

1 **E2SSB 6509** - H AMD 1173 FAILED 3-06-98

2 By Representative ____

3 Strike everything after the enacting clause and insert the
4 following:

5
6 NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.415
7 RCW to read as follows:

8 (1) To the extent funds are appropriated in accordance with this
9 section, elementary schools wishing to improve the reading skills of
10 their students may apply for and receive funding from the office of the
11 superintendent of public instruction. The funds shall be used to
12 improve reading instruction in kindergarten through grade five.
13 Elementary schools may use the funds for research-based professional
14 development, staff development, remediation and intervention programs,
15 and for other research-based initiatives that the school believes will
16 help it meet the reading goals adopted by the school and the state's
17 essential academic learning requirements.

18 (2) To the extent funds are appropriated in accordance with this
19 section, elementary schools interested in providing programs that use
20 volunteer tutors and mentors to assist struggling readers in
21 kindergarten through sixth grade may apply for grants from the
22 superintendent of public instruction for programs that are research-
23 based and have proven effectiveness in improving student performance.
24 The programs must include the following elements:

25 (a) Teacher training in research-based effective reading
26 strategies and effective use of classroom volunteers with struggling
27 readers;

28 (b) Training for tutor and mentor volunteers in research-based
29 effective reading strategies before the volunteers participate in the
30 program;

31 (c) An established goal for a minimum number of volunteer contact
32 hours for students to receive individual instruction from teachers, and
33 tutor or mentor volunteers during the summer, other intercessions for
34 schools with year-round schedules or other vacation periods, during
35 normal school hours, before and after school, or on Saturdays; and

1 (d) A plan to assess student reading performance before entering
2 the program and upon exit or at the end of the year as appropriate.
3 The results must be compiled and reported to the superintendent of
4 public instruction. The superintendent of public instruction shall
5 provide an initial report to the legislature by March 1, 1999, and a
6 final report to the legislature by December 1999 on the effectiveness
7 of the various programs.

8 (3) For applications submitted before June 1, 1998, priority for
9 funds in accordance with this section shall be given to those schools
10 in which less than one-quarter of all students tested on the fourth
11 grade assessment in reading met the state-wide standard, or in schools
12 where average performance on the reading component of the state-wide
13 standardized test required in RCW 28A.230.190 were in the bottom
14 quartile for the previous three years. Priority shall then be given to
15 those schools in which less than one-third of all students tested on
16 the fourth grade assessment in reading met the state-wide standard, or
17 in schools where average performance on the reading component of the
18 state-wide standardized test required in RCW 28A.230.190 were in the
19 bottom third for the previous three years. Priority shall then be given
20 to schools in which one-half of all students tested on the fourth grade
21 assessment in reading met the state-wide standard, or in schools where
22 average performance on the reading component of the state-wide
23 standardized test required in RCW 28A.230.190 were in the bottom half
24 for the previous three years. Beginning June 1, 1998, the
25 superintendent of public instruction shall open the application process
26 to all schools without regard to performance on reading tests. For
27 applications received after June 1, 1998, the superintendent shall
28 provide funds to qualified applicants on a first-come, first-served
29 basis, based on the date of application.

30 (5) Teachers participating in professional development
31 opportunities in accordance with subsection (1) of this section or in
32 volunteer programs in accordance with subsection (2) of this section
33 will receive a stipend from the funds.

34 NEW SECTION. **Sec. 2.** (1) Before September 30, 1998, the office of
35 the superintendent of public instruction, in cooperation with
36 educational service districts, shall conduct leadership and
37 accountability institutes designed to provide teachers, administrators,

1 and school board members with information and tools to improve reading
2 instructional programs and practices in their schools. The office
3 shall invite to an institute invite teams from each participating
4 school district. Each team shall include school directors, school
5 administrators, and teachers who have been identified by the school
6 district board of directors as having demonstrated leadership in
7 reading instruction. In addition to other teams that may be invited,
8 teams shall be invited from schools receiving funds in accordance with
9 section 2 of this act. The institutes will inform participants on the
10 research regarding how children learn to read and on effective reading
11 instruction principles, practices, and strategies. Participating
12 districts shall evaluate their beginning reading curriculum to
13 determine if it is a comprehensive program that includes, but need not
14 limited to, explicit instruction in phonemic awareness, decoding
15 skills, spelling, vocabulary, and comprehension, and the diagnosis of
16 student reading skills.

17 (2) School districts sending teams to the institutes must make a
18 commitment to provide to team members sufficient time before and during
19 the next school year to support implementation of strategies learned
20 while at the institute.

21 (3) This section expires December 31, 1998.

22 **Sec. 3.** RCW 28A.300.130 and 1996 c 273 s 5 are each amended to
23 read as follows:

24 (1) Expanding activity in educational research, educational
25 restructuring, and educational improvement initiatives has produced and
26 continues to produce much valuable information. The legislature finds
27 that such information should be shared with the citizens and
28 educational community of the state as widely as possible. To
29 facilitate access to information and materials on educational
30 improvement and research, the superintendent of public instruction, to
31 the extent funds are appropriated, shall establish the center for the
32 improvement of student learning. The primary purpose of the center is
33 to provide assistance and advice to parents, school board members,
34 educators, and the public regarding strategies for assisting students
35 in learning the essential academic learning requirements pursuant to
36 RCW 28A.630.885. The center shall work in conjunction with the

1 commission on student learning, educational service districts, and
2 institutions of higher education.

