



Choosing an Issue

WSA Statewide Legislative Agenda

Issue: Voter Accessibility

Author(s)/Sponsor(s): Cassie DuBore (ASCWU-BOD VP for Legislative Affairs), Graham Marmion (ASWWU Representation and Engagement Programs Associate Director), and Patrick Eckroth (WWU Western Votes Executive Board Member)

Endorsements: Jerry Pettit (Kittitas County Auditor), Western Votes, and WSA of CWU

Proposed Proposal Title: Ensuring Voter Registration Accessibility

1) Describe the Issue (what is the problem & what is the solution).

As it stands only 50.8% of eligible voters between ages 18 and 24 are registered to vote and every year a great deal of resources are invested to reach that number. Furthermore, there's a 7 percentage point difference between states with election-day registration and states without election-day registration. The apparent problem is a lack of voter registration access. Currently, the cutoff to register to vote or update your mailing address online or by filling out a voter registration card is 29 days before the election. New voters still have the opportunity to register up until 8 days before the election, but this must be done in person in the county auditor's office. HB 1267 will allow people to register to vote online no later than 8 days before the election and in person at the county auditor's office no later than 5:00pm on the day of the primary, special, or general election. HB 1279 will allow 16 and 17 year olds to preregister when they obtain their driver's license.

2) Please fill out a Strategy Chart.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term Remove all barriers to student / youth access to voter registration.</p> <p>To increase voter access by allowing</p>	<p>WSA Chapters can organize trips to Olympia to speak with legislators</p> <p>Phone calls to key legislators and other legislator outreach</p>	<p>Constituents and Allies</p> <p>Writers of the bills would see their bill successful.</p> <p>Anyone in the 18 - 24 age group is a constituent as they'd</p>	<p>Primary</p> <p>Senator Pam Roach, Chair of the Washington State Senate Committee on Governmental Operations (committee)</p>	<p>Campus Lobbying</p> <p>GOTV</p> <p>Voter Reg.</p> <p>Campus based/ community</p>



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<p>more time to update voter information and to allow registrations online until 8 days prior to the election and in person day of the election</p> <p>Intermediate</p> <p>Implement: -HB 1267 -HB 1279</p> <p>To not have to register to vote directly from the county auditor's office (which you currently have to do if you wait until days 29-8 before the election)</p> <p>Short Term</p> <p>Approve: -HB 1267 -HB 1279</p> <p>Work with county auditors on advocating for these bills</p>	<p>WSA Chapters can also organize a story card campaign wherein students who were unable to register in time right their story about how they wanted to be registered to vote.</p> <p>Western Votes has proven its tireless efforts to register people to vote, which is evidence that the problem is systematic rather than lack of effort.</p> <p>Strong relationships with the county auditor and the administration</p> <p>The county auditors are contributing to the issue and this is the only thing they are requesting from the legislature</p> <p>By allowing more time to register to vote online, we can engage more students on</p>	<p>benefit from pre-registration. Anyone who moves frequently as it give them more time to update their address.</p> <p>County Auditors</p> <p>Sponsors:</p> <p>Representatives: <u>Fitzgibbon, Hunt, Stanford, Appleton, Ryu, Van De Wege, Lytton, Tharinger, Hudgins, Liias, Upthegrove, Farrell, Cody, Sawyer, Jinkins, Roberts, Reykdal, Maxwell, Riccelli, Santos, Pollet, Bergquist, Hansen, Ormsby</u></p> <p>Senators: <u>Billig, Hasegawa, Darneille, Nelson, Ranker, Frockt, Murray, Rolfes, Kohl-Welles, Schlicher, Shin, Conway, Kline</u></p> <p>Opponents</p> <p>HB 1279 Representatives Alexander, Angel, Buys, Chandler, Condotta, Crouse, Dahlquist, DeBolt, Fagan, Haler, Hargrove, Harris,</p>	<p>returned bill to State House rules committee by resolution for additional reading)</p> <p>Rep. Buys – Ranking Minority Member of the House Government Operations and Elections Committee</p> <p>Secondary Washington State's voting public has the power over the State Senate and therefore the Senate Committee on Governmental Operations through their voice (calling and writing to their representatives in the State Senate) and ultimately through their right to vote.</p>	<p>informational events</p> <ol style="list-style-type: none"> 1. Encourage students to vote – this is a bill about voting! 2. Create a campaign based on the number of students registered in the last two years – those numbers will show that students DO participate and that the county auditors want more time to process their voter information. This campaign can include social media, phone-banking, letter writing, press releases 3. Collaborating with the county auditors to show greater power
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<p>Educating students on the importance of voter access</p>	<p>campus. We can still table, but we will use a laptop to register students online</p> <p>Potential problems: - Students that want to update their mailing address - Close to elections</p>	<p>Hawkins, Hayes, Holy, Hope, Johnson, Klippert, Kochmar, Kretz, Kristiansen, MacEwen, Magendanz, Manweller, Nealey, O'Ban, Orcutt, Overstreet, Parker, Pike, Rodne, Ross, Schmick, Scott, Shea, Short, Smith, Taylor, Vick, Walsh, Warnick, and Wilcox</p> <p>HB 1267 Representatives Chandler, Condotta, Crouse, DeBolt, Fagan, Haler, Hargrove, Harris, Holy, Hope, Johnson, Klippert, Kochmar, Kretz, Kristiansen, MacEwen, Manweller, Nealey, Orcutt, Overstreet, Parker, Pike, Rodne, Ross, Schmick, Scott, Shea, Short, Taylor, Vick, Walsh, Warnick, and Wilcox</p>		
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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

Yes, we have had vote victories before and we will have the county auditors backing us up. The House Government Operations Committee is chaired by Representative Hunt, a sponsor and strong ally of HB 1267. Both of HB 1267 and HB 1279 were passed through the house and revised in the Senate Governmental Operations committee and sent to the House for its 3rd reading. They are both supported by about 60% of the previous incumbency.



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2. Does it directly impact and improve students' lives?

Yes, it establishes civic engagement from an early age and helps to ensure the student voice is heard more clearly because it will allow students more time to register to vote and students will be more excited about the upcoming election as it approaches.

3. Does it have a clear target?

Yes, the House Government Operations Committee, primarily Representative Buys, the Ranking Minority Member of the House Government Operations Committee. Last year he expressed opposition to HB 1267. As the Ranking Minority Member of the committee, he has the power to influence the other Republicans. Senator Pam Roach, the Chair of the Senate Committee on Governmental Operations, is the main target as well as the rest of the members of the committee because they have sent both HB 1267 and HB 1279 back to the State House of Representatives for further readings by the House Rules Committee.

Bill Contributors:

- HB 1267: [Fitzgibbon](#), [Hunt](#), [Stanford](#), [Appleton](#), [Ryu](#), [Van De Wege](#), [Lytton](#), [Tharinger](#), [Hudgins](#), [Lias](#), [Upthegrove](#), [Farrell](#), [Cody](#), [Sawyer](#), [Jenkins](#), [Roberts](#), [Reykdal](#), [Maxwell](#), [Riccelli](#), [Santos](#), [Pollet](#), [Bergquist](#), [Hansen](#), [Ormsby](#)
- HB 1279: [Bergquist](#), [Riccelli](#), [Hunt](#), [Sawyer](#), [Farrell](#), [Stonier](#), [Reykdal](#), [Fitzgibbon](#), [Lytton](#), [Lias](#), [Maxwell](#), [Orwall](#), [Jenkins](#), [Upthegrove](#), [Pedersen](#), [Ryu](#), [Carlyle](#), [Roberts](#), [Tharinger](#), [Hudgins](#), [Fey](#), [Morrell](#), [Santos](#), [Pollet](#), [Hansen](#), [Ormsby](#)

4. Does it build a measurable amount of power?

Yes, the Washington Student Association has always been an advocate for voter access. It is extremely important that we have the Counties Auditor's support because this will directly affect their jobs. Alliances between the schools and the communities build power. Also, this issue can build power through public awareness because both HB 1279 and HB 1267 increase the accessibility of voting to the public by allowing people more time to register before elections and more opportunities to do so starting at a younger age. Also, since HB 1279 promotes voter registration at a younger age, it can increase voter turnout and increase the amount of representation the people have in government, which everybody interested in democracy can stand behind.



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5. Does it have a clear and realistic time frame?

Yes, if it passes this year it could easily be implemented for the 2014 election.

6. Does it have a local/state/federal organizing and lobbying angle?

We would have to take a local and state approach to this issue because Washington State uses absentee ballots. It will be important for schools to build relationships with their county auditors so that we can work together on this and make sure that we are truly advocating for the same things. This is where problems occurred last year with legislation about ballot boxes on campuses.

