

MINUTES OF THE MEETING
EDUCATION AND CULTURAL RESOURCES COMMITTEE
50TH LEGISLATIVE SESSION
HOUSE OF REPRESENTATIVES

The tenth meeting of the Education and Cultural Resources Committee was called to order by Chairman Jack Sands, on February 4, 1987, at 1:00 p.m. in Room 312-D of the State Capitol.

ROLL CALL: All members of the committee were present.

CONSIDERATION OF HOUSE BILL NO. 477:

REP. BUDD GOULD, House District No. 61, sponsor of the bill, stated the bill was introduced at the request of a constituent. He said the bill was an act conditioning the receipt of state funds by school districts on the establishment of minimum grade requirements for participation in extracurricular activities. He concluded by saying he thought the bill would force the schools in the State of Montana to do a better job of educating the children of the state. We need to have a stronger emphasis on education and less of an emphasis of getting kids into athletics.

PROPONENTS:

JOHN WASHBURN, Missoula, stated he thought the kids need to be better motivated in school to get better grades if they want to participate in extra-curricular activities.

OPPONENTS:

BRUCE MOERER, representing the Montana School Boards Association, stated he felt this type of a decision should be within the discretion of the local school board and should not be mandated by the state.

DON WALDRON, representing the School Administrators of Montana, stated he opposed the bill for the same reason the school board had just stated.

QUESTIONS FROM THE COMMITTEE:

REP. NELSON asked Mr. Washburn: on page 2, lines 18 and 19 the bill refers to not producing credit towards graduation and it lists band, choir and drama. Why are those subjects listed when in fact there is credit awarded for them towards graduation. Mr. Washburn stated that wasn't the way he had proposed the bill. REP. NELSON, inquired of REP. GOULD if he knew why those subjects were included in the bill. REP. GOULD replied that he had given it to the legislative council just as Mr. Washburn had given it to him and that is

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the way they wrote it up. He noted this would be his closing statement as he had two other committee hearings he had to attend.

CONSIDERATION OF HOUSE BILL NO. 511:

REP. JERRY DRISCOLL, House District No. 92, sponsor of the bill, stated that HB # 511 would lower the age for special education for handicapped people from age 6 to age 3, which will be mandated by the federal government by Sept. 1, 1990.

PROPONENTS:

KATHY KELKER, Billings, pointed out the committee members had a packet of information with a golden rod cover that she would be referring to during her presentation, see EXHIBIT # 1. As Rep. Driscoll has explained, HB # 511 simply changes the ages that are currently covered by our special education law in Montana. It moves the age from 6 down to 3 years and also has an effective date of Sept. 1, 1990. She said this would comply with the federal legislation, which is public law 99-457. She then reviewed her information packet in detail.

REP. LES KITSELMAN, spoke as the father of a young son who was benefiting from the early intervention program. He spoke in strong support of the program.

PAULA DARKO, House District No. 2, spoke in support of the bill, both as a teacher and as the aunt of a handicapped child.

HELEN VOLDEN, Montana Congress of Parents and Teachers Association Legislative Coordinator, read her prepared statement, see EXHIBIT # 2.

MARILYN PIERSON, OPI, Department of Educational Services, read a statement prepared by Gail Gray, Director of Special Education, see EXHIBIT # 3, in support of the bill.

SUSAN DUFFY, mother of Keough Duffy, Missoula, stated she was proud to watch Congressman Pat Williams pass the federal legislation on the floor of the House and dedicate it to her daughter. She explained she has a six year old daughter who has downs syndrome who is able to attend a regular kindergarten and is a success because she had early intervention training.

SUSAN KAPHAMMER-MYERS, Stevensville high school librarian, read her prepared statement in support of HB # 511, see

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EXHIBIT # 4.

BOB LOCKHART, school trustee from Great Falls, and a parent of a disabled child, rose in strong support of the bill.

DEANNA BATTISTOLI, parent of a special child. She said if her two year old son, Terry is able to get services for the next three years she believes he will be able to be mainstreamed.

JOAN REBICH, Chairman of the committee for emotionally disturbed children, stated over the last five years the committee has worked regularly to promote the needs of emotionally disturbed children and one of the recommendations for treatment and help for those children in the State of Montana is that of early intervention.

DEBBIE WILLIAMS, Bridger, said she had a deaf son who is nine year old and at the top of his class because he was able to start a preschool at three years. She supports HB # 511.

CHAIRMAN SANDS then inquired how many witnesses there were to testify in support of HB # 511. There were several more who wished to testify. He then noted that the committee had to go into session at 3 p.m. so he would continue the testimony from proponets for fifteen minutes more.

MARY MC WHORTER, Helena, said she also has a five year old daughter with downs syndrome and has been fortunate enough to have the services of a special ed preschool since the age of three. She supports the bill.

RAY BECK, Director of Special Education for the Great Falls public schools, rose in support of the bill.

JIM FOSTER, Superintendent of Schools in Chester, rose in support of the legislation.

VIRGINIA DE LAND, Missoula, President of the Parent Teachers Support Group for Special Education at Sentinel High School, and also the parent of a developmentally disabled young adult. A copy of her testimony is attached as EXHIBIT # 5.

JIM MC GRATH, Missoula, the parent of two adopted sons who have downs syndrome, supported the legislation.

WAYNE VRONA, Preschool teacher for handicapped children for thirteen years, submitted a prepared statement, see EXHIBIT # 6.

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TERRY MINNOW, representing the Montana Federation of Teachers, stated she was proud to rise in support of HB # 511.

ERIC FEAVER, President, Montana Education Association, stated the MEA supports HB # 511 and in due course he would be happy to show the committee how to pay for it.

BRUCE MOERER, representing the Montana School Boards Association, rose in support of the bill. He called attention to the first two assumptions on the fiscal note; 1) that the federal funds will be appropriated at the level now anticipated; and 2) that the local program costs will not be in excess of federal funding. He requested the committee to consider an amendment that the state would guarantee funding would be available for this program in the event that the federal funds are not available.

CHAIRMAN SANDS asked for further proponents to stand - a large number of witnesses stood.

QUESTIONS FROM THE COMMITTEE:

In response to a question from REP. HARRINGTON, REP. DRISCOLL stated he had called Congressman Pat William's office today and been assured that the federal funding was appropriated.

REP. EUDAILY referred to page 2, line 6, where the bill says between the ages of 3 and 6 inclusive, and asked if that shouldn't be changed to read between the ages of 3 and 5 inclusive, since 6 year olds are already mandated for special ed.

A lengthy discussion was held regarding funding for the program.

REP. DRISCOLL stated he would save his closing statements for the House floor.

CONSIDERATION OF HOUSE BILL NO. 303:

REP. DAVE BROWN, House District No. 72, sponsor of the bill, said it would provide that first class school districts would have mandated kindergartens. He urged support of the bill.

PROPOSERS:

ERIC FEAVER, President, Montana Education Association, stated he firmly believes that kindergarten is a public education responsibility and should be afforded to all children

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in the state. He noted that 95% of the children in the state do have access to kindergarten.

TERRY MINNOW, representing the Montana Teachers Federation, rose in support of HB # 303. She stated that kindergarten education is extremely cost effective education.

JILL SAUER, Teacher, Bozeman, rose in support of HB # 303.

REP. WILLIAMS stated he supported the bill two years ago and he supports it this session also.

OPPCONENTS:

DON WALDRON, representing the School Administrators of Montana, said he was embarrassed to talk against a bill that REP. WILLIAMS had cosponsored. He stated he beleived in kindergartens, but had a problem with mandating it when the state is in the economic situation it faces right now.

BRUCE MOERER, representing the Montana School Boards Association, said he opposed the bill. He noted he was not opposed to kindergartens, but since all of the first class districts already have kindergartens he was opposed to mandating it. He said if the fear was that kindergartens would be taken away by the budget crunch that the trustees will need the discretion at the local level to determine what they will do about their own particular budget problems.

CAROL PLYMALE, Townsend, stated she was opposed to educating her child at the early age of five years. She said that some psychologists and pediatricians report emotional stress and behavior problems among children who have been pushed too hard academically by parents and teachers. She pointed out that although she was in a minority, she did want the committee to be aware that there are those who oppose the early education at age 5.

QUESTIONS FROM THE COMMITTEE:

In response to a question by REP. SWYSGOOD, REP. BROWN explained he was only mandating kindergarten in first class school districts because it would cause some problems in that 5% in the 2nd and 3rd class districts due to small classrooms, limited teachers and small budgets.

IN response to REP. SWYSGOOD'S question concerning a constitutional conflict, REP. BROWN stated there is no constitutional conflict at all. There is a permissive statute now

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that allows ANB monies to any district that may have a kindergarten and there are 16 class one districts, they all have kindergartens; 100 class two districts, 81 of those have kindergartens; 268 class three districts, 194 of those have kindergartens, and they are all getting ANB money.

REP. BROWN closed by expressing his concern that when administrators and school boards put together a budget and put it on the ballot, it would be easy to cut out the kindergarten programs.

EXECUTIVE SESSION:

ACTION ON HOUSE BILL NO. 263:

REP. EUDAILY moved DO PASS on HB # 263. CHAIRMAN SANDS called for discussion. The question was called, the motion CARRIED with REPS. THOMAS AND SANDS voting no.

ACTION ON HOUSE BILL NO. 237:

CHAIRMAN SANDS noted there was a statement of intent. REP. LORY moved that HB # 237 DO NOT PASS, the question was called the motion CARRIED with REPS. DAILY, HARRINGTON, KENNERLY, MERCER and PHILLIPS voting no.

ACTION ON HOUSE BILL NO. 477:

REP. HARRINGTON moved DO NOT PASS on HB # 477, motion CARRIED with REP. DAILY voting no.

ADJOURNMENT: There being no further business to come before the committee the meeting adjourned at 2:50 p.m.

Jack Sands

REP. JACK SANDS, CHAIRMAN

DAILY ROLL CALL

EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date FEB 4, 1987

NAME	PRESENT	ABSENT	EXCUSED
REP. JACK SANDS, CHAIRMAN	✓		
REP. RICHARD NELSON, VICE CHRMN.	✓		
REP. FRITZ DAILY	✓		
REP. RALPH EUDAILY	✓		
REP. WILLIAM GLASER	✓		
REP. DAN HARRINGTON	✓		
REP. NANCY KEENAN	✓		
REP. ROLAND KENNERLY	✓		
REP. EARL LORY	✓		
REP. JOHN MERCER	✓		
REP. GERALD NISBET	✓		
REP. JOHN PHILLIPS	✓		
REP. TED SCHYE	✓		
REP. BARRY STANG	✓		
REP. TONIA STRATFORD	✓		
REP. CHARLES SWYSGOOD	✓		
REP. FRED THOMAS	✓		
REP. MEL WILLIAMS	✓		

STANDING COMMITTEE REPORT

FEBRUARY 4, 19 87

Mr. Speaker: We, the committee on EDUCATION AND CULTURAL RESOURCES

report HOUSE BILL NO. 237

do pass
 do not pass

be concurred in
 be not concurred in

as amended
 statement of intent attached

REP. JACK SANDS,

Chairman

PROHIBIT SCHOOL FROM CONDUCTING PUPIL DAY BEFORE LABOR DAY

STATEMENT OF INTENT ATTACHED

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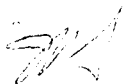
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FEBRUARY 4,

19 97

STATEMENT OF INTENT FOR HB # 237

Section 2 of the bill requires the board of public education to adopt rules prescribing when a school district may conduct pupil-instruction days prior to Labor Day and prescribing the approval procedure for such days. The legislature intends the board of public education to adopt rules that include but are not limited to: (1) the permissible special circumstances for conducting school before Labor Day; (2) dates for and manner of submitting approval requests; and (3) responsibilities of the superintendent of public instruction within the approval procedure.



