

WASHINGTON

STUDENT ENGAGEMENT NETWORKS

Leadership and Advocacy Toolkit

SPRING EDITION
REV05042018

Washington Student Engagement Networks (WA-SEN) is an initiative administered through Independent Colleges of Washington with funding from the Bill & Melinda Gates Foundation

Table of Contents

History of WA-SEN

Background of WA-SEN	4
Vision and Mission of WA-SEN	5
Understanding WA-SEN's structure	6

Why WA-SEN

Education	8
Equity and Economy	9
WSAC Insert Educational Attainment	10

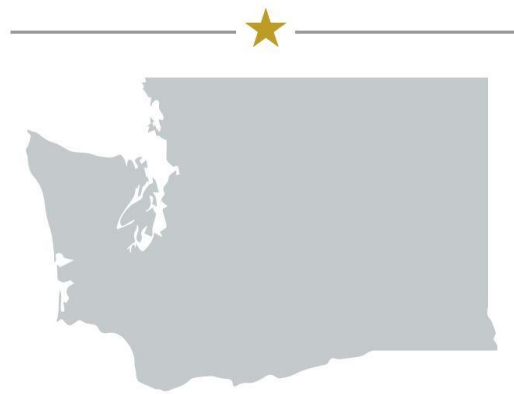
About State Need Grant (SNG)

Overview	13
WSAC Fully Fund SNG	15
WSAC SNG FAQ	16
WSAC: Addressing the Gap	17

How to Educate

The Legislative Process in Washington	21
Statewide Legislative District Map	22
How a Bill Becomes Law	24
Citizens Guide	26
Find Your Legislator	
<i>During the Legislative Session</i>	28
Visiting and Communicating with Legislators	30
<i>Outside the Legislative Session – In District</i>	37





WASHINGTON

STUDENT ENGAGEMENT NETWORKS

History

Background of Washington Student Engagement Networks (WA-SEN)

2008: Funding for higher education takes a major hit throughout the country. In response to this crisis, the College Promise Coalition was formed bringing together leaders from education, business, labor, and community based organizations to advocate for robust financial aid policies in Washington.

2008-2016: Many organizations throughout Washington continue to advocate for increased funding for financial aid.

2016: Several higher education groups co-led by the [College Promise Coalition](#) (CPC) collaborate together to bring students to Olympia. In doing so, the group realized legislators highly value hearing from students, and that there was no state-wide group of students across all college campuses to activate the student voice in a cohesive unified manner where and when it is needed most.

2017: [Independent Colleges of Washington](#) takes lead in forming a collaborative effort to mobilize student voices from all colleges (2-year and 4-year public and private colleges) in Washington and invites the Council of Presidents (COP), the Washington Student Association (WSA), the State Board of Technical Colleges (SBCTC), and the College Success Foundation (CSF) to serve as the Steering Committee for the Washington Student Engagement Networks (WA-SEN). ICW is awarded a grant from the Bill & Melinda Gates Foundation to implement the project.

- **September 2017:** The Steering Committee begins work on the project. Consensus is to focus the advocacy and education effort of WA-SEN on State Need Grant (SNG), as the issue impacts all colleges in Washington.
- **October 2017:** The Steering Committee hires the projects director to roll out WA-SEN
- **December 2017:** The first symposium is held. Topics covered financial aid, the basics of the legislative process, and State Need Grant.
- **February 2018:** WA-SEN successfully brings 60+ students from all over Washington to Olympia; holding 40+ appointments educating legislators on the importance of State Need Grant.
- **March 2018:** The Washington Legislature decides to put additional funding towards State Need Grant, and releases a plan to fully fund State Need Grant within four years.

Vision and Mission of WA-SEN

Vision

Advancing equity, higher education attainment, and robust financial aid by elevating the diverse voices of Washington's students.

Mission

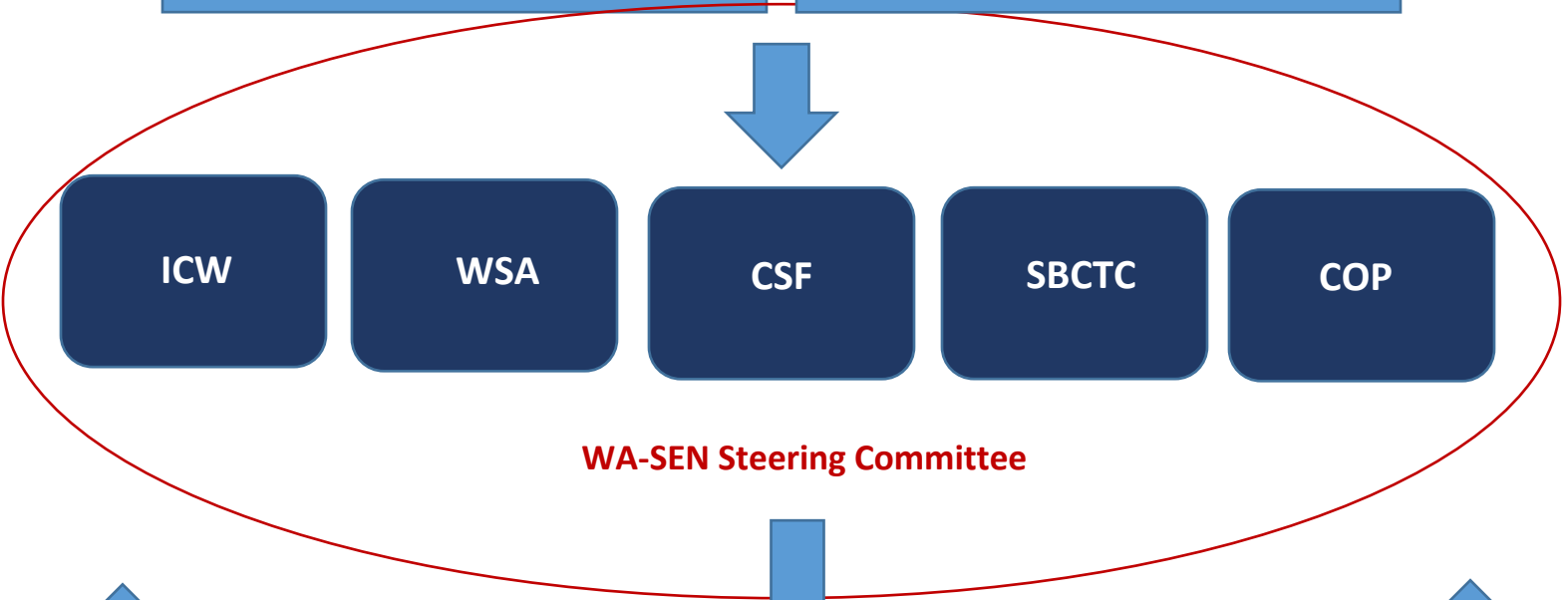
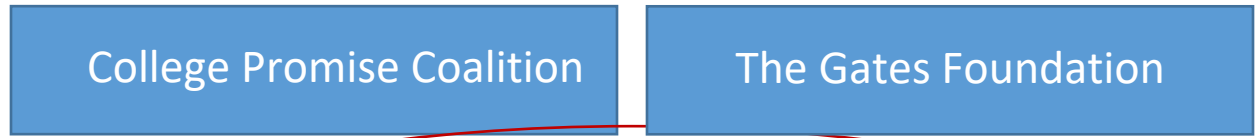
To increase educational attainment and advance equity by creating an inclusive unified student voice across all sectors to engage and educate policymakers about the importance of supporting higher education for all Washingtonians.

Priorities and Values

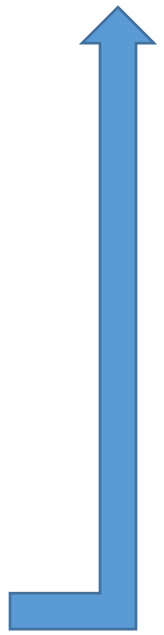
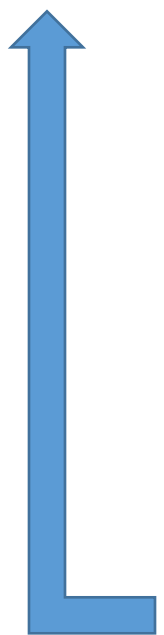
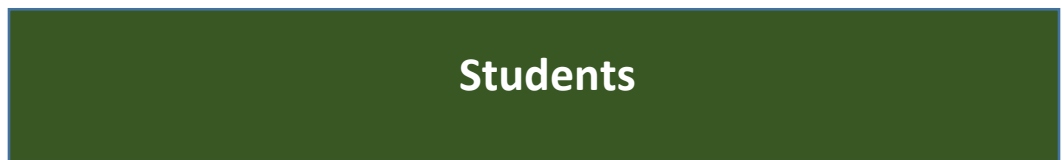
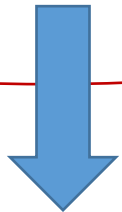
- Empower Students as Leaders
- Deliver an Inclusive Student Voice
- Fully Fund State Need Grant
- Educate Legislators
- Collaborative Communication
- Higher Education Attainment

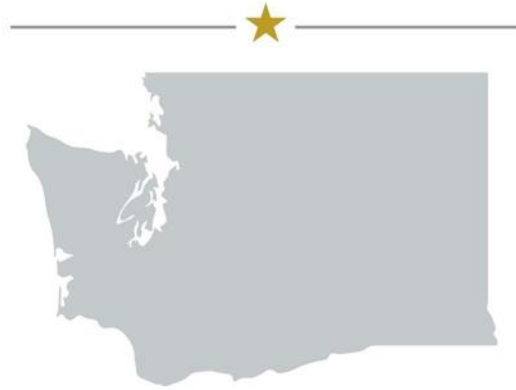


WA-SEN Structure



WA-SEN Steering Committee





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Why WA-SEN

Education

In 2013 the Washington legislature adopted a goal that at least 70% of adults ages 25-44 possess a postsecondary credential or degree by 2023. This means four- and two-year degrees, apprenticeships, or certificates that prepare students for careers.

But today just 51% of adults have a post-high school credential. For Washington students specifically, less than one-third attain a postsecondary credential. For our students of color, rates of attainment range between 16% and 25%.

Washington is projected to have 740,000 job openings by 2021. A majority of these jobs will require workers to get a credential of some kind after high school. The College Promise Coalition (CPC) is working to make sure Washington students are prepared to take advantage of the career opportunities in their home state.

We are not yet on track to meet the 2023 adopted goal – working together on shared priorities to achieve our higher education attainment goals is CPC’s mission, improving workers’ quality of life and our economy.

Using the strength of our collective voice, the CPC is bringing attention to the need for new strategies and increased investments in proven strategies that retain students, lead to degree completion and strengthen pathways for systemically underserved populations, such as transfer students, veterans, and adult learners.

Courtesy of College Promise Coalition (with some revision)

Public higher education in the United States is at a watershed moment. As education costs rise and colleges and universities face growing financial pressures, the education gap is widening and public student financial aid systems are getting stretched to the limit—all of this at a time when our economy needs more college-educated workers than ever before.

Left unabated, these trends will leave the U.S. economy without the skilled workforce it needs to remain competitive and will likely increase the education gap between those from low-income backgrounds and the rest of the population. Given the role that higher education has historically played as an engine of social mobility and economic growth, the political and social implications for our nation, and particularly for lower-income people, are profound and unacceptable. They are also avoidable.

A college education is the gateway to the American middle class, with college graduates earning as much as 65 percent more than those with only a high school education. But many who want to attend college cannot afford it.