7. Could students build a diverse campus coalition around this issue?

Yes, voting is important to everyone and affects all students. In fact, pre-registration enhances the outreach of voter registration far beyond what current methods can do as it addresses all populations rather than those who happen to come to major events or by voter registration workers.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

Yes, this came up last year and should be reintroduced this year because this is the only legislative issue that the county auditors are pushing for this year. Since the auditors have built a relationship with Representative Hunt, the Committee Chair and bill sponsor, it will most likely come up. Neither bill was killed during the last session and were instead sustained in their current states.

9. Will it strengthen and expand efforts within WSA?

Voter registration is something that WSA works hard on every year. Extending the length of time to register without having to go to the auditor's office will engage more students and hopefully they can learn about WSA in the process. It is also important that we represent future students by allowing 16 and 17 year olds to preregister.

10. Can you provide background information and the current context of the issue?

As stated, the last day to register to vote or update your mailing address online or by filling out a voter registration card is 29 days before the election. Many people do not know this, but new voters can still register up until 8 days before the election. However, this must be done in person in the county auditor's office. Rather than going through the hassle of going to the courthouse, it would be much easier to



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register from your computer in the comfort of your home. The county auditors are in favor of this because having this available online makes their job much easier. The Secretary of State's office is also in favor. It will also allow for day of election registration in person. HB 1267 and HB 1279 were Reintroduced and Sustained in its Present form by the House on May 13, 2013.

On the 2013 WSA Statewide Legislative Agenda:

“Voter Access:

- Support a range of voter access bills which would break down institutional barriers to voting for young people and students such as revised HB 2205, which would allow minors to queue voter registration prior to their 18th birthday.
- Advocate for policies which institutionalize student voter engagement plans at public universities and colleges as well as grant student governments access to residential halls for the purpose of voter registration”

On the 2013 End of Session Report:

“In the fall of 2012, the WSA ran its first statewide voter registration campaign, and during this process students were able to identify a broad range of issues around voter registration, specifically in regards to access for students. These issues included, but were not necessarily limited to, getting ballot boxes on campuses, allowing pre-registration with drivers licensees, and granting student governments access to residential halls for the purpose of voter registration. A lot of voter access bills were heard during the session but the one that had the most movement was in regards to getting ballot drop boxes on campuses. Though none of the bills we supported regarding voter access passed through the legislature, significant progress was made in that we were able to build strong relationships with the Secretary of State's Office and a number of local Auditors. Our best prospects for making headway in regard to many of the stronger voter access concerns that students had during the 2012 elections may be to work with the Office of the Secretary of State and local Auditors, rather than going through the legislature. Bills of note: HB 1267, HB1279, HB1290, and HB1413. Legislators of Note: Rep. Hunt”

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

To engage the media, the most important thing is to build relationship with the county auditors. Collaboration between the school and elected officials shows that student governments really do care and that elected officials have a presence in the community. See strategy chart for additional details.



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Issue: New and Dedicated Revenue

Author(s)/Sponsor(s): Kaylee Galloway (ASWWU VP for Governmental Affairs) and Bryan Elliott (ASCWU-BOD President)

Endorsements: WSA of CWU

Proposed Action Agenda Item Title: New and Dedicated Revenue

1) Describe the Issue

Trends show a clear state divestment in higher education where students suffer from greater financial burden and dramatic tuition increases. In fact, “Twenty years ago, the state government paid 80 percent of the cost of a student's education and a student paid 20 percent. Today, the state pays 30 percent of the cost, and the student pays 70 percent.”¹ As the cost of higher education increases, many students are unable to pursue postsecondary education or do so but graduate with increasing amounts of debt that haunt them for many years. In fact, 2013 graduates are leaving college with an average of \$35,200 of debt.² This debt disadvantages students and delays them from starting their lives post-graduation, which also negatively affects the economy as a whole. Supporting graphs can be accessed.³

In order to improve the affordability and accessibility of higher education, the state must increase their financial contribution, which is nearly impossible without an increase in consistent revenue from reliable sources. With new and dedicated revenue, higher education institutions will no longer suffer from budget cuts, the quality of education has the potential to increase, tuition will not continue to skyrocket, more students will be able to attend higher education, and students will not graduate with as much debt.

This proposal will attempt to offer clear and realistic sources of new and dedicated revenue that can be specifically allocated towards higher education. The criterion for these suggestions have taken into account three basic considerations: 1) avoid increases to extremely regressive taxes that will disproportionately harm people of lower income, 2) aim for tax increases that internalize negative externalities that would otherwise harm society as a whole, 3) does not significantly impact the overall economy of Washington State in a negative way.

¹ http://seattletimes.com/html/opinion/2018504888_guest25blakecole.html

² <http://money.cnn.com/2013/05/17/pf/college/student-debt/>

³ <http://www.wsac.wa.gov/sites/default/files/7-20-09%20Funding%20and%20Costs%20HE%20-%20FINAL.pdf>, 7, 8, 10.
<http://opb.washington.edu/sites/default/files/opb/Policy/Peer-Funding-Comparison-BRIEF.pdf>



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WSA can advocate for revenue to be allocated towards funding higher education from taxes on the following: 1) Cannabis, 2) Alcohol, 3) Carbon, 4) Lottery Winnings, 5) Tribal Casino Profits, and 6) B&O Tax for R/D firms.

Tax Cannabis

I-502 was approved by WA state voters in the 2012 statewide elections. This initiative legalized recreational cannabis use, established procedures for developing future regulations concerning its production and distribution and finally imposed a series of taxes on its future revenues. It is estimated that over the next five years, as much as \$349,341,000 could be generated and deposited into the state's general fund which may be used for any governmental purpose as it is appropriated by the legislature.

Tax Alcohol

Since the passage of I-1183, which privatized the sale of liquor, “the government is collecting more tax revenue than anticipated.”⁴ “The state expects to collect around 37 percent more from liquor taxes and fees in this current fiscal year compared to the final year under state control. This fiscal year’s anticipated revenue of \$425 million includes some onetime gains. FY2014’s estimated haul is \$369 million. By contrast, the final year of state control brought in \$309 million.”⁵ Recently, a Bellingham community member noted that privatizing alcohol has made it more accessible, which explains the increase of tax revenue. It would be requested that revenue beyond what was anticipated will be allocated towards higher education.

Tax Carbon:

The vast majority of scientists agree that emissions of carbon dioxide, a greenhouse gas, have negatively contributed to climate change. British Columbia has successfully implemented revenue neutral carbon tax that charges polluters \$30 per ton of carbon emitted, which “would generate about \$145 billion a year in the United States.”⁶ For Washington State, “a BC-style carbon tax of \$25 per ton of CO₂” would be about a \$1.7 billion tax shift that could reduce “the state sales tax by a full percentage point, funding the Working Families Sales Tax Rebate, eliminating the B&O business tax for manufacturers, [and] increasing the small business B&O tax credit”.⁷ A certain allocation of the carbon tax would be dedicated funding to higher education. By taxing carbon, we are decreasing incentive to pollute (i.e.

⁴ <http://www.opb.org/news/article/npr-liquor-privatization-in-washington-state-one-year-later/>

⁵ *Ibid*

⁶ http://www.nytimes.com/2012/07/05/opinion/a-carbon-tax-sensible-for-all.html?_r=0

⁷ <http://carbonwa.org/>



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internalizing the external cost of carbon emissions), which helps the environment while raising revenue to better fund something the economy, and society as a whole, would benefit from.

Tax Lottery Winnings

Although lottery winnings are already implicitly taxed, this tax should be increased for the purpose of funding higher education. Washington state's current implicit lottery tax revenue results in a profit equivalent to \$19 per person, which is lower than the U.S. average at \$58 per person and significantly lower than the first ranked state, Delaware, which collects a \$370 per person equivalent of profit.⁸ It would be extremely advantageous if Washington were to increase the per capita equivalent collections to at least the U.S. average.

Tribal Casino Profits

In 2005 Gov. Christine Gregoire canceled a profit sharing agreement with the Spokane tribe which would have allowed the state to take a certain percentage of the profits generated by their tribal casinos. If the agreement had gone forward it is estimated that the state general fund could have received as much as \$490 million in that year alone. Last year tribal casinos in Washington State brought in over \$2.7 billion. We understand this is a sensitive issue given the history of oppression of Native Americans in our state and nation. However, a profit sharing agreement could do much to improve the relationship between the tribes and the state. It is also likely that any profit sharing agreement would include provisions that directed some of the revenue to the reservations where it could be used to improve the lives of Native Americans. It is time that the state revisited this issue and that a portion of the profit sharing revenue would be dedicated towards higher education.

B&O Tax for R/D firms

Last year the WSA lobbied to remove a B/O tax exemption for R&D firms and divert those funds into a program designed to increase funding for STEM degrees. This year the WSA should once again pursue this initiative. The tax exemption expires in 2015 and it is likely this would be our last opportunity to specifically allocate those funds towards STEM degrees. As our society becomes more reliant on technology, jobs will continue to grow in STEM fields and it is important to adequately fund these majors to ensure universities are graduating students with the degrees that businesses are looking for.