ROLL CALL VOTE

EDUCATION AND CULTURAL RESOURCES

COMMITTEE

DATE FEB. 4, 1987 BILL NO. HB # 237

NUMBER 1

NAME	AYE	NAY
REP. JACK SANDS, CHAIRMAN	✓	
REP. RICHARD NELSON, VICE CHAIRMAN	✓	
REP. FRITZ DAILY		✓
REP. RALPH FUDALLY	✓	
REP. WILLIAM GLASER	✓	
REP. DAN HARRINGTON		✓
REP. NANCY KEENAN	✓	
REP. ROLAND KENNERLY		✓
REP. EARL LORY	✓	
REP. JOHN MERCER		✓
REP. GERALD NISBET	✓	
REP. JOHN PHILLIPS		✓
REP. TED SCHYE	✓	
REP. BARRY STANG	✓	
REP. TONIA STRATFORD	✓	
REP. CHARLES SWYSGOOD	✓	
REP. FRED THOMAS	✓	
REP. MEL WILLIAMS	✓	

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[Signature]
Secretary

[Signature]
Chairman

MOTION: REP. LORY moved DO NOT PASS - the motion CARRIED

with 13 favorable votes and 5 opposing votes.

STANDING COMMITTEE REPORT

FEBRUARY 4, 19 87

Mr. Speaker: We, the committee on EDUCATION AND CULTURAL RESOURCES

report HOUSE BILL NO. 263

do pass
 do not pass

be concurred in
 be not concurred in

as amended
 statement of intent attached

REP. JACK SANDS,

Chairman

ALLOW SCHOOLS DISCRETION TO CHARGE A NONPUBLIC SCHOOLCHILD TO RIDE BUS

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STANDING COMMITTEE REPORT

FEBRUARY 4, 19 87

Mr. Speaker: We, the committee on EDUCATION AND CULTURAL RESOURCES

report HOUSE BILL NO. 477

do pass
 do not pass

be concurred in
 be not concurred in

as amended
 statement of intent attached

REP. JACK SANDS,

Chairman

GRADE REQUIREMENT FOR EXTRACURRICULAR ACTIVITIES


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EXHIBIT #1
DATE 2-4-87
HB 517

WHAT DOES HOUSE BILL 511 SAY?

HOUSE BILL 511

**A BILL TO REQUIRE EARLY INTERVENTION SERVICES
FOR HANDICAPPED CHILDREN AGED 3-5**



WHY SHOULD WE PROVIDE SPECIAL EDUCATION
FOR PRESCHOOL HANDICAPPED CHILDREN?

MANDATED PRESCHOOL SERVICES

WHAT DOES HB 511 SAY?

HB 511 changes the existing special education statute by lowering the age covered by the law from 6 to 3. This suggested change goes into effect by September 1, 1990, allowing school districts a period of three years to prepare for serving all of the qualifying children.

WHY SHOULD WE PROVIDE SPECIAL EDUCATION FOR HANDICAPPED CHILDREN AGED 3-5?

There are four good reasons for providing special education to handicapped preschoolers:

1. The preschool years are a critical period for learning,
2. Early intervention is cost effective,
3. Early intervention has demonstrated positive effects,
4. Early intervention relieves stress on families.

The preschool years are critical learning years for all children. While nonhandicapped children make acceptable progress without early educational interventions, handicapped or at risk children do not (Hayden, 1979). If some handicapped children are not helped at an early age, their handicaps become compounded and require more intensive (and more expensive) treatment later on.

Early intervention services have been demonstrated to be highly cost effective. The best study to date (Wood, 1980) indicates that serving handicapped children by or before the age of 2 produces substantial savings to society. For example, depending on the severity of the child's handicap, early intervention services can save from \$9,000 to \$16,000 in educational costs per child by age 18.

In addition to being cost effective, early intervention programs can have a positive impact on a child's performance in later life, either by reducing the effects of a handicapping condition, or by helping children do a better job of caring for themselves or assisting with their own care.

Early intervention services for the child can also have a positive impact on the family by providing information and support to the parents and by giving them some respite. National statistics indicate that fathers in families with a

handicapped child are most likely to abandon the family within the handicapped child's first five years. If the father stays through the child's preschool years, he is likely to remain with the family. Early intervention services have the potential of providing families with help soon enough to play a part in preventing family break-ups.

WHY SHOULD THE MONTANA LEGISLATURE, WHICH HAS GRAVE BUDGET PROBLEMS, MANDATE PRESCHOOL SERVICES BY 1990?

In October 1986, the 99th Congress passed legislation sponsored by Rep. Pat Williams that supports services to handicapped preschoolers. The Federal law (P.L. 99-457) mandates special education services to qualifying preschool children by school year 1990-91 (or 1991-92, depending on the level of Congressional appropriations). By 1990, states must assure the availability of a free appropriate public education for all eligible 3-5 year old handicapped children or be ineligible for any federal dollars available for that population. To comply with the new federal law, all services provided to handicapped children aged 3-5 must be provided in accordance with P.L. 94-142, The Education for All Handicapped Children Act that currently applies to school age children.

To encourage states to comply with the federal law in a timely fashion, the Congress has provided significant financial incentives.

WHAT FINANCIAL INCENTIVES ARE THERE?

On July 1, 1987, federal funds will be available for:

- a) Children served in the 1986-87 school year (an additional \$300 per child);
- b) An additional allocation for children not served in 1986-87 whom the State anticipates serving in school year 1987-88 (up to \$3,800 per child).

For fiscal year 1988, the federal allocation for previously served children goes up to \$400 and the \$3,800 is still available for any additional children served. In 1989, the federal allocation for previously served children becomes \$500 with up to \$3,800 for additional children served. In 1990, the Congress has authorized \$1,000 per handicapped child aged three to five.

Obviously, these federal incentives are designed to encourage states to begin serving children as soon as possible

and to be serving all of the qualifying children by 1990.

BUT HASN'T THE PRESIDENT REMOVED THESE FINANCIAL INCENTIVES FROM HIS BUDGET?

In spite of the fact that President Reagan signed P.L. 99-457 and the Department of Education has praised the legislation, the President recommended rescission of the incentive monies in his FY '87 budget. Members of Congress responded quickly to the President's proposed cuts, declaring his budget to be "dead before it arrived" and vowing to insure the availability of the incentive monies for P.L. 99-457. Powerful Congressional leaders in both parties, including Senator Lowell Weicker, Senator Ted Kennedy, House Majority Whip Tony Coelho and Rep. Pat Williams, have issued strong statements affirming their support of P.L. 99-457 and their determination to see it appropriately funded.

WHAT DOES MONTANA STAND TO LOSE IF WE DON'T MANDATE PRESCHOOL SERVICES?

Approximately 54% of the eligible children in this age group already receive services in preschool programs throughout the state. If Montana does not comply with the federal law, we would lose all of the federal money we receive for children now in programs, and we would forfeit our share of the federal incentive monies. Currently, we receive over \$500,000 to serve 1404 preschool students. When this amount is added to the potential incentive monies we might generate, we could be losing over \$1.5 million per year.

IF WE PASS HB 511, WOULD THERE BE ANY GENERAL FUND COSTS DURING THE BIENNIUM?

No. In fact, if we begin to serve children during the 1987-88 school year, we could generate \$1,040,800 in 1988 and \$1,241,200 in 1989. These figures are based on a conservative estimate of serving 200 new children each year of the biennium.

HOW MANY UNSERVED CHILDREN ARE THERE?

According to the December 1986 Child Count, 1404 preschool children aged 3-5 are receiving special education. Approximately, 1199 children are currently eligible for services and unserved by an OPI program. Most of these unserved children are mildly handicapped and would require minimal speech therapy services. The number of moderately and severely handicapped children who are unserved is difficult to estimate, but is

probably very small.

IS IT FAIR FOR SOME HANDICAPPED PRESCHOOL CHILDREN TO RECEIVE SERVICES AND OTHERS RECEIVE NONE?

All major school systems and some smaller districts currently exercise their option under Montana's permissive law to provide services to the 3-5 age group. But approximately half of the children who qualify for services receive none because their local school districts have not chosen to provide them. These unserved children really lose out. Handicapped children can benefit from early intervention services for only a brief time in their lives. Is it fair for some children in our state to have these critical benefits and others to be denied them simply because of where the children live? All parents of handicapped youngsters are subject to the state and federal taxes that support preschool services, and their children should benefit equally.

IS THERE SUPPORT FOR MANDATED PRESCHOOL SERVICES?

At the national level, P.L. 99-457 passed through Congress without a dissenting vote. It was the only piece of new legislation requiring new money that passed in the 99th Congress. Such diverse groups as the National School Board Association, the National Association of School Administrators, the National Education Association and every major disability group, including the Association for Retarded Citizens, the Association for Learning Disabilities, and the Council for Exceptional Children supported the federal law. In Montana, there is broad-based support for early intervention services, including support from many organizations and groups that have no connection with special education.

HOW CAN THE LEGISLATURE SUPPORT EARLY INTERVENTION SERVICES?

You have a window of opportunity now. Your support for HB 511 will make it possible for Montana to comply with the federal preschool mandate and take advantage of substantial financial advantages that are available only during the next three years. 1199 children need these early intervention services now before it is too late for them to benefit.

For more information about HB 511, please contact Parents, Let's Unite for Kids at 1-800-PLUK. A parent volunteer is available to answer your questions.

THIS FLYER WAS PAID FOR BY DONATIONS FROM PARENTS.

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EXECUTIVE SUMMARY

EFFECTIVENESS OF EARLY SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

Are special education programs for preschool handicapped children a sound investment? A comprehensive review of research in this area indicates that preschool programs are effective and can provide long-term human and economic benefits.

NATIONAL RESEARCH ON EFFECTIVENESS

Recent research efforts have focused on the effectiveness of providing special education services to young handicapped infants and preschool children as well as to children "at risk" of developing a handicap. Lazar (1979) analyzed the findings of 15 longitudinal studies of low income and handicapped children who were placed in preschool programs and concluded that these programs had a significant long-term effect on school performance.

A longitudinal study reported by Schweinhart and Weikart on the Ypsilanti Perry Preschool (1981) also demonstrated the long-term benefits of preschool programs. The study followed 123 borderline retarded children for fifteen years beginning at age three. Children were randomly assigned to either an experimental group who attended preschool or to a control group who received no preschool program. The results showed that children who had attended preschool maintained a stronger commitment to school, showed higher scholastic achievement, required half as many special education services, and were retained less often in grade. According to this study the benefits of the program clearly outweighed the costs.

The positive impact of early intervention has been demonstrated repeatedly through research. Preschool programs have proven effective for children with a variety of handicapping conditions.

Bricker and Sheehan (1981) found substantial gains on multiple evaluation measures across diverse groups of children - normal, at risk, mildly, moderately, and severely handicapped. A nationally recognized longitudinal study conducted by Weiss (1981) reported significant improvement of language impaired children placed in preschool programs utilizing the INREAL method of language instruction. These children required substantially fewer special services in later school years. The effectiveness of early education has also been reported for children who have sensory impairments (Adelson and Fraiberg, 1975; Simmons-Martin, 1981), Down's Syndrome (Hayden and Haring, 1976; Dmitriev, Hayden and Haring, 1981), and behavior disorders (Strain, 1981). There is documentation of lasting improvement in the functioning of severely handicapped children (Bruhei and Dow, 1980, Rosen, Morris and Sitkei, 1981). In addition, disadvantaged children have been shown to require fewer special education and remedial services as a result of public school education experiences prior to kindergarten. (New York State Education Department, 1982).

Recent research has verified the efficacy of early education programs. Substantial gains have been documented across different types of handicapping conditions at all levels - mild, moderate, and severe impairments. It is no longer debatable that early intervention programs reap immediate and long-term gains for handicapped children (Karnes, et. al., 1981).

Cost Analysis of Early Education

Early intervention has also proven to be a sound economic investment. Kakalik, Furry, Thomas, and Carny (1981) recently compiled data on the cost of special education and related services for handicapped children. Results determined the cost of special education to be 2.17 times the cost of regular education. The total annual cost of special education and related services per handicapped child was estimated to be \$4,698, compared to \$2,636 per child in regular education. Special education is costly. However, early preschool programs can reduce the cumulative expense of special education.

