



Choosing an Issue WSA Statewide Legislative Agenda

Issue: Gender Neutral Bathrooms

Author(s)/Sponsor(s): Teague Crenshaw and Paul Bell, Bellevue College

Endorsements: Bellevue College President David Rule, Bellevue College Vice President of Student Services Ata Karim, Bellevue College Vice President of Administrative Services Ray White, Bellevue College Vice President of Equity and Pluralism Yoshiko Harden, Western Washington University Legislative Liaison Matthew Bobbink, UW Bothell Alton Roberts

Proposed Action Agenda Item Title: Support institutional latitude to install gender neutral restrooms in state run facilities.

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

There is a lack of safety for gender variant students on college campuses. Transgender and gender variant students will feel safer and will be more supported if there are gender neutral bathrooms on their school campuses. We aim to create an equitable ratio of gender neutral facilities to ensure that are ready-access to those facilities for *all* students (e.g., students with ADA needs, students with children, etc.) during all hours of operation. With this, we will remove the hurdle for schools and other public facilities to adopt a more open stance toward gender neutral facilities independently in their developmental plans.

2) Please fill out a Strategy Chart.

See below

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

1. Is it winnable?

Yes, it addresses all disadvantaged needs without hindering the advantaged; these bathrooms are like the curb cuts in sidewalks. Curb cuts allow differently abled people as well as mothers with strollers, small children, and more people to walk across the street safely. Similarly, gender neutral bathrooms do not harm or get in the way of cisgender people (i.e., those whose assigned gender at birth and their gender match up and stay within a societally accepted level of variance) while supporting those in need of them, particularly trans* and gender variant students who are often not welcome in gendered bathrooms.

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

Yes, it creates a safer, more accessible campus for all students.

3. Does it have a clear target?

Yes, we will save campuses money while enabling them to better serve all of their students.

4. Does it build a measurable amount of power?

Yes, it empowers all students to make independent choices on their own campuses. It also empowers campuses to appropriate their facilities in an inclusive manner outside of costly long-term development



Choosing an Issue WSA Statewide Legislative Agenda

plans at their own discretion.

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

Yes, allows institutions who are ready to make changes to make those changes while allowing other institutions to set their own timelines.

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

Yes, Washington state community and technical colleges and Washington universities are attempting to update their facilities to include gender neutral bathrooms. Further, the National Queer Students Coalition has declared that gender neutral bathrooms to be one of the issues that it tackles during this (i.e., the 2013-2014) year, and hopefully, continues to see this through in the following years.

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

Yes, on Bellevue College's campus students, staff, faculty, and administration of all kinds are fighting for the conversion of larger gendered bathrooms into multi-stall gender neutral bathrooms. "All kinds" includes all demographics and all levels of campus involvement. This is not just an issue that trans* students in our student programs' LGBTQ Resource Center has taken up; people of all backgrounds including all gender identities and presentations, romantic orientations, sexual orientations, ethnicities, classes, ages, positions, abilities, and faiths. This is a broad-reaching issue that many on Bellevue's campus care about.

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

Yes, there is an urgent enough demand on enough of our campuses that we feel that, at minimum, it will get debated.

9. Will it strengthen and expand efforts within WSA?

Yes, many member campuses are working independently on this issue and can come together as a stronger voice on a state level and back on their own campuses. Further, it will be a landmark piece of legislation. We are a mainstream nonpartisan, non-explicitly LGBTQ-allied lobbying group presenting a piece of legislation that will explicitly support LGBTQ-identified, differently abled people, and families with small children. It will support all on institutions of higher education.

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

Schools across the state are recognizing that there is a need for gender neutral bathrooms to address the needs of all students, staff, and faculty. However, without going into massive remodels and/or adding new facilities, these inclusionary measures are not matching the pace of the rapidly recognizable demand. Below, is part of an email sent by Bellevue College Program Coordinator Brandon Lueken regarding the following community and technical colleges: Spokane Community College, Yakima Valley Community College, Green River Community College, Peninsula College, Everett Community College, and Cascadia Community College.

"Spokane Community College has two gender neutral bathrooms in planning stages, to be located in their



Choosing an Issue WSA Statewide Legislative Agenda

busiest buildings: the student union, and their version of the ‘B’ building. Yakima Valley Community College does not have any. Green River Community College temporarily converted a few other their bathrooms to raise awareness a few years ago, which led to ‘a small handful of single-use lockable restrooms.’ They are building a new student union that will have multiple options for restrooms: single-use lockable, multi-stall men’s and women’s, and multi-stall gender neutral. They wanted to know what other school’s called their restrooms (basically wondering if gender neutral was the preferred nomenclature, or family bathrooms, toilet, water closet, or consider calling them gender inclusive, or unisex. Peninsula College has some gender neutral bathrooms. Everett Community College has gender neutral bathrooms in 5 buildings, which are listed on their website and campus maps. They provided info on the locations and signs. Cascadia is building a new student union building with UW Bothell, which will have two gender neutral bathrooms.”

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

“Hold it day.” It will be a day where, with campuses’ approval, bathrooms are labeled as non-operational.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term Remove all restrictions regarding those that disallow gender neutral bathrooms to exist (e.g., the “one urinal” law).</p>	<p>We need more voices. This is not a few students who need help and a few friends who all happen to exist on Bellevue’s campus. Work with campuses to bring unified, accurate, respectful information to the varying groups discussing this issue in the campus community as they gather to address the issue.</p>	<p>Constituents People! Including LGBTQ-identified people, differently abled people, and families with small children.</p>	<p>Primary Barbara Bailey</p>	<p>Org/Educational Awareness on transgender issues and awareness on the spectrum of communities served by gender neutral facilities.</p>
<p>Intermediate Include gender neutral bathrooms in development plans. Allow minor construction to allow bathroom conversion in the transitory period.</p>	<p>We need more voices. This is not a few students who need help and a few friends who all happen to exist on Bellevue’s campus. Work with campuses to bring unified, accurate, respectful information to the varying groups discussing this issue in the campus community as they gather to address the issue.</p>	<p>Allies USSA National Queer Students Coalition Chair Caitlin Quinn & Vice Chair Matt Bobbink, (Representative Brady Walkinshaw)</p>	<p>Secondary Coalition Caucus: the power behind our primary target.</p>	<p>Power Have a statewide competition across all campuses that designs an appropriately sensitive sign for Washington’s gender neutral bathrooms, “Hold it day,” fundraising</p>



Choosing an Issue

WSA Statewide Legislative Agenda

<p>Short Term</p> <p>Signage and Maps to Gender Neutral facilities</p>		<p>Opponents</p> <p>People who are not adequately informed on the issue.</p>	<p>that addresses legislative issues (e.g., Bellevue’s LGBTQ Resource Center plans to have a “Unicorns for Urinals” bake sale if presented with the “one urinal” law in opposition to changes).</p>
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Choosing an Issue WSA Statewide Legislative Agenda

Issue: EBT on College Campuses

Author(s)/Sponsor(s): Paul Bell/ Bellevue College

Endorsements: Green River Community College- Dani Chang Director of Conference Services,

Proposed Action Agenda Item Title: Support EBT sales at State Run Educational Facilities

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

Right now colleges cannot get permission to make Electronic Benefit Transfer or EBT, (sometimes rhetorically referred to as food stamps), sales on their campuses as they often lack the necessary distance between where people purchase even prepackaged food product and seating area to not be considered a "food court". By permitting state run academic institutions to accept EBT funds for sales that would otherwise comply with all other EBT regulations we would allow students and educators who are dependent on the State for food assistance to be able to better utilize the full potential of the educational facilities they are participating in.