Courtesy of Bill & Melinda Gates Foundation

Equity and Economy

Higher education is an American success story. For millions of students, our colleges and universities have served as a bridge to opportunity, equipping them for healthy, productive lives. But today, we as a nation are facing the reality that for many, that bridge has become too narrow and too hard to navigate, with a toll that is too high. Rising costs and debt, stubbornly high dropout rates, and persistent attainment gaps threaten higher education's ability to meet societal and workforce needs.

Recent estimates show that the nation will need 11 million more workers with some form of high-quality post-high school education by 2025 than our system is currently on course to produce.¹ Just as importantly, those workers will be largely drawn from the new majority of students—low income and first-generation students, students of color, and working adults—who have historically faced the highest hurdles getting to and through college. Advancing equity in educational opportunity is both an economic necessity and a moral imperative.

College affordability—for students and for taxpayers—continues to be a subject of public and policymaker concern. Mounting tuition and debt levels, coupled with ongoing fiscal constraints at the federal and state levels, are raising questions of sustainability and consequences. How long can these trends be sustained? Who will be harmed most if there is not a change in course?

College affordability is far and away the leading higher education issue on Americans' minds, reaching from family dinner tables to the halls of Congress. Amid record levels of student debt, sluggish state revenues, and stagnant outcomes, policymakers and campus leaders are increasingly turning their attention to the question of how higher education is funded (both institutional and student aid) and what can be done to make it more efficient and effective. Proposals run the gamut, from free and debt-free college to tuition caps.

Public funding—state appropriations and federal aid to students and institutions—represents nearly half of the revenue in postsecondary education, making it a powerful lever for not only ensuring student access, but also for promoting student success and attainment of valuable credentials that will enhance opportunity.

While the Bill & Melinda Gates Foundation recognizes the pressure affordability concerns place on all students and families, our mission and values compel us to prioritize low-income and first-generation students, students of color, and working adults, who have historically faced the highest hurdles to access and success and without whom we cannot meet our collective attainment goals.

Courtesy of Bill & Melinda Gates Foundation



2017-19 Educational Attainment - Update

Washington's Goals For 2023:

But in 2013:

100%

of adults* will have a high school diploma or equivalent.

90%

of adults had a high school diploma or equivalent.

70%

of adults will need a postsecondary credential or degree.

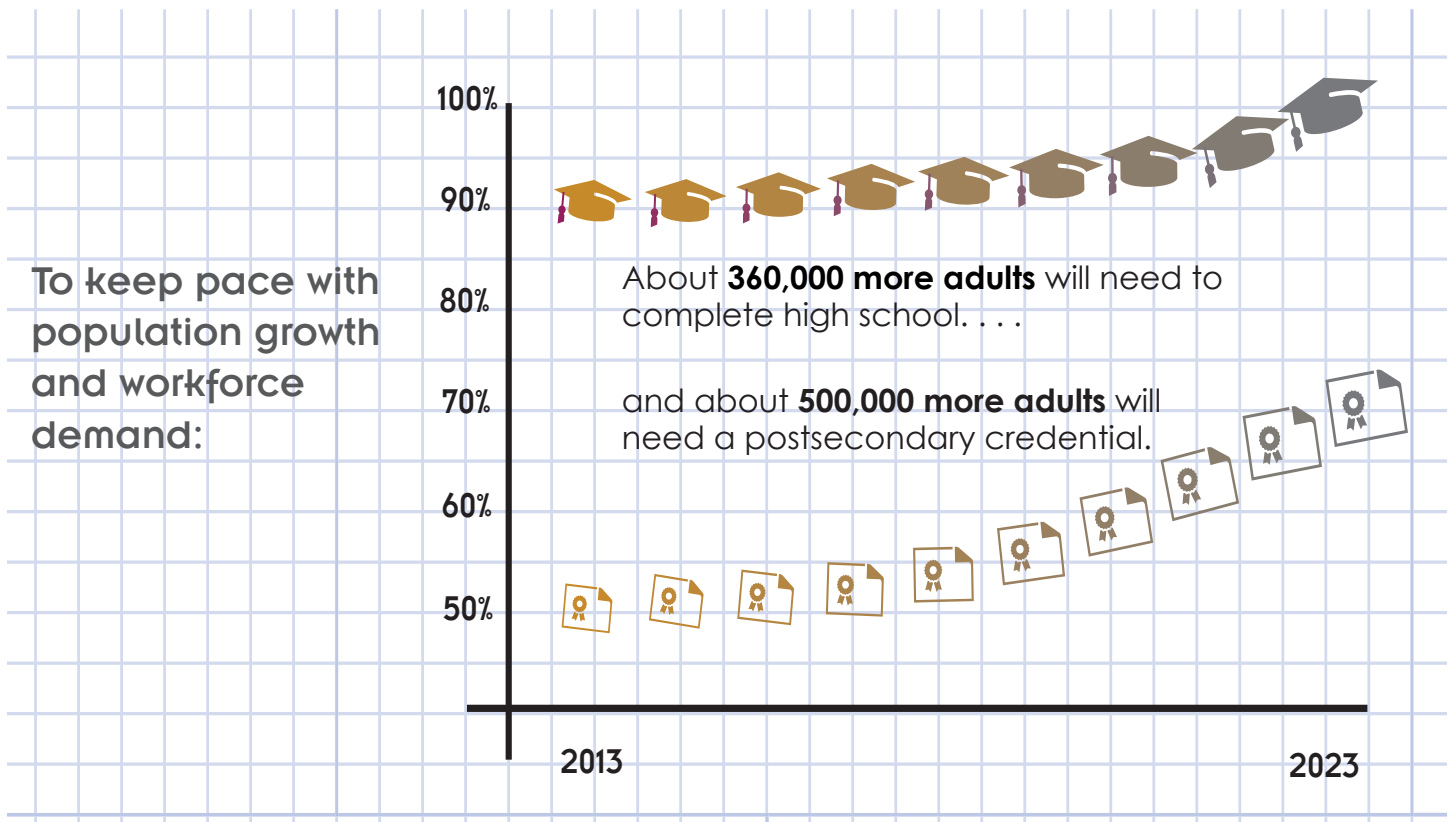
51%

of adults had a postsecondary credential or degree.

Both high school and postsecondary attainment levels increased only one percentage point between 2011 and 2013.

*Throughout this document, the term *adults* refers to those ages 25–44, unless noted otherwise.

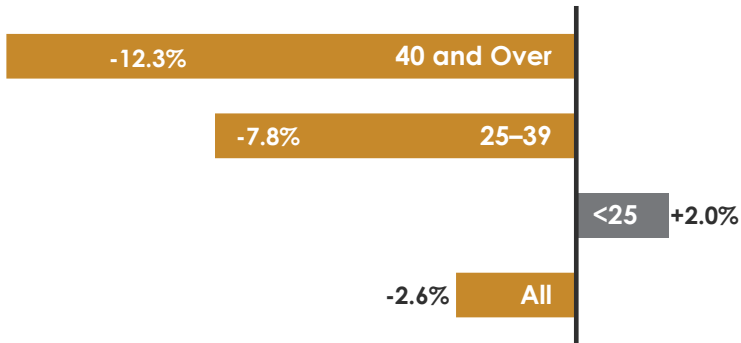
Overall attainment gains are inadequate to meet the state's goals by 2023.



Success depends upon serving populations we have not adequately reached within our education system.

Roughly 700,000 Washington adults ages 17–54 have earned some college credit, but haven't completed a degree.

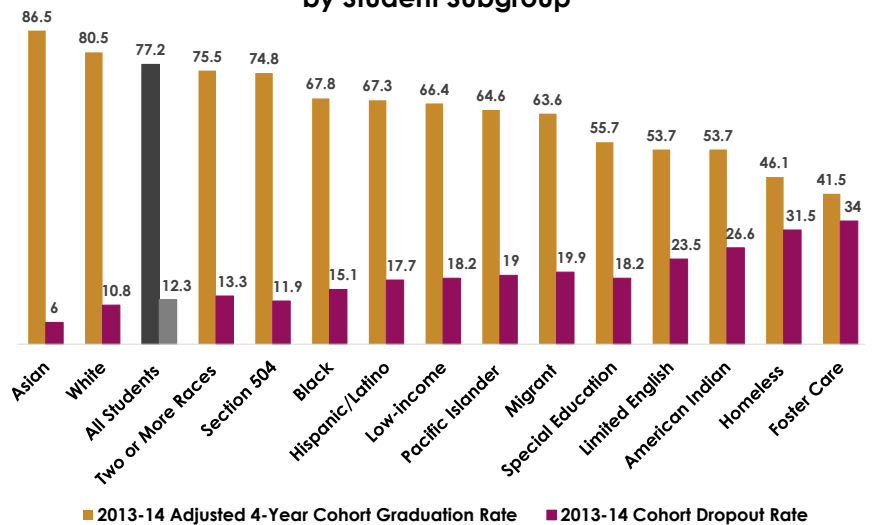
**Percent Change in Enrollment by Age Group
From 2011 to fall 2013**



- Two out of three of these adults have a year or more of college credit, but don't have a degree.
- Earnings remain stagnant until workers earn their associate degree.
- Enrollments of students ages 25 years and older declined by almost 14,000 during the reporting period.

The fastest growing student populations are historically underserved in K-12 and underrepresented in higher education.

2013-14 Four-Year Adjusted Cohort Graduation and Dropout Rates by Student Subgroup



- Although Hispanic/Latinos are about 13% of Washington's adult population, they are almost 50% of the adult population that hasn't completed high school.
- African Americans are 4% of Washington's adult population, but they account for only 2.8% of adults with an associate degree or higher.

Affordability remains an issue:

Despite the Governor and the Legislature lowering tuition at public institutions in 2015-16, students are covering 58 percent of the cost at public four-year institutions, far above the pre-recession share of 38 percent. And financial need remains high, as financial applications have increased 50 percent since the great recession. Every year since 2009, approximately one-third of eligible and enrolled students did not receive the State Need Grant due to underfunding. Financial constraints are the key reason that many students don't finish their credential.



About SNG

State Need Grant (SNG)

Overview

The State Need Grant (SNG) program provides need-based financial aid to income-eligible students pursuing postsecondary education. Eligible students have a household income that is less than 70 percent of the state's median family income.

Grant recipients can use the financial aid at Washington's eligible institutions, including public two- and four-year colleges and universities and many accredited private/independent colleges, universities, and career schools in the state.

State Need Grant Awards

State Need Grant amounts vary by the type of school attended. The chart below shows the maximum award recipients may be eligible to receive, if enrolled full time.

2017-18 Maximum Award Amounts*	
Institution	Award
Public Research:	
University of Washington	\$9,553
Washington State University	\$9,553
Public Comprehensive:	
Central Washington University	\$6,431
Eastern Washington University	\$6,090
The Evergreen State College	\$6,411
Western Washington University	\$6,638
Private Four-Year:	
Independent/Private Four-Year Non-Profit Universities and Colleges	\$9,553
Independent/Private Four-Year For-Profit Universities and Colleges	\$8,517
WGU Washington	\$5,619
Community and Technical Colleges:	
Community and Technical Colleges	\$3,620
CTC Applied Baccalaureate Programs	\$6,090
Private Two-Year:	
Private Two-Year Non-Profit Colleges	\$3,620
Private Two-Year For-Profit Colleges	\$2,823
Dependent Care Allowance	\$906

*Award amounts noted above represent the maximum possible SNG award. Actual SNG award amounts may vary due to individual campus awarding policies.

