



## **Strategic Lobbying Proposal for the APLU**

*“Every Student Counts”*

Policy Strategy, Tactics, and Messaging

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## Who We Are

The Woodley Group is a nonpartisan public affairs lobbying firm which was founded in 2010 and is located in downtown Washington, D.C. Our principals have decades of House, Senate, and Administration experience and have worked with top Democratic and Republican policymakers, along with agencies and interest groups in and around the District. Our mission is to help our clients navigate the constantly shifting landscape in Congress and the Executive. We provide policy expertise, advice, and direct engagement with key players to fulfill our client's policy goals and objectives.



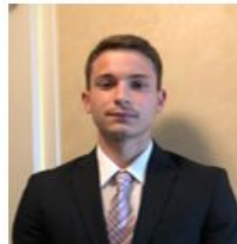
Michela Rynczak has served as a lobbyist and campaign manager at The Woodley Group since 2013, previously leading lobbying efforts regarding the Every Student Succeeds Act. Previously, she worked at D.C. Public Schools as an Institutional Advocate and as Legislative Advisor at the University of Virginia. She holds her B.A. in Communications, Law, Economics, and Government and an M.A. in Political Science from American University. She will be serving as the Campaign Manager and Contact Person for this project. ([michela@thewoodleygroup.com](mailto:michela@thewoodleygroup.com))



Dominic Gatti is The Woodley Group's founder and Head of Direct Lobbying. In 2008, Dominic left his position as Chief of Staff for Sen. Johnny Isakson (R-GA) after working with the Senator for 8 years on a litany of issues including social security and pensions, education, and workforce development. Dominic received his B.A. in Government and M.A. in Public Administration from American University in Washington D.C. He will be serving as the Legislative Director for this project. ([dominic@thewoodleygroup.com](mailto:dominic@thewoodleygroup.com))



Colton Best has served as head of opposition research at The Woodley Group since 2016. Prior to joining the Woodley Group, Colton worked for two years as the legislative director for Rep. Jim Langevin (D-RI), and for three years as Director of Research at the Global Strategy group. Colton holds his B.A. in Political Science along with Justice and Law from American University as well as his J.D. from Georgetown Law. He will be serving as Opposition and Strategic Research Director for this project. ([colton@thewoodleygroup.com](mailto:colton@thewoodleygroup.com))



Matt Nussbaum focuses on budget and financial services at The Woodley Group, with a special focus on banking and appropriations. Before joining the Woodley Group in 2012, Matt served in a senior role in the House as the chief of staff to Rep. Barney Frank (D-MA) during his time as chair of the House Banking Committee. Matt holds his B.A. in Economics and Political Science as well as his M.P.A. from American University. He will be serving as our Budget and Finance Director for this project. ([matt@thewoodleygroup.com](mailto:matt@thewoodleygroup.com))



Molly Igoe has served as a Communications expert since 2014 at the Woodley Group, where she advises clients on strategic messaging in order to shift opinions and change behaviors. Previously, she worked as Communications Director for Rep. Ken Calvert (R-CA) for two years and one year for Sen. Tim Scott (R-SC). She also served as a Strategic Communications Advisor for the American Council on Education for four years. She holds her B.A. in Political Science from Washington College and her M.A. in Political Communication from American University. She will in charge of Strategic Messaging and Communications for this project. ([molly@thewoodleygroup.com](mailto:molly@thewoodleygroup.com))



Kyle DeMars-Johnson has served as the Woodley Group's in-house education policy expert since 2017. Prior to joining The Woodley Group, Kyle worked for Sen. Patty Murray (D-WA) for six years as a Senior Policy Analyst specializing in education issues, and helped with the development and passage of the Every Student Succeeds Act (ESSA) of 2015. Kyle is particularly proud of Sen. Murray's successful push for the inclusion of Preschool Development Grants in ESSA, considering his prior teaching experience in the early childhood field. He holds his B.A. in Political Science from Oberlin College, and his M.Ed. in Education Policy from American University. He will be serving as the Subject Matter Expert on this project. ([kyle@thewoodleygroup.com](mailto:kyle@thewoodleygroup.com))



## **Ethical Compliance**

We commit to being truthful and transparent to you, and to those we communicate with on your behalf while maintaining confidentiality around your sensitive business information. We take your investment in our firm very seriously, and we will act efficiently and effectively to accomplish your goals while avoiding conflicts of interest. Should we earn your business, you will be an active partner; together we will contract a detailed scope of work and regular communication. All team members maintain proper registration as lobbyists with the Office of the Clerk of the House of Representatives, as well as relevant state-level offices. We are and will remain fully compliant with federal, state and other applicable law, regulations, and rules and will fully abide by the spirit of them, including with the Office of the Clerk's Lobbying Disclosure Act Guidance. We will go beyond the letter of the law to operate in an ethical manner.

## **The Current Political Environment**

The Higher Education Act was last comprehensively reauthorized in 2008 and little progress has been made since to reevaluate the effectiveness of its provisions. While there is agreement on a number of features of the reauthorization—simplifying the aid process, holding schools accountable, and enhancing access—the ways in which Members of Congress intend to reform the higher education system differ greatly. In general, the provisions of the Republican-sponsored PROSPER Act favored increased simplicity in the aid process but endorsed serious cuts both on the financial and regulatory sides that would harm many students, including those from your member institutions. For our lobbying and advocacy plan, we will focus our attention towards the provisions of the Democrat-endorsed Aim Higher Act, which align with your association's vision for the higher education field. The Aim Higher Act is based on the principles of college access, affordability, and completion, three considerations you have demonstrated your dedication to. We will continue to provide support for future drafts of the Aim Higher Act because it will likely benefit your institutions greatly; however, if our expectations are not met, we will reevaluate this stance and put our support behind a bill that features our preferred provisions.



While there are many stakeholders for the entirety of the Higher Education Act, we will narrow the focus in order to successfully target our resources to meet your policy goals. Based on the priorities you have identified, we have decided to emphasize Title IV which will bring countless benefits for your students and students across the country by prioritizing individual outcomes, enduring access, and institutional accountability in higher education.

*Stakeholders: Individuals and Organizations*

Institutions, students, and their families are, of course, our greatest stakeholders—supporting a vibrant, successful, and diverse higher education system across all institutions is key to promoting continuous achievement across the country. Colleges, universities, and the associations that represent them will be major partners for us in our work. Like the APLU, these institutions are dedicated to their students and are the most powerful players in the higher education arena. While we will make efforts to partner with all of these groups, the interests of other types of universities may not completely align with our own. Regardless, we will work to convince the umbrella groups for all American institutions of higher education to partner with us as well.

Emphasizing the needs of students for college and career attainment will help us frame the conversation towards our communities. Students and the organizations that represent them will also be some of our biggest allies in our advocacy work. Additionally, because of the nature of Title IV and our goals, there are other issue-specific groups that will prove valuable in influencing policy. Groups that represent minority-serving institutions and black and Latino students such as the American Civil Liberties Union, the Hispanic Association of Colleges and Universities, and the National Association for Equal Opportunity in Higher Education will have a significant stake in the disbursement of federal aid due to the demographic and socioeconomic breakdown of Pell Grant recipients.



