
SUBSTITUTE HOUSE BILL 1398

State of Washington

53rd Legislature

1993 Regular Session

By House Committee on Higher Education (originally sponsored by Representatives Ogden, Jacobsen, Hansen, Springer, Chandler, Edmondson, Grant, Ludwig, Rayburn, Basich, Wineberry, Shin, Brough, Finkbeiner and J. Kohl)

Read first time 03/03/93.

1 AN ACT Relating to literacy in mathematics, science, and
2 technology; creating new sections; and making an appropriation.

3 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

4 NEW SECTION. **Sec. 1.** (1) The legislature finds:

5 (a) Mathematics, science, and technology subtly but profoundly
6 impact the lives of Washington state residents. In the coming years
7 mathematics, science, and technology will become socially pervasive and
8 important with growing concerns about health, environmental protection,
9 conservation, energy supply, and industrial growth;

10 (b) There is consensus that the most likely leading industries in
11 the twenty-first century will be in microelectronics, biotechnology,
12 new materials industries, civilian aviation, telecommunications,
13 robotics, and computer-related technologies. This means that literacy
14 in mathematics, science, and technology will become increasingly
15 important to the economic future of Washington state; and

16 (c) National education goal number four establishes that by the
17 year 2000, United States students will be first in the world in science
18 and mathematics achievement.

1 (2) The legislature recognizes that change is not optional and
2 believes that only if literacy in mathematics, science, and technology
3 is expanded to include all segments of the population can Washington
4 state build upon existing public and private sector resources to take
5 full advantage of the projected leading industries for the twenty-first
6 century and achieve national education goal number four.

7 (3) Broad public literacy in mathematics, science, and technology
8 will be necessary to sustain from one generation to the next a dynamic
9 future for the citizens of Washington. However, certain obstacles must
10 be addressed to realize this goal:

11 (a) Widespread public discomfort with mathematics, science, and
12 technology;

13 (b) Prevailing public ignorance of the importance of mathematics,
14 science, and technology throughout our lives; and

15 (c) Broad public resistance to recognizing the legitimacy of
16 mathematics, science, and technology in contributing toward solving
17 societal issues.

18 (4) It is the intent of the legislature to develop a long-range,
19 comprehensive mathematics, science, and technology literacy program
20 that reaches into all segments of society and supports a vision in
21 which Washington state is a place where all citizens demonstrate,
22 value, and support literacy in mathematics, science, and technology.

23 NEW SECTION. **Sec. 2.** (1) The higher education coordinating board
24 shall contract with an appropriate person or entity to conduct a study
25 that includes, but is not limited to:

26 (a) An analysis of the benefits and disadvantages to the state of
27 achieving or not achieving broad social literacy in mathematics,
28 science, and technology; and

29 (b) A review of existing or anticipated efforts in Washington state
30 pertaining to enhancing the quality of mathematics, science, and
31 technology instruction in the common schools or higher education
32 institutions of the state, or increasing the level of broad public
33 literacy in mathematics, science, and technology in the state.

34 (2) The study shall include an analysis of the feasibility and
35 desirability of creating a Washington state institute for science and
36 society that:

37 (a) Would promote broad-based awareness and understanding of the
38 importance of mathematics, science, and technology in our lives and

1 support the implementation of a long-range, comprehensive mathematics,
2 science, and technology literacy program;

3 (b) Could coordinate collaboration and communication between
4 existing and anticipated efforts in the state to enhance the quality of
5 mathematics, science, and technology instruction and elevate the level
6 of mathematics, science, and technology literacy; and

7 (c) Could play a vital role in sustaining systemic change in the
8 delivery of mathematics, science, and technology education and
9 sustaining public literacy in mathematics, science, and technology.

10 (3) The analysis under subsection (2) of this section shall
11 include:

12 (a) An assessment of whether a state institute for science and
13 society is an appropriate means toward building and sustaining a social
14 culture of awareness, appreciation, understanding, and support for
15 mathematics, science, and technology education and literacy;

16 (b) An assessment of the kind of mission and focus that would guide
17 a state institute for science and society, including groups for
18 priority attention and appropriate programs, services, and activities;

19 (c) Options pertaining to a governmental structure for and location
20 of a state institute for science and society; and

21 (d) Options for funding a state institute for science and society.

22 (4) The person or entity conducting the study shall report
23 findings, conclusions, and recommendations to the legislature and the
24 governor not later than December 1, 1994.

25 NEW SECTION. **Sec. 3.** The higher education coordinating board is
26 authorized to receive and expend any private gifts or grants to conduct
27 the study in section 2 of this act. Funds shall be expended in
28 accordance with the conditions contingent in the gift or grant of those
29 funds.

30 NEW SECTION. **Sec. 4.** The sum of dollars, or as
31 much thereof as may be necessary, is appropriated for the biennium
32 ending June 30, 1995, from the state general fund to the higher
33 education coordinating board for the purposes of this act.

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