



2011-2012 Program Handbook

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WASHINGTON STATE YOUTH & GOVERNMENT

Greetings!

On behalf of the students, coaches and the Board of Directors of the Youth & Government Program, welcome to our community!

We are the board representatives for Mock Trial and Youth Legislature. For the past three years we have both been involved in Youth & Government (Y&G), and are looking forward to our final year as student-leaders. Y&G has shaped our high school experiences in significant ways. Some of our best friends, memories and most interesting stories have come from these programs. However, Y&G has offered us much more than that, it has given us a unique understanding of the American governmental system, a desire to be an active citizen in Washington State and the opportunity to be part of an empowering and engaging community.

These programs would not be possible without volunteers like you. Understand the impact you may have on the lives of the teens you work with. Personally, some of our fondest memories include the volunteers and staff of Youth & Government. We are both looking forward to the upcoming year and all the new challenges, opportunities and the experiences it will present. Thank you for joining our community this year and we wish you the best of luck!

Robert Clark
Youth Legislature Youth Governor

Alexandra Dullea
Mock Trial Representative



PROGRAM INFORMATION

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STATE PROGRAM CHAIR

Eleanor Peavey
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District 4: Eastern Washington

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YMCA 65th Youth Legislature Program Calendar

<u>September 2011:</u>	17	Y&G Board Meeting/Program Committee Meeting (Seattle) Annual Campaign Kickoff
<u>October 2011:</u>	1	Advisor Training (Olympia)
<u>November 2011:</u>	17	CONA Applications Due
<u>December 2011:</u>	6	Participation Deposit Due to State Office
	10	Program Meeting/Y&G Board Meeting (Seattle) CONA Interviews
<u>January 2012:</u>	6	Applications due for Governor's Cabinet Financial Assistance Applications due
<u>February 2012:</u>	TBD	Governor's Breakfast & Proclamation Signing
<u>March 2012:</u>	1	All Forms and Fees due to State office
	3	Program Committee Meeting/Y&G Board Meeting (Olympia)
	10	CONA Delegation Meeting
<u>April 2012:</u>	13-14	Leadership Training (Olympia)
	14	Leadership Training fees due to State Office
<u>May 2012:</u>	2-5	65th Youth Legislature
	4	Program Committee Meeting (during session)
<u>June 2012:</u>	1-3	Board of Directors' Retreat
	28 – July 6	Conference on National Affairs



YMCA Youth & Government State Fees

Due December 6, 2011

Program Deposit	\$50/student & advisor
If received after due date	\$60/student & advisor

Due March 1, 2012

Youth Legislature Registration Fee	\$150/student & advisor
If received after due date	\$160/student & advisor

These fees include program support, one dinner, T-shirt, bill book, Governor's Ball, and lodging and breakfast in host homes.

Due April 13, 2012

Leadership Training Registration	\$30/student
If received after due date	\$40/student
(only for students attending Leadership Training)	

****THE YMCA YOUTH & GOVERNMENT STATE OFFICE DOES NOT ISSUE REFUNDS FOR ANY FEES.**



YMCA Youth & Government 65th Session Major Officers

Governor:

Robert Clark: North Seattle

Attorney General:

Daniel Sebring: Thurston

Lieutenant Governor:

Colin Carter: Northshore

President Pro Tempore:

Sophie Marshall: Grays Harbor

Speaker of the House:

Matthew Pyles: Mill Creek

Speaker Pro Tempore:

Alena Pilichowski: North Seattle

Secretary of State:

Nithya Menon: Seattle Academy

Director of Elections:

Moriah Biggs: Monroe

Editor-In-Chief:

Bailey Stonecipher: Seattle Academy

Chief Lobbyist Executive

Jonah Athey: Sumner

Post Master General

Mohammed Jagana: Garfield



YMCA Youth & Government Board of Directors

Chris Koenig* *Chair*

Koenig Chevrolet-Subaru

Jeanne Cushman* *Vice Chair*

Attorney/Lobbyist

Marta Tolman, *Secretary*

Business Management Consultant

Tom Hoemann, *Treasurer*

Washington State Senate, Secretary

Lucy HelmPast Chair***

Starbucks Corporation

Sam Bovard

Key Bank

Jennifer Joly

Attorney

Mike Egan*

Microsoft Corporation

Judge Robert Lewis, *MT Program Chair*

Clark County Superior Court

Dwayne Slate*

Education Advocate, retired

Al Ralston

Checkerboard Consulting, Inc.

Kevin Hamilton

Perkins Coie LLP

Joe Jenkins*

David Namura

Puget Sound Energy

Bill Collins

Attorney, retired

David Fisher

Business Consultant

Eleanor Peavey, *YL Program Chair*

Mill Creek YMCA, Snohomish

Alex Dullea, *Mock Trial Representative*

Robert Clark, *Youth Governor*

Advisory Board

Sam Reed

Secretary of State

Sharon Tomiko Santos

Washington State House of
Representatives

Scott Washburn

YMCA of Snohomish County

Ralph Munro

Former Secretary of State

Justice Robert Utter*

Washington State Supreme Court, retired

*YMCA Y&G Alumni



Vision Statement

New generations of ethical and informed, public-minded citizens

Mission Statement

Teach democratic values and skills to youth through hands-on experiences

Specific Program Goals:

- To foster the development of citizen responsibility
- To develop social competence, problem-solving ability, and communication skills
- To encourage self reliance and a sense of purpose for youth
- To provide training and experience through active participation in the three branches of government: Legislative, Executive, and Judicial
- To stimulate careful deliberation of social issues and their possible resolutions
- To create opportunities to hear and respect varying viewpoints
- To inspire young people to be responsible & act with integrity
- To apply ethical values in making public policy
- To teach the YMCA core values of **Honesty, Caring, Respect, Responsibility.**

Motto

“Democracy must be learned by each generation.”



Historical Review of Youth Legislature 1947-2011

The very first YMCA Youth Legislature was held in New York State in 1936. In 1947, under the leadership of a prominent attorney named Frank S. Bayley, Jr., the Pacific Northwest Area Council of YMCAs sent two young YMCA branch executives, Dick MacMorran and Vern Emery, to observe the New Jersey program. They reported back that the program was well suited for Washington's YMCA youth work and that they would like to start chapters in their YMCAs based in Seattle. That fall, Bayley and the Pacific Northwest Area Council founded the Washington YMCA Youth Legislature and formed a committee to organize the first legislative session for youth in the spring of 1948. John M. McClelland, Jr., a newspaper publisher from Longview, served on the 1948 Youth & Government Statewide Committee. He was joined by other prominent business and government leaders in the state to provide the policy and financial leadership to launch the program.

Details of those early years are sketchy, as very few historical documents remain. However, the first Washington YMCA Youth Legislature occurred April 16-17, 1948 at the State Capitol. There were 21 Senate bills and 54 House bills submitted by 150 high school students from 70 Hi-Y and Tri-Hi-Y YMCA youth clubs. Senators and Representatives were elected by the Hi-Y and Tri-Hi-Y clubs in the local communities. Dr. George Gallup assisted students in conducting polls on local, state and national issues as a means of generating ideas for bills. Bill topics have never been censored by the program committee. Instead, the time honored application of democracy itself determines what legislation will be recorded for posterity for the years to come.

The first Youth Governor was Walter Becker from Spokane. Several of the bills discussed at that first legislature proposed lowering the voting age to eighteen. Others would authorize the use of school buses to take students to extracurricular activities after school hours and one proposed changing the state constitution to make education the first claim on the revenues of the general fund – all things that have become current laws in Washington State.

The 64th session of the Washington Youth Legislature brought 440 students to the Washington State Capitol Campus in 2011. Thirty-three pieces of legislation were



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passed by delegates and supported by Youth Governor Tucker Cholvin from the Northshore Delegation. Legislation ranged in scope from lowering the driving age for agricultural workers, to eliminating the initiative process and the Electoral College. Next year Youth Governor Robert Clark will lead students into the 65th year of the Youth & Government program in Washington.

There are many reasons why YMCA Youth & Government has remained so successful over the past 64 years. Foremost has to be a deep and abiding belief in the importance of democracy to our nation and the realization that come to participants, that each individual in society is responsible for helping to find solutions to problems and for taking part in a democratic way of life.



**WASHINGTON STATE
YOUTH & GOVERNMENT**



Program Policies/Board Expectations

Washington YMCA Youth & Government is governed by a Board of Directors. The following are guidelines and policies adopted by the Board:

Adult Leadership Policy

All phases of the Youth Legislature program include adult responsibilities. To ensure adequate supervision and leadership for student delegates, adult leaders function in the following capacities:

- As advisors and facilitators assisting students
- As sources of unbiased, objective information, as requested by delegates
- As a responsible adult acting on behalf of the student delegates' parents, the local YMCA or high school, and the statewide organization of YMCA Youth & Government

All adult advisors and program volunteers are expected to maintain appropriate relationships with their students. Personal relationships with individual students are strictly prohibited.

Drug, Alcohol & Tobacco Policy

The YMCA commitment to a healthy spirit, mind and body requires consistent enforcement of the Youth & Government drug, alcohol, & tobacco policy as follows:

- There will be no tolerance of drug, alcohol or tobacco use in any form during Youth & Government events and activities.
- Failure to comply with this policy could result in immediate expulsion from the program. Delegates may be sent home at their own expense.

Learning Policy

Strong differences of opinion exist among student delegates in the YMCA Youth Legislature and can be reflected in their statements and their proposed legislation. The State Board believes these differences are essential to the learning experience of student participants. However, the ideas and issues brought up for consideration by the student delegates are their own and do not necessarily reflect the opinions of YMCA Youth & Government as an organization.



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Board Expectations

- Youth Legislature is available to all students in grades 8-12 without regard to race, creed, gender, or national origin.
- Student delegates select their own legislative issues.
- Student delegates are trained and encouraged to objectively consider all points of view when researching and drafting their legislative bills.
- Student delegates are expected to author their own work, i.e. bills, newspaper articles, or other written materials.
- Student delegates are encouraged to seek adult counsel in researching and drafting their work so it as nearly as possible resembles actual legislation. Adult counsel can include delegation advisors, parents, teachers, specialists in the field of research, legislators, lobbyists, attorneys, and other professionals.
- YMCA Youth Legislature Student Leadership at the statewide session in Olympia is selected by their peers.
- Every effort is made to ensure delegations accurately reflect the ethnic makeup of the communities they represent.
- All program materials and fees will be received on time by the deadlines set forth each year in the statewide calendar. Only delegations that have met this obligation will receive bill books and other appropriate program materials.



Advisor Responsibilities

Delegation Advisor Requirements

A ratio of **one adult to every ten participants (1:10)** is to be in place at all Youth & Government activities on the local, district, and state level. At least half of the advisors from each delegation must be at least 21 years of age. Program alumni are required to be at least two years out of high school to volunteer as a delegation advisor. Alumni interested in volunteering who are less than two years out of the program should contact the state Youth & Government office to learn about additional opportunities.

Each delegation must have one **“Lead Advisor”** for their group. This individual will be the main point of contact for the state office and be responsible for providing leadership and direction for the delegation at all levels of the program. It is also the responsibility of this individual to ensure that the following advisor responsibilities are taken care of (either by themselves or by another advisor in the group).

It is the advisor’s role to provide appropriate adult leadership and direction for high school age delegates. It is imperative you are clear with your students as your role as an advisor and that you maintain a professional manner in dealing with the students and their parents.

Who to call for help...

Chain of Concern during the year – when you have a problem, question, or concern contact:

1. Delegation Lead Advisor
2. District Coordinator
3. State Office



Local/Delegation Responsibilities

- 1. Meet program deadlines.** Each year a Statewide Program Calendar is published for the upcoming year's activities. It is important for your delegation that you get in all required registration materials, forms, and fees in to the State Office by these deadlines.
- 2. Develop a budget and local program calendar.** This should include the due dates for delegation fees and other materials (this should be before the state deadlines).
- 3. Work with students to develop a fundraising goal (if fundraising is needed in your delegation)** and a plan to achieve the goal. Help them implement fundraising activities. All fundraising events need adult supervision. It is also a good idea to be sure that any fundraising that you plan does not conflict with other scheduled events of the YMCA or school.
- 4. Plan and organize recruitment of delegates and other advisors.** Contact local schools/teachers, post flyer, etc. It is also important to have another advisor ready to step in in your absence.
- 5. Facilitate leadership opportunities within the delegation.** While this is a student run program, it is important to know the limits and abilities of your students and set them up for success. Make sure they have all of the skills they need in order to lead effectively.
- 6. Act as a resource base.** Know your parliamentary procedure and the YMCA Rules of Order (in your Advisor Handbook). Be able to help students in the use of the RCWs (Revised Code of Washington) and help students identify other sources of information and knowledge.
- 7. Facilitate the creation of a strong team within your delegation.** Work with your delegation to develop a healthy group identity based on their shared experience and interests. Be sure to plan social activities in addition to your regular business meetings.
- 8. Communicate with parents.** Make sure parents are aware of the calendar of events as well as the fees involved with the program. Also alert them to all opportunities that come up for their students.



District Responsibilities

1. **Communicate with your District Coordinator and other advisors in your district.**
2. **Meet your district's program deadlines.** Stay in touch with your district coordinator. (District Coordinator contact information is listed in the front section of this handbook.)
3. **Participate in and share leadership responsibility for conducting district training events.**

Advisor Responsibilities during the Youth Legislature

During the four day YMCA Youth Legislative session in Olympia, each advisor is asked to assume specific program area responsibilities in addition to supervising and transporting your delegates.

Though advisors are assigned to specific program areas, they may be requested to help with other tasks. **ALL ADVISORS ARE RESPONSIBLE FOR SUPERVISION AT THE GOVERNOR'S BALL.**

There are daily advisor meetings during the session where additional questions can be resolved and assignments revised or added. Advisors need to attend one of these meetings each day.

Remember that there are a lot of people around to help you out so don't be afraid to ask lots of questions!! Remember that this chain is just a guideline, use your best judgment and get the answers you need.

Chain of Concern in Olympia – for questions/concerns dealing with specific program areas go to:

1. PAL (Program Area Lead)
2. State Office

Specific program area responsibilities are described in the following pages.



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Program Area Lead Advisors

The YMCA Youth Legislature is intended to be student-run. It is the job of the student leadership in each area to provide the leadership, direction, and control for that program area. Program Area Lead Advisors (PAL) and other advisors should step in only in circumstances where there is a major difficulty.

In each program area, the PAL is the authority on the policy and rules for that area. If a PAL feels there is a need to deal with a situation immediately, they may send a note to the student leader requesting an immediate conference. **Only a PAL may make such a request.** Such conference must take place out of the hearing and visibility of other students and participants. If there is a disagreement with a student that is unresolved, that student's delegation lead advisor should be contacted. If there is a disagreement between advisors, state office staff should be contacted immediately. The state director will make the final decision if the conflict cannot be resolved to solve the issue.

Advisors other than the PAL who feel there is an issue or problem that needs to be addressed must first speak to the Program Area Lead. If a program area advisor feels that the Program Area Lead or student leadership is not responding, they need to immediately contact state program staff. Under no circumstances should any advisor correct a student leader in the public arena. Similarly, disagreements among adult advisors should be discussed in as private a manner as possible.

PALs are the "lead" in a specific area. As a PAL you are responsible in ensuring that there is adult supervision of the area at all times. This does not mean you need to present at all times, but at least two advisors need to be in the area always. It may be helpful to develop a sign-up sheet or schedule of shifts so all advisors know when they are needed and when they can take a break. It might also be helpful to appoint an "assistant" that you can count on to oversee things when you are unable to be around.

As a PAL you are asked to attend and participate in leadership training in April. You will be responsible for developing curriculum and training major officers and student leaders in your area.



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Committee Advisors Expectations

1. **Know where and when your committee meets.** Please be there at least 5 minutes before the committee is scheduled to convene. **At least one lead committee advisor must be present during all committee and executive sessions.** Make sure that committee chair has the committee packet prior to calling the committee to order.
2. **Know the YMCA Youth & Government Rules of Order.** These are found in the bill book. The Committee leadership has a copy of the full Committee Session Guidelines & Rules of Order.
3. **When requested, act as a resource to the committee chair & vice-chair.** Plan to meet with the committee leadership before the full committee meets to discuss the tone the students want to set. Questions often arise regarding committee procedure, amendment process and use of the forms, location of various offices & other committees. Your role is primarily advisory or support; however, if the committee leadership is floundering or not doing its job it is your responsibility to intervene. Do so by asking the chair or vice-chair to call a short break, at which time you can talk to the leadership to resolve the difficulty. If the committee leadership is encouraging or allowing inappropriate behavior, it is important to deal with the problem immediately.
4. **Supervise pages assigned to your committee and assist the pages from other committees and the page station.** As the legislators are getting organized, take a few minutes to meet pages. **Reinforce to pages that inappropriate messages - excessive, abusive, or otherwise unnecessary memos - should be delivered directly to the Page PAL at the Page Table.**
5. **Review all amendments before they are sent to the Code Reviser's Office.** After amendments are made, the proponent of the bill should take their bill directly to the Code Reviser's Office. All amendments must be to the Code Reviser's Office no later than 4:30 pm. The bill proponent should wait for the bill and return the amended bill to the committee vice-chair.
6. **Provide supervision for the use of the committee room facilities.** The committee chair and vice-chair should maintain proper decorum and direct final cleanup of the room. Chairs and tables should be replaced if they were moved.
7. **Ensure that at least two advisors are present during all program hours.**



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Rules Committee Advisors Expectations

1. **Be familiar with the Rules of Order and the function and operation of the Rules Committee.**
2. **Meet with the presiding officers.** Make sure they have a clear understanding about what needs to be done and the time limits for completion.
3. **Assist the Secretary of State in getting the calendar typed and distributed.**
4. **Ensure that at least two advisors are present during all program hours.**

Senate, House, O'Brien House & Cherberg Senate Advisors Expectations

1. **Assist in the orientation, as requested by the Youth Leadership.**
2. **Be present at all times when the chamber is in session.** It is recommended that you be present at least 15 minutes prior to each session and available for consultation.
3. **Confirm opening and adjourning times for each session with the presiding officers.** You should also remind them to check with the Reading Clerk for announcements before adjourning for lunch or for the end of the day, if needed. (This should be done by the PAL.)
4. **Review session logistics, such as presentation of colors (flags), the flag salute, invocation,**
5. **Act as a resource to the student leadership.** Be available to the student leadership to assist *when called upon*. If the advisors present agree there is a major disruption that is not being dealt with effectively by the student leadership, request that the PAL contact the student leadership. It is the students' job to maintain order. Advisors should step in only in circumstances where it is apparent that the presiding officer is not doing an effective job controlling the chamber.
6. **Serve as the adult liaison with Capitol staff.** This is most important!! It is only because of our strong relationship with these individuals that we are able to use the facilities each year, and it is important to maintain these relationships.
7. **Ensure that at least two advisors are present during all program hours.**



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Lobbyist Advisors Expectations

1. **Introduce yourself to the student lobbyist officers before the orientation.**
2. **Ensure that at least two advisors are present during all program hours. A signup sheet may be helpful in ensuring this expectation is met.**
3. **Assist in the orientation, as requested.**
4. **Be available to the student lobbyist leadership to assist when called upon.** Confirm the starting and adjourning times for each session, help set daily lobbyist meeting times, and remind about any announcements during the daily meeting, if needed. Review the session logistics such as how to be recognized on the floor to speak, individual speaker time limits, where and when to distribute written testimony. Help with the organization of the Lobbyists' Reception and any scheduled press conferences.
5. **Review and initial any material that is to be photocopied.** An advisor's initials must be present before material will be photocopied. It is the advisor's responsibility to ensure that any handbills adhere to the standards.

Press Corps Advisors Expectations

1. **Introduce yourself to the student editors prior to the session.** Help the editors decide how many issues will be printed, with a schedule of copy deadlines for getting each newspaper printed, and ensure they can realistically accomplish their goals. The first edition is laid out and printed prior to session by the editor.
2. **Be sure that at least two advisors are present during all program hours. A signup sheet may be helpful in ensuring this expectation is met.** Several pieces of expensive equipment are loaned to the press corps for the session and it is important that adequate adult supervision be maintained. This is especially important for several hours before a print deadline and until the deadline has been met.
3. **Assist in the orientation, as requested by the Editor-in-Chief.**
4. **Be available to the student editors to assist when called upon.** Confirm with the editors the starting and adjourning times for each session, help them to set daily press corps meeting times, and remind them to make any announcements during the daily meeting. Assist with the typing of stories, layout, or other support functions requested by the editors.



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Youth Governor and Secretary of State Advisors

1. **Serve as the adult liaison between the YMCA Youth Legislature officers and the staff and elected officials whose offices are used by our students.** This is an extremely important role and can serve either to support or erode the program's relationship with the Governor and the Secretary of State. The State Director will also be in contact with these offices and staff during the session, but the advisors assigned to these areas need to be alert to the activities of the students and work with the staff to ensure good relations.
2. **Agree with the Youth Governor or Secretary of State about a regular, brief meeting time each day to check in about how things are going.** You have an important role to fill in helping the student do the best job that is possible, and to support and advise the student about resolving difficulties. Most youth officers feel increasing pressure as the session progresses - you can help them by being a familiar presence and supporting them.
3. **Plan to be in the office with the student at the beginning of each day, before the lunch break, at the end of the afternoon session, before the evening session, and at the day's conclusion.** These are important times for an adult to be present to ensure that the office is being supervised and that things are being left in order at the end of each session. **There should always be at least two adult Advisors in the office at all times when students are present. A sign-up sheet may be helpful in ensuring this expectation is met.**
4. **Attend Major Officer Meetings at the beginning of each day.** It is important for MO's to meet each morning to discuss issues in each area and coordinate communication. At least one advisor should attend this meeting to answer questions and act as a resource to students.

Page Advisors Expectations

1. **Introduce yourself to the pages before the orientation.**
2. **Conduct the orientation for pages.** Include a tour of the Legislative Building program areas, the page station locations for committee and general sessions. For pages assigned to committees, have one page advisor take pages for each building and show them where the committee rooms are in that building.



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3. **Be sure that at least two advisors are present during all program hours.** Advisors are assigned to page stations and each chamber - please arrange for coverage at all times.
4. **Set daily meeting times – at the beginning of each day, the beginning of the afternoon session and before the evening session.** These are important times for adult contact to check attendance, to provide supervision and support, and to make sure that things are left in order. Confirm with the students the starting and adjourning times for each session. Review logistics for pages, such as where to sit in committees and each chamber, how members will request a page to deliver a message, what to do with inappropriate messages, etc.
5. **Screen messages, help pages locate committee hearing rooms, make sure the message is addressed to the right place and troubleshoot.** Remind pages to screen (read) messages and to deliver inappropriate messages to a page advisor.



Sample Program Schedule during Youth Legislature

Wednesday

9:30-10:45	Registration
11:00-11:45	New Advisor Orientation/8 th Grade/Page Orientation
11:45-12:15	All advisor meeting
12:15-1:15	Lunch on your own
1:15-1:45	Area Orientations
2:00-4:30	Legislative Committees in Session
4:45-5:45	Rules Committee (dinner provided)
5:45-6:45	Committee Chair Activity
4:45-6:45	Delegation Dinner
5:45-6:45	Governor's Cabinet Reception
6:45-7:15	House & Senate Organizational Sessions
7:15-8:30	Opening Joint Session
8:30	Delegates to Host Homes

Thursday

9:00-11:30	First regular session
10:00-10:30	All Advisors Meeting I
10:45-11:15	All Advisor Meeting II
11:30-12:30	Pictures with Governors
12:30-2:00	Lunch on Your Own
	CONA Delegate Meeting
2:00-5:30	First regular session continued
5:30-6:45	State Reception & Candidate Speeches
7:00-8:45	First regular session continued
8:45	Delegates to host homes

Friday

9:00-11:30	Second regular session
9:30-4:00	Election of Major Officers
10:00-10:30	All Advisors Meeting I
10:45-11:15	All Advisor Meeting II
11:30-1:00	Lunch On Your Own
	Program Committee Meeting
1:00-4:30	Second regular session continued
2:00	Governor's Press Conference
4:30-8:00	Dinner at host homes
8:00-11:00	Youth Governor's Ball
11:00	Delegates to Host Homes

Saturday

9:00-11:00	Third Regular Session
9:30-10:00	All Advisors Meeting I
10:15-10:45	All Advisor Meeting II
11:30-12:30	Closing Joint Session
12:30	Session Adjourns



Things to Remember for Session

Advisor Packing List

1. **Session Clothes** – advisors must adhere to the same dress code as delegates; anyone failing to meet dress code standards may be asked leave and come back dressed appropriately
2. **Session Shoes** – it is important to wear shoes that are both comfortable and in adherence to the dress code
3. **Walking Shoes** – not a bad idea to pack some tennis shoes for walking downtown for lunch
4. **Governor’s Ball Attire** – while it is completely acceptable to where session clothing, some advisors choose to dress up for the event
5. **Casual Clothing** – while there isn’t much time to wear casual clothing, it is nice to have for van rides and evenings at the hotel

As an advisor for the Youth Legislature Program you are walking into a labyrinth of hangnails, run nylons and forgotten clothing. And, while it is impossible to be prepared for every unfortunate event, having these items on hand may save you from spending lunch looking for a Rite Aid.

1. **Lots of pens**
2. **Duct Tape**
3. **Band Aids**
4. **Extra nylons**
5. **Feminine products**
6. **An extra neck tie**
7. **Safety pins**
8. **Breath mints**



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Budgeting 101

When creating a program budget there are two main things to consider. **Expenses** are things that will cost money, and **revenue** is money being brought in. In the end your expenses and revenue should balance – or your revenue should be just a little more than your expenses so you come out positive. The following tables outline some things you will need to consider in terms of expenses and revenue when creating your budget for Youth Legislature or Mock Trial.