Some organizations that have made public comments about college data transparency that align with our interests include The College Affordability and Transparency Center, and the Electronic Privacy Information Center. While they may not necessarily have a direct stake in Title IV, due to our proposed policy initiatives student health and general health organizations will have a significant stake in our legislation including Student Health 101, Aetna Student Health, and the American College Health Association. Other more general organizations that have been previously involved in higher education policy and debate include the Center for American Progress, the National Urban League, and the Center for Law and Social Policy.

It is important to note that the potential opposition groups to our individual provisions vary greatly. Anti-transparency groups with concerns about the U.S. Department of Education (ED) collection of student data include parent and student grassroots organizations, as well as some higher education associations. The Parent Coalition for Student Privacy has been the primary vocal grassroots opposition, stating concerns about data security and infringement on personal liberties. We may also see pushback from grassroots organizations such as The National Association of Independent Colleges and Universities (NAICU), which cites concerns about many technical provisions in the bill that they believe promote student privacy inadequately. The Education Advocacy Coalition—comprised of the Network for Public Education and NPE Action, Parents Across America, Badass Teachers Association, and others—is also a major coalition involved in this debate concerned with data cyber-security, as well as possible breaches to national security that could occur.

Outside the Legislature, Conservative organizations like the Heritage Foundation, American Enterprise Institute, and the National Association of Scholars have expressed skepticism toward the use of Pell Grants to improve student outcomes. They assert that these grant programs primarily benefit



middle-class students, rather than lower-income ones and that higher levels of federal aid lead to tuition hikes across institutions, as per the Bennett Hypothesis. Proposals to link incentives to Pell Grant graduation rates may also encounter some opposition from minority-serving institutions because they typically have lower Pell recipient graduation rates. However, our proposed initiatives combat these concerns in two ways: (a) we intend to alter the way graduation rates are calculated, which would more accurately capture student outcomes (b) would take enrollment rates into consideration when disbursing incentives, both of which would significantly benefit these institutions and could be used to leverage their support and (c) will shine a light on for-profit institutions who enroll significant percentages of black and Latino students but maintain low graduation rates. While these aforementioned groups do not explicitly oppose tying additional funding to Pell grant graduation rates, it is necessary to predict possible negative responses.

Congressional opposition to these provisions exist but vary. First, in regards to ED collection of higher education student achievement data, there is largely bipartisan support for this in both the House and Senate. Nonetheless, notable players within the U.S. Senate that oppose this provision are Chairman Alexander (R-TN) who has vocally expressed concerns over a large federal database on student information. Sen. Mike Lee (R-UT), who sponsored the Higher Education Reform and Opportunity Act of 2017 and his fellow cosponsors may also provide opposition to increased student data transparency.



*Stakeholders: Congressional Committees and Members with Constituent APLU Institutions*

