
Shirley J. Martin, Assistant to the Superintendent for Business
Kyle Goodwin, Director of Special Education

February 14, 1996

Presented to: Chairman Kline & Members
of the House Taxation Committee

By: Dr. Steve McClure, Supt.
Shawnee Heights USD #450

A handwritten signature in black ink, appearing to read 'S. McClure', is written over the printed name of Dr. Steve McClure.

Proponent: H.B. #2822

The current "Parents as Teachers" programs have been highly successful across the state of Kansas. However, it initiates a disjointed parent-school partnership. The partnership starts with their child's birth and stops when their child is three years old. Then, when the child starts kindergarten, efforts are made to reestablish the parent-school partnership. However, the second relationship is never as strong, because parents don't want to become as emotionally dependent.

The United Way has started a program called "Success by Six." "The mission of 'Success by 6' is to create a community where all children by age 6 have the mental, physical, social and emotional foundation needed to grow into healthy, productive members of the community."

The "Parents as Teachers" programs contribute to the mission of "Success by Six" in the following ways:

- Home visitation presents the opportunity to work with the family in its own context and environment.
- Program participation is voluntary.
- It is proactive and preventative in nature, providing all parents just-in-time relevant parenting education.
- It provides intensive service options to vulnerable families before harm and family disruption occurs.
- It is a link with other basic necessities, such as proper nutrition, housing, education, preventative health care, quality child care and transportation.

If great researchers like Senator Bob Dole know that Hollywood and cable television contribute to society's problems, maybe they should help pay to correct the problems.

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Attachment 4

Kansas State Board of Education

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

Legislative Hearing Testimony
on Tax bill 2822
February 15, 1996
Submitted by Lynne Owen
Education Consultant
Kansas State Board of Education

Rationale for Expanding the Parents As Teachers Program to Age Four

There has been considerable interest and debate in current educational policy about the school readiness of young children. The first National Education Goal states, "By the year 2000, all children in America will start school ready to learn." There is universal agreement that a child's success in school depends in part on the learning experiences children are exposed to before he or she enters kindergarten .

Evaluations of the Parents As Teachers Program show that program participation is clearly beneficial to the child when he or she enters school. **(See insert on Impact)** In addition, studies conducted recently by the National Center for Education Statistics show that attendance at a center-based preschool has a clear and substantial effect on the emerging literacy scores of 4-year-old preschoolers. Such skills as being able to count to 20, recognize letters of the alphabet, or write his or her own name were significantly increased by having attended a center-based preschool program.

Many parents participating in the Parents As Teachers Program express concern that the program stops at age three. There are no affordable preschool programs available in numerous communities and the parents feel abandoned. Just yesterday, in Wamego, a young mother expressed her concern about her child exiting the program due to her birthday. She said, "I made some critical mistakes with my older child and I don't want to repeat them with this one. Parents As Teachers has provided me with so many ideas, information, and activities, I don't want it to stop now."

There is a gap of early childhood services between the PAT Program and kindergarten in many communities. Teachers and superintendents, as well as parents, have expressed concern about families who continue to need parenting information and suggestions for addressing developmental issues after the third birthday and before children reach kindergarten. Research has shown that environmental factors and stimulating experiences during the early years are critical to the child's later success in school. Kansas children would benefit from the opportunity to remain in the Parents As Teachers Program until their fifth birthday.

We need to find ways to expand early childhood education programs and make access to these programs more affordable to all families. The current match of 50% from the local district for the Parents As Teachers program prevents some school districts from participating in the program. I encourage the committee to consider the difficulty of local school districts in meeting a 50% match. I also encourage you to provide funds for a period of at least three years with a possibility of renewing the grant when awarding funds to local programs.

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Program Support Services
(913) 296-2306 or 296-3161

IMPACT

From 1981 to 1985, about 400 families in four Missouri school districts took part in the Parents As Teachers pilot program. Evaluation of the pilot project showed the benefits of the PAT model:

*PAT children demonstrated significantly more aspects of positive social development than did comparison children.

*PAT children were significantly more advanced than the comparison children in intellectual and language development.

*PAT parents were more knowledgeable about child-rearing practices and child development than were comparison parents.

*PAT parents and children performed well, regardless of socio-economic disadvantages and other traditional risk factors.

*PAT parents were more likely to regard their school districts as responsive to their children's needs.

*Ninety-nine percent of responding PAT parents reported a high degree of satisfaction with all project services with home visits being identified as the most valuable.

A follow-up study completed in 1989 also indicates that PAT has long-term benefits. This study evaluated parents and children who took part in the original pilot project. At the time of this study, the children were completing first grade. The study shows:

*PAT children scored significantly higher on standardized measures of reading and math achievement than did comparison children.

*A significantly higher proportion of PAT parents initiated contacts with teachers and school officials.

*In six areas evaluated by teachers - reading, math, language arts, personal/social development, work habits and physical education - pilot-project children's rated performance was higher than that of comparison children. In the area of spelling, pilot children's rated performance was significantly higher than that of comparison children.

PARENTS AS TEACHERS DATA COLLECTION

90-91	\$982,252			32 Awards	92 Districts
Family 3,193	Children 4,190	Teens 342	ESL 59	Single 511	
91-92	\$989,976			30 Awards	97 Districts
Family 3,739	Children 4,423	Teens 445	ESL 56	Single 724	
92-93	\$1,753,543			46 Awards	167 Districts
Family 5,928	Children 6,933	Teens 655	ESL 250	Single 1,091	
93-94	\$2,277,319			49 Awards	186 Districts
Family 7,050	Children 7,500	Teens 800	ESL 500	Single 1,200	
94-95	\$2,750,000			48 Awards	196 Districts
Family 8,583	Children 10,298	Teens 941	ESL 426	Single 1,484	
95-96	\$2,750,000			52 Awards	209 Districts

The family data is collected at the end of the funding year, so it is not available for FY 95-96.

There are currently 2,075 children on waiting lists. These families are invited to group meetings, receive newsletters, and have telephone contact with the parent educators, but do not receive home visits.

If no additional funds are available in FY 97 there will be no money available for new programs or expansion of existing programs.

Testimony for Legislative Hearing
February 14, 1996
Robin Hazel, Coordinator, Parents As Teachers
Northeast Kansas Education Service Center

In a recent professional publication an author challenged early childhood professionals to actively become champions for children. One of the ways suggested was to work with legislators to help make programs that work for children. Therefore, I am pleased to be here today as a champion to offer my interest in this hearing.

I coordinate the Northeast Kansas Education Service Center's Parents As Teachers Program for 24 school districts in Northeast Kansas. In this, our 6th year, we find ourselves currently serving over 775 families and over 950 children. This is only 14% of eligible families in our area.

We have over 250 families on our waiting lists. Since very few of our families leave the program, in many cases we will not be able to serve the waiting list families. Therefore, in those areas where we have long waiting lists we do not actively recruit families because we do not want to promise something we won't be able to deliver. Expansion money has not been available from the state and school districts are pressed to find additional dollars to increase services.

In the few minutes I have with you this morning I'd like to share why this parent education program is so important to children, families and therefore the citizens of Kansas.

First of all, in the last ten years there has been an explosion of research on the development of the brain in infants. No longer do we believe that infants are born with a blank slate, but they enter the world responding to what goes on around them. The first 3 years of their lives they will be learning more and faster than they ever will learn again. The research tells us that without the right amount and kind of activities the cells in a young child's brain will literally waste away and disappear. The needed connections between the brain cells never develop and the brain then loses much of its ability and promise...forever.

At the age of 3, the fast growth of the brain begins to slow down and by 4

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years of age the child's brain will have grown to nearly 3/4 of its adult size! If a child has an unseen problem, such as a delay in talking or walking, by the time she is 5 years old it may be too late to catch her up or the cost do so will be great.

Therefore, even great preschool programs cannot make up for the lack of emotional caring and mental and physical encouragement those first three years of life.

Parents As Teachers provides information and support to families so that those early ears are filled with the emotional caring and mental and physical encouragement needed for them to reach their potential.

Do parents learn anything? In a survey our program conducted we asked our parents to identify their perceived outcomes of their involvement in Parents As Teachers. When parents were asked if they felt well prepared to successfully teach their child new skills BEFORE their involvement with this program 63% of them said yes. However, there was a 27% percent increase in parents who answered yes to that question SINCE their involvement with PAT. There was also a 27% increase in parents who answered yes to the statement regarding whether or not they felt prepared to teach their child the skills they needed to enter school. And, when asked if they could tell how well their child was developing when they played games with their child only 47% said that they thought they could BEFORE their involvement with PAT But 91% said that SINCE their involvement with Parents As Teachers they could now tell how well their child was developing. That's a 44% increase.

These data indicate that because of their involvement with Parents As Teachers, parents perceived a significant gain in knowledge concerning child development and how to teach their child new skills and therefore know how to teach their child the skills needed to prepare them for school.

Understanding child development is critical in order to catch a developmental delay. We of course all know that the earlier a delay is detected the more likely it can be remedied all together or at least the need for services can be minimized. Last year the parent educators on my staff screened over 650 children to ascertain if they were developing normally. Over 60 of those screenings indicated enough concern that the

educators recommended additional screenings. Without Parents As Teachers most of those 60 children would more than likely not have had a screening until they reached the public school doors at the age of 5...for some of them, it would be too late to catch-up.

Families need encouragement and support to seek other community services as well. Too often they do not know where to turn. Last year parent educators made over 217 recommendations to other services. Parents As Teachers helps families make links.

One of the most frequent questions asked by parents is why do we stop at 3 years of age. Many have asked why we don't keep the link with schools up to the age of five so that there is never a point that parents are without this support...some even suggest we take them up through high school. When asked if home visits have been helpful and whether or not they would recommend that other parents enroll in the program over 95% of the parents consistently say "yes!"

It is my understanding that this bill is recommending a tax that would go toward increasing early childhood services to young children and families.

There is no doubt in my mind that any money that can be put toward quality early childhood programs and parent education programs is money well spent. It is an investment in Kansas. But, I would like to provide some cautionary comments.

1. We need to make sure that the programs we support are in fact quality programs.
2. We need to make sure that these programs are using research-based curriculums.
3. We need to make sure that qualified staff are hired, trained and supported with further avenues for staff development.
4. We need to make sure that our programs are accountable and therefore provide the staff and financial resources to make them so.
5. We need to make sure that case loads and class-sizes are kept at a level that provides maximum service to families and children.