Median Family Income (MFI) Cutoff Amounts

MFIs for 2017-18 SNG Program (rounded to nearest \$500)					
Family Size	50%	55%	60%	65%	70%
1	\$22,500	\$25,000	\$27,000	\$29,500	\$31,500
2	\$29,500	\$32,500	\$35,500	\$38,500	\$41,500
3	\$36,500	\$40,000	\$43,500	\$47,500	\$51,000
4	\$43,500	\$47,500	\$52,000	\$56,500	\$60,500
5	\$50,500	\$55,500	\$60,500	\$65,500	\$70,500
6	\$57,500	\$63,000	\$68,500	\$74,500	\$80,000
7	\$58,500	\$64,500	\$70,500	\$76,000	\$82,000
8	\$60,000	\$66,000	\$72,000	\$78,000	\$84,000
9	\$61,000	\$67,500	\$73,500	\$79,500	\$85,500
10	\$62,500	\$68,500	\$75,000	\$81,000	\$87,500
11	\$64,000	\$70,000	\$76,500	\$83,000	\$89,500
12	\$65,000	\$71,500	\$78,000	\$84,500	\$91,000
13	\$66,500	\$73,000	\$79,500	\$86,500	\$93,000
14	\$67,500	\$74,500	\$81,000	\$88,000	\$94,500
15	\$69,000	\$76,000	\$83,000	\$89,500	\$96,500
16	\$70,500	\$77,500	\$84,500	\$91,500	\$98,500
17	\$71,500	\$78,500	\$86,000	\$93,000	\$100,000
18	\$73,000	\$80,000	\$87,500	\$94,500	\$102,000
19	\$74,000	\$81,500	\$89,000	\$96,500	\$104,000
20	\$75,500	\$83,000	\$90,500	\$98,000	\$105,500

2017-18 Maximum Award Amounts

Median Family Income (MFI) Range	% of Award
0-50%	100%
51%-55%	70%
56%-60%	65%
61%-65%	60%
66%-70%	50%



Fully Fund State Need Grant

Increase access, participation, and completion in higher education

2017-19 Strategic Action Plan Recommendation

Fully fund the State Need Grant

Provide equitable opportunities for low-income students and improve completion rates by fully funding the State Need Grant program to support all eligible students. An additional \$100 million per year will serve over 24,000 additional students. Combined with existing funding, the program would serve all 93,000 eligible students.

The Imperative

Increase access, participation, and completion in higher education

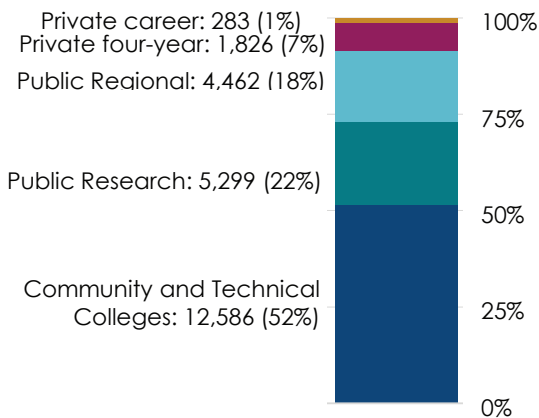
The State Need Grant helps the lowest-income undergraduates pursue degrees, sharpen skills, and retrain for new careers. As the grant is currently underfunded, many eligible students are not receiving the grant award. As a result, students are taking loans, increasing work hours, reducing their class load, and taking other measures to persist in their educational pathway. This creates an inequitable system, putting the educational aspirations of students and families at risk. Fully funding the State Need Grant simultaneously addresses all three key challenge areas: increasing access and affordability, supporting returning adults, and helping to close opportunity gaps. A fully funded State Need Grant serves working-age adults and underrepresented students across the higher education system.

Context

The State Need Grant is critical to reaching Washington's educational attainment goals

State Need Grant is the state's largest aid program, and its reach extends from traditional students to working-age adults, from certificate programs through baccalaureate degrees. The grant assists students in the pursuit of their higher education goals at eligible colleges, universities, and career schools statewide, resulting in positive impacts on families, businesses, and communities across the state. Currently 68 institutions of higher education participate in the State Need Grant program, benefiting tens of thousands of students and families. However, its impact is undermined when eligible students receive no awards due to a lack of funds. Though the Legislature has allowed the State Need

Over 24,000 eligible low-income students weren't served in 2015-16



Source: 2015-16 WSAC Unit Record Report (September 2016)

Grant to keep pace with tuition and fees for the last nine biennia, the program currently leaves over 24,000 eligible and enrolled students unserved. Fully funding the program can help Washington address persistent secondary and postsecondary opportunity gaps, as evidenced by the successes of the College Bound Scholarship (an early promise of an enhanced State Need Grant). Any effort at addressing access to higher education should involve expansion of the state's largest investment in affordability. The State Need Grant is central to improving educational attainment in Washington.

Outcomes and Measures

Reduce student debt while increasing persistence and completion

Ensuring eligible students receive aid can help boost college-going rates. Research consistently finds that state aid drives better student outcomes. Average student debt levels for eligible students would decrease, while persistence and completion rates for all students, including returning adults, would increase.

Quick Facts:

Each year since 2009, at least a quarter of eligible students did not receive a grant.

The number of students filing a FAFSA grew during the recession, and remains high after it, demonstrating a strong demand for aid programs like the State Need Grant.

State financial aid conclusively boosts student success.

State Need Grant: Frequently Asked Questions

Q: I believe I qualify for the State Need Grant (SNG), but did not receive it in my award package. Why?

A: The financial aid office determines eligibility and awarding of the SNG. If, after reviewing the following, you still don't understand why you didn't receive the grant, contact the financial aid office at your school.

There are several possible reasons why you did not receive the grant, such as:

- **No available funds:** There are more people eligible for SNG than there are funds available. Early submission of the FAFSA is important.
- **Exhausted quarters of eligibility remaining:** Each student is entitled to a maximum of 15 quarters of SNG in their lifetime. If you've received the SNG award in the past, you may be at your limit.
- **Exhausted program length:** Students may not exceed 125% of their published program length. If you take longer than expected to earn your degree, you might run into eligibility issues.
- **Previous associate degree:** If you've received an associate degree using SNG funds within the last 5 years, you are not eligible to receive SNG towards another associate degree until five years has passed since earning the first one.
- **Previous Bachelor's Degree:** If you've received a bachelor's degree, including a bachelor's degree from another country, you are not eligible to receive SNG.
- **An unqualified degree program:** Theology majors are not eligible to receive SNG.
- **Unsatisfactory progress:** Students cannot be in an unsatisfactory progress or denied status.
- **Financial aid repayments:** Students owing a repayment to the SNG or any other state or federal student aid program are not eligible.

Q: Does the school have to give me SNG if I qualify?

A: No. The State Need Grant is awarded on a funds-available basis. Although you may be eligible to receive the grant, you may not get awarded due to a lack of funding.

Q: How does the distribution and awarding of the SNG work?

A: The Washington Legislature determines the budget for the State Need Grant program. The Washington Student Achievement Council then distributes the budgeted funds to eligible institutions. In turn, those institutions determine student eligibility to receive funds based on the information provided in the FAFSA. Funds are then disbursed to individual students according to the institutions' individual awarding policies.

Q: What are the award amounts for this year?

A: Please refer to the award chart on the State Need Grant information page. Award amounts are different based on the type of school you attend, your enrollment status, and your family income.

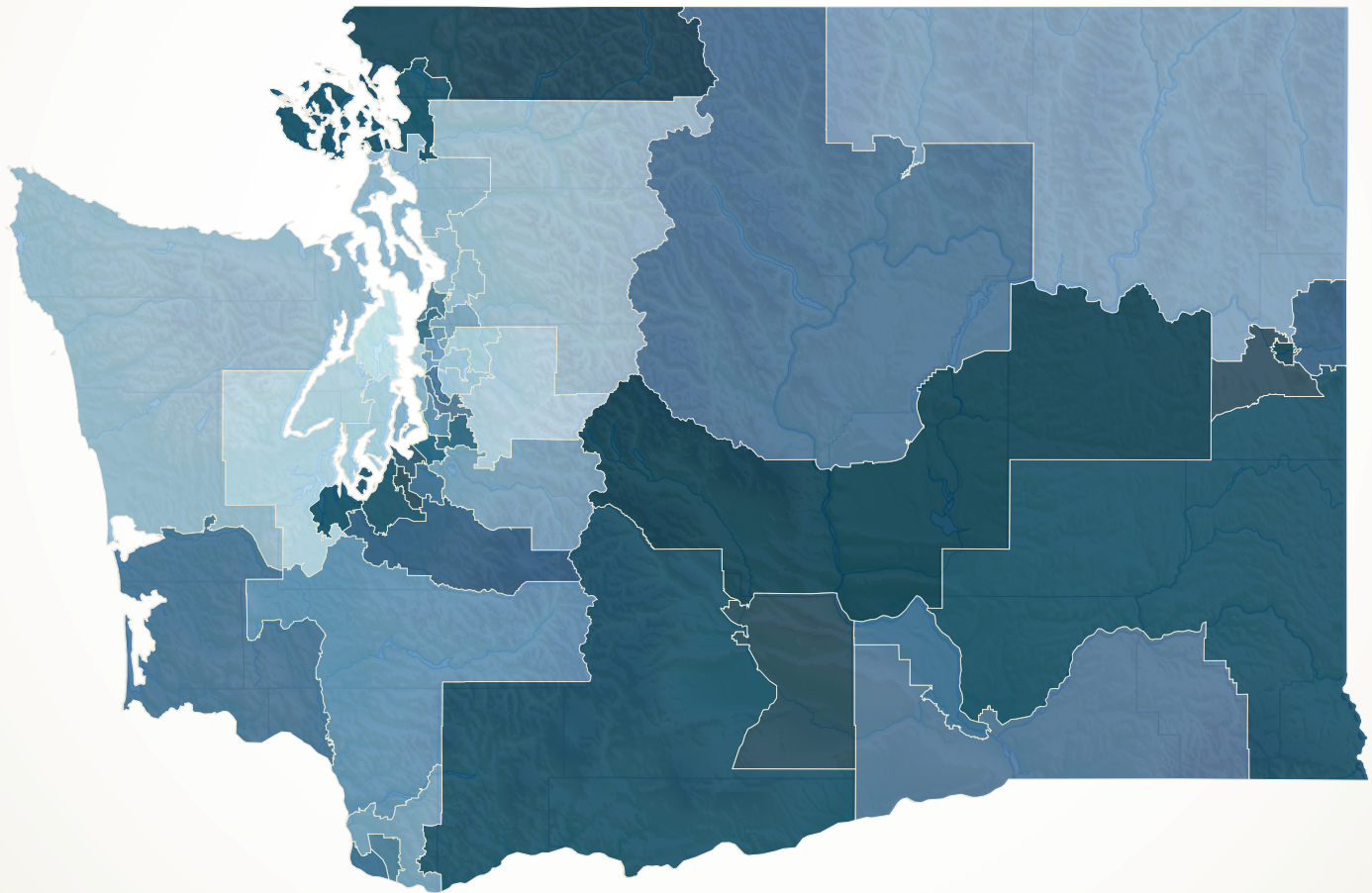
Q: I was told I have a State Need Grant repayment. Where can I get information about this?

A: Please see the [SNG Repayment FAQ's](#) page.

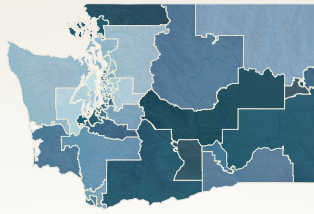
Washington State's successful student aid program – the State Need Grant – provides funding for low-and-middle income students to attend 66 higher education and career training institutions throughout the state. Currently this program serves 69,000 Washingtonians – but there is not enough funding to provide grants to over 24,000 additional eligible students.