⁸ <http://taxfoundation.org/article/lottery-tax-rates-vary-greatly-state>



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2) Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term</p> <p>Fully and adequately fund higher education with sources of new and dedicated revenue</p> <p>Profit sharing Carbon Tax</p> <p>Intermediate</p> <p>Receive new revenue dedicated to higher education from more than one source</p> <p>Lottery Cannabis Alcohol</p> <p>Short</p> <p>R/D B&O tax to fund STEM</p>	<p>WSA can organize trips to Olympia to speak with legislators about this, phone calls to key legislators, and other legislator outreach.</p> <p>WSA can lobby individual legislators within specific districts to encourage support for these initiatives</p> <p>WSA could commission a study on specific impacts of state divestment and then establish</p> <p>Certain budget scenarios where these policy changes could positively impact higher education funding.</p>	<p>Constituents</p> <p>All students in the state of Washington would benefit from new and dedicated revenue.</p> <p>Allies/Opponents</p> <p>It is too early in the process to speculate which legislators may or not be for these proposed changes. It is likely that certain legislators would support specific changes, but not the entire package. That is a weakness but also a strength. These proposals have the potential to garner broad based bipartisan support from both sides of the aisle.</p> <p>Interest Groups</p> <p>Supporters</p> <ul style="list-style-type: none"> -University Admin -Students -R&D Firms 	<p>Primary</p> <p>Rep. Larry Seaquist-D</p> <p>Rep. Larry Haler-R</p> <p>Rep Hans Dunshee-D</p> <p>Rep. Ross Hunter-D</p> <p>Secondary</p> <p>Sen. Rodney Tom-D</p> <p>Sen. Barbara Bailey-R</p> <p>Gov. Jay Inslee-D</p>	<p>Campus Collaborations:</p> <ol style="list-style-type: none"> 1) Days of Action 2) Utilizing Media Outlets 3) Constant Messaging 4) GOTV and Voter education efforts <p>1) Phonebanking, Letter Writing (Letters to the Editors, Letters to elected officials, Emails), Petition Signing, Visual Campaign (Photos, electronic scrap book)</p> <p>2) Social Media Campaign (FB, Twitter, Instagram, tumblr), Campus Newspapers (Campus leaders Letters to the Editor, Editorials, Columns, Legislative Updates), Coordinated articles and press releases.</p> <p>3) Ensuring that all persons involved in the campaign are using the same messaging and language when talking to legislators, campaigning, and using social media.</p> <p>4) Encouraging students to vote; provide students information regarding new</p>



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		Opponents -Tribal Casinos -Cannabis Industry -Alcohol Industry -R&D Firms -Large Polluters -Oil Industry		and dedicated a revenue and key elected officials and their role/influence in the process
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3. Briefly Explain the Following:

1. Is it winnable?

Historically, finding new and dedicated revenue has been an extremely difficult challenge even though it is a necessary condition to accomplishing most all of the WSA guiding principles. Given the outcome of the last legislative session and in years prior, it is difficult to know if this issue is truly winnable; however, our proposed revenue sources hopefully either do not place too much burden on people or contribute to a greater good. We think that there will be strong opposition to some of these proposals, but we also think that WSA can make a strong case for adequately funding higher education. It is worth noting that these revenue policy changes have the potential to garner broad bipartisan support in both chambers of the Legislature and from the general public.

2. Does it directly impact and improve students' lives?

If we can generate more new and dedicated revenue that can be allocated towards better funding higher education, then students are going to be positively and directly impacted and our lives are going to improve as a result of a decrease in financial burdens and barriers as well as an increase in the quality of higher education.

3. Does it have a clear target?

Our primary targets are as follows:

- **Representative Larry Seaquist:** Chair of the House Higher Education Committee. He also serves on the House Appropriations Committee and on the Appropriations Subcommittee on Education.



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- **Representative Larry Haler:** Republican member of the House Higher Education committee, and is very passionate about higher education issues/funding. Represents the 8th Legislative District.
- **Rep. Hunter Ross:** Chair of the House Appropriations Committee. Represents the 48th Legislative District.

Our secondary targets are as follows:

- **Sen. Rodney Tom:** Majority Coalition Caucus Leader in the Senate. Represents the 48th Legislative District.
- **Sen. Barbara Bailey:** Republican leader in the Senate Majority Coalition Caucus. Represents the 10th Legislative District.
- **Gov. Jay Inslee:** Single most powerful political leader in the state. Has made education and job creation a top priority.

4. Does it build a measurable amount of power?

Any issues that involve the affordability, accessibility, and quality of higher education are going to build a measurable amount of power. As mentioned earlier, new and dedicated revenue is absolutely necessary in order for students to accomplish the higher education goals as recognized in the WSA guiding principles. Students care a lot about these issues. Also, the more obvious and tangibly measured issues such as tuition and financial aid help tremendously in organizing and rallying students together. All students can relate over high tuition and less access to financial aid, which has made pursuing higher education increasingly difficult.

5. Does it have a clear and realistic time frame?

Yes. It is our intent this year that these revenue policy changes could be introduced to the legislature. Each of these different proposed taxes will take varying levels of time and effort to implement:

Carbon Tax: Although there is a British Columbia Carbon Tax model, there is no Washington State model. In addition, measuring carbon emissions require special technology to be purchased and installed on homes, vehicles, stores, factories, etc.

Taxes on Lottery Winnings/Alcohol: These revenue policy changes will be easier to implement because the tax structures already exist and it is just a matter of increasing the rates or redirecting the revenue.



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Cannabis Tax: Lastly, the tax on the sale of cannabis is finally less enigmatic because the selling in retail stores process has been recently determined and the initial steps of implementation have started. Once introduced there is a significant possibility that dedicating revenue from the Cannabis proceeds in the WA State General Fund could be passed this year.

B&O Tax exemption for R/D Firms: The R/D B&O STEM allocation has less of a chance of being passed this year, since the exemption is set to expire in 2015. However we should lobby for this issue as it will likely be our last chance to do so.

Profit Sharing Agreement with Tribal Casinos: This change would face substantial opposition and would likely be a multi session process. However, in order for traction to be gained on this issue it needs to be introduced to the legislature and lobbied for as a way to create new and dedicated revenue for higher education.

6. Does it have a local/state/federal organizing and lobbying angle?

The issue of new and dedicated revenue is an issue that affects all students on every campus, throughout the state and throughout the nation. In a broad sense, this issue absolutely has a local, state, and federal organizing and lobbying angle. However, our specific suggestions of tax revenue sources are state specific and will vary from state to state. For example, most states have not legalized marijuana or some states do not have a lottery.

7. Could students build a diverse campus coalition around this issue?

Issues, such as finding revenue sources to better fund higher education, are associated with the affordability, accessibility, and quality of higher education in general, which affects all students, and therefore, it is both deeply and widely felt. For this reason, among others, it can build a diverse campus coalition because all students, regardless of economic situation struggle with these issues. It is important to acknowledge that we are all students and that we are all fighting the same fight with the same end goal.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

New and dedicated revenue is always a topic of conversation, but some years the conversation is longer than others and some years action is taken and other years it is not. Students will be heavily pushing for at least another year of a tuition freeze and more funding for higher education, which means that these



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issues will definitely be debated. However, since this is not a budget year, we are not sure if this will be acted upon.

9. Will it strengthen and expand efforts within WSA?

Yes because funding higher education and keeping tuition low is a priority for all students. By dedicating time and energy into this issue, we will be able to continue expanding our mobilizing efforts on campus as well as at a statewide level.

10. Can you provide background information and the current context of the issue?

Last year, the WSA agenda called for students to “Support passage of measures which create new revenue and do not disproportionately affect low income individuals such as instituting a capital gains tax, ending state spending on tax exemptions that have outlived their usefulness, extending the state sales tax to online sales, and automatically sun-setting tax exemptions” as well as to “Dedicate a portion of the funds from marijuana taxation for higher education.”

As stated in the end of session report “There is a recognition among students that if we are going to see increased investment in higher education that we are going to have to work on finding new revenue sources and secure additional funding by making sure it is dedicated toward higher education. One of the first things that happened as a result of the shift in power in the Senate was that new revenue was effectively taken off of the table for budget negotiations. Furthermore, the McCleary Decision meant that dedicated revenue was hard to secure due to the amount of money that needs to be funneled into basic education. Early conversations surrounding securing new funds from marijuana legalization were promising, but there was too much uncertainty and too many logistical problems around implementation to make much progress. As a final point, our work with the Revenue Coalition continues to be beneficial in that it creates a strong united front among a broad range of advocates in pushing for new forms of revenue.”

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

One idea would be using fake money or checks to signify how much students are paying annually to attend their respective institutions of higher education or how much debt they will be graduating with. Running a “what if” campaign might also be an effective way for students to express how much debt they are going to graduate with and what they could have bought with that same amount of money.