6. We need to make sure we are not duplicating existing services and systems. But instead, providing additional support to those services and systems that we know are working.

7. We need to try to make sure we are part of a system that is on-going. Not one that is here today and gone tomorrow.

The more we can do for very young children and families the more we do for our schools, communities, Kansas and the country. I hope all efforts to increase funding are carefully considered. Thank you for your time.

PERCENTAGE OF PARENTS IN AGREEMENT/STRONG AGREEMENT
 WITH STATEMENTS:
 BEFORE AND SINCE INVOLVEMENT IN PAT

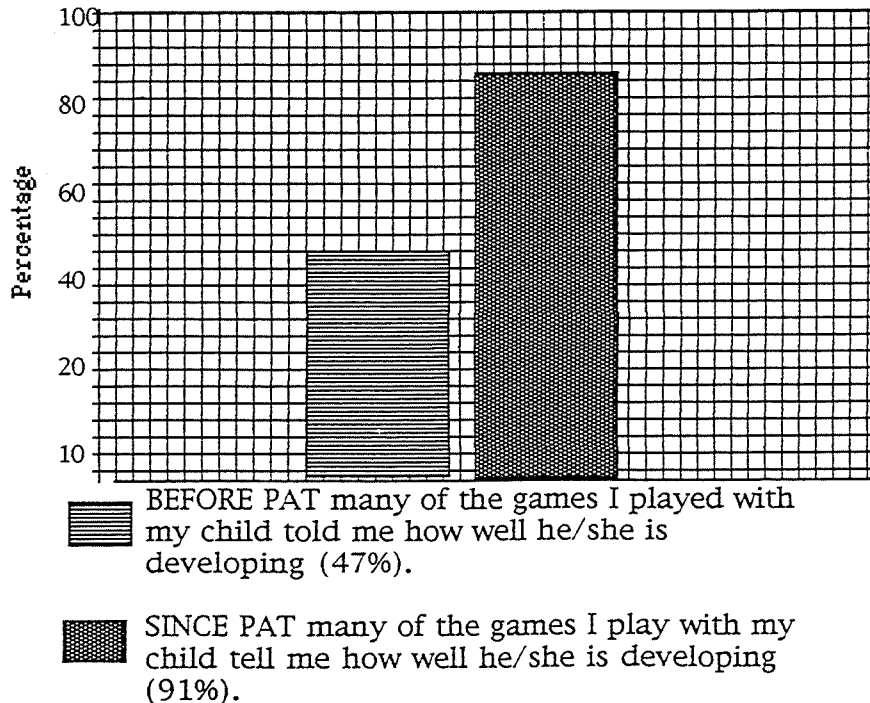
Following are the items on the survey ranked in order of *largest perceived increase to smallest perceived increase* in parenting skills *since* involvement in Parents As Teachers.

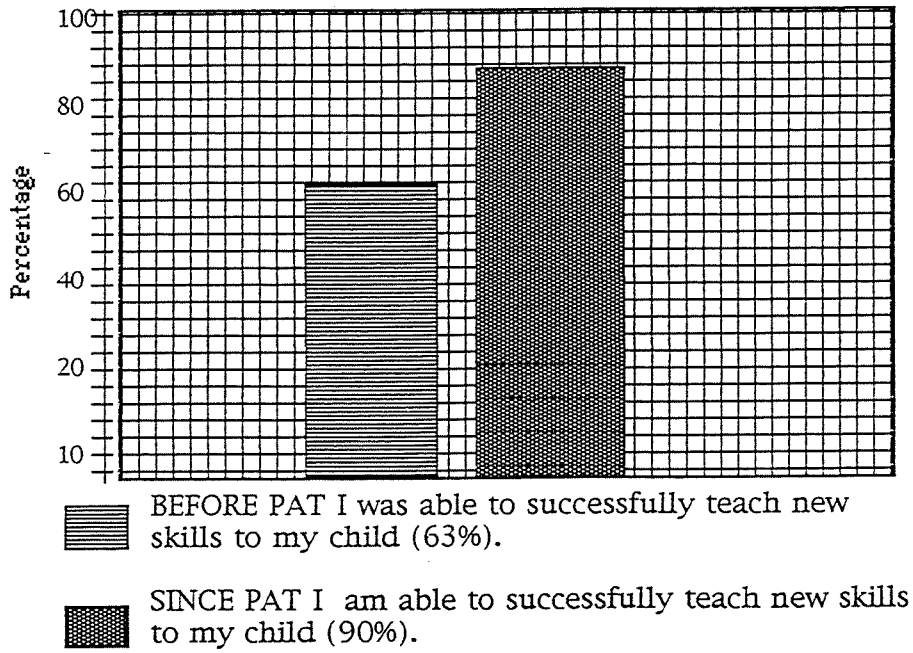
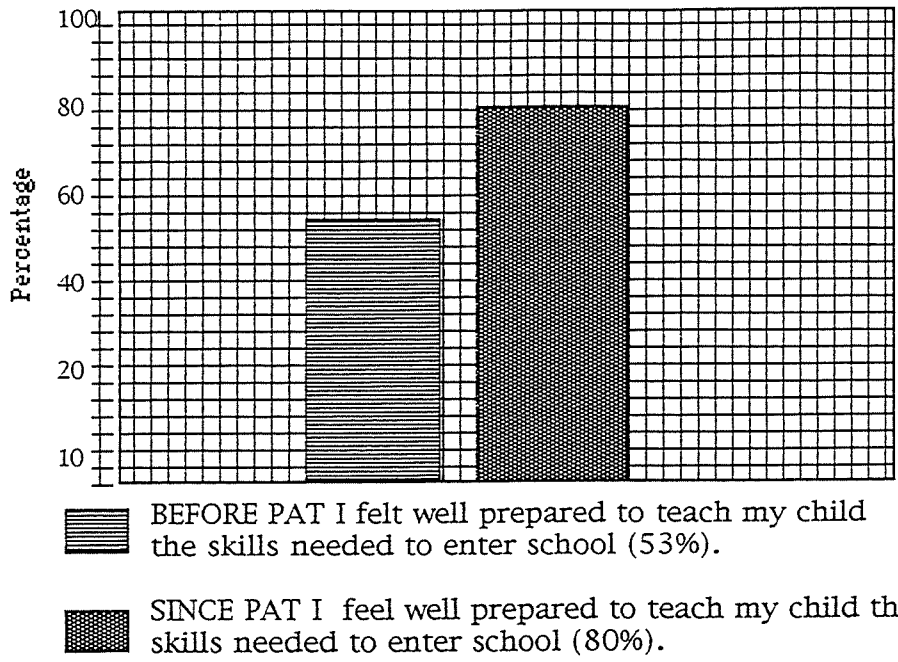
The largest increase in perception of knowledge of child development and parenting skills from *before* involvement in PAT to *current* involvement shows in the agreement with the statements:

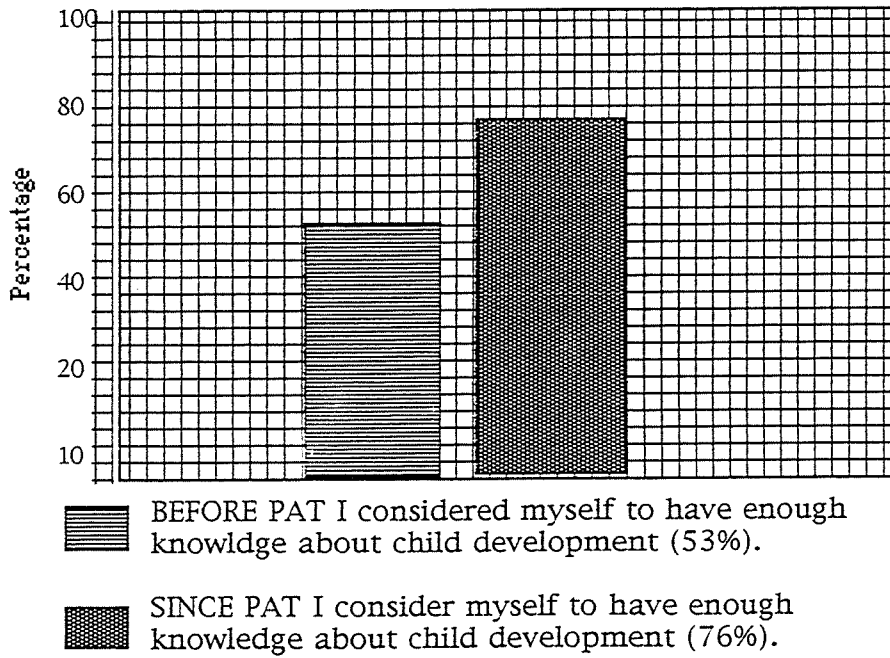
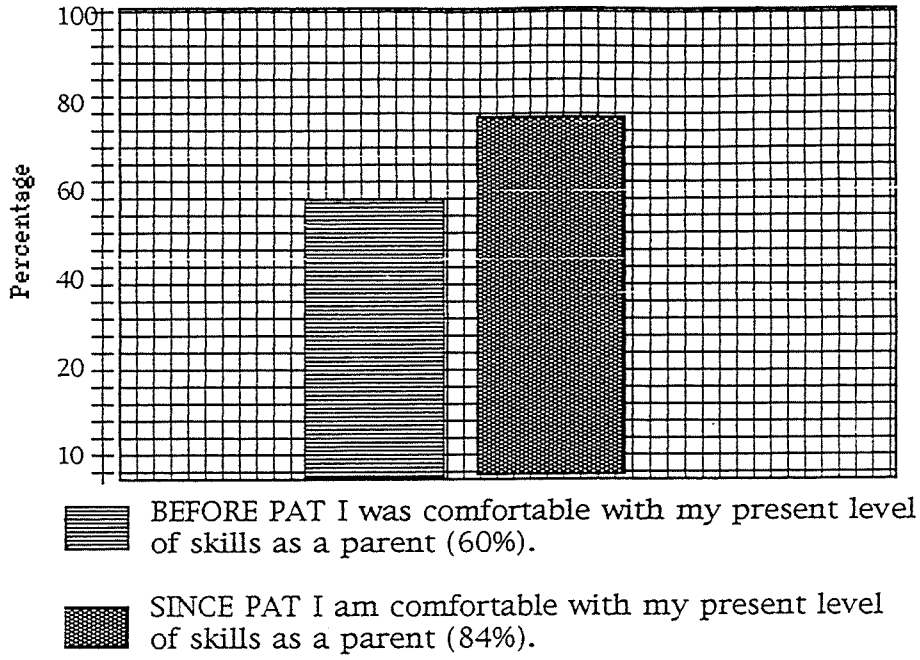
BEFORE PAT many of the games I played with my child told me how well he/she is developing--47% of parents strongly agree or agree.

