



# **Branch Public Policy Chair Toolkit**

## **TABLE OF CONTENTS**

### **INTRODUCTION**

1. Table of Contents .....	2
2. Welcome Aboard .....	4
3. Branch Public Policy Position Description.....	5
4. Our Mission, Goals .....	7

### **PUBLIC POLICY ACTIVITIES**

1. Introducing Yourself .....	11
2. Forming Public Policy Committee, Interest Group .....	12
3. Selecting a Public Policy Focus, Project .....	14
4. Sample Public Policy Survey .....	15
5. Branch Public Policy Action Plan .....	16
6. Branch Newsletter Samples .....	18
7. Brochure (1) and (2) .....	19
8. Candidate and Issue Forums .....	24
9. Branch Support of AAUW of OR State Public Policy .....	26
10. Get-Out-The-Vote .....	27
11. Equal Pay Day .....	28

### **PUBLIC COMMUNICATIONS**

1. Meeting with Legislators .....	33
2. Letters of Support .....	35
3. Letters to the Editor .....	36
4. Access to Legislative Committee Hearings .....	38

### **LOBBY DAY**

1. Overview .....	41
2. Agenda .....	42
3. Information Packet .....	43

### **NAVIGATING OREGON'S LEGISLATIVE PROCESS**

1. Oregon Legislative Information Service .....	55
2. How an Idea Becomes Law (Picture) .....	56

3. How a Bill becomes Law .....	59
4. Legislative Calendar .....	62

#### ADDITIONAL RESOURCES

1. National Public Policy Priorities .....	64
2. AAUW of OR Bylaws - Public Policy Committee .....	68
3. Candidate Endorsements .....	70
4. Use of the Word “Partner” .....	73
5. Use of the Name “AAUW” .....	74
6. State Public Policy Updates .....	75
7. Past Bills of Interest .....	78
8. Two Minute Activist .....	81
9. National AAUW Public Policy Links .....	82
10. National AAUW Research .....	83
11. Legal Advocacy .....	86
12. Get out the Vote Toolkit - LWV .....	87



## **Welcome Aboard as a Branch Public Policy Chair!!**

The position of a Branch Public Policy Chair is one of the most important positions a Branch member can occupy. It is endlessly fascinating, fun and challenging at the same time. Importantly, it results in increasing your community's welfare. What more could you want?

Another key aspect of serving as a Branch Public Policy Chair is that it brings with it the likelihood of bringing new as well as diverse members to AAUW. Times do change, but social, educational and economic needs unfortunately still await solutions and social action. Women, families and girls are particularly impacted by this situation. Engaging with other community groups may strengthen your ability to address these problems.

This said, there is a great degree of flexibility in what you accomplish as Branch Public Policy Chair. Keeping goals simple can help ensure a degree of success for you and your entire Branch. Sponsoring an issue forum is a great first start. Choose a topic that interests you and your Branch. Take a look at challenges which impact your local community. Do some preliminary legwork and learn more about the issues. Enlisting Branch members to join a Public Policy Committee will help you advance your goals.

The State Public Policy Committee and its Chair are also interested in hearing what YOU and YOUR Branch are doing about public policy. We are hoping to establish a Branch-District Director-State Public Policy Committee communications matrix where we all can keep up to date with what each Branch is doing. You may do a project or activity that other Branches would like to hear about and perhaps replicate, and you may wish to hear about other Branch public policy projects so you can tailor them to your Branch. Public policy-making is a team effort!

We, of course, hope that this Handbook will answer most of your questions. Should you encounter any challenges, you will always have the State Public Policy Chair and the State Public Policy Committee to consult and work with.

So, once again -- Welcome and Have Fun!

*State Public Policy Chair and Members of the State Public Policy Committee*



## **Position**

### **Description - Branch Public Policy Chair**

The Public Policy Chair has two primary functions. The first is to advocate on behalf of AAUW's public policy goals and priorities. The second is to represent AAUW's public policy priorities when communicating with policy makers, elected and appointed officials, AAUW members, the public, and the media.

#### **What You Can Do For Your Branch:**

Become familiar with AAUW and AAUW of OR public policy materials. A number of these are contained in the "Additional Resources" folder of this Handbook.

Keep the Branch Board and members informed about public policy initiatives and activities, including submitting public policy updates for publication in your Branch newsletter.

Form a Branch Public Policy Committee. With your leadership and in collaboration with this Committee, identify issues of interest, and in particular, how these issues impact your local community. Conduct research into what the problem is, who it is impacting, what actors are involved and develop a plan to address the problem. This may, for example, mean attending City or County public meetings.

Coordinate Branch public policy activities which might include tabling at rallies or educational events, writing letters to the editor, get-out-the-vote events, conducting candidate or issue forums and so on. (See "Get Out the Vote Activities" in the Branch Public Policy Activities folder of this Handbook and a League of Women Voters "Toolkit" in the Additional Resources folder.)

Connect with, and where appropriate, coordinate your public policy activities with the AAUW of OR Public Policy Committee and/or Chair.

Advise Branch members of state and other public policy events, including Lobby Day.

Participate in community coalitions that seek to advance priority AAUW interests. You won't be "partnering" with these groups, but joining in as part of a coalition. (See "Use of the Name AAUW" and "Restrictions Using the Word 'Partner'" in the Additional Resources folder of this Handbook.)

Ensure public policy priorities are included in your Branch's annual plan.

Sign up to receive the AAUW *Washington Update* newsletter and become a Two-Minute Activist and subscribe to *Action Alert*. Encourage Branch members to do so

as well. (See subscription instructions in the Additional Resources folder of this Handbook)



## Public Policy Mission and Goals

AAUW of Oregon adopts public policy goals at annual meetings held in even-numbered years. They guide public policy at all levels. They are in turn guided by National AAUW's Mission and goals. In the time period between annual meetings, any proposed changes to these goals must be approved by the State Board of Directors.

### **National AAUW Mission**

To advance gender equity for women and girls through research, education, and advocacy.

#### **VALUES**

Nonpartisan. Fact-based. Integrity. Inclusion and Intersectionality.

#### **VISION**

Equity for all.

#### **DIVERSITY**

In principle and practice AAUW values and seeks diverse membership. There shall be no barriers to full participation in this organization on the basis of gender, race, creed, sexual orientation, national origin, disability or class.

### **AAUW of Oregon Mission**

AAUW of Oregon promotes advocacy, takes action to empower women and girls, and connects National AAUW with branch members.

#### **VALUE PROMISE**

By joining AAUW, you belong to a community that breaks through educational and economic barriers so that all women and girls have a fair chance.

#### **VISION STATEMENT**

AAUW empowers all women and girls to reach their highest potential.

### **AAUW Oregon Public Policy Goals (2020-2021)**

#### **PUBLIC EDUCATION**

- Improved and stable funding for Title IX enforcement in schools;
- Increased proficiency of K - 12 school students in civics and civic engagement;
- Equal educational opportunities for all with emphasis on the protection and preservation of academic freedom and access to broad-based, bias free education at all levels;
- Opposition to public funds for vouchers, private schools, and non

- accredited education programs;
- Access to high quality, affordable education at all levels, especially for women in poverty;
- Closing of the persistent achievement gap that disproportionately affects low-income children and students from communities of color;
  - Increased participation of women and girls in the fields of science, technology, engineering and math (STEM), and civics, history and political science (CHiPS);
- Provision of financial assistance for childcare and other costs associated with being a student parent.

#### ELIMINATION OF DISCRIMINATION AND VIOLENCE

- Protection of all persons from discrimination and violence on the basis of gender, race, color, religion, sex, sexual orientation, national origin, marital status, disability, age or class;
- Elimination of bullying, sexual harassment and sexual assault;
- Promotion of racial, ethnic and gender justice, including creating a diverse culture where the richness of ideas, backgrounds and perspectives is fully appreciated and utilized;
- Adoption of the Equal Rights Amendment to the United States Constitution and the ratification of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women;
- Support of programs that address human trafficking;
- Freedom from violence and fear of violence, including hate crimes, in homes, schools, workplaces and communities;

#### STATE AND LOCAL GOVERNMENT

- Ensuring full and fair access to civil and constitutional rights, including meaningful campaign finance reform, open and fair elections, and nonpartisan voter education efforts that will promote equitable political participation and representation in appointed and elected office;
- Fair and equitable taxation at all levels of government;
- Elimination of the kicker and establishment of an adequate reserve fund;
- Reaffirmation of the separation of church and state;
- Ensuring adequate long-term funding for education, public safety and human services;
- Accountability and transparency in government operations;
- Support of a fair, balanced and independent judiciary.

#### HEALTHCARE

- Universal availability of quality, affordable and accessible health services for all;
- The right of all persons to have access to the reproductive health care options of their choice;
- A clean, healthy and sustainable environment;



- Recognition that gun violence is a health care crisis.

#### ECONOMIC SELF-SUFFICIENCY

- Greater availability of and access to benefits that promote work and life balance, including quality and affordable dependent care;
- Safe, livable and affordable housing;
- Strengthening of retirement benefits, including the protection of Social Security;
- Increased access of women to all levels of the economic process;
- Pay equity and fairness in compensation.



## BRANCH PUBLIC POLICY CHAIR ACTIVITIES

*The Grants Pass Branch of*

**AAUW**

American Association of University Women

invites you to join us

in an Observance of

**EQUAL  
PAY  
DAY**

**Tuesday, April 14, 2015**

In observance of Equal Pay Day, local Restaurateurs & Merchants are offering Women Specials & Discounts for LUNCH and SHOPPING on April 14th.

AAUW is providing Equal Pay Day information and selling large \$1 COOKIES (discounted to 85 cents for Women).  
See back for details of locations and Specials.

WEDNESDAY, APRIL 8, 2015 • DAILY COURIER, Grants Pass, Oregon — 7A

Members of the Grants Pass branch of the American Association of University Women work on cookies for a sale to bring attention to the gender pay gap. Front, from left, are Susanne Harmon, Barbara Paulsen and Nancy Lester. On oven duty are, from left, Bonnie Goldstein, Marguerite Damewood and Melinda Schelen.

**Reduced prices for women to highlight Equal Pay Day**

By Edith Decker  
of the Daily Courier

Members of the Grants Pass branch of the American Association of University Women are hoping to bring more attention to Equal Pay Day this year with several events scheduled.

April 14 marks this year's Equal Pay Day nationwide because it is the date, on average, women work into a year to earn the same that men did in the previous year.

U.S. government and private study statistics show that this year women will earn from 10 percent to almost 20 percent less than their male counterparts for doing the same job, says Jorcen Goldstein, co-president of the branch, who has headed up this year's observance.

The only statistics for Oregon showed up last among states, and the District of Columbia for gender equality, with women do in the same job. With its government-heavy jobs, Washington, D.C., had the smallest gap, at 10 percent.

To remind people of the disparity, AAUW members have secured support from local restaurants and merchants, who will offer one-of-a-kind specials or discounts to women.

The branch is also selling cookies at three locations on April 14 for \$1 to men and 85 cents to women, to point out the gender pay gap. Information about the issue will be available at these booths, Goldstein says.

Cookies will be sold from 8 a.m. to 2 p.m. at Club Northwest, from 11 a.m. to 3 p.m. at Rogue Community College and from 11 a.m. to 2 p.m. at the Grants Pass Museum of Art.

Seven local restaurants are participating with specials.

- The Bohannon will give 10 percent off lunch for women, 11 a.m. to 2 p.m., and 10 percent for dinner, beginning at 6 p.m.
- Granite City Brewing will give 10 percent off lunch for women, 11 a.m. to 2 p.m.
- Goodfellow's Graciously will give women 10 percent off lunch from 11 a.m. to 3 p.m.
- Makina's will give a free dessert to women during lunch.
- Donna's Patisserie will give 10 percent off lunch to women from 11 a.m. to 3 p.m.
- The Potted Cork will give a free dessert with lunch to women.
- The Vine will give women 15 percent off lunch from 11 a.m. to 2 p.m.

Other merchants participating are:

- Evangel Family Book Store

will give 10 percent off purchases between 11 a.m. and 3 p.m.

- The O'Brien Marketplace will give 10 percent off select clothing and 10 percent off select food items.
- The Glass Page will give 10 percent off purchases.
- El Street Antiques and Interiors will give 10 percent off on a single item and other discounts.
- Justice's Beauty Boutique will give 10 percent off purchases.
- The Kitchen Company will give a free gift to those who mention Equal Pay Day on April 14.
- Sandy's Carlin's will give 10 percent off food items.
- WM Hagan's Fine Pastries will give 10 percent off purchases.

Equal Pay Day was first observed in 1991. Through the AAUW branch has observed the event at meetings. This is the first year the branch has put together events for the public concerning Equal Pay Day.

Goldstein says the committee has been overwhelmed by the number of business interests in helping to bring the issue to people's attention.

Branch reporter Edith Decker at 414-1724  
edith@grantspasscourier.com



## Introducing Yourself

Whether you're a new Branch Public Policy Chair or beginning another year, consider sending your Branch members a letter letting your Branch know who you are and how important -- and fun! -- Branch Public Policy can be. Your letter should briefly include what you and your Branch Public Policy Committee hope to accomplish in the coming year.

Here is a sample:

*Dear Branch Members,*

*I'm writing as our Branch Public Policy Chair and hope to engage you in joining our activities. You are more than welcome to join our Branch Public Policy Committee too! We had a great year last year \_\_\_\_ [example of Branch PP activity \_\_\_\_]. Some of AAUW of OR's important achievements are:*

- *equal pay for equal work,*
- *a requirement that high school students must complete a course in civics,*
- *assistance for women incarcerated at Coffee Creek Institution.*
- *increased funding for Title IX oversight in our schools*

*We're still working on combatting age discrimination in the workforce and requiring corporations to have women on their boards of directors. You can help getting those bills passed too!*

*As Branch Public Policy Chair, I hope to make it easier for members to respond to local and state "calls to action." You may wish to opt-in to receive the State Public Policy Updates. I can assist with that or you can contact the State Public Policy Chair directly.*

***Optional:*** *I've proposed adding a Two-Minute Activist tab to our Branch website where members can easily sign up to get Federal legislative updates and "calls to action" and link with their Representative and Senators. In recent years, members helped pass invaluable federal legislation that included the Family and Medical Leave Act, the James Byrd Jr. Hate Crimes Prevention Act, and the Lilly Ledbetter Fair Pay Act.*

***Optional:*** *In order to make sure that our Branch is doing what's important, I will be sending out a questionnaire asking for your opinion about where you believe our public policy efforts should be directed. Is there a local issue that needs attention? How can we work with our State Public Policy Committee on state issues? We want to make sure and answer the question: what's in it for me!*

*I look forward to meeting all of you and learning how together we can make a positive difference for women and girls in our communities.*



## Public Policy Committee or Public Policy Interest Group

It's important to identify and recruit members who are interested in working either on a Public Policy Committee or who are interested in helping with public policy advocacy activity or an event. It is often the case that members only have an interest in doing one task or helping out with one project rather than joining a Committee. That's just fine! Members may also have an interest in a particular issue. That's fine too! Instead of forming a "Committee," you might wish to form a Public Policy Interest Group. Becoming active in public policy activities can give all of us a sense of meaning and purpose and working together as a team provides our ticket to success.

Here is a great example of what the Grants Pass Branch sent to its members:

### **AAUW GRANTS PASS PUBLIC POLICY COMMITTEE INVITES...**

*It has been said that all politics is local. Do you read the Letters to the Editors in the Daily Courier? Are you interested in what happens in the County Commissioners' meetings? The Grants Pass City Council meetings? Do you wonder why or why not certain things happen or do not happen in our town and county? In the local school districts? At RCC? At the Library?*

*Our AAUW Grants Pass Public Policy Committee is looking for members to join us in looking into these things. If you are curious about any of these things, if you would like to have more of a voice in any of these matters, please join us. We will learn how to become more involved, how to advocate for the mission and values of AAUW Grants Pass.*

*The Public Policy Committee of AAUW of Oregon will help us do whatever we want to do in our local area. It will teach us what we want/need to know to accomplish our goals.*

*For more information and to join, contact Georgia Applegate at [gkapple@gmail.com](mailto:gkapple@gmail.com). She is waiting to hear from YOU!*



**Branch Brochure:** You might wish to develop and distribute a Branch Brochure. Here's an example of one that was prepared by the Salem Branch.

### WHAT DO WE DO?

Salem Branch participates in multiple community activities that promote equity and access for women and girls through donations of time, energy, and funds.

- Salem Branch awards a **college scholarship(s)** to an outstanding graduate at Chemeketa CC.
- Branch members serve as tour guides at **Mahonia Hall**, the governor's residence.
- October: Salem Branch helps support Willamette University's **Peace Lecture**.
- October: Join Salem members in the **Discover Pink Walk** to raise money for local women's breast exams to prevent cancer.
- **League of Women Voters Candidate Forum:** Branch funds and member volunteers help coordinate a candidate forum each biennium.
- **Speech Trek:** March 5 or 12. A juried competition on a selected topic for 10<sup>th</sup>/11<sup>th</sup> grade girls with sizable prizes.
- **Equal Pay Day—and Oregon's Equal Pay Act**
- **Work Smart**, a program to help women negotiate better salaries and benefits.
- Branch members contribute to **AAUW Funds**



Speech Trek 2020  
Participating students with Dr. Della Stritto at  
Chemeketa Community College

### MEETINGS ARE OPEN TO THE PUBLIC.

**BRING YOUR FRIENDS.** Call a contact person (previous page) to confirm time and place. In-person or Zoom? Based on OHA and CDC guidelines.

**Members: Check the newsletter.**

#### September

- September 11, 10 a.m. Membership Social, Zoom

#### October

- October 11, Eleanor Roosevelt's Birthday
- October 16, 10 a.m. CAHOOTS—Mental Illness & Law Enforcement
- October 27, Peace Lecture, Willamette Univ.

#### November

- November, 10 a.m. Women in Manufacturing Chemeketa CC, Manufacturing Bldg.

#### December

- December 10, Salem Speaks Up! Human Rights Day.
- **December 11, 10 a.m. Willamette Heritage Center. Dye House: Holiday Celebration**

### 2022

#### January

- January 13, 7 p.m. Affordable & Fair Housing

#### February

- February TBA, Lobby Day
- February 12, 10 a.m. Climate Crisis Solutions
- February 16, 6:30 p.m. New Member Meeting

#### March

- March 5, 9:30 a.m. Speech Trek
- March TBA: **Annual Meeting & Elections.**  
Program: Salem-Keizer Coalition for Equity

#### April

- April 2, Equal Pay Day
- April 8—10, AAUW of Oregon State Convention, Ashland
- April 16: Salem for Refugees

#### May

- May 13: 6:30 p.m. Brain Agility on the Go! Salem Hospital CHEC, depending on pandemic.

### INTEREST GROUPS

For fun, learning, service, and friendship

1. **Out to Lunch Bunch:** 2<sup>nd</sup> Friday monthly
2. **NEW: Public Policy:** Advocacy activities. Contact Peggy Shippen: [shippen63@gmail.com](mailto:shippen63@gmail.com) if you are interested.
3. **Random Readings:** Contact Mary Bauman [marybauman55@gmail.com](mailto:marybauman55@gmail.com) or Dolores Mlynarczyk [dmlynarc1969@gmail.com](mailto:dmlynarc1969@gmail.com)
4. **Creative Cooking** monthly dinner group. Contact Lark Abrahamson [larkabe@yahoo.com](mailto:larkabe@yahoo.com)

Honoring Rosie the Riveters from World War II



Speech Trek Winners





## Selecting a Branch Public Policy Focus and Undertaking Projects

Here are some guidelines for selecting an issue or project that your Branch may wish to become involved in. Remember that you need not undertake a long-term or challenging project. Sometimes “short and sweet” is better. It is also often the case that when our members hear “public policy,” they immediately think of state or national issues. These issues can certainly impact your community, but you may be more effective in engaging on a local level. A large part of advocacy is based on the relationships you establish and “all politics is local.”

