
SUBSTITUTE HOUSE BILL 1651

State of Washington

65th Legislature

2018 Regular Session

By House Higher Education (originally sponsored by Representatives Pollet, Doglio, Kilduff, Gregerson, Peterson, Frame, Bergquist, Orwall, Goodman, Fey, Haler, and Stanford)

READ FIRST TIME 02/02/18.

1 AN ACT Relating to supporting students' success by increasing
2 retention and graduation rates with evidence-based programs; adding a
3 new section to chapter 28B.10 RCW; adding a new section to chapter
4 28B.50 RCW; adding new sections to chapter 28B.77 RCW; adding a new
5 section to chapter 28B.20 RCW; and creating a new section.

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

7 NEW SECTION. **Sec. 1.** (1)(a) The legislature recognizes that
8 student success is often a product of a good support system, and the
9 legislature finds that student supports such as academic and career
10 advising, tutors, cohort-based classes, peer mentor programs, and
11 orientation programs can help students achieve their dream of a
12 postsecondary education. The legislature finds that student retention
13 term-to-term and year-to-year significantly increases when students
14 attend required orientation programs or enroll in student success
15 courses. Orientation programs and student success courses help new
16 and transfer students become familiar with the institution and its
17 resources, and offer students opportunities to develop relationships
18 with their peers and faculty, thereby creating a sense of community.
19 Student success courses also teach students about study skills, the
20 expectations of college, and potential career pathways.

1 (b) Investment in student success programs promotes timely
2 graduation, which is a cost benefit to the student who pays less
3 tuition and can enter the workforce faster, and to the state, which
4 has reduced operating costs. In addition, college graduates earn more
5 over their lifetime than high school graduates, while federal, state,
6 and local governments enjoy increased tax revenues, less dependence
7 on social programs, and more civic engagement.

8 (2) The legislature finds that there are effective, evidence-
9 based examples of student success programs here in Washington state.
10 Some examples of those programs include:

11 (a) Columbia Basin College requires mandatory academic advising
12 and required enrollment in Human Development 101 for all students who
13 test into two or more remedial areas. The class is focused on
14 creating academic success by teaching students about learning
15 strategies, campus tools and resources, and how to develop an
16 academic plan to support their career and educational goals. For both
17 the 2012 and 2013 cohorts, students who took the class had higher
18 rates of retention than students with remedial needs who did not take
19 the class.

20 (b) TRiO is a program for student support services that increases
21 access and success for low-income and first generation students, and
22 students with disabilities, at the community and technical college
23 level. The program helps students complete their associate degree and
24 successfully transfer to a four-year institution. TRiO services
25 include academic advising, counseling, mentoring, academic planning,
26 financial aid guidance, tutoring, library resources and textbook
27 rentals, and tours of four-year institutions.

28 (c) Mathematics, Engineering, Science Achievement (MESA) is a
29 nationally recognized program that supports and encourages
30 underrepresented students in an associate's program to pursue four-
31 year degrees in science, technology, engineering, and mathematics
32 (STEM) fields. MESA provides students with an orientation course,
33 academic workshops, academic advising, a designated study center for
34 students to work together, assistance with transferring to a four-
35 year university, and direct administrative support. Many of the
36 students also have internships with industry partners or speak at
37 conferences about their research. According to Washington MESA, for
38 the first MESA graduating class of 2011-12, one hundred percent of
39 the students who earned bachelor's degrees majored in STEM fields.
40 Seattle Central College MESA students who transfer to a four-year

1 university to pursue a STEM degree graduate at one hundred percent,
2 compared to non-MESA students who graduate at ninety percent.

3 (d) The state board for community and technical colleges'
4 Integrated Basic Education and Skills Training (I-BEST) program is
5 nationally recognized for its team teaching model of providing both
6 remedial education and career education concurrently, thereby
7 accelerating students' progress. An evaluation from the Community
8 College Research Center in December 2012 found three key facts: (i)
9 The highly structured I-BEST programs focus students' decisions and
10 support retention; (ii) I-BEST cohorts have higher rates of
11 performance; and (iii) on average, I-BEST students earned eighteen
12 credits compared to non-I-BEST workforce students who only earned
13 nine credits. A cost-benefit analysis of the program indicates that
14 while the I-BEST program costs more and the state funds the program
15 at a rate of 1.75 times the normal rate for a full-time equivalent
16 student, the return on investment justifies the cost.