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It might be possible to get faculty and administration support on this issue and pursue joint lobby efforts/strategy. It would be powerful to have students and faculty side by side telling legislators how they are affected by the lack of funding. Faculty members often lack competitive pay or department resources are reduced, which impacts their ability to teach students to their fullest potential (increased class sizes limit teacher to student interaction.)



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Issue: Pay it Forward

Author(s)/Sponsor(s): Sarah Kohout (WWU Western Votes President) and Heather Heffelmire (WSA Representative for WWU Western Votes)

Endorsements: Western Votes and Western Washington University Young Democrats

Proposed Item Title: Pay it Forward Pilot Program Workgroup (PIFPPW)

1) Describe the Issue (what is the problem & what is the solution):

The problem is higher education is not affordable and accessible to those without a high income and young people are inhibited from attending higher education institutions because they cannot afford it. The solution is to delay payment of tuition until after graduation when the student is able to bring in enough income to pay for their tuition.

2) Please fill out a Strategy Chart:

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term:</p> <p>Have a Pay It Forward Pilot Program Proposal passed by the Washington State Legislature to be implemented at one university in one degree</p>	<p>WSA</p> <p>Western Votes</p> <p>LAC</p> <p>The REP</p> <p>Strong statewide reputation</p> <p>Western Advocates</p>	<p>Constituents</p> <p>Students and parents</p> <p>Allies</p> <p>Larry Seaquist</p> <p>Professors</p> <p>Gerry Pollet</p> <p>David Sawyer</p>	<p>Primary</p> <p>Barbara Bailey</p> <p>Secondary</p> <p>Rodney Tom</p> <p>Randi Becker</p> <p>David Frockt</p> <p>Larry Haler</p>	<p>Org/Educational</p> <p>Day of action</p> <p>Faculty on board</p> <p>Vocal legislating</p> <p>Parents involved</p> <p>Power</p> <p>Voter Reg</p> <p>Student Lobby</p> <p>Power</p> <p>Ally support</p> <p>WSA</p> <p>USSA</p>



Choosing an Issue

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<p>Intermediate</p> <p>Have a PIFPPW created to set criteria for pilot program proposal</p> <p>Short Term</p> <p>1. Get PIFPPW on our LA</p>	<p>Help make education more accessible for future generations</p> <p>Big project, long-term, expensive</p>	<p>Opponents</p> <p>Presidents Council</p> <p>Administrations</p> <p>American Federation of Teachers</p>	<p>Jeanne Kohl-Welles</p> <p>Sharon Wylie</p> <p>Hans Zeiger</p>	
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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

Yes, it is winnable, however, we understand that implementing PIFPPW is no small goal and cannot be achieved in only a year or two. PIFPPW will be a several step process over a long period of time. The best way to achieve our long-term goal of statewide implementation of having a Pay It Forward Pilot Program at a university in Washington is to take clear, reasonable steps towards achieving our short-term goals. This issue has been achieved and has precedent that we can look towards and possibly model our program after as Oregon’s Directs Higher Education Coordinating Commission is creating a proposal for their Pay Forward, Pay Back pilot program.

2. Does it directly impact and improve students’ lives?

Yes, the creation of a PIFPPW in Washington State could lead to a Pay It Forward Program that would open up the option of Higher Education to students from all income levels and make higher education more accessible for everyone. Especially students who never even applied to college because they had no way of affording it. Additionally, students not having to worry about paying for college until after graduation would be better able to focus on classes while they’re attending **the**. Some students may not need to **take** that second job or work long hours if they didn’t have to worry about tuition.



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3. Does it have a clear target?

Yes, Barbara Bailey who is chair of the Washington State Higher Education Committee and determines what education bills make it to the floor or not.

4. Does it build a measurable amount of power?

Yes, it give students, parents, alumni, faculty, and community members a way to organize around a clear issue and work towards achieving affordable and accessible higher education.

5. Does it have a clear and realistic time frame?

Yes, the creation of a PIFPPW will be a long and ongoing process, so the best way to go about achieving our goal will be to take steps and make measurable progress. The first step to implementing a Pay It Forward pilot program will be to simply get it on our Legislative Agenda. Next, we will have to push to form research groups to answer the myriad of questions that many students, faculty, parents, and legislators have regarding PIF. The process of researching and answering questions could take several years, but we will want to continue to pressure the legislator to continue researching the effects of PIF and educate the public as more information is gathered. After the PIFPPW creates a proposal to submit to the legislature for approval we can move on to implementing Pay It Forward at one state university for one set of degrees, preferably STEM as these are deemed the most critical degrees within our state. This trial period of Pay It Forward can continue to move forward after implementation at one state university to possibly all state universities, and open up to more degree options, and then onto all state colleges and eventually the pilot program can be tested on an entire state level. We understand that this will be a long and ongoing process and that a Pay It Forward pilot program may not be fully implemented statewide for years, maybe even a decade to come. However, it's important that we continue to lobby and pressure the legislator to continue research and make steps towards achieving our long-term goal of implementing a Pay It Forward Pilot Program at one university for STEM degrees.

6. Does it have a local/state/federal organizing and lobbying angle?

Yes, we can organize on the local level by getting support around campus and within the AS. Most of our organizing and lobbying will be done on the state level as we're trying to convince the legislature to pass a pilot program within Washington. We can also lobby and organize at a federal level by utilizing USSA techniques and resources and enlisting the help of OSA since Oregon has already a commission working on a proposal.



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7. Could students build a diverse campus coalition around this issue?

Yes, I think implementing the Pay It Forward Model is something students of all races, backgrounds, ethnicities and ideologies can organize around. The Pay It Forward Model doesn't just benefit one group of students, it helps all students by increasing the accessibility of higher education. I think minority and students of color most often miss out on the opportunity for higher education because of its high cost, so we can use this to build a diverse coalition and even try to enlist the help and support of the Ethnic Student Center. Additionally, there are students of all political ideologies that have come out in support of this program.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

Yes, especially if we get it put on our Legislative Agenda. I think the Legislature debated this last year as well, so it is still a fresh idea and continues to gather support in Olympia. Since Oregon passed House Bill 3472 during the 2013 session it is likely that it will be debated in the Washington State legislature during the 2014 session.

9. Will it strengthen and expand efforts within WSA?

Yes, since this issue affects all students it is something that all students and all student allies, including parents, alumni, faculty, and community members can get behind. I think there are several joint campaigns in support of Pay It Forward that all Washington State schools and WSA can work on together. Additionally, PIF would allow students more time to participate in extracurricular activities because the need for additional income by working several jobs may not be necessary, this would allow more students time to join WSA and further advance the student movement.

10. Can you provide background information and the current context of the issue?

Pay It Forward Efforts were made to support a budget provision studying the impacts of the Pay it Forward model as a way of combatting student debt. Most of the work that was done regarding this proposal was aimed at educating legislators about it. We were not successful in securing a budget proviso this session, but because the Oregon State Legislature was successful in funding a study, there has been more interest around the model. Discussions are set to continue in the next legislative session and there may be a good opportunity to create a bill and work it through the legislature.



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11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

I think our most innovative tactic will be to show the media and new students that this is happening only one state away in Oregon. I think another innovative tactic would be to do a “What If Pay it Forward Existed” campaign, where we could highlight all the ways that student life and applying to college would be different and better if Pay if Forward existed. For instance, a student may not have to work and could have more free time to get involved in campus activities (like Western Votes), or because a student doesn’t have to worry about tuition right now they may choose to double major, instead of finishing school as quickly as possible. A student that wasn’t going to apply to college because of the costs now decides to apply because they don’t have to worry about tuition until after they’ve graduated. I think we have a lot of really cool campaigns we could do focusing on the differences Pay if Forward to make.



Choosing an Issue WSA Statewide Legislative Agenda

Issue: In-State Tuition for Veterans

Author(s)/Sponsor(s): Jesse Atkins (WWU Veterans Outreach Center Coordinator), Cassie DuBore (ASCWU-BOD VP for Legislative Affairs), and Carly Roberts (ASWWU President)

Endorsements: WSA of CWU

Proposed Proposal Title: In-State Tuition for Veterans

1) Describe the Issue (what is the problem & what is the solution).

The Post 9/11 GI Bill will only pay in-state tuition. Currently, in Washington State, if an active member of the military or veteran does not have preexisting Washington State residency, they must pay the difference out of pocket for the length of their degree. This unnecessarily limits the opportunities available active members and veterans and leaves them making a decision between delaying the beginning of their education and incurring financial burdens.

House Bill 1011 waives the one year waiting period required by Washington State universities for residency guidelines (RCW 28B.15.012). The key updates are as follows:

- The individual must enroll within a year of their date of separation
- Separation must be under honorable conditions
- Separation must be preceded by at least two years of service

Bill Analysis: <http://apps.leg.wa.gov/documents/billdocs/2013-14/Pdf/Bill%20Reports/House/1011%20HBA%20HE%2013.pdf>

This will allow recently separated veterans to enroll at institutions of higher education in Washington State immediately upon separation. This greatly helps veterans with the transition from military to civilian life by providing structure and community. This also enriches the experience of all students at Washington State institutions of higher education by diversifying the student body. The student body and university community can benefit from being exposed to the unique perspectives and experiences of those who would be able to attend because of this bill.