**Important Note:** Neither the Branch Public Policy Chair nor the Branch Public Policy Committee can state that it represents “AAUW” or “AAUW of OR” without obtaining prior permission. This said, one of the key functions of a Branch Public Policy Chair is to inform members about public policy issues at all levels so that as individuals our members can voice their opinions or take individual action. It’s just the “represents” that’s a problem.

### **Guidelines**

Consult with your Public Policy Committee and/or survey members about what they would feel comfortable, and indeed enthusiastic, about doing. This could range from being an usher at a candidate or issue forum, to doing research regarding a problem, or advocating about an issue at City or County public meetings.

Determine which issue might interest your Committee and your members.

Learn which other organizations are involved with the issue and consider joining with them in their advocacy – not as partners, but as coalition members.

Outline short-term and long-term goals and objectives for what you hope to accomplish and apprise your Board of your plans. The Board should also approve of any major projects.

Consult with the State Public Policy Committee and/or its Chair. They can ensure your chosen issue and proposed plans fall within the AAUW public policy guidelines. They may be able to offer suggestions and strategize about how to accomplish your goals.

Don’t forget to let the State Public Policy Committee and/or its Chair know the results of your public policy work. Other Branches may wish to adopt some or all of your efforts.



## Branch Public Policy Survey

**Here's a sample of a Branch Public Policy Survey you may wish to follow:**

AAUW of OR Branch Public Policy Survey

Name \_\_\_\_\_

As your new Branch Public Policy Chair, I want to learn what public policy issues move and inspire you to lend your voice – even in a small way. Please complete this questionnaire and return it to me [give your contact information] by \_\_\_\_\_ [date].

1. Identify a public policy issue(s) that interests you:

- \_\_\_ homelessness
- \_\_\_ police accountability and transparency
- \_\_\_ school board actions
- \_\_\_ volunteering to foster civics programs
- \_\_\_ mitigating climate change – cleaner, safer environment
- \_\_\_ other - feel free to add to this list!

2. Check all the ways that you have previously supported any public policies:

- \_\_\_ Written a letter-to-the editor
- \_\_\_ Contacted a public official about a public policy issue
- \_\_\_ Spoken to a group in support of a policy, bill or legislative changes
- \_\_\_ What are the reasons you made this contact or spoke to a group?

3. Would you be willing to participate in a candidate or issue Forum  
by: Attending? \_\_\_\_\_ [Y/N] Volunteering to help? \_\_\_\_\_ [Y/N]



## Creating a Branch Public Policy Action Plan

Before undertaking action, you may wish to write up a plan describing the what, why, and with whom you will proceed. Here are some guidelines for doing so.

### **Be Mission Driven**

Activities should reflect who we are and appeal to our members and the broader community.

**Know Your Resources.** This includes everything from materials to members. Is there anything on the AAUW or AAUW of OR website? Have you contacted the State Public Policy Committee and/or Chair? How many of your members are interested in proceeding? What kinds of resources and connections do your Branch members bring to the table?

**Identify your allies.** Make sure they represent a wide range of perspectives and backgrounds. Remember to think outside the box when it comes to potential allies. Are there any community programs that are heading in the same direction? Consider connecting with nearby educational institutions.

**Build a team** that will define a plan and the strategies to accomplish it. This process may begin with a small core public policy team, but can expand to include younger members and people with differing skills and expertise. Assign these members tasks to help get the planning done and to use everyone's talents. Keeping them updated and informed will keep them inspired. You may wish to meet with the previous Branch Public Policy Chair for information gathering and mentoring.

**Set goals** using the SMART test so they are easy to evaluate. Are they sufficiently specific, measurable, achievable, relevant and timebound? Clearly defined goals help you identify when you have "won" – so you can celebrate!

**Identify a mix of internal and external shorter-term goals** so that you are always building grassroots capacity. Identify action steps, key players and a timetable for meeting your goals. Consider: What needs to be done? Who can do it? When should it be completed?

**Get buy-in** from your Branch leaders and members. Make sure they realize the steps that are needed in order to achieve your goals as well as the potential impact of achieving them.



Consider whether and how to contact the media. Identify all potential media, including social media. Would letters to the editor help, and if so, what are the media outlet's rules for submitting them?

Make a list of dates for national (can be found online in AAUW's calendar of upcoming events), state or local awareness days that might relate to your plan.

Regularly evaluate your progress. You may wish to consider using pre- and post-surveys. Identify the barriers to success and how they may be overcome. Are you reaching the number of people you intended to reach?

Be sure to let your State Public Policy Committee/Chair know about your progress.

**Celebrate Your Milestones!** Take the time to celebrate your accomplishments and recognize the individuals who helped achieve them. You may wish to send thank-you cards or emails or hold a thank-you party for your Branch members and other allies. And to take a moment to recognize your own part in achieving important goals for your Branch, the community and the State.

Articles in your Branch newsletter can keep members informed and enthused about a number of public policy matters. You can include updates about what you and your Committee is doing. They can describe the progress you have made in accomplishing your public policy goals and provide information about local and state public policy issues and events. You can also encourage Branch members to join in the public policy process by, for example, asking them to submit letters of support or participate in public policy activities.

Here are some samples:

### **PUBLIC POLICY REPORT** **Georgia Applegate, Grants Pass Public Policy Chair**

#### Chalk the Vote - A Great Branch Public Policy Project

The Oregon Women's Historical Society is collaborating with a number of groups — including some of Oregon branches — in the Chalk the Vote project. It honors a number of truly significant events in our history including the 100th anniversary of the 19th Amendment (removed sex from the group denied voting rights) and the 15th Amendment (removed voting rights bans on race, color or prior servitude) by chalking the text of these and other Amendments on our sidewalks and public places. Sounds like fun to me — and you can do it while social distancing!

Here is a link to get all the information you need for this project, including the text of the amendments:

<http://www.oregonwomenshistory.org/uncategorized/chalk-the-vote/>. Here are a few examples from last August 26<sup>th</sup>.



Our branch will be doing this in mid to late October at each member's individual convenience from October 13 -20.

Sidewalk chalk will be available at Lee Bollschweiler's house outside her front door. Come and take whatever colors you like.

Write on your own driveways, the sidewalks around your houses and your neighborhoods. Take pictures and send them to me or Lee. We will post them in the newsletter and on our Facebook page. Chalk messages about voting as well.

## Get Out the Vote

In early October we are going to send an email out to every branch member that she/he may send to family, friends, neighbors, volunteer and work buddies asking them to vote. This email asks them to forward the email to their family, friends, neighbors, volunteer and work buddies asking them to do the same. Studies have shown that personal contact often makes a difference as to whether or not a person will make the commitment to do something.

Our September branch meeting will be on the topic of suffrage and suffragists. I am asking everyone who comes to our September meeting to find out about a suffragist from the state of her birth. Here is an excellent site from which to glean information.  
<https://suffragistmemorial.org/suffragists-by-state/>

Finally, the Grants Pass Branch Public Policy Committee needs YOUR help!  
Are interested in public policy and would like to learn more about what your representatives in government are doing at the local, state, and national levels? Would you also like to inform our members? Would you like to be involved in political action sanctioned by our branch?

I am really not interested in being a committee of one. Please help.  
If so, contact Georgia Applegate, Public Policy Chair, [gkapple@gmail.com](mailto:gkapple@gmail.com).

.....

## **PUBLIC POLICY REPORT**

Submitted by Georgia Applegate, Branch Public Policy Chair

National AAUW is focused on three main bills for the 117<sup>th</sup> Congress:

- **Paycheck Fairness Act:** AAUW has worked for decades to pass this landmark legislation to advance pay equity. The House of Representatives passed the legislation with bipartisan support during the 116th Congress, but it stalled in the Senate. The bill has already been reintroduced in the 117th Congress with broad support, but quick action is needed to get this critical bill to President Biden's desk so he can sign it into law. Take action with the AAUW Paycheck Fairness Act advocacy tool kit today.
- **Raise the Wage Act:** Raising wages has never been more urgent than during the pandemic. Frontline workers—who are disproportionately women of color—are among the most underpaid workers in the country. The continued stagnation of the minimum wage, combined with the COVID-19 crisis, has reinforced and widened racial and gender wage gaps. Ensuring all workers receive a fair wage is a matter of gender and racial justice. Act now to demand Congress raise the minimum wage.
- **FAMILY Act:** Congress took an important step toward emergency paid family leave in the first COVID-19 relief package last year—but those provisions have expired. Without paid leave, caregivers leave the workforce, families struggle to make ends meet, businesses lose valued employees and our economy suffers. In a public health crisis, paid leave saves lives and livelihoods. Engage today to make sure that paid leave never expires.

On our state level AAUW of Oregon is supporting two bills at this time:

**HB 3110:** Requires board of directors of publicly traded corporation to have specified proportion of female directors and directors who are members of underrepresented communities. Punishes violation of requirement with civil penalty of at least \$100,000.

**HB2938:** Establishes a Task Force on Age Discrimination. Directs task force to identify and evaluate impacts of age discrimination in workplace and report to interim committees relating to business and labor. Sunsets December 31, 2022. Declares emergency, effective on passage.

The State Public Policy Committee meets monthly to consider many bills to support/oppose on behalf of members. Consult OLIS for the status of any bill or to sign up to follow a bill or get updates or press releases.

<https://olis.oregonlegislature.gov/liz/2021R1>

If any member wants to have the AAUW of Oregon Public Policy Committee consider supporting/opposing any bill or issue, please let me know.

.....



## **PUBLIC POLICY UPDATE**

By Salem Branch Public Policy Chair

Please check your email and complete a short but important public policy survey. What state and local issues interest you? Which would move you to write a short letter to an elected official? I'm interested in the Salem Climate Action Plan. Is anyone else? Most of our action will be via email or Zoom. I hope you're willing to help.

Federal Bill Allowing Medicare and Medicaid to Negotiate Prescription Drug Prices **Contact US Rep Kurk Schrader**

<http://schrader.house.gov/contact/>



On Sept 16, 2021, US Rep Kurk Schrader voted to block a bill lower prescription drug prices. He is proposing an amended version. Please contact Rep Kurk Schrader and let him the importance of his voting for meaningful legislation to lower the cost of drugs.

AAUW Oregon – A Recap from Trish Garner, AAUW of OR

PP Chair

Corporate Board Diversity Bill (HB 3110). Trish has put together a promotional PowerPoint presentation of the Corporate Board Diversity Bill. The bill will be re-introduced in 2023. Men outnumber women on boards nearly 3:1 and women and minorities (includes men and women minorities) nearly 2:1. *Fortune 500*. The bill provides that -

- By 2023, at least one woman and one individual from an underrepresented community must serve on boards of publicly traded corporations.
- By 2024, board membership must be 40% diverse.
- The same individual cannot be listed both as a female director and a

- director who is from an underrepresented community.
- If the corporation fails to comply, it must publicly distribute a “discussion and analysis” regarding its past efforts to attain diversity and what steps will be taken to remediate the noncompliance



# Public Policy Brochure

**Branch Brochure:** You may wish to develop and distribute a Branch Public Policy Brochure. Here's an example of one that was prepared by the Salem Branch.

## WHAT DO WE DO?

Salem Branch participates in multiple community activities that promote equity and access for women and girls through donations of time, energy, and funds.

- Salem Branch awards a **college scholarship(s)** to an outstanding graduate at Chemeketa CC.
- Branch members serve as tour guides at **Mahonia Hall**, the governor's residence.
- October: Salem Branch helps support Willamette University's **Peace Lecture**.
- October: Join Salem members in the **Discover Pink Walk** to raise money for local women's breast exams to prevent cancer.
- **League of Women Voters Candidate Forum:** Branch funds and member volunteers help coordinate a candidate forum each biennium.
- **Speech Trek:** March 5 or 12. A juried competition on a selected topic for 10<sup>th</sup>/11<sup>th</sup> grade girls with sizable prizes.
- **Equal Pay Day and Oregon's Equal Pay Act**
- **Work Smart**, a program to help women negotiate better salaries and benefits.
- Branch members contribute to **AAUW Funds**



## MEETINGS ARE OPEN TO THE PUBLIC.

**BRING YOUR FRIENDS.** Call a contact person (previous page) to confirm time and place. In-person or Zoom? Based on OHA and CDC guidelines.

**Members: Check the newsletter.**

- September**
- September 11, 10 a.m. Membership Social, Zoom
- October**
- October 11, Eleanor Roosevelt's Birthday
  - October 16, 10 a.m. CAHOOTS-Mental Illness Law Enforcement
  - October 27, Peace Lecture, Willamette Univ.
- November**
- November, 10 a.m. Women in Manufacturing Chemeketa CC, Manufacturing Bldg.
- December**
- December 10, Salem Speaks Up! Human Rights Day.
  - **December 11, 10 a.m. Willamette Heritage Center. Dye House: Holiday Celebration**
- 2022**

- January**
- January 13, 7 p.m. Affordable Fair Housing
- February**
- February TBA, Lobby Day
  - February 12, 10 a.m. Climate Crisis Solutions
  - February 16, 6:30 p.m. New Member Meeting
- March**
- March 5, 9:30 a.m. Speech Trek
  - March TBA: **Annual Meeting & Elections.** Program: Salem-Keizer Coalition for Equity
- April**
- April 2, Equal Pay Day
  - April 8 - 10, AAUW of Oregon State Convention, Ashland
  - April 16: Salem for Refugees
- May**
- May 13: 6:30 p.m. Brain Agility on the Go! Salem Hospital CHEC, depending on pandemic.

## INTEREST GROUPS

For fun, learning, service, and friendship

1. **Out to Lunch Bunch:** 2<sup>nd</sup> Friday monthly
2. **NEW: Public Policy:** Advocacy activities. Contact Peggy Shippen: [shippen63@gmail.com](mailto:shippen63@gmail.com) if you are interested.
3. **Random Readings:** Contact Mary Bauman [marybauman55@gmail.com](mailto:marybauman55@gmail.com) or Dolores Mlynarczyk [dmlynarc1969@gmail.com](mailto:dmlynarc1969@gmail.com)
4. **Creative Cooking** monthly dinner group. Contact ark Abrahamson [larkabe@yahoo.com](mailto:larkabe@yahoo.com)



Our Greater Pore AAUW is a philanthropic organization that supports our community's families by providing funds for the education of local women and girls. In addition, we support the National AAUW's initiatives for legal advocacy and research to promote gender equity.

In August 2021 we raised over \$6000 from our Annual Garage Sale of items donated by members, family and friends. 50% of these funds will provide scholarships to students attending Rogue Community College. Additional donations from members totaling \$4000 will fund local, state & national scholarships. Donations are tax-free when processed through our 501 (c)(3) charity GRUWOP (Greater Pore University Women's Charitable Fund).

One way we encourage young girls in Greater Pore to pursue educational goals is with GIRLS WHO! a day of fun filled exploration in science, technology, engineering & math (STEM) for girls 9-15 that we provide annually, partnering with Geoplinea & Zonta of Greater Pore.

Our members have a passion for improving the lives of women and girls, and we also enjoy socializing. If you'd like to help us help others AND have fun with friends, we invite you to join us!

### FUN WITH FRIENDS

These small **Interest Groups** provide opportunities for members to meet with others who enjoy similar activities. All groups are free of charge.

**POOLS & SPA**  
**GOLF FOR LUNCH**  
**ARTICLES MEETING WITH**  
**PAROLA DANCE**  
**ARTICLE APPRECIATION**  
**PAINT & PRIDE**  
**ARTICLE PRIZE**  
**PAINT APPRECIATION**



**THEATRE - DANCE**  
**MOVIE MOVIES**  
**A TASTE FOR ART**  
**READING IS FUNDAMENTAL**  
**ON PINE & GARDENS**  
**ELEGANT DINERS**  
**TRAVEL & TRAVEL**  
**GRAND ODDMENTS**  
**OUT & ABOUT**

For more information, contact **AAUW Greater Pore** at [info@aauw-gp.org](mailto:info@aauw-gp.org)

### PROGRAMS 2021-2022

**Saturday, September 18 10 am**  
**SEASON LAUNCH**  
Meet Scholarship Recipients  
Learn about Interest Groups

**Thursday, October 14 5 pm**  
Presentation of the Scholarship Recipients  
Thank a Donor

**Sunday, November 20 10 am**  
Thank a Donor  
Cynthia Hamblin, CPA

**Saturday, December 4 10:30 am**  
**HOLIDAY BUFFET**  
OP Golf Club Reception

**Saturday, January 15 10 am**  
Presentation of the Scholarship Recipients  
& Gift Exchange  
OP Mayor, Sara Brown

**Saturday, February 19 10 am**  
Meet with the Board of Directors  
Katie Cook, Library Director

**Thursday, March 17 6:00 pm**  
**WOMEN'S HISTORY MONTH**  
Breakfast & Luncheon

**International Women's Day**  
**April 2 EQUAL PAY DAY**  
A presentation of the Scholarship Recipients  
& Gift Exchange

**April 30-12:00 PM AAUW**  
**ANNUAL MEETING** (ADJUTANT)

**Saturday, May 21 10 am**  
**SCHOLARSHIP AWARDS**  
**CEREMONY**

**General Meetings are held at the**  
**FRUITDALE GRANGE**  
**140 Parkside Drive**

\* Meeting held via Zoom  
for info or to join us





## Candidate and Issue Forums

Whether it relates to a local, state, or federal matter, a candidate or issue event is a great way to engage your Branch and your community. You can learn more about the candidates who are running to represent you. You can also build support for the issues that matter to AAUW of OR and your Branch. Here are some suggested formats:

A **Candidate Forum** is a public event where candidates running for office are invited to express their positions on issues.

An **Issue Forum** is where an issue of interest is publicly examined by persons interested in the issue.

A **Virtual Town Hall** can be held on different platforms, including Zoom, Go-To-Meeting, Facebook Live etc.

NOTE: When holding these events, they must be done in a non-partisan, inclusive manner. If you wish to learn more about nonpartisanship, you can consult AAUW's Policy Number 301 in the AAUW Board of Directors Policy Book. AAUW branches with 501(c)(4) status must make a thorough and good faith effort to ensure the participation of at least two candidates for a specific office but may proceed with a forum if only one candidate accepts. AAUW branches with 501(c)(3) status may only proceed with a candidate forum event if at least two candidates have accepted the invitation. The process for issue forums is similar – representatives from both or all sides need to be invited to speak.

### TIPS FOR PLANNING, ORGANIZING AND IMPLEMENTING FORUMS

Plan Ahead !!

Create a Candidate Forum Committee.

Consider asking like-minded organizations to help host this event.

Select a date and time. Avoid religious or government holidays, dates when other community functions are scheduled, and business hours.

Select an Event space. When you do so, look for a location that will attract a broad range of community members, such as a local school, community center, or library.

Work on generating an audience. Although this is the most basic step in organizing a public event, it is often forgotten. Share your Forum invitations far and wide to individuals and organizations.

Identify and advise media about the event.

Select a Forum Moderator who will introduce the candidates / issue representatives, initiate the presentations, and keep the event moving. It's a good idea to ask a well-known, nonpartisan member of your Branch or community to serve in this role. Making this choice can generate interest in the event and add credibility to AAUW of OR and your Branch.



Select a Format for the Program. (1) Candidates or issue representatives should be given equal time to speak. They should be advised well before the Forum begins what the structure of the Forum will be and how much time they will be given to speak. (2) You will need to determine whether and how audience members can ask follow-up questions. You may choose to have Branch members collect questions on index cards which are then presented to a moderator who will actually ask the questions. Another plan is to have audience members ask questions from microphones.

Well in advance of the Forum (1) identify Branch members who will greet audience members, and if needed, distribute index cards, (2) select a check-in table attendant(s), (3) identify what, if any AAUW or other literature should be at a check-in table. You may also want to take this opportunity to give out voter registration guides and voter issue guides.

