

# FINAL BILL REPORT

## E2SSB 6509

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### PARTIAL VETO

C 271 L 98

Synopsis as Enacted

**Brief Description:** Requiring training for reading instruction.

**Sponsors:** Senate Committee on Ways & Means (originally sponsored by Senators Hochstatter, Benton, Zarelli, Rossi, Swecker, Deccio, Johnson, Oke, McCaslin, Stevens, Morton, Roach and Schow).

**Senate Committee on Education**  
**Senate Committee on Ways & Means**  
**House Committee on Education**  
**House Committee on Appropriations**

**Background:** Since 1995, the Legislature has proposed and passed legislation to improve student learning by focusing on reading skills. Some research has shown that providing teachers with sufficient information on the skills of their students and providing training for teachers in effective instructional methods can improve students' skills. In 1997, the Legislature required the Superintendent of Public Instruction to identify a collection of tests to measure second grade reading accuracy and fluency. Pilot projects were authorized to use the tests and grants were provided to enhance reading instruction.

**Summary:** The Successful Readers Act is created. Schools may apply to the Superintendent of Public Instruction (SPI) for funds to provide the following: (1) training and materials in beginning reading instructional strategies; and (2) volunteer tutoring and mentoring reading programs. Teachers participating receive a stipend.

To the extent funds are appropriated, elementary schools may apply for funds to provide training and materials for teachers who teach kindergarten through second grade. Funds may also be used to provide training and materials for school principals and K-2 classroom volunteers. The application for funds must verify that the training and materials have a primary emphasis on specified beginning reading instructional strategies, that the funds will not be used for intervention or remediation programs, and that a public or private contractor will provide the training.

To the extent funds are appropriated, elementary schools may apply for funds to provide volunteer tutoring and mentoring reading programs in kindergarten through sixth grade. The programs must provide training for teachers and volunteer tutors and mentors in effective reading strategies, training for teachers in the effective use of classroom volunteers, a goal for a minimum number of hours of individual student instruction during normal school hours or vacation periods, and a plan to assess student reading performance before and after participating in the program. The student assessment results must be reported to SPI. SPI must make an initial report to the Legislature on the effectiveness of the programs by March 1, 1999, and a final report by December 1999.

By April 15, 1998, SPI must notify all school districts that the funds for both programs are available. By June 1, 1998, SPI must make initial awards to applicants. Applications received before June 1, 1998, from schools that have the greatest number of students not meeting the statewide standard on the fourth grade assessment in reading, or scoring lowest on the reading component of the statewide standardized test, receive priority for funding. After June 1, 1998, funds are awarded on a first-come, first-served basis. Schools receiving funds must certify and document that the funds were spent in accordance with the funding requirements. Schools that received funds under the 1997 second grade test collection pilot and grant program are not eligible to receive the funds provided under this act.

**Votes on Final Passage:**

Senate	25	24
House	60	38 (House amended)
Senate	29	20 (Senate concurred)

**Effective:** April 1, 1998

**Partial Veto Summary:** The title of the act, The Successful Readers Act,– and the null and void clause are vetoed.