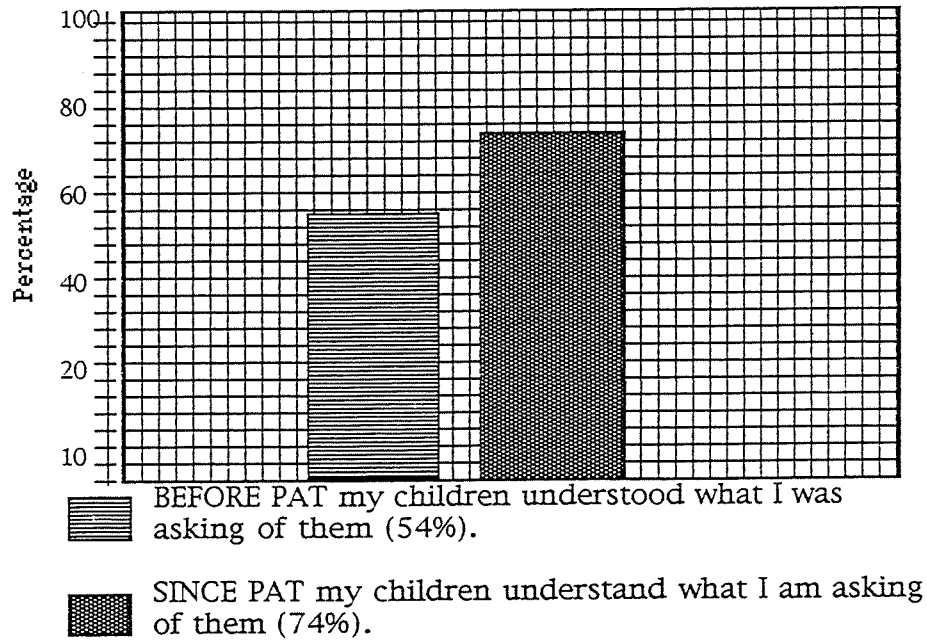
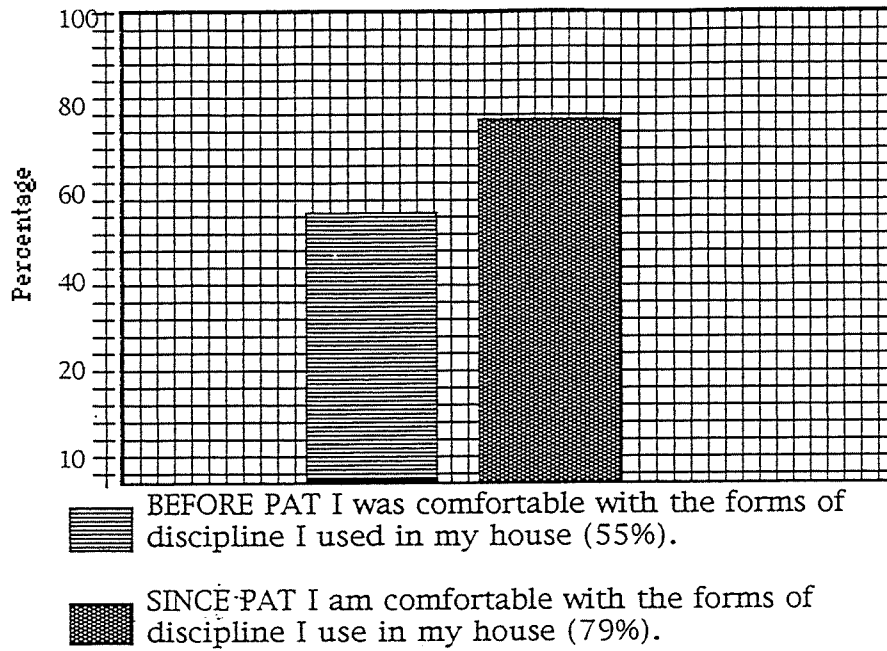
SINCE PAT many of the games I play with my child tell me how well he/she is developing--91% of parents strongly agree or agree.

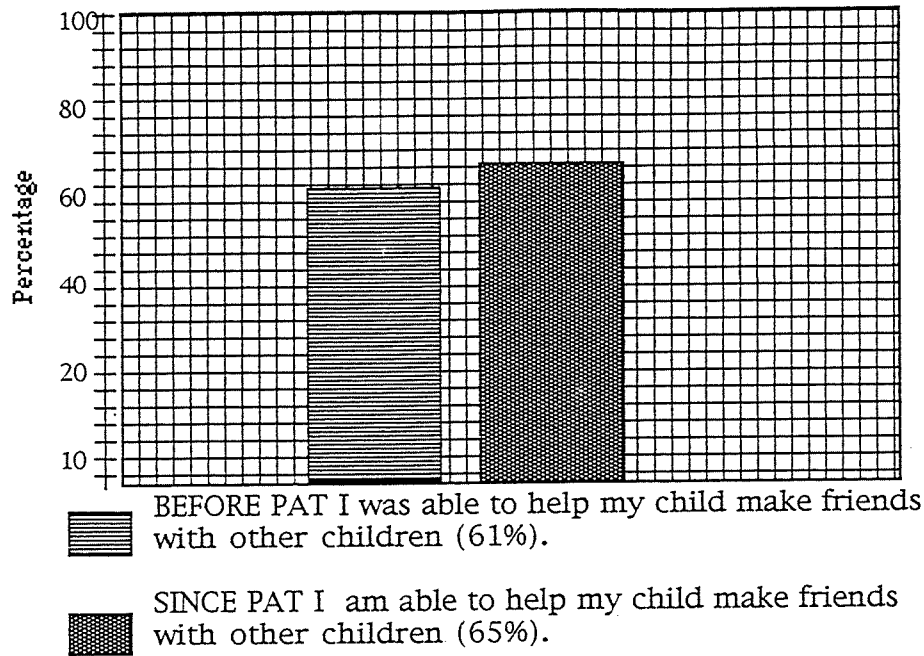
This data illustrates that parents perceived a significant gain in knowledge concerning child development.











- The smallest increase in perception of parenting skills from *before* involvement in PAT to *current* involvement shows in the agreement with the statements:

BEFORE PAT I had fun playing with my child--89% of parents strongly agree or agree.

SINCE PAT I have fun playing with my child--90% of parents strongly agree or agree. (Table on next page.)

P.E. Stories Mid Year Report Dec. 1995

While at National training one of the major P.E. goals that was discussed was that after every visit the parent should feel better than before the visit. After the first month of first contact visits I was wondering if I was really serving the families like I should be. Then I went to my next visit where most of the visit was spent with the mother and I discussing developmental issues because the baby had fallen asleep. When the visit was over the mother's facial expressions and mannerisms were much less tense. As I walked out the door, the mother said "Thanks for coming, I feel much better now." Mother met me at the front door with a big smile and "Boy, do I have a story for you." Toward the end of the visit mom asked her 25 month old child into her room to find "Bunny". After child was out of the room mother told me about finding her child with her head in the toilet, when asked what she was doing the child very calmly replied "I'm washing my hair".

I visited with a young couple whose first child is almost 8 months. She (mom) told me that they wanted to give their little girl the best they could to prepare her for school, as they themselves had not been very good students. She was aware of the importance of reading to the child, but is not a good example of a reader herself. (Dad & Mom don't read often in front of the baby, i.e. newspapers, magazines, books.) Mom got out a few books she had bought for the baby. She told me how the child would not sit to listen to the stories. I was able to use the books she had to model how reading to a baby is done and then had mom do it. I recommended good books from our Resource Room for them. I am now planning a group meeting on Reading With Children. I had to inform a family for the first time that they are to be exited when their second child reaches the age their first one was upon her enrollment. They were disappointed, but said, "We were so thankful to have PAT when we really needed it. We want as many parents as possible to benefit from this great program". They expressed gratitude that they can continue coming to group meetings and play times. I was honored that a young mom allowed me to come for a visit on her son's 3rd birthday...to do his exit visit. She is so busy and life is very stressful for her lately. Only halfway through our visit the school bus came. It was 30 min. early for his first day of Special Ed. Preschool! She was not prepared, so of course neither was the child. He wasn't properly dressed and had not eaten. Needless to say she was a shambles when he finally left on the bus! When she collected herself, she started asking me questions about his time at school. I was shocked to find out how little they had prepared this family for the P.S. experience! She wanted to know if they would spank him for misbehavior. I was so surprised at all this! I reassured her and told her I would talk to USD personnel about this (which I have now done). So glad they have a younger sibling and I can continue working with this family. I had to exit a 3 year old boy this month whose Mom is really at a crossroads of what to do next. She is getting pressure from Daycare teachers and friends and now the speech therapist that something is wrong with her son. She defended that there are no problems at home and that P.A.T. hasn't indicated any problems. I felt helpless leaving her at this point in her life, though I assured her she could call me if she needed anything. It's true that I haven't seen any major problems in the home setting, so I don't see a need to recommend anything specific. Mom is unhappy which is causing her stress. Here is a situation where the parent could certainly use some continued support, but our community doesn't offer any besides P.A.T.