With 740,000 job openings projected over the next five years in our state, we must close this gap and fully fund the State Need Grant to help make sure that all Washington students have a chance at a postsecondary education – their future depends on it.

Closing the State Need Grant Gap



Number of students eligible but not served. Source: based on information provided by the Washington Student Achievement Council.

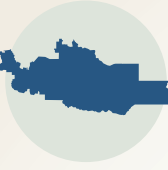


Closing the State Need Grant Gap

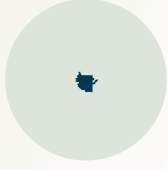
Districts 1 - 25



District 1
 Students Served: **1,002**
 Eligible Students: **1,392**
 Unserved: **28%**



District 2
 Students Served: **1,317**
 Eligible Students: **1,858**
 Unserved: **29%**



District 3
 Students Served: **2,489**
 Eligible Students: **3,250**
 Unserved: **23%**



District 4
 Students Served: **1,833**
 Eligible Students: **2,431**
 Unserved: **25%**



District 5
 Students Served: **540**
 Eligible Students: **805**
 Unserved: **33%**



District 6
 Students Served: **2,153**
 Eligible Students: **2,942**
 Unserved: **27%**



District 7
 Students Served: **1,346**
 Eligible Students: **1,767**
 Unserved: **24%**



District 8
 Students Served: **1,270**
 Eligible Students: **1,789**
 Unserved: **29%**



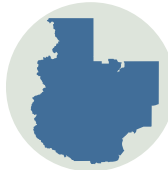
District 9
 Students Served: **1,777**
 Eligible Students: **2,473**
 Unserved: **28%**



District 10
 Students Served: **856**
 Eligible Students: **1,194**
 Unserved: **28%**



District 11
 Students Served: **1,507**
 Eligible Students: **2,018**
 Unserved: **25%**



District 12
 Students Served: **1,724**
 Eligible Students: **2,241**
 Unserved: **23%**



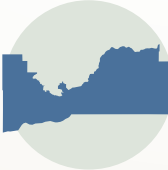
District 13
 Students Served: **1,901**
 Eligible Students: **2,737**
 Unserved: **31%**



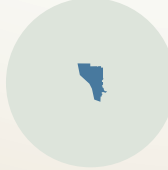
District 14
 Students Served: **1,612**
 Eligible Students: **2,282**
 Unserved: **29%**



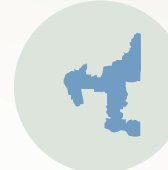
District 15
 Students Served: **2,163**
 Eligible Students: **2,909**
 Unserved: **26%**



District 16
 Students Served: **1,792**
 Eligible Students: **2,260**
 Unserved: **21%**



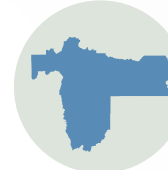
District 17
 Students Served: **1,513**
 Eligible Students: **2,006**
 Unserved: **25%**



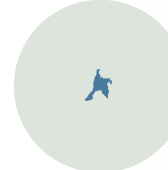
District 18
 Students Served: **1,062**
 Eligible Students: **1,457**
 Unserved: **27%**



District 19
 Students Served: **1,453**
 Eligible Students: **1,976**
 Unserved: **27%**



District 20
 Students Served: **1,291**
 Eligible Students: **1,746**
 Unserved: **26%**



District 21
 Students Served: **1,517**
 Eligible Students: **1,989**
 Unserved: **24%**



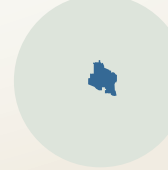
District 22
 Students Served: **1,795**
 Eligible Students: **2,473**
 Unserved: **27%**



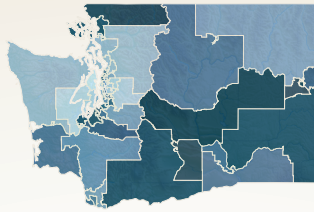
District 23
 Students Served: **875**
 Eligible Students: **1,105**
 Unserved: **21%**



District 24
 Students Served: **1,231**
 Eligible Students: **1,553**
 Unserved: **21%**



District 25
 Students Served: **1,326**
 Eligible Students: **1,905**
 Unserved: **30%**

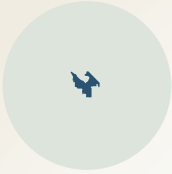


Closing the State Need Grant Gap

Districts 26 - 49



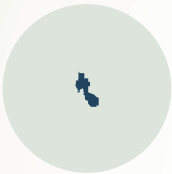
District 26
Students Served: **953**
Eligible Students: **1,223**
Unservd: **22%**



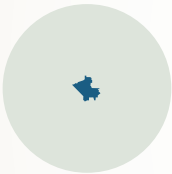
District 27
Students Served: **1,810**
Eligible Students: **2,412**
Unservd: **25%**



District 28
Students Served: **1,480**
Eligible Students: **2,147**
Unservd: **31%**



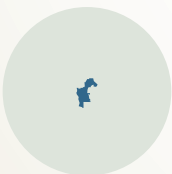
District 29
Students Served: **2,112**
Eligible Students: **2,846**
Unservd: **26%**



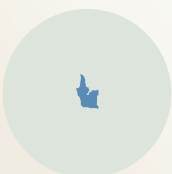
District 30
Students Served: **1,545**
Eligible Students: **2,113**
Unservd: **27%**



District 31
Students Served: **967**
Eligible Students: **1,350**
Unservd: **28%**



District 32
Students Served: **1,592**
Eligible Students: **2,131**
Unservd: **25%**



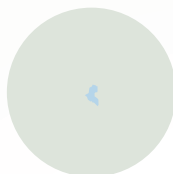
District 33
Students Served: **1,542**
Eligible Students: **2,049**
Unservd: **25%**



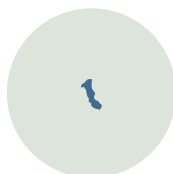
District 34
Students Served: **1,186**
Eligible Students: **1,547**
Unservd: **23%**



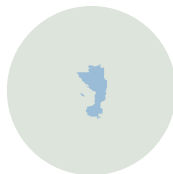
District 35
Students Served: **1,003**
Eligible Students: **1,262**
Unservd: **21%**



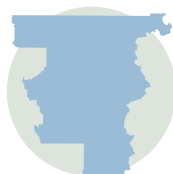
District 36
Students Served: **561**
Eligible Students: **812**
Unservd: **31%**



District 37
Students Served: **1,944**
Eligible Students: **2,464**
Unservd: **21%**



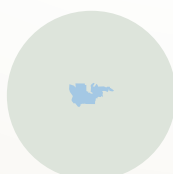
District 38
Students Served: **1,213**
Eligible Students: **1,530**
Unservd: **21%**



District 39
Students Served: **883**
Eligible Students: **1,212**
Unservd: **27%**



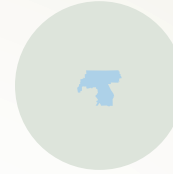
District 40
Students Served: **1,678**
Eligible Students: **2,351**
Unservd: **29%**



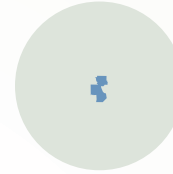
District 41
Students Served: **579**
Eligible Students: **879**
Unservd: **34%**



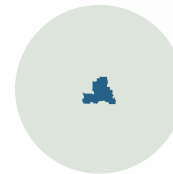
District 42
Students Served: **2,171**
Eligible Students: **2,996**
Unservd: **28%**



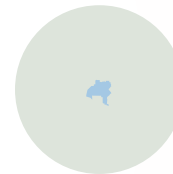
District 43
Students Served: **1,044**
Eligible Students: **1,461**
Unservd: **29%**



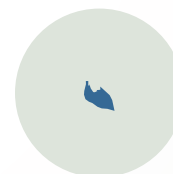
District 44
Students Served: **950**
Eligible Students: **1,274**
Unservd: **25%**



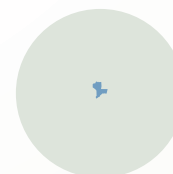
District 45
Students Served: **589**
Eligible Students: **870**
Unservd: **32%**



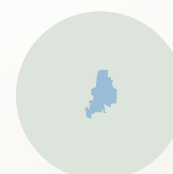
District 46
Students Served: **1,063**
Eligible Students: **1,492**
Unservd: **29%**



District 47
Students Served: **1,597**
Eligible Students: **2,141**
Unservd: **25%**



District 48
Students Served: **635**
Eligible Students: **943**
Unservd: **33%**



District 49
Students Served: **1,633**
Eligible Students: **2,157**
Unservd: **24%**

Source: based on information provided by the Washington Student Achievement Council.



How to Educate

The Legislative Process in Washington

The Washington State Legislature is made up of two houses (or chambers), the Senate and the House of Representatives. Washington has 49 legislative districts, each of which elects a Senator and two Representatives. Senators serve four-year terms and Representatives serve two-year terms. The Senate and House of Representatives meet in session each year to create new laws, change existing laws, and enact budgets for the State.

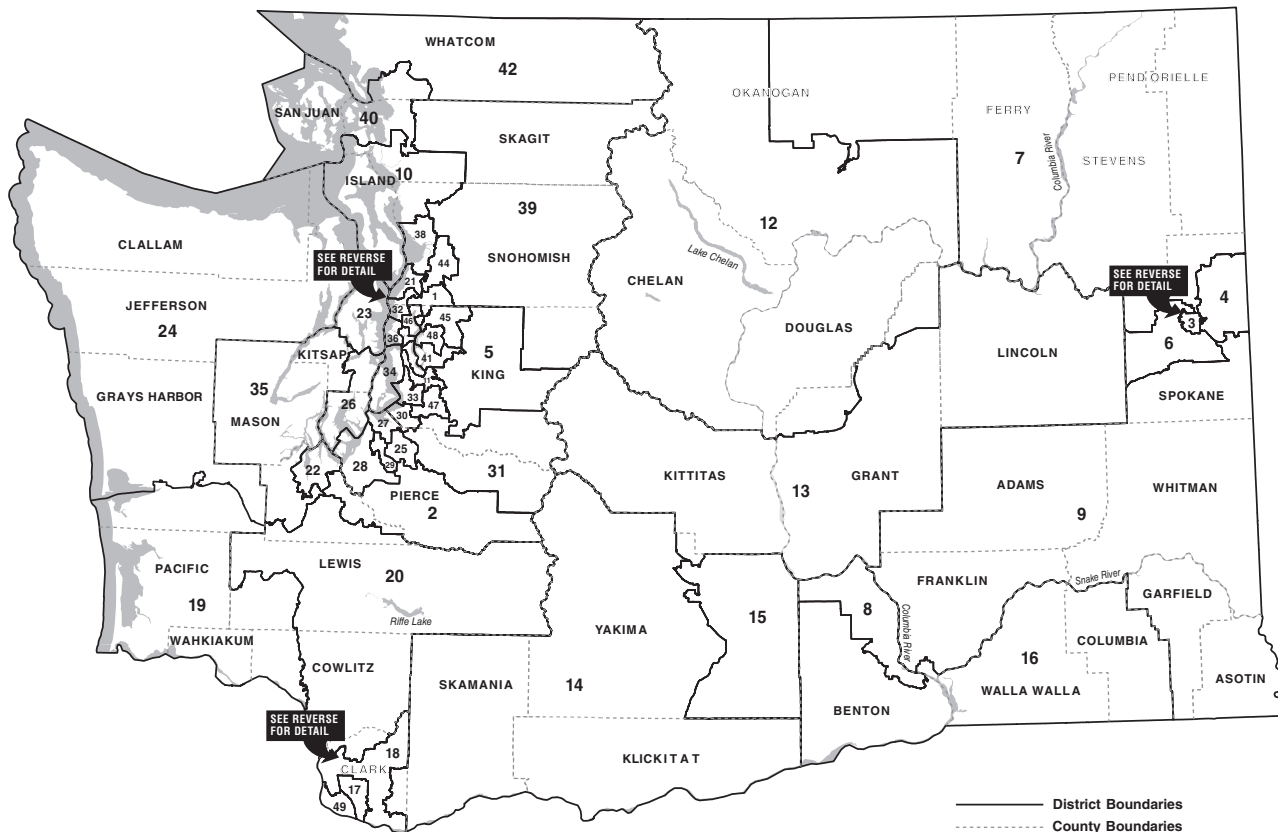
The legislative cycle is two years long. Within that two-year cycle, there are two kinds of legislative sessions: regular sessions and extraordinary, or special, sessions. Regular sessions are mandated by the State Constitution and begin the second Monday in January each year. In the odd-numbered year, for example, 2005, the regular session is 105 days; in the even-numbered year, for example, 2006, it is 60 days. Extraordinary sessions are called by the Governor to address specific issues, usually the budget. There can be any number of extraordinary sessions within the two-year cycle, and they can last no more than 30 days. To see the legislative calendar for the most recent session, go to the Cut-off Calendar on the Agendas, Schedules, and Calendars page.