House	Senate
House Education and Labor House Rules Committee	Senate Health, Labor, Education and Pensions (HELP)
Don Young (R-AK) Bradly Byrne (R-AL-1) Mike Rogers (R-AL-3) Mo Brooks (R-AL-5) Terri Sewell (D-AL-7) Aumua Amata (R-Samoa) Rick Crawford (R-AR-1) Steve Womack (R-AR-3) Bruce Westerman (R-AR-4) Michael San Nicolas (D-GU) Jenniffer Gonzalez-Colon (R-PR) Stacey Plaskett (D-VI) Liz Cheney (R-WY) Tom O'Halleran (D-AZ-1) Raul Grijalva (D-AZ-3) Greg Stanton (D-AZ-9) Nancy Pelosi (D-CA-12) Barbara Lee (D-CA-13) Jim Costa (D-CA-16) Zoe Lofgren (D-CA-19) Jimmy Panetta (D-CA-20) Devin Nunes (R-CA-22) Salud Carbajal (D-CA-24) John Garamendi (D-CA-3) Brad Sherman (D-CA-30) Ted Lieu (D-CA-33) Gilbert Cisneros Jr. (D-CA-39) Mark Takano (D-CA-41) Katie Porter (D-CA-45) Scott Peters (D-CA-52) Susan Davis (D-CA-53) Doris Matsui (D-CA-6) Diana DeGette (D-CO-1) Joe Neguse (D-CO-2) Ken Buck (R-CO-4) Ed Perlmutter (D-CO-7) Joe Courtney (D-CT-2) Eleanor Holmes Norton (D-DC) Lisa Blunt Rochester (D-DE) Kathy Castor (D-FL-14) Neal Dunn (R-FL-2) Al Lawson (D-FL-5) Ted Deutch (D-FL-22) Debbie Mucarsel-Powell (D-FL-26) Frederica Wilson (D-FL-24) Ted Yoho (R-FL-3) Al Lawson (D-FL-5) Stephanie Murphy (D-FL-7) Buddy Carter (R-GA-1) Rick Allen (R-GA-12) Jody Hice (R-GA-10) Rick Allen (R-GA-12) Sanford D. Bishop Jr (D-GA-2) John Lewis (D-GA-5) Ed Case (D-HI-1) Abby Finkenauer (D-IA-2) Steve King (R-IA-4) Russ Fulcher (R-ID-1) Mike Simpson (R-ID-2) Mike Bost (R-IL-12) Rodney Davis (R-IL-13) Darin LaHood (R-IL-18) Adam Kinzinger (R-IL-16) Danny K. Davis (D-IL-7) James Baird (R-IN-4) Greg Pence (R-IN-6) Andre Carson (D-IN-7) Trey Hollingsworth (R-IN-9) Roger Marshall (R-KS-1) Stevn Watkins (R-KS-2) Ron Estes (R-KS-4) John A. Yarmuth (D-KY-3) Andy Barr (R-KY-6) Cedric Richmond (D-LA-2)	Clay Higgins (R-LA-3) Ralph Abraham (R-LA-5) Garret Graves (R-LA-6) James McGovern (D-MA-2) Lori Trahan (D-MA-3) Ayanna Pressley (D-MA-7) Andry Harris (R-MD-1) John P. Sarbanes (D-MD-3) Steny H. Hoyer (D-MD-5) Elijah Cummings (D-MD-7) Jared Golden (D-ME-2) Jack Bergman (R-ME-1) Debbie Dingell (D-MI-12) Rashida Tlaib (D-MI-13) John Moolenaar (R-MI-4) Fred Upton (R-MI-6) Elissa Slotkin (D-MI-8) Haley Stevens (D-MI-11) Ilhan Omar (D-MN-5) Pete Stauber (R-MN-8) William Clay Jr (D-MO-1) Blaine Luetkemeyer (R-MO-3) Vicky Hartzler (R-MO-4) Emanuel Cleaver (D-MO-5) Jason Smith (R-MO-8) Trent Kelly (R-MS-1) Bennie Thompson (D-MS-2) Michael Guest (R-MS-3) Steven Palazzo (R-MS-4) Greg Gianforte (R-MT) G.K. Butterfield (D-NC-1) Walter B. Jones (R-NC-3) Alma Adams (D-NC-12) Ted Budd (R-NC-13) David Price (D-NC-4) Mark Walker (R-NC-6) Ted Budd (R-NC-13) David Rouzer (R-NC-7) Kelly Armstrong (R-ND) Jeff Fortenberry (R-NE-1) Chris Pappas (D-NH-1) Frank Pallone Jr. (D-NJ-6) Albio Sires (D-NJ-8) Bill Pascrell Jr. (D-NJ-9) Donald Payne Jr. (D-NJ-10) Mikie Sherrill (D-NJ-11) Debra Haaland (D-NM-1) Xochitl Torres Small (D-NM-2) Dina Titus (D-NV-1) Mark Amodei (R-NV-2) Lee Zeldin (R-NY-1) Adriano Espaillat (D-NY-13) Paul Tonko (D-NY-20) Anthony Brindisi (D-NY-22) Tom Reed (R-NY-23) Brian Higgins (D-NY-26) Steve Chabot (R-OH-1) Michael Turner (R-OH-10) Tim Ryan (D-OH-13) Steve Stivers (R-OH-15) Joyce Beatty (D-OH-3) Robert Latta (R-OH-5) Troy Balderson (R-OH-12) Warren Davidson (R-OH-8) Marcy Kaptur (D-OH-9) Frank Lucas (R-OK-3) Tom Cole (R-OK-4) Earl Blumenauer (D-OR-3) Peter DeFazio (D-OR-4) Tom Marino (R-PA-12) Conor Lamb (D-PA-17) Brendan Boyle (D-PA-2) Jim Langevin (D-RI-2) Jeff Duncan (R-SC-3)
	Lisa Murkowski (R-AK) and Dan Sullivan (R-AK) Doug Jones (D-AL) and Richard C. Shelby (R-AL) Tom Cotton (R-AR) and John Boozman (R-AR) John Barrasso (R-WY) and Mike Enzi (R-WY) Kyrsten Sinema (D-AZ) and Martha McSally (R-AZ) Dianne Feinstein (D-CA) and Kamala Harris (D-CA) Cory Gardner (R-CO) and Michael Bennett (D-CO) Chris Murphy (D-CT) and Richard Blumenthal (D-CT) Thomas Carper (D-DE) and Chris Coons (D-DE) Rick Scott (R-FL) and Marco Rubio (R-FL) Johnny Isakson (D-GA) and David Perdue (R-GA) Mazie Hirono (D-HI) and Brian Schatz (D-HI) Chuck Grassley (R-IA) and Joni Ernst (R-IA) Mike Crapo (R-ID) and James Risch (D-ID) Dick Durbin (D-IL) and Tammy Duckworth (D-IL) Todd Young (R-IN) and Mike Young (R-IN) Jerry Moran (R-KS) and Pat Roberts (R-KS) Mitch McConnell (R-KY) and Rand Paul (R-KY) John Kennedy (R-LA) and Bill Cassidy (R-LA) Elizabeth Warren (D-MA) and Edward Markey (D-MA) Chris Van Hollen (D-MD) and Ben Cardin (D-MD) Susan Collins (R-ME) and Angus King (I-ME) Debbie Stabenow (D-MI) and Gary Peters (D-MI) Amy Klobuchar (D-MN) and Tina Smith (D-MN) Roy Blunt (R-MO) and Josh Hawley (R-MO) Roger Wicker (R-MS) and Cindy Hyde-Smith (R-MS) Jon Tester (D-MT) and Steve Daines (R-MT) Richard Burr (R-NC) and Thom Tillis (R-NC) John Hoeven (R-ND) and Kevin Cramer (R-ND) Deb Fischer (R-NE) and Ben Sasse (R-NE) Jeanne Shaheen (D-NH) and Maggie Hassan (D-NH) Bob Menendez (D-NJ) and Cory Booker (D-NJ) Tom Udall (D-NM) and Martin Heinrich (R-NM) Catherine Cortez Masto (D-NV) and Jackey Rosen (D-NV) Chuck Schumer (D-NY) and Kirsten Gillibrand (D-NY) Sherrod Brown (D-OH) and Rob Portman (R-OH) James Inhofe (R-OK) and James Lankford (R-OK) Ron Wyden (D-OR) and Jeff Merkley (D-OR) Bob Casey (D-PA) and Patrick Toomey (R-PA) Jack Reed (D-RI) and Sheldon Whitehouse (D-RI) Lindsey Graham (R-SC) and Tim Scott (R-SC) John Thune (R-SD) and Mike Pounds (R-SD) Lamar Alexander (R-TN) and Marsha Blackburn (R-TN) Ted Cruz (R-TX) and John Cornyn (R-TX) Mike Lee (R-UT) and Mitt Romney (R-UT) Mark Warner (D-VA) and Tim Kaine (D-VA) Patrick Leahy (D-VT) and Bernie Sanders (I-VT) Patty Murray (D-WA) (HELP) and Maria Cantwell (D-WA) Tammy Baldwin (D-WI) and Ron Johnson (R-WI) Joe Manchin (D-WV) and Shelly Moore Capito (R-WV)
	James Clyburn (D-SC-6) Dusty Johnson (R-SD) Tim Burchett (R-TN-2) Scott DesJarlais (R-TN-4) Jim Cooper (D-TN-5) Steve Cohen (D-TN-9) Michael McCaul (R-TX-10) Veronia Escobar (D-TX-16) Bill Flores (D-TX-17) Sheila Jackson Lee (D-TX-18) Jodey Arrington (R-TX-19) Jouaquin Castro (D-TX-20) Roy Chip (R-TX-21) Will Hurd (R-TX-23) Michael Burgess (R-TX-26) Colin Allred (D-TX-32)
	Lloyd Doggett (D-TX-35) Ron Wright (R-TX-6) Rob Bishop (R-UT-1) Chris Stewart (R-UT-2) Gerald Connolly (D-VA-11) Elaine Luria (D-VA-2) Robert Scott (D-VA-3) Donald McEachin (D-VA-4) Denver Riggleman (R-VA-5) Morgan Griffith (R-VA-9) Peter Welch (D-VT) Pramila Jayapal (D-WA-7) Mark Pocan (D-WA-2) Gwen Moore (D-WA-4) David McKinley (R-WV-1) Alexander Mooney (R-WV-2)



Within the House, Ranking Member Virginia Foxx (R-NC) has proven to be one of the most adamant opponents of increased data, introducing the original amendment to the Higher Education Act in 2007 banning ED collection of individual student records. Fortunately, when it comes to potential opposition toward the adoption of the Student Achievement Measure (SAM) system for student outcomes as opposed to simply using graduation rates, there has been no notable pushback Congress and very limited arguments against this measure by important higher education groups. At this point, the only predictable opposition to SAM would be states that view implementing this system as potentially cumbersome for them.

Additionally, indexing Pell Grants to inflation has proven to have primarily bipartisan support in Congress, but still faces some Republican opposition. For example, Rep. Glenn Grothman (R-WI) in recent years has voiced his concerns about the motives of Pell Grant recipients, and Chairman Alexander (R-TN) has cited entitlement spending as a cause of the federal debt. Additionally, Sen. Scott (R-SC) introduced the PASS Act, that sought to cap or reduce Pell Grant funding, supported by Sen. Bill Cassidy (R-LA). The issue of tying additional higher education funding to Pell Grant graduation rates has not explicitly arisen in Congress; however, Ranking Member Virginia Foxx (R-NC) and Sen. Richard Burr (R-NC), who receive political funding from, and favor for-profit institutions, may oppose funding connected to graduation rates because these schools generally have significantly lower graduation rates.