Expenses:	
Staffing	<i>In high schools this may take the form of a teacher stipend. In YMCA's it may be a percentage of an employee's total salary (based on the amount of time spent running the Y&G program. It may also include a small portion of an administrative person or supervisor's salary.</i>
Training	<i>Both Youth Legislature and Mock Trial advisors/coaches are encouraged to attend annual training/orientation events. The fees for these trainings are listed in your program materials.</i>
Volunteer support	<i>Account for any thank you gifts or meals for volunteers during Y&G events, trainings or meetings.</i>
Transportation	<i>Account for the cost of gas or mileage reimbursement or the amount to rent a school or charter bus when planning for statewide events. District events may also require a transportation budget if students are not able to transport themselves to events.</i>
Lodging	<i>Some things to keep in mind when shopping for hotels:</i> <ul style="list-style-type: none"> • # of students per room (usually 4 is OK for students) • # of adults per room (usually 1-2) • Is the hotel in walking distance to event • Is breakfast included (decreasing \$ needed for meals)
Food	<i>Know in advance what meals you will provide during events and what students will be responsible for. Make sure students can get at least one nutritious meal each day (something other than fast food or pizza is good). Also make sure to budget some snack money for meetings – this is a great way to make sure kids show up!</i>
Facilities	<i>\$ needed for meeting/practice facilities</i>
Program Materials	<i>If you will print handbooks for your students, team/delegation t-shirts or bags; if you're going to do a fundraiser make sure to include the cost of materials needed</i>
State Program Fees	<i>These are listed in your program materials</i>
District Program Fees	<i>Check with your district coordinator or convener to see if there are additional fees to pay for facilities/food/materials at district events.</i>



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Revenue:	
Program fees	<i>It's important for students to pay at least a small amount of the cost of the program.</i>
Fundraisers	<i>Make sure to get student input before planning fundraisers. Having students set their own goals for fundraising is usually a great way to start.</i>
Sponsorships/donations	<i>Have students write letters to local business people about supporting your program. Invite sponsors to attend an "open house" with your team/delegation.</i>
Grant/foundation support	<i>If applying for a grant keep in mind that all applications are not successful and many applications may take 6-8 months for a foundation to process.</i>
Y&G Scholarships	<i>All students are encouraged to apply for financial assistance. Forms are available online.</i>
ASB funding	<i>If your program is set up through a school there may be ASB or other funds available.</i>
Local YMCA support	<i>Whether or not your program is set up through a local YMCA, local Y's may be interested in offering support in the form of scholarships, staffing, facilities, fundraising opportunities or a donation.</i>



Fundraising Ideas

Fundraising is a large job for many delegations. It is important to start early and have a clear goal in mind. It also works well to find a fundraiser that works well for your delegation and stick with it year after year. People will begin to expect and plan for it, and prepare to support you in your endeavors.

Listed below are several fundraising ideas that have worked for local delegations:

- **YMCA Kids Night Out:** Kids night out is an opportunity for parents to drop off their youngsters at the YMCA for an evening of fun and games. Several Y&G delegations around that state plan and staff these events and take in the profit that is made. Planning a Kid's Night Out takes time and commitment from students and Advisors alike, but has been shown to work well for several groups from around Washington.
- **New Year's Eve Overnight:** A popular night for a Kids Night Out is New Year's Eve. Parents all want to go out and need trustworthy individuals to watch their children.
- **Concessions:** During big events at Y's or school's delegations can run the concession stand. You can also create your own by making snacks and bringing soda to sell at the door. At many places there is a sign up process and groups must get on the list to do this so make sure to follow proper procedure.
- **Snack Bar:** One day/week turn off the vending machines in your YMCA/school and sell concessions instead.
- **Letter writing:** Local community groups such as the Lions Club and Rotary have money that they want to give away to worthy local programs. Have *students* write a letter to these groups explaining your program and outlining the costs and benefits involved (a sample letter can be found in this section of your handbook). Most groups will then want you to bring your students to present on the program at one of their meetings.
- **Community Night:** Invite parents and community members to one of your delegation meetings. Provide snacks/drinks, and encourage them to participate in debate. During the evening have a raffle or simply ask for donations.
- **Raffles:** At any of your events you can sell raffle tickets and solicit local vendors for prizes. This is great because it is at no cost to you! Make sure to check with your organizations to make sure you're following all state and local regulations regarding gambling when organizing a raffle.
- **Teen Phone Night:** Compile a list of past program supporters, Y members, parents, etc. to solicit for donations. Prepare a script for students and have them practice a few times. Set them up on phones spend the evening calling



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individuals and asking for donations. Make sure you approve your call list so that it does not conflict with other fund raising campaigns going on in your organization.

- **Personal Ads:** Sell advertisements in your school newspaper or YMCA bulletin.



Sample Fundraising Letter

Tips on writing a fundraising letter:

- make it personal by telling your story
- make a contact and let them know to expect a letter from you student
- students should write letters, not advisors
- follow up the letter with a phone call 3-5 days later
- research the giving organization to find out what is important to them and incorporate that into your letter
- let them know what you are going to do with the money they give you

Dear Hawks Prairie Rotary,

I am a delegate in the Washington State YMCA Youth & Government Program and a member of the local delegation here at the South Sound Family YMCA. For the past 3 years I have been learning about how our state government works by actually participating in it.

After spending the week as a page in the House, watching debate and meeting individuals from around the state, I was hooked. Since then I have sponsored 4 bills ranging in topic from cancer research to requirements for building in planned communities. Last year I attended Leadership Training and lead debate at the state event as a Committee Chair. I learned from that experience how much I truly love parliamentary procedure and the process of sending an idea through the legislature.

In order to continue my participation in this program I need your help. I ask that you support me in my efforts by donating \$200 to cover my program fees for the year. In addition to these funds, I am also responsible for my transportation costs, district fees, meals, and campaign costs over the course of the next year.

This year I am taking the next step and running for Lieutenant Governor. I want to take every opportunity that I can to give students new to the program the encouragement that I received as a young delegate. Through my involvement in Youth Legislature I have realized the importance of our legislative branch and gained a respect for my democracy that I could not have achieved without actually being part of it.

I would like to ask you to help support me in my efforts to bring a love of the democratic process to my peers around our state. As I move along in my journey through the Youth & Government Program I am realizing that with more opportunities come more costs.

Throughout the year I will be traveling around the state to campaign as well as to support delegates in their efforts to get their voice heard.

I thank you for your time.

Sincerely,

Joan Schmoe



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The Host Home Experience

Many of our delegates stay with host families during their time in Olympia. It is a wonderful experience for both students and families, and should be looked at as an opportunity for learning and growth.

If you choose to have your delegates stay in host homes while in Olympia **the two most important things to remember as an Advisor are:**

1. IT IS YOUR JOB TO KEEP KIDS SAFE

The most important part of your job when it comes to host families is **ensuring your students safety. Communication with the host family is key.** After receiving your host information you need to touch base with the family. You should write a letter or email and follow it up with a phone call so that you can answer any questions they may have. If you get an answering machine or do not hear back from an email, **please try again until you make contact.** Host families also need to meet you face to face when you drop off your students on the first night. Make sure that they have your contact information and know that they should call you if they have any questions or problems. **If you have any reservations about a family, even a gut feeling, you have the authority to take your students out of a host home.** Contact the state office immediately and we will place your students in another home.

2. HOST FAMILIES ARE VOLUNTEERS

Host families do not get reimbursed in any way for opening their homes to our students. They are volunteers who are doing you and your students an enormous service.

It is for this reason that it is so important to treat host families with the utmost respect. We want them to continue volunteering their time and energies in the years to come. It is also important for students to thank their families properly. It is encouraged for each group of students staying at a home to bring a small thank you gift or card for their family. Often times students try to bring something from their area of the state. Listed below are ideas for this gift.

Thank you gift ideas for host families:

- Fresh flowers
- Coffee/tea
- A homemade card
- Mugs



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- Starbucks gift cards (\$10-\$20)
- Gift certificate to a local coffee shop or bakery
- Youth & Government T-shirt/lapel pin
- Paint a piece of pottery at a local shop
- Potted flowers
- A gift basket
- A book
- Homemade jam
- Something specific from you area of the state (i.e.-assorted apples or smoked salmon)



Host Home Expectations

Students

1. All house rules set by host homes are to be followed at all times.
2. Discuss with your hosts the times that you plan on leaving and arriving each day.
3. Delegates must not leave host homes, unless chaperoned by their advisor.
4. Delegates may not ride in host family's vehicles.
5. Delegates may not make personal phone calls without permission from host family.
6. Delegates must uphold all rules and expectations of the YMCA Youth & Government code of conduct while staying with their host families.
7. Each student, or group of students staying at a home, should present their family with a gift or card of thanks for opening their home. This gift should be small and may be presented at the beginning or end of the trip. A list of possible gift ideas is listed in this section of your handbook.

Advisors

1. Turn in student **housing request forms** by the posted deadline.
2. Make sure that all students are listed on the request form and forms are completed when turned into state office.
3. **Look over assignments for mistakes** after receiving them from the State Office (i.e.-boys rooming with girls or students staying alone.)
4. **Send a letter** to each host family within one week of receiving your housing information. This letter should include your name and contact information (including cell phone while in Olympia) as well as the names of the students that will be staying with them.
5. **Call each host home (this is very important!)** 3 days after sending the letter to touch base and answer questions they may have about the program or your students.
6. Upon arriving to drop off students, **advisors need to walk students to the door** and introduce themselves to the host family. At this time you can answer any last minute questions, give them another copy of the program schedule and give them your contact information again.
7. While in Olympia make sure to **communicate** with your host families. If you are going to be late let them know.
8. Make sure that each student, or group of students at each home, has a **thank you gift/card/letter for their family**. It is best to bring the gift from home, however a run to the mall or downtown may be necessary to accomplish this task.
9. **Send a card** after the event, signed by each person who stayed in the home, thanking them for opening their home.



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State Office

1. Complete a Washington State Patrol background check on each person in the household over 16 years of age.
2. Place at least 2 students in each host home (no student stays alone).
3. Create maps and directions for each delegation noting the placement of each host home.
4. Have host home information ready for Advisors when they check in at Leadership Training. Information packets will be mailed to Advisors who are not able to attend Leadership Training.



Sample Home Stay Letter

This letter should be sent out to all host families as soon as possible after receiving your home stay information packet. Included with this letter should be a Program Schedule with drop off times highlighted.

Name
Address
Address

Date

Dear First Names of Host Family:

My name is **your name**, Lead Advisor from the **your school or YMCA affiliation**, Youth & Government Delegation and I want to thank you for opening your home to delegates for the 63rd YMCA Youth Legislature, May 5-8, 2010. I also want to share with you some additional information and expectations regarding the delegates' stay in your home. Enclosed you will find a Preliminary Program Schedule and highlighted times when you can expect the teens coming and going to and from your home. Please check this schedule and plan appropriately. Also, I'm assuming that the state office for the Youth & Government program has communicated to you about your commitment regarding meals for the students. They are scheduled to have breakfast on Thursday, Friday and Saturday in addition to dinner on Friday.

You will find that they are well-behaved, respectful individuals. However, I would like to inform you that participants involved in our delegation have signed an agreement that they will not indulge in any alcohol, drugs, sexual activity and/or tobacco products. Also, while the teens are in your homes they should not leave or travel in non-YMCA vehicles for any reason. Again, you should not have any concerns with the delegates assigned to your home and I thank you for your understanding and support in this area.

Finally, if you need to get in touch with me for any reason during the teens' stay, I can be reached at the **name and phone number of your hotel in Olympia** or my cell phone during the day at **(555) 555-5555**.

The students have worked hard and are looking forward to their Olympia experience. I know they will be excited to share with you what is going on at the Capitol and about their role in the program. I plan on calling you within the next few days to follow up this letter and to answer any questions you might have. Again, I want to thank you for opening up your home, family and friendship to these delegates

Sincerely,
Your Name



Host Homes vs. Hotels

During your delegation’s stay in Olympia there are two options for housing. The first is host homes and the second is hotels. There are pros and cons to both options and each advisor/delegation must make this decision based on what is best for them. Below you will find information that will help you make the best decision for your group.

	Cost	Travel Time	Transportation	Meals
Host Homes	Free – host families volunteer to house students and this process is organized by the state office.	Travel to and from host homes can take as much as two hours twice a day.	Vans are needed to transport students to host homes – mini buses work, however are difficult to maneuver in some driveways.	Friday evening, prior to the dance, students leave session early for a meal with their host families. Host families also provide breakfast for students.
Hotels	Reservations are made and rooms are paid for by individual delegations.	Downtown hotels are within walking distance, however often it is easier to find a better deal just a bit further away.	Any type of transportation, including full size buses, will work fine.	Delegations not staying with host families will need to provide dinner on Friday as well as breakfasts.

Things to think about when staying in hotels during Youth Legislature:

1. **Location:** Many delegations choose to stay in hotels near the Capitol in downtown Olympia. This makes it possible for students to walk to and from the Capitol as well as to restaurants for dinner. Others, however, have found that staying in Tumwater or Lacey provides less temptation for students to “wander”.



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2. **Supervision:** Staying in hotels with teenagers poses challenges in terms of supervision. It is important that students do not leave the hotel without an adult, especially in downtown Olympia; as it is not always a safe place to be at night.
3. **Weather:** If you decide to stay at a hotel downtown and plan on walking to the Capitol each day it is important to remember that May in Olympia often brings rain so students should make sure to bring umbrellas, extra shoes for walking in, and rain coats.
4. **Food:** Look for hotels that provide a continental breakfast with your stay.

The following websites will help you locate food and lodging in the Olympia area:

<http://www.ci.olympia.wa.us/>

<http://www.gonorthwest.com/Washington/puget/Olympia/Olympia.htm>



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Sample Schedule for Program Year

September

- Formation & Group Building
- The Youth & Government Program
- U.S. Constitution

October

- The Common Good vs. Individual Interest
- The Responsibilities of Citizenship
- Understanding Elections & Voting
- Servant Leadership

November

- Political Ideology
- Current events discussions/Select a topic to write on
- Differing Points of View
- Fund Raising Project Planning

December

- Writing and Research
- Public Speaking & Debate Skills
- Service Project

January

- Budget & Finance
- Rules for Debate (Parliamentary Procedures)
- Select Officer Candidates
- District Events

February

- Prepare for District Events
- Determine House/Senate assignments
- Fine Tune Bills
- Practice Debate
- Fundraiser
- District Events

March

- All Delegate Bills, Articles, Position Papers, Candidate Materials, Fees, & Registration materials due
- Practice Debate
- Guest Speaker/Field Trip

April

- Leadership Training (for students in elected leadership positions)
- Bill Books Available
- Host a Community Night
- Write a letter to your legislators

May

- Youth Legislature
- Elections for incoming Major Officers



Sample Lesson Plan for Program Year

September

- **Formation & Group Building**
 - Recruiting participants
 - Starting to create a safe environment for students to share their thoughts
 - Activity: Activity: “Values Continuum”
 - Activity: “Human Bingo”
- **The Youth & Government Program**
 - Overview
 - Expectations/Time Commitment for your group
- **U.S. Constitution**
 - Core Democratic Values – where are each of the core democratic values in the constitution and why did the founding fathers include them?
 - Activity: “Draw the Constitution”
 - Activity: “Why must democracy be learned by each generation?”
 - Activity: “Core Democratic Values: Supplemental Review & Questions”
 - The Three Branches of Government
 - Discussion: Students should discuss why it is important that there is a separation of powers and what the roles are of each governmental branch. Is one branch more or less important than another? Does one theoretically or actually have more power?

October

- **The Common Good vs. Individual Interest**
 - Discuss how these two things are related and how they effect change in society and political policy.
 - Activity: “Significance of Individuals to a Movement”
- **The Responsibilities of Citizenship**
 - Talk about the importance of actively participating in your government and how to do so.
 - Discussion: What are our freedoms as citizens of the US and Washington State? What responsibilities come with those freedoms? (Relate these questions back to the Constitution and what freedoms and responsibilities, such as paying taxes, are outlined.)
 - Activity: “Civics Jeopardy”
 - Activity: Service Learning Projects



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- **Servant Leadership**
 - Discuss the basics of servant leadership and why it is important that our political leaders are servant leaders – what happens when they're not? Have students identify leaders that they respect and what traits make them good leaders.
 - Reading: "What is Servant Leadership" & "10 Principles of Servant Leadership"
- **Understanding Elections & Voting**
 - How do various subgroups affect the outcome of elections?
 - Activity: "The Voting Game"

November

- **The Role of the Press in the Legislature**
 - How do they affect policy? What tools do they use? What do they gain by effecting policy?
 - Reading: Introduction to the media
 - Activity: Each student will research and write an article to turn into the local paper. (See "Media Guide")
- **Political Ideology**
 - Students discuss what their political views are and why they think the way they do.
 - Activity: "Political Ideology Survey"
 - Activity: "Homemade Political Parties"
- **Current Events Discussions/Select a Topic to Write on**
 - What's going on in the world around you?
 - Where to look for bill ideas (see "Finding Bill Ideas")
- **Differing Points of View**
 - Students should practice looking at issues from a variety of standpoints
 - Assign positions to students during debate so that they can argue for something different from their own way of thinking
 - Activity: "Town Conflict" - Relate this activity back to conversations about servant leadership – what would have happened differently in this activity if individuals had stepped up as servant leaders?
- **Fundraising Project Planning**
 - Decide if the group would like to do a fundraising project and look at possible options
 - See "Fundraising Ideas"



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December

- **The Role of Lobbyists in the Legislature**

Discuss what a lobbyist is, who they are, and the role they play in the legislature. Relate this role back to the constitution and discuss how special interest groups could be considered a constitutional right.

 - Reading: "What is Lobbying"
 - Activity: "Position Papers"
 - Activity: "Special Interest Groups & Public Policy"
- **Writing and Research**
 - Give students time to work on putting their ideas on paper and begin looking at formatting issues
 - Discuss the 3 types of legislation (Acts, Resolutions, Memorials)
 - Bring research sources in and have students help each other brainstorm useful sources
 - Begin using RCW's
 - See "Bill Drafting Guide"
- **Public Speaking & Debate Skills**
 - Communication: Verbal and nonverbal
 - See "The Power to Persuade"
 - Activity: Public Speaking Critique Forms

January

- **Budget & Finance**
 - How do economic issues play a role in political decision making?
 - Activity: "Government & Economics: The Ties That Bind"
 - Activity: "What are the economic functions of government?"
 - Activity: Add fiscal note to your bills. See "Bill Drafting Guide"
- **Rules for Debate (Parliamentary Procedures)**
 - Practice using Parli Pro during debate and have students take turns chairing sessions
 - Practice making amendments and using proper terminology
 - See:
 - "Rules of Order"
 - "Outline of Parliamentary Motions"
 - "Debate Cheat Sheet"
- **Select Officer Candidates**
 - Students should decide who from their group will run for elected positions at the District event. Students may do this through an election process though it is not required.
 - See "Y&G Positions"
 - Activity: Y&G Jeopardy



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February

Prepare for District Events

- Bills should be drafted and students should understand all of the positions within the Youth Legislature. Students should also be fairly comfortable with Parli Pro.
- **Determine House/Senate assignments**
- Once officers have been selected students and advisors may choose what roles students will be in during the Youth Legislature.
 - See "Delegation Allotment Chart"
- **Fine Tune Bills**
 - Proof read each other's bill and, if possible, have members of the community and elected officials read over bills.
 - **Practice Debate**
 - **Fundraiser**

March

- **All Delegate Bills, Articles, Position Papers, Candidate Materials, Fees, & Registration materials due**
 - See "Registration Directions & Checklist"
 - **Practice Debate**
 - See "Hot Seat" activity
- **Guest Speaker/Field Trip**
 - At this point in the year it's great to have local elected officials come visit or attend local community meetings such as City Council or help with a campaign

April

- **Leadership Training** (for students in elected leadership positions)
 - See "Position Chart" for who is REQUIRED to attend
- **Bill Books Available**
- **Host a Community Night/Community Leader's Round Table /Alumni Night**
- **Write a letter to your legislators**
 - See sample letter to legislator

May

- **Youth Legislature**
- **Elections for incoming Major Officers**



Fun Activities to Add to the Experience

It's important to keep students interested by learning from others and going out into the "real" world to gain experience. It's also important to remember that in addition to learning about government and law making, students are learning how to use interpersonal skills and work as a group, so non-government related activities can be a useful tool as well.

• Field Trips

- To the courthouse
- Civics Photo Scavenger Hunt – clues at the courthouse, city hall, library, etc.
- City Hall
- Planning Commission Meeting
- Public Hearing
- Community Meeting
- Parks Department Meeting
- Tour State Capitol
- City Council Meeting
- Value Village – some students do not have access to nice clothing to wear during session so help take away from the economic hardships of some by making it fun for the whole group to get inexpensive suits, ties, shirts, shoes, and dresses from a consignment store in your area.
- Plan a trip to an agency/organization or area that is specific to a student's bill

• Guest Speakers

- Judge
- Attorney
- Representative
- Senator
- Superintendent
- Local Official
- Legislative Assistant
- Governmental Affairs journalist
- Professional Lobbyist
- Mayor



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- **Fun Days**

- Go to the park
- Ropes Course
- Laser tag
- Hiking
- Roller Skating
- Bowling

- **Events**

- Community/Parent Night - Invite individuals from the community to come and participate in debate and give students feedback on their bill and articles.
- Alumni Event – Invite alumni in your area to join your delegation in debating bills (new and old) and having an alumni social.



Electronic Resources

YMCA Youth & Government

www.youthandgovernment.org

Legislative Sites

Legislature, general	http://leg.wa.gov
WA State House of Representatives	http://leg.wa.gov/house/Pages/default.aspx
WA State Senate	http://leg.wa.gov/senate/Pages/default.aspx
District finder–State and Congress	http://apps.leg.wa.gov/DistrictFinder/Default.aspx
Revised Code of Washington (RCW)	http://apps.leg.wa.gov/rcw/
Office of the Code Reviser	http://www1.leg.wa.gov/CodeReviser/
Bill Drafting Guide	leg.wa.gov/CodeReviser/Pages/bill drafting guide.aspx
Washington State Constitution	leg.wa.gov/lawsandagencyrules/pages/constitution.aspx
Elected Officials	http://secstate.wa.gov/elections
Washington Votes	http://washingtonvotes.org

Executive and State Agencies

Access Washington	http://access.wa.gov
Governor	http://governor.wa.gov
Attorney General	http://www.atq.wa.gov/
Department of Agriculture	http://agr.wa.gov/
State Board of Education	http://sbe.wa.gov
Employment Security Department	http://wa.gov/esd
Office of Financial Management	http://ofm.wa.gov
Department of Fish and Wildlife	http://wdfw.wa.gov
Washington State Gambling Commission	http://wsqc.wa.gov
Department of Health	http://doh.wa.gov
Higher Education Coordinating Board	http://hecb.wa.gov
Human Rights Commission	http://www.hum.wa.gov/
Labor and Industries	http://lni.wa.gov
Department of Licensing	http://dol.wa.gov
Liquor Control Board	http://liq.wa.gov
Lottery Commission	http://walottery.com
Public Disclosure Commission	http://pdc.wa.gov
Secretary of State	http://secstate.wa.gov
Sentencing Guidelines Commission	http://sqc.wa.gov
Social and Health Services	http://dshs.wa.gov
Supreme Court	http://courts.wa.gov
Department of Transportation	http://wsdot.wa.gov



Resources for Teachers

A listing of useful online resources for teaching and thinking about Civic Education

Primary Sources and Content Materials

- **Harry S. Truman Library and Museum** - <http://www.trumanlibrary.org/>
A sites for documents, images and related resource from the Harry S. Truman Museum.
- **Making of America** - <http://moa.umd.umich.edu/>
Making of America (MOA) is a digital library of primary sources in American social history from the antebellum period through reconstruction. The collection is particularly strong in the subject areas of education, psychology, American history, sociology, religion, and science and technology.
- **Internment of San Francisco Japanese** - Museum of the City of San Francisco - <http://www.sfmuseum.org/war/evactxt.html>
Record of Japanese Internment as recorded in The San Francisco News from March 2, 1942 to April 30, 1942. Includes complete newspaper articles from period and links to related resources.
- **American Memory** - <http://lcweb2.loc.gov/ammem/ammemhome.html>
American Memory is an online resource compiled by the Library of Congress National Digital Library Program. With the participation of other libraries and archives, the program provides a gateway to primary source materials relating to the history and culture of the United States. Over one million items from the American Memory historical collections are currently available online. In the coming years, the National Digital Library Program plans to digitize more of the Library's American history collections and make them available to teachers, students, and the general public over the Internet.
- **The Oyez Project** - The U.S. Supreme Court Multimedia Database - <http://oyez.org/>
Maintained by Northwestern University, Oyez provides complete records of Supreme Court cases, biographical information on justices and a virtual tour of the Supreme Court building.
- **Abraham Lincoln Papers at the Library of Congress** - <http://memory.loc.gov/ammem/alhtml/malhome.html>
The complete Abraham Lincoln Papers at the Library of Congress consists of approximately 20,000 documents. The collection is organized into three "General Correspondence" series which include incoming and outgoing correspondence and enclosures, drafts of speeches, and notes and printed



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material. Most items are from the 1850s through Lincoln's presidential years, 1860-65.