2) Please fill out a Strategy Chart.

See Below

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

1. Is it winnable?

Yes it does not have a negative impact on the program and it could even be argued that it fosters responsible usage of the program if one were to challenge the merits of it. (As much as I think as we want to avoid making that our primary case.)

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

Yes. It will allow students who use EBT to be able to acquire items normally purchasable with their EBT cards at campus stores rather than traveling off campus often several blocks each way during the day allowing them to focus on their studies and more actively participate in campus events.

3. Does it have a clear target?

Yes, it is deliberately targeted to ensure it does not abuse intent or create problems not faced by other mixed food service vendors who already utilize EBT

4. Does it build a measurable amount of power?

Yes it allows school's food service and retail establishments to service a wider range of customers therefore bringing in more revenue. Also it provides more options for students thus attracting more students to participate in events and utilize facilities

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

Yes it is something that could be implemented quickly after passage

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

Some local in getting campus community/food services/and social justice groups on board./Mostly state as it is state law we are trying to change./Some federal as there are federal dollars attached to the EBT program.



Choosing an Issue WSA Statewide Legislative Agenda

7. Could students build a diverse campus coalition around this issue?
Food equity affects a broad range of students. By ensuring students of all economic strata are able to purchase food on campus, we enable those students to remain on campus longer allowing them to participate in a
8. Is it likely to be debated and acted upon by the Legislature in the next year?
Yes, we have a prospective prime sponsor and several prospective co-sponsors.
9. Will it strengthen and expand efforts within WSA?
Yes, it will help make campuses more accessible to people in the community to participate in courses and campus activities. If students are able to spend more time on campus they have more opportunities to participate in student political events or other forms of activism in the campus community that might empower change.
10. Can you provide background information and the current context of the issue?
11. What creative and/or innovative tactics could we employ to engage the media and excite new students around this issue?



Choosing an Issue

WSA Statewide Legislative Agenda

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term</p> <p>Students able to make better cheaper and healthier Food choices</p>	<p>Food Equity is something Bellevue college as a commuter college has been working on for a while. This is one of those bills that opens dialogue to what else individual campuses can do to address the food equity needs of their student populations. It is the first step in trying to address the hunger needs of the student population through practical and measurable respectful means.</p>	<p>Constituents Most able-bodied students ages 18 through 49 who are enrolled in college or other institutions of higher education at least half time are not eligible for SNAP benefits. However, students may be able to get SNAP benefits if otherwise eligible and they:</p> <ul style="list-style-type: none"> Get public assistance benefits under a Title IV-A program; Take part in a State or federally financed work study program; Work at least 20 hours a week; Are taking care of a dependent household member under the age of 6; Are taking care of a dependent household member over the age of 5 but under 12 and do not have adequate child care to enable them to attend school and work a minimum of 20 hours, or to take part in a State or federally financed work study program; or Are assigned to or placed in a college or certain other schools through: <ul style="list-style-type: none"> A program under the Workforce Investment Act of 1998; A program under Section 236 of the Trade Act of 1974; An employment and training program under the Food Stamp Act; or An employment and training program operated by a State or local government. 	<p>Primary Barbra Baily</p>	<p>Org/Educational\</p> <p>Communicate with parent groups on campus Those Grad students who work countless hours teaching classes and still have to travel several blocks to the local grocery store to get lunch rather than pick something up at the student union building. Get them to tell their story. Students will see it as a fairness issue.</p>



Choosing an Issue WSA Statewide Legislative Agenda

		Also, a single parent enrolled full time in college and taking care of a dependent household member under the age of 12 can get SNAP benefits if otherwise eligible.		
Intermediate EBT sales at most non Residence hall dining Hall or food venues at Educational facilities		Allies CUFBA College +University Food Bank Alliance,-Clause Cody of Oregon State University Green River Community College- Dani Chang Director of Conference Services, Rep Tana Senn, Rep Larry Seaquist,	Secondary Coalition Caucus	Power When it doubt your campuses will see it as another revenue source. You will be able to serve a wider variety of clientele at your student store therefore receive more revenue.
Short Term EBT at campus stores		Opponents None yet/ we might get some blow back from UFCW and Local retailers if we push the commercial aspect of it but it would be a hard argument for them to win in public		



Choosing an Issue WSA Statewide Legislative Agenda

Increasing Resources and Advising at Higher Ed. Institutions for Undergraduate Students

Author(s)/Sponsor(s): Patrick Eckroth (Western Votes Executive Board Member) and Josie Ellison (ASWWU VP for Academic Affairs)

Proposed Action Agenda Item Title:
Ensuring Academic Resources and Advising for Undergraduate Students

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

Many students entering 4 year universities 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 4 year institutions, especially as universities are dealing with smaller budgets and having to try to get more with less. Support can come in many different forms including, but not limited to: one on one personalized advising sessions, or an intro to college (“College 101”) course that could begin to introduce students to resources available on campus. The Chronicle of Higher Education reported on a study of 16 campuses that:

“requir[ing] 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 with less debt. Some of the side effects of this lack of advising include students leaving college when they are within a few credits of graduating, or having to stay in college for longer because they didn’t receive adequate direction towards declaration and graduation. 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.
- Explore options such as a short “college 101” course that could educate students about the resources available to them on campus including academic advising,



Choosing an Issue WSA Statewide Legislative Agenda

counseling services, student outreach services, etc. as well as the topics listed in the Chronicle of Higher Education.

And that, 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 academic advising and other resources for undergraduate students.</p> <p>Intermediate: Increased funding aimed at academic advising and other resources for undergraduate students</p> <p>Short: Have legislators look at the viability of this proposal's recommendations and create a timeline to enforce them at the state level</p>	<ul style="list-style-type: none"> • Western Votes • Legislative Affairs Council • The REP • Western Advocates (relationship with faculty and alumni) • WSA lobbying capacity • Respective Institutions' Associated Students 	<p>Constituents/ Allies:</p> <ul style="list-style-type: none"> • Students • Parents • Rep. Pollet • Rep. Larry Seaquist • Potentially some administrations • Potentially unions <p>Opponents: Some institutions may not enjoy the mandated academic advising and resources, funded or otherwise.</p> <p>Barbara Bailey*</p>	<p>Primary:</p> <ul style="list-style-type: none"> • House Higher Education Committee -Rep Seaquist -Rep Pollet • Senate Higher Education Committee -Sen. Bailey -Sen. Becker • House Ways and Means • Senate Ways and Means • House Appropriations Committee <p>Secondary:</p> <ul style="list-style-type: none"> • Respective universities Board of Trustees • Respective university Presidents. 	<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> <p>Reaching out to existing advisors to see what support they need to enhance their services to students</p>



Choosing an Issue WSA Statewide Legislative Agenda

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 is essential for ensuring that students are moving toward graduation in an efficient, cost-effective manner. Having this resource available for every student make sure that everybody has an equal opportunity for success and moving on to a professional career as soon as possible, rather than gaining more student loan debt. Also, this proposal could potentially encourage students that may have left college within a few credits of graduating to return to complete their degrees. We also may have allies within our administrations, as many of them also see the benefits of increasing academic advising on campus, these combined efforts typically help move things forward much faster than items that don't include support from different parts of the universities. Another potential ally could be university unions; it could be in their best interest to advocate for something that would help ease excessive demands on the advisors they represent.