### **Policy and Legislative Goals**

The APLU has many crucial policy objectives aimed at improving Institutions of Higher Education (IHEs) and ensuring that students receive equal access to financial aid opportunities. Our firm is dedicated to helping you achieve these objectives. To do this, it is best to focus on two key areas:





student outcomes and financial aid. Specifically, we will advocate for lifting the ban on student unit records by supporting the provisions of College Transparency Act, along with tying funding eligibility for students based on Student Achievement Measures (SAM) rather than federal graduation rates. For Pell Grants, we will focus on adjusting the grants to inflation levels by extending mandatory inflation adjustment, which expired in 2017, and rewarding colleges/universities with high Pell Grant completion rates with grants that support health services on campus.

***Greater Transparency and Accountability from Institutions of Higher Education***  
***Lifting the Ban on Student Unit Records***

As your organization contends, it is difficult for students and parents to make decisions about where to attend college with the current ban on student unit records. Investing in higher education is never an easy decision, and has become increasingly burdensome now, more than ever. According to a CNN report, nearly 100 universities charge over \$50,000 a year in tuition, \$5,000 less than what the median American household makes in a year. Americans also have over \$1.5 trillion in student loan debt, more than credit card debt and car loan debt. Additionally, the report argues that colleges and universities would benefit from this change, as access to data would help determine what happens to the nearly 50% of students who leave prior to graduating.

Currently, only a small portion of data collected from IHEs is available through websites such as ED's College Scorecard and the National Student Clearinghouse. As you mention in your policy white paper, the College Scorecard is inadequate because it only provides general post-graduation salary information for each institution, which glosses over the large differences in salaries across programs. That is why we will be strongly advocating for the inclusion of key provisions of the College Transparency Act in any Higher Education Act reauthorization. This is a bipartisan bill with support from key Members on the Health Education Labor and Pensions (HELP) Committee and other



committees on both sides of the aisle. Former Sen. Orrin Hatch (R-UT), Sen. Elizabeth Warren (D-MA), Sen. Bill Cassidy (R-LA), Sen. Sheldon Whitehouse (D-RI), and Sen. Lindsey Graham (R-SC) were the primary sponsors and cosponsors of the bill last year in the Senate, and the second-ranking Republican in the Senate, Sen. John Cornyn (R-TX), announced his support for the bill last year. The identical bill in the House had bipartisan sponsors and cosponsors, like Rep. Paul Mitchell (R-MI) and Rep. Susan Davis (D-CA). In addition, the bill is supported by universities and community colleges and their associations, along with over 70 other groups, including the US Chamber of Commerce; Center for American Progress; the Business Roundtable; New America; Third Way; and veterans' groups.

A similar approach to data transparency has had some success in California already, with the “Salary Surfer” launched by California Community Colleges in 2013, which provides estimates of what graduates could be earning two and five years after receiving their degree or certificate. By tracking data over multiple years, colleges were able to glean that students who complete a certificate degree double their annual pre-degree earnings after two years in the workforce and nearly triple their pre-degree earnings after five years in the workforce. The University of Texas system similarly unveiled a new program last year called “SeekUT,” which tracks graduate outcomes by institution and major. These developments provide a glimpse into what the federal government could be doing to improve higher education information utilization. Increasing this access to student data will benefit your association in a number of ways, including providing more information about your members’ standing among other universities and valuable data that can be used to promote innovation in higher education.



### *Tying Funding Eligibility to Student Outcomes Based on Student Achievement Measures (SAM)*

Directly related to lifting the ban on student unit records is the issue of what data is used to measure student success. Currently, institutions calculate their graduation rates, which often represents student and institutional success, by only considering students who enroll full-time and start and finish their degrees at the same college or university. As you mention, this process leaves out many students who transfer institutions midway through their careers and underreports actual graduation rates.

According to a study conducted by the National Student Clearinghouse Research Center, more than one in five students who complete a degree do so after transferring. Student Achievement Measures (SAM) include information from a greater proportion of students and tracks students who enroll in multiple colleges/universities. That is why we will be advocating for SAM to be used in place of the current federal graduation rate to determine student eligibility for funding for the time being. Hopefully, with greater data transparency, institutions will be able to more accurately report their student outcomes, so that students can make more informed decisions. It will additionally encourage students to choose high-quality institutions, like your member universities, and help to increase your standing among other universities.

### ***Preserving the Value of Pell Grants*** ***Indexing Pell Grants to Inflation***

We recognize the impact Pell Grants have on creating a diverse and inclusive student body at institutions of higher education across the nation. These grants enable low-income students to receive a consistent source of financial aid from the Federal Government. “Loans, grants, and Pell Grants are essential for a vibrant, successful, and diverse higher education system . . . for economic growth, global competitiveness, and social mobility,” as you succinctly point out in your association’s white paper. A



clear problem with the Pell Grant program, however, is the lack of purchasing power it currently has in the higher-education sector.

According to ED, the maximum Pell Grant is slightly less than \$6,100 per year. This is about \$1,500 more than the maximum Pell Grant in 1999, an increase of around 33%. Over that same ten-year period, the total cost of attendance (tuition, fees, and room and board) at a public four-year institution has risen over \$9,000, an increase of 75%, according to The College Board. The purchasing power of the Pell Grant has never been lower; this will continue to get worse as Pell Grants are no longer indexed to inflation. For the past five years, the maximum grant amount has automatically increased at the rate of inflation, but this provision expired in 2017. The effectiveness of the Pell Grant program will not improve if the maximum grant amount remains the same, while tuition and fees continue to increase dramatically, which doesn't take into account general increases in cost-of-living. As such, our team understands the need for Pell Grants to be tied to inflation once again. We will fight to ensure any legislation relating to the Higher Education Act reauthorization will include tying the maximum Pell Grant available to students to inflation on a yearly basis.

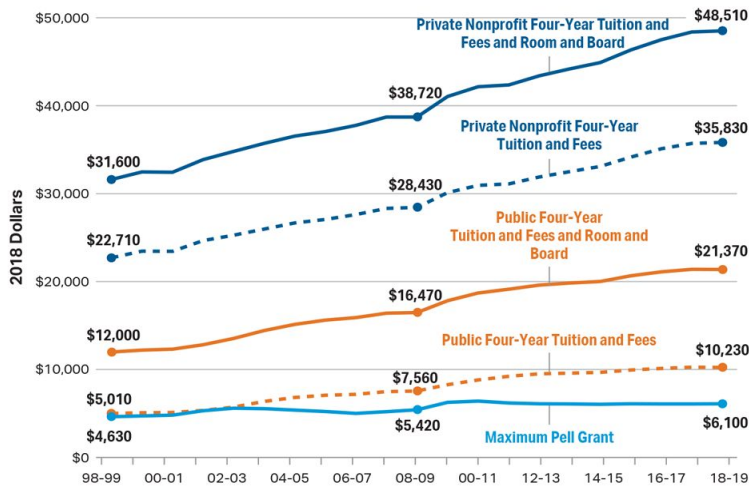


Figure 1: Pell Grant Data. Source: The College Board, Trends in College Pricing 2018; U.S. Department of Education, Federal Student Aid Data Center.