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2) Please fill out a Strategy Chart.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term To waive the 1-year wait period for Washington State residency so that veterans can pay in-state tuition</p> <p>Intermediate To pass HB 1011</p> <p>Short Term To engage student veterans</p>	<p>WSA Chapters can organize trips to Olympia to speak with legislators about this, phone calls to key legislators, and other legislator outreach.</p> <p>Strong relationships with veteran groups on-campus will build credible coalitions</p> <p>Resources VFW, American Legion, and ROTC, individual campus veteran community groups</p> <p>Including veterans, a historically underrepresented group on campus, will engage them in the legislative process and hopefully attract them to WSA.</p> <p>Potential problems: - Dependents using GI Bill</p>	<p>Constituents and Allies</p> <p>Student veteran groups</p> <p>Strong Ally: Representative Zeiger</p> <p>Sponsors: Representatives <u>Appleton</u>, <u>Seaquist</u>, <u>Sells</u>, <u>Zeiger</u>, <u>Ryu</u>, <u>Liias</u>, <u>Hudgins</u>, <u>Morrell</u>, <u>Ormsby</u>, <u>Hansen</u>, <u>Bergquist</u>, <u>Reykdal</u>, <u>Haler</u>, <u>Klippert</u>, <u>Fey</u>, <u>Magendanz</u>, <u>Jenkins</u>, <u>MacEwen</u>, <u>Hayes</u></p>	<p>Representative Pedersen, signed do not pass on House Committee on Higher Education</p>	<p>Campus Lobbying</p> <p>Informational events</p> <ol style="list-style-type: none"> 1. Encourage students to vote – this builds credibility 2. Social media, phone-banking, letter writing, press releases 3. Collaborating with the veterans groups and organizations



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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

This is an extremely winnable issue, victory begets victory. By winning this issue we will be building momentum and forging positive relationships with other organizations who are also advocating for this issue. There are 19 representatives listed as sponsors. On March 13th 2013, the bill was returned to Rules Committee for second reading. This bill was reintroduced and retained in present status on May 13th 2013, during the first special session.

2. Does it directly impact and improve students' lives?

This bill greatly eases financial burden on student veterans and active members. This is worthwhile for the schools because they will be able to increase the enrollment of veterans on their campus and diversify the community. It is worthwhile for the community in which the university is located because it can increase income for the community (each veteran receives their monthly basic allowance for housing from the GI Bill which is funneled into the community economy).

3. Does it have a clear target?

Yes, Representative Pedersen signed do not pass on House Committee on Higher Education.

4. Does it build a measurable amount of power?

Yes, because this is widely felt. This issue affects not only veterans and active members, but also the whole communities of higher education in Washington State.

5. Does it have a clear and realistic time frame?

HB 1011 would be easy to implement because it will not require much fiscal support from the state. The GI Bill comes from the federal government, so the schools will be paid all the same.

6. Does it have a local/state/federal organizing and lobbying angle?

The issues of veteran and active member support run to the core of what it means to be American. Currently, we have some state legislators that are veterans, so they would be a great resource to use. Not only would this make a great state campaign, but it would also make a great federal campaign.



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7. Could students build a diverse campus coalition around this issue?

Many student veterans have a strong sense of camaraderie and community and are willing to engage on behalf of the betterment of this community and help fellow veterans achieve their educational goals. With this issue, student veterans from across the state will be able to organize together and use the power of their unified voice. Drawing in this community around this issue will also position them to add their voices to other WSA issues and increase the over-all power of the WSA voice.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

With the support that it is receiving from the House, we can anticipate that the bill will be reintroduced during this legislative session.

9. Will it strengthen and expand efforts within WSA?

Organizing student veterans around this issue will build networks that can be activated to rapidly organize around future issues. Also, connecting with student veterans from other parts of the state will strengthen the state-wide student veteran community and greatly increase their influence and power.

10. Can you provide background information and the current context of the issue?

As stated, the Post 9/11 GI Bill will only pay in-state tuition for veterans. HB 1011 would override the one-year residency period that the veterans would normally have to wait through in order to utilize their tuition assistance, or they must pay the difference out of pocket for the length of their degree. This bill has great support from the House (19 sponsors). Supporting veterans and active members is not a divisive issue. This will build leadership among student veteran communities by giving them the frame within which to exercise the power of their voice and organize for change. Veterans are a community that has wide support.

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

Since this widens accessibility and affordability of education for a traditionally marginalized community, it could be a “poster issue” for WSA campaigns. WSA has always been supportive of underrepresented groups. Social media, phone-banking, letter writing, and press releases would be very effective.



Choosing an Issue WSA Statewide Legislative Agenda

Issue: The DREAM Act

Author(s)/Sponsor(s): Kaylee Galloway (ASWWU VP for Governmental Affairs) and Taylor Hennessey (ASWSU President)

Endorsements: Carly Roberts (ASWWU President) and Mayra Guizar (ASWWU VP for Diversity)

Proposed Action Agenda Item Title: The DREAM Act

1) Describe the Issue (what is the problem & what is the solution).

The current problem is that students who are undocumented do not have access to state financial aid, more specifically the State Need Grant. "Only undocumented students with a valid Social Security Number can fill out a FAFSA (Free Application for Federal Student Aid) form. As stated above, even DACA-mented students with an SSN cannot use FAFSA to obtain federal money."⁹ Lacking access to state financial aid serves as a barrier to higher education for so many students and prevents people from pursuing their dreams of higher education. Financial aid can help more students pursue college degrees, which can in turn benefit the state with more qualified candidates for high demand occupations.

The solution to this problem is to pass the Washington State DREAM Act, which will grant access to financial aid for students who are currently excluded. Furthermore, state financial aid is funded through sales taxes and other sources that all people living in Washington State pay regardless of whether they are documented. Some have argued that if students who are undocumented are contributing to funding state financial aid through sales taxes, then they should have access to financial aid. "Unauthorized immigrants in Washington paid \$327.7 million in state and local taxes in 2010, according to data from the Institute for Taxation and Economic Policy, which includes: \$22.7 million in property taxes [and] \$305 million in sales taxes."¹⁰ According to OneAmerica, "Immigrants contributed \$1.5 billion in tax revenue to the Washington state economy in 2007, accounting for 13.2% of all taxes paid in the state".¹¹

⁹ <http://www.visanow.com/scholarships-financial-aid-for-undocumented-students-daca-students-and-dreamers/>

¹⁰ <http://www.immigrationpolicy.org/just-facts/new-americans-washington>

¹¹ <http://www.immigrationpolicy.org/just-facts/new-americans-washington>



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2) Please fill out a Strategy Chart.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long term</p> <p>Affordable and accessible higher education for all students, including students who are undocumented, can qualify for state financial aid.</p> <p>Equal opportunity for all eligible students, including undocumented ones, to register for and receive state financial aid.</p> <p>Intermediate Getting the Washington State DREAM Act passed by the state legislature</p>	<p>WSA has lobbying and organizing power from students across the state</p> <p>WSA Staff capacity and training ability (Lobbyist Training)</p> <p>WSA has strong reputation in this issue from last year</p> <p>ASWWU has many resources and passionate offices, groups, committees, and students. For example, the Ethnic Student Center, the WSA Chapter (Western Votes) and Legislative Affairs Council can help organize around the issue and get the issue on the AS Legislative Agenda</p> <p>Washington State University has the Cougar Lobby Team that can help in the organizing and sending over 'Legislative Hit</p>	<p>Constituents</p> <p>Students who are undocumented (1079 Students)</p> <p>Allies</p> <p>Some students Some parents</p> <p>Administration -WWU, President Shepard (view at 19:55)</p> <p>Faculty</p> <p>Community members and organizations including:</p> <p>-LEAP - OneAmerica -WDAC -Washington State Educational Access Coalition for HB 1079 Students (HB 1079 and SB 5655 info)</p>	<p>Primary</p> <p>Opposition: Sen. Bailey Sen. Schoesler</p> <p>Support: Sen. Frockt Sen. Kohl-Wells Sen. Murray Rep. Hewett Rep. Zeiger Rep. Smith Rep. Fagan Rep. Chandler</p> <p>Secondary</p> <p>Voting Constituents</p>	<p>Campus Collaborations:</p> <ol style="list-style-type: none"> 1) Days of Action 2) Utilizing Media Outlets 3) Constant Messaging 4) Get out the Vote and voter education efforts for future elections of key legislators that have authority over the issue 5) Setting up meetings with our local legislators and talking about the importance of the DREAM Act on our individual institutions <p>1)Phonebanking, Letter Writing (Letters to the Editors, Letters to elected officials, Emails, Petition Signing, Visual Campaign (Photos, electronic scrap book)</p> <p>2)Social Media Campaign (FB, Twitter, Instagram, tumblr), Campus</p>