- **19th Century Schoolbooks and the Nietz Collection Bibliography** - <http://www.library.pitt.edu/dscribe/>
The resource includes full-texts of thirty schoolbooks from the Nietz Old Textbook Collection, one of several well-known collections of 19th Century schoolbooks in the United States. This resource also includes a searchable bibliography of the Collection's 16,000 volumes.
- **Franklin D. Roosevelt Library and Digital Archive** - <http://www.fdrlibrary.marist.edu/index.html> -
This site provides scholars, teachers and students access to part of the collection of documents, photographs and video recordings found at the Franklin D. Roosevelt Library in Hyde Park, New York. This resource includes a K-12 learning center and over 10,000 digitized documents relating to the Roosevelt presidency.
- **DoHistory** - <http://www.dohistory.org/>
Constructed by the Film Study Center at Harvard University this is an experimental, interactive site where you can explore the process of piecing together the lives of ordinary people in the past. It features a case study based on the research that went into the book and film *A Midwife's Tale*, which were both based upon the 200 year old diary of midwife/healer Martha Ballard. Although DoHistory is centered on the life of Martha Ballard, you can learn basic skills and techniques for interpreting fragments that survive from any period in history.
- **Ben's Guide to US Government for Kids** - <http://bensguide.gpo.gov/>
Ben's Guide to U. S. Government for kids is a service of the US Government Printing Office that provides electronic access to information about U. S. history and government. This site is organized by grade levels: K-2, 3-5, 6-8, 9-12, and a link for parents and teachers.
- **The Papers of George Washington** - <http://www.virginia.edu/gwpapers/>
The site provides access to the University of Virginia's collection, "The Papers of George Washington." It includes letters written to Washington as well as letters and documents written by him.
- **Canadian War Museum** - <http://www.warmuseum.ca/cwm/home>
An on-line version of the Canadian War museum, this site is dedicated to the education and remembrance of participants in Canadian wars. Along with links to other related sources, this site provides links to the museum's public and educational programs, a "Teacher's Activity Kit," and an interactive story of life in the trenches during World War One.
- **CivNet Archive** - <http://www.civnet.org/resoures/greatdoc.htm>
Part of civnet, an international resource for civic education and civil society,



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this resource page, links to the full-text of "great documents", including The Magna Carta and The Federalist Papers. This site includes links to teaching resources and links to other sites related to civic education and civic society.

- **Valley of the Shadow** - <http://jefferson.village.virginia.edu/vshadow2/>
This site is a digital history project sponsored by the Virginia Center for Digital History. The Valley of the Shadow Project documents two communities, one Northern and one Southern, through the experience of the American Civil War. The project is a hypermedia archive of thousands of sources for the period before, during, and after the Civil War for Augusta County, Virginia, and Franklin County, Pennsylvania. Those sources include newspapers, letters, diaries, photographs, maps, church records, population census, agricultural census, and military records. Students can explore every dimension of the conflict and write their own histories, reconstructing the life stories of women, African Americans, farmers, politicians, soldiers, and families. The project is intended for secondary schools, community colleges, libraries, and universities.
- **Matrix Collection of Humanities Resources and Archives** - <http://matrix.msu.edu/resources/>
Developed by Matrix - The Center for Humane Arts, Letters, and Social Sciences Online at Michigan State University, this resource provides extensive links to online resources in all of the above areas as well as links and tutorials for web publishing and research.
- **Supreme Court Collection** - <http://supct.law.cornell.edu/supct/>
Sponsored by the Legal Information Institute, this resource offers Supreme Court opinions under the auspices of Project Hermes, the court's electronic-dissemination project. This archive contains nearly all opinions of the court issued since May of 1990. In addition, the collection includes over 600 of the most important historical decisions of the Court available on CD-ROM and over the Internet.
- **Congress at Work** - The Library of Congress Congressional records - <http://thomas.loc.gov/>
This is a resource page for the Library of Congress designed to give complete access to congressional legislation. This site can be searched by specific House and Senate Bill numbers or by a word or a phrase. This site also includes a series of related links under the headings Legislation, Congressional Records, and Committee Reports.
- **National Archives and Records Administration (NARA)** - <http://www.nara.gov/>
NARA is an independent Federal agency that helps preserve our nation's history by overseeing the management of all Federal records. NARA's mission is to ensure ready access to the essential evidence that documents the rights of American citizens, the actions of Federal officials, and the national experience. This site includes multiple links to NARA's nationwide holdings including:



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Records Management; Federal Register; Online Exhibit Hall; Digital Classroom; National Historical Publication and Records Commission Grants; and technical information for Archives and Preservation of Professional records.

- **Library of Congress** - <http://www.loc.gov/>
The Library of Congress site offers a searchable, digital collection of resources from the Library of Congress' American historical collections as well as its catalog, text and images from major exhibitions, the THOMAS database of current and historical information on the US Congress, and a Learning Page for K-12 students and teachers. This site includes a National Digital Library Program which offers access to key documents, films, photographs and sound recordings of our nation's history in the American Memory Historical Collections.
- **The Avalon Project at Yale** - <http://avalon.law.yale.edu/default.asp>
The Avalon Project includes digital documents relevant to the fields of Law, History, Economics, Politics, Diplomacy, and Government from the 18th to 19th centuries. The site includes a wide variety of documents, such as collections related to the American Constitution; Ancient, Medieval and Renaissance Documents; the Cold War; Indochina; Nazi-Soviet Relations 1939-1941; and the United States concerning Native Americans and Slavery.

Teaching Resources for Civics

- **The Common Good** – <http://www.c-spanclassroom.org/>
Sponsored by C-SPAN and Time Warner, this site provides commercial-free coverage of the American political process. This resource features learning opportunities for students through partnerships developed with school administrators and teachers. This site also includes links to Lesson Plans, Teaching By Topics and Classroom resources for instructors, parents and students.
- **American Memory Lesson Ideas for Using Primary Sources** – <http://memory.loc.gov/ammem/ndlpedu/lesson.html>
Lesson Ideas offers strategies and lesson plans developed by education professionals to help integrate primary sources, especially those in American Memory, into the classroom. The main page features lessons grouped by topics in American history like the Civil War, the Great Depression, and the Conservation Movement.
- **Civitas – A Framework for Civic Education** – <http://www.civnet.org/resources/teach/basic/civitas/exe.htm>
This site provides a curriculum framework to revitalize civic education in



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schools throughout the nation. It sets forth a set of national goals to be achieved in a civic education curriculum, primarily for K-12 public and private schools, but with extended applications in communities and in higher education, specifying the knowledge and skills needed by citizens to perform their roles in American democracy. The intended audience for CIVITAS is educators at state and local levels concerned with the development of civic education curriculums in the schools. Teachers may also find the framework a useful resource and reference book. It is designed to improve textbooks, instructional materials, methods of teaching, assessment and testing, and the preparation of teachers.

- **CivNet Teaching Resources** - <http://www.civnet.org/resoures/teach.htm>
This site features resources for CIVISTA's goals for civic education. This resource provides links to a comprehensive bibliography of civics information and lesson plans for classroom application. Resources are available in English, Spanish and French.
- **Comparative Lessons for Democracy** - <http://www.civiced.org>
Comparative Lessons for Democracy is designed to strengthen education for democracy in the United States through the use of curricular materials about the history and government of several Central and Eastern European nations. Analyzing issues and events related to these emerging democracies encourages students in the United States to clarify assumptions and principles upon which democracies rest. The content of the lessons are divided into four major sections including, Historical Connections, Transitions: Comparative Trends, Constitutionalism and Democracy and Citizens' Rights and Civil Society. Comparative Lessons is designed to raise questions, not only about countries in Central and Eastern Europe, but also how these same issues relate to American society and politics. In this manner, students are able to identify the elements common to democracies everywhere and those dimensions that are unique to the United States.
- **Democracies Online** - <http://www.e-democracy.org/do/commons.html>
In contrast to most listservs that are organized by topics, this site provides instruction for setting up email lists and web archives based on geographic location and democratic principles. This resource outlines step-by-step procedures for individuals to host and moderate participatory discussions.
- **Public Achievement Project** - <http://www.publicachievement.org>
This site provides information about Public Achievement, a National project created in 1990 to promote community action for students who learn to become effective citizens while doing real public work. Students develop projects in teams, develop problem-solving strategies and take action. This site links to additional information and resources related to K-12 civics education.



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- **Learning Adventures in Citizenship -**
<http://www.thirteen.org/newyork/laic/index.html>
This site offers students the ability to explore the intriguing history of New York, do activities to learn more about the history of their own towns, and participate in their communities. Kids can also submit their work to the Kids' Contest and view featured projects in the Kids' Lab. There are special sections for teachers and parents to learn how to get the most out of this rich resource.
- **Library of Congress Learning and Lesson Ideas -**
<http://lcweb2.loc.gov/ammem/ndlpedu/>
The Learning Page is a web site designed to help teachers, students, and life-long learners use the American Memory digital collections from the Library of Congress. The site provides guidance to finding and using items within these primary source collections. This site includes links to Activities and Whats New. In addition, this resource provides teachers with Educators Programs and Lesson Ideas.

State and National Civics and Curriculum Standards

- **Michigan Curriculum Framework -**
http://www.michigan.gov/documents/MichiganCurriculumFramework_8172_7.pdf
The Michigan Curriculum Framework includes standards focused on content, teaching and learning, assessment, and professional development for all fields related to Michigan public education. Standards under development will address teacher preparation programs. This site also links to Toolkits to guide the use of the standards under development. Toolkits in draft form address content discrepancy analysis, interdisciplinary connections, technology across the curriculum, and connecting with the learner. Additional toolkits and resources address specific content areas. These include additional vignettes, sample teaching and learning activities, instructional units, assessment guides, and professional development resources.
- **Michigan Content Standards for Social Studies -**
http://www.proquestk12.com/curr/pdfs/wcntk_mi.pdf
Sponsored by the Michigan Department of Education, this site outlines standards for Social Studies education in the state. It includes descriptions of specific standards for students to develop historical, geographic, civics and economic standards. Also included are standards for public education in the following areas: stand v. inquiry, public discourse and decision making, and "citizen involvement."



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- **National Standards for Civics and Government -**
<http://www.civiced.org/stds.html>
Sponsored by the Center for Civic Education (Center) this site develops voluntary National Standards for Civics and Government for students in kindergarten through grade twelve (K-12). Supported by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts, this site outlines National Standards for Civic and Government that are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.
- **National Standards for Social Studies Teachers -**
<http://www.socialstudies.org/standards/curriculum> Sponsored by the Center for Civic Education (Center) this site develops voluntary National Standards for Civics and Government for students in kindergarten through grade twelve (K-12). Supported by the Office of Educational Research and Improvement (OERI) of the U.S. Department of Education and The Pew Charitable Trusts, this site outlines National Standards for Civic and Government that are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.
- **The Current State of Civic Education -**
<http://www.nwrel.org/scpd/sirs/10/c019.html>
This site features a detailed report of the "current state of civic education." It also links to additional school improvement resources and programs.
- **The Role of Civic Education -** http://www.civiced.org/papers/articles_role.html
This site was prepared by the Center for Civic Education and includes a report called "The Role Of Civic Education: A Report Of The Task Force On Civic Education." This report came from the Second Annual White House Conference On Character Building For A Democratic, Civil Society Washington, D.C., May 19 - 20, 1995.

Civic Education Organizations

- **Social Studies.org -** <http://www.ncss.org/>
Social Studies.org is designed to help quickly and easily find the information from the National Council for the Social Studies. Founded in 1921, National Council for the Social Studies has grown to be the largest association in the country devoted solely to social studies education. NCSS engages and supports educators in strengthening and advocating social studies. With members in all 50 states, the District of Columbia, and 69 foreign countries, NCSS serves as an



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umbrella organization for elementary, secondary, and college teachers of history, geography, economics, political science, sociology, psychology, anthropology, and law-related education. Organized into a network of more than 110 affiliated state, local, and regional councils and associated groups, the NCSS membership represents K-12 classroom teachers, college and university faculty members, curriculum designers and specialists, social studies supervisors, and leaders in the various disciplines that constitute the social studies.

- **Center for Civic Education** - <http://www.civiced.org/>
This site provides instructional and professional development resources for civics teachers. It is maintained by the Center for Civic Education a nonprofit, nonpartisan educational corporation dedicated to fostering the development of informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy.
- **Public Achievement Organization** - <http://www.publicachievement.org/>
The homepage of Public Achievement - a civic education initiative that gives students opportunities to learn about how to become involved citizens through public acts.

Government Agencies and Organizations

- **U.S. House of Representatives Home Page** - <http://www.house.gov/Welcome.html>
This official Web Site of the U. S. House of Representatives includes various resources to learn about house rules, proceedings, votes, committees, and employment opportunities. The page also includes Educational Links and resource for writing to individual house members.
- **U.S. Senate Home Page** - <http://www.senate.gov/>
This Official Site of the U. S. Senate includes information about Senate activities, committees, and Bills. This resource also provides access to Senate Art, This Week in Senate History, and search capabilities for information about a individual state senators and legislative history.
- **White House Home Page** - <http://www.whitehouse.gov/WH/Welcome.html>
The official Web page of the U. S. White house, this site provides information on the President and Vice President, the Federal Government, histories of the White House and its inhabitants, and a Virtual Library of White House Documents.
- **U.S. Government Agencies Directory** - <http://www.lib.lsu.edu/gov/index.html>
This page is a comprehensive resource of U. S. Federal Government agencies indexed by Executive, Judicial and Legislative branches of government. This site



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also includes links to Independent Boards, Commissions and Committees, and other government agencies.

Newspapers/Current Events

- The Detroit Free Press - <http://www.freep.com/>
- The New York Times - <http://www.nytimes.com/>
- USA Today - <http://www.usatoday.com/>
- CNN - <http://www.cnn.com/>
- MSNBC - <http://www.msnbc.com/>
- U.S. News Online - <http://www.usnews.com/usnews/home.htm>
- Wall Street Journal - <http://interactive.wsj.com/home.html>
- The National Review - <http://www.nationalreview.com>
- Time - <http://www.time.com/time/index.html>
- Newsweek - <http://www.newsweek.com/>
- The Washington Times - <http://www.washtimes.com/>
- Fox News: <http://www.foxnews.com/>
- NPR News: <http://npr.org>
- The Economist: <http://www.economist.com/>
- The Christian Science Monitor: <http://www.csmonitor.com/>
- The Seattle Times: <http://seattletimes.com>



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Youth Legislature Program Events

Listed below are the various events that occur each year both during and separate from the Youth Legislative Session. The dates are listed on the calendar in the front of your handbook.

Governor's Breakfast and Proclamation Signing:

This is the first official Youth & Government event of the year and is attended by program participants, volunteers, program supporters, and Washington State elected officials. The Proclamation Signing typically takes place early on a weekday morning in February (see program calendar) at the Legislative Building. The Governor, Youth Governor, and Secretary of State sign the Proclamation calling the Youth Session to order and youth have the opportunity to mingle with elected officials. **Anyone interested in or related to the program in any way are encouraged to attend.** This is also a great opportunity for students to tour the capitol and to arrange meetings with their representatives or other elected officials.

Y-Advocacy Day:

On this day each year YMCA executives from around the state come to Olympia to lobby for the things that are important to YMCA's. The morning is filled with information concerning YMCA's statewide and on a national level, lunch is served, then individuals meet with their respective representatives. Students are encouraged to attend with an exec from their area and see how this process works. There may also be opportunities for Youth Leadership to speak during informative sessions. This is an opportunity for students to see the process first hand as well as bring their concerns directly to legislators. If you have any questions or would like to participate in this event, please contact the State Office.

Leadership Training:

The weekend prior to the Youth Legislative Session, the elected officers come together to plan for session and learn how to execute their specific jobs. Advisors train students in their respective areas and leaders begin to learn how to work within their groups. Leadership Training is required for most students in elected and appointed leadership positions. See the specific position description to find out for sure if your students must attend.



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Governor's Ball:

The Governor's Ball takes place on the last evening of the Youth Legislature and is held in the Rotunda of the Legislative Building. It is required that all students, staff, and volunteers attend. Dress Code is semi-formal to formal and anyone not adhering to dress code will be sent away to change (see code of conduct and dress). While at the Governor's Ball, students may dance to music mixed by the DJ, watch a movie, or hang out in the game room. The home delegation of the current Governor is responsible for decoration (supplies and preparation) and clean-up of the ball. All Advisors are responsible for chaperoning this activity and for setting up clear guidelines for their students before arriving at the dance.

Governor's Cabinet Reception:

The Governor's Cabinet Reception is a formal venue for the Youth & Government Program to thank its major donors. All individuals and groups who give at Leadership Giving Levels (\$1,000+) to the Annual Campaign are invited to spend time with the Major Officers and elected officials before Opening Joint Session on Wednesday evening. This event is not open to all students and Advisors and is attended by invitation only. If you would like to find out more about this event or the Annual Campaign contact the state office.

State Reception

The State Reception (formerly known as the "Lobbyist Reception") generally takes place on the first or second evening of session. Delegates are encouraged to bring displays, photographs, mementos, stories, etc. from their home region of the state to share with others. Items will be on display in the Rotunda for the duration of Session. Dinner is provided during this reception for all delegates and Advisors.

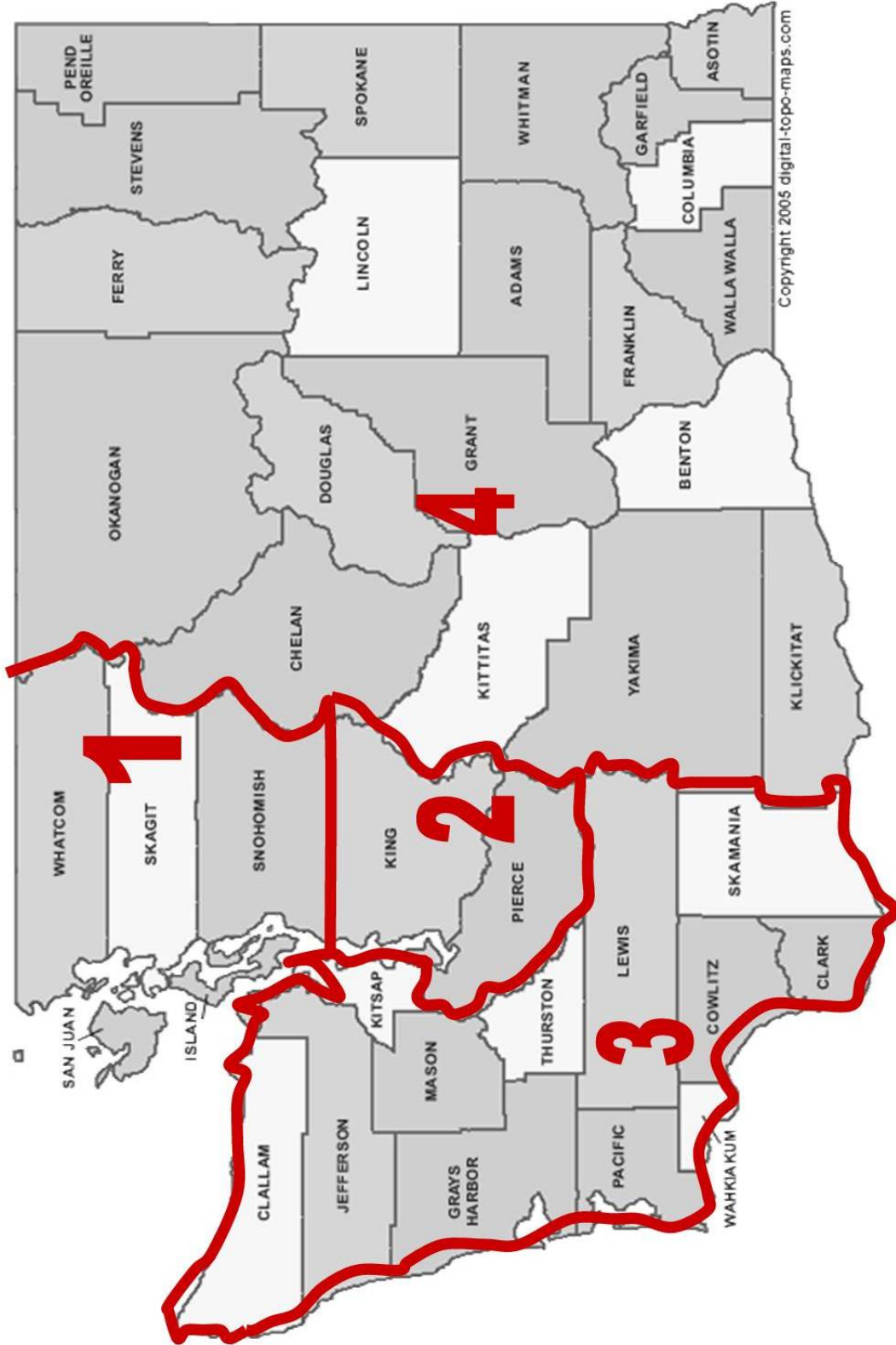
****If you have questions regarding any of these events please contact the State Office at (360) 357-3475.**

****If you are planning your own event (community night, fundraising event, round table discussion, etc.) please contact the State Office. We may be able to offer support and resources. It is also important that your events do not conflict with State sponsored program events.**



Washington Youth Legislature District Map

**Youth Legislature Delegation Distribution Map
2011-2012**





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YMCA Core Values Award

Premier Delegation Criteria

All delegations are eligible to achieve premier delegation status. There is no limit to the number of premier delegations each year. Attaining premier delegation status requires delegations to meet the following criteria:

1. All materials including registrations, fees, forms, and required submissions must be made on time to the State Office in accordance with the deadlines in the calendar in the Advisor Handbook.
2. The delegation must be free of any Code of Conduct violations during any Youth Legislature meetings or events.
3. The following items must be submitted to the State Office on the first day of session:
 - a. Proof of community activity and involvement, i.e. press release, flyer for the event, picture, or letter. Delegation fundraising activities do not qualify.
 - b. A narrative describing how your delegation has demonstrated the core values of caring, respect, honesty and responsibility.
 - c. Proof that the delegation has been organized with all participants in appropriate roles and appropriate responsibilities.
 - d. An historical record to be shared with other delegations. This may include, but is not limited to a scrapbook, power point presentation, short (no more than 5 minute) video, or delegation book.

All premier delegations become eligible for consideration as the program year's *YMCA Core Values Award*, the list of which will be posted at the Information Area during Youth Session.

YMCA Core Values Award Criteria

The *YMCA Core Values Award* recipient will be selected from the list of eligible premier delegations by a committee composed of: 1) the State Director/Program Director, 2) Program Committee Chair, 3) program area lead advisors, and 4) all Major Officers.

To be eligible delegations must have:

1. Attained premier delegation status.
2. Demonstrated the following qualities:
 - a. Preparedness
 - b. Courtesy, kindness, respect and care to all fellow delegates and advisors
 - c. Honesty
 - d. Responsibility
3. Been in assigned locations, on time, and in proper attire
4. Been a role model for other delegations

The Award Recipient Will:

1. Receive recognition in program materials including the Annual Report and Bill Book
2. Be first in line for group events including delegations pictures and meals



Participation in YMCA Youth & Government

Any student of an age to be enrolled in grades 8-12 in the state of Washington is eligible to participate in YMCA Youth Legislature. Students must be affiliated with a YMCA, high school or home school Youth Legislature delegation. International students and/or exchange students may visit and participate in YMCA Youth & Government in any of the roles open to delegates in their grade level.

Each student in YMCA Youth Legislature must meet the minimum requirements stated below to be eligible to attend the YMCA Youth Legislature Session in Olympia:

1. Attend at least one district event.
2. Be a member in good standing with the student's local delegation.
3. Have on file with the State Office the original signed Medical Release and Code of Conduct and Dress Contract.
4. Pay the statewide student participation and registration fees. In many cases the local fee includes the statewide fees.
5. Submit by the due date on the program calendar all written materials required by the State Office (i.e. legislative bills, press, lobbyist materials).

Students involved in the **8th Grade Program**:

1. Are not required to attend a district training event (but may do so if they wish).
2. Be a member in good standing of a local delegation/school program that has at least one registered Advisor.
3. Have on file with the State Office the original signed Medical Release and Code of Conduct and Dress Contract.
4. Submit by the due date on the program calendar all written materials required by the State Office (i.e. legislative bills, press, lobbyist materials).

Each delegation is responsible for maintaining a ratio of at least one adult advisor to every ten students (1:10) during all local, district and statewide Youth Legislature events. At least 50% of a delegation's adult advisors to the session in Olympia must be 21 years of age or older by the time the session begins. All Advisors who do not meet the 21 years of age requirement or who have not been out of the program for at least two years must be approved by the State Office.



Student Leadership

The YMCA Youth Legislative Session is intended to be a student-run activity. All participants should take responsibility for the smooth and effective operation of the session.

The student leadership, elected and appointed, has the major responsibility for the session. Those students who assume leadership positions will be expected to take that responsibility seriously, train for, and perform the duties of their chosen office. They must be familiar with the requirements of the role and willing to take on ALL THE RESPONSIBILITIES of that role.

All elected and appointed student leaders (with the exception of the Major Office Candidates, Assistant Sergeant-at-Arms, Fair Elections Commissioners, and Assistant Reading Clerks) MUST attend the spring leadership training weekend.

Students running for office must be made aware of the additional responsibilities and time commitments that come with a leadership position. These responsibilities are listed on the sheets describing each individual position and may include, but are not limited to: attending Leadership Training, attending Program Committee Meetings, attending other program events throughout the year.

Replacement of District Elected Officers (including Major Office Candidates):

Elected student officers who, for any reason, are unable to fulfill their responsibilities will be replaced by the person who received the next highest number of votes at their District Event. District Coordinators are responsible for filing the names and contact information for those alternates with the State Office at the same time as they notify the State Office of the election of their officers.

Replacement of Major Officers:

Elected Major Officers who are not able to fulfill their year-long term will be replaced by the candidate who received the next highest amount of votes during the previous year's statewide election.



Major Officer Selection Process

Election of the following major officers occurs at the Legislative Session:

- 1) Governor
- 2) Secretary of State
- 3) Lt. Governor
- 4) Speaker of the House

Each office is voted for separately. The second place candidates in each election also assume a major office, respectively, as follows:

- 1) State Attorney General
- 2) Director of Elections
- 3) President Pro Tem of the Senate
- 4) Speaker Pro Tem of the House

These eight major officers serve for the following program year.

The rules governing campaigning and the election process are issued from the Fair Election Commission, a student committee consisting of one member from each district and chaired by the Director of Elections, under the supervision of the Secretary of State. Fair Election Commissioners, under the supervision of the Director of Elections, are responsible for publication, implementation and enforcement of the adopted rules.

The election of the:

- 1) Chief Lobbyist Officer
- 2) Editor in Chief
- 3) Post Master General

...positions also occur during session. These positions are elected within their respective areas at the end of session and serve throughout the next program year. Campaigning does not take place for these positions.



