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**SUBSTITUTE HOUSE BILL 2400**

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**State of Washington**

**63rd Legislature**

**2014 Regular Session**

**By** House Higher Education (originally sponsored by Representatives Walkinshaw, Moscoso, Kagi, Tarleton, Sawyer, Fitzgibbon, Riccelli, Morrell, Lias, Tharinger, Ryu, Fey, Gregerson, Santos, and Pollet)

READ FIRST TIME 02/05/14.

1           AN ACT Relating to a mentoring and service learning opportunity  
2 program for students in K-12 and postsecondary education; adding a new  
3 section to chapter 28B.35 RCW; and creating a new section.

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

5           NEW SECTION.   **Sec. 1.** The legislature finds that mentoring and  
6 service learning opportunities help to improve the academic success of  
7 low-performing, high-risk students in K-12 and postsecondary education  
8 in addition to other benefits. The legislature intends to increase  
9 mentoring and service learning opportunities for K-12 and postsecondary  
10 education students who are at risk of not completing their programs of  
11 study.

12           NEW SECTION.   **Sec. 2.** A new section is added to chapter 28B.35 RCW  
13 to read as follows:

14           (1) Western Washington University shall host a statewide consortium  
15 of public and private institutions of higher education with the purpose  
16 of providing and increasing the number of campus-based mentoring and  
17 service learning opportunities in K-12 education and at eligible  
18 institutions as defined in RCW 28B.12.030. The consortium shall

1 develop and administer a state campus compact between eligible  
2 institutions, and shall partner with nonprofit organizations that  
3 provide mentoring services including:

4 (a) A nonprofit organization that provides higher education  
5 advocacy and opportunity to young people struggling to overcome poverty  
6 and adversity in King county; and

7 (b) A nonprofit organization that provides opportunities for fifth  
8 to twelfth grade students from traditionally underrepresented and  
9 diverse backgrounds in Whatcom and Skagit counties to be mentored by  
10 university students.

11 (2) The mentoring and service learning opportunities developed  
12 under the state campus compact are intended to serve the following  
13 target populations of students:

14 (a) For K-12 students, those who are at risk of dropping out of  
15 school, not on track to complete their high school diploma on time,  
16 from a low-income family, in or transitioning from foster care, or from  
17 a family with no previous experience in attending college; and

18 (b) For postsecondary education students, those who are not on  
19 track to complete their degree or certificate on time, enrolled in one  
20 or more precollege level courses or programs, from a low-income family,  
21 in or transitioning from foster care, from a family with no previous  
22 experience in attending college, or veterans of the armed services.

23 (3) The mentoring and service-learning opportunities of the state  
24 campus compact shall be designed to:

25 (a) Increase student engagement in learning and postsecondary  
26 education;

27 (b) Develop workforce, financial literacy, and citizenship skills;

28 (c) Improve student attitudes and behaviors; and

29 (d) Improve academic success and retention.

30 (4) The state campus compact shall address:

31 (a) Training and outreach to postsecondary students to serve as  
32 mentors and increase the number and retention of participating mentors;

33 (b) Coordination of service learning projects;

34 (c) Training for successful partnerships between institutions and  
35 schools;

36 (d) Financial literacy training for mentors and mentees;

37 (e) Methods to improve the accountability of the program by

1 compiling statewide data to measure the impact of mentoring programs  
2 and implementing statewide assessment tools by measuring:  
3 (i) Academic improvement;  
4 (ii) Retention and completion rates;  
5 (iii) Access to institutions of higher education; and  
6 (iv) Development of workforce and citizenship skills, attitudes,  
7 and behaviors;  
8 (f) Increased tutoring support for developmental education students  
9 taking online math courses; and  
10 (g) Dissemination of best practices and impacts of mentoring  
11 programs statewide.

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