Their sweet pound puppy is a shaggy, mop like crossbreed and all their 2 year old son knew of dogs. When he met a Pomeranian with a clear face, he excitedly announced to everyone "eyes! eyes! eyes!" Mom thought the Pom's owner was concerned about the focus of the child's excitement, but until that moment he didn't know that dogs have eyes. "This program is so helpful. I always feel better after our visit. Pediatrician is really good, but I don't see him often and I always think of questions after we leave. You bring so much information. I put the handouts in our baby's diaper bag and our sitter reads it. That makes me feel better, safer that she knows what's coming next and what to do with our baby all day since her own children are grown." First time mom of a darling 6 month old daughter. Since he was an infant, the signs of delays were present to PE. At 18 1/2 months, the Count Your Kid In team told mom he was "too young" to determine anything (aargh!) and at 29 months they suggested more eval. Newly 3 years old he is now in the handicapped preschool and doing so well. On exit visit he showed PE toys and named them for the first time. At Parent University he showed PE McGruff saying "Big Dog". The light is turned on now and hearing this little guy discover the power of language has been the thrill of my year. He was treating mom to classic 2 year old behavior, so I told her I'd read her a delightful piece about toddlers that she could post on the refrigerator, and I began to read the Toddler Property Laws out loud. At the end of each line I'd pause, turn to our toddler and he'd emphatically say "MINE!" (what a duet!) At a networking luncheon recently, I was seated at a table with

2 former PAT moms, one who'd moved out of the district and one whose very trying daughter had graduated at age three. Of course, we discussed PAT part of the time and there my PAT grad mom shared "my second one would have been an abused child if we hadn't had Parents As Teachers".

Family of 30 month old lost a baby last summer. I had offered info. from compassionate friends (thru MADIN). Never another word was said until this month....Mom had attended some meetings and was very helpful. They are now considering having another baby.

This is a story one of my parents told me after having a visit focused on language. I've been worried about his language. He has 3 cousins all within 6 mos. of each other. All are talking much more than him. We were all in the Van together and talking about the kids language. My Mother-in-law said, "The quiet ones are the smart ones. They are busy watching and thinking". There followed absolute silence. You know, I don't think she ever did realize what she did. I've been calling waiting list families in an effort to keep them interested. One family said up to even a month ago she would have still been interested (she's been waiting almost 18 mo.); but now, we're building a new house, both of us are working full time and there aren't any more minutes left in the day. Please remove our name.

One of my most observant set of parents confided their self-doubts when I was at their home this month. They had their daughter after 10 years of trying, needless to say she is much loved and a joy to be around. The child is at or above age level (did Denver last month) and the parents are great! I wish all my families were as serious in their role as parents and as aware of the responsibility equally with the playfulness and joy as these two.

Sixteen month old is learning song "If You're Happy". On 3rd verse when it came time to say , "Say all right" would raise hand and say "yea". One family I've been seeing for about 1 year. This 28 mo. child is uncontrollable for my entire visit unless he is watching a video. His brother is 7 mo. The parents are beside themselves and do not enjoy taking #1 son to public places. I have suggested everything I can think of, still nothing works. Some days I want to yell, "Help!", just like the parents. Dad is on shift work, mom's hours are not very regular, and at times she works 2 jobs. My personal/professional observation is that the entire family needs some developmental time together to deal with adult and child issues. One father told me his male friend yielded to his child to get out of safety car seat. A deer darted in front of car, man braked throwing child to floor. Now-always in seat belt. A mom said, "I'm not working Christmas job because child's health card is more important than gifts and husband has had a better financial year". Teen mom-trying to do chores around parents house and responsibly care for baby to keep things as harmonious as possible. Young mom lives with parents. Grandpa can't stand crying so she has to hold baby a lot. Bought car seat at Good-will store and there was no clasp on it. Teen mom moving out on her own. Discussion about safety at 7 mo. for second child. Did car seats as well. While checking car seats, 3 yr. old sibling took gas can from garage to drive way and was ready to "pour it on that bad guy". Teen mother successfully moved to her own apt. Is working with SRS for baby sitting \$ assistance. She graduated in May and is working. Her mother is pleased with how things are going...shows concern but gives hope. Gave name to PAT in area where she moved. One prospective parent was so laid back I could not get an enrollment...but when I needed to leave asked me to come back and enroll her. She wants to try it even though she has older children. She has worked at the school. A young man is dating a teen single mother whose baby is 5 mo. old. The baby was a month early and the young man was a preemie. He has talked to his mother about preemies, read a book relating to that topic and told me that he noticed that PAT is on the monthly agenda in his school district..even recognized the P.E.'s name! He was asking questions, seemed supportive and helped me in facilitating discussion about sleep habits, bottle in bed and pacifier. Her parents want this couple to get married. The teen mother is desiring to establish her own residence. I encouraged them to allow time for their relationship to develop naturally and discuss all aspects of marriage, value systems, beliefs, expectations. He related well to the baby. Young parents (teen) live with her mother. Enrollment visit Grandmother gone which gave me full attention for couple expecting twins any day. He's a senior, wants to graduate, works 2 days (2nd shift) and anticipates the birth of these baby girls, already named! Mother, a sophomore wants to return to school and graduate..may consider GED. Father will work full time after graduation. They have some goals. Want to move out on their own as soon as financially possible.

ected 18 car seats this month. Out of 28 car seats I quickly checked, only 1 had the harness in the correct top slots - 23 were not placed in car tightly and correctly - 2 had been recalled - 17 needed lock clip on seat belt. All were enlightened and said thank you for the facts. I will try to conduct lesson plans as soon as I receive all the information from Rhonda. Teen married mom with 2 children under the age of two. House is usually messy, but not dirty. P.E. noticed on last visit house dirty, smelly-children fussy and mom laughing too much. P.E. let mom talk, then asked her what was wrong-after a while mom broke down and cried for about 10 minutes. Mom is overwhelmed by all she has to do. Husband working until late. Mom has called since visit--doing better, and started working on a few of the goals we set. It's tough! Parent was very thankful for car seat information. Her child's car seat was on the list to be destroyed and mom thought child had been safe while riding in car for the past 8 months. At play time one 2 1/2 year old boy was comforted by another 2 1/2 year old boy (boy crying, didn't want to leave play time) all the mothers were surprised at the level of care children gave each other. These boys hadn't meet before nor their moms. At next Playtime they rode together. Mom's are starting a phone tree to remind those interested of Playtimes and Group Meetings. Mom told P.E. story of her child 28 mo. Mom feeling overwhelmed from moving into new home not completed yet. Mom sat down on floor and started to cry-28 mo. old child put arms around her and said "it's okay, I paint wall for you". Mom reported this helped her feel so much better and again how happy she was being a mommy.

My sister, who is an early childhood specialist, conducted a group meeting for me on spirited children. It was my most successful group meeting yet. I had 12 parents attend (during the middle of summer in a heat wave)! One of my parents whose child is 2 1/2 mo. said it prompted their 1st discussion on parenting between her husband and her. I had a lot of good feedback from all that attended. They felt it really helped them understand their "hard-to-handle" children and think of them in a more positive sense. During the group meeting, I went to check on the baby-sitters. Several of the infants (9-14 mos) were crying non-stop for no apparent reason. The baby-sitters asked me what they were doing wrong. I told them the infants were going through varying stages of stranger/separation anxiety. I stayed to help with the situation. One of the infants stopped crying as long as I stood (not sit) next to her. Several days later, one of the baby-sitters called me to ask me the name of why they were crying. She said she had been having nightmares about "Stranger what was that thing you said?" I enrolled a parent who participated in the teen PAT program last year at school. She asked if I would be having the Teen PAT this year at school. She said it really helped her last year. It made her feel a lot less isolated. One of the parents who came to my sleep group meeting called me at 8:15 one morning to tell me she was at her "wits-end." She had gotten up seven times the night before to give her 6 mo. old the pacifier because she was screaming. I told her to talk to her pediatrician, but if nothing wrong medically...she might have to let her cry it out...get support from her husband and try the procedures we discussed at our meeting. Several days later, I called her and she said it was much better. They took pacifier away and let her cry it out. The School Board thanked me for my services and my time in coming and updating them on PAT. I got a referral from the Campfire Girls leader on a woman who has a 7 year old, 2 yr. old and is expecting and plans to give this baby up for adoption. I will talk to the school counselor (my liaison) about the family before I contact her. On a visit, one of my teen mothers told me she is providing child care for a family (2 1/2 yr. old twins and 4 yr. old). The mother is an alcoholic, works 2 shifts, and frequently tries to pick up the children when she is drunk at 1:00 a.m. I advised her to call SRS and discuss the situation with them. I will try to contact the mother after my teen mom calls SRS-she is keeping me updated on the situation.

Visited a family that Janet Burns (previous district parent educator) had referred to Count Your Kid In Screening for speech problems. Family followed Janet's suggestion and child (who is now 4 years old) will be beginning speech therapy in the special Ed preschool this fall. Her hearing will also be more extensively tested. Another family I visited told me Janet Burns was concerned about their son's hearing. They took him to CYKI screening and went to the doctor. The child has now had tubes put in his ears and is enrolled in the special Ed preschool. (He has just turned 3.) Community coordinator for treatment center for troubled youth (St. Francis Academy) said she is very excited about PAT because this is the kind of program that will eventually put them out of business. When I brought a zip-lock book to show one family, the mother told me her baby-sitter had already made one for her baby. (The baby sitter is also in PAT with her little one.) It's nice to see our families sharing what they learn! Another experience they don't tell you about when you're hired for this job...A puppy deposited a "package" on my plastic tablecloth while we were finger painting on the floor.

I was starting to feel depressed and feared I was not cut out for this job. The parents were not really giving information and didn't seem to be welcoming. Then I went on one visit where the family seemed to just be

completely at ease and welcoming. In fact I had a hard time getting out of this house for my next visit. It really renewed my commitment.

As I went to leave a visit the 15 month old little girl took my hand and walked me to the door. Mom and Dad said, "She hasn't warmed up to anyone that fast in a long time".

On my first home visit it was with a newborn. The older brother had just exited from the PAT program. When I came I had him help me make the stable for his new brother. I asked him if he wanted to give the "man" a name. He immediately said his brother's name. I thought it was neat to see how he already was bonding with his brother. I had a visit with a family who has a 13 mo. old baby boy. He was a very happy child, but shy around me. One of the activities was to check on his pincer grasp. As soon as I pulled the cheerios out of the bag he came running over to me. After that I was his friend...as long as I had those cheerios. My visits to families have not always been what I had hoped. They are getting better. The other night I was going back to a family I had seen once before. The first visit had gone okay...but not what I would call great. When I came up the walk the little boy met me at the door yelling, "Mommy, Mommy, it's my special friend Debbie!" That really set the tone for the whole visit...we had a great time! It also really made me feel like I'm really doing something special. I went to a visit where I did not feel very welcome last time. This time the mother was receptive to me and the visit went well. I'm having problems with no shows and cancellations. I had 3 no shows and 6 cancellations. I hope this is only because of the holidays.