Delegation House & Senate Seat Distribution

What is the Allocation Chart?

The chart below shows the total number of House & Senate seats to which your delegation is entitled based on the total number of high school students (grades 9-12) registered as of the *December deadline*.

Each delegation is responsible for filling all of their allotted seats *with qualified delegates*. If your delegation is not able to fill a seat with a delegate who meets the required qualifications please contact the Y&G state office. Empty seats *may* be redistributed based on the final number of delegates registered in March.

House & Senate Seat Allotment Chart

# of HIGH SCHOOL Students in Delegation	# of HOUSE SEATS	# of SENATE SEATS
1-3	1	0
4-6	2	1
7-9	3	1
10-14	4	2
15-19	5	2
20-24	6	3
25-29	7	4
30+	8	5



Delegation House & Senate Seat Distribution

Chairs & Vice Chairs

Chairs will automatically be assigned to the House and Vice Chairs will automatically be assigned to the Senate following district elections. These seats do not count against the number of House and Senate seats allotted for your delegation. Please make sure final bills reflect the appropriate chamber.

Fiscal Analysts

Fiscal analysts will be assigned to the House & Senate. These seats do not count against the number of House and Senate seats allotted for your delegation. Please make sure final bills reflect the appropriate chamber.

O'Brien House & Cherberg Senate

O'Brien House/Cherberg Senate is generally geared towards 9th Grade delegates; however, older first-year students are welcome to participate. Students in grades 10-12 who have at least one year of experience are not eligible to participate in these chambers. Please split your O'Brien/Cherberg delegates evenly between the two chambers.

Press & Lobbyists

Delegates not assigned to a legislative chamber will be part of the Press or Lobbyist Corps. Please make every effort to distribute delegates evenly between these two positions.

Pages

9th – 12th grade delegates who wish to do so may also fill the position of page. While there is no limit on the number of pages a delegation may bring, students are encouraged to challenge themselves to take on one of the roles listed above.



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Leadership Positions Elected at Districts

Under construction and will be distributed at a later date.



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Insert Position Requirement Summary

Under construction and will be distributed at a later date.



**WASHINGTON STATE
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Insert Position Privilege Chart

Under construction and will be distributed at a later date.



GENERAL CAMPAIGN RULES

- I. All campaign activity must be mindful of the fact that we are on the Capitol Campus. Appropriate materials, dress, and behavior must be maintained at all times. It is particularly important that we not litter and/or in any way damage, mark, or make a mess of Capitol grounds and facilities. In addition, the following rules will apply:
 - All candidates will emphasize and abide by the YMCA core values:
 - Honesty
 - Respect
 - Responsibility
 - Caring
 - There will be no negative campaigning. Materials will refer to each delegate's own candidacy, qualifications and achievements.
 - Each candidate is responsible for his or her campaign materials including message, cleanup, and appropriate placement of campaign items.
 - There will be no campaigning during committees, inside the House, Senate, O'Brien House, Cherberg Senate, or 8th Grade House and Senate chambers, or within other offices while regular Youth Legislature business is being conducted. Campaigning is also prohibited within 20 feet of designated polling places.
 - Endorsements are allowed, however, candidates may be held responsible for actions taken on their behalf.
 - Speeches are to be given by the candidate only, and no introductions aside from those assigned by the Director of Elections are permitted. Candidate speeches must be approved by the Director of Elections at least two (2) hours prior to the time that speeches are scheduled to take place. Approval requires the official stamp, mark, or signature of the Director of Elections on the final version of the speech.
 - Speeches may not be more than 2 minutes.
 - Candidates must inform their advisor and the Program Director of any absence during Youth Legislature before the event.
 - Candidates **MUST** be present for all campaign –related activities, including; speeches, awards and acceptances. An absence may result in a forfeit of the candidates campaign and/or office.



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II. Campaign Finance

The maximum amount that each candidate may spend on the campaign is Fifty Dollars (\$50.00). This amount includes in-kind and direct contributions and all amounts spent by supporters. For example, if a friend prints up a flyer on paper from his parent's office, the fair market value of that flyer (paper and copying or printing costs) must be included in the \$50.00. Expenses such as glue, printer paper, ink, etc. must be included – the costs of these items may be estimated if necessary.

All candidates must prepare and submit a draft plan/budget to their advisor and a final plan/budget to the Director of Elections on the first day of session. Each candidate must also submit an itemized expenditure report including valid receipts and/or fair market value for all expenditures to the Director of Elections prior to the opening of the polls.

III. Campaign Materials

All campaign materials (signs, posters, flyers, etc.) must include a disclaimer which clearly states the person(s) responsible for its production. The words "paid for by" or "prepared by," with the person's name must be on each campaign item. Two (2) copies of each item must be submitted to and approved by the Director of Elections prior to distribution or display. Approval requires the official stamp, mark, or signature of the Director of Elections.

Materials may be posted only in designated areas. No materials may be stuck to any part of the interior of the Legislative Building. You will be instructed as to where you can place campaign materials.

The following are NOT allowed:

- Banners or signs over 2' X 2'
- Balloons
- Glitter or confetti may not appear either alone or on any materials or signs
- Use of government or Youth & Government resources, i.e. printers, computers, copiers, etc.

IV. Elections of Chief Lobbyist Officer/Editor in Chief/PMG

- Elections of the Chief Lobbyist Officer, Post Master General and Editor in Chief will be run by the Fair Elections Commission.
- FEC's will address each group on the first day of session to explain election rules and the duties of respective positions.



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- Candidates will follow the same guidelines as all other major officer candidates.
- Candidates will post their candidacy on an official sheet in their work space before dinner on Thursday, after which time no additional candidates will be approved.
- FEC's will distribute and collect ballots at an assigned time on Friday.
- FEC's will deliver ballots in a sealed envelope to the Director of Elections directly following the vote.
- Ballots will be counted in the Secretary of State's Office by the Director of Elections and the Secretary of State.
- The Director of Elections and Secretary of State will certify the votes.

V. Enforcement

If a candidate or candidate's supporters choose to break any of these rules, the candidate may be disqualified from the race or, if the election has concluded, may be asked to forfeit his or her seat. In this case the nearest challenger will assume the office.

Complaints regarding a rule violation will be submitted to the Director of Elections, in writing, with specific facts and evidence provided. Complaints will be considered and decided upon by the Director of Elections, Fair Elections Commissioners and Secretary of State with oversight by the State Director, and the appropriate delegation advisor within four hours.



Governor and State Attorney General

Candidates for Youth Governor must be enrolled in the 11th grade, or equivalent. They must have at least one year's prior experience in the YMCA Youth Legislature. They must complete and file electronically a Candidate statement for use in the Voter's Pamphlet, and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter's Pamphlet (photo must be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. The Youth Governor will be elected during the session. The runner-up in the gubernatorial race will become the State Attorney General.

The Youth Governor and State Attorney General **MUST** attend leadership training as scheduled in the Program Calendar. In addition, the newly elected Youth Governor should attend the National Youth Governor's Conference in Washington, D.C. in June. (specific time to be announced). All delegates interested in running for Governor are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The **Youth Governor** has the following responsibilities:

1. Address the opening and closing joint sessions of the YMCA Youth Legislature, including in the closing session the Governor's action on all legislation presented by the Secretary of State after passage by both houses of the legislature.
2. Present no more than two Executive Request Bills.
3. Testify in committee, if desired, but without vote.
4. Consider each bill passed by the legislature, soliciting information and advice from the Cabinet, Attorney General, legislators and lobbyists.
5. Sign or veto legislation within 45 minutes once the Governor's consideration of said legislation has begun. The Governor shall begin consideration of legislation within 45 minutes of final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted, it will become law without his or her signature. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording and then



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- immediately to the house of origin, along with the reasons for the veto. This notification must also immediately go in writing to the bill's sponsor.
6. May select a cabinet of 5 delegates to be assigned specific duties to meet the needs of the Governor's Office. Every effort will be made to make this cabinet representative of the 5 districts around the state.
 7. Appoint a Budget Director.
 8. Convene regular meetings of the student leadership to ensure a smooth, effective legislative process.
 9. Convene and chair regular meetings of the Cabinet.
 10. Host the Governor of the State of Washington whenever the Youth Legislature is honored by his/her presence.
 11. Host the Governor's Ball. This includes greeting people upon arrival and cleaning up following the event.
 12. Perform other duties as the office requires, such as attending press conferences, meeting with legislators, lobbyists, etc.
 13. Transmit all bills considered, signed and vetoed to the Secretary of State following the closing joint session.
 14. Act as the chief representative of the YMCA Youth Legislature to the media, the general public, YMCA Boards, Youth Legislature district events, and other events as requested by the State Office and/or the Board of Directors for the year following election.
 15. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all scheduled Program Committee Meetings.
 16. Represent Washington State at the YMCA Youth Governor's Conference in Washington DC in June.
 17. Serve as an ex-officio member of the YMCA Youth & Government Board of Directors for the year following election. This includes attendance at all 4 scheduled Board Meetings, including the Board Retreat in June, as well as participation in the annual fund raising campaign.



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18. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

The **State Attorney General** has the following responsibilities:

1. Advise the Governor.
2. Assign and supervise the Assistant Attorneys General.
3. Represent the State's legal and constitutional interests in considering all legislation by all Chambers and the Executive.
4. Attend Cabinet meetings.
5. Serve as a voting member of the YMCA Youth Legislature Program Committee for the year following election.
6. Participate in all duties of Assistant Attorneys General.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



Secretary of State and Director of Elections

Candidates for Secretary of State must be enrolled in the 11th grade, or equivalent. They must have at least one year's prior experience in the YMCA Youth Legislature. They must complete and file electronically a Candidate Statement for use in the Voter's Pamphlet and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter's Pamphlet (photo must also be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. The Secretary of State will be elected during the session. The runner-up in the Secretary of State election will become the Director of Elections. The Secretary of State and Director of Elections will serve throughout the year and preside at the next session.

The Secretary of State **MUST** attend leadership training as scheduled in the Program Calendar. All delegates interested in running for Secretary of State are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The **Secretary of State** has the following responsibilities:

1. Prepare original docket for the chambers immediately following Rules Committee meeting.
2. Maintain custody of all legislation passed by the chambers.
3. Certify time of final passage on official copy of legislation and time of delivery of each bill to the Governor's desk.
4. Prepare flash calendars following each session of the Senate and House.
5. Receive an official record of the session proceedings from the Secretary of the Senate and Chief Clerk of the House.
6. Receive official copies of all legislation considered by the Governor, following the closing joint session.
7. Transmit two full sets of all flash calendars and the record of proceedings, including the Governor's action, to the State Director.
8. Attend any meetings convened by the Governor for major office holders.



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9. Vice-Chair the Fair Elections Commission which enacts and publishes the rules for campaigning for major office.
10. Supervise the election of major officers for the following year.
11. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.
12. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

The **Director of Elections** has the following responsibilities:

1. Chair the Fair Elections Commission, which enacts and publishes the rules for campaigning for major officer.
2. Implement and enforce the rules for campaigning for major officer.
3. Directly oversee and run the election of major officers for the following year.
4. Distribute the Voter's Pamphlet prior to the election of major officers.
5. Perform other assignments as requested by the Secretary of State.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



House and Senate Presiding Officers

Candidates for Lt. Governor (President of the Senate) and Speaker of the House must be enrolled in the 11th grade, or equivalent. They must have at least one year's prior experience in the YMCA Youth Legislature. They must complete and file electronically a candidate statement for use in the Voter's Pamphlet, and a black and white or color photograph of the candidate suitable for use in the Bill Book and Voter's Pamphlet (photo must also be electronic). Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. Candidates for Speaker and Lt. Governor will run and be voted upon during the session. Candidates must also file a campaign budget report to the Director of Elections in accordance with the campaign rules. Runners-up in each race will become the Speaker Pro-Tem and President Pro-Tem respectively. The Presiding Officers will serve throughout the year and preside at the next session.

Presiding officers **MUST** attend leadership training as scheduled in the Program Calendar. All delegates interested in running for Presiding Officer are encouraged to apply to be part of the Washington Delegation to the Conference on National Affairs.

The **Lt. Governor (President of the Senate)** and **Speaker of the House** (and the **Pro Temps** when presiding) have the following responsibilities:

1. Preside over and act as the representatives of their respective houses at all times.
2. Ensure that the will of the majority prevails and that the rights of the minority are respected.
3. Take the chair precisely at the hour appointed for the session, call the members to order, and, if a quorum be present, proceed with the business of the body.
4. Preserve order and decorum in the chamber. In the case of disturbance or disorderly conduct within the chamber, the presiding officer shall order the Sergeant-at-Arms to suppress the disruption.
5. May speak to points of order in preference to other members, rising for that purpose, and shall decide all questions of order, subject to an appeal to the body by not less than ten percent of the membership of the body.
6. Answer all parliamentary inquiries, but may consult with the parliamentarian.
7. Designate who is first to speak when two or more members rise at once.



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8. Announce the results of all votes taken and cast the deciding vote in the case of a tie.
9. Sign all acts, memorials and resolutions passed by the body.
10. Serve and vote on bills in their assigned legislative committee. May also provide expertise when called upon by other committees.
11. Appoint and name any special committees of the body.
12. The President shall chair the Senate Rules Committee. The Speaker shall chair the House Rules Committee.
13. The President shall preside over the opening joint session. The Speaker shall preside over the closing joint session.
14. Organize the officers of their respective chambers into efficient working teams. Meet with the officers before the formal session begins and as often as is necessary during the session and ensure that the officers are aware of their duties.
15. In the absence of the President Pro Tem/Speaker Pro Tem, the President or Speaker shall have the right to leave the chair and call any member to the chair to preside. While acting as presiding officer, the member shall not lose the right to vote. The President or Speaker may resume the chair at any time.
16. Participate in debate and vote only when not presiding.
17. Attend any meetings convened by the Youth Governor for major office holders.
18. Serve as voting members of the YMCA Youth Legislature Program Committee for the year prior to their session. This requires attendance at all scheduled Program Committee Meetings.
19. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



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The **President Pro Tem of the Senate** and the **Speaker of the House Pro Tem** have the following responsibilities:

1. Preside over their respective houses during designated sessions or in the absence of the President/Speaker.
2. Participate in debate and vote in their respective chambers, if desired, and when not presiding.
3. Preside over the O'Brien House and Cherberg Senate (the Speaker Pro Tem in O'Brien and the President Pro Tem in Cherberg).
4. Serve on a legislative committee and may vote in that committee.
5. The President Pro Tem shall be the Vice Chair of the Senate Rules Committee. The Speaker Pro Tem shall be the Vice Chair of the House Rules Committee.
6. Work in close cooperation with their respective presiding officers and rostrum staffs to ensure the smooth functioning of their respective chambers.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



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Assistant Attorneys General

Assistant Attorneys General must have at least one year's prior experience with YMCA Youth Legislature or Mock Trial, currently be enrolled in grade 10 or equivalent. After being elected at their district event Assistant Attorney Generals may be asked to create a list of questions to be used as a test for a legislative bill's constitutionality or produce other information to aid the Attorney General in placing them in their session assignments.

Assistant Attorneys General **MUST** attend leadership training as scheduled in the Program Calendar.

Assistant Attorneys General have the following responsibilities:

1. Review legislation prior to the Session, in consultation with the State Attorney General, and advise legislators and others on the constitutionality of proposed bills. The bill's sponsor(s) must be notified if there are any questions regarding a bill's legality or constitutionality.
2. Propose bill amendments, which bring the language of a bill into consistency with the Washington State Constitution, with the consent of the bill's sponsor. AG's may not change the intent of legislation, or significantly alter wording, except to meet constitutional or legal criteria. Amendments proposed by the AGs shall be allowed during committee, Senate, House, O'Brien House, Cherberg Senate or Governor's consideration.
3. Suggest more substantive amendments during committee sessions only, consistent with the rights and duties of all delegates.
4. Speak only on constitutional or legal matters, when requested. Attorneys General have no debate privileges.



Governor's Cabinet Members

The Governor's Cabinet is intended to be a resource for the Governor on policy issues. Each Cabinet member should be knowledgeable about a particular area, such as transportation, education, public safety and criminal justice, social policy, environment, and so forth. A candidate for the Governor's Cabinet must be enrolled in grade 11 or equivalent and submit the appropriate application form to the State Office.

All Governor's Cabinet members **MUST** attend the Leadership Training to be held as scheduled in the Program Calendar.

The Governor will appoint 5 Cabinet Members each year. Every effort will be made to create fair distribution across districts.

Governor's Cabinet members have the following responsibilities:

1. Be familiar with all bills in the Bill Book which fall within their department and/or area of expertise and prioritize in order of importance and controversy with the Governor and other cabinet members.
2. Meet at least once per day with the Governor, as a cabinet, in order to brief the Governor on the status of bills pertinent to the member's department and those bills the Governor has requested be followed.
3. Attend committee hearings on the prioritized bills, testifying only if it is an important executive bill that appears to be failing.
4. Speak on the floor of the Chamber, at the end of the debate, only in those instances where an important executive bill appears to be failing.
5. Meet with each Representative or Senator who wants to lobby their bill with the Governor, along with the Governor whenever it is possible for the Governor to be present.
6. Serve as a resource for any Representative or Senator who is seeking lobbyists or others to speak on their particular bill.
7. Advise the Governor as requested and support executive decisions.
8. May prepare and submit up to two bills on area of expertise, with the approval of the Governor.



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9. Seek opinions of key legislators for Governor.
10. Observe legislative sessions on the Governor's behalf and report back.
11. Perform other assignments as requested by the Governor.

Fair Elections Commission

Fair Election Commissioners serve as a committee to aid the Director of Elections in the conduct of the all Major Officer Elections. Each district will elect one delegate to serve on this committee. Individuals holding this position may do so in addition to any other elected or appointed position; however this position may not be held by Major Office Candidates. Candidates must be enrolled in grade 11 or equivalent.

Fair Election Commissioners have the following responsibilities:

1. Participate in the development of the rules and regulations for the Youth Legislature major officer election.
2. Implement and administer the rules during the Youth Legislature session and the election, under the supervision of the Director of Elections.
3. Staff the polling sites during the election and ensure the security of the process and the ballots.
4. Other election duties as requested by the Director of Elections.



Rostrum Officers

Rostrum officers for the Senate and the House include:

- Secretary of the Senate and Chief Clerk of the House
- Parliamentarian
- Chaplain
- Reading Clerk and Assistants
- Sergeant-At-Arms and Assistants
- Secretary of the Cherberg Senate and Chief Clerk of the O'Brien House

These positions are elected at district events. Positions rotate between districts each year. See "Distribution of District and Statewide Elected Officials" to see what positions are open in your district for the current year. All candidates for Secretary of the Senate, Chief Clerk of the House, and Parliamentarian shall be in the 11th or 12th grade, or equivalent. Candidates for Chaplain, Reading Clerk and Assistants, and Sergeant-At-Arms and Assistants may be in grades 10th through 12th, or equivalent. Candidates for O'Brien House and Cherberg Senate rostrum staff may be in grades 9-12 or equivalent with one year of program experience.

All rostrum officers, with the exception of the Reading Clerk Assistants and Sergeant-At-Arms Assistants, **MUST** attend leadership training (dates available on the Program Calendar).

The **Secretary of the Senate** and the **Chief Clerk of the House** have the following responsibilities:

1. The Secretary and Chief Clerk shall preside over the organizational session of their respective chambers.
2. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective chambers. They shall receive and place bills on the docket as each is reported out of the Rules Committee or the opposite house. They shall be responsible for transmitting bills that have passed the chamber to the proper authority. They shall make sure that members are informed of all proposed committee amendments. They are responsible for receiving all official messages to their respective chambers.
3. The Secretary and Chief Clerk shall direct the activities of the officers of the lower rostrum.



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4. The Secretary and Chief Clerk shall keep the official record of the proceedings in their respective chambers.
5. The Secretary and Chief Clerk shall serve on a legislative committee. The **House and Senate Parliamentarians** have the following responsibilities:
 1. The Parliamentarian shall provide parliamentary advice and counsel to the presiding officer. Parliamentary decisions shall be based upon "Washington State Youth and Government Rules of Order" and *Reed 's Parliamentary Rules*.
 2. The Parliamentarian shall also try to answer written parliamentary questions of members of the chamber.
 3. The Parliamentarian shall attend all sessions of the body.
 4. The Parliamentarian shall have the right to participate in debate and to vote, except in cases where a conflict exists between debate and performance of the Parliamentarian's official duties. Parliamentarians shall not participate in debate on an issue after offering an opinion on a parliamentary ruling.
 5. The Parliamentarian shall serve on a legislative committee.

The **House and Senate Chaplains** have the following responsibilities:

1. The Chaplains shall be alert to all opportunities to keep the core values of the YMCA – honesty, caring, respect, responsibility – before the members of the Youth Legislature.
2. The Chaplains shall prepare and deliver special inspirational messages for the opening of all sessions of their respective houses.
3. The Senate Chaplain shall prepare and deliver the closing message at the joint session(s). The House Chaplain shall prepare and deliver the opening message at the joint session(s).
4. The Chaplains shall have the right to participate in debate and to vote.
5. The Chaplains shall serve on a legislative committee.



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The **House and Senate Reading Clerk and Assistants** have the following responsibilities:

1. The Reading Clerk shall read all bills, amendments and announcements as directed by the presiding officer and Secretary or Chief Clerk.
2. The Reading Clerk shall take all roll calls and keep a record of attendance.
3. The Reading Clerk and Assistants shall serve on a legislative committee.

The **House and Senate Sergeant-At-Arms and Assistants** have the following responsibilities:

1. The Sergeant-At-Arms shall organize Assistants into an efficient working team and assign specific duties, as required.
2. The Sergeant-At-Arms shall maintain order in the chamber and visitors' gallery.
3. The Sergeant-At-Arms shall permit only authorized persons to be on the floor of the chamber.
4. The Sergeant-At-Arms shall supervise all flag ceremonies.
5. The Sergeant-At-Arms shall act as an escort for all official dignitaries and visitors.
6. The Sergeant-At-Arms shall supervise all pages assigned to the chamber.
7. The Sergeant-At-Arms and Assistants shall serve on a legislative committee.

The **Secretary of the Cherberg Senate** and the **Chief Clerk of the O'Brien House** have the following responsibilities:

1. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective chambers. They shall receive and place bills on the docket as each is reported out of the Rules Committee or the opposite house. They shall be responsible for transmitting bills that have passed the chamber to the proper authority. They shall make sure that members are informed of all proposed committee amendments. They are responsible for receiving all official messages to their respective chambers.



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2. The Secretary and Chief Clerk shall take all roll calls and keep a record of attendance. They shall assist the chair in matters of quorum.
3. The Secretary and Chief Clerk shall serve on a legislative committee.

Committee Chairs and Vice Chairs

All candidates for Committee Chair and Vice Chair shall be in 11th or 12th grade, or equivalent, and have at least one year's prior experience in the Youth Legislature. Committee Chairs and Vice Chairs **MUST** attend the leadership training (dates available on the Program Calendar). Chairs and Vice Chairs must also agree to assume and perform ALL the duties and responsibilities as listed below.

Committee Chairs have the following responsibilities:

1. The Chair shall be a member of the House and shall serve as a member of the House Rules Committee.
2. The Chair shall preside over the discussion and debate of bills considered by the committee to which he/she is assigned. The Chair shall ensure that the will of the majority prevails and that the rights of the minority are respected. The Chair shall ensure that the committee gives each bill thorough consideration and makes all necessary amendments.
3. The Chair shall be the proponent for all House bills from his/her committee during Rules Committee.
4. The Chair shall be the proponent of the committee amendments when they are considered on the floor of the House.

Committee Vice Chairs have the following responsibilities:

1. The Vice Chair shall be a member of the Senate and shall serve as a member of the Senate Rules Committee.
2. The Vice Chair shall serve as recorder and custodian of the official copies of bills for the committee to which he/she is assigned.
3. The Vice Chair shall perform the duties of the Chair in his/her absence. When assuming the Chair's duties, the Vice Chair shall appoint another committee member to serve as recorder.



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4. The Vice Chair shall retrieve all amended bills from the Code Reviser's Office prior to Rules Committee.
5. The Vice Chair shall be the proponent for all Senate bills from his/her committee during Rules Committee.
6. The Vice Chair shall be the proponent of the committee amendments when they are considered on the floor of the Senate.

Senators, Representatives, and O'Brien House/Cherberg Senate Members

Senators and Representatives must be in grades 10 through 12, or equivalent. Though it is assumed that the more senior members of the delegation will fill these slots, allocation of roles is ultimately the decision of the delegation and its advisor. O'Brien House/Cherberg Senate members **MUST** be new delegates to the program and be enrolled in grades 9-12 or equivalent. Senators, Representatives and O'Brien House members have the following responsibilities:

1. Senators, Representatives, O'Brien House and Cherberg Senate members must sponsor or co-sponsor a legislative bill. It must be filed in time for inclusion in the official Bill Book and be in the official format. *No more than two people may co-sponsor a bill.*
2. Study the subject of the bill, including background, current laws, and legal implications to become knowledgeable about all aspects the legislation may address.
3. Study the Bill Book in advance of Youth Legislature. Be sure to read the sections on "Rules of Order" and "Outline of Parliamentary Rules."
4. Act as proponent for the bill before legislative committee (every effort will be made to appoint sponsoring delegate(s) to the appropriate committee).
5. Study other bills introduced in delegate's chamber, particularly those assigned to the committee on which the delegate serves.
6. Check dockets as issued and be prepared on legislation to be debated.



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7. Act as proponent for own bill if and when up for consideration in respective chamber, including statements to open and close debate, as well as responding to questions from the body.
8. Enlist support, with aid of lobbyists, for own bill if and when being considered by opposite chamber. DO NOT NEGLECT responsibility to consider and vote upon all other legislation before delegate's own chamber.
9. Work with appropriate Cabinet member and lobbyists to provide Governor with all necessary information if and when bill passes both chambers.
10. Evaluate all proposed legislation with concern for welfare of citizens of State of Washington. Delegates should not hesitate to address fellow legislators with pertinent information.

