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ENGROSSED SECOND SUBSTITUTE HOUSE BILL 2909

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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 using scientifically  
10 valid research in teaching elementary students to read. The  
11 identification process shall be designed to be ongoing until December  
12 31, 2000, and shall allow additional programs to be reviewed after the  
13 initial identification of programs.

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

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

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

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

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

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

15 (f) 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 15, 1996.

19 (5) The legislative budget committee, or its designee, shall  
20 evaluate the effectiveness of the identification process and the impact  
21 of identified programs on improving reading instruction, and report to  
22 the appropriate committees of the legislature by December 1, 1999. The  
23 report shall include a description of safeguards enacted to ensure the  
24 scientific integrity and objectivity of this section and sections 2 and  
25 3 of this act.

26 (6) This section shall expire December 31, 2000.

27 NEW SECTION. **Sec. 2.** After effective reading programs have been  
28 identified in accordance with section 1 of this act, the prepared list  
29 and any future changes shall be reviewed and approved by the house of  
30 representatives and senate education committees or their designees.

31 Upon initial approval by the house of representatives and senate  
32 education committees or their designees, the superintendent of public  
33 instruction shall establish a grant program to provide incentives for  
34 teachers, schools, and school districts to use the identified programs  
35 on the approved list in grades kindergarten through four. Schools,  
36 school districts, and educational service districts may apply for  
37 grants. Funds for the grants shall be used for in-service training and  
38 instructional materials. Grants shall be awarded no later than July

1 1, 1997. Priority shall be given to grant applications involving  
2 schools and school districts with the lowest mean percentile scores on  
3 the state-wide fourth grade assessment required under RCW 28A.230.190  
4 among grant applicants.

5 NEW SECTION. **Sec. 3.** A new section is added to chapter 28A.300  
6 RCW to read as follows:

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

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

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

31 **Sec. 4.** RCW 28A.300.130 and 1993 c 336 s 501 are each amended to  
32 read as follows:

33 (1) Expanding activity in educational research, educational  
34 restructuring, and educational improvement initiatives has produced and  
35 continues to produce much valuable information. The legislature finds  
36 that such information should be shared with the citizens and  
37 educational community of the state as widely as possible. To

1 facilitate access to information and materials on educational  
2 improvement and research, the superintendent of public instruction, to  
3 the extent funds are appropriated, shall establish the center for the  
4 improvement of student learning. The primary purpose of the center is  
5 to provide assistance and advice to parents, school board members,  
6 educators, and the public regarding strategies for assisting students  
7 in learning the essential academic learning requirements pursuant to  
8 RCW 28A.630.885. The center shall work in conjunction with the  
9 commission on student learning, educational service districts, and  
10 institutions of higher education.

11 (2) The center shall:

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

14 (b) Serve as a clearinghouse for information regarding successful  
15 educational restructuring and parental involvement programs in schools  
16 and districts, and information about efforts within institutions of  
17 higher education in the state to support educational restructuring  
18 initiatives in Washington schools and districts;

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

29 (d) Develop and distribute, in conjunction with the commission on  
30 student learning, parental involvement materials, including  
31 instructional guides developed to inform parents of the essential  
32 academic learning requirements. The instructional guides also shall  
33 contain actions parents may take to assist their children in meeting  
34 the requirements, and should focus on reaching parents who have not  
35 previously been involved with their children's education;

36 (e) Identify obstacles to greater parent and community involvement  
37 in school shared decision-making processes and recommend strategies for  
38 helping parents and community members to participate effectively in

1 school shared decision-making processes, including understanding and  
2 respecting the roles of school building administrators and staff;

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

5 (g) Work with appropriate organizations to inform teachers,  
6 district and school administrators, and school directors about the  
7 waivers available under RCW 28A.305.140 and the broadened school board  
8 powers under RCW 28A.320.015;

9 (h) Provide training and consultation services;

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

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

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

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

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

30 NEW SECTION. **Sec. 5.** This act is necessary for the immediate  
31 preservation of the public peace, health, or safety, or support of the  
32 state government and its existing public institutions, and shall take  
33 effect immediately.

34 NEW SECTION. **Sec. 6.** If specific funding for section 2 of this  
35 act, referencing this act by bill number, is not provided by June 30,

1 1996, in the supplemental omnibus appropriations act, section 2 of this  
2 act is null and void.

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