Prepare name tags for all participants.

Allocate a central, unobstructed area in the event space close to electrical outlets for TV camera crews and reporters so that they can have a clear line of sight to the speakers and the moderator.

Determine if refreshments such as water should be provided to the speakers.

Remind participants of the event a few days before it takes place.

Create a Candidate Forum Feedback Form. Decide who, when and how to collect the completed forms.

After the event, send a thank you communication to all event participants, AND, members of the Branch Candidate Forum Committee and your Branch who helped with the event.



## Branch Support of AAUW of OR State Public Policy

### HERE IS AN EXAMPLE OF WHAT THE ASHLAND BRANCH HAS DONE TO FOSTER AAUW OF OR STATE PUBLIC POLICY

MARCH 13, 2022

#### CALL TO ACTION Ashland Branch

Every other year in even-numbered years, the Oregon Legislative Session is short, 5 weeks. That means that the state Public Policy committee, chaired by Trish Garner, must review committee bills, identify those that AAUW of Oregon wants to support and get members to start providing testimonials to legislators to demonstrate AAUW's commitment to the legislation.

In 2022, Trish identified bills that she thought we should support. After review with the public policy committee, nine bills were designated as ones that AAUW should support. The members of the committee were asked to rally their respective local public policy teams to start writing testimonials letters, ASAP. We needed testimonials for all bills but our primary focus was House Bill 4002 which mandated paid overtime for farmworkers.

Our Ashland team also had a second priority, House Bill 4092, sponsored by our District 5 Representative, Pam Marsh. HB 4092 provided statewide financial and administrative support for Broadband governance.

As chair of the Ashland Public Policy team, I wanted our group to have a sense of urgency so I created a short timeline for writing the letters and submitting them to Trish for posting to the Oregon Legislative Information System (OLIS). I scheduled a team Zoom meeting on Friday, the day following the state committee meeting. I provided a sample testimonial letter, data sheets on the bills and a tutorial from Trish on how to write a testimonial letter. Letters were to be submitted by Monday at 5pm. That gave people four days. I made myself available for questions and distributed additional information as I received it from Trish.

The result; twenty-five letters in support of HB 4002 and nine letters in support of HB 4092 (Ashland submitted nine of these thirty testimonial letters) with both bills passing. I think that our Ashland to Public Policy team did an outstanding job in meeting the Call-To-Action needed get AAUW supported 2022 legislation passed into law.



## Get-Out-The-Vote

### ("GOTV") Activities

AAUW is dedicated to making sure every woman is registered and has all the information she needs to cast her vote. Our voter education work aims to increase women's political influence and educate voters on issues that are important to women and girls. GOTV activities bring branch members together, expose our good work to the public and can be a lot of fun. Here are some GOTV ideas:

**Voter Registration Events.** You can help get out the vote by making sure that all eligible voters are to registered they know how and where to cast their ballot.  
<https://sos.oregon.gov/voting/pages/myvote.aspx?lang=en>

**High School Students.** Voters in Oregon are automatically registered to vote when they apply for driver's license at the Department of Motor Vehicles (DMV), so it's important to educate high schoolers just before they become drivers.  
<https://sos.oregon.gov/voting/pages/motor-voter-faq.aspx>

**College Students.** Students have the right to register to vote in the place they consider their home. Arm them with the information they need about the voting process, important deadlines, and residency rules, and you will empower students to vote. Be sure to research voter identification and residency rules in Oregon and include absentee ballot applications in your efforts.  
<https://sos.oregon.gov/voting/Pages/student-voters.aspx>

**People who do not drive may register to vote online:**  
<https://sos.oregon.gov/voting/Pages/registration.aspx?lang=en>

**Registered Voters Who Haven't Voted.** As a branch, members can participate in non-partisan postcard campaigns. Mailed reminders to vote are shown to be among the most effective get out the vote methods. Collaborate with your local **League of**

**Women Voters (LWV)** who have printed "**Be A Voter**" postcards, addresses and sometimes the stamps available for members to write simple messages to encourage registered voters to vote. Find the LWV's "Get Out the Vote Toolkit" in the Resources

section.

### **Voter Education Events**



The more voters know about the candidates we elect – and where they stand on important issues – the more likely we are to choose leaders whose views align with our own. Branches can work to educate and empower voters by sponsoring nonpartisan candidates and issue forums and meet-the-candidate events in their communities.

#### **Hold Candidate or Ballot Measure/Issue Forums.**

Collaborate with your local **League of Women Voters (LWV)** who have developed “winning high school voter registration programs.” Find the LWV’s “Empowering Voters of Tomorrow” programs in the Resources section. See Candidate and Issue Forums in the BRANCH PUBLIC POLICY CHAIR ACTIVITIES sections of this Toolkit.

### **AAUW Ballot Initiative Summaries**

Disseminating information about ballot initiatives may also be a good public policy activity. See:

<https://ww3.aauw.org/what-we-do/public-policy/voter-education/ballot-initiatives/>

### **Get Out the Vote Do’s and Don’ts**

A successful get-out-the-vote campaign must be a compliant one! AAUW branches and state organizations may conduct election-related activities, as long as:

- the activities do not expressly advocate the election or defeat of any clearly identified partisan candidate or political party, and
- the preparation for and conduct of the election-related activities are not coordinated with any candidate or political party.

Acting as private citizens, individual AAUW members may endorse candidates for partisan elective office, contribute money or anything of value to such candidate(s), and organize for supporting such candidate(s). Such endorsement, contribution, or organizing activity cannot use the name of AAUW. Any AAUW member who is actively involved in a candidate’s campaign should avoid participating in activities that may give the appearance of AAUW’s endorsement of the candidate.

### **Relevant AAUW Policies (Find these in the ADDITIONAL RESOURCES section of the Toolkit)**

Use of Name and Logo (AAUW Policy 110)

Collaborations with Other Organizations (AAUW Policy 600)

Candidates for Public Office (AAUW Policy 301).

The National Voter Registration Day has put together a collection of resources at your

disposal to help organize events and activities leading up to National Voter Registration Day. While this year's holiday has come and gone, these tools remain tremendous assets for registering voters in the run up to state and local elections, primaries, and (of course) National Voter Registration Day 2022 on September 27<sup>th</sup>. <https://nationalvoterregistrationday.org/toolkit-for-organizations/>



## EQUAL PAY DAY ACTIVITY AND COMMUNITY OUTREACH

Equal Pay Day is a national day when women's earnings "catch up" to men's earnings from the previous year. It occurs annually, usually in March. Commemorating Equal Pay Day is a good way for a Branch to get out into the community in order to increase awareness of this problem and get something done about it! Oregonians are covered by our Equal Pay Act, but there is no comparable federal law. This needs to change! **Here are some tips for Equal Pay Day Events.**

**Remember:** In Oregon not only is everyone entitled to the same pay for comparable work, but you can talk and ask about your and co-workers' wages without fear of reprisal from your employer.

**Consider hosting your event on campus.** Research shows that the gender pay gap starts just one year after college graduation, so your local campus is a perfect place to take your Equal Pay Day activities! Think creatively about engaging students! Some activities might include:

- Tabling <https://ww3.aauw.org/resource/how-to-tabling/>
- Issue forums and "unequal" bake sales.  
<https://ww3.aauw.org/resource/how-to-tabling/>

In organizing a campus event, it might be a good idea to check on whether your local institution is an AAUW college/university partner member. They may have Equal Pay Day plans and you may be able to collaborate with them and other allies on campus. If they're new to AAUW, consider inviting them to join your event.

**Consider hosting an "(un)happy" or "unequal pay" event.**

At these events, men will pay full price for the goods while women get a 20 percent discount (1 percent for each cent of the gender pay gap). You can also contact local establishments and ask them to partner with you to give women the (un)happy hour special price of 20 percent off the price they are charging men.

**At your events it is also important to urge your federal elected officials to pass federal equal pay legislation.**

**Consider an event acknowledging the pay inequities experienced by other historically disadvantaged populations.** Although these dates are subject to change, here are some examples:

- **Asian American and Pacific Islander Women's Equal Pay Day** is in early March. These women are paid 85 cents for every dollar paid to White men.
- **Mother's Equal Pay Day** is in early May. Mothers are paid 70 cents for every dollar paid to fathers.
- **Black Women's Equal Pay Day** is in early August. Black women are paid 63 cents for every dollar paid to White men.

- **Native American Women's Equal Pay Day** is in early September. Native women are paid 60 cents for every dollar paid to White men.
- **Latina's Equal Pay Day** is toward the end of October. Latinas are paid 57 cents for every dollar paid to White men.

**Additional Tools:**

Pay Equity Resource Kit

<https://ww3.aauw.org/resource/pay-equity-resource-kit/>

The Simple Truth About the Gender Pay Gap <https://ww3.aauw.org/research/the-simple-truth-about-the-gender-pay-gap/>



## PUBLIC COMMUNICATIONS







## Meeting With Legislators

Here are some important tips when communicating with public officials, legislators or their staff, in person, by email or via video communications.

### **Advance work:**

Know in advance of your meeting what you are going to say, including how your specific idea solves a specific problem and why it needs to be addressed now. Know what the arguments are against your position and be ready to counter them.

If you can, determine what position the legislator/official has taken on the issue. Read the legislator's biography which is on the Oregon Legislative Information Service website (<https://olis.oregonlegislature.gov/liz/2021I1>). You might use that information as a way of introducing yourself.

If there's a bill number, make sure and know it.

Know where the bill is in the legislative/regulatory process, i.e. what Committee is considering it and whether Public Hearings or Work Sessions are scheduled or have been held. Public hearings are just that - the time when the public can communicate with the Committee considering a bill either in-person or by email. (See the "Access to Committee Hearings" in this "Public Communications" folder.) A Work Session is where the Committee members decide whether to pass the bill on to another Committee or the House / Senate with "do pass" recommendation, pass the bill on without recommendation or not move the bill forward. Neither in person or written testimony is accepted unless by express invitation by the Committee.

Obtain any information about the issue that AAUW of OR has developed. This includes "one-sheets" which are issue summaries used to present to legislators who may be unfamiliar with the issue.

### **At the Meeting:**

It's obvious, but rule number one is to carefully listen to what the legislator/official or staff person is saying. (Or read carefully what has been written.)

Instead of "educating" the legislator on a broad basis, use a personal example. That method is much more persuasive!

If you don't know an answer to a question, don't punt, but promise that you will get back with the legislator. And then do so.

Be brief. The legislator likely has another appointment waiting at the door. If the conversation begins to get off track, politely move it back to the issue at hand.

If you disagree, do so agreeably and with respect. That doesn't mean you need to be obsequious, but it does mean that you need to be respectful. Don't burn any bridges – because you may need to communicate with that legislator again.

Ask for a specific action. You may consider asking the legislator to be a chief or a co-sponsor of

a bill. Confirm as clearly as you can whether you can count on support from the legislator.

**After a Legislative or Official Contact**

Follow up with a thank you and any further information. Thank staff as well. Maintain the relationship in positive ways.

If at first you don't succeed, try, try and try again -- but don't become a pill!



Emails, letters and faxes are an extremely effective way of communicating with your elected officials. Many legislators believe that a letter represents not only the position of the writer but also many other constituents who may have not had the time to write.

**IMPORTANT NOTE:** As Branch members we are encouraged to communicate with elected officials, but we can't say we represent or are writing on behalf of the Branch. (See "Use of the Name AAUW" in the Additional Resources folder of this Handbook.)

**These tips will help increase the effectiveness of your letter:**

- **Keep it brief:** Letters should never be longer than one page, and should be limited to one issue. Legislative aides read many letters on many issues in a day, so your letter should be as concise as possible.
- **State who you are and what you want up front:** In the first paragraph, tell your legislators that you are a constituent and identify the issue about which you are writing. If your letter pertains to a specific piece of legislation, it helps to identify it by its bill number (e.g. House / Senate Bill \_\_\_\_\_).
- **Hit your three most important points:** Choose the three strongest points that will be most effective in persuading legislators to support your position and flesh them out.
- **Personalize your letter:** Tell your elected official why this legislation matters in his community or state. If you have one, include a personal story that shows how this issue affects you and your family. A constituent's personal stories can be very persuasive as your legislator shapes his or her position.
- **Personalize your relationship:** Have you ever voted for this elected official? Have you ever contributed time or money to his or her campaign? Are you familiar with her through any business or personal relationship? If so, tell your elected official or his staff person. The closer your legislator feels to you, the more powerful your argument is likely to be.

Your legislator's job is to represent you. You should be courteous and to the point, but don't be afraid to take a firm position. Remember that often your elected official may know no more about a given issue than you do. Reference:

<https://www.aclu.org/other/tips-writing-your-elected-officials>.

## Letters to the Editor

Branch members may share their views through “letters to the editors” in their local newspapers. This is easy to do by email. Most newspapers print email letters from readers in each issue along with helpful guidelines for writing their letters.

**IMPORTANT NOTE:** As Branch members we are encouraged to communicate with elected officials, but we can't say we represent or are writing on behalf of the Branch. (See “Use of the Name AAUW” in the Additional Resources folder of this Handbook.)

**Letters to the editor are great advocacy tools.** Sending letters to the editor can achieve advocacy goals because they:



**reach a large audience.**

**are often monitored by elected officials.**

**can bring up information not addressed in a news article.**

**create an impression of widespread support for or opposition to an issue.**

### Tips on Writing Letters to the Editor

- **Keep it short and on one subject.** Many newspapers have strict limits on the length of letters and have limited space to publish them. Keeping your letter brief will help assure that your important points are not cut out by the newspaper.
- **Be sure to include your contact information.** Many newspapers will only print a letter to the editor after contacting the author to verify his or her identity and address. Newspapers will not give out that information, and will usually only print your name and city should your letter be published.

### The Newspaper's Letter Policy

Here is a sample of a newspaper's letter policy that encourages letters from readers. Most letter writing policies are similar although the limit on the number of words may vary.

- Letters to the editor must be signed, and a full street address and phone number must be provided. Addresses and phone numbers are for verification only and will not be printed.
- Letters should be no longer than 250 words and are subject to editing. To be published, letters must be civil, fact-based and constructive to the community conversation.
- To give all readers a fair opportunity, writers are limited to one letter every 30 days.

**Send by Email.** The reality for virtually every print publication is that they prefer to get letters and other material by email, since everything they publish is set up on a computer and printed straight from software.

**Make references to the newspaper.** While some papers print general commentary, many will only print letters that refer to a specific article.

**Here are some examples** of easy ways to refer to articles in your opening sentence:

- I was disappointed to see that The Courier's May 18 editorial "School Vouchers Are Right On" omitted some of the key facts in the debate.
- I strongly disagree with (author's name) narrow view on women's reproductive rights. ("Name of Op-Ed," date)
- I am deeply saddened to read that Congressman Doe is working to roll back affirmative action. ("Title of Article," date)

### **Strategize for Effective Letter-Writing Advocacy**

- You do not have to be the only one to write the letter. Letters are often published with multiple signers.
- You also don't have to be the only one to write a letter. Several people may write letters on the same topic with the same or slightly different points, and submit them a few days apart, so that the issue stays on the Letters page for a period of time.
- Most of all, don't limit your communications. Brainstorm for ideas in your group – how can you further your goals by speaking to the readers of your community paper?



## Access to State Legislative Committee Hearings

### HOW TO SUBMIT WRITTEN OR VERBAL TESTIMONY OR LIVE STREAM A COMMITTEE HEARING

Testifying, whether verbally or in-person, can not only have an impact on your bill or issue, but it can also augment our reputation of being an organization formed of informed, caring individuals.

**IMPORTANT NOTES:** As a first step, it will be important to determine what position, if any, the State Public Policy Committee has taken on the bill or issue you are interested in. It could be more than awkward to be presenting contradictory or confused messages to legislators. As Branch members we are encouraged to communicate to elected officials, but we can't say we represent or are writing on behalf of the Branch or AAUW of OR. (See "Use of the Name AAUW" in the Additional Resources folder of this Handbook.)

#### **Written Testimony:**

If you wish to communicate with a Committee about your support or opposition to a bill, here are some important steps:

1. The first step is to write your email or letter. The State Public Policy Chair will give you some ideas for what you might wish to say, but adding a personal story or reference is what makes all the difference in terms of the effectiveness of your communication.
2. Your email is officially designated as "testimony," but that's really just fancy talk for a letter expressing position on a bill. The simpler, the shorter, the more sincere, the better.

3. Save your letter as a PDF file.

4. If you wish to have the State Public Policy Chair file your letter with the Committee hearing the bill, just email it to her. If you wish to file it directly with the Committee hearing the bill, go to the Oregon Legislative Information Service ("OLIS") at <https://olis.oregonlegislature.gov/liz/2021R1>. Make sure you are in the right Session by selecting the Session icon and then the appropriate Session. You will then see a "Committee" icon on the right. Select the appropriate Committee and you will see some dates written in blue under "Meetings." Select the correct date and you will be taken to a Committee page. You will see a reference, again in blue, to "Open PDF Agenda." At the bottom of that page, you will see instructions on how to submit written testimony on a bill or topic scheduled for public hearing. Follow those directions.

- a. The page you are referred to is more or less self-explanatory, but after filling in your first and last names and email address, list AAUW of OR as your organization, but leave "on behalf of" blank. Make sure and check "support" or "oppose" depending on your position.
- b. You'll then see "Submit text or upload a PDF," and you choose "Upload a PDF." You'll see a "Select a file" box. Select that and you will automatically be taken to your desktop.
- c. Find your letter in PDF on your desktop. Press "Choose for Upload" and you'll

be back on the Testimony Submission Form page. Make sure and press the "I'm not a robot" button. Sometimes they will show you some photos and ask you to make a choice — Easy peasy.  
d. Then hit "Submit Testimony." Yay!! Mission accomplished!!

5. When it's filed, you'll get a "Testimony Submitted Successfully" message. Please advise the State Public Policy Chair that you have filed your testimony.

### **Oral Testimony, Whether Virtually or In-Person**

Again, the first step is to connect with the State Public Policy Chair about what you might wish to say.

You must pre-register to testify. In order to do so, follow the advice in Item #4 above up to the Committee page that refers to "Open PDF Agenda." At the bottom of that page, you will see instructions on how to register to testify live / remotely and how to register online. Follow these instructions. Remember to keep the confirmation information which contains the link which you will need to use to access the hearing.

**IMPORTANT:** When addressing the Committee at the outset of giving your testimony or in response to each and every question asked by a Committee member, you must first say "Chair \_\_\_\_\_ and members of the Committee" or "Co-Chairs \_\_\_\_\_ and \_\_\_\_\_ and members of the Committee". It sounds repetitive and awkward but that is the protocol. The protocol is very important to follow and failure to do so may be seen as disrespect. At the beginning of your testimony, you should also introduce yourself and identify yourself as a member of AAUW of OR. As indicated above, you are testifying as a member of AAUW but not "on behalf of" AAUW of OR. If testifying in person, the State Public Policy Chair will assist you in determining when and at what time you will be scheduled to testify.

### **To view a live stream of the hearing**

Once again and as described above, find the Committee page which refers to "Open PDF Agenda." You will see a link to view a live stream.





## LOBBY DAY







## Lobby Day Overview

**AAUW of OR Lobby Day** is just what it sounds like -- an opportunity to obtain information about issues and the lobbying process, plus to put that knowledge into action by communicating with a legislator. As much as practicable, members will be paired to meet with their own Representatives. Legislators highly value visits by constituents, and particularly a visit by an informed one.

Lobbying is all about relationships. Establishing a relationship before you have to make an "ask" is what it is all about. This process can be rewarding, and yes - fun! Once you engage in communications with public officials, you have a chance to know what is really involved with an issue and that further hones your effectiveness as an influencer.