Press Corps & Press Photographers

The Press Corps consists of reporters, photographers, one assistant editor from each district, and an editor-in-chief. Reporters must be in the 9th through 12th grade, or equivalent. Candidates for assistant editor positions must be in the 11th or 12th grade, or equivalent, have either one year prior experience as a member of the Youth Legislature Press. The Editor-in-Chief for the following year will be selected by the members of the Press Corps at the conclusion of the present session. The Editor-in-Chief will serve throughout the year and during the subsequent session. Assistant Editors will be elected by their districts, but will be assigned to specific positions by the Editor-in-Chief.

The Editor-in-Chief and Assistant Editors MUST attend the leadership training as scheduled in the Program Calendar.

The **Editor-in-Chief** has the following responsibilities:

1. Supervise production and layout of newspaper, control and proofread final copy.
2. Coordinate general operation of Press Room and supervise assistant editors.
3. May, in consultation with State Program Director and press advisors, institute an "alternative" paper.



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4. Write at least three editorials on topics related to Youth and Government (i.e., calling for passage/defeat of bills, choice of officers, etc.).
5. Represent the press program for the YMCA Youth Legislature.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee. This requires attendance at all Program Committee Meetings.
7. Work with the Program Area Lead in layout and editing of the Capitol Quarterly newsletter.
8. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.

Assistant Editors have the following responsibilities:

1. Directly supervise assigned reporters and photographers. Assist them with negotiating committee assignments and editing and proofreading their articles.
2. Ensure that communication is maintained in the press room so everyone knows what is happening.
3. Write at least one editorial.
4. Communicate consistently with other Assistant Editors and the Editor-in-Chief.

Reporters have the following responsibilities:

1. Each Reporter shall submit one article or news release in the proper form to the State Office by the deadline published in the Program Calendar for publication in the first issue of Capitol Capers.
2. Work as a member of the Press Corps to produce the Capitol Capers while in Olympia.
3. Write a minimum one article per day for Capitol Capers.
4. Work closely with assigned supervisor on content and revisions.



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5. Prepare questions for interviews and press conferences.
6. Prepare a minimum of one pre-session and one follow-up article or news release to be sent to local media in reporter's home community. Article should provide substantive information about YMCA Youth Legislative Session.
7. Keep press room informed of location.
8. Attend all scheduled Press Corps meetings.

Photographers have the following responsibilities:

1. Responsible for the visual documentation of the youth session.
2. Work closely with assigned supervisor (Assistant Editor) for specific assignments and press needs.
3. Keep press room informed of location.
4. Attend all scheduled Press Corps meetings.
5. Create a disk with all pictures to turn into the State Office at the end of session.
6. Must provide own digital camera to work with during session.
7. Must submit a "portfolio" of photos from district events in electronic form to the State Office.



Lobbying Corps

Lobbyists should be enrolled in grades 9 through 12, or equivalent. Lobbyists must have at least one year's prior experience as a lobbyist and complete a position paper, and co-sponsor at least one bill with a legislator. The Chief Lobbyist Executive is selected by the members of the Lobbyist Corps at the conclusion of the session. The Chief Lobbyist Executive serves the following year and the subsequent Session.

The Chief Lobbyist and Lobbyist Executives **MUST** attend leadership training as scheduled in the Program Calendar.

The **Chief Lobbyist Executive** has the following responsibilities:

1. Preside over all meetings of the Lobbyist Executives and Corps while in Olympia.
2. Assign each of the Lobbyist Executives to a lobbyist firm.
3. Assign lobbyists to lobbying firms.
4. Work with the Lobbyist Advisor and Lobbyist Executives to distribute legislation between firms.
5. Act as liaison to the Governor's Office, providing lobbying expertise to the Governor and Governor's staff.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



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Assistant Lobbyist Executives have the following responsibilities:

1. Serve as the Executive Officer of an assigned lobbying firm.
2. Work with the Chief Lobbyist in making lobbyist assignments.
3. Ensure that all lobbyist materials are approved by a Lobbyist Advisor before use by any lobbyist.
4. Coordinate lobbying efforts in their respective areas of responsibility.
5. Work with Presiding Officers and rostrum staff to ensure consistent process in lobbyist testimony.
6. Meet with lobbyists assigned to respective chambers to coordinate testimony on legislation and assist in preparing testimony as needed.

Lobbyists have the following responsibilities:

1. Co-sponsor at least two bills with a legislator in the House or Senate.
2. Write a one to two-page position paper on a topic of their choice (to be turned in with registration materials to the State Office.)
3. Participate in committee sessions. Lobbyists will be assigned to committees and firms based on the topic of their position paper, co-sponsored bill and experience in the program.
4. Speak and answer questions on the floor of the Senate or House, provided that permission has been granted by either the bill sponsor or two members from the originating committee.
5. Provide information relevant to legislation at all levels of consideration, from committee hearings to the Office of the Governor.
6. Attend all scheduled lobbyist meetings and any press conferences related to their bill topics/position paper.
7. Obtain approval of the bill author and the lobbyist advisors before duplicating or posting any handbills, posters, or other printed materials.



Post Master General Assistant Post Master General

Candidates for **Post Master General** must have at least one year of page experience in the Youth & Government Program and be enrolled in grades 9-11 or equivalent. The Post Master General will be selected by the members of the page program at the close of the session. The Post Master General will serve for the following year and subsequent session.

Candidates for **Assistant Post Master General** should be enrolled in 9th – 12th grade, or equivalent, and have at least one year's prior experience as a Page in the Youth Legislature. The Assistant Post Master General will be elected during district events. The position will rotate around the state each year.

The Post Master General and Assistant **MUST** attend Leadership Training as scheduled in the Program Calendar.

The **Post Master General** has the following responsibilities:

1. Coordinate with Page Area Advisors to plan a paging strategy for session
2. Supervise pages in various program areas, and maintain smooth, efficient and timely delivery of notes.
3. Assign pages to specific program areas, and ensure that pages are showing up for their assigned duties.
4. Work together with the Asst Post Master General to cover the page check-in table.
5. Monitor page notes for appropriateness. Prevent and/or stop inappropriate communication as soon as possible.
6. Serve as a voting member of the YMCA Youth Legislature Program Committee.
7. Attend the Proclamation Signing, Leadership Training and Y-Advocacy Day events, as well as the Youth Legislative session in its entirety.



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The **Assistant Post Master General** has the following duties:

1. Assist the Post Master General in implementing the paging strategy for the session.
2. Supervise pages in various program areas, and assist with the flow of page notes.
3. Ensure that pages are showing up for the assigned duties.
4. Work together with Post Master General to cover the page check-in table.
5. Monitor page notes for appropriateness. Prevent and/or stop inappropriate communication as soon as possible.



Page & 8th Grade Program

Page Program

Pages must be in grades 9–12.

Pages Responsibilities

1. Work in various program areas, handling page notes and other communication.
2. Check in with Page Table at the beginning of each session.

Special Assignments

Pages can request a “Special Assignment” to either the Secretary of State or Governor’s Office. Advisors wishing to have one of their students fill this role should write a brief statement to the state office and include it with registration materials. The statement should explain why this individual would be an outstanding candidate for a “Special Assignment”. If an 8th Grade Participant is chosen for a “Special Assignment” they would not participate in the 8th Grade Senate because assignments last for the entire session.

8th Grade Program

8th Grade participants must be in 8th grade, or equivalent. 8th grade participants will serve part of their time as pages in various program areas, and serve part of their time as a member of the 8th Grade House or Senate.

8th Grade House and Senate Responsibilities:

1. 8th Grade Senators and Representatives must sponsor a proposal, filled out using the appropriate “8th Grade Proposal Template”. This must be filed by the date specified in the program calendar for inclusion in the Bill Book.
2. Study the subject of their proposal, and be knowledgeable about its general topic.
3. Use basics of parliamentary procedure during debate in 8th Grade House or Senate.
4. Act as a proponent for their proposal before the 8th Grade House or Senate.
5. 8th Grade Representative and Senators will not participate in legislative committees.



8th Grade House and Senate Chair

8th Grade House and Senate Chairs shall be in 10th, 11th or 12th grade, or equivalent, and have at least one year's prior experience in the Youth Legislature. 8th Grade Chairs will be elected at district events – positions will rotate between districts each year.

The 8th Grade Chairs **MUST** attend leadership training (dates available on the program calendar on page 4). They must also agree to assume and perform **ALL** the duties and responsibilities listed below:

8th Grade Chairs have the following responsibilities:

1. Preside over the discussion and debate of bills considered in the 8th Grade House or Senate. They shall ensure that the will of the majority prevails and that the rights of the minority are respected. They shall ensure that each bill is given thorough consideration.
2. Preserve order and decorum in the 8th Grade House or Senate, and answer all parliamentary inquiries. They should give instruction in parliamentary procedure as necessary.
3. Work with the 8th Grade House and Senate Clerk who will keep the docket and act as reading clerk for the chamber.
4. Introduce guest speakers that are scheduled to speak in the 8th Grade House or Senate.
5. They shall serve on a legislative committee.

8th Grade Clerk

1. The 8th Grade Clerk shall serve as recorder and custodian of the official copies of proposals for the 8th Grade House or Senate.
2. The 8th Grade Clerk shall perform the duties of the Chair in his/her absence. When assuming the Chair's duties, the 8th Grade Clerk shall appoint another committee member to serve as recorder.
3. The 8th Grade Clerk shall serve as a non-voting member of a legislative committee.



Outline of Parliamentary Motions

	Second?	Amendable?	Debatable?	Vote	Interrupt Speaker
<u>Privileged Motions (in order of precedence)</u>					
To call for the orders of the day	No	No	No	None	Yes
To adjourn	Yes	No	No	Maj	No
To adjourn to a certain time	Yes	Yes	Limited	Maj	No
To recess	Yes	Yes	No	May	No
To demand a division	No	No	No	Maj	Yes
To raise a question of privilege	No	No	No	*	Yes
<u>Subsidiary Motions (in order of precedence)</u>					
To object to consideration	No	No	No	2/3	Yes
To lay on the table	Yes	No	No	Maj	No
To call for the previous question	Yes	No	No	2/3	No
To postpone indefinitely	Yes	No	Yes	Maj	No
To postpone to a definite time	Yes	Yes	Yes	Maj	No
To refer to committee	Yes	Yes	Yes	Maj	No
To amend	Yes	Yes	**	Maj	No
<u>Principal Motions (no precedence)</u>					
To consider a bill, memorial, or resolution	Yes	Yes	Yes	Maj	No
To take from the table	Yes	No	No	Maj	No
To rescind	Yes	Yes	Yes	Maj	No
To limit debate	Yes	Yes	Yes	2/3	No
<u>Incidental Motions (no Precedence)</u>					
Points of order	No	No	No	*	Yes
To appeal the decision of the chair	No	No	**	2/3	Yes
To withdraw a motion	No	No	No	Maj	No
To ask for the reading of a paper	Yes	No	No	Maj	No

Notes:

* Requires only the presiding officer's decision; majority vote if appealed from the chair

** Debatable only when the motion to which it was applied was debatable.



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The Parliamentary Motions have been adapted from Reed's Parliamentary Rules to ensure a uniform understanding and practice in the Senate, House and all legislative committees of YMCA Youth Legislature. If issues arise which are not specifically resolved above, consult the full Rules of Order (YMCA Youth Legislature Advisor Handbook) or Reed's Parliamentary Rules.

Most Common Mistakes

Made by members of the assembly

- Failure to obtain recognition before speaking.
- Failure to identify oneself and one's delegation.
- Failure to identify one's intent.
- Failure to limit one's remarks to the immediately pending question.
- Arguing at a personal level, attacking opponents for their past actions or comments, instead of limiting discussion to the subject itself.
- Failure to ask questions when uncertain about what is going on.
- Failure to raise a point of order when the chair infringes on the rights of members, as for example, when discussion is arbitrarily cut off by the chair or when the chair does not respond to a request for a division of the assembly.
- Nitpicking insistence on trivial parliamentary technicalities which prevent an assembly from focusing its attention on the substance of what is being discussed.

Made by the Chair

- Taking unnecessary votes on non-controversial matters instead of using general consent.
- Cutting off discussion arbitrarily instead of permitting the assembly to decide when debate should end.
- Refusing to permit the making of a motion with which the chair disagrees.
- Failure to remain impartial (or to relinquish the chair) when a controversial matter is being discussed.
- Failure to stifle promptly out of order remarks, such as non germane discussion of derogatory comments about another member.



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- Allowing discussion to become too informal, bypassing the chair, thereby causing the chair to lose control.
- Failure to call for a final vote on a motion after it has been amended.
- Failure to restate each motion carefully before taking a vote, so that every member understands what is being voted on.
- Failure to confirm, after a vote, what has been decided, so that the secretary and assembly understand clearly what was done.



Rules of Order

Preface to the Rules of Order

The YMCA Youth Legislature makes every attempt to duplicate as nearly as possible the work of the regular Washington State Legislature. Naturally, in a four-day session shortcuts are necessary.

The Rules of Order that follow have been adopted to ensure that a uniform understanding and system of general rules governing the legislative process be followed by both the Senate and House of Representatives of the YMCA Youth Legislature. When issues arise that are not specifically covered by these rules, consult *Reed's Rules of Order*.



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I. DUTIES OF NON-PRESIDING OFFICERS

A. Governor

1. The Governor shall make an address during the opening and closing joint sessions of the YMCA Youth Legislature. This address shall include a reading of the Governor's action taken on legislation passed out of all chambers of the legislature.
2. The Governor shall consider each bill passed by the Legislature, soliciting information and advice from major office holders, legislators, and lobbyists.
3. The Governor shall sign or veto legislation within 45 minutes of the moment at which the Governor's consideration of said legislation has begun. The Governor shall begin consideration of all legislation within 45 minutes of final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted, the legislation becomes law without his or her signature.
4. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording, then delivered immediately to its house of origin, with written reasons for the veto. Simultaneous notification is given, in writing, to the bill's sponsor.
5. The Governor shall convene regular meetings each day of session with the major office holders to ensure a smooth and effective legislative process.
6. The Governor shall appoint a Chief Budget Officer and 4 Cabinet Members.
7. The Youth Governor shall host the Governor of the State of Washington whenever the Youth Legislature is honored by his/her presence.
8. The Governor shall host the Governor's Ball in cooperation with the major office holders.
9. The Governor shall perform other duties, as the office requires, such as attending press conferences, meeting with legislators, lobbyists, etc.
10. Following the closing of the final joint session, the Governor shall transmit all bills considered, signed, and vetoed, to the Secretary of State.
11. The Governor shall act as the chief representative of the YMCA Youth Legislature to YMCA Boards and assemblies, as requested, for the year following his/her election.
12. The Governor shall attend the National Youth Governor's Conference in Washington, D.C. the summer following his/her election.
13. The Governor may present two Executive Request Bills per legislative session.
14. The Governor may testify in committee, but cannot vote.



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B. Governor's Cabinet

1. Each member of the Cabinet shall be assigned appropriate roles and responsibilities by the Governor to meet the needs of the executive branch.
2. As requested, the Cabinet shall advise the Governor, support executive decisions, and lobby on behalf of the Governor.
3. The Cabinet shall seek the opinions of key legislators for the Governor.
4. The Cabinet shall provide editorial and clerical assistance to the Governor in preparing speeches.
5. The Cabinet members shall observe legislative sessions on the Governor's behalf and report back.
6. The Cabinet shall perform other assignments as requested by Governor.

C. State Attorney General/Assistant Attorneys General

1. The State Attorney General shall represent the state's legal and constitutional interests in considering all legislation before the legislative chambers and the Executive.
2. The State Attorney General shall advise the Governor.
3. The State Attorney General shall attend all Cabinet meetings.
4. The State Attorney General shall assign and supervise the Assistant Attorneys General.
5. Assistant Attorneys General shall be elected, one from each district, and the State Attorney General shall assign them to the Executive, House, Senate, Cherberg Senate, and/or O'Brien House.
6. The Assistant Attorneys General shall review legislation and advise legislators on the constitutionality of proposed bills. They shall notify the bill's sponsor(s) if there are any questions regarding a bill's legality or constitutionality.
7. With the consent of the bill's sponsor(s), Assistant Attorneys General may propose amendments that bring the language of a bill into consistency with the Washington State Constitution. Assistant Attorneys General may not change the intent of legislation, or significantly alter wording, except to meet constitutional or legal criteria.
8. Amendments proposed by the Attorneys General shall be allowed during committee hearings, Senate, House, O'Brien House, and Cherberg Senate floor sessions.
9. The Attorneys General may speak on constitutional or legal matters. Debate privileges for Attorneys General are limited to speaking in favor



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of acts which protect the legal and constitutional rights of citizens of Washington and acts which protect them from identity theft, fraud, sexual and domestic violence, drug abuse, and internet crime. Attorneys General may also speak in favor of acts calling for more open access to government, and resolutions regarding the Youth Legislature. Attorneys General must indicate to the appropriate Presiding Officer their intent to speak in favor of a bill or in regards to constitutional or legal matters before being recognized on the floor of a chamber.

10. The AG may speak on the floor of the Senate and House with the permission of the presiding officer, who will announce the AG's presence in the wings and invite the AG up to the lower rostrum. The AG addresses the body using the Chaplain's microphone.

D. Secretary of State and Director of Elections

1. The Secretary of State shall be the custodian of all legislation passed by all legislative chambers.
2. The Secretary of the Senate and Chief Clerk of the House shall transmit the official copy of legislation passed by both houses to the Secretary of State, who must certify the time of final passage and delivery of each bill to the Governor's desk.
3. The Secretary of State shall prepare flash calendars following each session of the Senate and House.
4. The Secretary of State shall receive an official record of the session proceedings from the Secretary of the Senate and Chief Clerk of the House.
5. The Secretary of State shall be responsible for transmitting two full sets of all flash calendars and the record of proceedings, including the Governor's actions, to the State Director after the closing of the final joint session.
6. The Secretary of State shall attend all meetings convened by the Governor for major office holders.
7. The Secretary of State serves as Vice Chair of the Fair Elections Commission.
8. The Secretary of State supervises the election of Youth Legislature major officers.
9. The Director of Elections serves as the Chair of the Fair Elections Commission.
10. The Director of Elections shall implement and enforce the campaign rules and administer the election of Youth Legislature major officers and perform other duties as requested by the Secretary of State.



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11. The Secretary of State and Director of Elections may testify in committee, but cannot vote.

E. Editor-in-Chief

1. The Editor-in-Chief shall supervise the production and layout of the Capitol Capers newspaper, including the control and proofreading of the final copy.
2. The Editor-in-Chief shall coordinate the general operation of the pressroom and supervise all Assistant Editors, Copy Editors, and Bureau Chiefs.
3. The Editor-in-Chief and Assistant Editors shall write at least three editorials on topics related to Youth and Government, i.e., calling for passage/defeat of bills, choice of officers, etc.
4. The Editor-in-Chief shall represent the press program for Youth Legislature.
5. Assistant Editors shall be elected, one from each district, and the Editor-In-Chief shall assign them to a specific position. The Editor-In-Chief shall also assign reporters to work in the appropriate areas during sessions.
6. See also reporters Duties (III.C.).

F. Chief Lobbyist Executive

- G. The Chief Lobbyist Executive will assign Lobbyist Executives to be in charge of firms made up of equal numbers of lobbyists.
- H. Lobbyist Executives shall be elected, one from each district.
- I. The Chief Lobbyist Executive shall act as liaison to the Governor's Office, providing lobbying expertise to the Governor and Governor's staff.
- J. See also Lobbyists' Duties (III.D.)

G. Post Master General

1. The Post Master General shall coordinate with page program advisors to coordinate all page efforts.
2. One Assistant Post Master General shall be elected at the district level. The Post Master General shall assign them specific duties, as needed. The Post Master General shall also assign pages to work in the appropriate area during sessions.
3. The Assistant Post Master General shall monitor page notes for appropriateness, maintain smooth, efficient and timely delivery of notes, and prevent and/or stop inappropriate communication as soon as possible.



II. DUTIES OF THE OFFICERS OF THE HOUSE AND SENATE

A. President of the Senate and Speaker of the House

1. The President and Speaker shall preside over and act as the representatives of their respective houses at all times. All presiding officers shall ensure that the will of the majority prevails and that the rights of the minority are respected.
2. The presiding officer shall take the chair precisely at the hour appointed for the session, call the members to order, and, if a quorum is present, proceed with the business of the body.
3. The presiding officer shall preserve order and decorum in the chamber. In the case of a disturbance or disorderly conduct within the chamber, the presiding officer shall order the Sergeant-at-Arms to suppress the disruption.
4. The presiding officer may speak to points of order in preference to other members rising for that purpose, and shall decide all questions of order, subject to an appeal to the body by not less than ten percent of the membership of the body, on which appeal only one member shall speak for and one against the appeal.
5. The presiding officer shall answer all parliamentary inquiries, but is advised to consult with the parliamentarian.
6. The presiding officer shall announce the results of all votes taken and shall cast the deciding vote in the case of a tie.
7. The presiding officer shall sign all acts, memorials, and resolutions passed by the body.
8. Each presiding officer will serve on a legislative committee and may vote in that committee. They may also provide expertise when called upon by other committees.
9. All special committees of the body shall be named by the presiding officer.
10. The President shall chair the Senate Rules Committee. The Speaker shall chair the House Rules Committee.
11. The President shall preside over the opening joint session. The Speaker shall preside over the closing joint session.
12. The President and Speaker shall organize the officers of their respective chambers into efficient working teams. They shall meet with the officers before the formal session begins and as often as is necessary during the session. They shall make sure that the officers are aware of their duties.
13. In the absence of the President Pro Tem/Speaker Pro Tem, the President or Speaker shall have the right to leave the chair and call any member to the chair to preside. While acting as presiding officer, the member shall



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not lose the right to vote. The President or Speaker may resume the chair at any time.

14. The President and Speaker may participate in debate and vote only when not presiding over the house, except as noted in rule II.A.7.
15. In addition to the duties above, the President and Speaker shall attend any meetings convened by the Youth Governor for major office holders.

B. President Pro Tem of the Senate and Speaker Pro Tem of the House

1. The President Pro Tem and Speaker Pro Tem shall preside over the O'Brien House and/or Cherberg Senate as needed during designated session.
2. The President Pro Tem and Speaker Pro Tem shall preside over the Cherberg Senate and O'Brien House respectively.
3. When not presiding, the President Pro Tem and Speaker Pro Tem may participate in debate and vote in their respective house.
4. The President Pro Tem and Speaker Pro Tem shall serve on a legislative committee and may vote in that committee.
5. The President Pro Tem shall be the Vice Chairperson of the Senate Rules Committee. The Speaker Pro Tem shall be the Vice Chairperson of the House Rules Committee.
6. The President Pro Tem and Speaker Pro Tem are entitled to chair their respective houses for no less than one and a half hours during the first and second regular sessions.
7. In addition to the duties above, the President Pro Tem and Speaker Pro Tem shall attend any meetings convened by the Youth Governor of major office holders.

C. Secretary of the Senate and Chief Clerk of the House

1. The Secretary and Chief Clerk shall preside over the organizational session of their respective houses.
2. The Secretary and Chief Clerk shall serve as custodian of all official documents of their respective house. They shall receive and place bills on the docket as each is reported out of the Rules Committee or the opposite house. They shall be responsible for transmitting bills that have passed the Senate/House to the proper authority. They shall make sure that members are informed of all proposed committee amendments. They are responsible for receiving all official messages to their respective house.
3. The Secretary and Chief Clerk shall direct the activities of the officers of the lower rostrum.
4. The Secretary and Chief Clerk shall keep the official record of the proceedings in their respective house.



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5. The Secretary and Chief Clerk shall serve on a legislative committee. They shall have debate privileges in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

D. Reading Clerks and Assistant Reading Clerks

1. The Reading Clerks shall read all bills, amendments and announcements as directed by the presiding officer and Secretary or Chief Clerk.
2. The Reading Clerks or Assistant Reading Clerks shall take all roll calls and keep a record of attendance, as well as a continuous tally of the number of legislators present.
3. The Reading Clerks and Assistant Reading Clerks shall serve on legislative committees. They shall have debate privileges in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

E. Sergeant-At-Arms and Assistant Sergeant-At-Arms

1. The Sergeant-At-Arms shall organize their Assistant Sergeant-At-Arms into efficient working teams and assign specific duties as required.
2. The Sergeant-At-Arms shall maintain order in the chamber and visitor's gallery.
3. The Sergeant-At-Arms shall permit only authorized persons to be on the floor of the chamber.
4. The Sergeant-At-Arms shall supervise all flag ceremonies.
5. The Sergeant-At-Arms shall act as an escort for all official dignitaries and visitors.
6. The Sergeant-At-Arms and Assistant Sergeant-At-Arms shall serve on a legislative committee. They shall have debate privileges in committee, but may not vote. They shall have no debate or voting privileges in their assigned legislative chambers.

F. Parliamentarians

1. The Parliamentarians shall provide parliamentary advice and counsel to presiding officers. Parliamentary decisions shall be based upon "Washington State Youth and Government Rules of Order" and *Reed's Parliamentary Rules* [sic], respectively.
2. The Parliamentarians shall also try to answer written parliamentary questions of members of the chamber.
3. The Parliamentarians shall attend all sessions of their respective bodies.
4. The Parliamentarians shall serve on a legislative committee. They shall have debate and voting privileges in committee and in their assigned legislative chambers. (Exception IV.E.3.i.1.)



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G. Chaplains

1. The Chaplains shall be alert to all opportunities to keep the YMCA core values – honesty, caring, respect, and responsibility – before the members of the Youth Legislature.
2. The Chaplain shall prepare and deliver inspirational messages for the opening of all sessions of their respective houses.
3. The Senate Chaplain shall prepare and deliver the closing message at the joint session(s). The House Chaplain shall prepare the opening message at the joint session(s).
4. The Chaplains shall serve on a legislative committee. They shall have debate and voting privileges in committee and in their assigned legislative chambers.