Wood (1981) recently published an extensive review of the relative costs of special education based upon the age of entry into the program. The data analyses clearly indicated that delaying services results in an increasing number of children requiring more special services at higher costs.

Cost/benefit analyses have delineated several factors which indicate that preschool programs are cost effective. One economic benefit resulted from the reduction of children who require costly special services (Lazar, 1979; Schweinhart and Weikart, 1981; Weiss, 1981). The INREAL project in Colo-

rado and the Perry Preschool Project determined that the reduction in the cost of subsequent required special education services alone completely covered the cost of the programs. Additional cost savings have also been documented. Braddock (1976) concluded that income taxes paid to the government by individuals in nonsevere disability categories exceeded the total cost of specialized educational programs. Savings from reduction in income maintenance, avoidance of institutionalization, and increased earnings of parents provide justification for early intervention for the severely handicapped.

National Trends Toward Preschool Special Education

Presently 23 states have mandated legislation for the provision of educational services to handicapped children under age five; four of these states begin service provision at birth (Nebraska, Iowa, Michigan, Maryland). In our Western region Nebraska, Oklahoma, Texas, and South Dakota have recently passed legislation and regulations mandating services to children under five. While Colorado has recognized a need for further services in this area, only a limited number of programs for young handicapped children exist.

COLORADO RESEARCH ON EFFECTIVENESS

National research findings indicate that early special education for handicapped children is effective and cost beneficial. But what about Colorado children? Is there any evidence that they, like the children studied in other states, have benefited from early special education efforts? An affirmative answer to that question has been provided by a research study done here in Colorado by Dr. Rita Weiss at the University of Colorado.

Colorado Research Design Study

Four Colorado school districts, Adams County District #50, Boulder Valley RE2, St. Vrain RE1J and Weld County participated in this program of scientific study to determine the effectiveness of preschool special education. A goal of the preschool special education program was to improve the language and related learning skills of three to five year-old handicapped children, thereby reducing their need

for special education services in elementary grades.

Weiss found that:

- children who had received the Preschool INREAL program scored significantly higher on language skill testing than children who received no preschool special education;
- significantly fewer children needed special education services after receiving the Preschool INREAL program than children who received no preschool special education;
- it cost the school district less to serve children who received the Preschool INREAL program than children who received no preschool special education. The district special education costs were reduced for handicapped preschool children who had received the Preschool INREAL program. Even after subtracting the cost of the Preschool INREAL program, the school districts, over three years, saved \$1560.00 per handicapped pupil.

Colorado Local Longitudinal Data

An additional study of the effectiveness of preschool special education in Colorado examined the subsequent

educational placements of 1,347 children who had attended a variety of preschool programs for handicapped children in 11 Colorado school districts.

The results indicate that almost one-third of the handicapped children who received special education services through preschools for handicapped children were able to begin public school in regular education with no special education services. The proportion was about the same regardless of the kind or severity of handicapping condition. And many (500 or 37.1%) were able to enter regular education with only support services from special education.

A survey of these students' current teachers revealed that approximately 40% of these youngsters were judged to be average or above average in reading, math, and language arts.

A telephone survey to school district administrators indicated that all administrators in districts with preschool special education programs were positive about these programs and considered them to be a very important part of the educational continuum. Administrators in districts without programs agreed that preschool special education benefited handicapped children and their families. The absence of such programs in these districts was generally attributed to funding.

CONCLUSIONS

- If some handicapped children are not helped at an early age, their handicaps may become compounded and produce the need for more intensive services.
- Early childhood programs positively influence development and this positive impact significantly effects later development and performance.
- Early special education can reduce the effects of a handicapping condition and result in higher scholastic achievement.
- Early childhood programs can reduce the need for lengthy and costly special education services at a later time.
- Early education is effective for all types and levels of handicapping conditions. Substantial gains have been documented for mild, moderate, and severely handicapped children.
- Early education reaps immediate and long-term gains for handicapped children, their families and society; delaying is costly to everyone.

COST EFFECTIVENESS

Analysis of the initial costs of early childhood intervention shows that initial costs are often high. However, the long-term payoffs in terms of reduction of both human suffering and long-term remediation costs justify the initial investment as shown by several studies beginning with Skeels (1966).

Skeels (1966) described an experimental group of 13 children who had spent a total of 72 years five months in residential institutions at a total cost to the state of \$30,716; the 12 contrast children had spent a total of 273 years in residence at a total cost of \$138,571.

In describing the Ypsilanti Perry Preschool Project, Weber, Foster, and Weikart (1978) reported that this preschool program significantly reduced the need for costly special services.

In a paper presented in 1980, Weikart described the following savings that could be attributed to early intervention:

The cost of two years of preschool for one child in 1979 dollars was \$5,984. The total economic benefits were calculated to be \$14,819, a 248 percent return on the original investment. These economic benefits came from three sources:

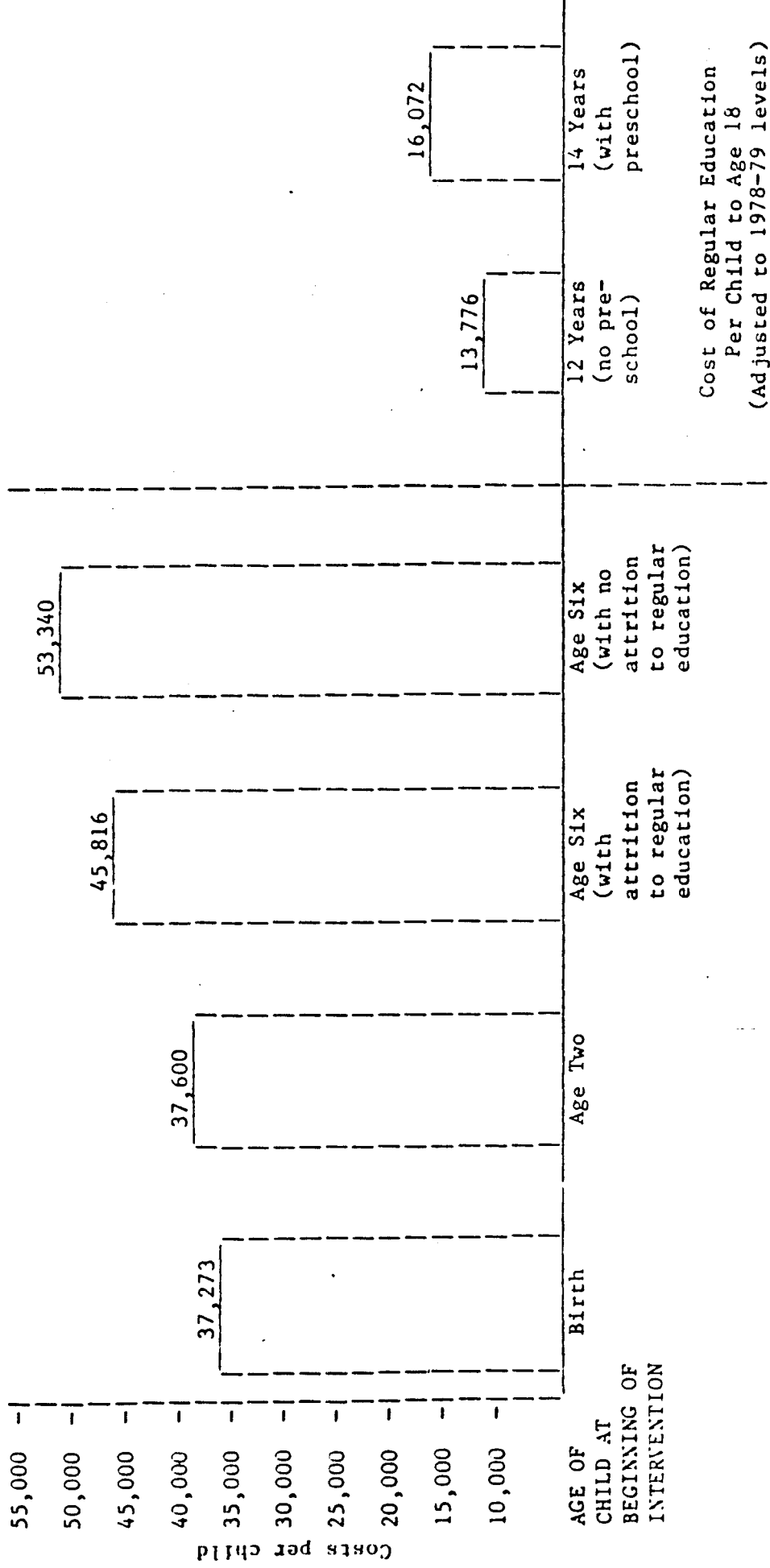
1. Lowered costs for education--less special education services needed
2. Increases in lifetime projected earnings
3. Values of mother's time released when the child attended preschool--\$668 per child

Mary E. Wood (1981) analyzed single studies throughout the U.S. to obtain estimates of the average costs and cost savings of early intervention programs. She found that the costs of education for handicapped children increase as intervention is delayed. The earlier intervention is begun, the greater the savings. There are substantial savings to taxpayers when children receive intervention at least by age two, and maximum savings occur when intervention begins at birth. Figures 1 and 2 graphically show the cost of special education when intervention is begun at birth, two, and six years of age.

The Comptroller General's Report (1979) stated:

The costs of preventable infant mortality, mental retardation, physical handicaps, child abuse, emotional handicaps, and lost human potential cannot be measured in dollars. . . . We believe effective early childhood and family development programs can reduce these problems. (page 79)

In summary, the human, ethical, and economic benefits of early intervention indicate the wisdom of providing services for young handicapped children to help them to become functional and productive members of society.



(Based on study of 940 multiply handicapped children, ranging from severely to mildly mentally retarded)

From Early Intervention for Children with Special Needs and Their Families: Findings and Recommendations. Edited by C. Garland and others. Monmouth, Oreg.: Western States Technical Assistance Resource (WESTAR), 1981.

Figure 1. Total Special Education Costs Per Child to Age 18 (Adjusted to 1978-79 levels)

WHY SHOULD WE MANDATE PRESCHOOL SPECIAL EDUCATION NOW?

Representative Pat Williams (D-Montana)

Congressional Record, September 22, 1986

Speaking of P.L. 99-457--

"Mr. Speaker, this piece of legislation is the most important thing that this Congress will do for handicapped infants and young children up to the age of 5 in this decade and perhaps for the remainder of this century. This legislation will require commitment, effort, expertise, long hours and, yes, money.

But what great effort in American history has not required all of those things? What great problem in American history has been resolved without the enormous effort from our citizenry and without a fairly high cost attached to it?

Some years ago family friends of mine living out in Montana in a city called Missoula were blessed with a young daughter. They named her Keough, Keough Duffy.

Keough was born as a Down's syndrome child.

Not long after her birth, the parents made me proud by asking me to be Keough's godfather, which I am.

There are a lot of Keough Duffy's in this land, children born very, very close to the threshold of death, many of whom are given up on, their lives abandoned, but others like Keough who are blessed with parents, health care professionals and educators to surround them, hold them, care for them and teach them until, like Keough today, nearing 6 years of age, the children become healthy, happy and wise.

So Keough Duffy, for you and for all the children like you throughout the country, this bill is for you."



NEW FEDERAL PRESCHOOL PROGRAM UNDER P.L. 99-457

All the rights and protections of P.L. 94-142 (EHA, Part B) are extended to handicapped children ages three through five years in school year 1990-91. To support the achievement of this objective, the prior Preschool Incentive Grant program (P.L. 94-142, Sec. 619) is revised to reflect authorization of a dramatic increase in the federal fiscal contribution for this age group.