Legislators really do want to hear what you say and giving a personal example of why an issue should be supported or opposed gives them context and a down-to-earth reality that is often absent in the legislative process. They get bombarded with statistics, broad based arguments and information provided by professionals. It is also important to understand that today's legislators are being asked to have deep knowledge about subjects they have never heard about before. Can you imagine voting on a biennial budget with all its many line items? It's often said that the "devil is in the details," but it is impossible for every legislator to know everything about every issue. That's where you come in -- by giving a personal example that's so much easier to remember.

You never know. You might get hooked on the lobbying process!



## Lobby Day Sample Agenda

### **Agenda for AAUW of OR Lobby Day, February 24, 2020 “Women Legislators in Salem: Getting There and Staying There.”**

8:30 Registration and Check-in

8:50 Welcome and Introductions

Trish Garner, Chair, AAUW of OR Public Policy Committee

9:00 Kickoff Speaker

**Senator Kathleen Taylor** (District 21, Milwaukie)  
Chair of Senate Labor & Business Committee

10:00 Break

10:15 Panel Discussion

- What It Takes to Make the Decision to Run
- Putting Together a Campaign and Team
- Finding Your Place in Salem
- Collaborating with Other Legislators and Lobbyists

**Representative Shelly Boshart Davis** (District 15; Albany, Millersburg)

**Representative Pam Marsh** (District 5; Ashland, Medford)

**Representative Rachel Prusak** (District 37; Tualatin, West Linn)

11:15 Lunch

Public Policy Engagement in Your Branch

Networking with Fellow AAUW Members

12:00 AAUW of OR Public Policy and Goals for 2020

Getting Our Message Across to Your Legislator

12:45-2:00 Legislative Appointments

Allow 15 minutes to get to your first appointment

Optional Activities

1:30 or 2:30 Half-Hour Guided Tour of the Capitol Meet in the Rotunda, at the State Seal



# Lobby Day

---

**APRIL 11, 2019**

State Public Policy Committee

# AAUW-OR's Public Policy Goals

## PUBLIC EDUCATION

- Vigorous enforcement of Title IX and all other civil rights laws pertaining to equal access to education;
- Improved and stable public funding for academic and workforce programs at all levels;
- Equal educational opportunities for all with emphasis on the protection and preservation of academic freedom and access to broad-based, bias-free education at all levels;
- Opposition to public funds for vouchers, private schools, non-accredited education programs;
- Access to high quality, affordable education for women and girls;
- Increased participation of women and girls in the fields of science, technology, engineering and math (STEM), as well as civics, history and political science (CHiPS);
- Increased financial assistance for childcare costs of student parents.

## ELIMINATION OF DISCRIMINATION & VIOLENCE

- Protection of all persons without regard to gender, race, color, sexual orientation, nationality, marital status, disability, age or class;
- Elimination of bullying or sexual harassment;
- Support of efforts to improve racial, ethnic and gender justice, including creating a diverse culture where the richness of ideas, backgrounds and perspectives are fully appreciated and utilized;
- Adoption of the Equal Rights Amendment to the United States Constitution and the ratification of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women;
- Support of programs that address human trafficking;
- Freedom from violence and fear of violence, including hate crimes, in homes, schools, workplaces and communities;
- Recognition that firearms and violence is a public health issue.

## STATE & LOCAL GOVERNMENT

- Fair and equitable taxation at all levels of government;
- Elimination of the Kicker and establishment of an adequate reserve fund;
- Reaffirmation of the separation of church and state;
- Ensuring adequate long-term funding for education, public safety and human services;
- Improved public access to the legislative process;
- Accountability and transparency in government operations;
- Vigorous enforcement of and full access to civil and constitutional rights, including voting rights;
- Promote meaningful campaign finance reform, open and fair elections.

## HEALTH CARE

- Universal availability, accessibility and quality health services;
- The right of all persons to have access to reproductive health care options of their choice;
- Oppose any efforts to undermine Medicare and Medicaid, including privatization.

## ECONOMIC SELF-SUFFICIENCY

- Greater availability of and access to benefits that promote work and life balance, including paid family and medical leave and quality, and quality and affordable dependent care;
- Safe, livable and affordable housing;
- A clean, healthy and sustainable environment;
- Promote strengthening of retirement benefits, including protecting Social Security;
- Pay equity and fairness in compensation.

# Meeting with Your Legislator

## IN PREPARATION

- **Review the talking points.** Familiarize yourself with the issue briefs so that you feel comfortable making your case. Be sure to make AAUW-OR's position clear and keep the meeting focused.
- **Determine roles.** Decide beforehand who will kick off the meeting, who will present the talking points, who will ask for the legislator's support of AAUW-OR's position, and who will take notes.

## DURING THE VISIT







- **Make introductions.** Be clear about who is a constituent – legislators are responsive to their constituents! Identify yourself as an AAUW-OR member and provide information about your branch.
- **Provide brief, clear statements about the issues.** Using the provided talking points will ensure AAUW members present a uniform, concise message.
- **Saying "I don't know" can be a smart move.** You don't need to be an expert on the topic. If you don't know the answer to a question, tell the staff or legislator you'll find out and get back to them.
- **Listen carefully to responses.** What do staff or legislators say about an issue? Are there questions or concerns that should be addressed? Pay attention to the direct and indirect statements.
- **Ask for support.** After you ask, pause. Let the legislator or staff answer and clarify if the response is not clear. You now know if the legislator supports your position, opposes it, or is undecided.
- **Leave behind materials.** You will receive issue briefs that describe the bills and state AAUW-OR's position. Leave these to your legislator or his/her staff for future reference.

## TIPS & TRICKS









- **Take pictures.** Outside of the office or during the meeting with your legislator if allowed. Make sure AAUW materials (like the cover of this handout) are visible in your photos! You can share the pictures on social media; also, e-mail them to [shilpi\\_banerjee@hotmail.com](mailto:shilpi_banerjee@hotmail.com).
- **Be flexible.** Your meeting may take place in a hallway, in the main office, or in another meeting room. You may meet with someone other than your legislator. Your meeting might be cut short, so be prepared to deliver your message succinctly.
- **Personalize your comments and provide local context.** Elected officials often prioritize issues that directly affect their constituents! Personal stories and local examples help illustrate why your issue is important.
- **Be courteous.** The office intern could be chief of staff by your next Lobby Day! Staff get things done on Capitol Hill and you want them on your side. Be polite to everyone you encounter.

# Bills of Interest to AAUW-OR

## OUR TOP PRIORITIES

Bill # <sup>1</sup>	Issue	Position	Status <sup>2</sup>
HB 2562	Increases funding to Oregon Department of Education to raise state Title IX Coordinator position from 0.25 to 2 FTEs.		
SB 794	Requires public colleges, universities and community colleges to include parental status in their demographic forms		
HB 2818	Clarifies the meaning of “because of age” in employment discrimination law.		













## BILLS ACTIVELY SUPPORTED BY AAUW-OR

Bill #	Issue	Status
<b>Health &amp; Welfare</b>		
HB 3031	Creates a Family and Medical Leave Insurance Fund and program to provide an eligible employee with a portion of her/his wages while on family or medical leave or military family leave. Both employers and employees would contribute to the fund program. Self-employed individuals and tribal government employers to opt into the program.	
SB 669	Requirements for licensing of in-home care agencies. Modifies licensing requirements for in-home care agencies, prohibits retaliation against in-home caregivers for making complaints or reporting violations to the Oregon Health Authority and requires all private agency caregivers that provide personal care services to complete specified training.	
HB 3300	Directs the Department of Corrections to conduct a study on the provision of treatment services to persons in custody of the department.	
HB 2251	Defines “assault rifle,” and prohibits the transfer of a handgun or assault weapon to person under 21 years of age.	
<b>Feminine Hygiene</b>		
HB 2515	Requires correctional facilities to provide tampons and sanitary napkins to incarcerated females at no cost.	
HB 3020 <sup>3</sup>	Requires public schools to make available, at no cost, menstrual products in at least 50 percent of bathrooms at schools with students in any grade from 7 through 12.	
HB 2344	Requires diapers and feminine hygiene products to be provided through Oregon Health Plan.	
HB 2350	Appropriates moneys from General Fund to House and Community Services Department for provision of diapers and feminine hygiene products to low income individuals/families.	

<sup>1</sup> HB = Bill introduced in the Oregon House of Representatives; SB = Bill introduced in the Oregon Senate.

<sup>2</sup> As of April 3, 2019.  = In progress,  = Stalled (no further action).

<sup>3</sup> Also appears in Education section of bills supported by AAUW-OR.

Bill #	Issue	Status
HB 2768	Requires incarceration facilities to provide tampons, sanitary napkins and undergarments to female persons in custody at no charge.	
<b>Barrier to Employment, Retention &amp; Equal Pay</b>		
HB 3333 <sup>4</sup>	Makes unlawful employment practice for employer to request employee to enter agreement that would prevent employee from disclosing or discussing conduct that constitutes unlawful discrimination, including sexual assault.	
SB 726 <sup>5</sup>	Makes unlawful employment practice for employer to request employee to enter agreement that would prevent employee from disclosing or discussing conduct that constitutes unlawful discrimination, including sexual assault.	
<b>Sexual Harassment &amp; Assault</b>		
HB 3077	Modifies processes for reporting, investigating and appealing findings related to sexual harassment in schools.	
HB 3333 <sup>6</sup>	Makes unlawful employment practice for employer to request employee to enter agreement that would prevent employee from disclosing or discussing conduct that constitutes unlawful discrimination, including sexual assault.	
SB 726 <sup>7</sup>	Makes unlawful employment practice for employer to request employee to enter agreement that would prevent employee from disclosing or discussing conduct that constitutes unlawful discrimination, including sexual assault.	
SB 793	Extends the statute of limitations for adult survivors of sexual assault to bring a civil lawsuit.	
HB 2859	Creates privilege against disclosure for specified confidential communications and records created or maintained by Legislative Equity Office principal outreach officer – i.e., allows someone who has experienced or witnessed harassment at the Capitol to refuse to disclose confidential communications unless it is necessary to prevent immediate harm.	
<b>Education</b>		
HB 3020 <sup>8</sup>	Requires public schools to make available, at no cost, menstrual products in at least 50 percent of bathrooms at schools with students in any grade from 7 through 12.	
HB 2642	Appropriates moneys from General Fund to Higher Education Coordinating Commission for distribution to community colleges and community college service districts for various purposes.	
HB2542	Requires high school students to demonstrate proficiency in civics.	
<b>Earned Income Tax</b>		
HB 3028	Increases the Earned Income Tax Credit benefit in Oregon (for individuals 8% → 20%, for families with children under 3 years 11% → 25%). Allows otherwise qualified individual to claim credit under individual taxpayer identification number in lieu of social security number. Extends sunset for earned income tax credit.	


<sup>4</sup> Also appears in Sexual Harassment & Assault section of bills supported by AAUW-OR.

<sup>5</sup> Also appears in Sexual Harassment & Assault section of bills supported by AAUW-OR.








<sup>6</sup> Also appears in Barrier to Employment, Retention & Equal Pay section of bills supported by AAUW-OR.

<sup>7</sup> Also appears in Barrier to Employment, Retention & Equal Pay section of bills supported by AAUW-OR.




<sup>8</sup> Also appears in Feminine Hygiene section of bills supported by AAUW-OR.

Bill #	Issue	Status
<b>Child Marriage</b>		
HB 2767	Increases minimum legal marriageable age to 18 years.	









## BILLS SUPPORTED BY AAUW-OR (MONITORING)

Bill #	Issue	Status
<b>Sexual Harassment and Sex Crimes</b>		
HB 2032	Requires each school district to adopt a policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying. Among other things, the policy must be uniform throughout the school district, require a school employee to report an act of harassment, intimidation or bullying or an act of cyberbullying, and identify the school official to whom a report should be made. It also requires a school official to notify the parents or legal guardians of a student who, based on a report, may have been subjected to an act of harassment, intimidation, or bullying.	
HB 2300	Creates misdemeanor of sex harassment by electronic means.	
HB 3037	Extends the statute of limitations for certain sex crimes. Authorizes prosecution at any time after commission of crime if defendant is identified based on DNA analysis.	
HB 2342	Directs the Department of Education to adopt, by rule, a complaint process to report school district policy in violation of state law prohibiting harassment, intimidation, bullying and cyberbullying.	
<b>Abuse of Elderly Persons</b>		
SB 729	Modified the Elderly Persons and Persons with Disabilities Abuse Prevention Act to apply to elderly persons who are residents of long-term care facilities.	
<b>Tax Credit</b>		
HB 2139	Extends sunset for earned income tax credit.	
HB 3183	Relates to temporary assistance for needy families (TANF) program, amending ORS 412.029.	

## BILLS OPPOSED BY AAUW-OR (MONITORING)

Bill #	Issue	Status
SB 653	Includes language: "if the Department of Human Services takes a child into protective custody, the department shall obtain the custodial parent or legal guardian's consent prior to administering any of the following to the child: ... (d) if the child is under 14 years of age, an abortion or birth control. (See also HB 2779)"	
HB 3048	Prohibits performing or attempting to perform abortion if abortion is because of sex of unborn child.	
SB 123	Extends application of the provision prohibiting salary history inquiries to include employment agencies.	



Bill #	Issue	Status
HB 2779	Includes language: “if the Department of Human Services takes a child into protective custody, the department shall obtain the custodial parent or legal guardian’s consent prior to administering any of the following to the child: ... (d) if the child is under 14 years of age, an abortion or birth control. (See also SB 653)	
HB 2879	Creates an income tax credit for the parent or legal guardian of a child under the age of 18 who attends a private elementary or secondary school, a home school or a virtual public charter school.	
SB 329	Prohibits performance of late-term sex-selective abortion	
HB 3053	Prohibits abortion of fetus with probably post-fertilization age of 20 or more weeks, except in case of medical emergency. Requires physician to file report, within 30 days, with Oregon Health Authority.	
HB 3059	Requires ultrasound at least 72 hours before abortion.	
SB 648	Prohibits abortion unless physician has first determined probable post-fertilization age of unborn child, except in case of medical emergency.	
SB 923	Provides protections for person who refuses to participate in procedure related to abortion or physician-assisted suicide if refusal is based on person’s ethical, moral or religious convictions.	
HB 3060	Prohibits person from soliciting or knowingly acquiring, receiving, transporting, implanting, processing, preserving, storing accepting donation of human fetal tissue for the purpose of transplanting the human fetal tissue into another person or animal under specified circumstances.	

# HB 2562: Issue Brief



## THE PROPOSED LEGISLATION

House Bill 2562 appropriates General Fund monies to the Department of Education for Title IX enforcement and compliance, and the prevention of sexual harassment and gender discrimination.

## IMPORTANCE TO AAUW PRIORITIES

This legislation (1) supports a strong system of public education that promotes gender fairness, equity and diversity; and (2) works to guarantee equality, individual rights and social justice for a diverse society.

## THE ISSUE

Right now there is only one 0.25 FTE State Title IX Coordinator at the Oregon Department of Education overseeing Title IX enforcement, and prevention of gender-based harassment and discrimination in all of our K-12 schools. This bill seeks to fund 2 full-time State Title IX Coordinators. Each school, whether public or private, K-12 or post-secondary, is required to have an on-site Title IX Coordinator, but they currently receive no consistent training. There is no statewide guidance about how to handle gender-based harassment, bullying or assault complaints. Schools have no guidance about what it means to provide access to equitable experiences for students of both sexes, including athletics or girls-only classes. In short, the important work that Title IX mandates is not being done.

Title IX was groundbreaking legislation. It prohibited gender discrimination in educational institutes and programs that receive federal funding. It clearly encompasses women and girls, and also men and boys, members of the LGBTQ and non-binary community, and staff. Although perhaps best known for demanding equality in school sports, Title IX addresses every single aspect of education, from curriculum, counseling and financial assistance to marital and parental status of students, educational programs and activities, and employment.

Considerable progress has been made, but major challenges remain. Women's advancement in some areas, including computer science and engineering, has stagnated or even declined in recent years, and pregnant and parenting students are frequently subjected to unlawful policies and practices that deter them from completing their education. Bullying of LGBTQ and non-binary students is particularly problematic. Nearly half of all middle- and high-school students in the US report being sexually harassed in school.<sup>9</sup> In Oregon, the most recent Healthy Teens Survey indicated that, when asked about their experiences just within the past thirty days, 6.9% of eighth graders and 5.7% of eleventh graders reported having been bullied with unwanted sexual comments or attention at or on their way to school.<sup>10</sup>

A combination of appropriate policies, training and compliance is key. Title IX mandates that schools develop policies, adopt and publish guidelines against sex discrimination and provide a grievance protocol. Each school is also required to have a Title IX coordinator who serves as the primary resource in identifying sex discrimination, resolving grievances and providing equity information and training.<sup>11</sup> To accomplish this, these coordinators themselves need to be trained and supported.

<sup>9</sup> Guy, Sandra, "Title IX at 45," SWE Magazine, 20 March 2017.

<sup>10</sup> Oregon 2017 Healthy Teens Survey, 2017 OHT State Report, February 2018, pp. 55, 101-102.

<sup>11</sup> The names and contact information for all Title IX coordinators across the United States can be found on the AAUW website, at <https://www.aauw.org/resource/find-your-title-ix-coordinator/>

# SB 794: Issue Brief



## THE PROPOSED LEGISLATION

Senate Bill 794 directs the Higher Education Coordinating Commission of Oregon to ask students in both two- and four-year colleges whether or not they are parents, along with data already included about their ethnicity and their income.

## IMPORTANCE TO AAUW PRIORITIES

This legislation (1) supports a strong system of public education that promotes gender fairness, equity and diversity; and (2) helps to achieve economic self-sufficiency for all women.

## THE ISSUE

Receiving a college degree is one of the best investments that a parent can make to improve her financial security, achieve social mobility and raise children who are more likely to complete school themselves. However, according to national data, college students who have children are twice as likely to drop out as those without children.<sup>12</sup> This affects over one-quarter of all college students, almost half of whom are African American female undergraduates.<sup>13</sup> In addition, a large share of student parents are single mothers (43% in 2016), 90% of whom live with low incomes. Obstacles to their successful matriculation include insufficient financial support, inaccessibility of child care, “time poverty”<sup>14</sup> and a lack of campus programs specifically designed to help parents succeed.

A number of policy interventions could be taken at campus, state and federal levels, but this policy needs first to be informed by the necessary demographic data.

More campus child care facilities are critical, particularly now when their numbers are declining.<sup>15</sup> Course load requirements for student aid could be reduced. Student parents could have priority enrollment to ensure that they get the courses they need to graduate. Financial aid calculations are supposed to include child care expenses but rarely do so because the data are lacking. Federal financial aid policies could be changed to allow the living expenses of a student’s dependent children to be included in the cost of college attendance. And there are many more possibilities to design policies to support these parents.

The first step for all of these actions is to determine how many student parents are enrolled and in which Oregon institutions of higher learning.

<sup>12</sup> Wladis, Claire, “Early Education,” The Hechinger Report, July 24, 2018.

<sup>13</sup> “Building Family-Friendly Campuses: Strategies to Promote College Success Among Student Parents,” Higher Education Today, June 12, 2017.

<sup>14</sup> “‘Time Poverty’ of Students Who are Parents,” Inside Higher Ed, Oct 2, 2018.

<sup>15</sup> “Child Care for Parents in College: A State-by-State Assessment,” Institute for Women’s Policy Research Briefing Paper #C445, Sept. 2016.

# HB 2818: Issue Brief

## THE PROPOSED LEGISLATION

House Bill 2818 clarifies the meaning of “because of age” in employment discrimination laws. Unless age is a bona fide occupational qualification or a background check is statutorily required, this bill makes it unlawful for an employer to seek the age of an applicant prior to making a conditional offer of employment or to include certain words or phrases in job applications that may suggest or imply age preferences. An employer or labor organization may legally observe seniority systems as long as they are not designed to evade this law. If this law is violated, claimants may file a lawsuit and recover economic damages.