17 (e) Guided pathways is a proven program for increasing retention
18 and completion by providing students with structured choices for
19 their chosen field of study or career path. The legislature
20 recognizes that guided pathways should be provided to students at all
21 the community and technical colleges and intends to support the state
22 board for community and technical colleges' implementation plan.

23 (3) The legislature finds it is vitally important to ensure all
24 community and technical college students have access to behavioral
25 and mental health counseling services. There are many barriers to
26 providing on-campus or community counseling services for students,
27 but the legislature intends to examine the needs with the help of a
28 nationally respected body of experts, the western interstate
29 commission on higher education, a leader in evaluating state and
30 higher education behavioral health programs.

31 (4) The legislature recognizes the state board for community and
32 technical colleges' requests to expand the I-BEST program by an
33 additional nine hundred students annually for the 2017-2019 biennium;
34 increase use of the guided pathways model, which provides intensive
35 and targeted advising, structured educational experiences, and
36 specific career paths to lead students to successfully complete; to
37 grow the opportunity grant program which helps low-income students
38 train for careers in high-demand fields with grants to assist with
39 tuition, books and supplies, emergency child care, and transportation

1 servicer; and to expand the current six MESA pilot programs to all
2 thirty-four community and technical colleges across the state.

3 (5) Recognizing the evidence-based examples of student support
4 programs currently available, and the institutions' intent to provide
5 additional supports, it is the legislature's intent to provide a
6 framework to expand student supports.

7 (6) The legislature also recognizes that an unintended
8 consequence of reduced state support for the research universities,
9 coupled with increased tuition, has led to fifty-five percent of all
10 graduate and professional degree programs at the University of
11 Washington becoming fee-based, self-sustaining programs. These fee-
12 based, self-sustaining graduate programs do not offer lower in-state
13 tuition to Washington residents and may not be eligible for certain
14 financial aid programs. The increased cost of these fee-based, self-
15 sustaining graduate programs leads to decreased diversity, increased
16 student loan debt, and a decrease in the availability of students
17 willing to enter traditionally low-compensated occupations, such as
18 public service professions in the areas of public health,
19 librarianship, information services, and social work, or physician
20 assistants in the University of Washington MEDEX program. Therefore,
21 the legislature intends for the public service graduate conditional
22 grant program to provide a long-term reinvestment that will enable
23 Washington residents to obtain graduate degrees necessary for public
24 service careers.

25 NEW SECTION. **Sec. 2.** A new section is added to chapter 28B.10
26 RCW to read as follows:

27 Within existing resources, the four-year institutions of higher
28 education shall report to the appropriate committees of the
29 legislature by December 1, 2018, on whether all students who are
30 receiving need-based federal or state grant aid are provided with a
31 student success program, and if not, recommendations for providing
32 one. The student success program may take the form of a credit-based
33 class, orientation program, or peer mentoring program that is based
34 on research or documented evidence of success at other institutions
35 with comparable student populations. The student success program may
36 include elements of:

37 (1) Learning about study skills, time management, and college
38 success skills;

39 (2) Academic advising and career planning;

1 (3) Basic financial literacy and information and requirements for
2 financial aid, including student loan programs and debt, particularly
3 for students from cultural or economic backgrounds with limited
4 knowledge of student loans and debt;

5 (4) Acclimating students to the institution's campus, resources,
6 services, and culture, including the expectations and demands of
7 postsecondary education;

8 (5) Tutoring or peer tutoring;

9 (6) Cohort-based programs; and

10 (7) Peer mentorship.

11 NEW SECTION. **Sec. 3.** A new section is added to chapter 28B.50
12 RCW to read as follows:

13 (1) By the beginning of the 2019-20 academic year, the community
14 and technical colleges shall implement the following for all students
15 receiving need-based federal or state grant aid:

16 (a) A student success program that is either a credit-based
17 class, orientation program, or peer mentoring program that is based
18 on research or documented evidence of success at other institutions
19 with comparable student populations. The student success program may
20 include elements of:

21 (i) Learning about study skills, time management, and college
22 success skills;

23 (ii) Academic advising and career planning;

24 (iii) Basic financial literacy and information and requirements
25 for financial aid, including student loan programs and debt,
26 particularly for students from cultural or economic backgrounds with
27 limited knowledge of student loans and debt;

28 (iv) Acclimating students to the institution's campus, resources,
29 services, and culture, including the expectations and demands of
30 postsecondary education;

31 (v) Tutoring or peer tutoring;

32 (vi) Cohort-based programs; and

33 (vii) Peer mentorship;

34 (b) An evidence-based remedial program, such as the integrated
35 basic education and skills training program, for those students with
36 remedial mathematics or English education needs. The remedial program
37 may include elements of:

38 (i) Team teaching;

39 (ii) Mixed basic skills and college-level curriculum;

1 (iii) Accelerated basic skills curriculum; and

2 (iv) Flipped classroom instruction.