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 can ease student transitions into 4 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, and advising is a good place to begin efforts to reach out to students before they begin to experience any problems.

3. Does it have a clear target?

Some of the state legislative committee targets include the [House Higher Education Committee](#) (Rep Seaquist and Rep Pollet), the [Senate Higher Education Committee](#) (Sen. Bailey and Sen. Becker), the [House Ways and Means](#) committee, the [Senate Ways and Means](#) committee, and [House Appropriations Committee](#).. Other targets may include respective universities Board of Trustees and university Presidents.

4. Does it build a measurable amount of power?

Yes. Students are empowered by their advisors to make appropriate decisions with



Choosing an Issue WSA Statewide Legislative Agenda

respect to their personalized education timeline. This can help them be more successful in their academic field, leading to greater success upon graduation and increased graduation rates, usually in a shorter amount of time with fewer student loans.

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

It is difficult to give this a clear and realistic timeline because it depends almost entirely on what legislators choose to do in the next year. If someone chooses to introduce legislation surrounding academic advising we can create a more realistic timeline but the last time this proposal was brought to WSA there was no pertinent legislation proposed.

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 and support from academic advising and resources that have impacted their ability to choose a major or graduate expediently. This is also easy to get student support on as it is widely felt as an issue.

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

Yes. Students of all walks of life are affected by this issue, especially first generation and other 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 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.²

9. Will it strengthen and expand efforts within WSA?



Choosing an Issue WSA Statewide Legislative Agenda

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 first generation 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).

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

Yes, 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 has also been worked on by WSAC and is a part of their [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 Westerns 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, 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.

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

New and Dedicated Revenue

Author(s)/Sponsor(s): Kaylee Galloway (ASWWU VP for Governmental Affairs), Bryan Elliott (ASCWU President), Nic Doherty (ASWWU Legislative Affairs Council)

Proposed Action Agenda Item Title: New and Dedicated Revenue

Sample Legislative Agenda Language:

2014 ASWWU:

DEDICATED REVENUE

Low tuition, fully funded state financial aid, and fully funded state institutions of higher education are priorities for students. We support dedicating existing sources of revenue to higher education by closing tax loopholes or raising existing taxes. Separating higher education funding from the general fund will help protect higher education from severe cuts.

- Dedicated revenue will contribute to stabilizing tuition, allowing Washington State students and families to plan for their financial future. Just as business benefits from a stable tax system, students benefit from stable tuition costs.
- The State Need Grant has been chronically underfunded, effecting thousands of low and middle income students who need dependable state financial support.
- Some example revenue sources include: closing tax exemptions such as the extracted fuel exemption, revising the estate tax, and allocating revenue from the expiration of the B&O tax incentive for R&D firms.

2014 WSA:

Dedicated Revenue

Dedicate portions of the unclaimed lottery prize fund, the tax on alcohol, the tax on marijuana, and from the closure of the B&O Tax Credit for High Tech R&D to higher education, so that consequences of budget cuts to higher education can be offset by new revenue options.

2013 WSA:

New and Dedicated Revenue

- 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



Choosing an Issue WSA Statewide Legislative Agenda

usefulness, extending the state sales tax to online sales, and automatically sun-setting tax exemptions.

- Dedicate a portion of the funds from marijuana taxation for higher education.

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

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, class of 2013 students are graduating with an average of \$35,200 of debt.² This much 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 two basic considerations: 1) avoid increases to extremely regressive taxes that will disproportionately harm people of lower income and 2) aim for tax increases that internalize negative externalities that would otherwise harm society as a whole, and 3) does not significantly impact the overall economy of Washington State in a negative way.

Tax Cannabis

Since the passage of I-502, the Washington State Liquor Control Board recently approved the sale of marijuana for up to 334 retail stores.⁴ “OFM’s fiscal impact statement places a price estimate of a \$3 per gram producer price, a \$6 per gram processor price and a pre-tax \$12 per gram average retail purchase price”, which leads to the estimation that marijuana sales could generate up to \$2 billion of revenue in the first 5 years by applying “a 25% excise tax on each

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>

⁴ http://usnews.nbcnews.com/_news/2013/10/16/20995357-washington-state-approves-rules-for-legal-marijuana-sales



Choosing an Issue WSA Statewide Legislative Agenda

level of the system: producer to a processor, processor to a retailer, and retailer to the customer.”⁵

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.”⁶ “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.”⁷ 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 Lottery Winnings

Although lottery winnings are already implicitly taxed, increasing this tax would not place too large of a burden on the average person while raising a significant amount of revenue. Washington state’s current implicit lottery tax revenue results in a profit equivalent to \$19 per person, which is lower than the US 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 US average. “[Since] July 2010, more than \$100 million annually in Lottery proceeds [are] dedicated to the Washington Opportunity Pathways Account to support programs such as the State Need Grant, the State Work Study, the Washington Scholars, and the Washington Award for Vocational Excellence (WAVE).” Increasing revenue collected from the lottery can further support the efforts already being funded as well as helping to fund higher education.

Capital Gains

Washington is one of nine states that does not have a capital gains tax.⁹ Implementing a small

⁵ http://lcb.wa.gov/marijuana/faqs_i-502

⁶ <http://www.opb.org/news/article/npr-liquor-privatization-in-washington-state-one-year-later/>

⁷ <http://www.opb.org/news/article/npr-liquor-privatization-in-washington-state-one-year-later/>

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

⁹ [http://taxfoundation.org/sites/taxfoundation.org/files/docs/Capital-Gains-States-2014-\(large\)2.png](http://taxfoundation.org/sites/taxfoundation.org/files/docs/Capital-Gains-States-2014-(large)2.png)



Choosing an Issue WSA Statewide Legislative Agenda

capital gains tax is a great opportunity to raise a significant amount of revenue. Potential capital gains tax revenue breakdowns follow:¹⁰

Table 4: Potential capital gains tax revenues by tax rate in FY2012

Capital gains tax rate (%)	Exemption level (\$)	Annual tax revenues
1.0	\$5,000	\$106 million
3.0	\$5,000	\$319 million
5.0	\$5,000	\$532 million
7.0	\$5,000	\$745 million
9.0	\$5,000	\$958 million
10.0	\$5,000	\$1.1 billion

Source: Institute on Taxation and Economic Policy

Table 5: Potential capital gains tax revenues by exemption level in FY2012

Capital gains tax rate (%)	Exemption level	Annual tax revenues	Share of households affected (%)
5.0	\$0	\$582 million	11.9
5.0	\$5,000	\$532 million	4.0
5.0	\$10,000	\$505 million	3.0
5.0	\$15,000	\$484 million	2.4
5.0	\$20,000	\$466 million	2.1
5.0	\$40,000	\$409 million	1.4
5.0	\$60,000	\$370 million	1.1
5.0	\$80,000	\$339 million	0.9
5.0	\$100,000	\$315 million	0.6

Source: Institute on Taxation and Economic Policy

WSA should advocate for a 5% capital gains tax rate with a \$10,000 exemption level to raise \$505 million while only affecting 3% of Washingtonians.