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<p>Short Term</p> <p>Reach out to the Senate Majority Coalition and work with them to frame the bill in a way that will not split their coalition, but will allow it to receive a hearing in the Senate Higher Ed Committee.</p>	<p>Teams' at critical times in the hearing process. The fastest growing student population at WSU is Chican@ & Latin@ identified students. There are also a number of student groups who have members that are 1079 students who would be willing to give personal anecdotes and testimony.</p> <p>It can also help us to reach out to students who have been traditionally underrepresented and marginalized, which can strengthen our organization and build leadership</p>	<p>Some businesses and professionals who would benefit from a larger and more diverse educated workforce.</p> <p>Opponents</p> <p>Sen. Bailey Sen. Schoesler</p> <p>Senate Majority Coalition Leaders</p> <p>Those who believe that we need to focus on the already qualified students not receiving state financial aid</p>		<p>Newspapers (Campus leaders Letters to the Editor, Editorials, Columns, Legislative Updates), Coordinated articles and press releases.</p> <p>3) Ensuring that all persons involved in the campaign are using the same messaging and language when talking to legislators, campaigning, and using social media.</p> <p>4) Encouraging students to vote by providing students with information regarding the DREAM Act and key elected officials and their role/influence in the process</p>
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Common Opposing Argument:

One of the most prevalent and pervasive opposing arguments is that the pool of students eligible for state financial aid should not expand because there are already 32,000 students that currently qualify and are going unserved. This argument has strong economic support, but also addresses the issue that the State Need Grant is underfunded. Who is awarded state financial aid is a whole other issue; the issue at hand here is student eligibility and being inclusive to all students. It is important to acknowledge that the number of students who would have DREAM access is fairly small (such as in 2011, it was about 598 students), and principally, it is important to represent all resident students regardless of their documentation status. Also, society can be better off if more people are given the support and opportunity to attend a postsecondary education.



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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

First, there was a lot of progress made in the last legislative session. We saw that there was more bipartisanship support for the DREAM Act than any other bill of its type. We were able to get it passed the House and we believe we had the votes in the Senate. The main barrier to getting this passed was the Senate Majority Leadership, including the Chair of the Senate Higher Education Committee, Senator Barbara Bailey. It is important to take into consideration that the Senate Majority Coalition and the Republicans do not want to divide their caucus over this issue. Second, we have very strong partnerships with other organizations, including OneAmerica, who are fighting for the same goal. They also have access to many resources that can help in advocating for the DREAM Act. Lastly, we saw a lot of mobilizing power with this topic. A lot of students came together to fight for the passage of this bill. It seemed that everyone recognized that this was an issue of access and that all students should have access to higher education.

2. Does it directly impact and improve students' lives?

Yes. It directly impacts and improves the lives of students who are undocumented by granting them access to financial aid, which removes one of the largest barriers to higher education. It indirectly impacts and improves the lives of all allies including students and professionals. In institutions of higher education, students often learn a lot from each other. By having institutions that are inclusive to all people, schools are likely to become more diverse which can enhance the overall quality of education. It benefits professionals because there will be more qualified individuals that are available to pursue jobs in Washington, which will in turn improve the State's economy. The DREAM Act will help students who are undocumented gain the skills and knowledge necessary to compete in a global economy.

3. Does it have a clear target?

Yes, very clearly the target is the Senate Majority Coalition and the Senate Higher Ed Committee Chair, Senator Barbara Bailey. Her Coalition was the largest road block last year despite the fact that most of the coalition supports in-state tuition for students who are undocumented (HB 1079 which was passed in 2003). Secondary targets are other Senate Republicans who can influence Senator Bailey. Other secondary targets include Bailey's constituents, whom she is very loyal to. Being married to a career military man she is also very receptive to any Veteran's who want to lobby.



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4. Does it build a measurable amount of power?

We saw that a lot of students, both students who are undocumented and allies, rallied around this issue. It is very clear that this is an issue about accessibility and affordability of higher education, which is a universal, fundamental, and guiding principle for most students.

5. Does it have a clear and realistic time frame?

As a result of the progress that was made last year, this bill could very well be passed within the next couple legislative sessions. However, we are going to need to help make this a priority in a session that looks like it might be dominated by a transportation centric issues.

6. Does it have a local/state/federal organizing and lobbying angle?

The lobbying angle is mostly at a state level, but can also incorporate federal efforts too. This is a Washington State specific piece of legislation, but other states have considered State DREAM Acts, and states such as California have been successful in passing them. I believe that it would be in the best interest of all students to mobilize on this issue at both a state and national level. Access to financial aid is an issue that all students who are undocumented face despite what state they reside in.

7. Could students build a diverse campus coalition around this issue?

This is definitely an issue that can build a diverse campus coalition in support of providing all students access to state financial aid. This is something that students who are undocumented have organized around as well as fostering support from allies of all identities.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

Since there are a lot of people organizing and lobbying around this issue, it is almost guaranteed that the state legislature will debate this issue once again. Hopefully because of the power this issue has with students across Washington, we will foster enough support to get the bill passed through the Senate and Senate Higher Education Committee.

9. Will it strengthen and expand efforts within WSA?

Adopting this issue will help us foster relationships with ally organizations and groups both on and off campus. It will continue to help us emphasize our shared goals and interests in providing all students



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access to state financial aid to increase access and affordability of higher education. It will help to empower students who have been traditionally marginalized. Furthermore, pursuing this issue is in accordance with the WSA guiding principle that states “WSA supports improved comprehensive efforts to recruit, retain, and support underrepresented students, faculty, and staff. Diversity within curricula, advising programs and extracurricular programs must support such efforts.” It is the responsibility of WSA to fight for an accessible, affordable and quality higher education for all students regardless of their documentation status. Additionally, if the DREAM Act is successful in passage we believe that it could be a hallmark achievement for the WSA that would rank with the Student Regent and the more recent textbook bundling bills.

10. Can you provide background information and the current context of the issue?

The Washington State DREAM Act was not passed through the State Legislature, but there was a lot of progress made. The DREAM Act passed out of the house with very strong bipartisan support (77-21), and had the votes to pass out of the Senate, but unfortunately was not brought up for a vote in the Senate Higher Education Committee. Student turnout, organization, and enthusiasm around this issue was excellent. OneAmerica is a great partner organization to work with and dedicated a lot of time and resources. They also helped in drafting this [information sheet](#). Students need to continue to speak to the importance of this issue with legislators. Students who are undocumented do have access to in-state tuition, but the rising of tuition over the last several years has been pricing students and families out of college, and has dramatically increased the need for access to state financial aid.

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

See strategy chart.

Additionally, we can have student groups on campus do smaller DREAM Act specific lobby trips. We can plan events such as rallies in collaboration between VP for Governmental Affairs/WSA Chapter (campus equivalent) with VP for Diversity/Ethnic Student Center (campus equivalent).



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Issue: Supporting Students at Critical Academic Transitions

Author(s)/Sponsor(s): Josie Ellison (ASWWU VP for Academic Affairs), Lily Jaquith (WWU Western Vote Executive Board Member), and Caylyn Rolph-Tate (ASWWU Vote Coordinator)

Endorsements: Kaylee Galloway (ASWWU VP for Governmental Affairs)

Proposed Item Title: Supporting Students at Critical Academic Transitions

1) Describe the Issue (what is the problem & what is the solution)

Many students entering four year universities often do not have access to the support they need in order to maximize their success. It can be hard to find the necessary support and resources for students entering four year institutions at critical transition points, which we define as first year, running start, transfer, and non-traditional students. Support can come in many different forms including, but not limited to: one on one personalized advising sessions, increased transferability of college credits between institutions, more extensive and accessible transfer equivalency guides, and an intro to college (“College 101”) course. The Chronicle of Higher Education reported on a study of 16 campuses that:

“require new and transfer students to take a study-skills course..., which covers topics such as time management, effective listening, financial literacy, and career awareness. By the end of the semester, students have to declare a major and file a degree plan. Since the system introduced the requirement, in 2007, persistence rates have improved significantly for both remedial and college-level students.”

Having the additional support can help students complete their degree and graduate in the most efficient way (i.e. taking necessary and relevant courses as well as determining a major as soon as possible), which can lead to students graduating in fewer years with less debt. Some of the side effects of the lack of advising include students leaving college when they are within a few credits of graduating. Support should also include targeting information and support to adults who have some college credit earned to help them with degree completion. Additionally, increased academic support can increase retention and therefore lower the overall dropout rate.

We propose that:

- Institutions
 - Require personalized advising sessions between students and advisors upon acceptance to university and declaration of major.
 - Make sure all students have an assigned advisor upon acceptance to university.