Family has older cousin staying with them this summer, 2 yr. old can now match all Power Ranger by color and "Zorde". Community collaboration, Banker referred a young family to PAT Program. Mother and child were enrolled in PAT but Dad had chosen not to participate in home visit when P.E. had suggested evening visits. Because of referral, mother reports dad starting to listen to information shared at home visit. Also PE is aware of child's behavior in public which mother had not shared with PE and child had not exhibited during home visits. So new discussions opened up. Seven month old who has never used a walker at home or at baby sitters, and who gets lots of floor time used his feet to hold toy like an extra pair of hands. PE offers 3 toys, he rolls on back puts one between feet, holds one in each hand to look at. Mom in labor digging through video cabinet. Dad asks what in world are you doing? Mom has to watch breastfeeding video one more time. Mom and Dad couldn't agree on boy's name. Baby due anytime. Mom reading list of new PAT enrollees listed in Newsletter and found a name they both liked and baby was a boy. Child referred to speech last month started with speech therapist is doing well. Five month old sitting up and pulling up in crib. Looks for toy under pillow. Nearly three year old asked dad for the cantaloupe. Dad couldn't figure out what child meant, child repeated he wanted the cantaloupe, you know dad, the cantaloupe with all the toys in it. (Translation: The Christmas toy catalog).

A single mom with a 4 1/2 month old baby who has spina-bifida performed CPR for approximately 10 min the other night after the baby went into cardiac arrest and convulsions. She performed CPR while on the phone with 911 and kept going until the ambulance arrived. Today this baby was smiling and interacting as usual...with no ill effects because of the presence of mind of this young mother. This same mother reported to me today that her SRS benefits and food stamps were drastically cut recently because this child is now receiving disability income. And yet she has an optimistic, warm outlook for the future-deeply attached to her baby-who has a life expectancy of 2-3 years. On a visit with a 15 year old single Mom, her mother told me that she was afraid her daughter would drop out of school. She then said "I really admire my daughter for all that she is trying to do for herself and her baby but I think she's going to be overwhelmed." The daughter and Mom both had tears in their eyes. The problems seemed to center around a very full school schedule as well as a part time job. We discussed priorities (the job will be the first thing to go) and then I met with the high school guidance counselor. He agreed that this 15 year old could go on a reduced schedule-get out of school an hour early each day and still have enough credits to graduate on schedule. Mom and daughter were both very appreciative. A mom of an 8 month old who was born 4 mo. prematurely told me that her son had recently been evaluated by a developmental doctor at K.U. Med center. He said the baby was doing better than any baby he had ever seen from a developmental standpoint. Mom credits PAT with helping her to know sequences of development to be looking for with her baby. I had an enrollment visit with a 21 month old child who has already been diagnosed as developmentally disabled and is receiving full SSI benefits. An older sibling is healthy but in talking with the mom I learned that both she and her husband were in Saudi Arabia during Desert Storm and received vaccinations for nerve gas that had not been FDA approved yet. I told her

a last month's LIFE magazine report on birth defects of children of Desert Storm vets and she was already aware that there could be some connection. I encouraged her to stay in touch with the Support Group that has formed in case there are any new developments that could affect benefits for her child in the future and she agreed.

My 26 mo. old son "knows" some of his colors - pink, red, yellow, green and blue - but he doesn't identify and "know" them by those names. He identifies and "knows" them as the names of the various Power Ranger action figures. He identifies and "knows" pink, for instance, as Kimberly. Any thing that is pink is to him Kimberly. A 30 month old boy who I suggested be seen by a specialist because of an apparent language delay and possible hearing disorder has been seen by many specialists. He now has tubes in his ears and is in speech therapy weekly. During a playtime, I taught a thirty-three month old boy to hold scissors correctly and snip. He had never held scissors before and rarely seen them used, per parent report. The mothers of a 24 mo. old boy and of a 12 mo. old boy both said to me, "I should be taking notes. You are giving me so much good information and so many good ideas I don't want to forget anything you say." I saw a 12 mo. old boy take his first steps at playtime and walk across the room for the first time on a p.v. During administration of DDSTII, P.E. Asked parents if child drinks from a cup. Parents reported a sippy cup. P.E. then asked if child had ever been given fluids in a regular cup or glass. Parents said no. Mom jumped up from chair, walked into kitchen, returned with a plastic cup 1/4 full of water and gave it to the child. He drank some, spilled none, and sat cup down on highchair tray. He picked it up a few seconds later. This time he held the cup with just one hand, his left hand, drank more, spilling none, and sat it down again. Mom and dad were totally elated and surprised. Neither one of them had ever thought to try giving him fluids in a regular cup or glass. As of late my 23 mo. old girl has an attitude, she's demanding and rude. "Give it to me" not "Can I have it please?" Is this normal or the result of experiences/treatment at daycare? When's the right time to introduce a child to scissors, scissor safety, and how to cut?

Mom of 1 mo. old is NICU nurse at Stormont-Vail in Topeka. Wondering what I would have to share with someone so well-trained in taking care of new born babies, I was apprehensive about our first visit after her baby was born. Her concerns centered around a very typical topic...sleep. Her baby is waking up to nurse in the middle of the night, but then wants to stay awake and interact for 2 hrs! She didn't know what to do. So we discussed some different strategies to help him go back to sleep after nursing.

The lesson I took to the home of a 16 month old was on parallel talk, labeling things so children learn the names of things for future use. The mom related that several months earlier she would say to her daughter "You'd better take care of your baby". Then mom would cover her mouth and make crying sounds. The day before our visit she said to her "You'd better take care of your baby". Then Malerie covered her mouth and make crying sounds. Mom was amazed that Malerie knew she made the crying sounds and that she remembered after several months and could imitate what her mom did. It was a wonderful illustration of what we were talking about. I had had concerns about a child due to exit this month because she seemed slow to expand her vocabulary and only used two or three word sentences, but when I went this last time to do her Denver she was using long sentences and lots of spontaneous verbalization. I was amazed but very pleased. Mom said it happened overnight and seemed to be in conjunction with her going to preschool. I talked to speech therapist that I made a referral to last month. She said the child has already made some improvement. They are working on a referral to ENT because she thinks his Eustachian tubes are plugged and he isn't hearing sounds correctly. One of my first families in Sabetha had a child with some severe developmental problems. They recently had another baby and it first seemed the baby was normal, but now the mom is picking up on some things that appear to be similar to the older child and the mom is devastated. One of my teen moms has a baby who is delayed in several areas. We talked about activities she could do with him and they also talked in class about things Becky could try. This month when we met for the home visit he had made significant improvement. She was so proud of him! Her teacher, school counselor and I all gave her a "pat on the back".

One of my teen moms has moved in with the father of her baby and it seems they are really trying to make it work. The dad came home about 45 minutes into a home visit. I intended to summarize for him what I had told the mom and leave somewhat on schedule. He however had different ideas and kept me there another 45 minutes with proud stories about his 4 1/2 month olds accomplishments-including the baby's first word-after discussing some questions he had. I was on my way feeling good about this young family's future difficult though it may be. On a visit to the home of a six month old, the parents had one pressing concern-their baby

"loves" the cat and has taken to chewing on it's tail. Their concern--could this hurt the baby; will she get hairballs. I advised that she probably won't get hairballs, but just the same it might be best to try to discourage the behavior (by controlling where the cat was allowed for now) for other health reasons. A family who has a special needs child expressed difficulty in wanting to continue special services from a hospital. Talking more about it they said "They keep telling us what he won't be able to do. You show us what he's doing instead of what he isn't. We want to treat him like an ordinary kid...give him what he needs like any other kid". This was a great testimony--helping me understand the power of dealing from a "strengths" perspective. I called to confirm an appointment at which I was going to do a screening. The mom remembered we were going to do the Denver before I ever mentioned it. She jokingly said "_____ 's been studying hard for this. He's even studying French...or at least that's what it sounds like. He knows just what he's saying but none of can understand a word!" What a great, cheerful way to see expressive babbling! After my observation with Lynne Ownes, she asked me to pass on her encouragement and thoughts about the strengths she saw in the family we visited. I called the family that night and knew immediately from mom's voice that the day had not gone well. We talked about what had been some discouraging events and with Mrs. Owen's message as an encouragement we were able to "reframe" some of the events of the day. It really struck me how a little encouragement (just a phone call) can really make a difference to my families.

One particular mom inspired my August group meeting topic "Parent Stress". She's trying to be "Supermom" and is getting really stressed. She's the mother of 2 boys-3 years, 1 1/2 years. At the beginning of the visit she said she and her husband were considering military school. They thought their sons were hard to control and acted unlike other boys their age. They were embarrassed to take them out to eat, grocery store, etc. I knew she was stressed out and felt like the boys were the ones in control, so I planned to do lessons on discipline. As we talked she realized she was on the right track. We used examples of the kids activities and talked about limits and following through. The parent stress group meetings enlightened me as to how stressed some parents are and what is causing their stress. Some of them I could tell by their visits that they were very stressed. Three told me they felt they were close to depression. That has really been concerning me so I've been trying to stay in touch with them. One little boy likes to take me to his room to play act time I visit. The car seat checks on visits have been so popular that I've gotten several calls to check other car seats against the recall list. One mom who was expecting her second any day called me and came over to my house on a Saturday night so I could help her with the new infant seat she bought. She was anxious to make sure she had it in correctly before the baby came. One family I see just found out that the mom and all 3 daughters have high cholesterol, 14 mo. 4 1/2 year and 7 years. The mom was looking for guidance as far as diet goes, the doctor told her to call the American Heart Association. She wanted more info. so I asked the county extension agent and she gave me a handout, but it was only for 7 years and up. Since we just had an inservice by Dr. Paula Peters who specializes in maternal, infant and toddler nutrition I got Dr. Peters phone # and passed it on to the mom. The inservice gave me another resource for information.