- By school year 1990-91, all states applying for P.L. 94-142 funds will have to assure that they are providing a free appropriate public education to all handicapped children ages three through five. Failure to comply will mean the loss of the following:
 - the new Preschool Grant;
 - monies generated under the larger P.L. 94-142 formula by the three through five population served; and
 - grants and contracts related to preschool special education authorized under the EHA discretionary programs, Parts C through G.
- The states are not required to report children served three through five years by disability category. Thus the states are not required to categorically label these children because of the data collection requirements of EHA, Sec. 618.
- The committee report accompanying the legislation states that family services play an important role in preschool programs and that whenever appropriate and to the extent desired by the parents, the preschooler's individualized education program (IEP) will include instruction for parents.
- The committee report affirms variations in length of school day and range and variety of preschool programs, examples being part-day home-based, and part or full-day center-based.
- This program will be administered through the state education agency and local education agencies. However, SEA's and LEA s may contract with other programs, agencies, and providers in order to provide a range of service models.
- The federal authorization levels are: (track a) \$300 for each 3 through 5 year old handicapped child served in the previous school year; and (track b) a maximum of \$3,800 for each 3 through 5 year old the state intends to serve in the coming year beyond the previous year's count. These are authorization levels only. The Congress must still appropriate the actual amounts each year, commencing this year.

The basic amount authorized under track a escalates:

- FY 87 (school year 87-88) \$300 per child
- FY 88 (school year 88-89) \$400 per child
- FY 89 (school year 89-90) \$500 per child
- FY 90 (school year 90-91) \$1,000 per child (track b for unserved ends)
- thereafter \$1,000 per child

(Over)

In each year, children counted as unserved (track b) are only those beyond the previous year's count. Children counted in the first year under track b would generate funds under track a in the second year.

Example:

1st year State A serves 1,000 3-5 year olds this year and reports it will serve 250 more in first year. Under formula state A receives:

$$\begin{aligned} 1,000 \times \$300 &= \$ 300,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ &\underline{\$1,250,000} \end{aligned}$$

2nd year Serves 1,250 3-5s in first year. Reports it will serve 250 more in second year. Under formula state A receives:

$$\begin{aligned} 1,250 \times \$400 &= \$ 500,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ &\underline{\$1,450,000} \end{aligned}$$

3rd year Serves 1,500 3-5s in second year. Reports it will serve 250 more in third year. Under formula state A receives:

$$\begin{aligned} 1,500 \times \$500 &= \$ 750,000 \\ 250 \times \$3,800 &= \$ 950,000 \\ &\underline{\$1,700,000} \end{aligned}$$

4th year Serves 1,750 3-5s in third year. Must be serving all children by then. Under formula state A receives:

$$1,750 \times \$1,000 = \$1,750,000$$

- The full service mandate is delayed for one year until school year 1991-92 if:
 - federal appropriations for this program for FY '87, '88, and '89 do not total \$656 million (projected full funding); and
 - the federal appropriation for FY '90 is less than \$306 million (\$900 per child)
- The in-state distribution of federal funds under this new Preschool Grant is:
 - FY '87 5% SEA Administration
25% SEA Discretion
70% LEA's and IEU's (IEU - Intermediate educational unit)
 - FY '88 and beyond 5% SEA Administration
20% SEA Discretion
75% LEA's and IEU's

Prepared by:
Department of Governmental Relations
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
In consultation with Barbara J. Smith

WHAT WILL IT COST MONTANA TO PROVIDE
PRESCHOOL SPECIAL EDUCATION?

The Preschool Grant Program
EHA-Section 619

MAJOR IMPLICATIONS

- For school year 1986-87 (Fiscal 87) States will continue to operate the Preschool Incentive Program (Section 619) and the Early Childhood State Plan Grant Program (Section 623) according to provisions applicable prior to the passage of P.L. 99-457.
- \$180 million has been appropriated for the new Preschool Grant Program (Section 619) for FY '87. The funds will be available July 1, 1987.
- The federal child count (Section 618) of handicapped children ages 3 through 5 is by age group only. Designation of a disability category is not required.
- The Early Childhood Plan Grant Program will not be funded for school year 1987-88. Planning and development activities previously authorized in P.L. 98-199 are now incorporated in the new Preschool Grant Program and the Infants and Toddler Program.
- On July 1, 1987 funds will be available for:
 - (a) children served in the 1986-87 school (\$300 per child), and
 - (b) an additional allocation for children not served in 1986-87 whom the State anticipates serving in school year 1987-88 (up to \$3,800 per child).
- For Fiscal years 1987-89, States will receive funds (1) for children served in the previous school year and (2) for additional children not served in the previous year but expected to be served in that school year.
- For school year 1990-91 and thereafter, a maximum of \$1,000 per child is authorized.
- By FY 1990 or FY 1991 (school year 90-91 or 91-92), States must assure the availability of FAPE for all eligible 3-5 year old handicapped children or be ineligible for any federal dollars available for that population.
- All services provided to handicapped children aged 3-5 must be provided in accordance with all Part B requirements including general supervision.
- Funds under Section 619 must be allocated to IEAs and IEOs according to the following:

70% of the total State allocation in school year 1987-88, and
75% of the total State allocation in school year 1988-89 and thereafter.

* * * * *

Prepared by:

National Association of State Directors of Special Education

9

HOW MANY CHILDREN DOES THIS BILL AFFECT?

PRESCHOOL INCENTIVE GRANT ENTITLEMENTS
1987-88 School Year

(Based on December 1, 1985 Child Count)
\$110 - Per Child

In order for a school district to receive its entitlement, it must have an approved EHA Part B Grant and complete a Preschool Incentive Grant Application. Questions regarding this should be addressed to Marilyn Pearson, EHA-B Specialist, Department of Educational Services, 444-4428.

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>BEAVERHEAD</u>		
Grant Elem #7	4	\$ 440
Dillon Elem #10	6	660
Lima Elem #12	1	110
Polaris Elem #21	1	110
Jackson Elem #24	1	110
Reichle Elem #26	2	220
	<u>15</u>	<u>1,650</u>
<u>BIG HORN</u>		
Hardin Elem #17-H	13	1,430
Lodge Grass Elem #27	5	550
	<u>18</u>	<u>1,980</u>
<u>BLAINE</u>		
Chinook Elem #10	7	770
Harlem Elem #12	20	2,200
Lloyd Elem #24	1	110
	<u>28</u>	<u>3,080</u>
<u>BROADWATER</u>		
Townsend Elem #7	1	110
	<u>1</u>	<u>110</u>
<u>CARBON</u>		
Red Lodge Elem #1	7	770
Bridger Elem #2	6	660
Joliet Elem #7	3	330
Luther Elementary #10	1	110
Roberts Elem #23	2	220
Belfry Elem #34	3	330
	<u>22</u>	<u>2,420</u>
<u>CARTER</u>		
Hammond Elementary #1	1	110
Ekalaka Elem #15	1	110
Ridge Elem #22	1	110
	<u>3</u>	<u>330</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>CASCADE</u>		
Great Falls Elem #1	137	\$ 15,070
Cascade Elem #3	2	220
Sand Coulee Elem #5	2	220
Belt Elem #29	5	550
Simms Elementary #6	2	220
Vaughn Elem #74	3	330
Deep Creek Elem #95	0	0
Sun River Elem #97	3	330
	<u>154</u>	<u>16,940</u>
<u>CHOUTEAU</u>		
Ft. Benton Elem #1	6	660
Loma Elem #7	1	110
Big Sandy Elem #11	1	110
Highwood Elem #28	2	220
Geraldine Elem #44	3	330
Carter Elem #56	1	110
	<u>14</u>	<u>1,540</u>
<u>CUSTER</u>		
Miles City Elem #1	26	2,860
Kinsey Elem #63	1	110
Twin Buttes Elem #82	1	110
	<u>28</u>	<u>3,080</u>
<u>DAWSON</u>		
Glendive Elem #1	20	2,200
Deer Creek Elem #3	4	440
Bloomfield Elem #30	1	110
Richey Elem #78J	2	220
	<u>27</u>	<u>2,970</u>
<u>DEER LODGE</u>		
Anaconda Elem #10	34	3,740
	<u>34</u>	<u>3,740</u>
<u>FALLON</u>		
Baker Elem #12	7	770
Plevna Elem #55	2	220
	<u>9</u>	<u>990</u>
<u>FERGUS</u>		
Lewistown Elem #1	22	2,420
Brooks Elem #11	2	220
Grass Range Elem #27	2	220
Roy Elem #74	2	220
Denton Elem #84	1	110
Winifred Elem #115	1	110
	<u>30</u>	<u>3,300</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>FLATHEAD</u>		
Deer Park Elem #2	5	\$ 550
Fair-Mont-Egan Elem #3	2	220
Swan River Elem #4	3	330
Kalispell Elem #5	19	2,090
Columbia Falls Elem #6	14	1,540
Creston Elem #9	1	110
Cayuse Prairie Elem #10	7	770
Helena Flats Elem #15	1	110
Kila Elem #20	3	330
Somers Elem #29	1	110
Bigfork Elem #38	2	220
Boorman Elem #39	1	110
Whitefish Elem #44	4	440
Evergreen Elem #50	9	990
Marion Elem #54	1	110
Bissell-Olney Elem #58	1	110
Mountain Brook Elem #62	2	220
West Valley Elementary #1	4	440
	<u>80</u>	<u>8,800</u>
<u>GALLATIN</u>		
Manhattan Elem #3	5	550
Bozeman Elem #7	52	5,720
Three Forks Elem #24-24	2	220
Monforton Elem #27	3	330
Anderson Elem #41	1	110
LaMotte Elem #43	1	110
Belgrade Elem #44	20	2,200
West Yellowstone Elem #69	4	440
Ophir Elem #72	1	110
Amsterdam Elem #75	2	220
	<u>91</u>	<u>10,010</u>
<u>GARFIELD</u>		
Jordan Elem #1	2	220
	<u>2</u>	<u>220</u>
<u>GLACIER</u>		
Browning Elem #9	33	3,630
Cut Bank Elem #15	6	660
East Glacier Elem #50	2	220
	<u>41</u>	<u>4,510</u>
<u>GOLDEN VALLEY</u>		
Ryegate Elem #6	1	110
	<u>1</u>	<u>110</u>
<u>GRANITE</u>		
Philipsburg Elem #1	1	110
Hall Elem #8	2	220
Drummond Elem #11	0	0
	<u>3</u>	<u>330</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>HILL</u>		
Davey Elem #12	1	\$ 110
Box Elder Elem #13	6	660
Havre Elem #16	12	1,320
Cottonwood Elem #57	1	110
Rocky Boy Elem #87-J	15	1,650
K-G Elem #88	2	220
Gildford Colony Elem #89	1	110
Blue Sky Elem #90	6	660
	<u>44</u>	<u>4,840</u>
<u>JEFFERSON</u>		
Clancy Elem #1	2	220
Montana City Elem #27	1	110
	<u>3</u>	<u>330</u>
<u>JUDITH BASIN</u>		
Stanford Elem #12	1	110
Raynesford Elem #49	1	110
	<u>2</u>	<u>220</u>
<u>LAKE</u>		
Arlee Elem #JT & 8	4	440
Elmo Elem #22	1	110
Polson Elem #23	7	770
St. Ignatius Elem #28	2	220
Ronan Elem #30	19	2,090
	<u>33</u>	<u>3,630</u>
<u>LEWIS & CLARK</u>		
Helena Elem #1	61	6,710
Kessler Elem #2	2	220
East Helena Elem #9	5	550
Lincoln Elem #38	3	330
Augusta Elem #45	3	330
	<u>74</u>	<u>8,140</u>
<u>LIBERTY</u>		
J-I Elem #29-28J	5	550
	<u>5</u>	<u>550</u>
<u>LINCOLN</u>		
Troy Elem #1	15	1,650
Libby Elem #4	28	3,080
Eureka Elem #13	10	1,100
Fortine Elem #14	1	110
	<u>54</u>	<u>5,940</u>
<u>MADISON</u>		
Alder-Upper Ruby Elem #2	7	770
Sheridan Elem #5	8	880
Twin Bridges Elem #7	7	770
Ennis Elem #52	4	440
	<u>26</u>	<u>2,860</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>MCCONE</u>		
Circle Elem #1	<u>1</u>	<u>\$ 110</u>
	1	110
<u>MINERAL</u>		
Alberton Elem #2	1	110
Superior Elem #3	5	550
St. Regis Elem #6	<u>2</u>	<u>220</u>
	8	880
<u>MISSOULA</u>		
Missoula Elem #1	53	5,830
Hellgate Elem #4	3	330
Lolo Elem #7	2	220
Potomac Elem #11	4	440
Bonner Elem #14	4	440
Desmet Elem #20	2	220
Target Range Elem #23	6	660
Clinton Elem #32	5	550
Swan Valley Elem #33	2	220
Frenchtown Elem #40	<u>8</u>	<u>880</u>
	89	9,790
<u>MUSSELSHELL</u>		
Musselshell Elem #9	1	110
Roundup Elem #55	13	1,430
Melstone Elem #64-9	<u>2</u>	<u>220</u>
	16	1,760
<u>PARK</u>		
Livingston Elem #4	35	3,850
Gardiner Elem #7	2	220
Clyde Park Elem #41/38	2	220
Arrowhead Elem #75	2	220
Petroleum Elem #159	<u>2</u>	<u>220</u>
	43	4,730
<u>PHILLIPS</u>		
Dodson Elem #2-A	1	110
Saco Elem #12A	2	220
Malta Elem #14	14	1,540
Whitewater Elem #20AA	<u>1</u>	<u>110</u>
	18	1,980
<u>PONDERA</u>		
Heart Butte Elem #1	1	110
Conrad Elem #10	11	1,210
Valier Elem #18	3	330
Brady Elem #19	<u>1</u>	<u>110</u>
	16	1,760
<u>POWDER RIVER</u>		
Belle Creek Elem #22	3	330
Broadus Elem #79J	5	550
Horkan Elem #94	<u>1</u>	<u>110</u>
	9	990