Double the Estate Tax

This was a proposal by Rep. Pollet and the [Washington Education Association](#) and was proposed as a dedicated revenue source to higher education. It would affect approximately 300 people a

¹⁰<http://budgetandpolicy.org/reports/a-capital-reform-using-capital-gains-to-fuel-job-creation-and-economic-prosperity-in-washington-state>



Choosing an Issue WSA Statewide Legislative Agenda

year. This would raise an estimated 160.3 million for the 2013-2015 biennium.¹¹ The WSA proposes that the estate tax be doubled on all personal wealth and asset values in excess of \$1 million. Additionally we propose that privately held business assets are excluded from this proposal.

Close the Extracted Fuel Exemption

As part of a multi-year effort on climate policy and with a looming need to find new revenue to support higher education, this proposal would build on a campaign initiated by the environmental community in 2013 to eliminate the “extracted fuel exemption” in state tax code.¹² Oil companies benefit directly from a well-funded higher education system that trains skilled workers and engineers, but in recent years taxpayers and students have borne the burden of financing this investment.¹³

A policy closing the loophole would align strategically with a revenue conversation in the Legislature and generate \$41 million-\$63 million per biennium to provide state education needs,¹⁴ ¹⁵ and provide ongoing education and organizing opportunities to align with and expand student power on campuses around climate change issues.

Exemption is included in [RCW 82.12.0263](#).

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 should be allowed to expire in 2015. The revenue should be dedicated to higher education, either in the form of funding STEM or by going into the general fund.

First Time Mortgage Lenders Tax Loophole

Banks that lend to first time home buyers do not pay tax on profits. This was originally designed to benefit WaMu, a bank that no longer exists. This would generate \$100 million per biennium in taxes paid by Wall Street banks. However, we are concerned that removing this tax exemption might disincentivize banks from lending to first time lenders.

¹¹ <http://housedemocrats.wa.gov/tmp/2013/04/RevenuePackageDescriptions-vs4-4-9-13-Press.pdf>

¹² <http://www.re-sources.org/gpt/legislation#TOC-Stop-Giveaways-to-Dirty-Fuels>

¹³ <http://www.dailycal.org/2013/03/06/senator-proposes-oil-severance-tax-to-fund-higher-education/>

¹⁴ <http://www.re-sources.org/gpt/legislation/JLARC-Oil-Loophole.pdf>

¹⁵ <http://daily.sightline.org/2013/01/10/hog-wild-loophole/>



Choosing an Issue

WSA Statewide Legislative Agenda

Tax-Loophole Target List

82.04.315 INTERNATIONAL BANKING FACILITIES

Description: B&O tax exemption is provided for the income of international banking facilities (IBF) located in Washington. An IBF means a branch or agency of a foreign bank, a set of segregated accounts for international banking maintained by a commercial bank with its principal office located in this state, or an Edge corporation or qualifying agreement corporation under section 25 of the Federal Reserve Act.

Purpose: To encourage international trade transactions through Washington financial institutions.

Category/Year Enacted: Business incentive. 1982

Primary Beneficiaries: Banks headquartered in this state providing international banking services.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 13,060	\$ 14,560	\$ 13,880	\$ 16,110
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.



Choosing an Issue WSA Statewide Legislative Agenda

82.04.650 INVESTMENT CONDUITS & SECURITIZATION ENTITIES

Description: B&O tax exemption is provided for financial institutions engaged in packaging loans and offering them for sale. The exemption applies to amounts received by an investment conduit or a securitization entity during the process of loan securitization. Such entities must be created by a financial institution or bank holding company for the purpose of holding cash or securities. Among the various requirements, such entities must: (1) have no employees; (2) have no profit-making motive; (3) and own no tangible assets other than the cash, securities, or discrete pools of credit or charge card receivables.

Purpose: To avoid taxing the same revenue stream more than one time by making it clear that the activities of investment conduits and securitization entities are not subject to B&O tax.

Category/Year Enacted: Other business. 2010

Primary Beneficiaries: Financial institutions engaged in securitizing loans.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 2,289	\$ 2,289	\$ 1,907	\$ 1,907
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.

82.04.405 STATE-CHARTERED CREDIT UNIONS

Description: Credit unions organized pursuant to state law are exempt from B&O tax.

Purpose: To provide comparable tax treatment with federally-chartered credit unions.

Category/Year Enacted: Other business. 1970

Primary Beneficiaries: Approximately 70 state-chartered credit unions.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 30,000	\$ 30,000	\$ 26,000	\$ 26,000
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Possibly; state-chartered credit unions could simply apply for federal charters. However, there are benefits to being organized as a state-chartered credit union which might exceed the potential B&O tax liability.



Choosing an Issue WSA Statewide Legislative Agenda

82.04.260(9) INSURANCE AGENTS

Description: A preferential B&O tax rate of 0.484 percent is provided for revenue derived in the form of commissions by insurance agents and brokers. Previously, this activity was subject to the B&O service classification at a rate of 1.5 percent (now 1.8 percent on a temporary basis). It was reduced to 1.1 percent in 1983 and to 0.55 percent in 1995. In 1998, the rate was reduced to the current level as part of a B&O tax rate consolidation.

Purpose: To reflect the perception that insurance companies could not pass on the increased taxes to their current policy holders when the B&O service rate was increased in 1983.

Category/Year Enacted: Other business. 1983; further reduced in 1995 and 1998.

Primary Beneficiaries: Approximately 5,000 taxpayers benefit from this tax rate reduction.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 25,714	\$ 26,481	\$ 21,054	\$ 21,682
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.



Choosing an Issue WSA Statewide Legislative Agenda

48.14.021 PENSIONS, ANNUITIES, PROFIT-SHARING PLANS
48.14.020

Description: Premiums received from policies or contracts issued in connection with a pension, annuity, or profit-sharing plan which is qualified under the Internal Revenue Code are exempt from insurance premiums tax. Most of the revenue impact is associated with annuities; insurance companies receive little income related to pensions or profit-sharing plans.

Purpose: To support pensions, annuities and profit-sharing plans.

Category/Year Enacted: Tax base. 1963

Primary Beneficiaries: Insurance companies involved with these products.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 83,412	\$ 83,829	\$ 84,667	\$ 85,514
Local taxes - none.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.