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- Work on transfer equivalency as a way to ease the transition for running start and transfer students.
- Explore options such as a “College 101” course that could educate students about the resources available to them on campus including academic advising, counseling services, student outreach services, etc. as well as the topics listed in the Chronicle of Higher Education study.
- Legislators
 - Establish a policy that encourages or even mandates that institutions offer these academic support measures
 - Provide institutions with the funding necessary to fully support their students academically.

2) Please fill out a Strategy Chart.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term Required and fully funded access to increased academic advising and other resources at critical transition points.</p> <p>Intermediate Increased funding aimed at academic advising and other support resources</p> <p>Short Have legislators look at the viability of these proposal</p>	<p>WSA</p> <p>Campuses statewide</p> <p>WWU: -Western Votes -Legislative Affairs Council -The Representation and Engagement Programs office -Western Advocates relationship with faculty and alumni</p>	<p>Constituents/Allies Students Parents Rep. Pollet</p> <p>Opponents Some institutions may not have the viability to handle the proposed changes, however, because we are requesting funding from the state, this shouldn't be a large issue. Student retention rates are</p>	<p>Primary House Higher Education Committee -Rep Seaquist -Rep Pollet Senate Higher Education Committee -Sen. Bailey -Sen. Becker</p> <p>Senate Ways and Means House Ways and Means House Capital Budget Committee</p>	<p>It would be relatively easy to get students to rally around something so universal, we could have days of action to call legislators and give testimony about the importance of resources when it comes to streamlining education</p>



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recommendations and create a timeline to enforce them.	WSA lobbying capacity Respective Associated Students	for the most part a bipartisan issue.	Secondary Respective universities Board of Trustees Respective university presidents.	Reach out to existing advisors to see what support they need to enhance their services to students
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3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

Yes. Students of all academic standings and backgrounds recognize that academic advising helps students toward the best track for graduation in an efficient manner. Also, this encourages students that may have left college within a few credits of graduating to return to complete their degrees as well as incorporating more support for non-traditional students.

2. Does it directly impact and improve students' lives?

Yes. All students can benefit from having increased academic support. By initiating meetings with advisors, we are encouraging the university to foster stronger relationships with students. Effective and accessible academic advising, in addition to the other aforementioned support resources, can ease student transitions into four year institutions and can help maximize the efficiency of their degree completion and graduation. Many students are in dire need of more support to improve their academic transition and experience overall.

3. Does it have a clear target?

Since this is a newer topic conversation, specific targets are difficult to pin point. Some of the broader committee targets include [House Higher Education Committee](#) (Rep Seaquist and Rep Pollet), [Higher Education Committee](#) (Sen. Bailey and Sen. Becker), [Senate Ways and Means](#), [House Ways and Means](#), and [House Capital Budget Committee](#). As Legislative session starts, it will be easier to narrow down the targets. Other targets may include respective universities Board of Trustees and university presidents.



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4. Does it build a measurable amount of power?

Yes. Students are directed by their advisors to make appropriate decisions with respect to their personalized education timeline helping them be more successful in their academic field, leading to greater success upon graduation. More and more students are transferring to four year institutions after time at a CTC in order to save money. Additional and specific support can help expedite their graduation time as well as ease their transition to a four year institution.

5. Does it have a clear and realistic time frame?

It is difficult to determine the timeline for this proposal because it will depend on what legislators support and deem important as well as how they choose to address the issue. It seems that this topic is likely to receive a lot of bipartisan support from legislators, which will help the process. A more clear and realistic time frame can be established as legislative session progresses.

6. Does it have a local/state/federal organizing and lobbying angle?

This is an issue that affects students from all universities across the state because all students can benefit from increased support and resources. There are many students who could testify about the lack of access for support, this makes it easy to interest students in lobbying for change.

7. Could students build a diverse campus coalition around this issue?

Yes. Students of all academic backgrounds are affected by this issue, especially first generation and non-traditional students. The first year of a student's college education is a critical time period during which they are more likely to drop out, so it is imperative that advising occurs during this time to keep student enrollment, retention, and completion rates up. Transfer students and running start students can also rally around different aspects of this proposal that would alleviate some of the problems they currently deal with when they are entering a new university.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

Whether or not anything happens this year depends upon the State and how they respond to the issues and go about the process of implementation. Conversations are likely to begin this year and action is



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likely to be taken within the next couple years. One advantage is that the funding to help access academic advising is definitely reasonable and estimated to cost under \$2 million annually.¹²

9. Will it strengthen and expand efforts within WSA?

Yes. Academic advising is an issue that affects all students, no matter what educational background, major, or university they attend. It will also make it easier to navigate university systems, which will in turn make it easier for students to stay at school. Also, this issue is an opportunity to collaborate and foster a stronger relationship with the [Washington Student Achievement Council](#) (WSAC), since this is an issue they have been working on.

10. Can you provide background information and the current context of the issue?

We can have a variety of students testify about their experiences with institutionalized academic advising and how it has affected their college experience. This issue is a part of the WSAC [10 year Road Map](#). WSAC has also prepared an [issue briefing](#) on this topic. Furthermore, WWU has been discussing ways in which they can enhance academic support for students. For example they have been working on a program called the Student Success Collaborative (SSC), an online resource that would be used by professors and academic advisors to help support at risk students. The SSC will use data from each of Western's departments to create a typical path to each major by creating a checklist of courses and grades that generally lead to successful completion of a degree. When a certain checkpoint is missed by a student they would be flagged and this flag would allow professors and academic advisors to talk to the student and get them the help and resources they need to be successful.

Some examples of testimony:

Jarred Tyson, ASWWU VP for Activities, Transfer Student (Whatcom Community College)

“As a transfer student, I found myself immediately lost in means of adapting to the university culture. I felt like I was essentially thrown into the fray of things. One thing I wish, was to have a readily available source where you can find resources the campus has to offer. I didn't know, for example, about much of the drop in tutoring, the various technology we can checkout, the available jobs on campus, or the various resources the Associated Students had to offer. I believe there needs to be an easy to accesses consolidation of the resources on campus for first years. I was personally fortunate to be hired into the Associated Students for my first year.”

¹² http://www.wsac.wa.gov/sites/default/files/2013.09.24%2003%20Roadmap%20Action%20Priorities_0.pdf#search=



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Kaylee Galloway, ASWWU VP for Governmental Affairs, Running Start Student (Bellevue College)

“During my junior and senior year of high school, I attended Bellevue College as a running start student, where I earned my Associate degree. As a running start student, my first year at WWU was a challenge. I was the age of a freshman but not a ‘true’ freshman and the class status of a junior but not a ‘true’ junior and was not considered a transfer student. For these reasons, I struggled my first year transitioning into a four year institution and would have benefited from more specialized support. When I attended first year orientation, where I was registering for classes for the first time at WWU, I was placed in a computer lab of 1st year students who were not in the same academic situation as me and with a couple advisors who could not offer me the specialized support that I needed. Registering for classes my first quarter was extremely stressful and no one could really help me. Furthermore, because I was a junior status, I needed to declare my major within the first couple quarters. I applied to my major, Politics, Philosophy, and Economics, during spring quarter as soon as I completed all of the prerequisites. Again, I was faced with a situation where no specialized academic advising was provided to me. Since my major is interdisciplinary and a collaboration between three colleges, no advisor was equipped with the cross-department knowledge necessary to assist me in my degree planning. Overall, I think students would benefit immensely if four year institutions enhanced their academic support for students including providing more specialized academic counseling and advising.”

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

We have talked to a lot of students already about this sort of issue and they all seem to be very passionate and have a lot of thoughts to share on the subject. We could do a letter writing campaign or a campaign using social media to bring attention to this issue.



Choosing an Issue WSA Statewide Legislative Agenda

Submission to the Washington Student Association General Assembly
November 16, 2013

Proposed Legislative Agenda Item: Support for HB 1043, removing state universities' authority to implement differential tuition rates.

Passing HB 1043 will improve people's lives. As of now, universities can set higher tuition rates for more expensive major programs (generally STEM programs). This can have the effect of reducing access to these degrees for students from low-income families. Eliminating differential tuition as an option will improve the lives of students who already struggle to afford college.

Passing HB 1043 will make people aware of their own power. Often, students feel powerless to do anything as politicians or administrators continue to raise tuition year after year. If we can successfully lobby on behalf of this bill, students will be able to see how their voices can affect tuition policy at the state level in a way that benefits them directly.

Passing HB 1043 will alter the relations of power. As of June 2013, universities have the power to set differential tuition rates. If HB 1043 is passed, that power will be removed. Although no legal power will be transferred to students, the power relationship between students and universities' governing bodies will be somewhat equalized. Furthermore, our organization's influence over tuition policy will be strengthened, empowering students to fight for fair and affordable tuition in the future.