The members of the House and Senate offer legislation, or bills, for consideration. The ideas for bills come from a number of places: something has happened in the last year that inspires new legislation (for instance, the change in people's perception of crime gave rise to the youth violence bills that were offered during the 1994 Session), a member wishes to address an issue that is specific to his or her district, the Legislature decides to tackle a major issue (such as regulatory reform), changes in technology dictate a change in the State's laws, etc.

Once a member introduces a bill, the legislative process begins. The process has a number of specific steps. If the bill makes it through all the steps in the chamber in which it was introduced (the "first house"), it goes to the other chamber (or "second house") and goes through the same steps there. Please refer to the proceeding inserts for more detail.

Courtesy of leg.wa.gov

2018 Statewide Legislative District Map With Legislative Members



District 1
Sen. Guy Palumbo, D
Rep. Derek Stanford, D
Rep. Shelley Kloba, D

District 2
Sen. Randi Becker, R
Rep. Andrew Barkis, R
Rep. J.T. Wilcox, R

District 3
Sen. Andy Billig, D
Rep. Marcus Riccelli, D
Rep. Timm Ormsby, D

District 4
Sen. Mike Padden, R
Rep. Matt Shea, R
Rep. Bob McCaslin, R

District 5
Sen. Mark Mullet, D
Rep. Jay Rodne, R
Rep. Paul Graves, R

District 6
Sen. Michael Baumgartner, R
Rep. Mike Volz, R
Rep. Jeff Holy, R

District 7
Sen. Shelly Short, R
Rep. Jacquelin Maycumber, R
Rep. Joel Kretz, R

District 8
Sen. Sharon Brown, R
Rep. Brad Klippert, R
Rep. Larry Haler, R

District 9
Sen. Mark Schoesler, R
Rep. Mary Dye, R
Rep. Joe Schmick, R

District 10
Sen. Barbara Bailey, R
Rep. Norma Smith, R
Rep. Dave Hayes, R

District 11
Sen. Bob Hasegawa, D
Rep. Zack Hudgins, D
Rep. Steve Bergquist, D

District 12
Sen. Brad Hawkins, R
Rep. Cary Condotta, R
Rep. Mike Steele, R

District 13
Sen. Judy Warnick, R
Rep. Tom Dent, R
Rep. Matt Manweller, R

District 14
Sen. Curtis King, R
Rep. Norm Johnson, R
Rep. Gina R. McCabe, R

District 15
Sen. Jim Honeyford, R
Rep. Bruce Chandler, R
Rep. David Taylor, R

District 16
Sen. Maureen Walsh, R
Rep. William Jenkin, R
Rep. Terry Nealey, R

District 17
Sen. Lynda Wilson, R
Rep. Vicki Kraft, R
Rep. Paul Harris, R

District 18
Sen. Ann Rivers, R
Rep. Brandon Vick, R
Rep. Liz Pike, R

District 19
Sen. Dean Takko, D
Rep. Jim Walsh, R
Rep. Brian Blake, D

District 20
Sen. John E. Braun, R
Rep. Richard DeBolt, R
Rep. Ed Orcutt, R

District 21
Sen. Marko Liias, D
Rep. Strom Peterson, D
Rep. Lillian Ortiz-Self, D

District 22
Sen. Sam Hunt, D
Rep. Laurie Dolan, D
Rep. Beth Doglio, D

District 23
Sen. Christine Rolfes, D
Rep. Sherry Appleton, D
Rep. Drew Hansen, D

District 24
Sen. Kevin Van De Wege, D
Rep. Mike Chapman, D
Rep. Steve Tharinger, D

District 25
Sen. Hans Zeiger, R
Rep. Melanie Stambaugh, R
Rep. Joyce McDonald, R

District 26
Sen. Jan Angel, R
Rep. Jesse Young, R
Rep. Michelle Caldier, R

District 27
Sen. Jeannie Darneille, D
Rep. Laurie Jenkins, D
Rep. Jake Fey, D

District 28
Sen. Steve O'Ban, R
Rep. Dick Muri, R
Rep. Christine Kilduff, D

District 29
Sen. Steve Conway, D
Rep. David Sawyer, D
Rep. Steve Kirby, D

District 30
Sen. Mark Miloscia, R
Rep. Mike Pellicciotti, D
Rep. Kristine Reeves, D

District 31
Sen. Phil Fortunato, R
Rep. Drew Stokesbary, R
Rep. Morgan Irwin, R

District 32
Sen. Maralyn Chase, D
Rep. Cindy Ryu, D
Rep. Ruth Kagi, D

District 33
Sen. Karen Keiser, D
Rep. Tina Orwall, D
Rep. Mia Gregerson, D

District 34
Sen. Sharon Nelson, D
Rep. Eileen Cody, D
Rep. Joe Fitzgibbon, D

District 35
Sen. Tim Sheldon, D
Rep. Dan Griffey, R
Rep. Drew MacEwen, R

District 36
Sen. Reuven Carlyle, D
Rep. Noel Frame, D
Rep. Gael Tarleton, D

District 37
Sen. Rebecca Saldaña, D
Rep. Sharon Tomiko Santos, D
Rep. Eric Pettigrew, D

District 38
Sen. John McCoy, D
Rep. June Robinson, D
Rep. Mike Sells, D

District 39
Sen. Keith Wagoner, R
Rep. Dan Kristiansen, R
Rep. Carolyn Eslick, R

District 40
Sen. Kevin Ranker, D
Rep. Kristine Lytton, D
Rep. Jeff Morris, D

District 41
Sen. Lisa Wellman, D
Rep. Tana Senn, D
Rep. Judy Clibborn, D

District 42
Sen. Doug Ericksen, R
Rep. Luanne Van Werven, R
Rep. Vincent Buys, R

District 43
Sen. Jamie Pedersen, D
Rep. Nicole Macri, D
Rep. Frank Chopp, D

District 44
Sen. Steve Hobbs, D
Rep. John Lovick, D
Rep. Mark Harmsworth, R

District 45
Sen. Manka Dhingra, D
Rep. Roger Goodman, D
Rep. Larry Springer, D

District 46
Sen. David Frockt, D
Rep. Gerry Pollet, D
Rep. Javier Valdez, D

District 47
Sen. Joe Fain, R
Rep. Mark Hargrove, R
Rep. Pat Sullivan, D

District 48
Sen. Patricia Kuderer, D
Rep. Vandana Slatter, D
Rep. Joan McBride, D

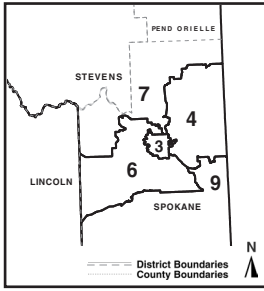
District 49
Sen. Annette Cleveland, D
Rep. Sharon Wylie, D
Rep. Monica Jurado Stonier, D

Revised: 2/6/18

Break-out of Washington Area Legislative Districts

Members Representing Spokane and Vancouver Areas

Spokane Area



District 3
Sen. Andy Billig, D
Rep. Marcus Riccelli, D
Rep. Timm Ormsby, D

District 4
Sen. Mike Padden, R
Rep. Matt Shea, R
Rep. Bob McCaslin, R

District 6
Sen. Michael Baumgartner, R
Rep. Mike Volz, R
Rep. Jeff Holy, R

District 7
Sen. Shelly Short, R
Rep. Jacquelin Maycumber, R
Rep. Joel Kretz, R

District 9
Sen. Mark Schoesler, R
Rep. Mary Dye, R
Rep. Joe Schmick, R

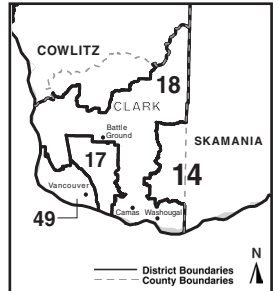
District 14
Sen. Curtis King, R
Rep. Norm Johnson, R
Rep. Gina R. McCabe, R

District 17
Sen. Lynda Wilson, R
Rep. Vicki Kraft, R
Rep. Paul Harris, R

District 18
Sen. Ann Rivers, R
Rep. Brandon Vick, R
Rep. Liz Pike, R

District 49
Sen. Annette Cleveland, D
Rep. Sharon Wylie, D
Rep. Monica Jurado Stonier, D

Vancouver Area



Members Representing the Puget Sound Area

District 1
Sen. Guy Palumbo, D
Rep. Derek Stanford, D
Rep. Shelley Kloba, D

District 2
Sen. Randi Becker, R
Rep. Andrew Barkis, R
Rep. J.T. Wilcox, R

District 5
Sen. Mark Mullet, D
Rep. Jay Rodne, R
Rep. Paul Graves, R

District 10
Sen. Barbara Bailey, R
Rep. Norma Smith, R
Rep. Dave Hayes, R

District 11
Sen. Bob Hasegawa, D
Rep. Zack Hudgins, D
Rep. Steve Bergquist, D

District 21
Sen. Marko Liias, D
Rep. Strom Peterson, D
Rep. Lillian Ortiz-Self, D

District 22
Sen. Sam Hunt, D
Rep. Laurie Dolan, D
Rep. Beth Doglio, D

District 23
Sen. Christine Rolfes, D
Rep. Sherry Appleton, D
Rep. Drew Hansen, D

District 24
Sen. Kevin Van De Wege, D
Rep. Mike Chapman, D
Rep. Steve Tharinger, D

District 25
Sen. Hans Zeiger, R
Rep. Melanie Stambaugh, R
Rep. Joyce McDonald, R

District 26
Sen. Jan Angel, R
Rep. Jesse Young, R
Rep. Michelle Calder, R

District 27
Sen. Jeannie Darneille, D
Rep. Laurie Jinkins, D
Rep. Jake Fey, D

District 28
Sen. Steve O'Ban, R
Rep. Dick Muri, R
Rep. Christine Kilduff, D

District 29
Sen. Steve Conway, D
Rep. David Sawyer, D
Rep. Steve Kirby, D

District 30
Sen. Mark Miloscia, R
Rep. Mike Pellicciotti, D
Rep. Kristine Reeves, D