82.04.050(9) FEED AND SEED

Description: Sales of feed and seed are excluded from the definition of retail sale, if they are used in the commercial production of any agricultural commodity. The same statute exempts feed and seed sold to landowners that participate in specified federal conservation and habitat protection programs or a cooperative habitat agreement with the Washington State Department of Fish and Wildlife.

Purpose: To support the agricultural industry. Also it could be argued that feed and seed are similar to component parts (and therefore are purchased for resale), because they are absorbed into or become an integral part of an agricultural product.

Category/Year Enacted: Agriculture. 1935, seed added in 1943. Conservation/habitat added in 1997.

Primary Beneficiaries: Farmers and the vendors who supply feed and seed to them.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 58,410	\$ 59,580	\$ 60,770	\$ 61,990
Local taxes	\$ 14,450	\$ 14,470	\$ 15,030	\$ 15,340

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.



Choosing an Issue

WSA Statewide Legislative Agenda

82.04.050(9) FERTILIZER AND CHEMICAL SPRAY

Description: Sales of fertilizer, spray materials including pesticides, and chemical sprays and washes for the post-harvest treatment of fruit are excluded from the definition of retail sale, if they are used in the commercial production of any agricultural commodity. The same statute exempts fertilizer and spray sold to landowners that participate in specified federal conservation and habitat protection programs or a cooperative habitat agreement with the Washington State Department of Fish and Wildlife.

Purpose: To support the agricultural industry. Also it could be argued that fertilizer is similar to a component part (and therefore are purchased for resale), because it is absorbed into or becomes an integral part of an agricultural product.

Category/Year Enacted: Agriculture. 1943. Conservation/habitat added in 1997.

Primary Beneficiaries: Agricultural producers.

Possible Program Inconsistency: The sales tax exemption helps to encourage the use of fertilizers and chemical sprays in agriculture. However, Chapter 70.95C RCW implements a program directed toward reduction of hazardous substances, which can include agricultural fertilizers and pesticides that have adverse environmental impacts.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 57,920	\$ 60,810	\$ 63,850	\$ 67,050
Local taxes	\$ 14,350	\$ 15,060	\$ 16,820	\$ 16,610

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.

82.04.4452 HIGH TECHNOLOGY RESEARCH & DEVELOPMENT TAX CREDIT

Description: A B&O tax credit is provided for qualified expenditures on research and development (R&D) by certain firms. Eligible firms must be engaged in one of five fields of high technology: advanced computing, advanced materials, biotechnology, electronic device technology or environment technology. The credit is allowed for eligible spending on R&D activities that exceeds 0.92 percent of the firm's taxable income. Beginning in 2011, the credit is limited to 1.5 percent of eligible R&D spending and is capped at \$2 million per year for each participating firm. The B&O tax credit for R&D expenditures is currently scheduled to expire on January 1, 2015.

Purpose: To stimulate the creation of high wage jobs in high technology industries and encourage firms to proceed from the R&D phase to actual manufacturing of new products.

Category/Year Enacted: Business incentive. 1994

Primary Beneficiaries: Approximately 500 firms utilized the credit each year.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 29,670	\$ 31,040	\$ 32,130	\$ 16,630
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.



Choosing an Issue WSA Statewide Legislative Agenda

82.16.050(6) IN-STATE PORTION OF INTERSTATE TRANSPORTATION

Description: A deduction is provided from the public utility tax for income the state is constitutionally prohibited from taxing. In general, instate trips (which originate and terminate in Washington) are fully subject to public utility tax. However, under current practice interstate carriers are not subject to the tax, even on the portion of the trip which occurs within this state. For example, income from a bus trip from Seattle to Spokane is subject to tax, but a trip from Seattle to Coeur d'Alene, Idaho is entirely exempt.

Purpose: This policy, codified in WAC 458-20-193D, reflects Commerce Clause jurisprudence at the time the 1935 Revenue Act was enacted. Then, the U.S. Supreme Court interpreted the Commerce Clause as barring a direct tax on gross receipts derived from interstate transportation. However, current Commerce Clause jurisprudence does not bar states from taxing the privilege of engaging in an interstate business. Notwithstanding, the Department has maintained the tax-exempt treatment of interstate transportation because of litigation risk, the lack of statutory provisions for apportioning the income, and the belief that the Legislature is in the best position to determine whether this exemption should be eliminated.

Category/Year Enacted: Commerce. 1935

Primary Beneficiaries: Interstate transportation companies and their passengers. NOTE: air transportation is excluded due to the U.S. Supreme Court decision in the 1983 Aloha Airlines case.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 29,113	\$ 30,569	\$ 31,792	\$ 33,063
Local taxes - not considered.				

If the exemption were repealed, would the taxpayer savings be realized as increased revenues?
Yes, as long as the tax could be properly apportioned.

82.12.0263 EXTRACTED FUEL

Description: Fuel consumed by manufacturers or extractors is exempt from use tax when the fuel is used in the process of manufacturing or extracting at the same plant.

Purpose: To support the fuel manufacturing and extracting industry.

Category/Year Enacted: Other business. 1949

Primary Beneficiaries: Manufacturers and extractors of fuel.

Possible Program Inconsistency: None evident.

<u>Taxpayer Savings (\$000)</u>	<u>FY 2012</u>	<u>FY 2013</u>	<u>FY 2014</u>	<u>FY 2015</u>
State tax	\$ 30,100	\$ 26,300	\$ 30,900	\$ 31,700
Local taxes	\$ 11,100	\$ 9,700	\$ 11,400	\$ 11,700

If the exemption were repealed, would the taxpayer savings be realized as increased revenues? Yes.



Choosing an Issue

WSA Statewide Legislative Agenda

2) Please fill out a Strategy Chart.

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
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Choosing an Issue

WSA Statewide Legislative Agenda

<p>Long Term Fully and adequately fund higher education with sources of new and dedicated revenue</p> <p>Intermediate Receive new revenue dedicated to higher education from more than one source</p> <p>Closing as many tax loopholes as possible as they expire and having the funds dedicated to higher education</p> <p>Short Secure some funding this legislative session for higher education</p> <p>Tuition reduction</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</p>	<p>Constituents All students in the state of Washington would benefit from new and dedicated revenue.</p> <p>Allies/Opponents 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 Supporters -University Admin -Students -R&D Firms -WEA</p>	<p>Primary Rep. Larry Seaquist Rep. Larry Haler-R Rep Hans Dunshee-D Rep. Ross Hunter-D Secondary Sen. Rodney Tom-D Sen. Barbara Bailey-R Gov. Jay Inslee-D</p>	<p>Campus Collaborations: 1) Days of Action 2) Utilizing Media Outlets 3) Constant Messaging 4) Get out the Vote and Voter education efforts</p> <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</p>
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Choosing an Issue WSA Statewide Legislative Agenda

<p>Funding to financial aid</p>	<p>funding.</p>	<p>Opponents -Cannabis Industry -Alcohol Industry -R&D Firms -Oil Industry -Small Business -Banking industry</p>	<p>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 new and dedicated a revenue and key elected officials and their role/influence in the process</p>
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3) Please explain briefly how/if this issue meets the following qualifications:

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



Choosing an Issue

WSA Statewide Legislative Agenda

going to improve as a result of a decrease in financial burdens and barriers as well as an increase in 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.
- **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:

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.