Supporting HB 1043 is worthwhile. Earlier this year, HB 1043 passed the House with a vote of 95-1. It died in the Senate because it was not a priority during the special session, despite substantial support. A lot of the groundwork has already been laid for us. Therefore, the bill is likely to pass *if we make sure it is a priority during the session*. We won't have to do a lot of work to build support, we just need to make sure it is on legislators' radar. Lobbying for HB 1043 will not require us to exert a relatively large amount of energy or expend a lot of political capital, but its passage will deliver a real, substantial good for the students we represent, making it worth our while.

This goal is winnable. As mentioned above, HB 1043 already has overwhelming support in the House and substantial support in the Senate. We are almost across the finish line on this one; we just need to keep up the pressure.

This issue is widely felt. Students from all universities across Washington oppose differential tuition. We will not have a problem getting widespread support from our constituents.

This issue is deeply felt. Enough students already vigorously oppose differential tuition for us to run an effective lobbying campaign. We will not have to put too much effort into education about the issue, nor will we have to raise much awareness among legislators. We just need to make sure it's a priority.

This issue is easy to understand. Differential tuition-setting authority is a straightforward issue that can be described briefly. For example:



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Right now, public universities in Washington can charge higher tuition rates for degree programs that are more expensive to provide. These are usually programs in science, technology, engineering, and mathematics (STEM). This practice is unfair to all students, especially low-income students who wish to major in STEM programs, because it makes a student's degree choice a financial choice. Students should not have to consider finances when choosing their fields of study. HB 1043 will remove the power to set differential tuition rates, making STEM programs more accessible for all Washington students.

Our lobbying efforts would have clear targets. Since HB 1043 is already widely supported, our targets should be the members of the House and Senate who can make sure it is a priority in the upcoming session, especially since it is a short session. Here are our main targets for both the House and the Senate:

House Higher Education Committee Chair Larry Seaquist: Rep. Seaquist can make sure the bill gets a hearing in the Higher Ed. Committee, allowing it to move to the floor for a vote. He also sponsored HB 1043 in the 2013 session.

House Higher Education Committee Ranking Minority Members Larry Haler and Hans Zeiger: Rep. Haler and Rep. Zeigler both sponsored HB 1043 in the 2013 session, and would likely support it again. Bringing them on board would help bring on more Republican support.

Senate Higher Education Committee Chair Barbara Bailey: We need to get Sen. Bailey on board for the same reason we need Rep. Seaquist on board. Sen. Bailey did not sponsor the Senate version of HB 1043 (SB 5548) last session, but that was due to partisan political pressures, not because she opposes the bill from a policy standpoint.

Senate Higher Education Committee Ranking Minority Member Jeanne Kohl-Welles: Bipartisan support is essential for the bill to get through the Senate. Sen. Kohl-Welles is the most powerful Democrat on the Higher Ed. Committee, and she sponsored SB 5548 during the 2013 session.

Note – Sen. Kevin Ranker's handling of SB 5548 last session deeply polarized the Senate around SB 5548 such that it only attracted Democratic sponsors. It would therefore be detrimental to our efforts for Sen. Ranker to be a sponsor this time around.

Time Frame – Since a large-scale grassroots organizing effort will not likely be necessary in this situation (we already have the confirmed support of enough legislators), the time line of this effort will follow a fairly run-of-the-mill framework. There would be a pre-session period, wherein we contact key legislators to get their pulse on the issue, showing them that eliminating differential tuition is a priority for Washington students this year. During this time, we would hopefully build momentum in our favor going into the session. Next would be an early-session period. Here we would begin tracking the bill(s) and identifying sponsors. Finally, we have the mid-to-late-session period, where we rally support from legislators beyond the key sponsors and push the bill through the final votes. WSA Lobby Day would fit



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either in the early- or late-session periods, depending on the bill's progress. Any lobbying on Lobby Day would obviously have to be tailored to the bill's current status.

The issue is non-divisive. Despite the polarization in the Senate over SB 5548, the bill has bipartisan support in both houses. If we downplay partisan differences and focus on how the bill will benefit students across the state, we will build coalitions rather than breaking them down.

Our efforts would build leadership. Lobbying for the elimination of differential tuition will provide leadership opportunities for each of our member institutions. In a coordinated effort with WSA leadership, each university could take charge of lobbying their local legislatures or build on relationships they have already established with our targeted legislators. This does not have to be – and should not be – a centralized effort. If legislators see students from all over the state speaking up about this, they will likely take more notice than if one or two student lobbyists did.

This will set us up for the next issue. The authority to set differential tuition is part of a broader shift in which tuition-setting authority was transferred from the state legislature to the individual universities. Since universities tend to be quick to raise tuition in light of reduced funding and are less accountable to students than elected officials, many students would like to see the legislature take back tuition-setting authority as part of a broader program of reinvestment in higher education. Passing HB 1043 will put the WSA in a better position to push for these measures in the future.

This issue directly affects students' pocketbooks. Differential tuition obviously hurts many students financially. Eliminating this authority will save students money, which anyone can get behind.

Raising money is not an issue. We should be able to lobby for the elimination of differential tuition without raising any money beyond what the WSA already has in its budget.

This is consistent with our vision and values. One of the primary goals of the WSA – and most student lobbying efforts – is to support fair and affordable tuition and maximize access to higher education for Washington students. Differential tuition flies in the face of both these values. Our mission demands that we make it a priority to eliminate differential tuition.

Jayne Shoun
Director of Legislative Affairs
Associated Students of WSU Vancouver

Seamus Davis
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Associated Students of WSU Vancouver



Choosing an Issue WSA Statewide Legislative Agenda

Issue: Transportation Funding

Author(s)/Sponsor(s): Lucas Barash-David (UW Seattle Leg Liaison), Molly Smith (UW Seattle Office of Government Relations Assistant Director)

Endorsements:

Proposed Action Agenda Item Title: Maintaining Student Transit Access

1) Describe the Issue (what is the problem & what is the solution).

Problem: Potential cuts to King County Metro

Solution: State Transportation package including local funding options

2) Please fill out a Strategy Chart.

3) Please explain briefly how/if this issue meets the following qualifications:

1. Is it winnable?

Yes. There is broad desire for a transportation package and local funding options are viewed as critical to an eventual package. This is already a part of the discussion for many advocacy groups and legislators and there has been previous momentum for a package.

2. Does it directly impact and improve students' lives?

Absolutely, many students use metro to get to work and school. At UW Seattle alone 46% of student rely on public transportation to get to campus every day. Further if students were forced to drive it would substantially increase the cost of attending school and decrease accessibility.

3. Does it have a clear target?

Yes. Passing a transportation package with local funding options will maintain the level of transportation services King County Metro provides to students and, depending on the package, could increase these services.

4. Does it build a measurable amount of power?

Yes. Students are a stakeholder in transportation issues and advocating for and passing a transportation package empowers students to continue to access their education.

5. Does it have a clear and realistic time frame?



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Yes. This is an issue that will be focused on this session and could potentially be addressed during the current special session.

6. Does it have a local/state/federal organizing and lobbying angle?

Yes. The transportation package would be focused on a state level, but there will also be advocacy work to be done at the local level.

7. Could students build a diverse campus coalition around this issue?

Yes. Transportation is important from many different angles that might not be obvious at first blush such as disabilities advocates, business groups and social justice groups. A diverse population of students rely on public transportation to access their education.

8. Is it likely to be debated and acted upon by the Legislature in the next year?

Yes. This could even be acted upon during the current special session.

9. Will it strengthen and expand efforts within WSA?

Yes. It expands the number of issues we are considered stakeholders on.

10. Can you provide background information and the current context of the issue?

Two years ago the legislature granted temporary authority for a car tab fee to King County to make up for revenue lost during the recession. This fee expires this year. If a replacement is not passed, King County Metro faces a 17% cut or over 600K service hours. Coupled with the fact that the legislature did not pass a transportation package during the last session, our goal is to include a replacement to this fee in a transportation package that is currently being debated.

11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?

Bus tours for legislators on affected routes with Students! I.e. a “show your legislator your commute” day, press conferences, rally, testimony, partnering with events sponsored by other Metro funding groups.



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Strategy Chart

- Goals
 - Long Term
 - Maintain or expand Metro service
 - Intermediate/Short Term
 - Pass a transportation package containing local funding options
 - Pass local funding options at the county level
- Organizational Considerations
 - Students bring diversity to the messaging around transportation funding and emphasize the importance of transportation services to the functioning of universities
 - Other groups include UW administration, Move King County Now, Keep Washington Rolling
 - Provides access to education for students
- Constituents, Allies & Opponents
 - Constituents
 - Transit users, commuter students, commuter faculty and staff
 - Allies
 - Other community groups that rely on public transportation
 - Business, labor, environmental groups
 - Opponents
 - Business groups in non-urban areas, anti-tax groups
- Targets
 - Primary
 - Members of the Senate Transportation Committee, moderate eastside Republican senators
 - Secondary
 - King County Council and voters
- Tactics
 - Ongoing public hearings
 - Legislative testimony
 - Student lobbying
 - Press conferences and rallies with partner groups