I have never seen so many stressed out moms than I have the last couple of months. They fall in all categories. I have tried to suggest o most to use the Parent Helpline when stressed out and to also take some time out for themselves. Some are extremely shy and nervous about joining a group or activity. Some can't afford the time of money for a baby-sitter. I don't think mom's 30-40 years ago were so stressed. I wish I could do something to help all of them...The moms I see that do not appear as stressed in their lives have their own outside interests and have a happy balance between work, family and themselves. I am glad that the mom's that are so stressed are admitting it. I've also tried to encourage the mom's to spend time playing with their children, taking time out to give them undivided attention.

While doing Denver on a young 2 yr. old who has a baby brother she was asked to "feed the baby". She took the bottle, shook it and handed it back to me saying "This bottle is empty?" One of my 2 yr. olds insisted I write her name--she proceeded to spell it for me (correctly, of course)! "S." who has three teen siblings, has such an advanced vocabulary for his 30 months. Comes up with these words..."Oh cool"..."That's so neat"..."Yes, of course I can!". One parent sent pictures of "jelly faced" (after eating a raspberry jam sandwich) toddler to grandparent. Grandparent immediately called to ask about condition of child; thought it was blood from an accident! Statement from an almost 3 yr. old after trying unsuccessfully to put her new boot on wrong foot: "I'm putting these boots up; I don't like them anymore!" Her voice rose dramatically as she stomped away carrying the boots.

t' and the 3 year old and 18 mo. old were buckled in and that her husband and her hadn't buckled up yet. Her 5 month old began grunting and whining and pointing to the area of the seat belt near her husband. Her husband put his seat belt on and then the 18 month old began pointing to his mom's seat belt and was quiet after she buckled up. I enrolled a family that has a stepson who had been enrolled in PAT with his mother. Now, when I serve this family I will get to see this little boy because he will be visiting his dad, stepmother, and stepbrother when I come to the house. A mother was explaining that her oldest son may not get to stay at the school he is at because kindergarten enrollment is half the size of the preschool. The mom then asked where my son was going to go and said she wanted to ask me questions about the school next time. The mom then stated that she respected my opinion. A dad told a story at a visit which was amusing. They were in Sam's Club and his son picked up a teddy bear and hugged it and stroked it. The next store they went to their son picked up a ball and hugged it and stroked it. The dad stated that he thought finally his son would like something other than balls, guess not. A mom stated she had been using distraction but wondered if that was really the best thing to do for her 8 month old. PE and Mom discussed discipline for various ages and then the mom said she felt good about using the distraction technique. A mom said that she is really struggling with finding a balance in discipline with her child and after discussing what she was currently doing, she came to the conclusion that she is on the right track. A family told me that the day after I brought information and discussed negativism at our previous visit their child started saying "no". At that visit, they couldn't really imagine their child saying "no" because she wasn't saying much but they stated that she says "no" to almost everything now. I went to the Governor's Conference on Child Abuse & Neglect and at the luncheon I sat near a woman who lives in Valley Falls. The woman and I began talking and she stated that both her daughters have children in the program and that she is a foster mom to a 1 year old. She asked if she could enroll the foster child and I said "yes" and gave her Cheryl R's phone #. A mom stated that she attended all seminars she received flyers on and wants to do all she can to support PAT. This mom also stated that her mom had taken her child to playgroup and the Grandma came back with new ideas and excited.

I enjoy visiting with families of all sizes, but I get excited when the parents of a 2 yr. old and a 6 mo. become aware of the differences in the 2 (same gender) children. In discussing the range of developmental growth with the baby, one parent may point out the older child may not have accomplished what the younger one has at an earlier age. They increase their observation skills with every visit. They know I will ask open ended questions and they usually are ready with a list, as if they are reading from a cue card, all that the child(ren) can do since last visit. My background as an Early Childhood Educator has enforced my philosophy that children learn through play incidentally. This is strengthened when I go on home visits when I know that a 2 1/2 year old has been going to a child care center since an infant. Knowing the child has an opportunity to use quality equipment for learning (puzzles, sand play, etc). I find it a challenge to bring an exciting "game" to the home using household objects for matching or using household tasks for learning such as matching socks or sorting colors. Over and over I see parents get excited by these games or opportunities to learn--they don't have to have expensive toys! Plus, it is something they have to do anyway (sort, fold clothes). As I was leaving a home visit, the mom (of 4 children) walked me to my car and said "Thank you so much, you always seem to know what I need when I need it". (Lesson was on Discipline-she felt empowered). On an enrollment visit, I was pleased to learn that the family had 3 children and mom had just quit teaching in elementary school. Her 3rd child was 9 months old (the other 2 were over 3 years of age). As I explained the program of PAT to her, she then began to explain why she thought the program was neat. She said she had told her husband that she was enrolling and he became concerned, asking if B (3rd child) made her feel incompetent or uneasy in any way. She told her husband no, but that what she had heard about PAT (friends are enrolled) and she wanted to make sure she had the opportunity to be informed about raising a child. She especially liked the activities to do at home. Because this job (which I love) required a "fragmented day." I work to put personal time aside when I am "on duty." Some may find this hard to do, but I am reminded of what Dr. T. Berry Brazelton said at the National PAT conference this year about burn-out: "All I have to do is look at the face of a newborn." I feel like that.....I am very aware how one's personal life can cross over to your job, but all I have to do is make eye contact with a baby or hear a 2 1/2 year old tell me something new about his life and then it falls into place! On a third home visit to a family with 4 boys (I am visiting the youngest at 9 months), I sensed a much more at ease mom because as I walked in the door she said "Guess what J. has been doing!" I thought to my self, "Yessss!" Because on my enrollment visit, mom informed me she already had someone who was "nosy" come to visit. I explained I was interested in J/s development and all the things he can do and how we were going to watch him develop. (I also found I was the 3rd agency to make periodic home visits to this family). So, this may not sound like much of a triumph but when mom had observed a step in development and shared it with

It is evident that mother and child are well bonded when I see the child crawl on the mother's lap and fall asleep sitting up even with the distraction of my presence. One mom has filed for divorce because of her husband's drinking too much. The child is throwing things all the time trying to get attention. A little boy held a mixer in his hand and made a motor sound that sounded just like the mixer if it were running. One mother who is home with her child all day expressed frustration because the child will tell dad when he has to go potty but not her. As I prepared to do the lesson plan using the memory game for a 26 month old child, I had reservations. My first visit with this child left me a little worried about his language development. Immediately upon arriving for the visit, I noticed that Adam's language had blossomed. His verbal vocabulary had grown tremendously and he was speaking in two word sentences. He named all the objects I brought for the game and was successful in naming the one I removed. He loved the game and giggled as we played. A mother who had a new baby is having a difficult time because her one year old would have nothing to do with her in the hospital and is now showing some resentment toward the baby.

Teenage mom reports that she made sock puppet for her daughter so she can help dust. "I think I read that idea in one of the handouts" she reported. I had 6 o'clock visit with another teen mom the day it was 104°. She didn't have any air conditioning, just one small fan. The lesson was on discipline. She reported that she was spanking but didn't like that her daughter was trying to hit her back! We talked a lot about other ways to redirect her daughter's behavior. Then I realized we needed to "back track" even more and talk about her expectations of normal behavior for a 2 yr. old. By the end of the hour I felt she had a better grasp of how spanking negatively effects her child. On a home visit to one of my teen mom's and her young husband-a brother's girlfriend was there and said she knew nothing about babies "Like how do you get them to stop crying?" Before I could say anything the parents jumped in and said "Oh, the best way is to sing to them. That always helps." The teen uncle of this family stopped me in the yard and told me about his new job and new girlfriend, and his plans for the future. The entire household and I had conversation about birth control and when was the right age to become parents because uncle and girlfriend had had a scare "when the raincoat broke" Also discussed sleeping routine and bottle mouth because I learned uncle takes baby to bed when he gets home from work at midnight! Parent reports idea for outside play , H2O and dishpan, "Really works and I can get things done". Mom share on second Home Visit that husband she was separated from grew up in an abusive home and that he would loose his temper..throw things, shake his finger/fist at her, push her against the wall...Mom was receptive to info. on WTC and other counseling. We are including flyer on Domestic Violence Awareness Month in Oct. mailings to all Lawrence PAT families and waiting list families. At my last visit with a family of 2 yr. old..the parents reported they were ready to "give up on parenting" because of biting. At October visit Mom reported that Dad had done what I suggested with biting and there had been no biting since. I asked what they did that I suggested, and they reported including 2 yr. old in comforting and consoling the big sister who she had been biting. Dad did just as I had suggested to help 2 yr. old see consequences of her actions. And she has never bitten again. So then mom summed up after at first giving me credit, "So, I guess it was just developmental." So I agreed developmental and Dad had taught her that her actions had truly hurt sister. It was interesting for me to sit in on Transition Meeting for 2 1/2 yr old from PAT family. It was reaffirming to hear Spec. Ed. Staff admit to being stumped on services for this child except all agree (except #497 school dist.) that child needs to be in classroom setting immediately. I was very proud of how mom conducted meeting...in sense of making her/their family's needs met. I felt that PAT /me gave her support to trust her intuition for what her child needed. So, although I wasn't able to provide "usual" HV dev. information, I feel very positive about supporting this mom in becoming her own or her child's advocate. I got her to think about 1) preschool placement 2) new pediatrician and 3) family advocacy. I ran into a teen mom who had been in the program the first year in Lawrence, at Checkers. She had a chaotic life and I had lost track of her after several moves. We chatted briefly. She has a new baby. And then she told me her little girl had been raped last year. She of course teared up. She says they are getting counseling and that her daughter goes to a preschool which has lots of children that have special needs. She says her daughter has lots of psychological problems now. This girl will be 4 years in Jan. What a tragic waste, she was such a bright sharp little girl.

A Mom asked if she should leave things out and just say "no" to her son and take him away instead of putting the things out of his reach. Then she stated that her mother had told her that she was giving in to her son by putting the things away and that she should leave some things out and say "no". Mom and I discussed the continual conflict of leaving things out and the need for a child proof environment. Then the mom said that she felt reassured that she was doing the right thing by putting things away. A mom stated that the family was in

1 citedly, I knew I had developed a good relationship with the family working on their strengths!