### *Prioritizing Outcomes of Pell Grant recipients*

As discussed above, we understand your concern over having an effective tool to analyze student outcomes. We have outlined how the use of SAM allows for more accurate analysis of higher education data. As our campaign is primarily concerned with prioritizing student outcomes, we want to ensure that universities are enrolling and graduating students who receive Pell Grants. A study done by Third Way outlines just how seriously outcomes for Pell Grant recipients need a boost. Nationally, students who receive Pell aid graduate 18% less often than students who do not receive Pell aid. Less than half of full-time students receiving a Pell Grant graduate after six years, the length of eligibility for the Pell Grant. Perhaps one of the most glaring statistics is that only 47% of institutions graduate at least half of their Pell recipients. But the key finding from Third Way which inspired our proposed policy change is the following: nearly 250 of the 1,500 institutions studied graduate *more* Pell students than non-Pell students. This tells us that it is not impractical to expect institutions of higher education to serve their Pell students just as well, if not better than their counterparts. Therefore, we believe an incentive to graduate more Pell students will push institutions to take a look at their curricula and find out where Pell students are being lost.

An incentive that makes sense to provide, and that we plan to be advocating for, would be funding for on-campus student health services for institutions who reach a certain threshold of Pell enrollees and graduates. This is an issue that is considered nonpartisan as officials from both sides of the aisle agree that providing students with better care on campus is a win for all. We found this issue dovetails with the circumstances of Pell students as these low and middle-income students are more likely to be without local healthcare and in need of health services, whether it relates to physical or mental health.



**Our Strategy**  
***Direct Lobbying***  
*Identifying Champions*

To begin our direct Congressional lobbying we have first identified three Representatives and four Senators who would likely be willing and able to champion our goals. In the House, we have chosen Chairman Bobby Scott (D-VA), Rep. Susan Davis (D-CA) and Rep. Elise Stefanik (R-NY). We chose Chairman Scott because the Education and Labor Committee will have jurisdiction of any bill that may contain our provisions in the House and he has historically been a supporter of Pell Grants and universities by-and-large. Rep. Davis and Rep. Stefanik will both be on the Education and Labor Committee, have spoken publicly in support of releasing student-level data, and worked together on the College Transparency Act (H.R. 2434 / S. 1121).

In the Senate, we chose Sen. Johnny Isakson (R-GA), Sen. Mike Enzi (R-WY), Ranking Member Patty Murray (D-WA), and Sen. Bob Casey (D-PA), all of which are members of the HELP Committee. We chose a bipartisan group of champions as any legislation coming to the Senate floor will need bipartisan support to pass (assuming Sen. McConnell (R-KY) resists calls from the White House to go nuclear on legislation). We chose Sen. Isakson and Sen. Enzi because both have previously shown support for Pell Grant increases; they worked on the Financial Aid Simplification and Transparency Act of 2015 together which included indexing the Pell Grant to the Consumer Price Index. By enlisting the support of two of the top five ranking Republicans on the committee, we see a path to win over Chairman Alexander and garner strong Republican support. Ranking Member Murray was a clear choice as she supports our goals, holds enough sway pertaining the issues, enabling her to influence draft legislation, and will be able to speak for other Democrats on the committee whose time may be divided



pursuing presidential campaigns. Sen. Casey has demonstrated an ability to work with both Sen. Isakson and Sen. Enzi; we foresee Sen. Casey as a unifying force in our campaign.

### *Approaching the 116th Congress*

The dynamics of the 116th Congress are in flux, so we have developed parallel strategies for each chamber, so we are prepared to act on any active higher education legislation. Our provisions are both germane and a subgroup of a larger set of considerations that will be included in any successful reauthorization of the Higher Education Act. Chairman Alexander is retiring at the end of this session and many speculate that he will try to move a major reauthorization bill, but in a recent interview with *The New York Times*, he argued that there was little chance of movement due to Democratic obstruction. The Democrat's bill in the House, the Aim Higher Act, is considered the starting point for higher education legislation. Originally introduced as a messaging bill, it may very well be rewritten before it is considered feasible legislation if it is to succeed in passage through the Republican-controlled Senate. Considering all of these factors, we are prepared to lie in wait. Expending effort to move legislation as large as the Aim Higher Act merely to enact our two stated goals would be an unnecessary expenditure of resources, and may open the APLU up to internal battles which could put stress on the association. Higher Education reauthorization is one of the few issues that has a legitimate chance to move in this Congress; not only is there significant consensus on the importance of reauthorization, but also the DeVos Administration's push for rulemaking will likely concern lawmakers enough to make traditionally unlikely partnerships.

In order to capitalize on this political reality, we will lay a significant amount of groundwork before any legislation is considered. The first piece of this groundwork is routine staff contact. We will be in contact with staffers for all of our champions, committee staff, and any office they point us to.



Through this network, we will be able to stay ahead of any formal or informal movement and adjust our plan accordingly. While we are waiting for information about earnest legislation being introduced, our events, which are detailed later in this proposal, will shore up support among our champions and their constituencies. The rest of our advertising and event strategy will be structured around the political landscape as it evolves. As soon as we receive information from our network that there is real movement, we will mobilize our contacts and resources to ensure our goals are included in any proposed legislation.

Since we have not seen reauthorization in ten years and because any rulemaking from the DeVos Administration may cause significant harm to the status of higher education, lawmakers would be spurred to act. With this assessment, we are confident that our seemingly passive approach is the best way to tackle this complex issue. That being said, we will encourage legislation to be drafted and debated, and when it does, our direct lobbying team will be on the Hill promoting the APLU's goals.

#### *House Pushes First*

As the bill begins to form, we will hold frequent meetings with the relevant Education and Labor Committee staff where our direct lobbying team and our education policy expert will work through any conflicting principles and the technical language in the bill. In the committee staff meetings, we will work mostly with the majority staff as to stay out of Ranking Member Foxx's field of influence, but we will meet a few times with the minority in order to prepare ourselves for possible fights in the Senate. Though it is extremely likely that Ranking Member Foxx will be an ardent opponent due to her opposition to collecting student-level data, the House is a majoritarian institution and we will be able to move legislation without her blessing. During this time, we will also hold meetings with education staffers in the personal offices of the Education and Labor Committee members in order to count votes





in support of our provisions of the bill or any amendment we may need to make to get our provisions in the bill. After this series of meetings, we will put together our path to a solid majority of support on the committee. We aim to have bipartisan support, but we would be satisfied if it passes on a partisan vote. Before the committee schedules a vote, the direct lobbying team will reach out to the relevant staffer on majority leadership to clear our provisions and set up leadership support later in the process.

Moving towards the final markup and vote, the direct lobbying team will work with the Presidents of member universities to write and hand deliver letters of thanks to reinforce strong supporters. For offices who are leaning yes, we will set up calls with the Member and relevant university presidents to drive home support. For offices who are undecided or leaning no, we will fly-in presidents of universities in or around the district of the member we are trying to sway. With these meetings we will get a reliable vote count, hoping to be above the threshold necessary to get a positive report out of committee. If we do not have a majority in committee, we will ask our champions to make extra contact and will mobilize in-district student and university pressure.

If the bill coming from committee includes our goals, then we will spend time lobbying the Rules Committee, including Ranking Member Tom Cole (R-OK), whose district contains an influential APLU member, in order to protect our provisions as they go to the floor. As the bill leaves Education and Labor, we will be in contact with the education staffer in the leadership office to stay in the loop about when the bill will go to the floor. If our goals are not included in the bill, we will analyze our progress in the Senate, which will be discussed later in this proposal.

### *Senate Pushes First*

The direct lobbying team will begin by working with Sens. Isakson and Enzi's staffs to discuss our goals with Chairman Alexander's staff and feel out the Chairman's position. We plan on utilizing



the existing relationships between the three offices in order to secure the support of the Chairman, who we expect may have initial reservations. Simultaneously, we will speak with Ranking Member Murray's staff to measure her willingness to push our goals in the committee. Meetings with the staff of the rest of the committee will allow us to evaluate their status and create a map to a majority supporting our provisions.