Choosing an Issue WSA Statewide Legislative Agenda

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.

Close the Extracted Fuel Exemption: The House passed the oil loophole closure during the 2013 session,¹⁶ so the issue is timely. In addition, the environmental community's strong campaign to mobilize support for closing the loophole makes 2014 a good session the right time to build broader base of support for pushing oil companies to make investments in critical state obligations like higher education.

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.

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. Pursuing initiatives to fund higher education through taxes on carbon and closing loopholes for oil companies offers the opportunity for campus environmental groups to work in support of student association priorities.

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 minimum a tuition freeze or tuition reduction and more funding for higher

¹⁶ HB 2038. <http://daily.sightline.org/2013/04/24/wa-house-closes-the-accidental-tax-loophole/>



Choosing an Issue WSA Statewide Legislative Agenda

education, which means that this issue will definitely be debated. Since this is a budget year, we anticipate that this will be a necessary conversation.

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?

In 2012-13, 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 2013 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.”

HB 1494 was introduced, and aimed at increasing funding for higher education through an increase in the estate tax.¹⁷

In 2013-14, the WSA Agenda called for support to “Dedicate portions of the unclaimed lottery prize fund, the tax on alcohol, the tax on marijuana, and from the closure of the B&O Tax Credit for High Tech R&D to higher education, so that consequences of budget cuts to higher education can be offset by new revenue options.

As stated in the 2014 end of session report “Our efforts on dedicated revenue were primarily aimed at removing the R&D tax credit for our high tech businesses, and place that money into high demand STEM degrees. Unfortunately we were never able to gain any traction on this

¹⁷ <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1494>



Choosing an Issue WSA Statewide Legislative Agenda

particular issue. As this was not a budget year, there was little interest in working on the issue of dedicated revenue. It is important to note that dedicated revenue is a fairly political issue and one that Democrats are a little apprehensive about committing to. Bills of Note: HB 1303"

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.

Also, it might be possible to get a lot of faculty and administration support on this issue, which might be interesting to have joint lobby efforts and collaborate on strategy. It would be interesting 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 (such as increased class sizes limit teacher to student interaction).



Choosing an Issue

WSA Statewide Legislative Agenda

Issue: Voter Accessibility

Author(s)/Sponsor(s): Cassie DuBore (ASCWU-BOD VP for Legislative Affairs), Matthew Bobbink (ASWWU Legislative Liaison)

Endorsements:

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. 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 11 days before the 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 more time to update voter information</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>WSA Chapters can also organize a story card</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 benefit from pre-registration.</p> <p>Anyone who moves frequently as it give</p>	<p>Primary</p> <p>Senator Pam Roach, Chair of the Washington State Senate Committee on Governmental Operations (committee returned bill to State House rules committee by resolution for</p>	<p>Campus Lobbying</p> <p>GOTV</p> <p>Voter Reg.</p> <p>Campus based/ community informational events</p> <p>1. Encourage</p>



Choosing an Issue

WSA Statewide Legislative Agenda

<p>and to allow registrations online until 11 days prior to 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>Educating students on the importance of voter access</p>	<p>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 campus. We can still table, but we will use a laptop to</p>	<p>them more time to update their address.</p> <p>County Auditors</p> <p>Sponsors:</p> <p>Representatives: 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, and Ormsby</p> <p>Senators: <u>Billig</u>, <u>Hasegawa</u>, <u>Darneille</u>, <u>Nelson</u>, <u>Ranker</u>, <u>Froct</u>, <u>Murray</u>, <u>Rolfes</u>, <u>Kohl-Welles</u>, <u>Schlicher</u>, <u>Shin</u>, <u>Conway</u>, <u>Kline</u></p> <p>Opponents</p> <p>HB 1279 Representatives Alexander, Angel, Buys, Chandler, Condotta, Crouse, Dahlquist, DeBolt, Fagan, Haler, Hargrove, Harris, Hawkins, Hayes, Holy, Hope, Johnson, Klippert, Kochmar, Kretz, Kristiansen,</p>	<p>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>students to vote – this is a bill about voting!</p> <p>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</p> <p>3. Collaborating with the county auditors to show greater power</p>
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Choosing an Issue WSA Statewide Legislative Agenda

	<p>register students online</p> <p>Potential problems:</p> <ul style="list-style-type: none"> - Students that want to update their mailing address - Close to elections 	<p>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, 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 on HB 1267. The House Government Operations Committee is chaired by Representative Hunt, a sponsor and strong ally of HB 1267.

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.



Choosing an Issue WSA Statewide Legislative Agenda

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.

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.

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

Yes, if it passes this year it could easily be implemented for the 2016 election. This would give time to implement a new system after HB 1279 passes.

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?



Choosing an Issue WSA Statewide Legislative Agenda

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 this year and should be reintroduced next year because this was the only legislative issue that the county auditors pushed 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 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.

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 details.



Choosing an Issue WSA Statewide Legislative Agenda

Issue: College Affordability

Author(s)/Sponsor(s): Washington State University

Endorsements:

Proposed Action Agenda Item Title: College Affordability

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

The 2000s have seen steady decreases of support for college tuition, and that financial burden was placed almost entirely on students and their families. The cost of education in the state of Washington has increased 70% in the last 5 years. These cuts are coming at a very crucial time period. While recovering from a recession, we should be focusing on investing our time and money in things that work to expand our economy. Higher education is a great example. For every \$1 million spent on education in the state of Washington, the return to the economy is \$2.2 million. In the United States, the average person with a college degree and any source of income makes about 77% more than their counterpart with a high school education or less. Additionally, the average return to taxpayers for a college degree in the United States is \$230,722. Support for higher education not only helps students grow to their full potential and contribute to the work force and our world, but it enables our economy to grow as well. **The most important solution is to continue the tuition freeze.** Additionally, Sen. Baumgartner and Rep. Pollet have produced different proposals setting a long term goal of tuition being 10% of the median family income. We should pursue some sort of similar benchmark.

2) Please fill out a Strategy Chart.

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

1. Is it winnable?

Yes. A few years ago the trend for tuition was large increases, 16% for the 2012-2013 school year and the year prior. However, at least partially due to increased lobbying efforts, these past two years we have received more allocated funding and at WSU tuition has been frozen for last year and this next year of 2014-2015.

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

Being able to have the monetary means necessary to educate oneself and prepare for the workforce does improve students' lives. College affordability affects more students than any other of our issues.

3. Does it have a clear target?

Not as clear as it could be, since it takes the efforts of the whole legislature. The focus will be on leadership in both chambers.

4. Does it build a measurable amount of power?

These "power" questions are silly. The world is not a finite pool of power from which we draw as many buckets as we can. We need to stop thinking in such militaristic terms if we ever want to accomplish anything.

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



Choosing an Issue WSA Statewide Legislative Agenda

Obviously the end of next legislative session.