The US Congress passed the Age Discrimination Act (ADEA) in 1967; Oregon subsequently adopted a state law prohibiting age discrimination (659A.030). Since then courts have severely limited claimants’ ability to prevail. House Bill 2818 seeks to return the state of the law to its status when it was initially passed.

## IMPORTANCE TO AAUW PRIORITIES

This legislation (1) helps to achieve economic self-sufficiency for all women; and (2) seeks to guarantee equality, individual rights and social justice for a diverse society.

## THE ISSUE

Today’s older workers are more diverse and better educated than previous generations. They are healthier and are working and living longer. However, they still confront stereotypical assumptions about age and ability, despite decades of research to the contrary. Six out of ten older workers in the United States have seen or experienced age discrimination in the workplace, and 90% of those say that it is common.<sup>16</sup> In Oregon, BOLI received about 2500 age discrimination complaints during the last decade – about one per workday.<sup>17</sup> The issue is real, current and serious.

People wish to work into their later years for a variety of reasons. For some, it is a matter of personal fulfillment and a desire to continue to be productive members of society. For others, financial considerations may be more important. For example, fewer than half of employees have access to company retirement plans as compared to the past; the recent Great Recession wiped out large chunks of personal savings; and eligibility for full Social Security benefits starts at later ages.

Unfortunately, once an older worker loses a job, she will likely endure the longest period of unemployment compared to other age groups and will likely take a significant pay cut if she becomes re-employed. In addition, research shows that perceived age discrimination results in serious negative health effects, and forced retirement correlates with significant declines in mental and physical health that can lead to shortened life spans.<sup>18</sup> Moreover, age discrimination impacts women more than men. Hence, older women suffer from discrimination because of both age and sex.<sup>19</sup>

<sup>16</sup> Lipnic, Victoria A., Acting Chair, US Equal Employment Opportunity Commission, “The State of Age Discrimination and Older Workers in the US,” June 2018.

<sup>17</sup> Written testimony of Carla C. Piluso, Oregon State Representative, House District 50, to House Committee on Business and Labor, 13 March 2019.

<sup>18</sup> *Op. cit.*, Lipnic, “The State of Age Discrimination and Older Workers in the US.”

<sup>19</sup> Neumark, David, Ian Burn and Patrick Button, “Is It Harder for Older Women to Find Jobs?”, NBER Working Paper Series, Paper 21669, National Bureau of Economic Research, Cambridge, MA, revised 2017.

# Event Information

## LOCATION

**Basement A, Department of Education building** (also known as the Public Service Building)  
255 Capitol Street NE, Salem OR 97310

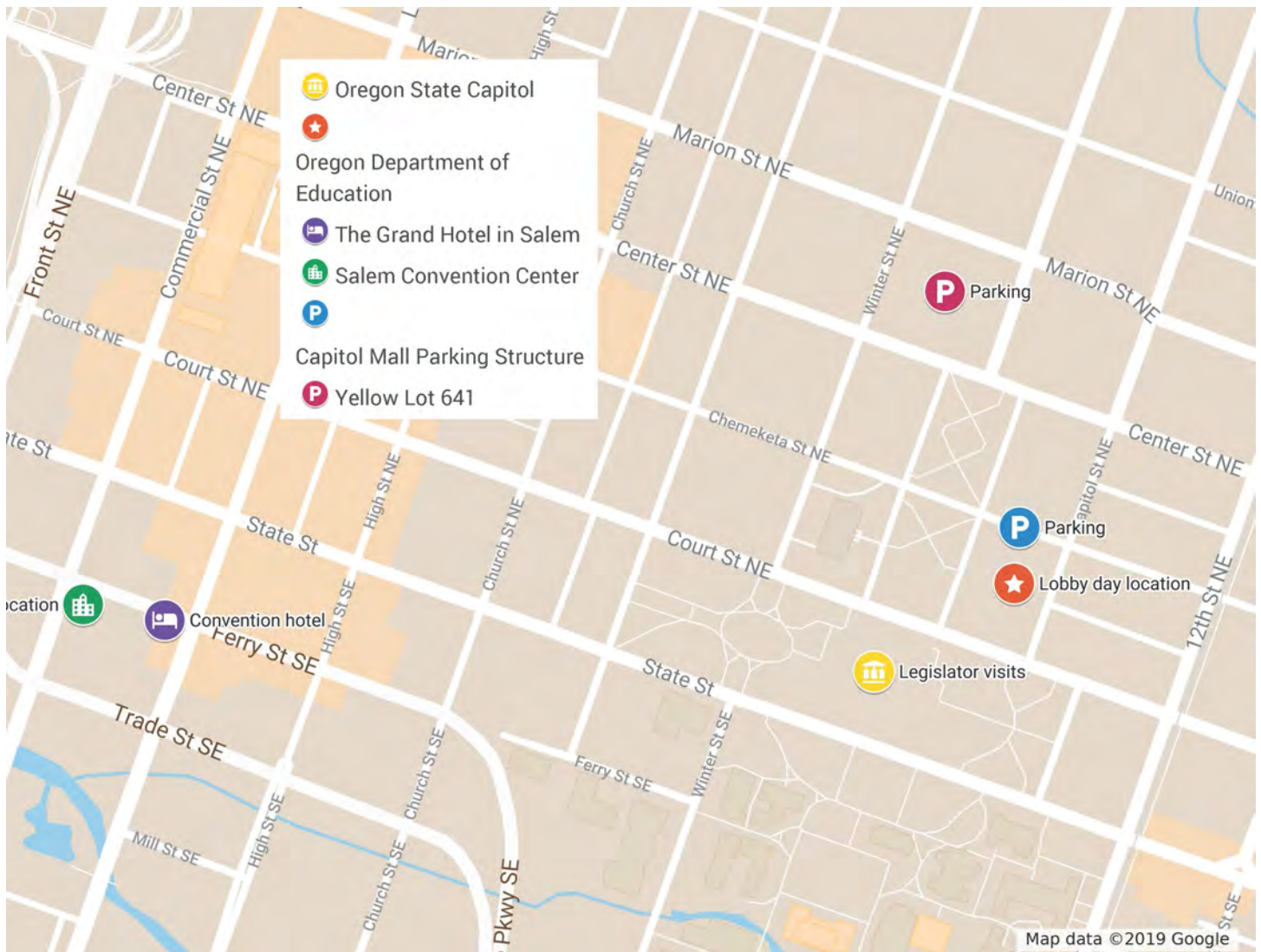
## TIME

**Registration/check-in opens at 12:00pm.** Program begins at 1:00pm.

## PARKING

**Please allow plenty of time to park** – the legislature will be in session. We recommend parking in the yellow lot (see map below). Metered parking at the Capitol Mall Parking Structure is closest to the event location; street parking in the area is also available but may be limited.

## AREA MAP



# Agenda

## THEME: STUDENT SUCCESS

- 12:30 pm

Check in
- 1:00 pm

Welcome
- 1:15 pm

Opening remarks

Representative Barbara Smith Warner – Co-Chair, Joint Committee on Student Success
- 1:30 pm

Expert panel

Representative Margaret Doherty – Chair, House Education Committee

Morgan Allen – Deputy Executive Director of Policy & Advocacy, Confederation of Oregon School Administrators

Richard Donovan – Legislative Specialist, Oregon School Boards Association

Carmen Urbina – Deputy Director, Oregon Department of Education

Laurie Wimmer – Lobbyist, Oregon Education Association

Trish Garner – Chair of Public Policy, AAUW-OR (moderator)
- 2:30pm

AAUW-OR’s public policy priorities
- 3:00pm

Legislator visits

	Your Senator	Your Representative	Other Legislator
Name			
Location			
Time			
Others attending			

- 5:00pm

Debrief & wrap up

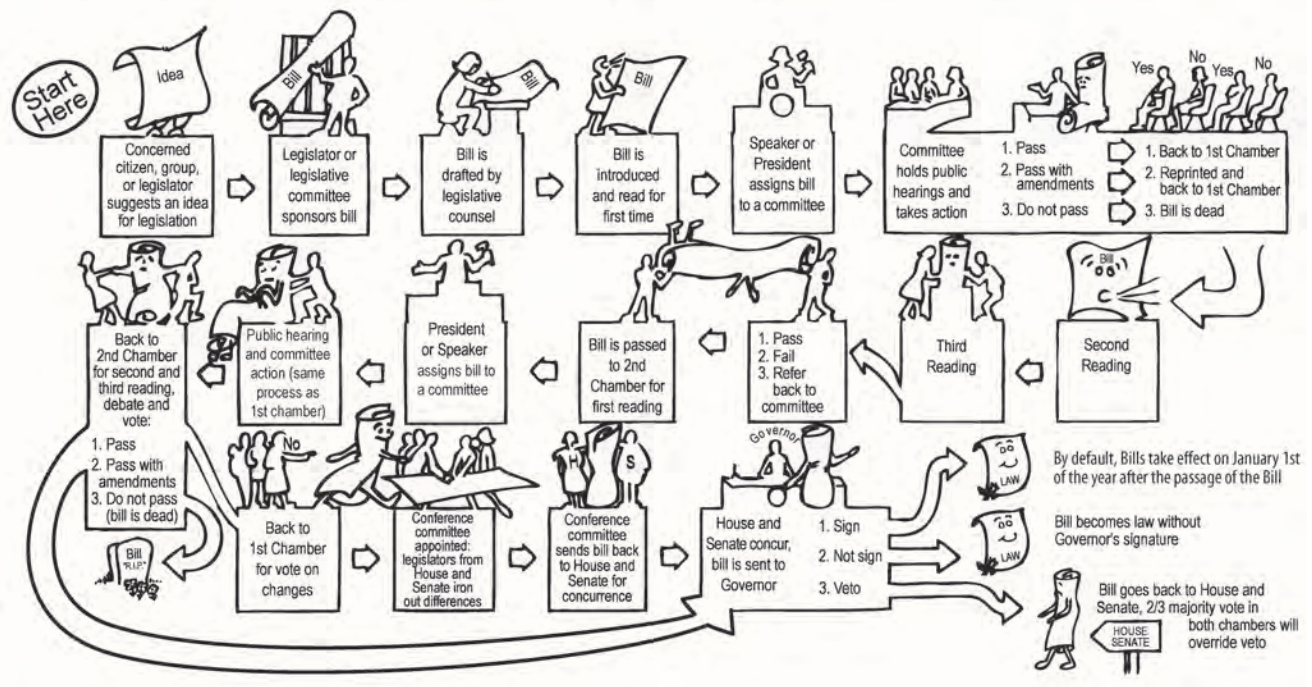




## NAVIGATING OREGON'S LEGISLATIVE PROCESS

### How an Idea Becomes Law

A simple view of the Oregon Legislative Process





## The Oregon Legislative Information Service ("OLIS")

"OLIS" – the Oregon Legislative Information Service contains an abundance of information relating to legislators, bills, Committees, hearings and more. It is an invaluable resource.

**In order to access OLIS, go to <https://olis.oregonlegislature.gov/liz/2021R1>**

At the top you will see "Oregon State Legislature" in white and "Oregon Legislative Information" in yellow. The page you are on -- Oregon State Legislature -- will easily take you to Bills, Committee information - including video of hearings, daily Session details and events. If you select the yellow text, you will be taken to information about Legislators and other general information about the legislative process. There is also a link on the Oregon Legislative Information page (yellow) that will indicate who your legislators are.

If you are hoping to see bills from a Legislative Session, you will want to select "2021 Regular Session" on the left of your screen. Also on this page is a schedule of legislative activities that are or will take place on the day you are accessing OLIS.

There are icons in the upper right section of the page which you can use to navigate the correct Session, Bills, Committees and more. Obviously - if you know the bill number, start there. If you know the Committee, start there.

When you select the "Bills" tab, you will be able to navigate bills by number, legislative sponsor or text.

Once you've found the correct bill, select it and it will take you to that bill's specific webpage. You will see an overview, text, analysis, amendments and testimony. The analysis is prepared by the Committee staff. It also shows the bill sponsors, the past history and schedule for future events regarding the bill.

Once you are on the specific page for a bill, you will be able to "E-Subscribe" in the top right corner. You can also "E-Subscribe" to legislators, bills, committees, topics, press releases, etc. E-Subscribe is a very useful tool to stay up-to-date on what is happening.

If you are trying to provide written or oral testimony, hit the hearing reference in "Measure History." You then press the "Meeting Details" link at the top. An agenda will come up and you'll see instructions to "Click to Submit Testimony" at the bottom of the page. (For further details, please consult the "Access to Committee Hearings" document in the "Public Communications" folder of this Handbook.)



You can watch Committee hearings and floor sessions in real time if you click on the corresponding meeting. You can access that on the right side of the Committee page by clicking on the hearing date. Past hearings are denoted by an arrow in a circle. Hearings that are being held at the time you are searching have a circle and camera icon.

### **How to find “Legislative Concepts”**

"Legislative Concepts ("LC's") are drafts of bills that haven't been officially filed and are generally not available to the public. When formally filed for consideration by the legislature, generally at the beginning of each Session, LC's are given a different "House Bill / HB" or "Senate Bill / SB" number. LC's are generated when a Chief Sponsor asks the Legislative Counsel's Office to draft what they propose to introduce as a bill. The LC's Office actually drafts the LC, as well as the final bill.

At some point LC's are "posted" on "OLIS." Access to them is a bit complicated.

Start by accessing OLIS at <https://olis.oregonlegislature.gov/liz/2021R1>. Go to the "Session" icon and find the correct session. The Session order is a bit confusing and, for example, it may be that a "2021-2022 Interim" Session is lower down on the list than a "2021 1st Special Session."

Select the correct Session, then select "Committees." Once on the Committee page, you will see hearing dates on the right which are written in blue.

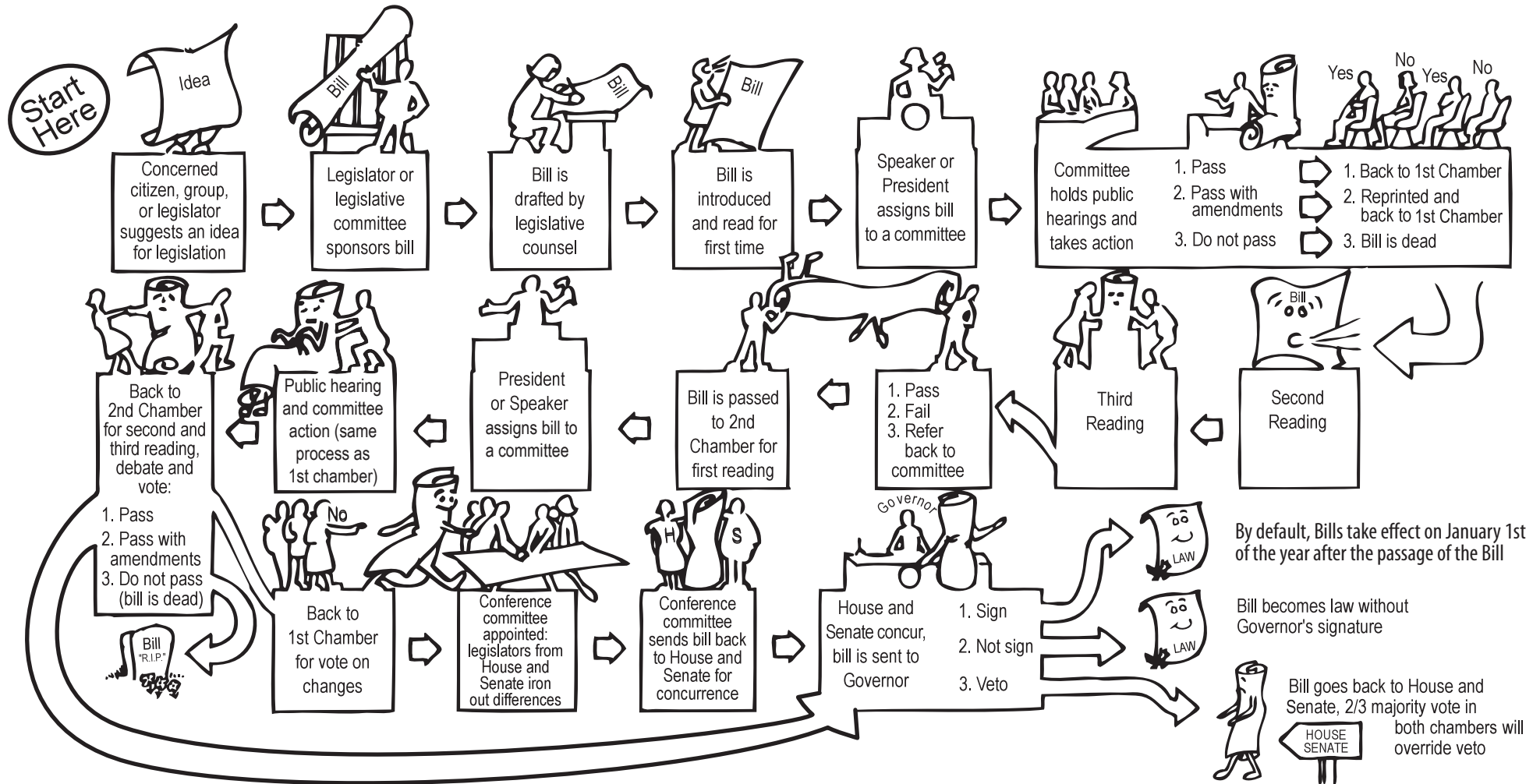
Select a hearing date and you will be taken to an Agenda. Once on the Agenda page, you will see "Agenda," "Meeting Materials" and "Recording Log" references printed as titles on the left. Select "Meeting Materials," and if an LC has been posted you will see it there. Whew!!

Enjoy!



# How an Idea Becomes Law

## A simple view of the Oregon Legislative Process



### The Oregon Legislative Assembly

The Oregon Legislative Assembly is state government's "board of directors." It is responsible for making laws dealing with Oregon's well-being, adopting the state's budget, and for setting public policy. The Legislative Assembly is made up of two bodies: the Senate and the House of Representatives. The Senate consists of 30 members elected for four-year terms. The House consists of 60 representatives elected for two-year terms. Each member of the legislature represents a district (an area determined by population). Every Oregonian is represented by one state Senator and one state Representative.

The legislature convenes annually in February at the State Capitol in Salem, but sessions may not exceed 160 days in odd-numbered years and 35 days in even-numbered years, unless extended by a two-thirds vote in each chamber. About 3,000 bills are considered in each odd-year session. Relying largely upon work done in committees, the legislature enacts about one-third of these bills into Law



## How a Bill Becomes Law

### Sessions

The Oregon legislature convenes annually beginning in February with a long session (160 days) which takes place in odd-numbered years and short sessions (35 days) in even-numbered years. If an emergency or other need for an additional session arises between the “long” and “short” sessions, the Governor or a majority of both the House and Senate may call a special session.

"Legislative Days" are held between sessions. They take place approximately every eight weeks and last for four days. The "informational" hearings that take place during these sessions generally review the status of bills that have been previously enacted, hear from agencies about what they are doing and showcase bills that may be up for consideration by a particular Committee at an upcoming session.

The last day of a short or long session is called "*sine die*" or "without fixing a day for a future meeting." The Senate President may declare “sine die is imminent” and in fact conclude a Session early. One of the important aspects of this declaration is that notices for Committee hearings need be given only one hour before the hearing begins. As a Session concludes, there is understandably a crush of bills awaiting passage and the budget has to be finalized, so this declaration can have a great deal to do with whether a bill passes.

### How a Bill becomes law

A measure is first drafted by the Legislative Counsel's' Office at the request of a chief sponsor. LC's have numbers, but the measure's number changes when it is filed either as a House or Senate bill.