<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>POWELL COUNTY</u>		
Deer Lodge Elem #1	27	\$ 2,970
Gold Creek Elem #33	1	110
	<u>28</u>	<u>3,080</u>
<u>RAVALLI</u>		
Corvallis Elem #1	1	110
Stevensville Elem #2	11	1,210
Hamilton Elem #3	12	1,320
Victor Elem #7	7	770
Darby Elem #9	6	660
Lone Rock Elem #13	3	330
Florence-Carlton Elem #15-6	5	550
	<u>45</u>	<u>4,950</u>
<u>RICHLAND</u>		
Sidney Elem #5	15	1,650
Savage Elem #7J	4	440
Brorson Elem #11	1	110
Fairview Elem #13	4	440
Rau Elem #21	2	220
Lambert Elem #86	2	220
	<u>28</u>	<u>3,080</u>
<u>ROOSEVELT</u>		
Frontier Elem #3	2	220
Poplar Elem #9	2	220
Wolf Point Elem #45	1	110
Brockton Elem #55	1	110
	<u>6</u>	<u>660</u>
<u>ROSEBUD</u>		
Forsyth Elem #4	7	770
Lame Deer Elem #6	6	660
Colstrip Elem #19	6	660
Ashland Elem #32J	5	550
	<u>24</u>	<u>2,640</u>
<u>SANDERS</u>		
Plains Elem #1	4	440
Thompson Falls Elem #2	4	440
Heron Elem #3	3	330
Trout Creek Elem #6	1	110
Noxon Elem #10	5	550
Hot Springs Elem #14-J	2	220
	<u>19</u>	<u>2,090</u>
<u>SHERIDAN</u>		
Westby Elem #3	1	110
Medicine Lake Elem #7	1	110
Plentywood Elem #20	3	330
	<u>5</u>	<u>550</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>SILVER BOW</u>		
Butte Elem #1	60	\$ 6,600
Ramsay Elem #3	4	440
Melrose Elem #5	1	110
	<u>65</u>	<u>7,150</u>
<u>STILLWATER</u>		
Park City Elem #5	2	220
Columbus Elem #6	10	1,100
Molt Elem #12-12	1	110
Nye Elem #31	2	220
Rapelje Elem #32	1	110
Absarokee Elem #52-C	3	330
	<u>19</u>	<u>2,090</u>
<u>SWEET GRASS</u>		
Big Timber Elem #1	3	330
Melville Elem #5	1	110
Greycliff Elem #16	1	110
	<u>5</u>	<u>550</u>
<u>TETON</u>		
Choteau Elem #1	1	110
Fairfield Elem #21	3	330
Dutton Elem #28	3	330
Power Elem #30	2	220
Pendroy Elem #61	1	110
	<u>10</u>	<u>1,100</u>
<u>TOOLE</u>		
Sunburst Elem #2	1	110
Shelby Elem #14	6	660
Galata Elem #21	1	110
	<u>8</u>	<u>880</u>
<u>TREASURE</u>		
Hysham Elem #7	4	440
	<u>4</u>	<u>440</u>
<u>VALLEY</u>		
Glasgow Elem #1	7	770
Frazer Elem #2	1	110
Hinsdale Elem #7A	1	110
Opheim Elem #9	3	330
Nashua Elem #13	4	440
Fort Peck Elem #21	4	440
	<u>20</u>	<u>2,200</u>

<u>COUNTY</u>	<u>NUMBER OF HANDICAPPED CHILDREN</u>	<u>AMOUNT</u>
<u>WHEATLAND</u>		
Harlowton Elem #16	6	\$ 660
Judith Gap Elem #21J	2	220
	<u>8</u>	<u>880</u>
<u>WIBAUX</u>		
Wibaux Elem #6	1	110
	<u>1</u>	<u>110</u>
<u>YELLOWSTONE</u>		
Billings Elem #2	134	14,740
Canyon Creek Elem #4	4	440
Elder Grove Elem #8	1	110
Laurel Elem #7-70	20	2,200
Custer Elem #15	5	550
Broadview Elem #21-J	2	220
Elysian Elem #23	1	110
Huntley Project Elem #24	5	550
Lockwood Elem #26	26	2,860
Pioneer Elem #41	3	330
Independent Elem #52	5	550
	<u>206</u>	<u>22,660</u>
<hr/>		
TOTAL	1,543	\$ 169,730

co/304-20
 1/12/87

WHAT KIND OF SUPPORT DOES HB 511 HAVE?

3 Steve Bartlett (R)

Of Dallas — Elected 1982

Born: Sept. 19, 1947, Los Angeles, Calif.
Education: U. of Texas, B.A. 1971.
Occupation: Owner of tool and plastics company.
Family: Wife, Gail Coke; three children.
Religion: Presbyterian.
Political Career: Dallas City Council, 1977-81.
Capitol Office: 1709 Longworth Bldg. 20515; 225-4201.



In Washington: Two years into his House career, Bartlett has already shown an ability to build coalitions and shape bills with the sureness of a veteran legislator. He has made one of the most impressive debuts of any House member in memory.

Bartlett is a devout, partisan conservative; in 1984, he supported President Reagan's positions more often than any other member of the House. But he knows how to assume the role of conciliator and reach across the aisle to Democrats when that is to his advantage.

Bartlett's precocity as a legislator has had its down side. He has been known to act prior to more senior members, a habit guaranteed to engender ill will. He also has irritated colleagues by rushing off press releases to claim credit for projects several members were involved in. But those flaws are obscured by the sheer bulk of his first-term legislative accomplishments.

Bartlett demonstrated his coalition-building skills most clearly during debate over bilingual education in 1984. He was instrumental in coaxing a compromise when most members felt the polarizing emotion on the issue would prohibit any satisfactory outcome.

The debate pitted defenders of traditional bilingual education — which offers children academic instruction in their native languages while they learn English — against a Reagan proposal to end requirements that federal money be used in the traditional way.

Bartlett was largely sympathetic to the Reagan position. From his post on the Education and Labor Committee, he introduced an amendment earmarking a percentage of bilingual funds for new methods. Viewed as a threat by defenders of traditional policy, the proposal was defeated by a vote of 8-10.

Bartlett then went to work on a compromise. He sat down with the leading Democratic spokesman for bilingual programs, Dale E. Kildee of Michigan, and hammered out an agree-

ment that provided limited funding for alternatives, lowering the percentage he had originally proposed. The compromise passed the full committee in May, and went on to become law.

Bartlett also played a prominent role in the 1983 reauthorization of the law that provides for vocational rehabilitation of the handicapped. He balked when Democrats sought to attach spending increases for several domestic social programs to the act, and sought unsuccessfully to delete the additional programs from the bill.

But when it appeared that the rehabilitation program might sink under the weight of conflict over the other spending proposals, Bartlett tried a different approach. He attached the vocational rehabilitation language to a handicapped education bill, a move which won approval in both the House and the Senate.

Rep. Steve Bartlett (R)



Elected 1982; b. Sept. 19, 1947, Los Angeles, CA; home, Dallas; U. of TX, B.A. 1971; Presbyterian; married (Gail).

Career Real estate broker, 1971-76; Pres. and Founder, Meridian Products Corp., 1976-82; Dallas City Council, 1977-81.

Offices 1709 LHOB 20515, 202-225-4201. Also 6600 LBJ Freeway, Ste. 4190, Dallas 75240, 214-767-4848.

Committees *Banking, Finance and Urban Affairs* (13th of 19 R). Subcommittees: Domestic Monetary Policy; Financial Institutions Supervision, Regulation and Insurance; General Oversight and Investigations; Housing and Community Development. *Education and Labor* (7th of 13 R). Subcommittees: Labor-Management Relations; Labor Standards; Select Education (Ranking Member).

Group Ratings

	ADA	ACLU	COPE	CFA	LCV	ACU	NTU	NSI	COC	ACA	CSFC
1984	5	15	7	8	25	80	68	100	92	90	83
1983	0	—	0	8	22	91	71	—	100	93	84

National Journal Ratings

	Economic	Social	Foreign
1984			
Liberal	15%	8%	0%
Conservative	84%	88%	79%
1983			
Liberal	2%	7%	2%
Conservative	90%	92%	84%

Key Votes

1) Cap Tax Cut	AGN	5) OK School Pray	FOR	9) Cancel MX Missile	AGT
2) Extend SS Benefit	AGN	6) Limit Abortions	FOR	10) Halt Aid to Contras	AGT
3) Estab Dom Content	AGN	7) Approve ERA	AGN	11) Incr Aid to El Sal	FOF
4) Bar Imm Amnesty	FOR	8) Pass Imm Reform	AGN	12) Supp Nuclear Freeze	AGT

Representative Steve Barlett (R-Texas)

Congressional Record, September 22, 1986

Speaking of P.L. 99-457...

"This bill establishes a national policy on early intervention which recognizes its benefits, provides assistance to States to build systems of service delivery, and recognizes the unique role of families in the development of their handicapped children. Families of infants and toddlers with handicaps are under tremendous strain. When early intervention services are provided to their handicapped children, at the same time a helping hand is being extended to families. I have visited early intervention programs in my home State of Texas and talked to parents of mentally retarded and physically handicapped infants. After hearing them talk about the benefits of the program to their child, one is struck by the pride and optimism that is part of their lives as a result of the early intervention program. It would not be an overstatement to characterize this bill as a profamily bill for families with handicapped infants and toddlers."

Congressional Record--September 24, 1986

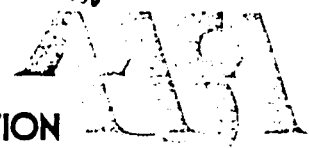
Senator Lowell Weicker (R-Conn.) speaking about P.L. 99-457..

"Finally, we want to make a statement to everyone who has been involved in developing, or who will benefit from, the passage of this landmark legislation--whether parents, educators of handicapped children, or those who will implement the program: Make no mistake that today we send a message to the handicapped citizens of our Nation that their needs are not going to be sacrificed at the altar of budget cuts or educational reforms. And remember, too, that the enactment of this legislation does not signal the culmination of all congressional efforts to maintain and strengthen our commitment to preschool education and early intervention services for handicapped children. Over the next several years, as the impact of the action we take here today becomes clear, we will be watching closely to determine improvements that need to be made when these programs are next reauthorized.

