

SENATE BILL No. 135

By Committee on Education

1-26

AN ACT making and concerning appropriations for the fiscal year ending June 30, 2002, for the department of education; authorizing certain transfers and imposing certain restrictions and limitations, and directing or authorizing certain receipts and disbursements and acts incidental to the foregoing.

WHEREAS, Educational or academic mentoring helps mentored youth improve their overall academic achievement, career mentoring helps mentored youth develop the necessary skills to enter or continue on a career path and personal development mentoring supports mentored youth during times of personal or social stress and provides guidance for decision making; and

WHEREAS, Data show many youth have a desperate need for positive role models and support networks to fill the void left by busy or absent parents; and

WHEREAS, There have been studies of mentoring that have demonstrated a high correlation between mentoring and achievement including significant academic achievement by mentored students, high vocabulary gains by mentored students, improved social skills for mentored students and a substantial cost-benefit of such programs; and

WHEREAS, Mentoring programs are popular as attested to by compelling testimonials by youth and adults alike who have themselves benefited from the positive influence of older persons who have helped them endure social, academic, career or personal crises; and

WHEREAS, Most mentoring programs have positive results but structured mentoring programs not only build on relationships between the mentor and the student but have a focus on academic achievement with related instructional resources and strategies, supplemented by mentor training and accountability; and

WHEREAS, Reading recovery, an early literacy intervention program is based on over 30 years of research on how at-risk children learn to read and write and is designed to eliminate literacy difficulties for the lowest achievers in any school and bring them to the average level of performance in a short period of time; and

WHEREAS, The aim of reading recovery is to dramatically reduce the

1 cost to the educational system of students who have extreme difficulty
2 with literacy learning by intervening at a critical time before the cycle of
3 failure begins; and

4 WHEREAS, Reading recovery programs have been successfully im-
5 plemented in 48 of the United States, nine Canadian Provinces and the
6 Yukon Territory, seven European countries, three countries in the Pacific
7 Islands, Australia and New Zealand; analyses of the cost-benefit experi-
8 ence of schools implementing reading recovery programs for students
9 show substantial savings in the costs of student retention, special educa-
10 tion placement and title I placement: *Now therefore,*

11 *Be it enacted by the Legislature of the State of Kansas:*

12 Section 1. (a) For the fiscal year ending June 30, 2002, appropriations
13 are hereby made, restrictions and limitations are hereby imposed, and
14 transfers, fees, receipts, disbursements and acts incidental to the fore-
15 going are hereby directed or authorized as provided in this act.

16 Sec. 2.

17 DEPARTMENT OF EDUCATION

18 (a) There is appropriated for the above agency from the state general
19 fund for the fiscal year ending June 30, 2002, the following:

20 Structured mentoring program grants/Reading recovery
21 program grants..... \$2,000,000

22 *Provided*, That expenditures from appropriations made by this section
23 shall be in addition to any other expenditures authorized for these pur-
24 poses.

25 Sec. 3. This act shall take effect and be in force from and after its
26 publication in the statute book.

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