The printed bill is actually hand-signed by the Chief and all co-sponsors. The bill which is sent around for approval signatures by sponsors is called a "*bill back*."

The Chief Sponsor introduces the bill to the "*house or chamber of origin*," i.e. the House or the Senate.

The bill is then sent to the house of origin for a First Reading at which point the Speaker of the House or the President of the Senate refers it to a Committee. This is a very important part of the process -- where a bill gets sent for consideration can often determine whether it will survive the legislative process or not.

The bill is also forwarded to the Legislative Fiscal and Revenue Offices to determine whether there is a fiscal or revenue impact of the bill. *Fiscal impact statements* are available for review on OLIS. (See “Oregon Legislative Information Service” document in the “Navigating Oregon’s Legislative Process” folder in this Handbook.) These statements are critical to a measure's passage because if the impact exceeds a certain dollar amount, the bill may need to be reviewed and voted on by the Joint Ways & Means Committee before passage in the chamber of origin. The Ways & Means Committee reviews all fiscal and budgetary matters and this process typically takes place at the very hectic end of the session.

Committees are an integral part of the legislative process. Committee members are chosen by the Speaker of the House and President of the Senate, although the party caucuses likely discuss and may take a position on these assignments. Committees schedule and hold Public Hearings and Work Sessions.

The Senate President and Speaker of the House set deadlines for these legislative events -- scheduling a public hearing, holding a Work Session, etc. and if a bill misses one, it will not likely be forwarded on in the legislative process. There are important exceptions to these deadlines, however. Bills sent to the Ways & Means, Revenue and Rules Committees are not subject to Session deadlines. One process to avoid the deadlines takes place when the text of a bill is added as an amendment to another bill. The bill to which the Amendment is attached must, however, relate to the subject matter of the amendment.

Work Sessions take place after Public Hearings and involve Committee members discussing what to do with the bill under consideration. Public testimony is not accepted during Work Sessions and any witnesses appear only by invitation of the Committee. If the Committee decides to report the measure out of the Committee, they will do so with recommendations of "do pass," "do pass with amendments" or "no" recommendation. The latter will either postpone or conclude the bill's consideration.

Bills that are considered "policy" rather than "budgetary" or "revenue" bills are usually referred to a "policy" Committee, such as Labor and Business or Education. As the Session continues and particularly as it nears a close, policy bills may be sent to the Ways & Means Committee for review. This process may indicate that the original Committee doesn't wish to take a position on a bill or believes it needs more information before it can make a recommendation about its passage, and therefore sends it to the Ways & Means Committee where it may languish and eventually "die." On the other hand and particularly as the end of the Session approaches, a bill may be sent to Ways & Means to keep it alive. As indicated above, the Ways & Means Committee is not subject to the usual legislative deadlines (holding Public Hearings, Work Sessions, voting). It is also important to note that a bill must also be assigned by the Joint Ways and Means Committee to one of its Subcommittees, considered by that Subcommittee and referred back to the Joint Committee. As you might perceive, these procedural requirements can become hurdles that prevent a bill's final passage.

A bill is "*reported out*" or "*dropped*" when it is sent to a chamber for a vote. A Committee member may wish to state a contrary position or seek to have the chamber take action in accordance with it by filing a Minority Report.

A "*Christmas tree*" bill may be passed late in the legislative session and contains funding for legislators' particular projects. Exactly what gets included in this bill is subject to stiff competition, as these projects and the legislators seeking their approval are also vying against general fund allocations. The *general fund* consists of monies not dedicated to a specific agency or purpose and is derived from personal, corporate and other taxes.

There may be a bill that has been subject to a "*gut and stuff*." This means that the text of the bill has been entirely taken out and new language re-inserted. This can apply to bills which already contain text and/or have been considered by a Committee or the other house, but it can also relate to a bill which was initially filed with a "*related to*" clause but was otherwise largely empty of text. The new language may totally change the bill, but it must be germane to the "related to" clause.

When passed out for a vote to the house of origin, the bill may be reprinted to include any amendments and is considered an *engrossed* bill.

The quorum for a Senate vote is 20 members and for the House, 40.

There is now a Second and a Third Reading, and then a vote. Passage requires 31 votes in the House and 16 in the Senate.

If passed in the house of origin, the bill goes to the second house and the hearings, readings etc. processes are repeated. If there are any differences in text between the bills passed by either house, it is returned to the alternate house for a vote. A conference committee may be appointed by the Speaker of the House or Senate President if the disagreement continues.

After passage, a bill is now considered an *enrolled* bill and is sent to the Governor.

The Governor has five days to take action unless the legislature is adjourned in which case the Governor has thirty days to consider it.

If the bill is signed by the Governor, it becomes law on January 1 of the year after its passage or on the date prescribed in the text of the bill itself. The Governor can also allow a bill to become law without signature, or veto it. A two-thirds vote of both houses is needed to overturn a veto. The bill may also contain a "*sunset clause*" which refers to the date when a law becomes inactive.



## Finding the Legislative Calendar

Oregon Legislative Calendars are published at times that correlate to the Session dates. Here is a way to access them.



In the SEARCH box type in Legislative Calendar or [year] Interim Calendar. Click on the link that is given:

[https://www.oregonlegislature.gov/secretary-of-senate/Documents/2021 Interim Calendar.pdf](https://www.oregonlegislature.gov/secretary-of-senate/Documents/2021%20Interim%20Calendar.pdf)

JULY						
S	M	T	W	T	F	S
				1	2	3
4	4th of July Obs.	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Reopening Foreclosure	26	27	28
29	30	31				

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
5	6 Labor Day	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2021 INTERIM  
CALENDAR





## ADDITIONAL RESOURCES





## National AAUW Public Policy Priorities

National AAUW's Public Policy Priorities, adopted every two years (in the spring of odd numbered years) by an every-member vote, establish the federal action issues on which AAUW members across the country focus their advocacy efforts and guide the work of the national staff. States and branches should also use the Public Policy Priorities to inform their advocacy efforts on state and local issues.

### **2021–23 AAUW Public Policy Priorities**

The Public Policy Priorities underscore AAUW's mission to advance gender equity for women and girls through research, education, and advocacy.

The work of AAUW builds upon responsible public participation, and the following priorities provide a basis for AAUW members' actions at the local, state, national, and international levels.

- We advocate public discussion to ensure enlightened decisions on these priorities.
- We work to increase the number of women, and the diversity of backgrounds they represent, including race, ethnicity, gender, and sexual identity, in policy- and other decision-making positions.
- Our positions are shaped by our commitment to being nonpartisan and fact based, and to acting with integrity.
- We strive for our work to be inclusive and intersectional, collaborating with diverse allies and coalitions to achieve equity for all.

Basic to all AAUW's public policy efforts is the understanding that true equity requires a balance between the rights of the individual and the needs of the community.

AAUW opposes all forms of discrimination and supports constitutional protection for the civil rights of all individuals.

AAUW believes that high-quality public education is the foundation of a democratic society and the key to improving economic prosperity and gender equality.

- We advocate equitable access to education and climates free of harassment, bullying, and sexual assault.
- We support academic freedom, civic education, protection from



censorship, bias free education, and responsible funding for all levels of education, including early childhood education and programs for students with disabilities.

- We advocate for increased and more equitable access to higher education, is affordable and yields high quality credentials or degrees.
- We promote intentional, equity-focused efforts to close the persistent learning and opportunity gaps that disproportionately affect students from low-income and minority groups.

AAUW promotes the economic, social, and physical well-being of all persons.

- Essential to that well-being are an economy that provides equitable employment opportunities; reduction of poverty; a living wage; quality, affordable dependent care; paid family and medical leave; safe, livable, and affordable housing; quality, affordable, and accessible health care for all, including reproductive health care; and a clean, healthy, and sustainable environment.

- We support a Social Security system that provides inflation-protected, guaranteed lifetime benefits with a progressive benefit formula, spousal and widow benefits, and disability and survivor benefits.
- We support robust and strong Medicare and Medicaid systems and oppose any efforts to undermine them, including privatization and block grant proposals.
- AAUW recognizes that gun violence is a public health and safety crisis.

AAUW believes in the right to privacy and freedom from violence.

AAUW firmly believes in the separation of church and state.

AAUW supports a fair, balanced, and independent judiciary.

AAUW supports public budgets that balance individual rights and responsibility to the community.

AAUW sees an urgent need for meaningful campaign finance reform, open and fair elections that are broadly accessible to all voters, and nonpartisan voter education efforts that will promote equitable political participation and representation in appointed and elected office.

AAUW believes in the need to end white supremacy and address structural and systemic racism.

- Efforts to improve racial, ethnic, and gender justice must be embedded into every initiative.
- This includes working to eradicate intersectional bias and creating a culture of involvement, respect, inclusion, and connection, where the richness of diverse ideas, backgrounds, and perspectives is fully appreciated, understood and utilized.

AAUW believes that global interdependence requires national and international policies against human trafficking and that promote peace, justice, human rights, sustainable development, and mutual security for all people.

AAUW supports the civil and human rights of all immigrants, including a fair and just path to legal status.

AAUW supports a strengthened United Nations and its affiliated agencies.

- We advocate implementation of the Beijing Declaration and Platform for Action from the 4th World Conference on Women and subsequent declarations.
- We affirm our active participation in the U.N. Commission on the Status of Women and our commitment to ratification of the U.N. Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).
- We support international family planning programs that are consistent with AAUW policy.

## **Biennial Priorities**

National priorities inform state and local action. Biennial priorities for national action are chosen according to the criteria of viability, critical need, strong member support, and potential for distinctive AAUW contribution or leadership. Additional policy priorities are also critical to ensure equity for all. No further order of importance for the additional priorities is implied.

**To support a strong system of public education that promotes gender fairness, equity, diversity and inclusivity, and to address the barriers and implicit biases that hinder the advancement of women and girls, AAUW advocates**

- Strengthening and vigorous enforcement of Title IX and all other civil rights laws pertaining to education
- Adequate and equitable funding for and access to quality public education, including early childhood education, for all students
- Opposition to the use of public funds for nonpublic elementary and secondary education and to charter schools that do not adhere to the same civil rights and accountability standards as required of other public schools
- Increased support for and protection of programs that meet the needs of girls and women in elementary, secondary, and postsecondary education, including strong promotion of science, technology, engineering, and math (STEM) education and comprehensive sexual health education
- Increased support for and access to affordable higher education for women, including alleviating the debt burden that disproportionately impacts borrowers of color and exacerbates the racial wealth gap
- Support for practices that halt the flow of students from schools to prisons, including reforming school disciplinary practices that disproportionately punish girls and students of color

**To achieve economic security for all women,**

**AAUW advocates** • Pay equity and fairness in compensation and benefits

- Equitable access and advancement in employment, free from systemic barriers and biases, including vigorous enforcement of employment discrimination statutes
- Closing the gender and race gaps in leadership opportunities for women of all backgrounds
- Greater availability of and access to a high standard of benefits and policies that promote work-life balance, including quality and affordable dependent care and paid family, medical, and sick leave
- Programs that provide women with education, training, and support for success in the workforce, including nontraditional occupations and women's entrepreneurship
- Strengthening programs, including welfare and career and technical education, to improve postsecondary education access, career development, and earning potential
- Strengthening retirement benefits and programs, including pension improvements and protecting Social Security, Medicare, and Medicaid from privatization
- Access for all women to the full range of health care services to ensure economic security
- Increasing the number of quality jobs that pay a living wage

**To guarantee equality, individual rights, and social justice for a diverse and inclusive society, AAUW advocates**

- Vigorous enforcement of and full access to civil and constitutional rights, including affirmative action and expanding voting rights
- Complete, accurate and timely collection of data, disaggregated by race, ethnicity, and gender identity to inform policy decisions and the apportionment of political representation
- Self-determination of one's reproductive health decisions
- Universal access to quality, affordable health care, including insurance, and comprehensive family planning services, including expansion of patients' rights
- Freedom from violence and fear of violence, including hate crimes, in homes, schools, workplaces, and communities
- Support for U.N. programs that address human rights and women's and girls' Concerns
- Freedom in the definition of self and family, including protection from discrimination and a guarantee of civil rights for all family structures
- Passage and ratification of the Equal Rights Amendment



## AAUW of OR Bylaws - Public Policy Committee

### EXCERPTS FROM AAUW OF OR POLICIES (2018)

#### 142 Standing Committees

**G. Public Policy Committee** – The Public Policy Committee shall be composed of the state chair of the AAUW of Oregon Public Policy Committee, the president, program vice president and, one branch public policy chair representing each of the five (5) districts in the state and up to five (5) Lobby Corps members. The Lobby Corps members shall be appointed by the State Public Policy Chair and serve one (1) year terms, beginning from the date of their appointment.

##### 1. Duties of the Public Policy Chair

a. Communicate in writing, at least monthly during the legislative session, to the state board and branches.

b. Report actions/activities to the state president and program vice president.

c. Maintain an email list of all branch contacts.

d. Produce and circulate state Action Alerts when action is needed.

e. Be familiar with the state bylaws and policies especially those pertaining to public policy.

f. Serve on the governance committee's resolutions subcommittee.

g. Facilitate and hold at least one Lobby Day in Salem for AAUW of Oregon members during the Legislative Session.

h. Receive reports of study and action from branches.

i. Draft a proposed public policy program for convention and board of director's action in even-numbered years.

j. Work with the Oregon Legislature and be responsible for those speaking at the legislature in the name of AAUW of Oregon.

k. Analyze specific bills and/or ballot measures to determine whether they fall within the public policy program.

l. Publish a brochure of the Public Policy Action Guidelines.

**2. Duties of the Lobby Corps** – The state Lobby Corps may be appointed by the Public Policy Chair. Members are not subject to term limits. The Lobby Corps members will:

a. Receive direction and training from the public policy committee;

b. Consist of as many members as necessary, one of whom may act as chair, and the corps will include expertise as needed;

c. Advocate in accordance with AAUW of Oregon Public Policy principles and

d. Report in writing (may be email) at least monthly during the legislative session to the state public policy committee.

**3. Purpose of the Public Policy Program** -- The AAUW of Oregon Public

Policy Program shall be supported by all branches of the state. Attention will be given to both national and state issues. State and local Public Policy issues shall be in accordance with the National Public Policy Program.

a. Branch Public Policy chairs will receive State and National Public Policy Goals in a timely manner to encourage branch programs around those areas. b. Branches may select focus areas of interest which must fall within the scope of the adopted State Public Policy Program. When doing this, they will keep the state public policy committee apprised of issues and actions. Districts may similarly choose to research and lead action on an issue.

c. When the state has taken a stand on an issue, every branch must act in concert with the state position or remain silent.

d. Nothing in the above shall be construed as limiting the right of branches to act in implementing the purposes of AAUW on issues within their own communities or of members to exert their influence as individual citizens at any level of government.

#### **4. Other considerations:**

a. The Public Policy Program shall be adopted after consideration by the membership at the state convention in even-numbered years.

b. Support may be given to specific bills and/or ballot measures, or opposition taken to them on this basis and a call to action sent to all branches. No further authorization from the state leadership or convention will be necessary as long as the issue falls with the current Program.

c. The board of directors shall approve changes in the Public Policy Program recommended by the Public Policy Committee between conventions. d. Upon recommendation of the Public Policy Committee and approval by the Board of Directors, a lobbyist may be contracted to assist attaining the goals of the Public Policy Program.

e. Public Policy Coalitions – Partnerships and/or memberships with like minded groups may be approved by the board of directors with attention to the national “use of name” policy.

f. Finances:

i. From state dues, one dollar (\$1.50) per member shall be allocated each year to the state public policy committee as of the membership count on February 1.

ii. Public policy and lobby funds will be co-mingled, but separate by account and will be carried over from year to year.

iii. The public policy committee shall prepare a budget in a timely manner for inclusion in the state budget. The budget shall show any carry-over from prior years.

iv. While on committee business, state public policy committee members are entitled to the same mileage and meal reimbursement as members of other committees. In addition, they are entitled to reimbursement for parking while on state public policy committee business.



## Policy Prohibiting Candidate Endorsements

### 800 – Candidates for Public Office

#### A. AAUW of Oregon Policy for Candidate Endorsement

1. AAUW of Oregon will not endorse candidates for partisan elective offices.
2. AAUW branches in Oregon are encouraged to endorse candidates for nonpartisan office as provided for in AAUW national policy. All provisions of AAUW national policy must be followed.
  - a. If the branch is incorporated under 501(c)3, it may **NOT** endorse candidates.
  - b. Where state or local election law considers endorsement itself a contribution, AAUW branches/states may not endorse candidates for any elective office, partisan or nonpartisan.
  - c. Clear procedures must be in place before endorsements may be made.
  - d. If the electoral district proposed for endorsement is represented by more than one AAUW branch, branches in an area must have agreement among a majority of the branches as to the procedure for endorsing candidates. An inter-branch committee should be appointed to work on the procedures for endorsement. Methods of reaching decisions about which candidates to endorse should be included in the procedures; possible methods might include interviews, questionnaires, and forums.

#### B. AAUW National Policy for Candidate Endorsement – Branches/States that have independently incorporated themselves as 501(c)3 entities are subject to different regulations than AAUW and may **NOT** endorse candidates for any elective office.

1. AAUW/Branches/States may endorse or oppose candidates for appointive office, including submitting name for appointive offices.
2. AAUW/Branches/States may endorse candidates for nonpartisan elective office, including recruiting such candidates. In nonpartisan elections in which a candidate is unopposed, AAUW Branches/State may endorse or oppose such candidates.
3. AAUW/Branches/States may **NOT** endorse or oppose candidates for partisan elective office.
4. Before endorsing candidates for nonpartisan elective office,

AAUW/Branches/States must carefully investigate state and local election laws. Where state or local election law considers endorsement itself a contribution, AAUW/Branches/States may not endorse candidates for any elective office, partisan or nonpartisan.

5. Before endorsing candidates for nonpartisan elective office, AAUW/Branches/States must adopt clear procedures for making endorsements. Where there are multiple branches in a single electoral district, clear procedures for making endorsements must be agreed to by a majority of those branches, and those procedures then become binding on all branches in the district. In a multi-branch electoral district, any branch choosing not to participate in endorsement will notify all other branches in the electoral district, and the remaining branches may proceed.

### C. Contributions

1. AAUW/Branches/State may **NOT** contribute money, mailing lists, or anything of material value to candidates for any elective office, partisan or nonpartisan.

2. AAUW/Branches/States may **NOT** publish paid political announcements in AAUW publications.

### D. AAUW/Branches/States Activities for Candidates 1. Candidates for Partisan Elective Office

#### 1. Candidates for Partisan Elective Office

a. Before a partisan election AAUW/Branches/States may have candidate forums to which all candidates in that election are invited. If three or more political parties have nominees for any office AAUW/Branches/States may limit invitation to the two political parties receiving the highest number of votes in the last preceding general election. Candidates for a specific office may participate in the forum, providing at least two candidates have accepted the invitation. (This applies to federal elections. Check state election code for other races.)

b. AAUW/Branches/States may invite a declared candidate in a partisan election to speak at a meeting on a subject of particular expertise but not on her/his candidacy for future public office.

#### 2. Candidates for Nonpartisan Elective Office

a. Before a nonpartisan election in which AAUW has not endorsed a candidate(s), AAUW branches/states may have candidate forums to which all candidates in that election are invited. Before a nonpartisan election in which AAUW has endorsed a candidate(s), AAUW branches/states may invite the endorsed candidate(s) to speak at a meeting on her/his/their candidacy with or without inviting non-endorsed candidates.

b. Whether or not a declared candidate in a nonpartisan election has been



endorsed by AAUW/branches/states, she/he may be invited to speak at a meeting on a subject of particular expertise.