In particular, we will be monitoring the implementation of the provisions in the bill pertaining to special education for eligible preschool children to ensure that its implementation results in a free, appropriate public education to all handicapped children beginning at age 3." 3

SEP 22 1986

66
BS



**AMERICAN ASSOCIATION
OF SCHOOL ADMINISTRATORS**

LEADERSHIP
FOR LEARNING

September 22, 1986

Dear Representative:

The American Association of School Administrators, the organization representing more than 17,000 local school superintendents and other education executives, recommends that you vote for passage of H.R.5520, reauthorizing the Education of the Handicapped Act, when it comes before the House under suspension of the rules.

While we continue to oppose federal education mandates that carry no funds to implement those mandates, this legislation, which mandates preschool handicapped services for three through five-year-olds, recognizes that schools simply cannot carry out its provisions without additional funds. The new requirement in H.R.5520 is to go into effect in 1990-91, but will be delayed one additional year if appropriations in 1990-91 do not meet the levels set in the bill. And we at AASA serve notice that if those levels are not met in 1991-92, we will actively oppose implementation of the 3 through 5 mandate at that time.

We support the Education & Labor Committee's decision not to link retention of existing handicapped education funds to compliance with the 3-5 mandate. Under H.R.5520, if a state chooses not to follow the preschool mandate, it simply forfeits all P.L. 94-142 funds designed to serve 3-5 year old handicapped children.

We also appreciate the provision which would prevent state health care and social service agencies from withdrawing any of their current services to preschool handicapped children.

This legislation is a vast improvement over the Senate version, S.2294. We deeply appreciate the time and effort Chairman Pat Williams and Ranking Minority Member Steve Bartlett put into reaching this compromise. The agreement on H.R.5520 represents the first time AASA and the education community have been offered the opportunity to reach a consensus bill with members of Congress and the handicapped community.

While H.R.5520 is far from perfect, we recommend that you vote for its passage.

Sincerely,

A handwritten signature in cursive script that reads "Bruce Hunter".
Bruce Hunter,
Director of Governmental Relations



FEDERAL RELATIONS

SEP 22 1986

Nellie C. Weil
President

Thomas A. Shannon
Executive Director
Michael A. Resnick
Associate Executive Director
Lynne Glassman
Director, Network Operations
Katharine L. Herber
Legislative Counsel
Edward R. Kealy
Director, Federal Programs

September 22, 1986

U.S. House of Representatives
Washington, D.C. 20215

RE: H.R. 5520/Education of the Handicapped Amendments

Dear Representative:

The National School Boards Association (NSBA), on behalf of 96,000 local school board members across the nation, supports early intervention activities by all levels of government to provide improved services to pre-school handicapped children. The only question we have is how best to achieve that end.

Recently, the Senate passed S. 2294 which provides a federal mandate without the guarantee of new federal funding. Especially since pre-school services involve non-school aged children, NSBA vigorously opposes S. 2294 as it would pre-empt services (without federal funding) for school aged children -- regardless of the fiscal condition of the school system. By contrast, the House Committee on Education and Labor unanimously reported out H.R. 5520. Although this bi-partisan bill does not carry as strong a guarantee for funding as we like, H.R. 5520 is indeed a feasible alternative to the unfunded federal mandate contained in the Senate's bill.

Since Congress has shown a clear intention to legislate on pre-school services, NSBA urges the House to pass H.R. 5520 as a manageable alternative to S. 2294 -- or that type of unbridled mandate in future years. H.R. 5520 does not penalize states that choose not to participate by withholding federal funds for school-aged children -- and it does provide significant partial funding for the new services.

Thank you for your interest in the needs of the nation's public schools.

Very truly yours,

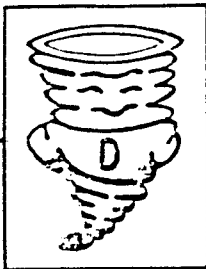
Nellie C. Weil
President

Thomas A. Shannon
Executive Director

NATIONAL SCHOOL BOARDS ASSOCIATION

1680 Duke Street, Alexandria, Virginia 22314 / (703) 838-6722

...serving American education through school board leadership



Cyclone
Country

Oct 30 1986

DENVER COMMUNITY SCHOOL

P.O. BOX 384 DENVER, IA 50622

Superintendent
Robert G. Conway
401 East Franklin St.
(319)984-6323

High School Principal
Ronald G. Knudson
541 East Eagle St.
(319)984-5639

Middle School Principal
Robert H. Ehrhardt
540 Lincoln St.
(319)984-6041

Elementary Principal
Duane T. Boehmke
401 East Franklin St.
(319)984-5611

RECEIVED

DATE 10-27-86

PLUK

October 24, 1986

The Honorable Pat Williams, Chairman
Subcommittee on Select Education
U.S. House of Representatives
Washington, D.C. 20515

*10/27/86
We received
1005 of them
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RS
912

RE: H.R. 5520, The Education of the Handicapped Amendments

Dear Chairman Williams,

I am writing to express my appreciation to you for the special effort which you undertook in developing H.R. 5520 (the Education of the Handicapped Amendments) as an alternative to the Senate bill, S. 2294. It is fundamentally different and superior to its Senate counterpart in commitment and spirit. It respects both the needs of pre-school handicapped children and the governmental concerns of local school districts.

I understand that this bill was developed after extensive consultations with several groups representative of various viewpoints. In this regard, local school officials do appreciate that you included NSBA's representative in those discussions.

You are to be congratulated for developing an alternative bill, and for the openness with which you considered the concerns of local school districts. Once the program is made operational, we are looking forward to following up with you for any refinements that may be needed.

Sincerely,

Jean Martin, President
Denver Board of Education
Denver Community School District
401 E. Franklin
Denver, Iowa 50622

JM/ss

107

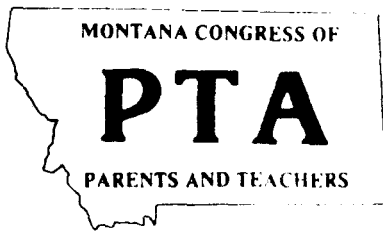


EXHIBIT # 2
DATE 2-4-87
HB # 511

HB511(Driscoll, others) - To require pre-school special education for handicapped children between the ages of 3 and 6 by Sept. 1, 1990.

HEARING: Feb. 4, 1987

Chairman Sands and Members of the Education & Cultural Resources Comm.:

For the record I am Helen Volden, Montana Congress of Parents and Teachers Association Legislative Coordinator.

On behalf of the nearly 9,000 members I urge your support of this bill (HB511) to require preschool special education for all handicapped MT youngsters between the ages of 3 and 6.

I will be leaving with you a copy of the Resolution that was adopted at the 1984 Montana PTA Convention - endorsing preschool special education opportunities for all handicapped MT youngsters from the age of 3, provided for through a mandated program that may be carried out in several alternative manners by school districts throughout the state.

We in MT have been neglecting far too long this special segment of our society: our mentally, physically & emotionally handicapped children--in hopes the problems will dissolve if we ignore them long enough.

Well we must tell you the problems have gotten greater by putting this vital issue on the back burner far too long. We must ACT and act NOW!

We must ask ourselves: what kind of a state are we living in when a family in Ravalli County, for example, with a hearing-impaired child had to up-root their family structure and move to Great Falls in order that their youngster could get the pre-school special education she so crucially needed and deserved. Not to mention the breadwinner of this family (in this case it was the father) had to give up his stable employment and seek the same, the selling of their home & hopes & dreams of being able to purchase another one; and the list goes on.

Are we telling this family and several others like this in MT, that it's their problem? We certainly hope not. It is an area of concern that we ALL must share. And we can begin to eliviate these kinds of concerns & problems by focusing on a new beginning---the passage of HB511.

Testimony HB511 Continued . . .

In closing let me say this: because the federal law now mandates by the fall of 1991, states must begin serving handicapped children from the age of 3, it is extremely important this legislation be passed promptly so school districts can begin getting their budgets in place accordingly.

We trust you will cast a DO PASS on this bill - one of the most vital pieces of legislation to come before you.

Thank you.

Resolution on special-education preschool mandate

Whereas the Montana Parent-Teacher Association is committed to seeing all Montana children reach the peak of their educational abilities, and

Whereas educational research over the past 10 years has shown that -- with specialized programs --handicapped children can reach educational levels previously considered impossible for them to attain, and

Whereas handicapped children who have attended special-education preschools are able to enter regular classrooms or less-restrictive placements far more often than those who have not, and

Whereas regular classrooms and less-restrictive placements are far less expensive for school districts to operate than self-contained special-education classrooms, and

Whereas the vast majority of school districts fund their special-education programs almost entirely through the state, and

Whereas the State of Montana would be the greatest financial beneficiary of long-term diminished costs of special education that are generated by special-education preschool programs, and

Whereas all major school districts and many smaller districts currently provide special-education preschools under Montana's "permissive" special-education statute, and

Whereas our state is rural in nature but committed to equal educational opportunities,

Be it resolved that the Montana Parent-Teacher Association endorses preschool special-education opportunities for all handicapped Montana youngsters from the age of 3, provided for through a mandated program that may be carried out in several possible alternative manners by school districts throughout the state.



EXHIBIT # 3
DATE 2-4-87
HB # 511

OFFICE OF PUBLIC INSTRUCTION

STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

February 4, 1987

To: Representative Jack Sands, Chairman
Education and Cultural Resources Committee

From: Gail Gray
Director of Special Education

Re: HB 511

The Office of Public Instruction is in support of programming for preschool handicapped children. Such programs are cost effective, programmatically efficacious as well as being emotionally right.

In light of current fiscal restraints, however, we must realize that the use of existing state funds is not possible without either further diluting services provided to school-aged handicapped children or relying more heavily on local resources. Neither option is very enticing.

If the federal government meets its obligation for preschool funding, we will enthusiastically pursue all avenues of providing a free and appropriate public education for handicapped preschool children. If, on the other hand, the federal government fails in its commitment, we may regrettably return to you next session with the request to either increase state funding for this program or eliminate the mandate.

GG/bjs

DATE 2-4-87

HB #511

My name is Susan Kaphammer-Myers; my husband, child and I live in the Stevensville area. I am a high school librarian, my husband is a chemical dependency counselor, and we are both life-long Montana citizens. I am asking for support of House Bill 511, mandating special education preschools.

Our eleven month old son, Joshua, is a Down's Syndrome baby. No matter how much my husband and I try to learn, we alone cannot provide for our child all of the services that are so crucial for his growth.

If we lived in Missoula's School District No. 1, Joshua would qualify for special education preschool at age three. But Stevensville does not offer such a program. Should Joshua's opportunity for appropriate services depend upon where we live?

By 1991, Stevensville and all Montana schools will have to offer preschool programs to handicapped children if Montana is to continue receiving federal funding for special services to the young children. There are federal financial incentives of over \$3000 per child for newly served students that would help school districts begin programs.

For Joshua and other handicapped children, the preschool years are critical. Early intervention makes sense, not only for humanitarian reasons, but also for financial considerations. If these children have to wait until school age for special services, the expense to society will be much greater. A generation ago Joshua would have been institutionalized for life. Today, early intervention offers him the chance to be happy and healthy, and to progress in motor, language and cognitive skills. With special help, Joshua has the chance to become self-sufficient, even a tax payer, rather than a tax burden.

I know money is tight, both at the state level and for local school districts. I support, and would actively campaign for a state tax structure, including increases, necessary to fund appropriate services. And services to the handicapped save money in the long run.

I believe Montanans are aware of their responsibility to all citizens and will support HB 511.

Thank you for your time and attention.