3 (2) Subject to the availability of amounts appropriated for this
4 specific purpose, the guided pathways program must be implemented at
5 every community and technical college in the state.

6 NEW SECTION. **Sec. 4.** A new section is added to chapter 28B.77
7 RCW to read as follows:

8 Subject to availability of amounts appropriated for this specific
9 purpose, the council shall administer a competitive grant program to
10 award grants to the institutions of higher education and nonprofit
11 organizations that partner with the institutions of higher education
12 to provide precollege or ongoing peer mentoring by the 2018-19
13 academic year. The council shall prioritize grant proposals that
14 assist underrepresented, low-income, or first-generation college
15 students. The peer mentoring programs must focus on increasing
16 retention and graduation rates. The council shall develop
17 requirements for the grant program, including an application process,
18 criteria for awards, and a review process. Each institution of higher
19 education that receives a grant under this section may provide space
20 free of charge to the partner nonprofit organization providing
21 mentoring services on campus. The institutions of higher education
22 that receive a grant under this section may use state work-study
23 funds for training and supporting student mentors as a part of the
24 partnership created under this section, provided that students meet
25 eligibility requirements in RCW 28B.12.060.

26 NEW SECTION. **Sec. 5.** A new section is added to chapter 28B.77
27 RCW to read as follows:

28 (1) Subject to the availability of amounts appropriated for this
29 specific purpose, but not to exceed three hundred thousand dollars,
30 the council shall contract with the western interstate commission for
31 higher education to conduct an evaluation on mental health counseling
32 and services provided for students at the community and technical
33 colleges as defined in RCW 28B.50.030. This evaluation must include a
34 description of:

35 (a) How these services are provided;

36 (b) How the services are funded and at what capacity the services
37 are funded;

1 (c) How many students are being served and the types of students
2 being served;

3 (d) Whether students have immediate access to services and, if
4 not, the average wait time for services;

5 (e) On-campus and off-campus behavioral health counseling
6 services available; and

7 (f) Any additional information that provides a picture of the
8 current needs and demands for mental health services at the
9 institutions of higher education.

10 (2) A report on the evaluation of mental health counseling and
11 services is due to the appropriate committees of the legislature by
12 September 1, 2019, and in accordance with the reporting requirements
13 in RCW 43.01.036. The report must include recommendations on how to
14 best provide mental and behavioral health counseling to students at
15 each community and technical college.

16 NEW SECTION. **Sec. 6.** A new section is added to chapter 28B.20
17 RCW to read as follows:

18 (1) The definitions in this subsection apply throughout this
19 section.

20 (a) "Conditional grant" means a loan that is forgiven in whole or
21 in part in exchange for service in a public service career in
22 Washington.

23 (b) "Eligible student" means a student who is accepted into a
24 public service fee-based, self-sustaining graduate program, is a
25 resident student as defined in RCW 28B.15.012 and 28B.15.013, and has
26 a declared intention to complete an approved public service-oriented
27 fee-based, self-sustaining graduate program.

28 (c) "Equalization fee" means the additional amount added to the
29 conditional grant under this section to equate the debt to that which
30 the student would have incurred if he or she would have received a
31 loan through the federal direct loan program.

32 (d) "Forgiven" or "to forgive" or "forgiveness" means to render
33 service in a public service career in the state of Washington in lieu
34 of monetary repayment.

35 (e) "Participant" means an eligible student who has received a
36 conditional grant under this section.

37 (f) "Public service" includes employment with a public agency,
38 public entity, or a nonprofit organization, and careers in the fields

1 of librarianship, information services, public health, social work,
2 and research and teaching in public service programs.

3 (g) "Satisfied" means paid-in-full.