### 3. Candidate Questionnaires

a. All candidates running for the office(s) to be covered in a candidate questionnaire must have the opportunity to participate.

b. All responses received must be printed in their entirety up to the specified word limit in any publication of responses to the questionnaire. Responses will be distributed to members only.

c. The publication of responses should include the names of all candidates to whom the questionnaire was sent, but the publication may proceed even if all candidates do not respond.

### E. Election Activities of Individual AAUW Members

1. Any member may endorse, as a private citizen, candidates for partisan elective office, contribute her/his own money or anything of value to such candidates, and organize for the purpose of supporting such candidate(s) but such endorsement, contribution or organization cannot utilize the name of AAUW.

2. Any AAUW leader who is actively involved in a candidate's campaign should avoid involvement in branch/state electoral activities that may give the appearance of AAUW endorsement of the candidate.

3. As a candidate for any office, an individual member may state her/his AAUW membership as long as she/he is not opposing AAUW program or policy. Stating one's AAUW membership, while opposing AAUW positions, violates the AAUW Use of Name Policy (See AAUW Bylaws, Article III). In the absence of official endorsement (for appointive or nonpartisan elective office), such a statement of AAUW membership should not be construed to imply endorsement.

4. To avoid any appearance of conflict of interest or implied AAUW endorsement, any member who has declared candidacy for, or is holding a partisan public office, shall not hold an AAUW elected or appointed position in which she/he may be a spokesperson for AAUW public policy issues.



## Restrictions Using the Word “Partner”

As you can see below, it is national AAUW policy that we cannot use the words “partner/s’ or “partnering” when referring to the people and groups with which we ally or collaborate.

### **Collaborations with Other Organizations: AAUW Policy 600**

This policy is to be read in conjunction with Fundraising Policy 501. **Section II is applicable only to AAUW affiliates, not to AAUW national.**

**I. AAUW recognizes the value of collaborating with other organizations, nonprofit and otherwise, to raise awareness of issues and/or achieve common objectives.** Such efforts can often assist AAUW to further its mission, make more effective and efficient use of its resources, and increase its visibility and impact.

**II. All activities, structures, and implementing documents of affiliates must protect both the reputation and the assets of AAUW.**

1. Commonly used terminology in this regard includes a variety of terms, such as “coalition,” “alliance,” and “collaboration,” which have somewhat different connotations. (For convenience, “collaboration” is used herein to encompass all such arrangements.) Subject to the exception for “partnering,” “partner,” and “partnership” noted immediately below, AAUW generally will not be concerned about the label that an affiliate chooses to use.
2. **Although it is common for nonprofit organizations to be described as “partnering” with other organizations, there are certain legal ramifications that may adversely affect the affiliate because of its use of the term “partnering.” Any use of the term “partner,” or variations of the term, whether as a verb, a noun, or an adjective, imply that a “general partnership” has been created.** The law provides that general partnerships can be created orally, casually, and without the parties involved realizing the implication of their actions. Even without authorization, that means every general partner can bind the partnership with respect to third parties, and every partner is liable for all of the debts, actions, and liabilities of the partnership. Accordingly, absent unusual circumstances, **AAUW will not allow its affiliates to be described as partnering, being a partner, or being in a partnership or partnering relationship,** and no AAUW affiliate shall have the right, power, or authority to create a partnership involving AAUW (that is, using the national organization’s name). Indeed, in many cases it will be appropriate for the affiliate to expressly record that all parties recognize that no partnership exists.



## **EXCERPTS FROM AAUW OF OR BYLAWS (2019)**

### **ARTICLE III. USE OF NAME**

**Section 1. Policies and Program.** The policies and programs of AAUW shall be binding on all members, and no member shall use the name of AAUW to oppose such policies or programs. Established channels may be used to change a policy or program.

**Section 2. Proper Use of Name and Logo.** The name and logo of AAUW may be used only by members (as defined in ARTICLE IV, Section 2) and Affiliates (as defined in ARTICLE V, Section 1) only according to policies and procedures established by the AAUW Board of Directors; others may do so only according to written licenses.

**Section 3. Individual Freedom of Speech.** These bylaws shall not abridge the freedom of speech of any AAUW member to speak an opinion in the member's own name.



## Public Policy Updates

The AAUW of OR State Public Policy Chair sends periodic updates to AAUW of OR members about upcoming legislation and, in particular, what AAUW of OR will be focusing on. When the legislative session is in full swing, the AAUW of OR Public Policy Chair may also transmit notices asking members to write letters of support or to personally testify in favor of Oregon state-related bills. Branch Public Policy Chairs should then advise Branch members of this request.

If you or a member of your Branch wish to receive State Public Policy Updates, please contact the State Public Policy Chair.

The following is an example of a State Public Policy Update. It was sent out in June, 2021.

Hi Everyone -

Who would have thought — at least we in Portland, the coast, etc. — would be breathing a sigh of relief when the temp reaches 95° !!! I also apologize for not sending Public Policy Updates more frequently in the past several months. There is a reason and it relates to our recent COVID-induced Zoomchat world. It has really been tough to figure out what is going on and each time I would begin to write something, I would become aware of an up or downturn in the potential success of the legislative issue. The last week, and indeed the last few days, of Session were a whirlwind. I am still trying to figure out many of the items that were being considered.

Before I begin - I urge you to see “Meet the First Woman Officially Drafted by the NBA.” It’s available at: <https://www.nytimes.com/2021/06/29/opinion/lusia-harris-basketball-nba.html>. It’s profoundly moving. Let me know what you think!

Here is our Agenda:

1. The Survey Says .....!
2. How did AAUW of OR Public Policy Top Three Priorities Fare?
3. And About Other AAUW of OR Public Policy Priorities?
4. Some General Takeaways from this Session
5. Some Last Words — Until AAUW of OR Public Policy Revs Up Again

1. The Survey Says .....!

While we have a moment or two to relax [or have an excuse to beat the heat], I’d like to ask all of you two questions. In your opinion,

1. What (a) has worked, (b) hasn’t worked, or (b) should / could work as a Branch Public Policy program or project? The more specific the answer, the better, and I’m sneaking in a follow up: “why?”

2. Are you or is there someone you believe would be interested in joining the State Public Policy Committee?

I’m in the process of gathering info for my presentation at our Summer Skills conference Monday, August 23, 7:00 PM where we will be able to talk about AAUW of OR Public Policy process for 2022 and Beyond. You are the experts here and I would appreciate any and all input. I’m hoping that one or two of you might be willing to present examples of programs and projects that worked.

2. How did AAUW of OR Public Policy Top Three Priorities Fare?

The answer — as to our three primary priorities — is that I am disappointed. That said, the State Public Policy Committee and I are engaged in the process of reviewing why we weren't more successful and identifying what strategies we should adopt to turn that around. Can't win them all!

The good news — high school students must now have completed one 1/2 credit in civics out of the 24 credits needed for graduation. That's the same number of credits that are presently required for graduation. There will be a period of time in which curricula will be developed and the civics requirement won't apply to diplomas until 2026. Erin Esparsa and The Classroom Law Project took the lead in this effort, but we added our strong voice advocating for this change. The State Public Policy Civics Subcommittee Chair, *Jo Rossman*, did a great job of keeping us on track!

The not-so-good news. Neither the corporate board diversity bill, nor the bill setting up and financing a Task Force to examine age discrimination in the workforce passed. Needless to say, I am undertaking an examination to determine why and how this happened. Armed with this knowledge, the State Public Policy Committee and I can develop a positive strategy to move these issues forward. We aren't giving up!

The great news — save the best for last!! — we had over 35 AAUW of OR members send emails to legislators, Committees and Committee Chairs in support of the corporate board diversity bill. This kind of support is critical to AAUW of OR's advocacy efforts. I keep telling legislators that our members read, can write letters to the editor and vote. Voicing our support or opposition for legislation bolsters our influence and demonstrates that we are listening!!

### 3. And About Other AAUW of OR Public Policy Priorities?

At the beginning of the season the State Public Policy Committee identified a number of bills that we wished to support. We then filed testimony in support of many of these bills. I'm attaching a list of those bills and whether they passed or not. The verdict? Good!! What do you think? Are our Public Policy efforts heading in the right direction?

### 4. Some General Takeaways from this Session

A lot was accomplished during this Session. Here is a mini summary -

#### *Healthcare*

- A proposed Constitutional amendment which will affirm that healthcare is a human right was passed and will be referred for a public vote.
- Telehealth got a big boost which will hopefully improve access for patients in rural and underserved areas. Persons may not act as pharmaceutical representative without first obtaining a license.
- A Prescription Drug Affordability Board was created to perform an annual review of prices for 9 drugs and at least one insulin product and report back to the legislature. More to come on the drug pricing issue!
- It is now unlawful to discriminate in providing dental treatment. Pharmacists can provide HIV screening and prescribe certain related medications.

#### *Economic Recovery*

- Lots of money was authorized to be spent in this area, including housing.
- Rural broadband is expanded to allow for rural community access
- Certain taxpayer exemptions given for property destroyed by wildfire last year

#### *Education*

- Lots of money was authorized to be spent here (a record \$9.3 billion)
- Students have free access to tampons and sanitary pads at public schools
- GED students can participate in interscholastic activities
- Limits on use of suspension and expulsion in early learning programs
- Teacher caseload is a legitimate item for collective bargaining

#### *Elections*

- No campaign spending limits

#### *Environment*

- This is a BIGGIE - \$50 million appropriated to foster clean energy and setting a goal of 100% clean energy by 2040
- "Healthy Homes" investment in home repairs for low income Oregonians

#### *Police Accountability and Community Safety*

A few of the bills are mentioned in the list or AAUW of OR Priority Bills, but there were almost 20 other bills that could be included in this category. Some highlights: establishment of a Commission on Statewide Law Enforcement Standards of Conduct and Discipline which will adopt uniform statewide standards of conduct that will be followed by community oversight boards, agencies, review bodies and arbitrators; authorization of the creation of local civilian oversight boards; increased public access and transparency; law enforcement

must be trained to investigate crimes motivated by gender bias; clarification of criteria for an arrest for interfering with a police officer; development of a statewide pre-employment background check system; mugshots and photos of persons who have been arrested generally can't be publicly distributed; limits on the receipt of military-grade equipment from the federal government; requirement for training in airway and cardiopulmonary resuscitation,

**5. Some Last Words — Until AAUW of OR Public Policy Revs Up Again**

Best,

Trish

*Trish Garner, J.D., M.S.W.*  
*State Public Policy Chair*  
*American Association of University Women of Oregon*  
*(she / her / ella)*  
*503-407-2341*  
[garner37@mac.com](mailto:garner37@mac.com)



## Past Bills of Interest

Whether during Lobby Day or the beginning of a Legislative Session, the State Public Policy Chair will distribute a list of specific bills of interest to AAUW of OR members. She will periodically update you on these bills. As Branch PP Chair, you and/or your Branch public policy committee may choose to follow a bill. This work can be informative and exciting, and represents a key part of public policy advocacy. It is important to coordinate your support, or opposition, of state legislation with the State Public Policy Chair.

## Bills of Interest to AAUW of Oregon

### OUR TOP PRIORITIES

Bill #	Issue
<a href="#"><u>HB 4076</u></a>	Establishes Task Force on Age Discrimination that will identify and evaluate impacts of age discrimination in workplace and report to the interim legislative Committees relating to business and labor.
<a href="#"><u>HB 4131</u></a>	Provides Statutory Authorization and Additional Funding for the Family Preservation Project at Coffee Creek Correctional Facility.
<a href="#"><u>HB 4132</u></a>	Requires the Oregon Health Authority in conjunction with the Oregon Department of Education to administer and collect data from student health surveys.

### BILLS ACTIVELY SUPPORTED BY AAUW of OR

Bill #	Issue
<a href="#"><u>HB 4005</u></a>	This bill requires that when a firearm is not carried by or under the control of a firearm owner, it needs to be secured with a trigger or cable lock, in a locked container or in a gun room. If someone obtains an unsecured firearm and injures an individual or property, the firearms owner may be liable for the injury. It's a Class A misdemeanor if a minor obtains an unsecured firearm if the owner knew or should have known that a minor could gain unauthorized access.



<a href="#"><u>SB 4010</u></a>	Provides for disconnection of Oregon from the federal “Opportunity Zone” tax break enacted in President Trump’s 2017 tax plan. This tax plan allowed investors who accrue capital gains on investments and place these monies into so-called “Opportunity Zone” funds to defer payment of capital gains until 2026. Capital gains generated by these investments are completely tax-free if they are held in the fund for at least ten years. There is no requirement that the qualifying investments be for the benefit of people who live in these zones and almost all of these Opportunity Zone investments have been made in highly developed areas, such as the Pearl in Portland. Oregonians can take advantage of this tax break if the investments are made out of state. Oregon is the only Western state that remains connected. This tax break removes needed funds for Oregon's schools, social services and so on.
<a href="#"><u>HB 4040</u></a>	Directs Judicial Department to establish Family Treatment Court pilot projects in Coos, Clackamas, Douglas, Jackson and Marion counties in order to improve outcomes in child welfare cases resulting from parent's or caregiver's alleged substance use disorder.
<a href="#"><u>HB 4112</u></a>	Expands funding for additional staff to ensure high schools teach a child abuse prevention program (Erin's Law) and creates Children's Advocacy Centers.
<a href="#"><u>HB 4133</u></a>	Appropriates moneys to the Department of Human Services in order to fund domestic violence advocates co-located within DHS offices.
<a href="#"><u>HB 1540</u></a>	Provides for a licensing framework for student loan servicers.
<a href="#"><u>HB 1566</u></a>	Allows foster children to qualify for Oregon Promise based on the highest educational level they achieved while placed out of state. NOTE: There are other portions to this bill but AAUW of OR supports HB 1566 only to the extent that it deals with this provision. We don't take a position on the remaining portion of the bill.

## **BILLS SUPPORTED BY AAUW of OR (MONITORING)**

Bill #	Issue
<a href="#"><u>HB 4055</u></a>	Requires the Higher Education Coordinating Commission to conduct a study and develop recommendations on how Oregon's community colleges and public universities can best combat food and housing insecurity among their students.
<a href="#"><u>HB 4014</u></a>	Authorizes political contributions to be received by candidates or candidate campaign committees to be used to defray both health insurance premiums and caregiving expenses.
<a href="#"><u>HB 4098</u></a>	Directs the Department of Education to develop a statewide, long-term strategic plan to provide computer science education to all schools by the 2025-2026 school year.

<a href="#"><u>HB 4160</u></a>	Establishes a Task Force on Student Success for Underrepresented Students in Higher Education.
<a href="#"><u>SB 1522</u></a>	Modifies definitions of “sexual conduct” and “student” for purposes of requirements for education providers related to abuse of sexual conduct toward students.
<a href="#"><u>SB 1538</u></a>	Authorizes cities, counties, metropolitan service districts, school districts, colleges or universities to adopt ordinances or policies limiting or precluding the affirmative defense for the possession of firearms in public buildings on the basis of having a concealed handgun licensee.



## Two-Minute Activist Program

National AAUW **Two Minute Activist** program keeps members updated on the latest federal legislation and provides an easy way for AAUW of OR members to send letters to their U.S. Representative or Senator.

AAUW provides everything you need to contact your members of Congress and your state legislators about pressing legislation that, if passed, could make life better for all women and girls. **You can make a difference in just two minutes!**

**Click the link:** <https://www.aauw.org/act/two-minute-activist/> and enter your contact info. You will automatically receive periodic email updates from AAUW on federal legislation for which AAUW is lobbying.



At the bottom of each notice click on TAKE ACTION. Up will pop a letter that AAUW has already written for you. Feel free to add information or personalize the letter or just click SEND, and your letter of support will be sent to your Representative or Senator.



## Links to AAUW National Public Policy Information

### For Public Policy Information:

- **Policy Center:** You can explore the issues in AAUW's Policy Center to learn where we stand, read letters, comments, and testimony to learn AAUW's positions on our priority issues and see where we support specific federal legislation: <https://www.aauw.org/act/policy-center/>.
- **Public Policy Priorities:** The member-voted 2019-21 Public Policy Priorities are posted. <https://ww3.aauw.org/policy-priority/public-policy-priorities> The 2021-23 Public Policy Priorities are currently being voted on and will be updated at this location when completed. We won't be printing physical copies as brochures this year, but there is a printable PDF available on that page.
- **Advocacy Calls to Action "Two Minute Activist" Program:** View current action opportunities and sign up for email updates: <https://www.aauw.org/what-we-do/public-policy/two-minute-activist/>.
- **Legal Advocacy Fund:** To learn about how AAUW challenges sex discrimination in higher education and the workplace, go to the Legal Advocacy Fund: <https://www.aauw.org/resources/legal/laf/>.

### For General Information:

- **Media:** For press requests for AAUW staff, please contact Mary Hickey at [hickeym@aauw.org](mailto:hickeym@aauw.org). At this time, AAUW's advocacy team is unable to participate in interview requests for student projects. You are welcome to use any of the resources listed here and on our website with proper attribution.
- **Legislation Vetting Request:** If you would like an opinion from AAUW staff on whether your state's proposed legislation or ballot measure aligns with AAUW's public policy contact AAUW staff: <https://www.aauw.org/resources/policy/advocacy-toolkit/state-legislative-request-intake-form/>
- **Event Report-Back** form for advocacy events and activities.  
**Form:** <https://www.aauw.org/resources/policy/advocacy-toolkit/aauw-advocacy-event-and-activity-report-back-form/>



## AAUW Research

## Examples of

### The Facts Behind AAUW's Advocacy

AAUW research provides credible facts and data that can help assist members in their grassroots advocacy efforts and motivate elected officials to push forward policies that break through educational and economic barriers for women and girls. See, <https://www.aauw.org/research/>

### 2018 & 2021 Update: The Simple Truth About the Gender Pay Gap

Women are paid only 80 cents, on average, for every dollar paid to men. The gap is even larger for most women of color, where Latinas are paid 53 cents and Black women are paid 61 cents for every dollar paid to white, non-Hispanic men. This report examines how gender pay gaps exist in every state and nearly every occupation — and solutions for how we can close it!



**Read the report:** <https://www.aauw.org/resources/research/simple-truth/>

#### Read the 2021 Update:

[https://www.aauw.org/app/uploads/2021/09/AAUW\\_SimpleTruth\\_2021\\_fall\\_update.pdf](https://www.aauw.org/app/uploads/2021/09/AAUW_SimpleTruth_2021_fall_update.pdf)

### 2017 Deeper In Debt

Student debt is making it nearly impossible for many women to afford their basic living expenses after graduating from college.



Women hold an average of \$31,276 in student debt, leaving them with a monthly loan payment of \$307 the year after graduation. Given that women graduating with a bachelor's degree expect to earn an average of \$35,338—only 81% of what men anticipate earning—meeting that loan obligation is challenging at best.

One year after college, women spend an average of \$920 per month on housing, \$396 per month on a car loan and, for the 16% of women who are moms, \$520 on childcare, the report finds. Adding in that \$307 student loan payment makes it difficult—if not downright impossible—to make ends meet. **Read the report:**

<https://www.aauw.org/app/uploads/2020/03/DeeperinDebt-nsa.pdf>

### 2021 The Status of Latinas



The success of Latinas and that of the United States are inextricably linked. With a population hovering near 30 million, Latinas are both a vital base of support for the U.S. economy and critically influential as voters. But even though their contributions boost the national economy, many see little return for their work. More than half of Latinas are second-, third- and fourth- generation Americans, yet deeply rooted structural inequities in education, health and the economy limit their ability to build generational wealth. Latinas as a whole contributed \$2.6 trillion to the U.S. economy in 2019, yet Latinas still earn 55 cents for every dollar earned by white, non-

Hispanic men. Latinas in the U.S. were among the hardest hit by the COVID-19 pandemic. An AAUW research project documents the health and economic repercussions — and outlines policy priorities to aid in the recovery. **Read the report:** [https://www.aauw.org/app/uploads/2021/07/Report-Latinas\\_4.0.pdf](https://www.aauw.org/app/uploads/2021/07/Report-Latinas_4.0.pdf)

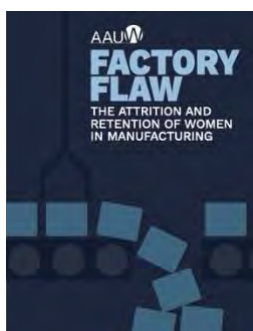
## 2021 The Power Gap



When it comes to narrowing the power and pay gaps by improving diversity among highly compensated employees, the nation's elite universities have a lot of work to do. The research examines gender, race and ethnicity among the ten most highly compensated employees at each of the nation's 130 major research institutions. Women professionals in higher ed are large in number yet small in leadership. Although women make up the majority of higher ed professionals (60%), they are vastly underrepresented among the top earners.