Susan Kaphammer-Myers
344 Sky Pilot Lane
Stevensville, MT 59870

My name is Virginia DeFand, I am from Missoula

Today I wear two hats. First, as president of the Parent, Teacher Support Group for Special Education at Sentinel High School. More importantly I'm here as the parent of a developmentally disabled young adult. I have traveled to Helena today to ask your support for House Bill 511: To require early intervention services for handicapped children aged 3-5. The

Parent, Teacher Support Group (PT, S, G.) is an organization of ^{teachers &} parents of developmentally disabled children of school age & we realize that our children will never benefit from any pre-school or infant services but we fully support this bill.

We believe any child's potential which is lost, no matter how small the potential,

will end by being society's past-due bill. Early intervention & pre-school training for children with handicapping conditions are long past the experimental stage. Their worth is fully established & well-documented. This legislation works in the service of all citizens by increasing the independence of the handicapped & thereby ultimately reducing the responsibility of the state for their care.

We don't ask for services for children because we want to but because in some ways we are very different from other parents. Nature has not been kind to our children. It is not possible for us, no matter how much we love our children or what we try to provide for them to prepare them for adult life, single handedly.

In most ways, however, we are no different than other parents, we want for our children what you want for yours, We want to see them go wherever their desires & abilities lead them & where their limitations will allow them. It is intolerable for us, as parents, to realize that our children have limitations that didn't have to be because the services that H.B. 511 call for just weren't there at the right time for us.

EXHIBIT # 10
DATE 2-4-87
HB # 511

WITNESS STATEMENT

NAME Wayne R. Vrona BILL NO. #BST1
ADDRESS 3 Queen Victoria DATE 2/4/87
WHOM DO YOU REPRESENT? State Plan Grant & Myself
SUPPORT OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

EXHIBIT _____

DATE _____

HB _____

Currently the State of Montana is not fully meeting the needs of the handicapped child below the age of 6. Agencies, Districts, and cooperatives are doing an excellent job with the resources available to them, however there are gaps in the system that need to be filled in order for services to be comprehensive.

Because of Montana's area, services are not consistent. In a large city where the mill levy has generated a substantial funding base, services for the child between 3 through 5 is generally available. However, because of financial difficulties of some districts, even these programs are in jeopardy. The programs for the child below the age of 3 is even more subject to cutbacks, if not elimination.

In the rural areas, many of these children do not expect to receive service until they enter the school system at the age of 6.

Public law 99 457 intends to address provision of specific services for handicapped children between 3 through 5.

with funding based on a child count formula. This additional funding would help fill the gaps to provide more comprehensive services.

Some components of preschool special education that are in need of strengthening include identification and assessment of the handicapped child. The system is not standardized in the state, thus one child who is identified as handicapped in Livingston may fall through the cracks in Haver.

Curriculum and specific program materials are very lacking. A district may initiate a program, however the teacher won't have the tools necessary to meet the goals outlined in the child's IEP.

Parents, as well as teachers, need more in-depth resources - somewhere to go for information, assistance and support in meeting the needs of the child.

One of the more efficient and successful means of providing services is through

interagency collaboration - one agency working co-operatively with another in seeing that the intent of the law is fulfilled regarding a child's education program. This works very well as each agency can provide the expertise, resources, and manpower available to them resulting in more comprehensive service.

Agencies that have worked together include Head Start, SRS agencies, school districts, cooperatives, State Plan Grants and University affiliated programs. These systems work - but not completely. There needs to be a more comprehensive and coordinated effort at the state level in order for the services to be 100% effective.

Montana's preschool education system is likened to a cabin one would build in the wilderness. It may be a shelter, and only a fair one at that, however the gaps between the logs do not necessarily allow for the most ideal shelter. To fill those gaps would finish the task, and result in a shelter.

ideal under all conditions - an effective system. This is why Montana needs to pass HB 511. The system breaks down as it is currently structured, with a mandated lack for handicapped services, the children can be guaranteed an education they deserve.

Respectfully Submitted

Waiparua R. V. V. V.
3 Queen Victoria
Billings

EXHIBIT # 1
DATE 2-4-87
HB # 511

HELLGATE ELEMENTARY SCHOOL

DISTRICT NO. 4

2385 FLYNN LANE

MISSOULA, MONTANA 59802

Established in 1869

K-5th PRINCIPAL 721-2160

6th-8th PRINCIPAL 549-6109

SUPERINTENDENT 728-5626

BUSINESS OFFICE 728-5626

February 5, 1987

Representative Jack Sands
House Education Committee
State Capitol
Helena, Montana 59601

RE: HB 511

Dear Representative Sands:

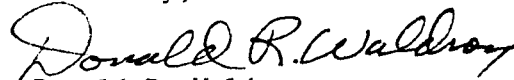
Time and good sense did not allow me to make my short statement on behalf of the School Administrators of Montana at the hearing on HB 511 requiring special education programs for three to six year olds by 1990. Nearly all school administrators feel a moral obligation to have early intervention for handicapped youngsters. Our problem of asking you to pass this bill is as follows:

1. Local needs should dictate local programs;
2. We do not trust the federal government to keep full funding flowing to local districts for the children; and
3. Our present federally mandated special education is only being supported at 75% of the original level. We cannot dilute the funds by adding programs.

The School Administrators of Montana will support this type of legislation if the Montana legislature can guarantee full or nearly full funding, or at least a rider on the bill that makes the mandated program contingent upon continued federal funding would be very helpful. We believe in the program but question the funding.

Thank you.

Sincerely,



Donald R. Waldron

Chairman

Legislative Committee

School Administrators of Montana

515 N. Sanders

Helena, Montana 59601-4597

Over One Century of Quality Education

EXHIBIT #8
DATE 2-4-87
HB #511

February 3, 1987

The Honorable Jack Sands
House of Representatives
Capitol Station
Helena, MT 59620

Dear Representative Sands,

I am writing to support House Bill 511 to mandate special education for handicapped children aged 3-5. I support this legislation because early intervention services are cost effective and they have positive affects on children. My daughter Stephanie has moderately severe cerebral palsy. She attended private preschools from age 2 1/2 through age 5. She is now attending kindergarten in a regular classroom. She has made a very smooth adjustment to kindergarten. The lessons in independence and self confidence that she received in preschool were invaluable in making this transition. She is now receiving therapy services in her school (under PL94-142) and her progress in fine and gross motor coordination has escalated. Her teacher and aide are able to incorporate techniques demonstrated by the therapists into her normal school routine. I believe that if these same services had been available in her preschool, her writing and other perceptual motor skills would be more advanced. The deficits in the above skills are the major blocks in her learning process. If HB511 and PL99-457 had been in effect, she would have received these important additional services and the deficits would have been substantially smaller.

By passing HB511 now and not waiting until preschool services are mandated in 1990, we can secure subsantial federal funds in order to better serve our preschoolers. This will enable us to save money in the long run by decreasing the services they will need when they enter the educational system for grades K - 12. Studies have shown that the earlier services are begun, the less total costs are.

cc: Sen. Paul Boylan
Rep. Norm Wallin

Pat Conant
9721 Forest Creek Dr
Bozeman

EXHIBIT #9

DATE 2-4-87

HB # 511

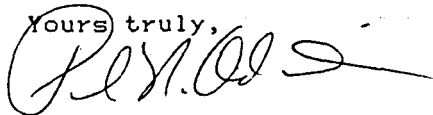
To: Honorable Members of the House Education and Cultural
Resources Committee
Re: Mandated Preschool Legislation
From: Paul and Ande Odegaard, Parents and Taxpaying Voters

Your committee is reviewing the mandated preschool special education bill HB 511. We support this legislation. Our daughter, Pam, has a severe delay in development. She was diagnosed at 18 months of age to be mentally retarded with autistic-like behavior. Shortly after that time our School District #2 had an early-intervention teacher working with all of us. She helped us understand the problems our daughter had and gave her help in Pam's deficiencies. It is because of that teacher and the early special education training she had that Pam now is in a junior high setting. She mixes with other students, works in the laundry and goes out into the community and works at a local dry cleaners in a supportive employment setting for training. There is no doubt that early education enabled her to be where she is today. Fifteen or twenty years ago her behavior problems would have been uncontrollable and she would have most likely been institutionalized. Now she is a productive citizen.

We feel that every preschooler with special needs could benefit from early education. Get them on the right track so that they can enter school at a more normal age similar to their peers. In the end it will be less expensive for the state and much better for the student and the family. Some of the larger school districts provide preschool special education and the benefits are notable. We must make sure that every preschooler needing special education services can be assured of receiving them in their home school district here in Montana.

Thank you for your past support in services to the DD population and special education. We need your help again. This legislation requires no state funds during this coming biennium. If you need help convincing other legislators to vote positive on this legislation, please call on us to write letters and make phone calls.

Yours truly,



Ande Odegaard
Paul and Ande Odegaard

3233 PARKHILL
BILLINGS, MT 59102

WITNESS STATEMENT

EXHIBIT # 10

DATE 2-4-87

HB # 511

NAME DENNIS M. TAYLOR BILL NO. AB511

ADDRESS HELENA DATE 2/4/87

WHOM DO YOU REPRESENT? DDD/SRS

SUPPORT X OPPOSE AMEND

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Early intervention works.
Let us use the federal dollars provided by PL 99-457 to ensure mandatory preschool services are available in Montana to all who need early stimulation, assistance & training.
Thank you
DNT

EXHIBIT # 11

DATE 2-4-87

HB # 511

WITNESS STATEMENT

NAME Linda L Zermeno BILL NO. 511

ADDRESS Billings DATE 2/4/87

WHOM DO YOU REPRESENT? _____

SUPPORT OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments: Representative Sands and Committee Members,

I am the parent of two sons. My oldest son, John Paul, is eleven years old and has the lifelong disability of Autism. We lived in California when John Paul was diagnosed. He was 2 years 5 months old at the time. We were very fortunate that John Paul was diagnosed at such an early age. Shortly after his diagnosis John Paul went into an early Childhood Education program at UCLA N.P.I.

In 11 months time his overall functioning age went from 6 months old to 24 months old. I thank God for early intervention which provided this tremendous gain. California provided for public schools for all handicapped children starting at age three. After spending a year at UCLA John Paul went right into public school.

I was fully aware when John Paul was born that a child learns more in the first five years of his life than he will learn at any other time. When a child is diagnosed as ~~disabled~~ being developmentally disabled, this does not change. Early intervention such as preschool programs for the handicapped is vital.

Please pass HB 511 to insure many more success stories for our precious beautiful children.

EXHIBIT # 12
DATE 2-4-87
HB 511

WITNESS STATEMENT

NAME Barbara Orchard BILL NO. 511
ADDRESS 2031 Beverly Hill, Palmdale DATE 2/4/87
WHOM DO YOU REPRESENT? _____
SUPPORT OPPOSE _____ AMEND _____

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

I am the parent of a 13 year old autistic boy who began receiving services through school district #2 in Palmdale when he was 2 1/2 yrs. old. I strongly support bill 511. By the time Matt was 2 yrs. old we had our son Jon Marc and our daughter Maximine was on the way. It became painfully evident to us how difficult it would be for Matt to learn and the constant stimulation, reinforcement, training and expertise needed to keep any progress. My husband and I had no prior education or training needed to work with Matt & we were desperate. I don't know what we would have done without the educational early intervention Matt received. Although we are a part needing these services for ourselves I've come out this way in support of bill 511 for those parents and children who at this time are in need & for those who will come in the future.

EXHIBIT #13
DATE 2-4-87
HB #511

Rep. Jack Sands and the House
Sub-Committee addressing HB-511

As parents of a developmentally disabled preschool aged child, we would urge you to support and pass House Bill 511, the Preschool Mandate.

This Bill is LONG overdue. Studies on early intervention dating from 1966 to present overwhelmingly conclude that preschool services are beneficial to students and cost effective for society. Having benefited from this program for the past year-and-a-half, we can't stress enough the importance of it. The goals and achievements our daughter has made are the direct results of the preschool program. No child in need of these services should be denied them. A child's time is invaluable, you can make the most of it now. Please pass House Bill 511.