H. Committee Chairs

1. The Chair shall preside over the discussion and debate of bills considered by the committee. The Chair shall ensure that the will of the majority prevails and that the rights of the minority are respected. The Chair shall ensure that the committee gives each bill thorough consideration and makes all necessary amendments.
2. The Chair shall be a member of the House and shall serve as a member of the House Rules Committee.
3. The Chair shall be the proponent for all House bills from his/her committee during Rules Committee.
4. The Chair shall be the proponent of the committee amendments when they are considered on the floor of the House.

I. Committee Vice Chairs

1. The Vice chair shall serve as recorder and custodian of the official copies of bills for the committee.
2. The Vice Chair shall perform the duties of the Chair in his/her absence. When assuming the Chair's duties, the Vice Chair shall appoint another committee member to serve as recorder.
3. The Vice Chair shall retrieve all amended bills from the Code Reviser's Office prior to Rules Committee.
4. The Vice Chair shall be a member of the Senate and shall serve as a member of the Senate Rules Committee.
5. The Vice Chair shall be the proponent for all Senate bills from his/her committee during Rules Committee.
6. The Vice Chair shall be the proponent of the committee amendment when they are considered on the floor of the Senate.



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J. 8th Grade Chairs

1. 8th Grade Chairs preside over the discussion and debate of proposals considered in the 8th Grade House and Senate. They shall ensure that the will of the majority prevails and that the rights of the minority are respected. They shall ensure that each proposal is given thorough consideration.
2. Preserve order and decorum in the 8th Grade House and Senate, and answer all parliamentary inquiries. They should give instruction in parliamentary procedure as necessary.
3. Introduce guest speakers that are scheduled to speak in the 8th Grade House and Senate.
4. 8th Grade Chairs shall serve as voting members of the legislative committee.

K. 8th Grade Clerks

1. The 8th Grade Clerks shall serve as recorder and custodian of the official copies of proposals for the 8th Grade House or Senate.
2. The 8th Grade Clerks shall perform the duties of the Chair in his/her absence. When assuming the Chair's duties, the 8th Grade Clerks shall appoint another committee member to serve as recorder.
3. The 8th Grade Clerks shall serve as a non-voting member of a legislative committee.

III. DUTIES OF OTHER DELEGATES

A. Senators, Representatives, Cherberg Senators & O'Brien Representatives

1. Senators, Representatives, Cherberg Senators, and O'Brien Representatives must sponsor or co-sponsor a legislative bill. It must be filed in time for inclusion in official bill book. No more than two names may appear on a bill. No delegate may sponsor more than two bills, and no delegate may co-sponsor more than two bills.
2. Delegates shall study their bills, including background, current laws, and other legal implications, to become knowledgeable about all aspects which their legislation might address.
3. Delegates shall study the bill book in advance of Youth Legislature and read the sections on "Rules of Order," "Duties of Officers," and "Outline of Parliamentary Rules."
4. Delegates shall act as the proponent for their bill before the legislative committee. Every attempt will be made to assign the sponsoring delegate(s) to the committee where their bill will be heard.
5. Delegates shall study the other bills introduced in the delegate's chamber, particularly those helpful to committee on which he/she serves.



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6. If a committee votes to recommend passage of a delegate's bill, Senate/House Rules Committee will place it on the appropriate docket. When the bill comes up for consideration in its respective house, the delegate will be called upon to act as its proponent. This includes presenting statements to open and close debate, as well as responding to questions from the body.
7. If a bill passes the sponsoring delegate's chamber, it will be forwarded to the opposite house. The delegate should enlist support in that body, but may not neglect responsibility to consider and vote upon all other legislation before their chamber.
8. If a bill passes both houses, the delegate should work with others to provide the Governor with the necessary information to make an informed consideration.
9. Delegates should evaluate all proposed legislation with concern for the welfare of the citizens of the State of Washington. Delegates should not hesitate to address fellow legislators with pertinent information.

B. Pages

1. Pages shall be assigned to a legislative committee and to a particular office or body during the Youth Legislature.
2. Pages shall deliver official business messages. Pages have the right to read all messages and shall not deliver messages that are not official business.
3. Pages shall obtain the approval of the President or Speaker before distributing any printed materials on the floor of the House or Senate.
4. Pages may debate in committee, but may not vote. Pages have no floor debate privileges in any legislative chamber, except as described in the 8th Grade Program guidelines.

C. Reporters

1. Each Reporter shall submit the *Reporter Registration Form* and one article or news release to the State Office by the deadline for publication in the first issue of Capitol Capers.
2. Each Reporter shall work as a member of the Press Corps to produce five issues of Capitol Capers while in Olympia.
3. Each Reporter will be assigned to a particular committee, office or body and will write a minimum of one article per day for Capitol Capers.
4. Each Reporter shall work closely with assigned supervisor (Bureau Chief or Assistant Bureau Chief) on content and revisions.
5. Each Reporter shall prepare questions for interviews and press conferences.
6. Each Reporter shall prepare a minimum of one pre-session and one follow-up article or news release to be sent to the local media in the



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reporter's home community. The articles should provide substantive information about the YMCA Youth Legislative Session.

7. Each Reporter shall keep the Pressroom informed of their location and attend all scheduled Press Corps meetings.

D. Lobbyists

1. Each Lobbyist shall submit a position paper to the State Office by the deadline in the program calendar. Position papers should follow the guidelines outlined in the program handbook and may not be more than 2 pages long. Position papers must be double spaced and in size 12 font.
2. Each Lobbyist must cosponsor two bills with a member of the Senate, House, O'Brien House, or Cherberg Senate. Lobbyist Executives will take into account the topics of position papers when assigning lobbyists into firms.
3. Members of the Lobbyist Corps will be assigned to a firm. Each firm will be assigned specific bills and a position to take on each bill.
4. Lobbyists may speak and answer questions on the floor of the Senate, House, O'Brien House and Cherberg Senate provided that permission has been granted by either the bill sponsor or one member from the committee in which the bill initiated.
5. Lobbyists are encouraged to provide information relevant to legislation at all levels of consideration.
6. Lobbyists shall attend all scheduled lobbyist meetings and press conferences related to their assigned legislation.
7. Any lobbying handbills, posters, or printed materials shall be approved and signed by the creator(s) and the lobbyist advisors before duplicating or posting.

E. 8th Grade Representatives and Senators

1. 8th Grade Representatives and Senators must sponsor a proposal. Proposals must be filed by the date specified in the program calendar for inclusion in the Bill Book.
2. 8th Grade Representatives and Senators study the subject of their proposal and be knowledgeable about its general topic.
3. 8th Grade Representatives and Senators use basics of parliamentary procedure during debate.
4. 8th Grade Representatives and Senators act as a proponent for their proposal before the 8th Grade House and Senate.
5. 8th Grade Representatives and Senators will serve roughly half of session in the 8th Grade House or Senate and other half as part of the Page Corps. (see Section III.B.)
6. 8th Grade Representatives and Senators will not participate in legislative committees.



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IV. PROCEDURES

A. Organizational Sessions

1. The Senate and House will be called to order promptly at the scheduled time on the opening day of the session.
2. The Secretary of the Senate will preside in the Senate and the Chief Clerk will preside in the House.
3. Agenda:
 - a. Call to order.
 - b. Presentation of colors and flag salute.
 - c. Invocation by Chaplain.
 - d. Roll call and announcement of presence of a quorum.
 - e. Administration of oaths of office.
 - f. Transfer of the gavel to President/Speaker.
 - g. Senate moves to the House for the joint session. House awaits the arrival of the Senate.

B. Joint Sessions

1. Opening Session
 - a. The Senators, led by the Lt. Governor, proceed to the House chamber and are seated.
 - b. The Lt. Governor calls the joint session to order.
 - c. The Lt. Governor appoints special committees to escort dignitaries to the rostrum.
 - d. The oaths of office are administered to officers of the executive branch of state government.
 - e. The Youth Governor and Governor address the joint session.
 - f. The special committees escort the dignitaries from the chamber.
 - g. The joint session adjourns.
2. Closing Session
 - a. The Senators, led by the Lt. Governor, proceed to the House chamber and are seated.
 - b. The Speaker calls the joint session to order.
 - c. The Speaker appoints special committees to escort dignitaries to the rostrum.
 - d. The Youth Governor addresses the joint session.
 - e. Awards and recognitions are given.
 - f. The session adjourns sine die.



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C. Committee Sessions

The primary purpose of the committee sessions is to give in depth consideration to all bills. Each committee focuses on a designated subject area.

1. Public Hearing

- a. The Chair shall establish the order in which the bills will be heard in committee prior to the session convening.
- b. The Committee may adopt a less formal method of debate in order to facilitate in depth discussion of the bills. However, all amendments and motions must be moved and voted upon according to formal rules of order.
- c. All amendments, except for amendments proposed by an Attorney General, will be made in committee. They will be written and submitted on the provided amendment forms. Minor amendments will be written in committee. Major amendments will be taken by the bill's proponent(s) to the Code Reviser's Office for official composition and revision. They must be signed by the sponsor, Chair, Vice Chair, and Committee Advisor.
- d. Similar bills may be combined and the co-sponsors given equal credit.
- e. After a bill has been given consideration, the committee shall vote upon it. Only a "do pass," with or without amendments, or a "do not pass" recommendation can be given. All tabled bills must be considered before the committee adjourns.

2. Executive Session

The purpose of the Executive Session is to determine which of the bills given a "do pass" after their public hearing will be given a "do pass to Rules" and a priority ranking.

- a. Only bills given a "do pass" after their public hearing will be considered for passage to the Rules Committee.
- b. Five bills may be given a "Do pass to Rules" vote. These may be any combination of Senate or House bills, i.e., 1 Senate, 4 House.
- c. The five bills are discussed and the top two are given Priority 1 and 2. The remaining three are unranked and will be prioritized during the Rules Committee. The final priority list of bills shall be approved by a majority vote of the committee.
- d. The Chair and Vice Chair shall each fill out and sign a prioritized list in ink with no errors to be given to the Chair of the corresponding Rules Committee.
- e. The Vice Chair shall retrieve all amended bills from the Code Reviser's Office prior to Rules Committee.
- f. Cherberg Senate and O'Brien House bills, while they are debated in committee, are not included in Executive Session.



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D. Rules Committee

1. The Senate Rules Committee shall be chaired by the Lt Governor, who is also the President of the Senate, and vice chaired by the President Pro Tem. The House Rules Committee shall be chaired by the Speaker of the House and vice chaired by the Speaker Pro Tem.
2. Membership of the Senate Rules Committee consists of committee Vice Chairs. Membership of the House Rules Committee consists of committee Chairs.
3. At the commencement of the Rules Committee hearing, the Lt Governor and Speaker of the House will take the bills which passed out of committee prioritized first or second and prepare a calendar of these bills for their chambers. Bills introduced in the House will be placed on the House Docket, and Senate Bills on the Senate Docket. This calendar will be promptly transmitted to the Secretary of State so that an interim docket of the first bills scheduled in each chamber can be prepared and published prior to the first legislative session.
4. In the absence of the Lieutenant Governor and Speaker of the House, the Senate President Pro Tem and House Speaker Pro Tem shall preside. Committee members will be given the opportunity to make brief statements on the remaining bills transmitted by their committees. At the completion of these remarks, each voting member of the Rules Committee shall place "pulls" with the following stipulations:
 - a. Each member can place up to three pulls;
 - b. Committee members will be given at least 10 minutes to place their pulls;
 - c. No member may place more than one pull on a bill; and
 - d. Once affixed to a bill, no pull can be removed.
5. When time for placement of pulls has elapsed, the Rules Committee Vice Chair will count the pulls in public session for the inspection of all Rules Committee members. The bill with the most pulls will be prioritized first, second-most pulls second, and so on. These bills will be placed on the docket immediately after the bills prioritized as first and second during the committee process. Any ties in the tally of pulls will be broken by the President Pro Tem of the Senate or the Speaker of House Pro Tem.

E. Floor Sessions and Parliamentary Rules

1. Order of Business
 - a. Call to order by the Presiding Officer
 - b. Roll call and announcement of the presence of a quorum by the Reading Clerk
 - c. Presentation of colors and flag salute by the Sergeant-At Arms
 - d. Invocation by the Chaplain



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- e. Consideration of bills in chamber of origin:
 - i. Announcement of bill number by Reading Clerk
 - ii. Reading of amendments - 5 minutes by Reading Clerk, questions to Chair or Vice Chair
 - iii. Request for a proponent(s) for the bill by Presiding Officer
 - iv. Debate on final passage of the bill - 20 minutes includes opening and closing remarks by proponent(s) and all debate
 - v. Vote on final passage of the bill
 - f. Consideration of bills from the opposite chamber may begin at any point after the Chief Clerk or Secretary of the Senate has received the official copy. The presiding officer may request a motion to consider bills from the opposite chamber, inserting these bills one at a time into the existing calendar in the order in which the bills are received. After an arranged time on Saturday, only legislation from the opposite chamber may be considered. The process for debate is the same as under "Order of Business" above.
 - g. Consideration of vetoed bills may take place at any point in the chamber's calendar, provided that a majority vote is taken and is successful. Vetoed bills may come up for a vote only once and cannot interrupt debate already in progress.
2. Decorum
- a. When a member wishes to speak he or she shall so indicate and wait for recognition from the presiding officer. The member shall then address the presiding officer as Mr./Madame President in the Senate or Cherberg Senate or Mr./Madame Speaker in the House and O'Brien House.
 - b. Members shall speak only to the issues, avoiding personalities and not mentioning the proceedings of the other chamber.
 - c. Members will respectfully listen to all debate and avoid private conversations with other members on the floor.
 - d. No members, officers, pages or other persons shall cross between the member having the floor and the presiding officer.
 - e. No member may leave the chamber for longer than 15 minutes except when excused by the presiding officer after the member has raised a point of personal privilege.
 - f. Electronic devices are permitted during YMCA Youth & Government activities only when used for Youth & Government work. This includes but is not limited to: bill research, RCW research and looking at the Washington State or United State Constitution. Recreational use of electronic items including, but



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not limited to walkmans/Discmans, mp3 players, cell phones and laptops is only permitted during session breaks and is never permitted on the House/Senate floor. The Sergeant-At-Arms, Major Officers and/or Program Area Lead Advisors will determine if a device is being used in an improper way. After one warning has been given individual delegates will lose all privileges to use electronic devices during session.

3. Rules of Debate

- a. Once the calendar has been set, it cannot be changed except by a majority vote to consider a vetoed bill, or to consider a bill that has been erroneously omitted from the docket (this consideration occurs only by a motion from the Chair or Vice Chair from the omitted bill's committee). All bills from the opposite house will be considered in the order received. By a majority vote, a house may take up the calendar of bills from the other house temporarily. After a time specified in the schedule, only bills from the opposite house may be considered.
- b. The first reading of a bill shall be considered publication of the bill in the bill book.
- c. The presiding officer shall have the Reading Clerk read the bill number, sponsors, and the first and last line of the bill to be considered. The presiding officer shall then announce that the bill is on second reading and ask the Reading Clerk to read any amendments. The presiding officer shall then ask the committee Chair or Vice chair to explain the amendments. Reading the amendments shall constitute passage of the committee amendments. The presiding officer shall then announce that the bill is on Third Reading and request a proponent for the bill.
- d. The proponent shall have the right to open and close the debate on the third reading and final passage of the bill. The bill's sponsor or designee shall be the proponent of the bill.
- e. No member other than the proponent may speak longer than the following time limits:
 - I. Opening remarks - three minutes
 - II. Individual speakers - three minutes
 - III. Closing remarks - three minutes
- f. The proponent or his or her designee may yield to a question or a series of questions, however the questioning and answering shall be considered part of the questioner's three-minute debate time. The questioner shall maintain the floor until the three-minute debate time limit is reached. When the member is finished asking



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questions the same member may maintain the floor and speak for or against the issue until the three-minute debate time expires.

- g. Debate time limits may be shortened by the body by a two-thirds majority vote. If the body deems additional debate on a particular piece of legislation is warranted and necessary, a motion may be made by a member of the body, only after total debate time has elapsed and prior to closing remarks. If the body passes this motion by a two-thirds majority vote, additional debate time for said legislation would be increased only once not to exceed one minute personal debate time and five minutes total debate time.
- h. No member may yield the floor to another member except for the purpose of asking a question, yielding to one's co-proponent, or allowing a lobbyist to address the body.
- i. Debate privileges:
 1. Chaplains and parliamentarians are allowed debate privileges, except in cases where a conflict exists between debate and performance of the individual's official duties. Parliamentarians shall not participate in debate in an issue after offering an opinion on a parliamentary ruling.
 2. Sergeant-At Arms staff, Reading Clerks, Chief Clerk of the House and Secretary of the Senate do not have floor speaking privileges.
 3. Lobbyists may speak on the floor of the Senate and House only when yielded the floor by a voting member. Lobbyists' privileges include testifying for or against a bill, providing information on legislation, and answering questions from members. Lobbyists may make opening and/or closing remarks on a bill. They may not ask a proponent to yield to a question or series of questions.
 4. Members of the Governors Cabinet may only speak on the floor of the House and Senate on behalf of the Governor. They may speak with the permission of the presiding officer, who will announce the Cabinet member's presence in the wings and invite the Cabinet member up to the lower rostrum. The Cabinet member addresses the body using the Chaplain's microphone.
 5. The Attorney General may speak on the floor of House, Senate and other chambers. Assistant Attorneys General may only speak on the floor of the chambers on behalf of the Attorney General. The Attorney General or one of his/her Assistant Attorneys General may speak with the



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permission of the presiding officer, who will announce their presence in the wings and invite them up to the lower rostrum. They address the body using the Chaplains' microphone.

- j. When there is no further debate, the time limit has expired, or the previous question has been called, the presiding officer shall put the question to a vote.
 1. If after passage of the previous question and final vote on the bill the bill passes in the original house, the Secretary of the Senate or Chief Clerk of the House shall transmit the official copy of the bill to the Secretary of State, who will certify passage in the original house, and transmit the bill to the opposite house.
 2. If a bill passes both houses, the official copy of the bill will be immediately transmitted to the Secretary of State by the Secretary of the Senate or Chief Clerk of the House to be recorded and delivered to the Governor.
 3. The Governor shall sign or veto legislation within 45 minutes of the moment at which the Governor's consideration of said legislation has begun. The Governor shall begin consideration of all legislation within 45 minutes of final passage by both houses, following certification of delivery by the Secretary of State. If the Governor fails to act in the time allotted the legislation becomes law without his or her signature.
 4. If the Governor vetoes a piece of legislation, the official copy of the bill shall be returned immediately to the Secretary of State for recording, then delivered immediately to the house of origin, with written reasons for the veto. Simultaneous notification is given, in writing, to the bill's sponsor.
 5. When the Senate or House receives word of the vetoed legislation, by majority vote the bill may be placed at any point on the docket/calendar. The governor's written reasons for the veto will be read to the chamber prior to the vote to place the vetoed bill on the docket/calendar. Vetoed bills may come up only once for a vote and cannot interrupt debate already in progress.
 6. The veto may be overridden by a 2/3 majority vote of both houses.



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7. If a vetoed bill is overridden in the original house, then the official copy shall be transmitted immediately to the opposite house for action.

4. Motions

- a. Parliamentary motions are classified and ranked in precedence as follows.

- i. **Principal motions** are the new business considered by the body. All bills, memorials and resolutions must be introduced by principal motions, which have no precedence. All principal motions require the support of a second member, and while these motions cannot be amended, the bill they relate to can be amended in committee and under limited circumstances on the floor specified under I.C.7 and I.C.8.

- 1) **To consider**- The introduction of legislation is accompanied by a motion to consider it. Bills placed on the calendar by the Rules Committee are considered automatically.

- 2) **To take from the table**- Motion used to consider a previously tabled bill. This is the sole principal motion, which is not subject to debate.

- 3) **To rescind**- Motion used to revoke passage of a bill adopted earlier by the body. This motion must be made by a member who originally voted for the bill, and is not in order after the Governor has taken action.

- 4) **To limit debate**- Motion used to limit debate time on all subsequent bills (consistent with IV.E.3.g.).

- ii. **Subsidiary motions** modify or advance the business of the body, and as a consequence relate solely to the individual bill in question. Subsidiary motions must be resolved before the motion to which they refer can be considered.

- 1) **To object to consideration**- Motion to deny consideration of a bill. This is not in order once debate has started. Bills stricken from the docket in this manner must be reintroduced under a "motion to consider" in order to be heard.

- 2) **To lay on the table**- Motion to remove a bill from the calendar by postponing debate indefinitely on the measure. The bill can be reconsidered by moving to take the bill from the table.

- 3) **To call for the previous question**- In voting on this motion, the body votes to end debate, and to proceed



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immediately to closing remarks, followed by a vote on the bill.

4) **To postpone**- Motion to delay debate on a bill for any specified period of time. If the initial motion is to postpone debate indefinitely, the motion cannot be amended.

5) **To amend**- To amend, motion to change the content of a bill, on the floor of the Senate, House, Cherberg Senate and O'Brien House. This motion can only be made by an Attorney General. (See I.C.7 and I.C.8.).

iii. **Incidental motions** arise out of questions that already exist. These motions take precedence over principal and subsidiary motions.

1) **Points of order**- General motion to challenge the actions of the presiding officer in relation to the rules of order. In practice, this motion is a reminder to the chair to adhere to the rules. Should the presiding officer rule against the motion, a motion to appeal the decision of the chair requires only a majority vote to pass rather than the usual two-thirds to pass.

2) **To appeal the decision of the Chair**- Motion to overturn any ruling made by the presiding officer.

3) **To withdraw a motion**- Motion to end consideration of a pending motion made by the same member. While this motion can be applied to any motion, in practice it is only used by proponents as a mechanism to end consideration of their own bill, particularly in cases when bills are combined in committee.

4) **To ask for the reading of a paper**- Motion to have the Reading Clerk read the bill currently being considered by the body.

iv. **Privileged motions** are of the highest rank and priority.

1) **To call for the orders of the day**- Motion to have the Reading Clerk read the calendar of bills before the body.

2) **To adjourn Sine Die**- Motion to conclude the legislative session for the year.

3) **To adjourn to a certain time**- Motion to end the session for a finite period of time, generally for the day.



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4) **To recess**- Motion calling for an intermission in the session, usually for lunch. A roll call is not required after a recess.

5) **To call a division**- Motion calling for a thorough accounting of a vote. On the floor of the House and Senate this necessitates members stand and count off.

6) **To raise a question of privilege**- This motion is raised as a device to correct any injustice that affects the proceedings of the body, its integrity collectively as well as the rights, reputation and conduct of individual members. Similar to the point of order motion, it is up to the presiding officer to rule on its validity, subject to majority vote if appealed. Once recognized as valid by the chair, the body sets aside pending business until the question of privilege is resolved. Actions by the body vary in accordance to the seriousness of the question. For example, disorder in the gallery would generally evoke a recess until the Sergeant-at-Arms has restored order. Likewise, disclosure that a member has been bribed would typically be resolved by the member being censured or expelled.

b. Special provisions on debate

- i. The rules of order cannot be suspended. As a consequence, no action contrary to these rules may be undertaken without the unanimous consent of the body. The House and Senate shall never do business on the floor as the committee of the whole, nor adopt any other parliamentary model to supersede the rules of order.
- ii. Between considerations of items on the calendar, all non-subsidary motions are in order. During consideration of bills and other calendar items, all non-principal motions are in order.
- iii. No amendments to bills shall be accepted from the floor, with the exception of amendments proposed by an Attorney General (see I.C.7 and I.C.8.)
- vi. If a motion is amended, the amendment must be considered and resolved prior to resolution of the original motion. Should the amendment be agreed to, the motion, as amended, will then be considered. If the amendment fails, the motion will be considered in its original form. It shall be the general policy that time spent debating amendments shall be consumed from the debate time



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allotted to the bill in question - in the case of non-friendly amendments, it will be up to the discretion of the Chair.

- c. The following motions will not be entertained for any reason:
 - i. to suspend the rules
 - ii. to reconsider
 - iii. to proceed under committee of the whole
 - iv. to do business under the call of the senate/house
 - v. to impeach
- d. When a question is under debate, no principal motions shall be received.
- e. The motion to postpone indefinitely shall not be heard twice on the same issue.

5. Voting

- a. All members present must vote. An abstention will be counted as a no vote. No member may leave the chamber while a vote is being taken.
- b. A quorum is fifty percent plus one member of the specified body. A quorum is assumed to be present unless challenged before the announcement of the result of the vote.
- c. No motion is in order while a vote is in progress.
- d. All votes shall be by raising a name card. If a division is demanded or the presiding officer is in doubt, a standing vote shall be taken.
- e. A majority is defined as any number over fifty percent of the members listed as present by the Reading Clerk or Assistant at the time that the motion being voted upon was made, provided that a quorum is present. For all bills, the time that the motion is made is the moment when the presiding officer places the bill on Third Reading and asks for the bill's proponent.
- f. There shall be no oral roll call votes.
- g. Legislators are prohibited from voting if they were not present for the debate on the bill in question. No legislator may enter the chamber once closing remarks have commenced until the conclusion of voting on final passage of that bill.

6. General Rules

- a. Only members, officers, and other persons authorized by the Chair or Executive Director of the Youth and Government Program shall be allowed on the floor of the House and Senate.
- b. When any member wishes recognition to be given to any visitor or delegation, that member shall notify the presiding officer in writing. At the nearest appropriate time proper recognition shall be extended.