District 31
Sen. Phil Fortunato, R
Rep. Drew Stokesbary, R
Rep. Morgan Irwin, R

District 32
Sen. Maralyn Chase, D
Rep. Cindy Ryu, D
Rep. Ruth Kagi, D

District 33
Sen. Karen Keiser, D
Rep. Tina Orwall, D
Rep. Mia Gregerson, D

District 34
Sen. Sharon Nelson, D
Rep. Eileen Cody, D
Rep. Joe Fitzgibbon, D

District 35
Sen. Tim Sheldon, D
Rep. Dan Griffey, R
Rep. Drew MacEwen, R

District 36
Sen. Reuven Carlyle, D
Rep. Noel Frame, D
Rep. Gael Tarleton, D

District 37
Sen. Rebecca Saldaña, D
Rep. Sharon Tomiko Santos, D
Rep. Eric Pettigrew, D

District 38
Sen. John McCoy, D
Rep. June Robinson, D
Rep. Mike Sells, D

District 39
Sen. Keith Wagoner, R
Rep. Dan Kristiansen, R
Rep. Carolyn Eslick, R

District 41
Sen. Lisa Wellman, D
Rep. Tana Senn, D
Rep. Judy Clibborn, D

District 43
Sen. Jamie Pedersen, D
Rep. Nicole Macri, D
Rep. Frank Chopp, D

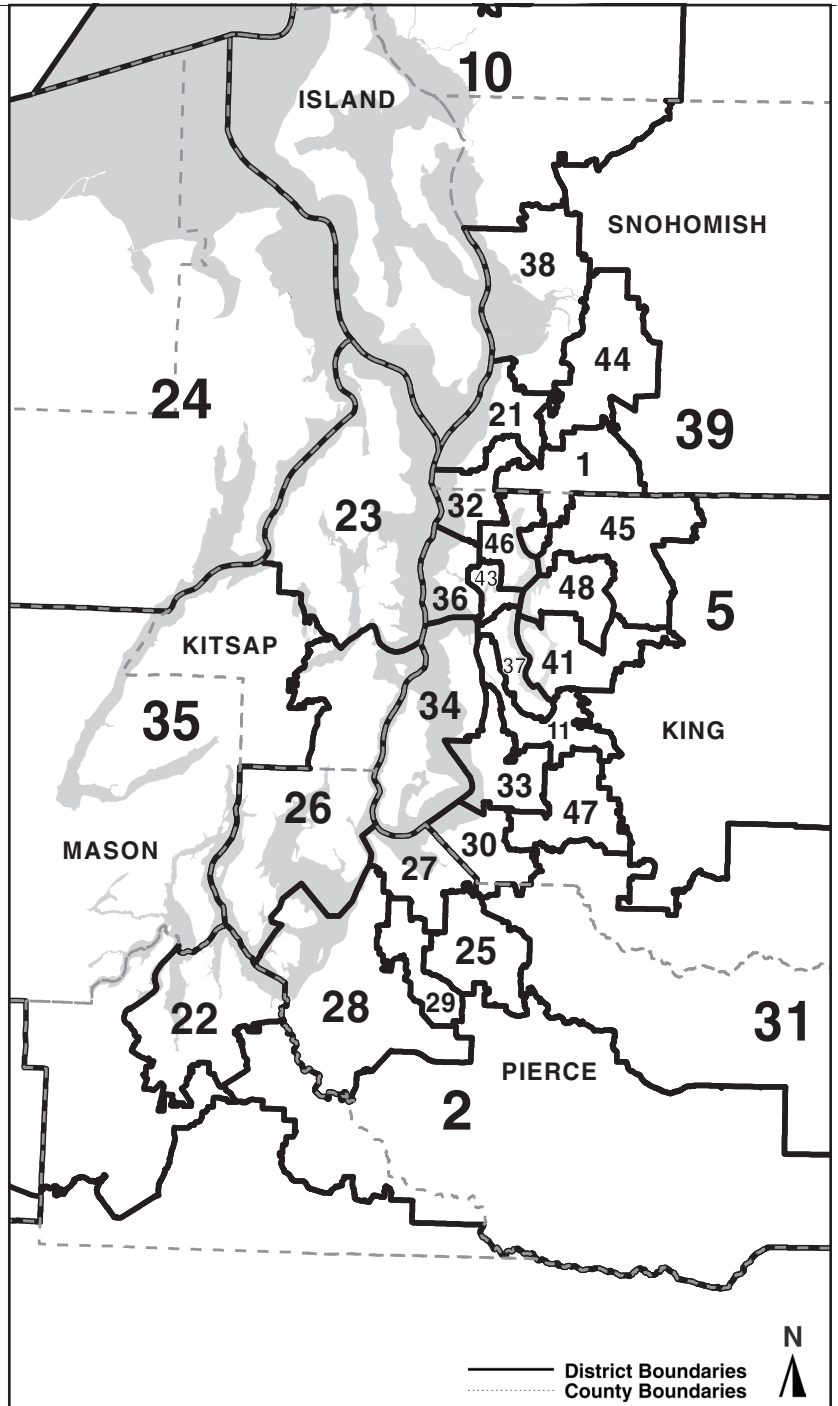
District 44
Sen. Steve Hobbs, D
Rep. John Lovick, D
Rep. Mark Harmsworth, R

District 45
Sen. Manka Dhingra, D
Rep. Roger Goodman, D
Rep. Larry Springer, D

District 46
Sen. David Frockt, D
Rep. Gerry Pollet, D
Rep. Javier Valdez, D

District 47
Sen. Joe Fain, R
Rep. Mark Hargrove, R
Rep. Pat Sullivan, D

District 48
Sen. Patricia Kuderer, D
Rep. Vandana Slatter, D
Rep. Joan McBride, D



HOW A BILL BECOMES A LAW

1. A bill may be introduced in either the Senate or House of Representatives, but the procedure by which a bill becomes a law is much the same, wherever the bill originates.
In this story, the bill is introduced in the Senate by a member, or members, of that body. After the bill is filed with the Secretary of the Senate, it is given a number and, unless a majority demands it be read in full, it is read the first time by title only in open session of the Senate. It is then referred to a standing committee of the Senate.

2. The committee studies the bill and often holds public hearings on it. The committee will then meet to consider the information it has gathered. It may approve the bill with or without amendments, draft a new bill on the same subject incorporating the desired changes, or take no action.

3. The committee is now ready to report back to the Senate. If the majority is in favor of the bill as introduced or with certain amendments, the committee recommends the bill for passage. The committee report is read in open session of the Senate, and the bill is then referred to the Rules Committee.

6. After passing in the Senate, the bill will go through an almost identical procedure in the House.
If the bill is passed by the House, but is amended by that body, the Senate must concur in the amendments or ask the House to remove them. If the Senate does not accept the change in the bill and the House insists on the change, a conference committee may be requested to work out the differences.

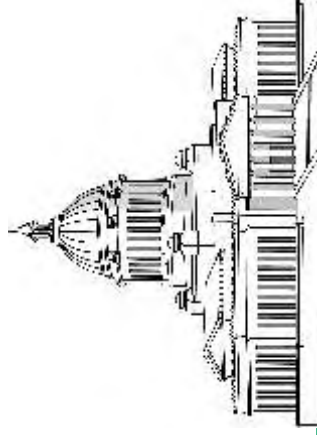
5. When the bill appears on the calendar for second reading, it is subject to amendment. It is then returned to the Rules Committee where it must receive a favorable vote before being placed on the third reading calendar for final passage. This referral to Rules is often bypassed by vote of the Senate and the bill is placed on final passage immediately following its second reading. Depending upon the degree of controversy, debate may last a few minutes to several hours — or even several days.

4. After the bill has been recommended for passage by the standing committee to which it was originally referred, the Rules Committee can either place it on the second reading calendar for debate before the entire body, or take no action. If the bill has a significant fiscal impact, it may be referred to the Ways & Means or Transportation Committee for budget impact

7. If appointed, a conference committee has the power to work from the proposed amendments or to recommend new amendments or a new bill, consistent with the subject matter of the original measure. When the conferees reach agreement, they report to their respective houses. Their report is either adopted or rejected without any changes.

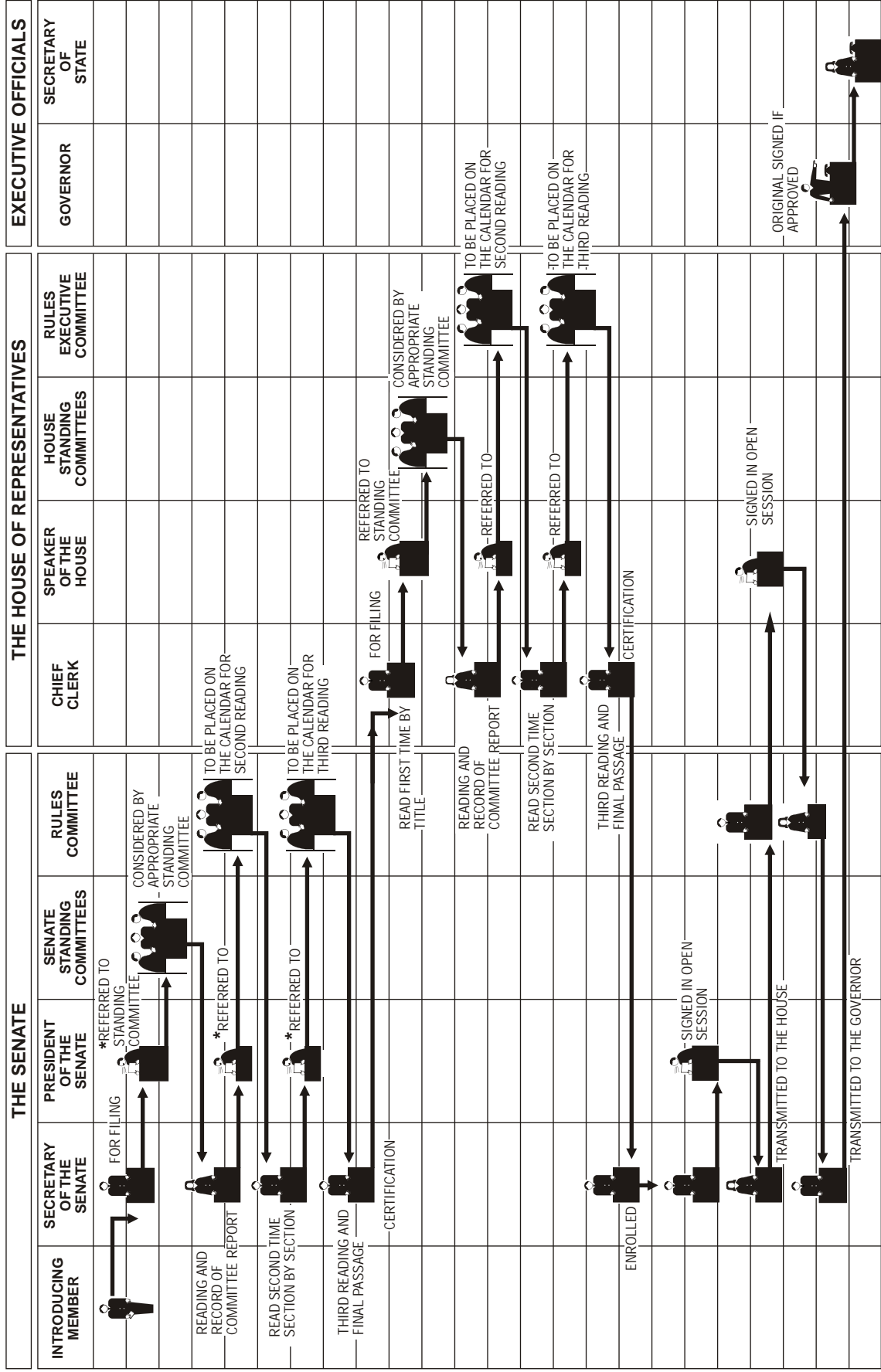
8. If the report is adopted and the bill passed by both houses, the bill is signed by the President of the Senate and the Speaker of the House in open sessions of each body, and then is sent for the Governor's signature.