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

Money for our public universities is allocated at the state level, and we can do most of our work there.

However, the federal government does influence some aspects of this, as was the case with student loans during the summer of 2013.

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

There is a price that all students pay to attend a college or university, and this is the most fundamental experience they share that can be enhanced by our lobbying tactics and priorities. Every student feels the pinch when affordability isn't there.

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

Yes, just as it is every year.

9. Will it strengthen and expand efforts within WSA?

Focusing on something that affects all students demonstrates that the WSA truly advocates on the behalf of all students and makes their main concern of paying for college or university a priority.

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

In 1981, a year of tuition and fees at the University of Washington was \$687. Now, tuition at UW is approximately \$12,500. To pay for tuition, a student working at \$10 an hour would have to work over 100 hours a week during the summer. The reason for this is back in the 1980s, the state legislature covered 90% of the cost of attendance. Now, the legislature only pays for 30%.

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

Continuing to speak with and build relationships with legislators is very important. Students can also use innovative ways to demonstrate the burden of debt, such as debt cards and large iron balls with huge chains. Black flags are optional.



Choosing an Issue

WSA Statewide Legislative Agenda

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Long Term</p> <ul style="list-style-type: none"> -Lower tuition -More funds allocated towards higher education -Stability for college payment programs 	<ul style="list-style-type: none"> -Access to students -Grassroots efforts -GOTV campaigns -Student lobbyists <p>This issue can bring all students together and act as a foundation cause on which we can all agree</p>	<p>Constituents</p> <p>Students, especially those that vote because they directly benefit and have influence on this topic.</p>	<p>Primary</p> <p>Legislators have the power to make policy decisions that affect our student constituents.</p>	<p>Org/Educational</p> <ul style="list-style-type: none"> -Voter educational campaigns -Distributing key fact sheets
<p>Intermediate</p> <ul style="list-style-type: none"> -Enabling students to call their legislators -Encouraging students to get more involved -Voter registration and GOTV -Have successful lobby days 	<p>Making this issue a legislative priority will reflect the main concern of most students: financing higher education.</p>	<p>Allies</p> <ul style="list-style-type: none"> -College and university administration -Legislators that support higher education 	<p>Secondary</p> <p>Students are part of the electorate and are able to vote for or against legislators. Organizing these students to be politically involved around higher education topics can be useful.</p>	<p>Power</p> <ul style="list-style-type: none"> -Building relationships with legislators -Lobby days -GOTV campaigns -Letters to the editor -Any other tactics proposed and deemed effective
<p>Short Term</p> <ul style="list-style-type: none"> -Meet with legislators during the summer -Work on organizing lobbying events -Writing fact sheets 		<p>Opponents</p> <p>Other interest groups lobbying for the allocation of funds and the legislators' time.</p>		



Choosing an Issue

WSA Statewide Legislative Agenda

Issue: Funding for Graduate TA/RA Positions

Authors: Chris Erickson, UW GPSS Vice President; Jake Parduhn UW GPSS

Endorsements: UW GPSS

Proposed Proposal Title: Support for Graduate Education

Issue Description: Graduate students have limited access to financial aid, which creates a financial burden that discourages students to pursue degrees and careers, that are integral to our state’s workforce, or has the effect of punishing many students with a mountain of debt. Unlike undergraduate students, graduate students lack the same access to state financial aid and loans, instead relying mainly on federal aid and TA/RA positions as employees of the university. These TA/RA positions are both a common route to pay for school and an excellent way to enhance both the quality of education for undergraduates and the level of research productivity for the university’s research missions.

Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, Opponents	Targets	Tactics
<p>Long Term: - Increased access to an affordable graduate education.</p> <p>Short Term: - Enhance the educational experience of undergraduate students and boost research productivity.</p>	<p>- Lobbying by the UW GPSS liaison, in collaboration with other WSA members.</p>	<p>Constituents and Allies: - Union, undergraduate students, faculty, UW Administration, Council of Presidents</p> <p>Potential Sponsors: - Tarleton, Seaquist, Chopp</p> <p>Opponents: -Republicans</p>	<p>Primary: - Bailey, Hargrove, Hill, Kohl-Welles, Braun, Hobbs, Hunter, Carlyle</p>	<p>- Formation of graduate education statewide working group. - Graduate Student Education Symposium. - Working with UW administration and Council of Presidents. -Identifying revenue source - Push for the bill in coordination with Seaquist, Chopp, Tarleton.</p>



Choosing an Issue WSA Statewide Legislative Agenda

Issue: Insuring Research Program Funding in the Case of Federal Cuts or Sequestration

Authors: Chris Erickson, UW GPSS Vice President; Jake Parduhn UW GPSS

Endorsements: UW GPSS

Proposed Proposal Title: Support for Graduate Education

Issue Description: Under the current model, which has been in effect since WWII, the majority of universities research has been federally funded with little involvement at the state level. Thus, as the number one federally funded university, the University of Washington is especially predisposed to the risk of the loss of federal research dollars. Under the current political climate, the threat of sequestration could be up to 10% of research funding, which would be approximately \$140 million of the UW's \$1.4 billion a year in federal research money. Regardless of sequestration, federal research funding has not even been able to keep up with inflation. We want to advocate for a mechanism that would cover the level of funding not keeping up with inflation, as well as funds that would allow the UW to maintain its research programs at current levels, should further sequestration go into effect. Possible revenue sources could be a tax on the currently exempt research and development activities of Washington corporations, who would also benefit in sustaining UW funding levels, because UW graduates, facilities, and affiliated personnel conduct a large amount of R&D research.

Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, Opponents	Targets	Tactics
Long Term: Short Term:	- Lobbying by the UW GPSS liaison, in collaboration with other WSA members.	Constituents and Allies: Potential Sponsors: Opponents:	Primary: - Bailey, Hargrove, Hill, Kohl-Welles, Braun, Hobbs, Hunter, Carlyle	



Choosing an Issue

WSA Statewide Legislative Agenda

Issue: Funding for Recruitment and Retention of Faculty and Students

Authors: Chris Erickson, UW GPSS Vice President; Jake Parduhn UW GPSS

Endorsements: UW GPSS

Proposed Proposal Title: Support for Graduate Education

Issue Description: The best way to attract and retain top students and elite faculty is through funding. Professors that are highly esteemed can attract research dollars and top students wherever they choose, so enticing them to come to Washington and stay, is an important strategic priority. Funding of research programs, faculty, and financial aid also lures the best students to the state. Our state needs to provide more state-funded grants and scholarships to retain Washington residents to attend graduate school here, rather than watch all of our state’s human capital move to other out of state competitors.

Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, Opponents	Targets	Tactics
<p>Long Term: - A higher rate of targeted Washington State residents staying in state.</p> <p>Short Term: -Increase the ROI of students educated in Washington. -Keep top talent for UW’s research missions.</p>	<p>- Lobbying by the UW GPSS liaison, in collaboration with other WSA members. -Faculty Representatives - UW Impact -Washington Futures Commission</p>	<p>Constituents and Allies: - Union, faculty, UW Administration, Council of Presidents</p> <p>Potential Sponsors: - Tarleton, Seaquist, Chopp, Hobbs, Kohl-Welles, Pollett, Frakt</p> <p>Opponents: -Republicans</p>	<p>Primary: - Bailey, Hargrove, Hill, Kohl-Welles, Braun, Hobbs, Hunter, Carlyle</p>	<p>- Defining criteria for targeted students and faculty for retention.</p> <p>-Show link between graduate students staying where they completed their graduate degree, thus implying the importance of keeping talent in state.</p>



Choosing an Issue

WSA Statewide Legislative Agenda

Issue: Childcare Needs for Graduate Students

Authors: Chris Erickson, UW GPSS Vice President; Jake Parduhn UW GPSS

Endorsements: UW GPSS

Proposed Proposal Title: Support for Graduate Education

Issue Description: As identified by GPSS Vice President Marcus Riccelli in 2007, access to affordable childcare had a large impact on parent’s ability to afford and complete graduate school. Furthermore, childcare programs have eroded after budget cuts and the recent recession. Only sporadic efforts have been made to restore funding and no clear plan of action is in place to remedy the situation. Washington is missing out on a large amount of potential student parents that could be integral in solving some of our state’s jobs gaps, should they have more support for taking care of their children while in school.

Strategy Chart

Goals	Organizational Considerations	Constituents, Allies, Opponents	Targets	Tactics
<p>Long Term: -Increase access for student parents to attend and graduate universities in Washington state.</p> <p>Short Term: - Restore funding to childcare programs. - Stabilize the funding to these programs.</p>	<p>- Lobbying by the UW GPSS liaison, in collaboration with other WSA members.</p> <p>- Child advocacy groups, parent support groups, and other related partners.</p>	<p>Constituents and Allies: - Parents groups, childcare advocacy groups, students, AAUW, and other organizations.</p> <p>Potential Sponsors: - Riccelli, Litzow, Kagi</p>	<p>Primary: - Bailey, Hargrove, Hill, Kohl-Welles, Braun, Hobbs, Hunter, Carlyle</p>	<p>- Use study to prove the link between access to childcare for student parents and their increased access and ability to attend and graduate from universities.</p>



Choosing an Issue WSA Statewide Legislative Agenda

Issue: Define a minimum standard for College Affordability

Author(s)/Sponsor(s): ASUW Seattle

Endorsements:

Proposed Action Agenda Item Title: Affordability Metric (or 'Meet Us in the Middle' if you want something catchy)

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

It is no longer possible for many students to work through school. This is a result of those students being expected to contribute an infeasible amount of money to their cost of education. We propose defining a maximum amount that a student would be expected to cover from loans and work; that is, the 'unmet need' that remains after family contribution, grants, and scholarships. Our research shows that there are students in the working and middle class at UW - Seattle that are expected to cover amounts exceeding \$15,000 per year from loans and work. Even after a reasonable family contribution, and the student working 40 hours per week over summer (14 weeks), and 20 hours per week over the school year (38 weeks) at Washington state minimum wage, these students can graduate with upwards of \$26,000 in debt. These calculations even underestimate the issue for many families who can't meet their expected family contribution.

We propose that a minimum standard of affordability be established for Washington higher education institutions, based on the idea that students that legitimately attempt to work through school should not graduate with an overwhelming debt load. Our suggested metric is this:

Unmet need (Cost of Education - Family Contribution - Grants and Scholarships) should not exceed what can be earned by working 40 hours per week for 14 weeks over summer and 20 hours per week for 38 weeks over the school year.

2) Please fill out a Strategy Chart.

Attached.

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

1. Is it winnable?

Yes: Tangible victory looks like formal adoption of the metric, and funding higher ed and financial aid so that the metric is met.

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

Yes. Thousands more students will receive grants if this is passed.

3. Does it have a clear target?



Choosing an Issue WSA Statewide Legislative Agenda

Yes. It is directly related to budget writers and higher ed committees.

4. Does it build a measurable amount of power?

No - is power truly measurable?

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

Yes. Adoption of this metric as a minimum standard of affordability is something that can happen next year.

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

Yes. Legislators are sympathetic to the concept of students wishing to work their way through school and lacking that ability due to lack of funding and high costs.

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

Yes, many students are affected by this.

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

We can realistically get this on the agenda next year if we start now and get the appropriate endorsements.

9. Will it strengthen and expand efforts within WSA?

Yes. WSA is strengthened by working on issues that directly impact students.

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

Yes. A simple background is that there are students trying to work through school that are graduating with significant amount of debt as a result of not getting the financial aid they need to cover the high cost of tuition. This affects both the neediest students and those in the middle class.

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

Use of student stories will be crucial in showing the real impact of student debt beyond the numbers and averages. This will be crucial to our success.



Choosing an Issue

WSA Statewide Legislative Agenda

Goals	Organizational Considerations	Constituents, Allies, & Opponents	Targets	Tactics
<p>Our goal is to ensure that all students have access to higher education. We hope to mitigate the growing issue of student debt. We believe that establishing affordability criteria in the state legislature is critical in making sound policy decisions around tuition levels, funding levels, and financial aid policy. We also expect our metric to show clearly the impact of raising tuition, reducing funding, and reducing aid.</p> <p>Just as the State formally adopted WSAC's attainment goals, we hope for a formal adoption of this metric as an urgent goal. It is not unreasonable to meet our suggested metric in a single budgeting year. As an example, Fully funding the State Need Grant would meet the metric at UW-Seattle if the new funds were returned to aid in a strategic way.</p>	<p>ASUW Student Debt Reduction Working Group is recommending a similar metric to be established.</p> <p>Washington Student Achievement Council will look at financial aid policy this summer.</p> <p>Each member of WSA will need to consider the extent to which this issue of 'unmet need' exceeding reasonable work earnings affects the students of their campus.</p>	<p>Constituents and Allies</p> <ul style="list-style-type: none"> -Student bodies throughout the State <p>Potential allies:</p> <ul style="list-style-type: none"> -Washington Student Advisory Council -Provost's Advisory Committee for Students, UW -Other student organizations at all campuses -Media outlets (student newspapers, Seattle Times, Olympian, etc) -Council of Presidents -Washington Policy Center -Economic Opportunity Institute 	<p>Primary</p> <p>Higher Ed Chairs</p> <p>Budget Writers</p>	<p>Proposed strategies include:</p> <ul style="list-style-type: none"> -Endorsements from potential allies -Follow up with the Seattle Times about our efforts -A written recommendation from the Student Debt Reduction Working Group, which has potential for broad circulation -Presentations to local Boards of Regents -Presentations to Higher Ed Committees in Senate and House of Representatives
		<p>Opponents</p> <p>No one to our knowledge has expressed direct opposition to reducing tuition or establishing</p>	<p>Secondary</p> <p>We hope media outlets will play a significant role in raising public</p>	



Choosing an Issue

WSA Statewide Legislative Agenda

		affordable education. Our opposition will be competing interests and voter apathy related to higher education.	awareness of the growing unmet need in the working and middle class, and what can be done to fix it.	
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