One of my previous families (Troy) sent a thank-you note to the Lecompton office. It was a family I hated to leave. One of the little girls (2 1/2 yrs.) that is usually stand-offish about our visits cried when I left this week. This month I screened (Denver II) a child who at 24 mo. was right on target. Last year at this time she was delayed in 3 or 4 areas even with her age line adjusted for 6 wk. prematurity. I was excited to see that she had come so far in 1 short year. I enrolled a new family. Daughter had special needs. Mom was so dedicated to the physical therapy, etc. that had been prescribed. She spoke of how lucky she was that her child's conditions were treatable/manageable. She saw her child's ability and was thrilled at how well she was doing. I screened a 12 mo. old this month who was born with multiple disabilities. She came up normal in 3 of 4 areas and her delay in gross motor has improved greatly. (Her father drove here from Wichita to be present for the screening.) We were all so proud of her! The same family who asked me for nutrition guidelines (question VI), later called to tell me that their child was getting plenty to eat - they discovered they were expecting her to eat way more than what was normal for her age.

One mother has a 10 month old daughter and is very eager to meet other mothers. She works long hours in another city and knows one other mother in town. She is eager to attend evening playgroups. One father was shy about talking to me because English is an emerging skill for him, but with his son cuddled in his arms, the father began to speak more eloquently and with greater confidence as he told me about all the wonderful things his son could do. Mother is concerned about son's possible language delay. She told me she had talked to the Speech Therapist at the school where she works, then told the therapist "I'll just see what my Parents As Teachers person has to say". Together we worked out a plan for screening which concurs with the therapists in put, but which the mother feels meets her family's needs and which is largely her own idea. Mom to be who describes herself as "caught between the student world and the locals" was full of questions for me about the practical side of parenting, eg: how to wash cloth diapers and use a breastpump. At the end of our visit she sighed and said that books are helpful but that it's great to talk to a "real Mom". I finally got to do a home visit with a ten mom who has a history of no shows and cancellations with us. She has two children under 2 and they are cheerful, alert, friendly. We had a good first visit talking about what the children are learning and doing as well as strengths of this mom as she parents them. When I was leaving she said that she was glad that I could come back anytime. A mother told me a good example of a 26 month old's concrete thinking; she had cut in half a vitamin shaped like a fish. When he looked at the half which she had given him, he asked "what's this?" She explained about having to cut the vitamin because it was too big, and that it was a fish shape so half of it was mostly the head..and he said "No momma-it triangle". And he was right. I visited parents of a five month old boy, and was barely in the door when the mother said that she had been eagerly awaiting my arrival because her son was doing so many new and exciting things and she knew I would be an appreciative audience. We marveled over his new skills-together affirming the parent-child relationship and drawing connections between his current skills and the ones yet to come. I think I smiled the entire time. I see a family in which the mother was battered by her ex-husband who is her son's father. Her son is now 2 and showing signs of atypical aggression towards her, and peers at daycare. The mother is concerned about the son becoming violently aggressive like his father. It is a complex family situation as the mother continues to have a relationship with the father. I have done a home visit accompanied by an ICC staff who is also involved in assessing the family. It is a discouraging picture of the cycle of violence, but it is also gratifying to be involved in altering that cycle.



Schools for Quality Education

Bluemont Hall Manhattan, KS 66506 (913) 532-5886

February 14, 1996

TO: HOUSE TAXATION COMMITTEE

SUBJECT: HB 2822--School districts, early childhood programs
FROM SHCOOLS FOR QUALITY EDUCATION

Mr. Chairman and Members of the Committee:

I am Jacque Oakes representing Schools For Quality Education, an organization of 105 small school districts.

We are submitting written testimony in favor of HB 2822 which would make possible grant money for early childhood programs.

When you consider all of the possibilities of good use that this bill would create, it would make significant additions to school districts across the state.

Presently, there are twenty-two small school districts that provide all day kindergarten every day or every other day. This bill could allow for the expansion of all day kindergarten to other districts.

The Parent Education program has been a very valuable tool as part of an early childhood solution. We understand that there is a waiting list of applications of schools who could not be served. The State Department of Education recommended a budget increase in this area, but so far in the process it has not been given that increase.

It has been proven that help given early to young children will either prevent or certainly lessen problems that could later be harder to cure and also escalate into more money being spent.

We would appreciate your support for HB 2822. Thank you for your time and your serious consideration.

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2-15-96
Attachment 7-1

"Rural is Quality"



MEMBERSHIP ROSTER**



NORTHEAST REGION

221 North Central-Haddam
 222 Washington
 223 Barnes
 224 Clifton-Clyde
 321 Kaw Valley
 329 Mill Creek Valley-Alma
 339 Jefferson County
 378 Riley County
 384 Blue Valley
 393 Solomon
 *415 Hiawatha
 430 South Brown County
 498 Valley Heights

SOUTHEAST REGION

244 Burlington
 245 LeRoy-Gridley
 247 Cherokee
 252 Southern Lyon County
 256 Marmaton Valley
 258 Humboldt
 284 Chase County
 286 Chautauqua Co.-Sedan
 287 West Franklin
 289 Wellsville
 *344 Pleasanton
 *346 Jayhawk
 362 Prairie View
 366 Yates Center
 387 Altoona-Midway
 390 Hamilton
 397 Centre
 398 Peabody-Burns
 411 Goessel
 *421 Lyndon
 *461 Neodesha
 462 Central
 471 Dexter
 479 Crest-Kincaid
 *493 Columbus
 508 Baxter Springs

NORTH CENTRAL REGION

104 White Rock-Esbon
 240 Twin Valley
 269 Palco
 270 Plainville
 *272 Waconda
 273 Beloit
 278 Mankato
 *279 Jewell
 *306 Southeast of Saline
 307 Ell-Saline
 311 Pretty Prairie
 324 Eastern Heights
 *325 Phillipsburg
 326 Logan
 395 LaCrosse
 403 Otis-Bison

SOUTH CENTRAL REGION

254 Barber County
 255 South Barber
 300 Commanche County
 332 Cunningham
 347 Kinsley-Offerle
 354 Claffin
 355 Ellinwood
 358 Oxford
 359 Argonia
 376 Sterling
 423 Moundridge
 424 Mullinville
 438 Skyline
 496 Pawnee Heights
 509 South Haven
 511 Attica

NORTHWEST REGION

212 Northern Valley
 241 Wallace County
 242 Weskan
 274 Oakley
 275 Triplains-Winona
 280 West Graham-Morland
 291 Grinnell
 292 Wheatland
 293 Quinter
 294 Oberlin
 302 Smoky Hill-Ransom
 304 Bazine
 314 Brewster
 316 Golden Plains
 318 Atwood
 467 Leoti
 468 Healy

SOUTHWEST REGION

209 Moscow
 210 Hugoton
 214 Ulysses
 217 Rolla
 218 Elkhart
 219 Minneola
 220 Ashland
 225 Fowler
 228 Hanston
 *374 Sublette
 381 Spearville
 452 Stanton
 459 Bucklin
 476 Copeland
 477 Ingalls
 494 Syracuse
 507 Satanta

*Denotes new members

**Current as of January 30, 1996

For more information contact:

Schools for Quality Education Inc.

124 Bluemont Hall

Kansas State University

Manhattan, KS 66506

(913)532-5886.

Legislative Hearing Testimony
In Support of Tax Bill 2822
February 14, 1995

Committee Members:

I apologize for not being here in person to deliver this information but am thankful for the opportunity to respond to the issues.

My name is Cassandra Elsworth and I am the PAT Coordinator for the 41 districts that make up the Southeast Kansas Education Service Center Parents As Teachers Consortium. I have been a Parent Educator for eight years, beginning with the State Pilot project in 1988.

One common comment that I hear over and over and over from families who are enrolled in Parents As Teachers is "don't leave me." "Just because my child has turned three does not mean that I no longer need or want developmental information." Parents are expressing their desire for seamless service. A service that provides parents of young children with parent education information and child development from the time a child is born and with as much importance as looking at the kindergarten child coming through the door and the high school student graduating.

As I examine options for a parent of a three-year-old, currently there is little to offer them. If they are fortunate to have a child without special needs, there is no Special Education Services available to them.

If the family meets low income guidelines, yes, there might be Head Start in their area, however, reality shows us that one, Head Start is not everywhere in Kansas and two, three-year-olds are rarely accepted due to lack of vacancies.

Is private preschool an option? Yes, many families choose to send their child to preschool. In fact, we are seeing some children who are receiving three years of preschool services before entering the public school system. One can only hope that the preschool would be one considered developmentally appropriate.

And then we have the majority of our families, those who receive no information, no service, and no help in doing the hardest job on earth — parenting.

Schools spend a great deal of time and effort trying to increase parental involvement. Here is the perfect opportunity to continue to provide parents with education about how young children grow and develop while at the same time, school districts can continue to build upon their role of establishing early partnerships with parents.

Because the members of my consortium felt so strongly about not leaving parents "hanging" at age three, we were successful in writing and receiving an Early Childhood Excellence Grant. That funding allowed us to write two developmentally appropriate hands-on activity guides for parents and child care providers and these materials have been well received. Our goal was to get something in the hands of parents to help fill the gap between age three and public education. Is it as good as hands-on or one-on-one opportunities to share information with parents? The answer is no. Is it as good as providing with immediate positive feedback to their important role as their child's first teacher? The answer is no.

Parents want information. Information is already developed. Our only stumbling block: how do we fund the avenue to get the information to them?

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In regard to making the dollar match easier for schools, I can only apply it to the program I coordinate. Currently our consortium of 41 districts provides services to 944 children consecutively. If the local match was decreased to 40 percent, without school districts spending any additional money on PAT, we could increase our service delivery tomorrow by 136 children.

Would the 60/40 match make it financially feasible for new districts to offer Parents As Teachers? I'm not sure but would certainly like the opportunity to find out.

Thank you.

Submitted by
Cassandra Elsworth
PAT Coordinator
Southeast Education Service Center
Greenbush, Kansas

State of Kansas

Bill Graves



Governor

Department of Health and Environment

James J. O'Connell, Secretary

TESTIMONY

PRESENTED TO

THE HOUSE COMMITTEE ON TAXATION

BY

THE KANSAS DEPARTMENT OF HEALTH AND ENVIRONMENT

HOUSE BILL 2822

This bill authorizes school boards of education of any school district to develop and operate early childhood education programs for preschool age children 3 years of age and older to maximize the readiness of such children for successful participation in school at the first grade level and beyond. It further authorizes the school boards to enter into cooperative or inter-local agreements with other boards for this purpose or contract with any public or private agency or institution, whether located within or outside the state, for the provision of services which are appropriate to an early childhood education program and to apply for grants of state moneys to supplement the development and operation of early childhood education programs. It further authorizes a tax increase to raise revenues for the funding of early childhood education programs by imposing an excise tax in the amount of 2% of the gross receipts from cable, community antennae and other subscriber radio and television services. The funding will go to establish a school district early childhood education incentive fund.