**Read the report:** <https://www.aauw.org/app/uploads/2021/02/WPG-Power-Gap-at-Elite-Universities-2021-Study-2.pdf>

## 2021 Factory Flaw: The Attrition and Retention of Women in Manufacturing



Women are more likely to quit jobs in manufacturing than women in other industries, reflecting a history of sexual harassment, unequal pay and opportunity denied. They are also more likely than men to leave manufacturing jobs, according to this AAUW study. This report explores the challenges women face in male-dominated industries and the barriers that hinder their success. The report outlines how employers can build a more competitive workforce by addressing these longstanding issues and creating more pathways for women in the manufacturing fields. **Read the report:**

[https://www.aauw.org/app/uploads/2021/03/FactoryFlaw\\_FINAL-for-web\\_update.pdf](https://www.aauw.org/app/uploads/2021/03/FactoryFlaw_FINAL-for-web_update.pdf)

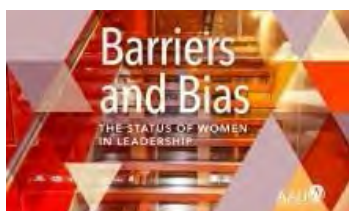
## 2019 Limiting Our Livelihoods: The Cumulative Impact of Sexual Harassment on Women's Careers



Workplace sexual harassment can take a toll on women's physical and mental health, limit their job choices, reduce prospects for career development and even force them out of the workforce. Based on an AAUW's survey of 311 women, this report shows how the negative effects of sexual harassment compound over time, reducing women's lifetime earnings and contributing to both the gender and retirement wage gaps. **Read the report:**

<https://www.aauw.org/app/uploads/2020/03/Limiting-our-Livelihoods-Full-Report.pdf>

## 2016 Barriers and Bias: The Status of Women in Leadership



There is no shortage of qualified women to fill leadership roles: Women make up almost half of the U.S. labor force. They outnumber men in earning bachelor's and master's degrees and are nearly on par in getting medical and legal degrees. Yet from corporate boardrooms to Congress, from health-care companies to the courts, from non-profit organizations to universities, men are far more likely than women to rise to the highest paying and most prestigious leadership roles. Despite decades of investment in women's leadership programs, progress in advancing women has stalled. AAUW is committed to closing the gender leadership gap once and for all. **Read the report:** <https://www.aauw.org/app/uploads/2020/03/Barriers-and-Bias-nsa.pdf>



## 2018 Broken Ladders: Barriers to Women's Representation in Non-Profit Leadership.

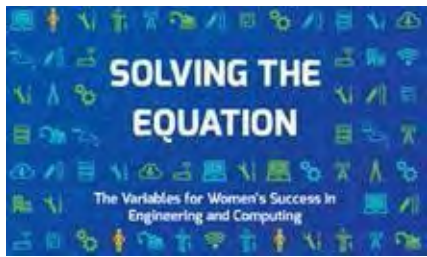


Women are underrepresented in leadership positions across all sectors of the economy and American society. In this research, we take a closer look at the broken ladders to advancement that women face even in sectors where they make up the majority of workers: at nonprofit organizations, in postsecondary education, and at philanthropic foundations. The focus is to broaden awareness of the gender leadership gap and to motivate a change in the status quo. Though most people are aware that women, and women of color in particular, are

underrepresented in leadership in the corporate world, many may be less aware of the pervasive impact of bias against women in nonprofit leadership. **Read the report:**

[https://ww3.aauw.org/aauw\\_check/pdf\\_download/show\\_pdf.php?file=women-in-leadership](https://ww3.aauw.org/aauw_check/pdf_download/show_pdf.php?file=women-in-leadership)

## 2015 Solving the Equation: The Variables for Women's Success in Engineering and Computing



Girls and women are systematically tracked away from science and math throughout their educations, limiting their training and options to go into these fields as adults. Women make up only 28% of the workforce in science, technology, engineering and math (STEM), and men vastly outnumber women majoring in most STEM fields in college. The gender gaps are particularly high in some of the fastest-growing and highest paid jobs of the future like computer science and engineering. This report features the latest data on women's achievement in subjects related to engineering and

computing, how few women are working in these fields, and what can be done. **Read the report:**

<https://www.aauw.org/app/uploads/2020/03/Solving-the-Equation-report-nsa.pdf>





## AAUW Legal Advocacy Fund Cases Change Public Policy



**Court decisions on cases that challenge equity for women and girls can have an important impact on public policy**, current laws and future legislation. New policies can positively or negatively affect the health, education, economic/work opportunities and welfare of women and girls.

**Legal Advocacy Fund Legal Case Support Grants** are available to fund cases in state or federal court that address sex discrimination in employment or education and have the potential to set or reinforce precedent for future cases on gender discrimination. Members of your branch may know of someone in your community who would be interested in applying for such a grant (deadline November 15) or who could benefit from having the information.

AAUW's Legal Advocacy Fund (LAF) has provided millions of dollars to balance the scales of justice by informing men and women of their rights and, when necessary, providing case support to help them seek justice through the courts.

Many of these brave plaintiffs have sacrificed much – careers, finances, mental health and having a normal family life without interruption - to wade through years of legal challenge. It's important for branch public policy chairs to be familiar with the AAUW LAF cases to learn and appreciate how court decisions have changed public policy and made a positive difference for women and girls.

**Branch Public Policy Chairs can inspire members, particularly new members, to become public policy advocates** by having a past-plaintiff come to speak and share AAUW-supported landmark and precedent-setting court cases positively that made a positive impact on women and girls.

Two of AAUW's Legal Advocacy Fund cases are:

- Landmark cases: *Wal-Mart v. Dukes* and *Cioca v. Rumsfeld*.
- Precedent-setting case: *Rizo v. Fresno County Office of Education*.

**Read about these and other AAUW LAF current and past cases:**

<https://www.aauw.org/resources/legal/laf>





## Get Out the Vote Toolkit

### Fall 2019

Direct voter contact is key to increasing voter turnout—especially among young people and first time voters. While state and local Leagues have long invested in critical voter registration efforts in their communities, many have not incorporated direct get out the vote (GOTV), or voter contact, communications into their work. With interest growing across our organization, LWVEF is working to invest in innovative voter contact programs and equip all Leagues with the tools they need to conduct effective get out the vote activities!

Incorporating GOTV into your registration activities  
Getting VOTE411 into the hands of voters who need it  
Sending postcard/text reminders/emails to new voters  
Organizing volunteer phonebanks

Multiple studies and registration programs have found that simply helping individuals register to vote is



not enough; critical follow-up is needed to help new registrants become active, well-equipped voters. In fact, direct outreach from political candidates, parties and nonpartisan groups like the League has proven to have a direct increase in voter turnout, especially among young people. In 2019, a pilot project between LWVEF and the League of Women Voters of New Jersey showed up to a full percent increase in turnout among primary voters who received contact communications directly from the League— a huge increase in an off-year election!

What's more, investing in direct get out the vote activities helps us leverage our volunteer hours and hard earned investments in powerful ways. We want our registration activities to be as effective as possible. We want to ensure that the critical information on [VOTE411.org](https://www.vote411.org), a resource we invest in at all levels of the League, gets into the hands of voters who need it. We want to remain competitive and nimble as new organizations arise and as many of our states' election systems evolve to adopt online and automatic voter

registration. And, we want to provide new volunteers with tangible, timely, and effective opportunities to engage. Direct voter outreach does just that.

By utilizing contact information gathered during League-sponsored voter registration drives, through partnerships, and by utilizing publicly-available voter file data, we can successfully increase voter turnout while also leveraging and building the League brand in our communities. This guide has steps to show you how!

### Top Tips for Getting Out The Vote

Regardless of the means of communications used for get out the vote, our aim is to empower newly registered voters so that they can feel connected and excited about the upcoming election! **Contact your new registrants right before the next election by phone, mail, in person or email and share the following information:**

- **Remind them to vote** and invite them to voter education events like debates.
- **Ask them to visit [www.VOTE411.org](http://www.VOTE411.org)** to find their polling place and learn what will be on their ballot.
- **Ask about their voting plan** for Election Day. Research shows that by asking voters whether they have an Election Day plan (how will they get to the polls? At what time?), you will increase their chances of participating.
- **Keep it brief** and friendly!
- **Be helpful.** Have election dates, polling locations, and other information at your fingertips so that you can help address any questions.
- **Be responsive.** If you list a phone number or email address in your communications to voters, make sure someone is checking messages in the lead-up to Election Day!

### Key Questions to ask your League team:

What are we currently doing to get out the vote?  
How can we directly reach more voters personally ask them to vote?  
How are we measuring our effectiveness?  
What's holding us back?



## Incorporating GOTV into your Voter Registration Activities

Adapted from the [Empowering the Voters of Tomorrow](#) training manual

For most Leagues, effective get out the vote efforts start by collecting contact information at voter registration events. Strategic record-keeping will allow you to follow-up directly with the people you help register to vote. Evidence shows that newly registered voters who receive follow-up communications are more likely to turn out to vote. What's more, collecting and tracking basic information will enable you to show the world—including your partners and supporters—that your voter registration drive made a difference and will give your team tangible results!

Consider taking the following steps to ensure you will have the opportunity to remind new registrants to vote as Election Day approaches:

### **Learn the contact rules for your state and make a plan.**

Because voter registration lists are a matter of public record, most states allow independent registration groups to collect specific information from completed voter registration forms before they are turned in to the appropriate elections official.

- Some states have restrictions against copying or retaining certain information (for example, private data such as a birth date, driver's license number or social security number). To find out the rules for your state, visit your Secretary of State's website. Additional guidance for most states is available at [Fair Elections Legal Network](#).

- If you are unable to photocopy or otherwise collect information directly from the voter registration form, consider utilizing a pledge card\* or sign-in sheet (see below) at your registration drives to

collect students' email and cell phone information or direct them to use the voter registration tool at [www.VOTE411.org](http://www.VOTE411.org), after which they'll receive election reminders.<sup>1</sup>

- Designate an organized person or small team to take the lead on collecting all completed registration forms, copying the legally-allowed information and/or retaining information from pledge cards and sign in sheets, and promptly turning the original forms in to the appropriate elections official, keeping in mind that there might be a time requirement for turning in registration forms in your state.
- Please note: IRS rules stipulate that it is allowable to contact new registrants with election-related information such as what has been outlined here. However, it is illegal to use information from a

### **Keys to making a plan:**

Know the rules of your  
state!  
Designate person(s) to  
collect  
information  
Anticipate barriers  
to collecting information  
Stay committed to  
GOTV efforts

<sup>1</sup>According to [Nonprofit Vote's](#) 2019 report, nonprofit voters who signed a pledge-to-vote card turned out to vote at a rate 14.1 percentage points higher than comparable registered voters. You may also choose to use the [federal voter registration form](#) if restrictions associated with your state or local form hamper your efforts



voter registration form to send unsolicited communications about non-election items such as fundraising, action alerts, etc. Before engaging registrants on anything that is not related to educating them about the election process, you must ask registrants (in person or electronically) to “opt-in” to your email list to receive future news and updates. This way, you will be able to foster longer-term contact and encourage them to get involved in your organization.

## Sample Event Sign-in Sheet

### Sign Up to Receive Election Reminders from [YOUR ORGANIZATION]

Name	Email	Phone

## Printable Voter Pledge Cards

Print and cut out these cards to collect student information and remind them to vote.

**VOTE 411** Election Day to stand up for what matters most to me, my family and my community.

**LWV** LEAGUE OF WOMEN VOTERS® I pledge to vote this year.

Please send me reminders about upcoming elections: Email: \_\_\_\_\_

Cell: \_\_\_\_\_

---

**I will vote this Election Day to stand up for what matters most to me, my family and my community.**

I, \_\_\_\_\_ pledge to vote this year.

Please send me reminders about upcoming

elections: Email: \_\_\_\_\_

Cell: \_\_\_\_\_

---



**I will vote this Election Day to stand up for what matters most to me, my family and my community.**

I, \_\_\_\_\_ pledge to vote this year.

Please send me reminders about upcoming

elections: Email: \_\_\_\_\_

Cell: \_\_\_\_\_

---





## Sample Get Out The Vote Postcards

Mailed reminders to vote are shown to be among the most effective get out the vote methods. Order these and other LWV brand items at: <https://lww.ordercompanion.com/>

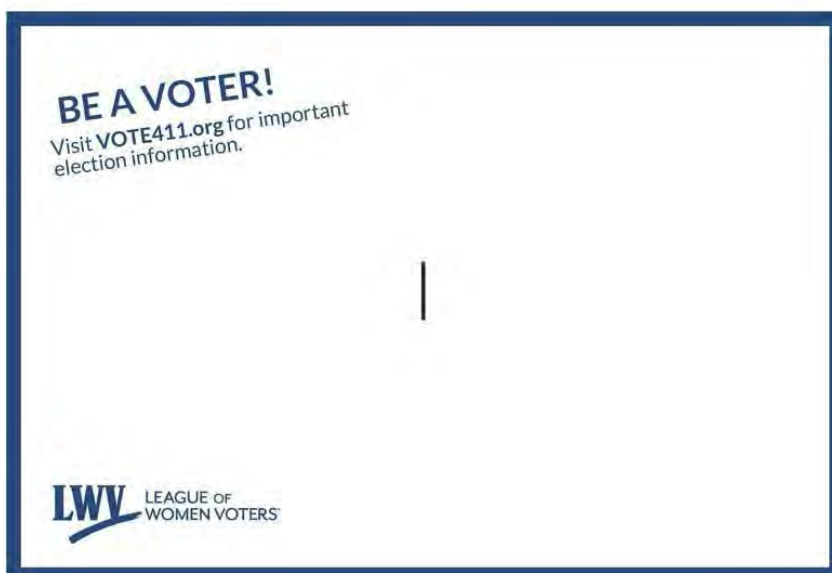
[FRONT]



- Nationwide candidate info
- Polling place locations
- Online voter registration tool
- ID requirements
- Absentee ballot info
- Ballot measure info
- Early voting options
- Election dates



[BACK]





### **Live Phone Calls to Voters**

We highly recommend calling voters, either one on one or via a phonebanking platform, to remind them to vote. Try using this sample script:

#### **Sample GOTV Phone Script**

(Best if made starting a few days before or up until the night before the Election)

Hello, is [VOTER NAME] there?

Hi! This is [CALLER NAME] calling from the League of Women Voters of [CITY/STATE].

You might remember we helped you register to vote at [venue/your school] back in [September/October].

We wanted to thank you again for registering and wanted to remind you about the election on [DATE].

Can we count on you to go vote on [DATE]?

IF YES:

Great! We've been calling other voters and it sounds like a lot of people in [COMMUNITY] will be voting this year. It's an important election, and we're so excited that you'll have the chance to stand up for our community by casting a vote.

Do you know when you might go to vote on Tuesday? In the morning, afternoon, evening? Do you have a plan for getting there?

You can go to our website, [VOTE411.org](http://VOTE411.org), to see who is on your ballot and all the other information about the election.

IF NO/MAYBE:

OK, what other information can I provide to you to help make voting a little easier? I'd be happy to tell you a little more about what to expect at the polls [have polling place hours, required ID info handy].

----

Can I answer any questions about voting?

Great! Again, thank you for your promise to vote this year.

## Things to Consider When Launching a Phonebank

Some Leagues work with partners and/or through the VAN (Voter Activation Network) to phonebank voters utilizing available voter file data. LWVEF has also engaged in some phonebanking pilot projects in partnership with state and local Leagues. If your state League already has VAN access and wants ideas about how to use it effectively, contact Maggie Bush ([mbush@wv.org](mailto:mbush@wv.org)). Whether you're interested in launching a phonebank or making phone calls to voters you've registered, consider these tips:

### Who should we call?

We recommend calling likely underrepresented voters in your community. For example, in the 2019 primary election in New Jersey, LWVEF and LWVNJ called registered voters under the age of 45 who had previously voted in an off-year election. We do not recommend targeting voters by political party.

### When should we call voters?

We recommend running phonebanks only in the few days/over the weekend leading up to Election Day, when the election is most likely to be in voters' minds. We recommend asking volunteers to spend at least one hour making calls during the evening (5-8pm) or over the weekend just before the election.

### What do I say to voters on the phone?

We've provided a script for your phone calls (see above)! The key is to keep it simple, encourage the voter to turn out to vote, and refer them to VOTE411 to find more information about the candidates and the process of voting.

---

## Sample Text Messaging Script

Many organizations are utilizing mass text messaging platforms to get out the vote, though research does not yet definitely indicate that texting increases voter turnout.

If you launch a mass texting campaign, please be sure to check any state and federal rules related to such communications.

Here is a sample script adapted from an LWVEF texting pilot run in 2018:



Hello from the League of Women Voters. Election Day is coming, and we hope we can count on you to vote on [DATE]! Please go to [VOTE411.org](http://VOTE411.org) to find the election info you need.

[If additional capability exists]:

What time would you like a text reminder to vote on Tuesday? (for example 7am est, 6pm pst)

User texts: 8am est

Response: Perfect, your reminder text is set.

Response: SEND TEXT AT SPECIFIED TIME: Happy Election Day! This is an important election. Find your personalized voting info here: <http://www.vote411.org> Now it's time to get to the polls!

---

### **Sample Get out the Vote Email Script:**

While email is not shown to be an effective method of boosting turnout, it does provide a cheap and easy way to communicate with voters. Thus, we do recommend sending election reminder emails to new registrants and/or community members who have joined your email list. Here's a sample:

Subject Line: Important Information before you Vote

Hi [NAME],

Election Day is almost here! Are you ready to vote?

You may remember that we helped you register to vote at [venue/your school] back in [September/October]. Now we're reaching out to share some important tips for Election Day.

This may be the most important election of our lifetime. Election Day, [November X], is your chance to take control for your community and weigh in on the issues that matter most to you and your family. As voters, we all have an equal say in determining our future. That's why it is so important to go cast a vote!

#### **Here are a few important tips:**

- If you need to find information about how, when and where to vote, please visit [www.VOTE411.org](http://www.VOTE411.org) and enter your address.
- On Election Day, polling places are open from XX am to XX pm.
- [If required in your state] At the polls, you'll be required to show [an ID/utility bill/etc.].

The leaders we elect will make decisions that affect your everyday life — your job, health care, the economy and more. So please join your friends and neighbors by being a voter on [DATE]!

If we can help answer any questions you have about the election process, please feel free to contact us at [LEAGUE CONTACT INFO]

Thank you for  
voting!

YOUR NAME

## Additional LWVEF Resources

Sign up for the biweekly League Update email to receive the latest announcements, resources and grant opportunities!  
[http://participate.lwv.org/signup\\_page/league-update](http://participate.lwv.org/signup_page/league-update)

Training resources available at [www.lwv.org](http://www.lwv.org) include:

- [\*Empowering The Voters Of Tomorrow\*](#) (High schools)
- [Naturalization ceremonies toolkit](#)
- [www.VOTE411.org](http://www.VOTE411.org)
- [Guide to LWVUS Services for Leagues](#)