4 (2) The public service graduate degree conditional grant program
5 is created at the University of Washington. The program must be
6 funded exclusively with private funding for the purpose of providing
7 conditional grants. State funding may be used for the administration
8 of the program. The University of Washington shall administer the
9 program and has the following responsibilities:

10 (a) To adopt necessary rules and develop guidelines to administer
11 the program;

12 (b) To collect and manage repayments from participants who do not
13 meet their service obligations;

14 (c) To solicit and accept grants and donations from public and
15 private sources for the program;

16 (d) To publicize the program; and

17 (e) To select eligible students to receive conditional grants
18 based on an application process and selection criteria established by
19 the University of Washington. The selection criteria must emphasize
20 whether the eligible student has financial need, is a first-
21 generation college student, is from a traditionally underrepresented
22 population, and the student's commitment to public service, including
23 a commitment to working in underserved communities for which
24 recruitment of credentialed professionals is difficult.

25 (3) To receive a conditional grant, the recipient must maintain
26 enrollment and make satisfactory progress toward completion of his or
27 her graduate degree.

28 (4) The University of Washington may award conditional grants to
29 eligible students from any private donations or any other funds given
30 to the university for this program. The amount of the conditional
31 grant awarded to a participant may not exceed the difference between
32 the fees charged for the participant's public service fee-based,
33 self-sustaining graduate degree program and a similar graduate degree
34 program's in-state tuition and fees at the University of Washington.
35 If there is no similar tuition-based program at the University of
36 Washington, a similar program at a peer public institution of higher
37 education should be used.

38 (5) A participant in the conditional grant program incurs an
39 obligation to repay the conditional grant, as a loan with interest
40 and an equalization fee, unless:

1 (a) He or she is employed in a public service field in Washington
2 for five years following graduation, under rules adopted by the
3 University of Washington; or

4 (b) He or she receives the conditional grant in the form of a
5 research assistantship or teaching assistantship with an applicable
6 department at the University of Washington in a similar field as
7 their graduate degree. A research assistantship or teaching
8 assistantship funded under this program is subject to any collective
9 bargaining agreements between graduate students and the University of
10 Washington.

11 (6) In developing the repayment requirements for a conditional
12 grant that is converted into a loan, the terms and conditions of the
13 loan must follow the interest rate and repayment terms of the federal
14 direct subsidized loan program. In addition, the University of
15 Washington must consider the following repayment schedule:

16 (a) For less than one year of service in a public service career,
17 the loan obligation is eighty-five percent of the conditional grant
18 the student received, plus interest and an equalization fee;

19 (b) For less than two years of service in a public service
20 career, the loan obligation is seventy percent of the conditional
21 grant the student received, plus interest and an equalization fee;

22 (c) For less than three years of service in a public service
23 career, the loan obligation is fifty-five percent of the conditional
24 grant the student received, plus interest and an equalization fee;

25 (d) For less than four years of service in a public service
26 career, the loan obligation is forty percent of the conditional grant
27 the student received, plus interest and an equalization fee;

28 (e) For less than five years of service in a public service
29 career, the loan obligation is twenty-five percent of the conditional
30 grant the student received, plus interest and an equalization fee.

31 (7) The University of Washington is responsible for collection of
32 repayments made under this section and shall exercise due diligence
33 in such collection, maintaining all necessary records to ensure that
34 maximum repayments are made. Collection and servicing of repayments
35 under this section shall be pursued using the full extent of the law,
36 including wage garnishment if necessary. The University of Washington
37 is responsible for forgiving all or parts of such repayments under
38 the criteria established in this section and shall maintain all
39 necessary records of forgiven payments.

1 (8) The public service graduate degree conditional grant account
2 is created in the custody of the state treasurer. An appropriation is
3 not required for expenditures of funds from the account. The account
4 is not subject to allotment procedures under chapter 43.88 RCW except
5 for moneys used for program administration. The University of
6 Washington shall deposit in the account all moneys received for the
7 public service graduate degree conditional grant program. The account
8 shall be self-sustaining and consist of funds appropriated by the
9 legislature for administration of the public service graduate degree
10 conditional grant program, private contributions to the program, and
11 receipts from participant repayments from the public service graduate
12 degree conditional grant program. Expenditures from the account may
13 be used solely for conditional grants to participants in the public
14 service graduate degree conditional grant program established by this
15 section and costs associated with program administration by the
16 University of Washington. Disbursements from the account may be made
17 only on the authorization of the University of Washington.

--- END ---