The provision of early childhood education and the socialization needed to be successful at school entry is currently provided in the private sector. Preschools operate two to three hours sessions a few days a week for children 3 to 5 years of age. Child Care Centers provide full day care for this age group and provide a preschool curriculum as a component of the child care program. Many preschools and child care centers work with local school districts around school readiness issues.

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The Kansas Department of Health and Environment is the agency responsible for establishing minimum standards for these programs to operate. There are currently 362 preschools and over 900 child care centers serving children by providing early childhood education programs. Private preschools and child care centers currently have the capacity to serve 21,000 three and four year old children at any one time. With turn over and part time attendance it is estimated that 35,000 three and four year old preschoolers are provided with early childhood education and socialization in these settings. This is approximately 45% of the three and four year olds in the state (using 1990 census data).

In addition to child care centers and preschools day care homes have the capacity to serve approximately 29,000 three and four year old children at any one time. These homes give children informal early childhood education and socialization opportunities by providing activities and materials which support learning and school readiness.

The main concern for KDHE is understanding the impact this bill will have on the existing system for the provision of early childhood education and the regulation of these programs.

Clarity is needed to more concretely identify the how early childhood education programs are similar or different from other child care facilities, such as preschools and child care centers.

K.S.A. 72-8236 already gives school districts the authority to operate child care facilities for children three years of age and older. Given that the school district has the authority to serve this population and that KDHE is responsible for establishing standards for child care facilities, the provisions in Sections 2 (a)(1)(2)(3) and Section 3 (a)(1) and (3) as written appear to duplicate authority found in other statutes. Clarity is needed to identify the State Board of Education's role in establishing standards and criteria for reviewing, evaluating and approving early childhood education programs (Page 2 line 10, 11 and 15). Are these standards and criteria funding requirements, educational requirements, minimum requirements to operate regardless of the funding source?

One of the consequences of this bill may be the movement of the provision of early childhood education from the private sector to the public sector.

Positive quality early childhood experiences are linked to success in school and productive adults. The kind of programs designed for preschool age children and the quality of those programs will impact children and their families for a lifetime.

KDHE believes passage of this bill has potential major ramifications and requires significant more study before a recommendation can be made.

Presented by: Christine Ross-Baze, Director
Child Care Licensing and Registration
Bureau of Adult and Child Care

Date: February 14, 1996

TESTIMONY PRESENTED TO
HOUSE TAXATION COMMITTEE
JANUARY 15, 1996

RE: HB2822

By: Rebecca Rice
Kansas Cable Telecommunications Association

Mr. Chairman and members of the committee, my name is Rebecca Rice and I am legislative counsel for the Kansas Cable Telecommunications Association. The KCTA appears in opposition to HB2822 which levies a special tax against the cable industry for the purpose of funding an "early childhood education program". We are not appearing in opposition to the concept of early childhood education programs and have no position regarding that concept. We appear only in opposition to the proposed funding of the program.

We are surprised that the education establishment would target our industry for an exclusive and therefore punitive tax. We were under the impression that we had a good relationship with the education establishment. We believe we have been very generous in giving to education without mandate, requirement or coercion so you can understand our surprise at legislation creating a *cable tax*.

In Kansas, cable operators have invested heavily in education. Seventy-three percent of all K-12 schools in Kansas, housing eighty-three percent of all K-12 students in the state, have a broadband cable television connection. These facilities have been **installed free of charge**. In addition, the cable connection provides the schools, teachers and students with access to **free basic cable television service** and more than 525 hours of special, commercial free, copyright cleared, educational programming each month. The programming is provided as a public service by local cable operators and national cable programmers through an industry consortium known as *Cable in the Classroom*. *Cable in the Classroom* has been described as the largest public/private initiative in the country. The costs last year to cable programmers and companies, nationwide, was approximately \$580 million.

Cable in the Classroom also publishes a monthly magazine providing detailed listings of educational programming, information on copyright clearance, and support materials such as lesson plans and related video programs. The magazine is often donated to participating schools by local cable operators. In Salina, the cable system has provided the school district a fiber optic institutional loop for administration purposes. Of all Kansas telecommunications providers, local cable television systems have invested the most in education.

Due to our extensive, voluntary investment in education we remain surprised that the educators in this state would now request a special *cable-specific tax* to fund a program which we have not been able to determine has any connection or root cause in cable telecommunications. This is a time of extraordinary change in our industry. Therefore, it seems an odd time for education to ask for a punitive tax on our product just as we are planning to enter a new era of telecommunications which promises to be fiercely competitive.

Yes, this tax can be passed through to cable customers under the rate regulations established by the 1992 Cable Act. Customers would see a line item on their bill for this excise tax. A possible result is that customers may more seriously consider the option of choosing to subscribe to a DBS service such as DirecTV or Prime Star, which pays no local franchise fees or taxes and provides no local programming.

Mr. Chairman and members of the committee, we request you reject the funding mechanism for this program.

Thank you, Mr. Chairman. I would be happy to answer any questions.

House Taxation
2-15-96
Attachment 10

DEE YOH
REPRESENTATIVE, SECOND DISTRICT
2802 E. 12TH
PITTSBURG, KANSAS 66762



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
GOVERNMENTAL ORGANIZATION AND ELECTIONS
HEALTH AND HUMAN SERVICES
JUDICIARY

STATE CAPITOL
RM 174-W
TOPEKA, KANSAS 66612-1504
913-296-7655

Re: HB2911

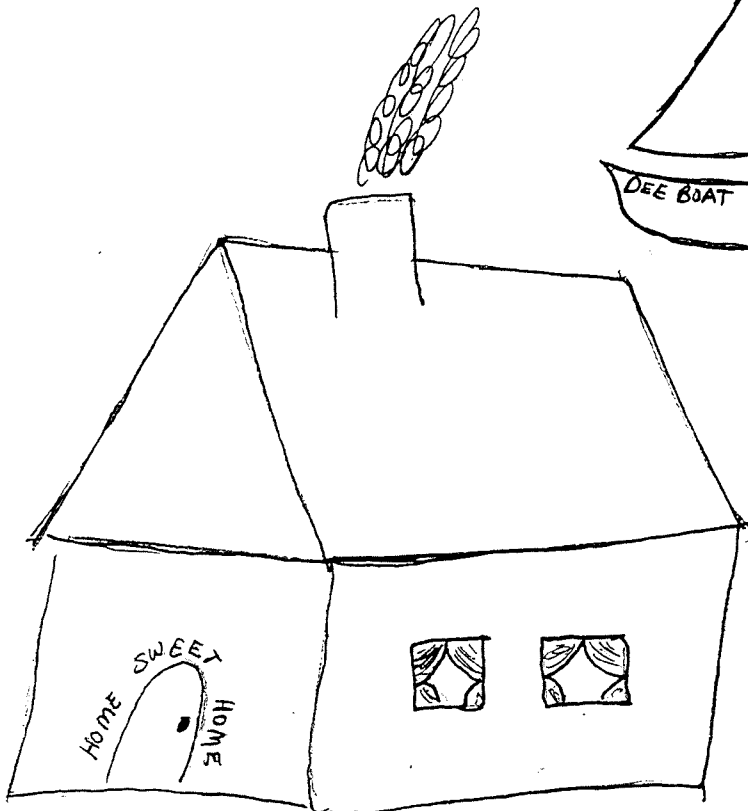
Thank you for the opportunity to appear before you for the opportunity to appear before you today on behalf of HB 2911.

Why is it necessary to change the taxing procedure on vessels in Kansas? Because Kansas taxpayers should not be paying property tax on property they do not own.

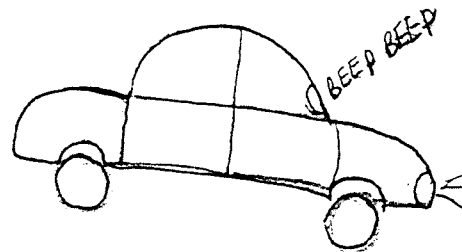
Sesame street example:

"Which one of these is not like the other,
which one of these just doesn't belong,
which one of these is not like the other.
one of these doesn't belong!"

(ad lib testimony to follow)



(not drawn to scale!)



House Taxation
2-15-96
Attachment 11

House Bill No. 2911

February 15, 1996

Thank you for the opportunity to testify on behalf of House Bill No. 2911. In March of 1995, I had the opportunity to sell a 15 foot fish and ski boat. I did and thought no more about it.

In December of 1995, when my personal property taxes were due, I received a statement for the amount of one year's tax assessment on the boat. I took the statement to the Crawford County Treasurer's office and asked that the boat's assessment be removed from my statement since I did not own the boat for the entire year and did not feel I should pay an entire year's worth of tax. I was told if I owned the boat on January first, then an entire year's assessment was due. I was advised to talk to the county appraiser if I had any questions.

The Crawford County Appraiser office told me the same thing. The appraiser stated that boats are not like cars which could be prorated and in fact no matter how long after the first of January a boat was owned, the owner must pay for an entire year.

I have never understood the need to assess a personal property tax on pleasure boats. If a person decides to invest in a watercraft as their form of recreation, why should they be taxed at a higher rate when other recreational pursuits, with equal investments, are not. The boat registration tax, tax on marine fuel, and excise taxes go to cover associated costs the state may have incurred with boat operation or enforcement. The boat trailer tag fee is assessed if the craft in question is heavy enough to cause wear to the road it travels. In this day when we are reducing the property tax on vehicles and RVs, it is time to do the same with boats.

In any case, at a minimum, I ask consideration be given to proration of the personal property tax on boats. This would be much fairer than the current situation. I further ask that consideration be given to removal of the tax altogether. Boaters should not be taxed disproportionately to other recreationalists.

Thank you.

David M. Goble
411 N. Neil
Farlington, Ks. 66734

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2-15-96
Attachment 12