Sincerely yours,

Ken and Cheryl Price

Ken Price
Cheryl Price

2209 6 N.W.
GREAT FALLS, MT
59404

Chairman Sands + Members of the Committee
In the record, my name is Judith B. Herzog, of REM
Montana, in Billings.

For historical purposes, I will tell you that I
moved to Montana 2 years ago. Since I am a
newcomer, so to speak, I have had the unique
opportunity to view all of the services to the
Developmentally Disabled with objectivity. I ~~express~~
~~years ago~~ have visited many programs, + applaud
the state of Montana for becoming a leader in
the provision of ~~higher~~ quality services.

I recently visited the Mt. Developmental Center
in Boulder - I was surprised to learn that
there are no young children in the institution -
where, as you know, the cost of care is high.
I learned that many young infants + children
are ~~still~~ at home, where families are providing
care + training with help from various DD
providers.

It is my understanding that ^{adequate} funding is
available to provide educational services to
~~young~~ young children. ^{As you know,} ~~the~~
the earlier the intervention, the more opportunity
~~the~~ children have to develop to their fullest
potential. I urge you to recommend a do pass.

Judith B Herzog

2-4-87

My name is Sherry Meadows
I represent the Great Falls
Public Schools. I want to
speak in support of HB 511
mandating an education for
each handicapped preschool child
between the ages of 3 and 6,
inclusive.

Fifty percent (50%) of a child's intelligence
develops before age 4, eighty (80%) of
intelligence develops before age 8."
(Bloom, 1964). "If intellectual development
is 80% formed between birth and age 8,
the handicapped child will need the
most assistance during the early
years to develop intellectual abilities
which lead to a productive life.
With early intervention the handicapped
child has a fighting chance when
they reach school age.

With modern medical advances, we
are seeing more children with more
severe handicapping conditions. This
is already being observed in the Great
Falls preschool population. More severely
handicapped students require more

related services. I ask that you consider this information in your decision-making - only the kids can win.

Thank you for your consideration

WITNESS STATEMENT

NAME
ADDR
WHOM
SUPP
PLEA
COMM

511
2-4-87

My name is Laurie Pipinich. I am a pre-school Teacher in the Great Falls School District.

I believe in early intervention. Early intervention can have a beneficial long term impact on a child. Early Services of a handicap can prevent it from producing other secondary handicaps such as social or emotional ones.

I received a letter recently from a parent of a child that we had exited from pre-school last spring. In the letter the parent said

"Chris does very well in his Kindergarten Class but Dave and I know he would not be doing so well without all your hard work." The parent went on to thank individual people. The letter ended by saying "I hope you will always count Chris as a genuine Success Story — We will." This mother told me that Chris has finally come into his own as far as communicating with his peer group.

WITNESS STATEMENT

NAME _____ B LI NO. _____

ADD _____ 511 _____

WHEN 2-4-87 _____

SUBJECT My name is Marion Smith. I _____

PLACES represent the Great Falls Public Schools as _____

COMMISSIONER a home-trainer for the pre-school. _____

I want to speak in support of HB 511 mandating Pre-School for Handicapped Children by 1990.

I want to share some comments I heard from parents.

"My dream is to have a conversation with my son." This little boy (age 4) spoke his first word this month after pre-school intervention.

"I think I can see my child as an adult with a job in the future. I think this is because of the help he received in pre-school. Today at the age of 8, my child is reading. I never thought he would do it."

Pre-School Intervention has made such

WITNESS STATEMENT

NAME _____

ADD _____

WHC _____

SUF _____

PLE _____

COR _____

Mr. Chairman + Members of the Committee
My name is Carla Parker. I am a
Home Trainer with Special Education
in Great Falls.

I support H.B. 511 because I support
early intervention research that indicates
50% of a person's intellectual abilities are
formed before age 4. Another 30% by the
age of 5.

The families of Handicapped children
need professional skills to teach their
child the basic life skills that you
and I take for granted such as
ambulation, communication and eating.
Without these basic skills these children
are limited in the exploration activities
that are vitally necessary for
intellectual growth.

In one of the classrooms I service 8
of the children came to us at age 3
with little or no ~~language~~
communication skills. Because of the
intervention provided by the preschool

WITNESS STATEMENT

NAME: _____ S.I. L. NO. _____

ADDRESS: _____

WHO: ~~Propoent for House Bill 511~~ _____

SUPP: MR Chairman, for the record my name is _____

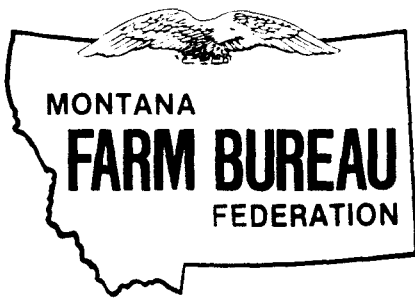
PLEASE: Pat Lucero from Billings. I am a proponent _____
for the House Bill 511.

COM: I am the mother of a two year old _____
son, Tyler, who has spastic quadraplegia _____
cerebral palsey.

Tyler is an outgoing little guy with outstanding learning potential. Since Tyler cannot walk and probably will not walk for years to come, this means he cannot explore and learn like other normal children. Every learning experience must be carefully planned for Tyler. This requires Early Intervention.

My school District has chosen not to provide preschool for handicapped children.

I feel ~~is~~ since Tyler will not have the benefits of an early intervention program it will be extremely hard for him to be thrust into a school system.



P.O. Box 6400
~~502 South 1st~~

EXHIBIT 720
DATE 2-4-87
Bozeman, Montana 59715
HB #477
Phone (406) 587-3153

TESTIMONY BY: Alan Eck
BILL # HB-477 DATE 2/4/87
SUPPORT XXXX OPPOSE _____

Mr. Chaiman and members of the committee, for the record my name is Alan Eck. I'm a staff member with the Montana Farm Bureau. The Farm Bureau believes that even though extra-curricular activities are important, the primary reason for people to go to school must be academic. Satisfactory academic achievement must be maintained in order for people to get by in the world after graduation. We believe this bill is a step in the right direction for returning U.S. education to its' former high standard. For these reasons we would like to see a do pass recommendation from this committee for House Bill #477. Thank You

SIGNED: Alan Eck

50th Legislature

LC 370

STATEMENT OF INTENT

~~House~~ Bill No. 237

Section 2 of the bill requires the board of public education to adopt rules prescribing when a school district may conduct pupil-instruction days prior to Labor Day and prescribing the approval procedure for such days. The legislature intends the board of public education to adopt rules that include but are not limited to: (1) the permissible special circumstances for conducting school before Labor Day; (2) dates for and manner of submitting approval requests; and (3) responsibilities of the superintendent of public instruction within the approval procedure.

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. _____ HOUSE BILL NO. 477 DATE FEBRUARY 4, 1987

SPONSOR REP. GOULD

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Alan Eck-Mt. Farm Bureau	Bozeman	X	
Virginia	Bozeman		
John Jones	Great Falls		
John Washburn	Missoula	✓	
R. Budd Gould	Missoula	✓	
Bruce W. Goers	Helena MSBA		X
Jim Sauer	Bozeman		
Rick Thompson	Glasgow	✓	
Don Waldron	Sc. A. M.		✓
Eric Leav	MEH		✓

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FORM.
PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HOUSE BILL NO. 303

DATE FEBRUARY 4, 1987

SPONSOR REP. DAVE BROWN

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Bobbie Curtis	Girt Falls	✓	
MRS George CALHOUN	Butte MT	✓	
Gill Sauer	Bozeman	✓	
Carole Phynale	Townsend		✓
Charles Phynale	"		✓
Jerry Minnow	MT Teachers		
Bruce W. Moers	Helena MSBA		✓
Don Waldron	S.A. MT.		✓
Ralph Wymen	Helena		
Hi Ghatt	REM, MT Billing	✓	
Don Waldron	Butte MT		
Debbie Williams	Bridge	✓	
Karen Tanberg	Helena	✓	
Eric Leavitt	MEA	✓	

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VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. _____ HOUSE BILL NO. 511 DATE FEBRUARY 4, 1987
 SPONSOR _____ REP. DRISCOLL _____

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
MARK KNOX	BILLINGS	✓	
Mary McWhorter	Helena	✓	
James & M ^{rs} Smith	Missoula	✓	
Nelene Golden	Hamilton, Montana PTA	✓	
Jill Sauer	Bozeman	✓	
Virginia DeLand	Missoula	✓	
Connie Koenig	Kalispell	✓	
Wayne A. Havelat	Great Falls	✓	
Beverly Owens	Slip. Mont ARC	✓	
Deanna Battistoli	Billings	✓	
Barbara Richard	Billings	✓	
Linda Zimmers	Billings	✓	
Toren F. Hildner	Missoula	✓	
Jean Lockhart	Great Falls	✓	
Wayne K. Verna	Billings	✓	
L. Chapman	Billings	✓	
Cheryl Pullen	Billings	✓	
CHERYL PRICE	GT. FALLS	✓	
John Russell	BUTTE	✓	

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VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HB-511

DATE 2/4/87

SPONSOR ^{REP.} Duscell

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Jack [unclear]	Stevensville	✓	
Susan Kaphammer-Myers	Stev	✓	
Betty Kulf	Beetle	✓	
Sally Adams	Butte	✓	
Lisa Jones	Great Falls	✓	
Cathy Petersen	"	✓	
Sherry Meadows	"	✓	
Marion Smith	"	✓	
Laurie Pipinich	"	✓	
Doree Parker	"	✓	
Suzanne Swartz	Great Falls	✓	
Sharon Massey	Billings	✓	
JANE WALTER	Billings		
Trene [unclear]	Billings		
Paul N. Odegaard	Billings	✓	
Eric [unclear]	Billings-Parent	✓	
Charlie [unclear]	Great Falls	✓	
R. Budd			
Deanne Saylor	Red Lodge	✓	

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VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HB 511

DATE 2/4/87

SPONSOR REP. Driscoll

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Ann Thomas	Blgs.	✓	
Randy W Thomas	Blgs	✓	
Amy Taub	Great Falls	✓	
Pat Lucero	Billings	✓	
Karen Oyler	Manhattan	✓	
Marge Fehrer	Bozeman	✓	
Joyce Curtis	Chloeau	✓	
William Melby	Gr Falls	✓	
Julia Danforth	Miles City	✓	
Jack Thompson	Glasgow	✓	
James Brockway	Miles City	✓	
Ann M. Taylor	Helena	✓	
Margaret Johnson	OPT	✓	
Paul A. Mulhgan	Missoula	✓	
Robert J. Tillery	Bozeman	✓	
Budie Mc	Lennox	✓	
Jean Rehrich	Helena	✓	
Jean Bradford	Helena	✓	

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VISITORS' REGISTER

Page 4

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HB 511

DATE 2/2/87

SPONSOR ^{REP.} Prisco

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Terry Minow	MT Fed Teachers	X	
Paula Black	H.D #2	X	
JOM JEEHNS	Helena,	✓	
Bruce W. Moerer	Helena SCBA	X work anadit	
ALICIA PILHETTE	HELENA	X	
Leslie Foster	Chester	X	
Dabbie Curtis	Cut Falls	X	
CHRYS ANDERSON	Helena	X	
Dayton Kervoy	Glasgow	X	
Wanda Dwyer	Missoula	X	
Sharon Pettit	Helena - HCS	X	
Katharine A. Kelker	Billings	X	
Rena Whelan	Billings	X	
Myrtle B. Cozby	ANACONDA	X	
JOHN A. COZBY	ANACONDA	X	
Elyde Muirhead	DDPAC	X	
Ly Glatt	REM, MT	✓	
Jim Foster	Chester Public School	X	
CRIS VOLINIKARY	Lobbyist TDD	✓	

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VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HB 511

DATE FEB 4, 1987

SPONSOR REP. Driscoll

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Debbie Williams	Budget	✓	
Lucy Sindelar	Rural Billings	✓	
Karen Tanberg	Helena	✓	
Eric Fear	MEA	✓	

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