9. Within five days, if the Legislature is still in session, or twenty days after its adjournment, the Governor may sign the bill or veto all or any section of it. The Legislature can override the veto by a two-thirds vote of both houses. If the Governor fails to act on the bill, it becomes law without a signature.



THE COURSE OF A BILL

Published by the Senate and the House of Representatives



The above procedure for a noncommittee bill introduced in the Senate is the simplest possible, neither veto nor amendment has occurred. If such a bill is introduced in the House, the Chief Clerk would perform essentially the same functions as the Secretary of the Senate as indicated above, and the action of the Senate thereon would occur after passage thereof by the House.

* By a vote of the Senate

GIVES BILL CHAPTER NUMBER IN SESSION LAWS PERMANENTLY FILED

Revised 12/4/15

A Citizen's Guide to Effective Legislative Participation



"There is but one element of government, and that is THE PEOPLE. From this springs all government."

— **John Adams**

"It is not the fact of liberty, but the way in which liberty is exercised that ultimately determines whether liberty itself survives."

— **Dorothy Thompson**

The Legislative Process

Every year, the Legislature meets to engage in the process of public decision making. The objective is to reach a consensus on a wide range of issues affecting every citizen and the future prosperity of Washington State. It is a process that involves cooperation to make critical decisions in everyone's best interest.

We have chosen representatives to carry out the difficult task of determining what kind of laws and policies will best serve these interests. However, to effectively perform their job, legislators rely heavily on input from a wide variety of different sources.

They receive a great deal of technical information from their staff, state agency personnel and professional lobbyists. Yet, much of what they actually decide depends on the views, interests and preferences of the citizens who elect them.

This is precisely how the legislative process was designed to work best. It is based on a close, open and positive relationship between elected officials and the citizens whom they represent.

You can actively participate in the legislative process in a variety of ways. Select the method that allows the fullest expression of your personal interest and commitment, but follow some basic steps.

Know How the Process Works

For your individual participation to be most effective, a basic understanding of the whole legislative picture is essential. If there is something you do not understand about the process, ask someone who can provide an answer. Here are some resources:

- Call the Legislative Information Center at **(360) 786-7573**.
- Call your legislator's office.
- Explore the Legislative Web Page at www.leg.wa.gov for an overview of the legislative process, and for information on how a bill becomes a law and how to read a bill.
- Listen to or watch broadcasts of committee hearings to see how they work. All committee hearings are broadcast live in streaming audio over our internet web site and many hearings are televised live on TVW (www.tvw.org).

Make Yourself the Expert

Before you address an issue, do some homework. Know the whole issue: who it affects, what others feel about it, how it will influence future trends, and any other information you are able to gather. Thorough research allows you to present your viewpoint with confidence and credibility, and, combined with your personal experience, is the most effective information you can provide.

Get to Know Your Legislators

To make a difference in the legislative process, you must develop a relationship with your legislators. Keep in mind that you can work effectively with someone, regardless of the personal opinions either of you may hold. Although you are unlikely to agree on every issue, you can still build a positive relationship.

The best way to get to know your legislators on a personal basis is to spend time with them when the Legislature is not meeting. Arrange a meeting during the months between sessions when they are home.

Your legislators are also your neighbors. You share many of the same interests and concerns, so make a strong effort to build on the common ground you both hold. Take the time to find out who they are as people.

You can contact your legislators in a number of ways:

- **Personal visit.** Call the office, introduce yourself, tell the legislator or the legislative assistant what you would like to discuss, and make an appointment for a visit.

If you plan a visit, be prepared for your discussion. Know what you want to say, be factual, and

make your comments as brief and specific as you can. If you do not know something, be willing to admit it and offer to follow up with more information later, which is also an avenue for further discussion.

- **Write a letter.** Express your views and request the member's attention through the mail. Make your letters brief, to the point, clear, and formal. Include your mailing address and phone number so the legislator knows where to respond.
- **Send an e-mail message.** Like letters, e-mails should be brief, to the point, clear, and formal. Include your name and mailing address, as well as your e-mail address, and let the legislator know how you'd prefer to be contacted.
- **Call the toll-free Legislative Hotline.** You can call the toll-free Hotline at 1-800-562-6000 to leave a brief message on any issue.
- **Testify before a committee.** Make your views and positions known by testifying before a committee that is having public hearings on an issue or bill.
- **Attend a Town Hall Meeting.** Most Legislators conduct periodic town hall meetings at various locations in their district. This is a good opportunity to meet your Legislator and to express your views and concerns in an informal setting.

Get to Know Legislative Staff

Legislators rely heavily on professional staff for information gathering and analysis. You can play an equally supportive role by making sure staff are aware of the perspective your personal knowledge and experience can provide.

Legislative staff work on a wide range of issues. They always appreciate new sources of clear and accurate information, and they can provide you with the most current information they have.

Network with Other Citizens

Much of the information you need to be effective in the legislative process can be obtained from other concerned and active citizens. Most interest areas are represented by informal citizen groups, if not formal membership organizations.

Find out whether there are groups that share your concerns and establish a network. A group of concerned citizens can be much more effective working together, rather than as separate individuals trying to accomplish the same goal.

Key Points to Remember

Regardless of how frequently you contact your legislators, you will be far more effective if you follow these points:

1. Be well prepared for your discussions.
2. Provide a written statement with all verbal presentations.
3. Make letters and e-mail formal, specific, and concise.
4. Don't berate or argue with your legislator when you disagree. Simply thank the member for the time spent with you and express a desire for further discussion.

Whatever position you represent, however, remember your participation makes a difference. Our legislative process is one way each of us may contribute to the quality of life we experience in our state. Your willingness to be a responsible, involved participant is crucial to the decision-making process.

During the Legislative Session

Building Relationships with Legislators

All policymakers want and need to hear from constituents who are impacted by their decisions. Public officials must consider a vast number of issues. Depending on the political level and resources available, these issues could be divided among many staff members that are responsible for following all activity and constituent support for each of their assigned issues. A staff member may be responsible for 20 or more broad issues and is seldom an expert in all of them. Staff members rely on a multitude of resources to keep them knowledgeable, including groups like WA-SEN and experts like you.

You must be proactive and offer to serve as a resource to policymakers and their staff. You are in an excellent position to provide them with information about State Need Grant and how robust financial aid policies (like SNG) affect your community. Once you have developed a working relationship with the official and his or her staff, they will look to you more often and ask for your input as these issues come forward.

By establishing yourself as a reliable source of information, you are improving your access to the policymaker. Below are some general guidelines to help you develop a good relationship with your federal, state and local officials. One reason why this is important is because as your issues come before the state legislature, it is easier to share your perspective with a policymaker's office that you already have a relationship with!

General Guidelines

There are many options available for communicating with policymakers: letters, telephone calls, personal visits, email and social media. If you are trying to educate a legislator on an issue that requires immediate attention, emails and phone calls are the best option. E-mail is particularly useful when communicating with staff members who you have worked with previously or who you would like to engage in a more substantive conversation. If you need to provide detailed information and have a longer period of time in which to work, a personal visit may be more appropriate. Whether you write, call or visit your policymakers, some basic guidelines are applicable to all methods of contact:

Know your officials.

Learn as much as possible about your federal, state and local officials and where they stand on issues. How have they voted in the past? What is their political philosophy? Officials who support your position can help you develop your strategy; those who "don't know" need more of your attention; and those who are opposed can sometimes be persuaded to change their minds. Never assume you know what your official thinks – find out! Usually, there is a copy of

their biography and information about their positions on their web sites. To find contact information for your legislators, visit leg.wa.gov, or visiting www.wa-sen.org.

Identify yourself.

Identify yourself as a constituent by providing your address, location of your school, and your congressional district. Identify yourself as a WA-SEN student. In addition, identify your experience with state financial aid, or your reason for advocating for state financial aid like SNG.

Be prepared.

Know your issue. Know the legislation or program you support and the impact it will have on your college, organization or local community, and, if appropriate, on the nation. Know and use statistics and facts whenever possible. In this age of accountability, numbers matter! Use resources on www.wa-sen.org to help you prepare to speak knowledgeably on State Need Grant. WA-SEN will have approved messaging and language you can use to educate your legislator.

Be specific.

Be specific and state how many additional students you would like to see receive the State Need Grant. ***Refer to number of students rather than dollar amounts or budgetary bills when educating legislators as part of WA-SEN. This helps us stay out of the “lobbying” sphere per WA-SEN’s grant agreement with the Gates Foundation.*** Please contact the WA-SEN director if you’re ever in doubt. If the policymaker expresses support for your position, hold him or her to that commitment.

Be concise.

Be concise in your written or verbal communications. Public officials and their staff have limited time to devote to any one issue. A one- or two-page fact sheet can summarize your points and is more likely to be read and filed for future reference than a 10-page document. In face-to-face meetings, highlight key issues and leave behind a fact sheet as a reminder of essential points you want the official to have on hand.

Be constructive.

Be pleasant, polite and use a “soft-sell” approach even if a policymaker does not agree to support you in a specific instance. Do not threaten or make negative comments. You are looking for a continuing relationship and will probably need the official’s support on other issues in the future. In the meantime, feel confident that you have shared your information in a positive manner.

Follow up.

Follow legislation and other issues affecting WA-SEN throughout the legislative and implementation processes and be prepared to contact your policymakers several times on one

issue. Keep the pressure on him or her through your continued contact. As a constituent, your voice matters! You are the butter to their bread.

Continue the connection.

It is important to continue developing ties with your policymakers and their staff. In addition to contacting them about specific legislation or issues, also:

Congratulate them on honors received or elections won, thank them for their service to your district and share positive information about you and your fellow students.

Public officials appreciate, but seldom receive, thank you letters for actions taken. Be among those who show appreciation for their support and you will be remembered!

Sharing news articles or research studies with your officials are ideal ways to educate and highlight the impact it has made on the legislator's constituents. This is an easy way to promote our message and continue developing rapport with the legislators. You are also giving them information they can use to justify their support of WA-SEN's priority.

Visiting Policymakers

Here are some tips to make your meeting more effective:

Make your appointment in advance.

Call your public official's office and request a meeting (at least a few weeks in advance, if possible). Identify who you are, who you represent and who will attend; state the time required (15 minutes is typical) and the subject you want to discuss. The day before the appointment, call to confirm. WA-SEN will make appointments for students during Student Engagement Day (generally held in February) in Olympia during session.

Do your homework.

Be prepared to answer questions or provide information about WA-SEN and know what points you want to make before the meeting. Also, learn about the policymaker and his/her priority issues. Try to have statistics and facts about WA-SEN, and know how the official's support has helped in the past or could help in the future. A lot of information can be found using the internet. If you need assistance, contact Darcy Posselli at Darcy@WA-SEN.org or visit www.wa-sen.org.

Be on time, flexible and brief.

When it is time to meet with a public official, be punctual and patient. It is not uncommon for an official to be late or to have a meeting interrupted due to their crowded schedule. If interruptions do occur, be flexible. If the opportunity presents itself, continue your meeting with

staff. Bring concise written information (the shorter the better—e.g., a fact sheet) regarding WA-SEN and its importance.

Select a spokesperson.

If there are two or more people going to the appointment, identify a spokesperson to lead the discussion and ask other members of the group to speak as the discussion moves along.

Make local connections.

After introductions and handshakes, start the meeting with a comment about mutual interests (friends, activity in the state, a recent vote) to tie you or your program to the policymaker, though keep this brief.