3 (2) The center shall:

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

6 (b) Serve as a clearinghouse for information regarding successful
7 educational restructuring and parental involvement programs in schools
8 and districts, and information about efforts within institutions of
9 higher education in the state to support educational restructuring
10 initiatives in Washington schools and districts;

11 (c) Develop an independent unit within the center to focus
12 primarily on research-based reading instructional practices. The unit
13 shall serve as a resource for school districts and schools to provide
14 teachers and other professionals with information about the important
15 body of knowledge and techniques available to enable them to help
16 children become successful readers.

17 The unit's responsibilities shall include, but not be limited to,
18 identifying and distributing research on effective reading programs and
19 practices, providing technical assistance to districts in the selection
20 and implementing of effective reading programs and practices,
21 conducting and identifying professional development opportunities for
22 schools accessing funding in accordance with section 2 of this act,
23 identifying educators interested in assisting schools in the
24 development and implementation of reading improvement efforts, and
25 taking other actions to help schools improve reading instruction. The
26 unit shall also provide information on the explicit instruction of
27 phonemic awareness, decoding skills, spelling, vocabulary, and
28 comprehension. To the maximum extent possible, staff at the unit shall
29 collaborate with educational service districts, colleges and
30 universities, and professional organizations;

31 (d) Provide best practices research and advice that can be used to
32 help schools develop and implement: (~~Programs and practices to~~
33 ~~improve reading instruction;~~) School improvement plans; school-based
34 shared decision-making models; programs to promote lifelong learning
35 and community involvement in education; school-to-work transition
36 programs; programs to meet the needs of highly capable students;
37 programs to meet the diverse needs of students based on gender, racial,
38 ethnic, economic, and special needs status; and other programs that

1 will assist educators in helping students learn the essential academic
2 learning requirements;

3 ~~((d))~~ (e) Develop and distribute, in conjunction with the
4 commission on student learning, parental involvement materials,
5 including instructional guides developed to inform parents of the
6 essential academic learning requirements. The instructional guides
7 also shall contain actions parents may take to assist their children in
8 meeting the requirements, and should focus on reaching parents who have
9 not previously been involved with their children's education;

10 ~~((e))~~ (f) Identify obstacles to greater parent and community
11 involvement in school shared decision-making processes and recommend
12 strategies for helping parents and community members to participate
13 effectively in school shared decision-making processes, including
14 understanding and respecting the roles of school building
15 administrators and staff;

16 ~~((f))~~ (g) Take other actions to increase public awareness of the
17 importance of parental and community involvement in education;

18 ~~((g))~~ (h) Work with appropriate organizations to inform
19 teachers, district and school administrators, and school directors
20 about the waivers available under RCW 28A.305.140 and the broadened
21 school board powers under RCW 28A.320.015;

22 ~~((h))~~ (i) Provide training and consultation services;

23 ~~((i))~~ (j) Address methods for improving the success rates of
24 certain ethnic and racial student groups; and

25 ~~((j))~~ (k) Perform other functions consistent with the purpose of
26 the center as prescribed in subsection (1) of this section.

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

30 (4) The superintendent may enter into contracts with individuals
31 or organizations including but not limited to: School districts;
32 teachers; higher education faculty; institutions of higher education;
33 state agencies; business or community-based organizations; and other
34 individuals and organizations to accomplish the duties and
35 responsibilities of the center. The superintendent shall contract out
36 with community-based organizations to meet the provisions of subsection
37 (2)~~((d))~~ (e) and ~~((e))~~ (f) of this section. In carrying out the
38 duties and responsibilities of the center, the superintendent, whenever

1 possible, shall use practitioners to assist agency staff as well as
2 assist educators and others in schools and districts.

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

5 NEW SECTION. **Sec. 4.** (1) By October 1, 1998, each educational
6 service district shall establish a reading resource center within the
7 district. Each center shall serve as a resource for school districts
8 and schools to provide teachers and other professionals with
9 information about the important body of knowledge and techniques
10 available to enable them to help children become successful readers.

11 The responsibilities of each center shall include, but not be
12 limited to, identifying and distributing research on effective
13 research-based reading programs and practices, providing technical
14 assistance to districts in the selection and implementing of effective
15 reading programs and practices, conducting and identifying professional
16 development opportunities, identifying educators interested in
17 assisting schools in the development and implementation of reading
18 improvement efforts, and taking other actions to help schools improve
19 reading instruction and curriculum in the region. Each center shall
20 also provide information on the explicit instruction of phonemic
21 awareness, decoding skills, spelling, vocabulary, and comprehension.
22 To the maximum extent possible, staff at the center shall collaborate
23 with the office of the superintendent of public instruction, colleges
24 and universities, and professional organizations.

25 NEW SECTION. **Sec.5.** The sum of twenty-eight million dollars, or
26 as much thereof as may be necessary, is appropriated for the fiscal
27 year ending June 30, 1999, from the general fund to the superintendent
28 of public instruction for the purposes of this act. Of that amount, up
29 to twelve million dollars may be expended for the purposes of section
30 1(1) of this act, up to twelve million dollars may be expended for the
31 purposes of section 1(2) of this act, up to one million dollars in
32 total may be expended for section 2 and 3 of this act, and up to three
33 million dollars may be expended for section 4 of this act-

34 Correct the title