At the first indication that the Senate HELP Committee is seriously considering HEA legislation, we will bring in our policy expert to meet with committee staff to work out how our provisions would work into current drafts of the bill. We will also hold meetings with each committee member's education staffer to obtain a vote count. Going into committee markup and vote, we will employ similar tactics to what we would use in the house; letters of thanks and support for those in favor, conference calls for those leaning yes, and fly-ins or in-district events for undecided Senators.

When the relevant legislation comes out of HELP we will work with Sen. McConnell (R-KY) and Sen. Schumer's (D-NY) offices to help piece together a unanimous consent agreement with the goal of making our provisions difficult to amend out of the legislation. When our provisions make it into the final bill, we will continue to work in coordination with leadership and floor managers to apply pressure to key senators using aforementioned student and university president fly-ins as well as other in-district events (as described in our grassroots section).

### *Map to 218 and 60*

Considering Congress has not passed significant legislation dealing with the Higher Education Act in ten years, and the composition of Congress has changed dramatically since 2008, it is difficult to determine the position of Members before our initial meetings. To map out our road to victory at the outset, we are using more institutional pathways and will be ready to adapt when necessary. In the



House, we are confident that our measures will be included bills passed by the Democratic majority. Though there will be a battle within the Democratic Caucus on the degree to which Pell Grants should be expanded and requiring transparency from institutions, our measures are a starting point and will certainly be included in any legislation agreed upon by Democrats. Knowing that any bill will also have to pass the Republican-controlled Senate, House leadership will likely try to draw bipartisan support to increase the bill's viability to become law. While Republican detractors, such as Ranking Member Foxx, will not have the power to strip moderate provisions from the bill due to their lack of power in the minority, having Rep. Stefanik as a champion will be key in attaining Republican support for our provisions. These efforts will easily clear the 218 vote threshold while containing our goals.

In the Senate, our path forward must rely more on consensus. We have set ourselves up for success by bringing on an equal number of Republican and Democratic champions as well as working with leadership in both parties to ensure our provisions fit into the effort inoffensively. Securing both Chairman Alexander and Ranking Member Murray's support is a crucial first step as it will signal to their colleagues that this is a feasible measure to adopt. Despite possible Republican attacks from Senators such as Bill Cassidy and Richard Burr, we expect to garner some support from unlikely allies in the likes of Sens. Sanders and Sasse—both involved with higher education earlier in their career. We have seen unlikely alliances in the College Transparency Act and expect they will manifest here as well. As we hope to have our provisions go to the floor in a unanimous consent agreement, we will need to help shepherd all 100 Senators to the table and 60 to supporting our provisions in the bill. We expect Senator Cassidy (R-LA) and Senator Thune (R-SD) to be the key Senators who may stand in our way, but with eight schools between their states and support from thought leaders within the Republican party



such as Sen. Blunt (R-MO) and Sen. Young (R-IN), we will be able to sway their opinions to favor our goals.

### *Competing Bills*

In the case that both the House and Senate pass their own versions of the bill, our direct lobbying team will work with the leadership in both chambers to find out if there are plans to go to conference or if a ‘ping-pong’ method will be used. Once we gather this information we will work with the APLU to analyze what path forward is in the best interest of the organization. Of course, if both versions of the bill include our provisions we will have secured victory. However, if one or neither of the bills contain our goals, we will make an informed decision on the likelihood of each provision’s passage, and if it would be advantageous for the APLU to support the entirety of the bill.

### *Rulemaking and Regulation*

In addition to our direct lobbying of officials and their staffs, we readily acknowledge the dual importance of pursuing the APLU’s interests in the regulatory process at ED. As you are aware, ED uses negotiated rulemaking and it was recently announced that rulemaking committee members have been assigned to the Accreditation and Innovation Committee. While the APLU may not be directly represented, there is a representative from the American Council on Education on this committee. As you are aware, the APLU was a co-signatory on a letter submitted to ED in September 2018 concerning ED’s proposal to rescind the existing gainful employment regulations and make changes to the College Scorecard. In addition to our own direct lobbying work outlined above, we will certainly take advantage of this existing relationship in working to influence policy decisions at ED. For our direct lobbying of ED, we will focus on crafting rules and regulations that are favorable to the APLU’s interests.

Rulemaking will in and of itself indirectly pressure Congress to reach consensus in the lawmaking



process and complete a reauthorization of the Higher Education Act. At ED, we will engage with the following individuals and/or others, as it makes sense (these are listed in roughly chronological order):

- Lynn Mahaffie (Deputy Assistant Secretary for Policy, Planning, and Innovation, Office of Postsecondary Education)
- Adam Kissel (Deputy Assistant Secretary for Higher Education Programs, Office of Postsecondary Education)
- Carney McCullough (Policy Development Group, Office of Postsecondary Education)
- Ebony Lee (Deputy Chief of Staff for Policy and Programs, Office of the Secretary)
- Betsy DeVos (Secretary of Education)

### ***Grassroots Organizing***

Utilizing grassroots energy from college students is a key portion of our strategy for the Every Student Counts campaign. We believe strongly in the power of motivating younger constituents to affect change through their actions. We have found that our grassroots plan, while not overly complex, has a history of success and we believe that it will be no different for this campaign. Our plan begins with hosting on-campus events at seven universities across the country: The University of Georgia, University of Wyoming, Washington State University, Old Dominion University, San Diego State University, Pennsylvania State University - State College, and SUNY Binghamton. Once we can determine other potentially key Members of Congress, we will host an additional seven on-campus events at universities in their home states. The events will be “block parties” which will consist of bringing various food trucks, voter registration stations, and tables presenting information regarding Pell Grants and the APLU’s top priorities to campuses.



We also plan on having a booth advertising sign-ups to be part of a small student cohort from each school which will come to Washington to directly lobby elected officials from their communities. Each cohort will lobby one of our seven targeted champions. These students will be brought to Washington and will spend a day learning about direct lobbying and working to put together a small presentation for the Member's office. The next day, they will head to the Hill, accompanied by one of our registered lobbyists, for a scheduled meeting with their elected official. Showing our leading officials the direct impact of higher education policy by bringing in students, many of whom are from their own alma maters, who are impacted by programs like the Pell Grant will energize their offices to make the changes we are lobbying for happen.

### ***Coalition Building***

In order to build support, put pressure on Congress, and disseminate information about our preferred provisions to students, other stakeholders, and the public, we will work to build a strong coalition of influential organizations. Gathering a robust and varied set of allies will not only help us call attention to the APLU's positions, but also help provide credibility, political clout, collective intelligence, and resources to our collective. In order to do this, we will be hiring an outside company to manage and organize our coalition and we will use their services and guidance to refine our plan, but in the following pages, you will find our current anticipated coalition-building strategies and ideas.