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- c. Recognition of outstanding delegates in all aspects of the program shall be made at the closing joint session. These individuals shall be selected in the Senate, House, Cherberg Senate, and O'Brien House by the presiding officers and advisors. For press, lobbyist, and page recognition, selection shall be based upon peer selection supported by the advisors assigned to each area.
 - d. When issues arise that are not specifically covered by these rules, consult *Reed's Rules of Order* and the Washington State Constitution, in that order.
7. Spoken Forms for Some Motions, Questions, and Rulings
- a. Proper form for speaking on the floor at any time includes first being recognized, then to address the presiding officer "Mr./Madam President or Mr./Madam Speaker" . . . This is followed by any of the following forms (each addressed to the rostrum):
 - i. To ask a question of the proponent:

"Will the proponent yield to a question?"
 - ii. To ask more than one question:

"Will the proponent yield to a series of questions?"
 - iii. To speak in support:

"I wish to speak in favor of this bill."
 - iv. To speak negatively about a bill:

"I wish to speak against this bill."
 - v. To yield the floor:

"I wish to yield the floor to..."
 - vi. To refer to a comment made by another member:

"In reference to the statement of Senator/Representative name, I wish to state...(follow with your point)"
 - vii. To make a motion:

"I would like to move..." or "I move that..."
 - viii. To make an amendment:

"I move to amend as follows..."
 - ix. To call for the previous question (end debate):

"I call for the previous question." or "Previous question".
 - b. When calling for the vote, the presiding officer shall use these forms:
 - 1) For the affirmative vote:

"Those in favor, please raise your name card."
 - 2) For the opposing vote:

"Those opposed."



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- 3) If the presiding officer is in doubt, or if a division is called, the body shall divide as above, rising to represent the vote of either affirmative or opposed.
- c. Process for Appealing the Decision of the Chair: Appeal must be made immediately following the decision of the Chair and applies only to points of order.

Spoken form: "I appeal the decision of the Chair."

Chair's response: "Do one tenth of the members agree to the request for appeal? If so, please rise."

If 10% rise the maker of the motion is allowed three minutes to speak in favor of the appeal, followed by one spokesperson against also for three minutes.

Chair: "Shall the decision of the Chair stand as the decision of the House/Senate?"

The question is then voted upon. If there are a majority of "ayes" or the vote is a tie the decision of the Chair is sustained. If the "nays" hold a majority the Chair's decision is reversed. If the ruling of the chair applied to a motion that required a two-thirds majority, a motion to appeal the decision of the chair shall also require a two-thirds majority.



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Debate Cheat Sheet

After you are recognized on the floor, the first thing you say is:

_____, _____ **Delegation**
your name here your delegation

If you want to ask one question, you say:

Will the proponent yield to a series of questions?

If you want to talk about the bill, without asking questions, you say:

I would like to speak out in favor of this bill/amendment.

Or

I would like to speak out against this bill/amendment.

After you have asked all of your questions, if you want to speak out for or against the bill, you say:

I would like to spend the remainder of my time speaking out in favor/against this bill.

If you have changes you want to make to a bill (only in Committee Session), you say:

I move to amend this bill to read as follows: _____ (state your changes).

If you want someone else (a Lobbyist, or other House or Senate member) to use your time to speak, you say:

I would like to yield my time to _____ (state their title and name).

If you want to debate the bill later, you say:

I move to table this bill _____ (state placement on docket).

If you think that debate should end, you say:

Previous Question

If someone forgets to state his or her name, delegation or intent, you say:

Point of Order

If you think the vote is close, before you leader gives you his or her verdict, you say:

Division



BILL DRAFTING GUIDE

How a Bill Becomes a Law

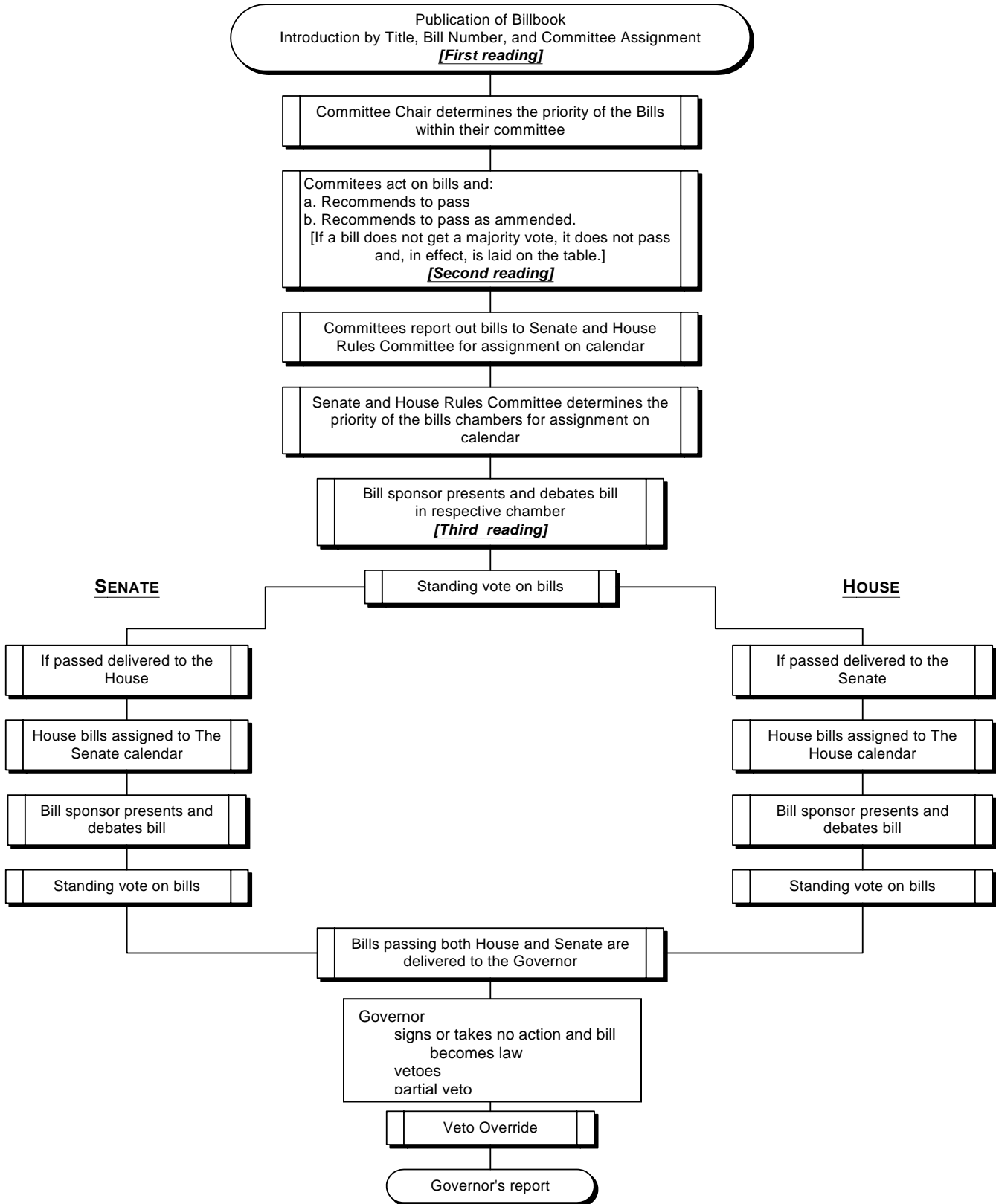
1. **Introduction:** A bill may be introduced in either the Senate or House of Representatives by a member.
2. **Committee Hearing:** It is referred to a committee for a hearing. The committee studies the bill and may hold public hearings on it. It can then pass, reject or take no action on the bill.
3. **First Reading:** The committee report on the passed bill is read in open session of the House or Senate, and the bill is then referred to the Rules Committee.
4. **Rules Committee:** The Rules Committee can either place the bill on the second reading of the calendar for debate before the entire body, or take no action.
5. **Second Reading:** At the second reading, a bill is subject to debate and amendment before being placed on the third reading calendar for final passage.
6. **Opposite Chamber:** After passing one house, the bill goes through the same procedure in the other house. If amendments are made, the other house must approve the changes.
7. **Official Signatures:** When the bill is accepted in both houses, it is signed by the respective leaders and sent to the governor.
8. **The Governor:** The governor signs the bill into law or may veto all or part of it. If the governor fails to act on the bill, it may become law without a signature.



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THE LIFE OF A BILL

Flow Chart Showing Passage of Bills through the House and Senate





Life of a Resolution

Where does a Resolution go after it passes the Youth Legislature?

This chart refers to all resolutions passed by the YMCA Youth Legislature in Washington State that request changes to the Youth Legislature Rules of Order or program.





Finding Bill Ideas

Listed below are some ideas on where to find topics for bills.

- Newspapers and magazines – current events are always good topics.
- Take a poll of your friends, teachers and parents. If they were to change something, what would it be and why?
- Make a list of policies that you agree with and disagree with.
- Social injustices – Are their people in your school, community, state, or nation that are being treated unfairly?
- Contact local and state agencies and interview them about their organization and issues that they face.
- What are your rights as a citizen/as a teen? Do you think that these rights are adequate?
- Environmental issues – Are government and business treating our environment they way you think they should? If not, what else should they be doing?
- Previous Legislation – Take a look at laws that have not passed during prior legislative session, find out why, and try it again with a new twist.
- Look at current penalties for various laws. Are they strict enough or to strict?
- Technology often brings with it crimes that have not been dealt with before (such as cyber stalking). Do you know of any technology related crimes that are not currently addressed by our legal system?
- Political speeches and media coverage – What are our politicians thinking about? Do you agree or disagree with them?

Court decisions and governmental actions – Have any issues recently come up in the courts that you think need to be addressed by the legislature?



Bill Drafting Guidelines

There are three different types of proposed legislation in the YMCA Youth Legislature:

1. **A Legislative Act** – proposes a new or amended law or the repeal of an old law
2. **A Resolution** – applies to matters external to the legislature, such as the State Constitution or the YMCA Youth & Government Program
3. **A Memorial** – in essence a letter to Congress, the President, or federal agencies on matters of national interest

In each case, there are specific guidelines that must be followed in drafting your bill. A sample of each of the three types of legislation is included in this section.

In practice, Legislative Acts usually get the most serious consideration, because these bills actually propose changes in the laws of our state, and have a real impact upon our quality of life. Resolutions also have a big impact on our daily life if they relate to the Constitution, which provides the framework for our government.

Memorials provide a means of telling the federal government what the legislature thinks about an issue, but does not have any real impact or “clout” in making real changes.

Format Requirements

All Acts, Memorials, and Resolutions

1. Bills must be submitted electronically on disc or via e-mail using the format provided to delegations by the Y&G state office.
2. Each bill may be sponsored by a maximum of two (2) people, at least one of whom must be a Senator, Representative, Cherberg Senator, or O’Brien House Representative. The first person listed on the bill will be the Prime Sponsor.
3. Bills will be assigned to the chamber of the Prime Sponsor.
4. The line of each bill must be numbered consecutively, following the format provided. In the case of bills longer than one page, please continue on the second page with the next number after the bottom number of the first page.
5. Bills may not be longer than 2 pages in length. Additional pages will not be included in the Bill Book.
6. All bills should be written in Verdana size 11 font.



Legislative Acts

1. **Heading** - The heading (the line immediately preceding the first line) of a legislative act read "AN ACT"
2. **Short Title** - The first line of a legislative act reads: "AN ACT relating to ...(short title of the bill)"
3. **Enactment Clause** - The next line of a legislative act reads: "BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON:"
4. **Sections** - Each section must be indented and numbered consecutively, capitalizing the word "SECTION". Short sections and paragraphs simplify numbering.

There are 3 types of sections that may be in a legislative act

- a. New Sections
 - b. Amendatory Sections (see # 6)
 - c. Repeal existing law that conflicts with new language or is no longer necessary. *Only entire sections may be repealed.*
5. **Definitions** – define all vocabulary in your bill that could be confusing or may have more than one meaning or interpretation. Definitions can be:
 - a. Out of the dictionary
 - b. Previously defined in an existing RCW
 - c. Defined in a textbook
 - d. Made up on your own
 6. **Amendments** - Amendments to legislative acts and resolutions must be set out in full. This means that the wording to be amended must be shown, as well as the new wording proposed. Care must be taken that punctuation is not altered in the existing text, unless that is part of the amendment. Proposed working must be underscored, while the text to be deleted must be ~~((double bracketed and stricken out))~~. (The only time this is not true is when including the entire text to be changed would lengthen the bill to more than two pages.)

It's also important to reference the RCW that you are striking.

EXAMPLE:

SECTION 1 Section 162.170 RCW is amended to read as follows:
Section 162.170. It shall be unlawful for any person or persons, ~~((business or enterprise,))~~ firm or corporation to take or have in his or their possession for the purpose of sale or exchange...

7. **Fiscal Note** – Format is under revision and will be available soon.



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8. **Effective Date** – The last line of a bill states when the bill will go into effect. There three general times that bill go into effect:
 - a. 90 days after passage (this is standard)
 - b. For the next school year (for bills relating to the school system)
 - c. Immediately or upon signature by the governor (for emergence legislation)

Resolutions or Joint Resolutions

1. The heading of a Resolution reads: “A RESOLUTION”
2. The first lines of a Resolution reads: “BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED:”
3. The next line of a Resolution begins; “THAT,”...(continue with text)
4. All changes in the Constitution must be submitted to the people for a vote, and the Resolution should so provide. Such Resolutions require passage with a 2/3 majority vote of both houses and must be signed by the presiding officer of each house, but are not signed by the Governor.
5. Appropriations cannot be made by a Resolution or a Joint Resolution. Often a companion Legislative Act is written to provide the implementing statute.

Memorials

1. The heading of a Memorial reads: “A MEMORIAL”
2. The first lines of a Memorial read: “TO THE HONORABLE BARACK OBAMA, PRESIDENT OF THE UNITED STATES, AND TO THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth Legislature of the State of Washington, in legislative session assembled, respectfully represent and petition as follows:”
3. Each new section of a Memorial is headed: “WHEREAS,”...(continue with text)
4. The next to the last section of a Memorial is a summary of the request or petition and is headed: “NOW, THEREFORE, We your Memorialists, respectfully request...” (followed by request or suggestion summarized).



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5. The last section of a Memorial outlines to whom copies of the Memorial shall be sent (those listed in the first lines) and normally reads as follows: BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable George W. Bush, President of the United State, the President of the Senate, the Speaker of the House of Representatives, and each member of Congress from the State of Washington.”
6. Memorials require passage with a simple majority vote (any number over 50% of the members voting) of both houses and must be signed by the presiding officer of each house but are not signed by the Governor.



How to Say It

Be Direct

Bill drafts should be precise and understandable. This is usually achieved by avoiding excessively long sentences, wordiness, and legalese. Sentences should be no longer than about 17 to 21 words to be easily understood. Excessively long sentences make statutes difficult to read and interpret. Never use many words where a few will do. Always try to use language used in normal conversation and correspondence.

Use Present Tense

Bill should be written in the present tense. (ie – “It *is* illegal to...” rather than “It *will be* illegal to...”) Do not say what you *want* to happen, say what *will* happen.

Avoid Jargon

Certain words are used in bill drafting either because they sound and look legal and important, or because they have been used since time immemorial. Occasionally some of this legalese may actually be needed, but generally it should be avoided.

Feeling Words

Avoid using the words “I feel” and “I want”. Bills should be void of feeling. This is what your opening and closing remarks are for.



Words to Avoid

The following is a list of words to avoid in bill drafting and some suggested substitutes:

Avoid Using	Use instead
Aforesaid or aforementioned	The, that or those
It is lawful to	May
Is authorized/entitled to	May
It is his duty to	Shall
Is directed to	Shall
For the reason that	Because
Until such time as	Until
For the duration of	During
Wheresoever	Wherever
Whensoever	When or if
Make payment	Pay
In the event that	If
Forthwith	Immediately
Absolutely null and void and of no effect	Void
Bonds, notes, checks, drafts, and other evidences of indebtedness	Evidences of indebtedness



Act Outline

1. What do you want to do (summary)? _____

2. What RCW does this relate to? _____
3. Are you creating, changing an existing or getting rid of an RCW? _____

4. What words do you need to define? _____

5. What do you want to do (specifically)? _____

6. Is there a penalty? _____
7. If so, what is it? _____
8. Who would enforce this penalty? _____
9. Is any funding needed? _____
10. Where would these funds come from? _____
11. Is money generated by this law? _____
12. Where would that money go? _____
13. How soon do you want this to become a law? _____



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How to turn an Act outline into an Act*:

Questions 1,2, & 3 – Together these become the Short Title of the bill

Between the Short Title and the Question 4 you insert the Enactment Clause:

BE IT ENACTED BY THE YMCA YOUTH LEGISLATURE OF THE STATE OF
WASHINGTON:

Question 4 – This becomes your first section (SECTION 1: Definitions)

Questions 5 through 8 – These become the body of your bill, separated into appropriate sections

Questions 9-12 – This is the information needed for your fiscal note.

Question 13 – This is your effective date.

*Examples found on the following pages



Memorial Outline

1. What do you want to do? _____

2. What are your reasons? (list at least three)

a) _____

b) _____

c) _____

d) _____

e) _____

How to turn a Memorial outline into a Memorial:

Each of your reasons (a-e) becomes a WHEREAS

What you want to do becomes the NOW, THEREFOR

Remember:

A Memorial is a letter to the President and Congress; you do not need to be absolutely specific about how the law will read.

Be concise – the less words you use to convey what you want, the better.



Sample Bills

The following pieces of legislation are examples of the three types of bills that may be written by students in the YMCA Youth Legislature. These bills were chosen for their format & writing style, however no bill is perfect. As a group discuss these bills in terms of the following questions:

1. Does the formatting of these bills follow the guidelines listed?
2. Are all lines numbered correctly?
3. Is the bill concise or does it use too many extra words?
4. Does the bill have the correct header? If something is missing, what is it?
5. Does the short title state what the intent of the bill is?
6. Does the bill contain all necessary definitions? If not, what else would you define?
7. Are all amendments underlined and stricken as necessary?
8. Are there “feeling” words included in the bill? If so, how could you change it?
9. Are RCW’s cited correctly and in all of the right places?
10. Does the effective date make sense with regard to the topic of the bill?

Don’t stop there! Think of new questions and practice evaluating other past pieces of legislation. This will not only help you in the writing of your own bill, but it will make you more able to think critically about bills when you arrive in Olympia.



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CHAMBER: House BILL #:
REFERRED TO: Committee VII: Elections and Political Issues

2012 YMCA YOUTH LEGISLATURE OF WASHINGTON

Introduced by:
House Representative Schmoe, Joe Delegation X
Lobbyist Smith, Jane Delegation X

AN ACT

1 AN ACT Relating to RCW 29A.20 and amending RCW29A.56.320
2 BE IT ENACTED BY THE YOUTH LEGISLATURE OF THE STATE OF
3 WASHINGTON:
4
5 NEW SECTION 1. Definitions:
6 (a) None of These Candidates: When a voter wishes to register his opposition
7 to all candidates properly qualified for that office, they may do so by
8 voting for none of these candidates.
9 (b) General Election: As defined in RCW29A.04.073
10 (c) Statewide Office: An elected office is one voted on by all the people of
11 Washington State that serves the people of Washington in state
12 government. These are Governor, Lieutenant Governor, Secretary of
13 State, Commissioner of Public Lands, Attorney General, Superintendent
14 for Public Instruction, Auditor, Treasurer, Insurance Commissioner and
15 Washington State Supreme Court Justices.
16 (d) Federal Office: An elected office that serves the state of Washington and
17 its people at the federal government in Washington DC. These offices
18 include the Representatives and Senators in the United States Congress,
19 and the President .
20
21 NEWSECTION 2. Every ballot upon which appear the names of candidates for any
22 statewide or federal office shall contain for each office an additional line on which
23 the candidates' names appear and placed at the end of the group of lines containing
24 the names of the candidates for that office. Each additional line shall contain a
25 symbol in which a vote is counted from in which the voter may express his choice
26 of that line in the same manner he would express his choice of a candidate, and the
27 line shall read "None of These Candidates."
28
29 NEWSECTION 3. Voters will only be given the option of voting for "None of
30 These Candidates" in general elections for statewide or federal office. If individual
31 counties or cities opt to adopt a law that would allow voters to vote for "None of



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32 These Candidates” they will be allowed to do so; however, this would only appear
33 on offices that is their jurisdiction. If “None of These candidates” wins a plurality in
34 a general election for a statewide or federal office, none of the candidates will take
35 office. In this case special election procedures will be followed as shown in RCW
36 29A.56.210. If this happens the costs of this election will be borne as shown in RCW
37 29A.04.410 and RCW29A.04.420

38

39 AMENDING RCW29A.56.320

40 SECTION 1. In the year which a presidential election is held, each major political
41 party and each minor political party or independent candidate convention held under
42 RCWchapter 29A.20 that nominates candidates for president and vice president of
43 the United States shall nominate presidential electors for this state. Also the
44 Governor will nominate presidential electors for president and vice president for this
45 state in the case that “None of These candidates” wins a plurality. These electors will
46 represent “None of These Candidates.” The party, convention or the Governor (in the
47 case of “None of These Candidates”) shall file with the secretary of state a certificate
48 signed by either the presiding officer of the convention or the Governor (in the case
49 of “None of These Candidates”) at which the presidential electors were chosen,
50 listing the names and addresses of the presidential electors. Each presidential elector
51 shall execute and file with the secretary of state a pledge that, as an elector he or she
52 will vote for the candidates nominated by that party. In the case of “None of These
53 Candidates” the electors shall file and execute a pledge to abstain at the Electoral
54 College as in accordance with the voters wishes. The names of presidential electors
55 shall not appear on the ballots. The votes cast for candidates for president and vice
56 president of each political party shall be counted as the electors of that political
57 party. In the case of votes for “None of These Candidates” votes for it shall be
58 counted as votes for its electors.

59

60 SECTION 5. This legislation will require more than \$25,000 to implement. The State
61 Auditors Office will be responsible for the funding of this legislation and will do so by
62 providing donation boxes at all polling stations.

63 SECTION 5. This Bill will go into effect on January 1, 2013 for the 2012 Elections.



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CHAMBER: House BILL #: _____
REFERRED TO: Committee I: Alcohol & Controlled Substances

2010 YMCA YOUTH LEGISLATURE OF WASHINGTON

Introduced by:

House Representative	Schmoe, Joe	Delegation X
Lobbyist	Smith, Jane	Delegation X

A MEMORIAL

1 TO THE HONORABLE BARACK OBAMA, PRESIDENT OF THE UNITED STATES, AND TO
2 THE PRESIDENT OF THE SENATE AND THE SPEAKER OF THE HOUSE OF
3 REPRESENTATIVES OF THE UNITED STATES, TO THE SENATE AND THE HOUSE OF
4 REPRESENTATIVES OF THE UNITED STATES, IN CONGRESS ASSEMBLED:

5
6 We, Your Memorialists, the Senate and House of Representatives of the YMCA Youth
7 Legislature of the State of Washington, in legislative session assembled, respectfully
8 represent and petition as follows:

9
10 WHEREAS, the growing of hemp is illegal in the United States, though there is no need
11 for it to be,

12
13 WHEREAS, hemp does not have enough THC to intoxicate an individual, though that is
14 the main argument against its growing,

15
16 WHEREAS, hemp can replace many products, such as paper, clothing, and plastics

17
18 WHEREAS, the United States is one of the only countries in the world outlawing the
19 growth and manufacturing of hemp and hemp products, even though it can replace
20 many products that employ harmful chemicals in their production

21
22 NOW, THEREFORE, We your Memorialists, respectfully request that the growing of
23 industrial hemp be legalized.

24
25 BE IT RESOLVED, That copies of the Memorial be immediately sent to the Honorable Barack
26 Obama, President of the United States, the President of the Senate, the Speaker of the
27 House of Representatives, and each member of Congress from the State of Washington.



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CHAMBER: House BILL #: _____
REFERRED TO: Committee VII: Elections and Political Issues

2010 YMCA YOUTH LEGISLATURE OF WASHINGTON

Introduced by:

<u>House Representative</u>	<u>Schmoe, Joe</u>	<u>Delegation X</u>
<u>Lobbyist</u>	<u>Smith, Jane</u>	<u>Delegation X</u>

A RESOLUTION

BE IT RESOLVED BY THE SENATE AND HOUSE OF REPRESENTATIVES OF THE YMCA YOUTH LEGISLATURE OF THE STATE OF WASHINGTON, IN LEGISLATIVE SESSION ASSEMBLED:

WHEREAS, the YMCA Youth and Government Constitution states "That those students who assume leadership positions will be expected to take that responsibility seriously, train for, and perform the duties of their chosen office. They must be familiar with the requirements of the role and willing to take on ALL THE RESPONSIBILITIES of that role." And,

WHEREAS, the YMCA Youth and Government Constitution states "Each office is voted for separately. The second place candidates in each election also assume a major office, respectively, as follows: State Attorney General, Director of Elections, President Pro Tem of the Senate and Speaker Pro Tem of the House. And,

WHEREAS, those who run for one of the four major offices as the Legislative Session feel that they are qualified to run for these four positions, with no regard for the fall back positions given to the second runner up. And,

WHEREAS, the YMCA Youth and Government program was created with the motto "Democracy must be learned by each generation," which is not upheld with the use of fall back positions for some major offices. And,

WHEREAS, the YMCA Youth and Government programs of numerous other States in our Nation, including neighboring California directly elect all of the major officers for each legislative session.

NOW, THEREFORE, the Senate and House respectfully request and petition that the Youth and Government Program Committee institute the following amendment to the Youth and Government Constitution: "Election of the Following Major officers occurs at the Legislative Session: Secretary of State, Lt. Governor, Speaker of the House, State Attorney General, Director of Elections, and President Pro Tem of the Senate and Speaker Pro Tem of the House. Section two that reads "The second place candidates in each election also assume a major office, respectively, as follows: shall also be stricken.



8th Grade House and Senate Template

CHAMBER: 8th GRADE SENATE

PROPOSAL #: _____

2011 YMCA YOUTH LEGISLATURE OF WASHINGTON

Introduced by:

Position	Name (last, first)	Delegation
----------	--------------------	------------

A PROPOSAL

Topic: (State the topic that your proposal addresses.)

Definitions: (Define any key words in your proposal.)

Proposal for Action: (State your proposal. Be specific and use complete sentences.)

