

CERTIFICATION OF ENROLLMENT
ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2909

54th Legislature
1996 Regular Session

Passed by the House March 5, 1996
Yeas 96 Nays 0

Speaker of the
House of Representatives

Passed by the Senate February 29, 1996
Yeas 48 Nays 0

President of the Senate

Approved

Governor of the State of Washington

CERTIFICATE

I, Timothy A. Martin, Chief Clerk of the House of Representatives of the State of Washington, do hereby certify that the attached is **ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2909** as passed by the House of Representatives and the Senate on the dates hereon set forth.

Chief Clerk

FILED

Secretary of State
State of Washington

ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2909

AS AMENDED BY THE SENATE

Passed Legislature - 1996 Regular Session

State of Washington

54th Legislature

1996 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Johnson, Brumsickle, Cole, Talcott, Quall, Radcliff, McMahan, Hymes, Smith, Lambert, Thompson, Hatfield, Stevens, Boldt, Koster, McMorris, Elliot, Silver, Pelesky, Clements, Cooke, Benton, Carrell, Sheldon, Basich, Linville, Skinner, Robertson, Blanton, Huff, Hickel, Goldsmith, Campbell and Casada)

Read first time 02/05/96.

1 AN ACT Relating to improving reading literacy; amending RCW
2 28A.300.130; adding new sections to chapter 28A.300 RCW; creating new
3 sections; providing an expiration date; and declaring an emergency.

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

5 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.300
6 RCW to read as follows:

7 (1) The center for the improvement of student learning, or its
8 designee, shall develop and implement a process for identifying
9 programs that have been proven to be effective based upon valid
10 research in teaching elementary students to read. Additional programs
11 shall be reviewed after the initial identification of effective
12 programs.

13 (2) In identifying effective reading programs, the center for the
14 improvement of student learning, or its designee, shall consult primary
15 education teachers, state-wide reading organizations, institutions of
16 higher education, the commission on student learning, parents,
17 legislators, and other appropriate individuals and organizations.

18 (3) In identifying effective reading programs, the following
19 criteria shall be used:

1 (a) Whether the program will help the student meet the state-level
2 and classroom-based assessments for reading;

3 (b) Whether the program has achieved documented results for
4 students on valid and reliable assessments;

5 (c) Whether the results of the program have been replicated at
6 different locations over a period of time;

7 (d) Whether the requirements and specifications for implementing
8 the program are clear so that potential users can clearly determine the
9 requirements of the program and how to implement it;

10 (e) Whether, when considering the cost of implementing the program,
11 the program is cost-effective relative to other similar types of
12 programs;

13 (f) Whether the program addresses differing student populations;
14 and

15 (g) Other appropriate criteria and considerations.

16 (4) The initial identification of effective reading programs shall
17 be completed and a list of the identified programs prepared by December
18 31, 1996.

19 NEW SECTION. **Sec. 2.** The superintendent of public instruction
20 shall establish a grant program to provide incentives for teachers,
21 schools, and school districts to use the identified programs on the
22 approved list in grades kindergarten through four. Schools, school
23 districts, and educational service districts may apply for grants.
24 Funds for the grants shall be used for in-service training and
25 instructional materials. Grants shall be awarded and funds distributed
26 not later than June 30, 1997, for programs in the 1996-97 and 1997-98
27 school years. Priority shall be given to grant applications involving
28 schools and school districts with the lowest mean percentile scores on
29 the state-wide fourth grade assessment required under RCW 28A.230.190
30 among grant applicants.

31 NEW SECTION. **Sec. 3.** (1) The center for the improvement of student
32 learning in collaboration with the commission on student learning and
33 in consultation with the state board of education, faculty in educator
34 preparation programs, educators, parents, and school directors, shall
35 establish training programs in reading instruction and assessment for
36 educators in the primary grades. The programs shall be designed to
37 prepare educators to use the classroom-based assessments developed by

1 the commission on student learning to determine how children are
2 reading, select and implement appropriate instructional strategies and
3 effective programs consistent with section 1 of this act to improve
4 reading instruction, and to involve parents in helping their children
5 to learn to read. Funds shall be used to develop the training program
6 and to provide the training to the educators both through institutes
7 and in the classroom during the school year.

8 (2) This section shall expire June 30, 1998.

9 NEW SECTION. **Sec. 4.** A new section is added to chapter 28A.300
10 RCW to read as follows:

11 (1) After effective programs have been identified in accordance
12 with section 1 of this act, the center for the improvement of student
13 learning, or its designee, shall provide information and take other
14 appropriate steps to inform elementary school teachers, principals,
15 curriculum directors, superintendents, school board members, college
16 and university reading instruction faculty, and others of its findings.