Because the issues surrounding our proposed goals have a number of different stakeholders, we will be targeting a number of types of organizations: higher education and general education organizations and institutions; organizations that support data transparency; campus, student, and public health organizations; and a variety of issue-specific organizations including but not limited to those that represent teachers, veterans, and minority-serving institutions (MSI). On the following page, you will



find a table that lists over 60 potential allies with those that we consider our core targets italicized. There are a number of other institutions and organizations that are stakeholders in this issue, but those listed have been vocal or clear supporters of our various positions and we expect would prove particularly valuable in our lobbying efforts. Separately, as part of previous advocacy work for similar provisions, there have been letters of recommendation sent to Congress by over 300 groups, many of whom we will also ask for their cosignature. The collective strength of all the university associations, combined with the oversight of respected education research and data transparency organizations, and with the addition of powerful issue-specific groups such as the ACLU will help to fortify our political position and help us create a dynamic and innovative coalition.

Because we have a complicated set of asks, we will need to be adaptable depending on the number of members that come together to take on our specific goals and vision. This will enable our coalition to swiftly and easily expand to meet the needs of the continually developing landscape and increase the likelihood of achieving our specific goals. In order to gather enough group support for our initiatives, we may choose to prioritize our data transparency and institutional accountability goals for our coalition.



Universities & Associations	Education Organizations	Issue-Specific Organizations
APLU <i>American Association of State Colleges &amp; Universities</i> <i>Association of American Colleges &amp; Universities</i> <i>Association of American Universities</i> <i>Association of Governing Boards of Universities &amp; Colleges</i> <i>American Association of Community Colleges</i> <i>Association of Community College Trustees</i>	American Student Assistance <i>Council for Opportunity in Education</i> Council of Graduate Students <i>Higher Education Loan Coalition</i> Institute for College Access & Success Institute for Higher Education Policy <i>Jumpstart</i> National Association for College Admission Counseling <i>National Association of Student Financial Aid Administrators</i> <i>National Council for Higher Education</i> <i>National Education Association</i> <i>Network for Change and Continuous Innovation</i> <i>The Education Trust</i> Young Invincibles	Alliance of Hispanic Serving Institution Educators <i>American Association of Hispanics in Higher Education</i> American Association of University Women <i>American Civil Liberties Union</i> <i>American Federation of Teachers</i> <i>Center for Law and Social Policy</i> <i>Equal Opportunity Schools</i> First Generation College Bound, Inc. HBCU Business Deans Roundtable <i>Hispanic Association of Colleges &amp; Universities</i> <i>Hispanic Federation</i> NAACP <i>National Association for Equal Opportunity in Higher Education</i> National Urban League <i>New America</i> The Center for Responsible Lending <i>The Leadership Conference on Civil and Human Rights</i>
Campus and Public Health Organizations	Data Transparency Organizations	
<i>Active Minds</i> Aetna Student Health <i>American College Counseling Association</i> <i>American College Health Association</i> <i>American Medical Association</i> <i>American Psychological Association</i> <i>Mental Health America</i> Pharmedix PyraMed Health Systems Student Health 101 United Healthcare Student Resources	<i>American Educational Research Association</i> Association of Big 10 Students <i>Center for American Progress</i> <i>College Affordability and Transparency Center</i> <i>Commission on Evidence-Based Policymaking</i> <i>Data Quality Campaign</i> <i>Bipartisan Policy Center</i> Electronic Privacy Information Center Future of Privacy Forum <i>Bill &amp; Melinda Gates Foundation</i> Lumina Foundation NASPA <i>Student Veterans of America</i> The Business Roundtable Third Way <i>Veterans Education Success</i>	

Figure 2: Potential Allies

However, Pell Grants have significant overarching support from both Congress and the public and it is necessary to leverage our collective strength to promote our more contentious positions. We will be active in maintaining a balance between our priorities, the group consensus, workload, participation, and decision-making. We will maintain confident leadership throughout the process to maintain our campaign's strength and to hold one another accountable for cooperatively contributing their assets and efforts to our coalition. When we have gathered groups with sufficient and appropriate



assets, we can begin work on establishing ourselves as a coalition, while continuing to accept other groups along the way.

Upon establishment of a coalition, we will begin by flying in the presidents, directors, or high-level representatives of those organizations who accept our meeting invitation, which will help us to finalize our set of core partners and determine our structure and operations. After this initial meeting, we will continue to meet with the entire coalition leadership quarterly in order to stay on track, maintain relationships with our partners, and expand or adjust our advocacy campaign as a unit as the policy environment takes shape. Between those, we will have weekly meetings of our in-District leadership and members, along with any working members who wish to attend, along with numerous conference calls to maintain coordination and contact. After these meetings, we will send out notes to all relevant member organizations and continue to disseminate information to any constituents, stakeholders, and elected officials on a regular basis.

There will be three major activities of this coalition: disseminating a newsletter; submitting a joint letter to Congress on our positions; distributing a form letter and other key messaging and to our partner institutions and members to send to their Members of Congress supporting our proposed provisions for the Higher Education Act reauthorization. This combination of tactics will educate the public on our stances, attract attention to our particular concerns, and put pressure on Congress from both industry professionals and engaged members of the public in order to achieve our policy goals.

***Strategic Messaging and Communications Strategy***  
*Strategic Messaging*

The main message we want to get across to promote your priorities is “Every Student Counts.” We will hire a Survey Research/Public Opinion firm in D.C. that specializes in utilizing focus groups for message testing and development. More specifically, for the purposes of the focus group, the above



slogan would be directly linked to your specific goals of data transparency, along with ensuring that Pell Grants are indexed with inflation rates. This part of the process will be done as soon as possible so that messaging will be ready if a bill with our provisions is introduced. We will conduct two focus groups which will be comprised of elite members in D.C., like former Hill and Administration staff, as well as other policy professionals.

The purpose of catering to an elite audience is to see how effective our messaging would be in targeting Hill insiders and to see if it would resonate with them. While a traditional focus group has about 10 to 12 people, these will be somewhat smaller, with six to seven people. By the end of this process, we will have a very clear idea of whether the messaging is effective among the target audience, which is primarily Hill staff and Members of Congress.

### *Social Media*

According to recent studies, Members of Congress are more likely to be actively using and engaging with followers via social media now than in any previous year. According to a Congressional Research Service analysis conducted last year, 98% of Representatives actively use Facebook, while 99% actively use Twitter; in the Senate, 100% actively use both. This informed our decision to utilize social media as our main communications strategy. Our key approach is outlined below:

- We will engage with key members who have championed data transparency, specifically Sens. Warren (D-MA), Graham (R-SC), Durbin (D-IL), Cornyn (R-TX), and Kaine (D-VA) to show other Members that this is a policy area which is capable of having a middle ground, where Members of Congress with such opposing views like Warren and Graham can come together.
- We will help these Members of Congress utilize their Twitter platforms to circulate hashtags relevant to our priorities, with information and other data (in the form of fast facts and statistics



tweeted out a few times a week) regarding overturning the ban on student unit records and indexing Pell Grants to inflation. Some possible hashtags that we can build on from past social media higher education campaigns include **#Fight4FinAid**, **#SaveStudentAid**, **#Data4Outcomes**, **#EdReform**, **#CountAllStudents**.