State the purpose of your visit.

Tell the official who you represent, what you want to talk about and why you are talking with him or her. Be direct, but polite.

Use your expertise and share success stories.

You are there to share your expertise on the issue you're discussing. Be prepared to share brief anecdotes and success stories to make your point. Be sure to identify how your community and the policymaker's constituents will be affected. Most importantly, your story makes you an expert. Share how financial aid has impacted you and others you know.

Discuss how WA-SEN serves the community.

Discuss your college experience and its importance to the community. Discuss the importance of State Need Grant to the people in your community, local businesses and the economy.

Listen carefully and answer questions truthfully.

Allow the official to share his or her insights or positions with you. Though you may not agree, this gives you the chance to respond based on your knowledge and experience. Do not argue, but listen carefully and identify issues of concern or differences of opinion. Answer all questions to the best of your ability. If you do not know the answer to a question, say you do not know and promise to find the answer and get back to them.

Summarize major points.

Wrap up the meeting by summarizing the major points of discussion and leave behind a fact sheet with your name, address and phone number.

Leave promptly.

At the end of your allotted time, thank the policymaker and the staff for their time and leave promptly.

Follow up.

Send a brief thank you letter and any follow up information you may have promised to the policymaker and the staff who were instrumental in assisting you, and keep up the relationship with the office over time. Periodically send information that may be of interest to the office. Thank the officials who support WA-SEN's priorities. Also remember that developing and maintaining good relationships with staff may be the most effective means to making your concerns heard.

Corresponding with Legislators

General Tips

Know who your elected officials are and how to contact them.

- If you don't know who represents you, you can find out by using the online guide. Leg.wa.gov or www.wa-sen.org.
- Your representatives' web pages will give you their mailing addresses, phone numbers, and e-mail addresses.

Make sure you understand the legislative process.

- Even the most basic understanding of the process will help you effectively express your ideas.

Use a variety of communication methods.

- You might choose to telephone, write, e-mail, fax, or visit your representative.

Writing Effective Letters

- Spell your representative's name correctly and use the correct address. If you don't, you could lose your audience.
- Type or print legibly. Sign your name neatly and give your address correctly so they can respond to your letter.
- Keep letters, e-mail, and faxes brief. Never write more than one page. Concise written correspondence is more likely to grab and keep the reader's attention.
- Identify your issue or opinion at the beginning of the letter, don't bury your main point under text.
- Cover only one issue per communication. If you have another issue to address, write another letter/email.
- Back up your opinions with supporting facts. Your letter should inform the reader.

- Avoid abbreviations or acronyms, and don't use technical jargon. Rather than impressing your reader, such terms will only frustrate him or her.
- Don't send the same letter to more than one representative. Personalized letters have more impact.

Calling or Visiting Your Representative

Plan your call or visit carefully.

- Keep to the point and discuss only one issue. Organize your thoughts ahead of time and make notes to help you stay on track.

Make an appointment when planning to visit your representative.

- Don't just drop by your representative's office and expect him or her to drop everything to see you. Call or write for an appointment.

Prepare a one-page fact sheet concerning your issue to give to your representative.

- This will help him or her better retain what you present. WA-SEN can help!

Making Your Communication More Effective

It is important that letters or e-mail be as simple and clear as possible. To make your communication more effective:

Keep it short.

Limit your letter to one or two pages.

Use appropriate address and salutation.

Use the correct title, address and salutation and spell each correctly.

Be positive.

Policymakers, like most of us, respond best to praise, not criticism. Tell them you supported them in the past (if you did) and how you need their help. It is extremely important to acknowledge their previous support on this or other issues.

Ask for a reply.

When they do reply – and they usually will – write again. Compliment positive actions taken or encourage reconsideration of negative actions or those not taken. When a public official differs from your position, his or her response may include such language as “careful study,” “due

consideration,” or “keeping your comments in mind.” These are often negative indicators and do not show commitment. Write back for clarification. Doing so lets the policymaker know that you are serious about the issue and are following his or her actions carefully.

Establish yourself as a resource.

You are an expert in your field and can offer to provide additional information regarding the field, the issue, and the impact of proposed legislation.

Writing Email

From individual emails to coordinated email campaigns, email is an established advocacy tool that is used effectively by a wide range of stakeholders. Its main advantage is the ability to get your message delivered promptly compared to perhaps finding your public official's phone lines busy, especially when an important vote is imminent. Its disadvantage is the possibility that your message won't be read in time or at all. With that possibility, it is prudent to have an effective statement in the subject line of the e-mail in case it isn't read. To make your e-mail more effective:

Summarize your views in the subject line.

Make it short and efficient, for example: “Fund SNG.” Whether consciously or subconsciously, staffers will always see the subject line in their e-mail windows.

Keep content short.

Limit your message to a few paragraphs. Email is designed for quick messages, not lengthy discussion. It is best to use bulleted points, as in a fact sheet. Note that many offices will not open attachments or click on links. Otherwise, the same rules hold true as with letters:

Use appropriate address and salutation.

Be positive.

Establish yourself as a resource.

Ask for a reply.

WA-SEN will have approved messaging and language you can use to educate your legislator.

Calling Policymakers

If you want to make an immediate impact on an issue, use the phone. Staff and policymakers can't avoid getting the message from constantly ringing phones as the time of a decision on a major issue approaches. Hours of steady rings have been known to change the response from "thank you for calling" to "the Legislator supports fully funding SNG."

For contacting your Member of Congress, find your legislator's phone number either by visiting leg.wa.gov or www.wa-sen.org.

Once connected to the office, be sure to identify yourself as a constituent. Ask to speak to the staff member who handles higher education issues. Local officials may not have a staff member to field calls and may answer directly, but high-ranking public officials rarely take calls directly until you get to know them.

After you have identified yourself, tell the staff member the reason you are calling—remember to keep your remarks short and focused.

Remember to say "Thank you for taking my call and considering my views" – even if they disagree with you.

Using Social Media Effectively

Sharing your thoughts with your Senators or Representative on a routine basis will keep WA-SEN and State Need Grant in the front of their minds. By using advocacy as a tool, we can influence Congress to continue and improve funding for the State Need Grant.

Social media advocacy is one of the quickest and simplest ways to spread the #FundSNG message to the Washington state Legislature. You can share about the benefits of SNG, activities your students are involved in that are possible because of state financial aid, or your thoughts on key policy issues. You can even post pictures to illustrate your points.

WA-SEN Principles for Using Social Media

Be personal. Share your story through your own voice instead of "broadcasting" the message. Let your messages reflect your personality, use humor, and be transparent about who is posting messages.

Keep your eye on the goal. Refrain from posting personal attacks or negative comments about anyone. Straying away from your core message and facts will cause the community to lose trust in you and diminish the attention your social media presence receives from your followers, policymakers and media.

Facts not fiction. Staying credible means sharing quality information and refraining from posting exaggerated or false information about your SNG.

Be social. Conversation is a two-way street, even online. Join topics and discussions with other people and organizations. The more you engage the WA-SEN community and policymakers, the more the #FundSNG message moves forward.

Ask questions. If you have a question about engaging in social media advocacy, please feel free to reach out to Darcy at Darcy@WA-SEN.org with any questions you may have before engaging policy makers.

There are several ways to communicate about WA-SEN through social media:

Twitter: Share your story in a condensed version, and be sure to include hashtag #FundSNG

Facebook: Write your story on your legislator's Facebook wall. You can also post it on WA-SEN's Facebook page or post as your own status update.

Blog: Create and share your experiences on your own blog; send policymakers the link.

Video: Create a video about your story, post it to YouTube and share it through Twitter or Facebook.

Find your Senators' and Representative's social media contact information by searching for them through the platform. Try to use a policymakers' official, not campaign, accounts.

Courtesy of Association for Career and Technical Education

Outside of the Legislative Session

Focus: Educate Legislators and Recruit other Student Voices

Recruitment

Build a Community on Campus

Help spread the word and boosting participation on campus. Fully funding State Need Grant has a positive effect on all of us!

Become a “virtual” WA-SEN advocate...

- “Like” WA-SEN on Facebook - Write your story on the wall!
- Promote the advocacy site on your Twitter or Facebook sites
- Repost or retweet media articles on student aid issues

Become a “live” WA-SEN advocate...

- Distribute WA-SEN flyers in your school's dining halls, student activities center, financial aid office, admissions office, and registrar's office
- Enlist support of faculty, financial aid directors, and other campus administrators in spreading the word about WA-SEN
- Publish stories about student aid in campus and student newspapers and alumni periodicals
- Post a news item, insert, or advertisement in alumni and student publications
- Charter WA-SEN as a club on campus
- Email other clubs about getting involved in WA-SEN
- Present about WA-SEN opportunities in your classes
- Meet regularly and plan how to connect with legislators as a group
- ***Apply for a WA-SEN Student Driven Education and Advocacy grant to excite and engage more students to get involved***

Connect with Legislators throughout the Year

Using the toolkit information above, keep yourself and State Need Grant in front of your legislators by:

- Attending their town hall meetings
- Writing op-ed's in your school paper or other print mediums
- Activate social media by sharing and/or creating content that captures the importance of fully funding the SNG

- Write letters, email, thank you cards, etc. to your legislators
- ***Apply for a WA-SEN Student Driven Education and Advocacy grant to educate legislators and keep them engaged until the next legislative session.***

Town Hall Meeting Speaking Guide and Talking Points

Logistics

- Have a student sign up to speak if there is a sign-up sheet, otherwise just speak when the chance is provided
- Try not to be the first to speak or radically change the topic if others are still commenting on a topic

Points to make in your own words

Thanks for holding this meeting

- First I want to thank you for holding this Town hall meeting. This is the first time I have attended one and did not know what to expect but it is great that you are giving folks in your district a chance to speak to you and express their concerns

Introduce yourself and your college or university

- I am a student at (name college or university) majoring in_____ and on campus I am involved in_____ so I thought it was time to get involved in the legislative process

Tell a bit of your story

Examples:

- To pay for my college I receive scholarships and state need grants and my parents help; or I would not be able to go to college if it were not for my scholarships;
- I am the first in my family to go to college, my mom and or dad insisted that I go to college and they are right because I know I will be thankful as my life goes on;
- I absolutely love what I am taking in school and I love the university I attend, it is the right fit for me and what I want to accomplish;
- I can't imagine not getting a college degree because what it gives you for the rest of your life;
- At times going to school is hard – I see some students really struggling especially over financial issues so state aid is really important

Express support for State Need Grant

Examples:

- The reason I came here is to say that I hope you continue to fully funding State Need Grant, no matter what form it may take so that those who need it can count on it to help pay for college.
- I also am aware that there are a number of students on my campus who would qualify for State Need Grant but do not receive it since the program is underfunded so it can't serve all who are eligible.
- I believe the state should help make college affordable no matter what school a student chooses to attend
- I appreciate that the state budget is tight and the economy is still recovering, and I can only imagine the hard choices you have to make in the budget
- But I believe funding State Need Grant should be a very high priority for the budget and I ask for your support.
- Thanks again for holding this meeting and for listening

This is meant to be a guide to help you to think about what to share. Keep in mind that your stories will be most impactful if you put them into your own words

Additional Resources

All toolkit information will be available through www.wa-sen.org. Additional information to help you connect with your legislators and track events will also be available through www.wa-sen.org by June 2018.



Our Priorities

Vision

Advancing equity, higher education attainment, and robust financial aid by elevating the diverse voices of Washington's students.

Mission

To increase educational attainment and advance equity by creating an inclusive unified student voice across all sectors to engage and educate policymakers about the importance of supporting higher education for all Washingtonians.

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