17 (2) The center, in cooperation with state-wide organizations
18 interested in improving literacy, also shall develop and implement
19 strategies to improve reading instruction in the state, with a special
20 emphasis on the instruction of reading in the primary grades using the
21 effective reading programs that have been identified in accordance with
22 section 1 of this act. The strategies may include, but should not be
23 limited to, expanding and improving reading instruction of elementary
24 school teachers in teacher preparation programs, expanded in-service
25 training in reading instruction, the training of paraprofessionals and
26 volunteers in reading instruction, improving classroom-based assessment
27 of reading, and increasing state-wide and regional technical assistance
28 in reading instruction.

29 (3) The center shall submit a status report to appropriate
30 committees of the legislature by December 31, 1996, regarding its
31 efforts to implement section 1 of this act and subsections (1) and (2)
32 of this section. The report shall include a description of safeguards
33 enacted to ensure the integrity and objectivity of the assistance and
34 advice provided by the center.

35 **Sec. 5.** RCW 28A.300.130 and 1993 c 336 s 501 are each amended to
36 read as follows:

1 (1) Expanding activity in educational research, educational
2 restructuring, and educational improvement initiatives has produced and
3 continues to produce much valuable information. The legislature finds
4 that such information should be shared with the citizens and
5 educational community of the state as widely as possible. To
6 facilitate access to information and materials on educational
7 improvement and research, the superintendent of public instruction, to
8 the extent funds are appropriated, shall establish the center for the
9 improvement of student learning. The primary purpose of the center is
10 to provide assistance and advice to parents, school board members,
11 educators, and the public regarding strategies for assisting students
12 in learning the essential academic learning requirements pursuant to
13 RCW 28A.630.885. The center shall work in conjunction with the
14 commission on student learning, educational service districts, and
15 institutions of higher education.

16 (2) The center shall:

17 (a) Serve as a clearinghouse for the completed work and activities
18 of the commission on student learning;

19 (b) Serve as a clearinghouse for information regarding successful
20 educational restructuring and parental involvement programs in schools
21 and districts, and information about efforts within institutions of
22 higher education in the state to support educational restructuring
23 initiatives in Washington schools and districts;

24 (c) Provide best practices research and advice that can be used to
25 help schools develop and implement: Programs and practices to improve
26 reading instruction; school improvement plans; school-based shared
27 decision-making models; programs to promote lifelong learning and
28 community involvement in education; school-to-work transition programs;
29 programs to meet the needs of highly capable students; programs to meet
30 the diverse needs of students based on gender, racial, ethnic,
31 economic, and special needs status; and other programs that will assist
32 educators in helping students learn the essential academic learning
33 requirements;

34 (d) Develop and distribute, in conjunction with the commission on
35 student learning, parental involvement materials, including
36 instructional guides developed to inform parents of the essential
37 academic learning requirements. The instructional guides also shall
38 contain actions parents may take to assist their children in meeting

1 the requirements, and should focus on reaching parents who have not
2 previously been involved with their children's education;

3 (e) Identify obstacles to greater parent and community involvement
4 in school shared decision-making processes and recommend strategies for
5 helping parents and community members to participate effectively in
6 school shared decision-making processes, including understanding and
7 respecting the roles of school building administrators and staff;

8 (f) Take other actions to increase public awareness of the
9 importance of parental and community involvement in education;

10 (g) Work with appropriate organizations to inform teachers,
11 district and school administrators, and school directors about the
12 waivers available under RCW 28A.305.140 and the broadened school board
13 powers under RCW 28A.320.015;

14 (h) Provide training and consultation services;

15 (i) Address methods for improving the success rates of certain
16 ethnic and racial student groups; and

17 (j) Perform other functions consistent with the purpose of the
18 center as prescribed in subsection (1) of this section.

19 (3) The superintendent of public instruction, after consultation
20 with the commission on student learning, shall select and employ a
21 director for the center.

22 (4) The superintendent may enter into contracts with individuals or
23 organizations including but not limited to: School districts;
24 teachers; higher education faculty; institutions of higher education;
25 state agencies; business or community-based organizations; and other
26 individuals and organizations to accomplish the duties and
27 responsibilities of the center. The superintendent shall contract out
28 with community-based organizations to meet the provisions of subsection
29 (2) (d) and (e) of this section. In carrying out the duties and
30 responsibilities of the center, the superintendent, whenever possible,
31 shall use practitioners to assist agency staff as well as assist
32 educators and others in schools and districts.

33 (5) The superintendent shall report annually to the commission on
34 student learning on the activities of the center.

35 NEW SECTION. **Sec. 6.** This act is necessary for the immediate
36 preservation of the public peace, health, or safety, or support of the
37 state government and its existing public institutions, and shall take
38 effect immediately.

1 NEW SECTION. **Sec. 7.** If specific funding for sections 2 and 3 of
2 this act, referencing this act by bill or chapter number and section
3 number, is not provided by June 30, 1996, in the supplemental omnibus
4 appropriations act, sections 2 and 3 of this act are null and void.

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