- If a bill is introduced with the provisions we want, the tweets will specifically advocate for this legislation and the frequency of the tweets will increase.
  - **Example Tweet 1:** *Over 100 universities charge \$50,000 or more a year in tuition. It is crucial now more than ever for Pell Grants to keep up with inflation #Fight4FinAid*
  - **Example Tweet 2:** *(From Sen. Graham's Twitter): Sen. Cornyn, Sen. Durbin, Sen. Kaine and myself all believe that data transparency in higher ed is key for students to make informed decisions #Data4Outcomes #EdReform*
- On Facebook, we will work with the members to create collaborative videos where they will all speak to the importance of reforming higher education policy to include these key provisions. The videos will also include testimonials from students who currently rely on Pell Grants to show the real-life impact this issue has on people.
- Additionally, we will utilize paid media to advertise on Twitter, political podcasts, Spotify, and Pandora. We felt that targeting these additional mediums makes sense because we are already running social media messaging on Facebook and Twitter, and paying for ads on different platforms like political podcasts and music streaming apps will further spread our message and ensure that it reaches even more members and staff.
  - Some possible political podcasts to advertise on: NPR's Politics Podcast, Pod Save America, Hysteria, The Daily, Stay Tuned with Preet, The Ben Shapiro Show, Townhall Review. This list represents a variety of ideological viewpoints.



- Before and during the “block parties” at various colleges, we will ensure to promote these events on Twitter, primarily by boosting tweets that mention the events (we will advertise a specific hashtag and encourage attendees to use it).
- We will ramp up geofenced ads that specifically target mediums often used by staff (Spotify, Pandora, and Instagram) as we head into decisions that staffers affect, like before bill markups and before a floor vote is put up. These platforms are generally targeted to a younger audience so our message will reach more staffers and in turn influence Members of Congress.

### *Other Media*

While social media is crucial in reaching Members of Congress and their staff, it is also true that utilizing a variety of platforms will ensure that the majority of our target audience members will come in contact with our key message.

- We will pitch to prominent and well-known education reporters like Benjamin Wermund at Politico, Eliza Shapiro at *The New York Times*, and Elissa Nadworny at NPR’s Education Desk.
  - If a bill is introduced, we will ask our group of Members to write an Op-Ed about why they are supporting it, highlighting our top priorities.
  - To engage with the college students involved in our lobbying and grassroots efforts, we will pitch the idea to reporters and outlets to write profile pieces on them, concerning how they are affected by Pell Grant legislation. This will enable Members of Congress to see the direct impact the issue has on many students.
- In order to make our pitch newsworthy, we will utilize the angle that data transparency in higher education is a highly bipartisan issue, with odd bedfellows such as Sens. Graham and Warren working together on legislation.



*Events*  
*In-District Events*

We will target two key Senators through in-district events: Sen. Patty Murray (D-WA) and Sen. Lamar Alexander (R-TN). The goal of both events is to be low-cost and high-impact. In Washington state, we will shine a light on the land grant portion of the APLU, arranging a gathering at an appropriate event space in the Yakima Valley or at Washington State University. Through this event, we will highlight the resources afforded by higher education, by highlighting this region’s economic production and innovation, with an emphasis on a key feature of the regional economy—strong agricultural output. According to the Washington Policy Center, the state produces 300 different crops, second only to California in the United States, including apples, milk, wheat, potatoes, and cattle. More recently, Washington state has gained national prominence as a leading producer of hops and wine, leading to strong vineyards and breweries. For this event, we will coordinate with Washington State University, the University of Washington, the Greater Yakima Chamber of Commerce, alumni groups, and other relevant groups. Microsoft and Boeing are also two prominent employers in the area, but we wish to focus on these agriculturally-related industries that provide both more jobs to central and Eastern Washington, and more economic output for the state on the whole.

The form of the event will be a fair, including remarks by presidents of the two aforementioned universities, many local farmers, agriculturally-oriented businesses, the Washington State University Creamery, and a strong display of regional economic output. The key factor will be to emphasize the impact of access and degree completion through these two universities—both to the individual student, as well as the regional economy. In this region especially, financial aid grants access to postsecondary education which leads to degree completion, a more educated workforce, and regional economic vitality.



The timing of the event will be such that Senator Murray will be in Washington state during a Senate State Work Period, at Washington State University on Friday, March 22nd.

In Tennessee, we will focus more broadly on the APLU members' impact on the region. A strong, educated workforce in a wide variety of sectors contributes to the leading output of energy, soybeans, and cotton in Tennessee. Additionally, these critical universities contribute to the cultivation of a homegrown workforce that generates and retain significant job bases. The university systems are also among top employers in the economically vibrant city centers in Tennessee—25,000 jobs in Nashville alone. We will host an event at the Tennessee state capitol with university, student, and industry groups. In attendance will be university presidents, representatives from major locally headquartered corporations (including FedEx, Autozone, International Paper, Pilot Corporation, Regal Entertainment Group). We will also invite prominent graduates of Tennessee universities including Bob Corker, Peyton Manning, Scott Kelley, and Jason Witten. The timing of the event will be such that Senator Alexander will be in Tennessee state during a Senate State Work Period, at the Tennessee State Capitol on Friday, March 22nd.

Finally, in late June we will host a large-scale event on Capitol Hill in Washington D.C., at the Capitol Visitors Center. We hold the event such that the timing is nearing the point when we will be lobbying lawmakers and their staff to bring both the House and Senate bills to their respective floors for debate and passage. This event will be similar in form to the in-district events in Washington state and Tennessee, in that it will feature agricultural, industrial, and scientific output from the states and districts of the remaining members of the Senate HELP Committee as well as the full membership of the House Education and Labor Committee. These regional resources, wine, beer, and finger foods will all be framed as a direct result of the educational opportunities afforded by access to APLU member



universities, especially by recipients of Pell Grants. No speeches will be given, and it will be a standing event, so as to comply with ethics rules.

### Budget

<b>Expenses</b>			
<b>Communications</b>	Cost	Quantity	<b>\$374,188.00</b>
Elite Focus Group	\$20,000.00	2	\$40,000.00
Promoted Trend	\$200,000.00	1	\$200,000.00
Pandora	\$1,500.00	12	\$18,000.00
Spotify	\$25,000.00	1	\$25,000.00
Podcasts	\$18,000.00	5	\$90,000.00
Twitter	\$99.00	12	\$1,188.00
<b>Rulemaking</b>			<b>\$156,000.00</b>
Rulemaking Budget	\$13,000.00	12	\$156,000.00
<b>Direct Lobbying</b>			<b>\$115,200.00</b>
Fly-ins (Administrators)	\$2,000.00	30	\$60,000.00
Materials (leave-behinds, etc)	\$350.00	12	\$4,200.00
Fly-ins (Students)	\$750.00	28	\$21,000.00
Software (Quorum)	\$2,500.00	12	\$30,000.00
<b>Coalition Building</b>			<b>\$147,000.00</b>
Coalition Manager	\$10,000.00	12	\$120,000.00
Misc. Costs extra for Manager	\$1,000.00	12	\$12,000.00
Travel	\$1,000.00	15	\$15,000.00
<b>Overhead</b>			<b>\$564,000.00</b>
Retainer	\$42,000.00	12	\$504,000.00
Assistant	\$5,000.00	12	\$60,000.00
<b>Events</b>			<b>\$437,500.00</b>
In-district Events	\$32,500.00	2	\$65,000.00
Campus Events	\$20,000.00	14	\$280,000.00
Hill Event	\$92,500.00	1	\$92,500.00
<b>Extra Funds</b>			<b>\$350,000.00</b>
Flex Budget	\$150,000.00	1	\$150,000.00
Emergency Budget	\$200,000.00	1	\$200,000.00
<b>Total Expenses</b>			<b>\$2,143,888.00</b>

