
HOUSE BILL 2909

State of Washington

54th Legislature

1996 Regular Session

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 01/24/96. Referred to Committee on Education.

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

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

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

8 (1) The center for the improvement of student learning, or its
9 designee, shall develop and implement a process for identifying
10 programs that have been proven to be effective using scientifically
11 valid research in teaching elementary students to read. The
12 identification process shall be designed to be ongoing until December
13 31, 2000, and shall allow additional programs to be reviewed after the
14 initial identification of programs.

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

13 (e) Other appropriate criteria and considerations.

14 (4) The initial identification of effective reading programs shall
15 be completed and a list of the identified programs prepared by December
16 15, 1996.

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

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

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

29 Upon initial approval by the house of representatives and senate
30 education committees, the superintendent of public instruction shall
31 establish a grant program to provide incentives for teachers, schools,
32 and school districts to use the identified programs on the approved
33 list in grades kindergarten through four. Schools, school districts,
34 and educational service districts may apply for grants. Funds for the
35 grants shall be used for in-service training and instructional
36 material. Grants shall be awarded no later than July 1, 1997.
37 Priority shall be given to grant applications involving schools and

1 school districts with mean percentile scores below forty on the state-
2 wide fourth grade assessment required under RCW 28A.230.190.

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

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

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

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

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

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

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

9 (2) The center shall:

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

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

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

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

34 (e) Identify obstacles to greater parent and community involvement
35 in school shared decision-making processes and recommend strategies for
36 helping parents and community members to participate effectively in
37 school shared decision-making processes, including understanding and
38 respecting the roles of school building administrators and staff;

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

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

7 (h) Provide training and consultation services;

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

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

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

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

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

28 NEW SECTION. **Sec. 5.** (1) The sum of fifty thousand dollars, or as
29 much thereof as may be necessary, is appropriated for the fiscal year
30 ending June 30, 1997, from the general fund to the superintendent of
31 public instruction for the purposes of section 1 of this act.

32 (2) The sum of one million dollars, or as much thereof as may be
33 necessary, is appropriated for the fiscal year ending June 30, 1997,
34 from the general fund to the superintendent of public instruction for
35 the purposes of section 2 of this act.

36 (3) The sum of fifty thousand dollars, or as much thereof as may be
37 necessary, is appropriated for the fiscal year ending June 30, 1997,

1 from the general fund to the superintendent of public instruction for
2 the purposes of section 3 of this act.

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

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