Enforcement: (Explain how your proposed action will be enforced and what enforcement agency will be responsible. If no enforcement will be necessary state, "No enforcement necessary".)

Appropriations: (If your proposal requires money, indicate where the money will come from or how it will be raised. If it brings money in, indicate where this money will go or what it will be spent on. If no funds will be necessary state, "No funds necessary".)

Level of Urgency: (On a scale of 1 to 10, with one being the *least* urgent, rate the urgency of this proposal to the state of Washington or the nation.)



Sample 8th Grade Senate Proposal

CHAMBER: 8th GRADE SENATE

PROPOSAL #: _____

2011 YMCA YOUTH LEGISLATURE OF WASHINGTON

Introduced by:

Position

Name (last, first)

Delegation

1. **Topic:** Mandatory Swim Lessons
- 2.
3. **Definitions:** drown proof education–successful completion of competencies in water
4. adjustment and buoyancy, treading water, survival floating, swimming to the center of the
5. pool and returning to the side, and jumping into deep water and leveling off.
- 6.
7. **Proposal for Action:** All eligible students, in grades 1–5, in the state of Washington shall
8. successfully complete “Drown Proof Swimming Education”
- 9.
10. **Enforcement:** The State Board of Education
- 11.
12. **Appropriations:** Funds will come from the general education fund.
- 13.
14. **Level of Urgency:** 6



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YMCA Youth & Government Media Guide



Introduction to the Media

The press is sometimes referred to as the "fourth estate," an important check on government power, but not an official branch of government. The relationship between the media and the Legislature is complex, but at its most simple, it comes to this: the press tells the public what the Legislature is doing.

Any Legislature, including the Youth Legislature, does more in one day than a normal person cares to hear. The press has to pick what is important and explain it. When a controversial idea comes to a vote in the Senate, the public wants to know not only about the idea, but who voted, how they voted, and why. The press also has the power to find less obvious stories and highlight them. A bill that is receiving little attention might change some people's lives greatly, and the media can reveal that. It can also make leaders seem more human by telling their stories, or holding them accountable by reporting their decisions and actions.

Often, the relationship is good for everyone. Legislators can tell their voters about laws that might affect them through the press, and the public can see how its elected leaders are representing them. The press is not an ally of the Legislature, however, and the Legislature is no good friend of the press. Like referees and players, reporters and politicians have clearly defined roles and don't cross certain lines.

The news media must honestly report news, and should not become a proponent or opponent of an idea or bill. Even when the act is universally shunned, the media must be fair. Everyone agrees bribing elected officials is wrong for instance, but news accounts should seek to tell the known facts about a politician accused of accepting bribes, not prosecute the politician on the front page.

The press also should report information lawmakers or the government want to keep secret if there is an important reason to doing so. For instance, the New York Times and the Washington Post both published stories about a secret report explaining how the United States escalated the Vietnam War without telling the public, even though President Richard Nixon argued publishing the report would threaten national security.

The way the public views the Legislature is shaped quite a bit by the press, so the bottom line is journalists must always be careful to get the story right, and get the right stories.

--Adam Wilson
The Olympian
Youth Legislature
Program Alumni



WASHINGTON STATE YOUTH & GOVERNMENT

Welcome to the Washington YMCA Youth & Government Media. You will have a unique opportunity ahead of you throughout the Youth Legislature -- to observe the activities of the session and report your observations to more than 425 of your colleagues, to advisors and to audiences beyond the Youth & Government program. Along with your privileged vantage-point, you will have responsibilities to your readers:

- * to present accurate accounts of Youth & Government activities
- * to create high-quality stories that inform your readers
- * to provide information that readers want to know and need to know
- * to discern between "hard news" and "fluff" and clearly keep each category separate when reporting the news
- * to organize the sections of the news appropriately
- * to create daily editions in a timely, consistent manner

The media is a record of the Youth & Government program -- as reporters, editors and leaders of the media, you have been entrusted with keeping that record.

As you prepare your stories, keep the writing process in mind: *pre-write, write, edit, rewrite, publish/broadcast*. This process will be vital for producing good stories.

The materials that follow will assist you as you embark on your media experience.



Journalistic Ethics

(Modified from the Society of Professional Journalists' Code of Ethics)

PREAMBLE

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist's credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society's principles and standards of practice.

SEEK TRUTH AND REPORT IT

Journalists should be honest, fair and courageous in gathering, reporting and interpreting information. Journalists should:

- * Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- * Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- * Identify sources when feasible. The public is entitled to as much information as possible on a source's reliability.
- * Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- * Never plagiarize.
- * Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- * Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- * Support the open exchange of views, even views they find repugnant.
- * Give voice to the voiceless; official and unofficial sources of information can be equally valid.
- * Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- * Recognize a special obligation to ensure that the public's business is conducted in the open and that government records are open to inspection.



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MINIMIZE HARM

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect. Journalists should:

- * Show compassion to those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
- * Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- * Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
- * Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone's privacy.
- * Show good taste. Avoid pandering to lurid curiosity.

ACT INDEPENDENTLY

Journalists should be free of obligation to any interests other than the public's right to know. Journalists should:

- * Avoid conflict of interest, real or perceived.
- * Remain free of associations and activities that may compromise integrity or damage credibility.
- * Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- * Disclose unavoidable conflicts.
- * Be vigilant and courageous about holding those with power accountable.
- * Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- * Be wary of sources offering information for favors or money; avoid bidding for news.

BE ACCOUNTABLE

Journalists are accountable to their readers, listeners, viewers and each other. Journalists should:

- * Clarify and explain news coverage and invited dialogue with the public over journalistic conduct.
- * Encourage the public to voice grievances against the news media.
- * Admit mistakes and correct them promptly.
- * Expose unethical practices of journalists and the news media.
- * Abide by the same high standards to which they would hold others.



What Makes the Public Pay Attention?

There seem to be five principal elements which make the public pay attention. These forces work together and against each other to provide the excitement and satisfaction we find in interesting news.

Information. The audience hungers for *specific* information. The more concrete and detailed the information, the more it will interest the public who delight in facts, statistics and brief quotations. Precise descriptions which satisfy the public's curiosity and give the impression of authority and provide the public with information they can pass on to someone else. The media must satisfy the public's appetite for specifics but media should also be responsible and make sure the specifics are accurate and used in an appropriate context.

Significance. The audience wants to know the meaning of the information they receive and how it affects them. They are particularly interested when media reveal surprising connections between pieces of information. These connections make the biggest impact when the public recognizes the significance of a connection they felt but had not articulated themselves.

People. Audiences want to see people, hear them talk, watch them in dramatic action and reaction with other people. They like to see anecdotes, the little scenes in which people reveal both themselves and the subject. Audiences want to meet people with whom they can identify and often they become, for a few moments, the person on the news and so extend their experiences by living another life. Audiences also enjoy a strong sense of place and time; they like to see the people they hear about in their world -- to be shown as well as told.

Order. Audiences enjoy writing which has a firmly built structure and provides them with a sense of order. Reading is satisfying because, as Frost said of poetry, it provides "a momentary stay against confusion." Writing gives shape to experience. Readers want writing to have resolution, a sense of completion. Above all, an audience's questions must be anticipated and answered in a well-made piece of writing.

Voice. People respond to the voice of media, one individual speaking to another individual. Audiences pay attention to a voice which has authority, concern and energy.

Taken from English Journal, May 1979.



The Qualities of Good Writing

**This piece is similar to the previous one but with a few changes and so is worth reading for the conciseness of the points it makes.

Meaning. There must be content in an effective piece of news. It must add up to something. This is the most important element in good newscasting, but although it must be listed first it is often discovered last through the process of providing news.

Authority. Good news is filled with specific, honest information. The audience is persuaded through authoritative information that the journalist knows the subject.

Voice. Good news is marked by an individual voice. The media persons voice may be the most significant element in distinguishing memorable news from good news.

Development. The journalist satisfies the audiences hunger for information. The beginning journalist almost always overestimates the audiences hunger for language and underestimates the audiences hunger for information.

Design. A good piece of news is elegant in the mathematical sense. It has form, structure, order, focus and coherence. It gives the audience a sense of completeness.

Clarity. Creating good news is marked by a simplicity which is appropriate to the subject. The media person has searched for and found the right word, the effective verb, the clarifying phrase. The journalist has removed himself/herself so that the intended receiver of the news sees through the journalist's style to the subject, which is clarified and simplified.



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Process of Gathering News

* **Who is the audience?** Determine the audience, which will in turn determine the subject of the story, what points it covers, and how it is written.

* **Who will be your sources?** Information has to come from people or documents, not "what everyone knows" or what you think. Who will be the best source of information for the subject of the story? Who will be most knowledgeable and credible? What documents are available to back up what the sources say?

* **Ask yourself "Why is this person lying to me?"** While no one may deliberately lie to you, they may be telling you only part of the truth, or the truth from their perspective because they have a particular idea that they want to get across or an agenda that they want to put forward.

* **What is the purpose of the story?** Is it to inform the readers, challenge the sources, give a preview, review the course of events? This will determine how it is written and how the information is used.

* **There is no such thing as news.** Long before the newspaper hits the street, or your story hits the 6:00 news, people will already know the facts. What will your story add to the discussion? Will it be an analysis piece? Will it put the subject in an historical context? Will it provide commentary from the people affected by the subject?



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What to Write or Broadcast About?

One of the most significant challenges to the student journalist is deciding what to write or report about. Below are several topics covered in previous Youth & Government media stories. Some stories have appeared consistently over the years, while others were good ideas that only made it once. This list is not even close to exhaustive -- don't let this limit your creativity.

- *Governor's Ball
- * Delegation Meetings
- *Leadership Training
- *Downtown Olympia and the surrounding area
- *Op/Ed pieces on specific bills or court cases (either pro or con)
- *Hotel and Capitol staff profile
- *News features from "the real world"
- *Officer/Appointed Official profile
- *Delegation profile
- *Restaurant Reviews
- *Movie Reviews
- *Music Reviews
- *Book Reviews
- *Committees
- *Opening Session
- *Closing Session
- *Youth Governors Platforms/News Conferences
- *YMCA History
- *OpEd (must be cleared with student leaders and must appear consistently)
- *Session Recap and Officer Interviews
- *Student Representatives on Board of Directors Profile
- *Student Representative on Program Committee Profile
- *"Coming Up Tomorrow at Youth & Government"
- *National Affairs Conference Profile
- *Info for Youth & Government Rookies
- *Advisor Profile
- *Page Program
- *Lead Area Advisors Profiles
- *Youth & Government Traditions (red vines, practice sessions, bowling)
- *Options for Off-Site Evening Activities (Friday evening)
- *Resources Available to Delegates
- *Big Delegations vs. Small Delegations
- *Top 10 Lists/In and Out Lists
- *Status of Bills
- *Secretary of State and Attorney General Offices
- *General conference information that readers will want to know
- * Legislative, Lobbyist, Cabinet, Media and Page Program Proceeding



Steps to Interviewing

I. DECIDE ON PURPOSE

- * To report the facts
- * To feature

II. DEVELOP QUESTIONS

- * Ask questions, don't make statements
- * Keep questions simple but avoid yes/no
- * Remain neutral
- * Ask only one question at a time
- * If working on a pro/con piece, ask pro questions first
- * Develop questions that require some thought
- * Ask more than you think necessary
- * Ask questions in a logical order
 - fact to opinion
 - general to specific
 - easy to difficult

III. SCHEDULE AN APPOINTMENT

- * Identify yourself
- * Decide on appropriate place and time
- * Be prompt and polite

IV. THE INTERVIEW

- * Note reactions of person you are interviewing
- * Note surroundings (if interesting or important)
- * Notice direction of interview
 - keep on track or go where it takes you
- * Don't be nervous or uncomfortable
- * Take accurate notes
 - ask to make certain you understand
 - Cardinal Sin of reporting - misquoting people - quotes must be verbatim
 - Check numbers, names, titles & spellings

V. SIX WAYS TO ASK QUESTIONS

1. Compare/Contrast - ask for similarities or differences
2. Example/Illustration - ask for description
3. Criticism - ask about positive first, then be tactful
4. Discussion - ask for detailed explanation
5. Definition - ask for definition
6. Observation - ask for thoughts, feelings, beliefs



Question Starters

FACTS

name	locate
define	relate
memorize	know
repeat	match
record	state
list	write
recall	recognize

COMPREHENSION

discuss	identify
describe	infer
estimate	report
give examples	review
explain	summarize
restate	predict
express	draw

APPLICATION

translate	practice
interpret	illustrate
apply	operate
use	shop
employ	sketch
dramatize	schedule
demonstrate	solve
	show

ANALYSIS

classify	contrast
distinguish	diagram
sort	inspect
categorize	debate
differentiate	inventory
calculate	question
experiment	relate
compare	examine
test	criticize
solve	

SYNTHESIS

compose	construct
plan	collect
propose	set up
create	develop
design	organize
formulate	manage
arrange	produce
assemble	revise
prepare	originate

EVALUATION

appraise	score
evaluate	select
rate	assess
value	estimate
measure	justify
revise	discuss
decide	debate
choose	recommend



Steps to Creating a Story

I. DECIDE WHAT KIND OF STORY IT IS!

II. PLAN IT

- * Decide main points
- * Decide on organization
 - inverted pyramid
 - lead plus relevant facts
 - chronological
 - narrative
 - other??
- * What is the point of the story?
- * What is the central idea?
- * What is the appropriate focus for emphasis?

III. CREATE A LEAD

- * Lead - first paragraph of a story
- * Must attract peoples attention
- * Quick round-up of major facts of a story -- as short as possible

IV. SIX TYPES OF LEADS AND THEIR USES

1. **Summary of "5 W's"**
 - Who, what, where, when, why
 - Don't forget "how" - important for any analysis
 - list most important facts
 - *use when creating news*
2. **Quotation**
 - interesting, attention-grabber
 - *use when creating feature news*
3. **Punch or astonisher**
 - shocking statement or fact
 - *use when reporting tragedies or disasters*
4. **Contrast**
 - link two seemingly separate events or ideas
 - *use in pure analysis - seldom used*



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5. **Question**
 - ask question that makes audience want to find answer
 - *use in feature news creation*
6. **Descriptive or Narrative**
 - describe background of an event
 - *use in feature news creation*

V. KEEP THESE POINTS IN MIND WHEN CREATING YOUR LEAD

- * Make it concise
- * Use simple sentences
- * Use strong verbs
- * Don't begin with "When" or "Where"
- * Don use cliches
- * BE CREATIVE - TRY TO DO SOMETHING THAT HAS NOT BEEN DONE BEFORE!!

VI. TYPES OF STORIES

- * News Stories - fact-based stories
- * Human Interest Stories/Features - created in the style of short fiction
- * Editorials - statement that gives personal views or tries to persuade audience

VII. FIVE TYPES OF FEATURE STORIES

1. Human Interest - people and their troubles or successes
2. Personality - semi-biographical
3. Historical - past related to present
4. Explanatory - explain how/why something has happened
4. Analytical - dissect a problem



An Approach to Style

1. Place yourself in the background.
2. Work from a suitable design.
3. Create with nouns and verbs.
4. Revise and rewrite.
5. Do not overwrite.
6. Do not overstate.
7. Avoid the use of qualifiers.
8. Do not affect a breezy manner.
9. Be creative.
10. Do not explain too much.
11. Have fun creating your story.
12. Make sure the audience knows who is "speaking".
13. Avoid fancy words.
14. Do not use dialect unless your ear is good.
15. Be clear.
16. Do not inject opinion (unless the piece is an editorial or OpEd).
17. Use figures of speech sparingly.
18. Do not take shortcuts at the cost of clarity.
19. Avoid foreign languages.
20. Prefer the standard to the offbeat.

Modified from The Elements of Style by William Strunk and E.B. White



How to Avoid a Sighing Editor

I. AVOID USING UNNECESSARY WORDS

- * in excess of = **more than** * for the purpose of = **for**
- * in order to = **to** * in addition to = **also**
- * during the time that = **while** * in the vicinity of = **near**
- * in the near future = **soon**

II. AVOID VAGUE AND INDEFINITE REFERENCES

- * It was decided that (who decided?)
- * It is hoped that (who is hoping?)
- * It is interesting to note (to whom is it interesting?)

III. AVOID REDUNDANCIES

- * is presently or currently - now
- * invited guests - uninvited people are not guests
- * basic fundamentals - fundamentals are basic
- * future plans - are plans ever made in the past?
- * yellow in color - yellow is a color
- * large in size - large always refers to size
- * true facts - if a statement is not true, it is not a fact

IV. AVOID WORDY NEGATIVES

- * **INCORRECT:** The program is not unlike the one they gave last month
- * **CORRECT:** The program was similar to the one they gave last month

V. AVOID CLICHES

VI. AVOID EMPTY WORDS

- * Nice * Many
- * Somewhat * Very
- * Little * A lot

VII. AVOID JUDGMENT OF ADJECTIVES

- * It was a delightful performance. (your opinion - others may not agree)
- * This will be an important meeting. (you think it is - will others?)

VIII. AVOID "-ING" WORDS

- * The orchestra will be playing for the dance -- The orchestra will play . . .
- * Hearing the news, Sue rushed to tell her mother -- Sue heard the news and . . .

IX. AVOID INACCURACIES & EXAGGERATION

- * His resignation was the result of ill health.
(Death could be a result of ill health but could a resignation?)
- * The president appointed a committee that, hopefully, will raise the money.
(Who hopes - the president, the committee or someone else?)

X. AVOID PASSIVE VOICE

- * The program was planned by the students. -- The students planned . . .
- * The refreshments were enjoyed by the students. -- The students enjoyed . . .



Checklist for Stories

1. Pre-write -- brainstorm and plan the story.
2. Obtain Editorial Approval.
3. Develop ideas and identify angles, actors, issues and importance.
4. Write down questions you need to have answered.
5. Identify contacts and make appointments for interviews.
6. Research -- read, interview, observe, etc.
(including documentation and notes, especially for quotes)
7. Plan the story -- write an outline and then write the story.
8. Reread the story -- have a friend or colleague read, as well.
9. Revise the story -- take a fresh look at your product. Is it the best it can be?
10. Re-write the story -- make drastic changes now (this is the hardest part).
11. Type up the story.
12. Print and proofread -- include style and format in proofreading.
Have a friend or colleague proofread, as well.
13. Make corrections and get ready to report it!

OTHER ISSUES TO CONSIDER WHEN PROOFREADING THE STORY

* **Lead** -- is it short, to the point, and include the relevant information about the story?

* **Is there a nut graph** -- have I written a specific paragraph in the story that explains the basic theme of the story, summarizing all the relevant issues?

* **Sources** -- is the information from verified sources? Did I put all the facts "into someone's mouth?"

* **Accuracy** -- have the facts been checked? Did I check the numbers I used, and spellings of names and unfamiliar titles or words? Are the quotes accurate?

* **Completeness** -- have I answered all the questions that a reader may have about this subject, or the people about whom I have written?

* **Clarity** -- have I explained complex issues? Is there any confusion about timelines or definitions that have been eliminated?



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YMCA Youth & Government Lobbyist Guide



What is Lobbying?

Lobbying is simply the practice of attempting to influence the decisions of government. Lobbying employs a variety of methods, including but not confined to oral and written communications with public officials. The word “lobby” has been around for some time, having first appeared in the English language in the middle of the sixteenth century. The word then referred to the halls and corridors of the House of Commons where those who were not in government made their case to those who were.

The people who lobby are known as “lobbyists”. They are regulated by government at the federal and state levels and are thus required to register. Lobbyists today represent every conceivable interest and are active at every level of government. Their primary arenas for their efforts are the U.S. Congress and the state legislatures, where they work to promote and defend clients and causes. They are integral to lawmaking. A legislative process without lobbyists, according to journalist Robert Dvorchak, “is like having a road map with only interstate highways. They (lobbyists) are the access ramps, back roads, shortcuts, cutoffs and detours.” As evidence of their involvement and their influence, lobbyists in many places are known as the “third house” of the legislature. Along with the senate and the house of representative, the lobby also has a role to play in the process by which a bill becomes (or fails to become) a law.

--The Third House, Lobbyists and Lobbying in the States (Second Edition),
Alan Rosenthal

Two Types of Lobbying

Grassroots lobbying

Appealing to the general public to contact the legislature about an issue.

Direct lobbying

Contacting government officials or employees directly to influence legislation.



The Difference between *Advocacy* and *Lobbying*

Although most people use the words interchangeably, there is a distinction between advocacy and lobbying that is helpful to understand. When nonprofit organizations such as the PTA advocate on their own behalf, they seek to affect some aspect of society, whether they appeal to individuals about their behavior, employers about their rules, or the government about its laws. Lobbying refers specifically to advocacy efforts that attempt to influence legislation.

What it Takes

The follow are skills that effective lobbyists possess:

1. Knowledge of the legislative and rule-making process.
2. Knowledge of the interest(s) they represent.
3. A reputation for credibility. Credibility involves providing accurate information.
4. Strong communication skills (both speaking and listening).
5. A good memory for names and faces – relationships are key.

What and Who Influence Legislators

Legislators are influenced by the following:

1. **Personal convictions** -- these convictions are a result of personal contacts, education, background, family, close friends, and campaign helpers.
2. **Constituency** -- Legislators' perceptions of what their voters need, want to believe.
3. **Interest Group Lobbyists** -- people paid to provide information and influence decisions.
4. **Legislative Peer Group** -- fellow elected members.
5. **Political Party** -- especially where the party was instrumental in getting the legislator elected.
6. **Legislative staff** -- people hired to help legislators, both the legislator's staff and general legislative staff.



Targeting Legislators

Lobbying legislators is about persuading them to do what you want. There are five main categories of legislators to think about, each requiring its own special strategy:

1. Champions

All issues need a group of lawmakers dedicated to being tireless, committed advocates for your cause. What they can do for you is make the case to their colleagues, help develop a strong "inside" strategy, and be visible public spokespeople. What they need is good information, and visible support outside the Capitol.

2. Allies

Another group of legislators will be on your side but can be pushed to do more -- to speak up in party caucuses or on the floor.

3. Fence Sitters

Some legislators will be uncommitted on the issues, potentially able to vote either way. These are your key targets and lobbying strategy is about putting together the right mix on "inside" persuasion and "outside" pressure to sway them your way.

4. Mellow Opponents

Another group of legislators will be clear votes against you, but who are not inclined to be active on the issue. With this group what's key is to keep them from becoming more active, lobbying them enough to give them pause but not to make them angry.

5. Hard Core Opponents

Finally, there are those lawmakers who are leading your opposition. What is important here is to isolate them, to highlight the extremes of their positions, rhetoric and alliances and to give other lawmakers pause about joining with them.



Lobbying Ethics

By Judy Nadler and Miriam Schulman

These materials were prepared for the Markkula Center for Applied Ethics program in Government Ethics by Senior Fellow Judy Nadler and Communications Director Miriam Schulman. The Center provides training in local government ethics for public officials. For more information, contact Judy Nadler.

What does lobbying have to do with ethics?

Periodic scandals make many Americans skeptical about the role of lobbying in a democracy, but the right to try to influence legislation is protected under the First Amendment to the U.S. Constitution: Congress shall make no law abridging the right of the people "to petition the government for a redress of grievances." This protection assumes that people should be involved in the decisions that affect them and that advocacy for a variety of causes is a crucial part of good decision making.

What ethical dilemmas does lobbying present?

Since the ethical foundation of lobbying is the vigorous public debate necessary for informed decision making, ethical dilemmas related to lobbying tend to arise when various behaviors by lobbyists and lawmakers undermine the fairness and transparency of that process and do not contribute to the common good.

Fairness

The most obviously unethical (and illegal) practice associated with lobbying is paying a policy maker to vote in a favorable way or rewarding him or her after a vote with valuable considerations. If this practice were allowed, people and organizations with money would always win the day. But even with outright gifts to lawmakers outlawed, there are subtler ways to "buy" undue influence. As we write, Congress is debating lobby reform that would disallow lobbyists paying for congressional travel and lavish meals. Local officials are faced with similar temptations—tickets to games or concerts, dinners in expensive restaurants, etc.

Fairness questions also arise when some lobbyists have easier access to lawmakers than others. Frequently discussed is the problem of revolving door lobbyists—those people who once served as public officials who then go into the private sector and



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work to influence their former colleagues. In addition to relationships with lawmakers, they may, for example, still have access codes to offices, use lawmakers' exercise facilities, or otherwise have easier entrée to the corridors of power.

Other kinds of relationships besides collegiality may undermine fairness. Especially on the local level, policy makers are often lobbied by people they know socially. It is incumbent upon public officials to avoid influence that might arise out of their friendships.

Transparency

One way to improve the fairness of the lobbying process is to make sure that possible sources of influence are visible to the public. This goal is behind various state and federal requirements that lobbyists register and file reports on the issues they have discussed with lawmakers. Various proposals have been offered to strengthen these transparency provisions, increasing the frequency of reporting and the number and variety of organizations that qualify as lobbyists. On the local level, some groups are calling for access to lawmakers' appointment books so that the public can see who they met with and what they discussed.

At the federal level, transparency has come up in reference to "earmarks." These are provisions benefiting particular industries or organizations that lawmakers insert into appropriations bills, often at the behest of lobbyists who have made significant campaign contributions. These earmarks are usually added at the last minute so that other members of congress do not have sufficient time to study them. Some reformers have advocated increasing transparency by requiring that earmarks—and the names of their sponsors—be published online at least 24 hours before a bill comes to a vote.

Common Good

Lobbyists are advocates. That means they represent a particular side of an issue. According to the Thomson Gale Legal Encyclopedia,

The role lobbyists play in the legislative arena can be compared to that of lawyers in the judicial arena. Just as lawyers provide the trier of fact (judge or jury) with points of view on the legal issues pertaining to a case, so do lobbyists provide local, state, and federal policymakers with points of view on public policy issues.

But what is the lobbyist's obligation to be fair to the other side? In the advocacy model, lobbyists may do anything on behalf of their clients as long as it is not outright immoral or illegal. Jesuit political scientist Thomas Reese, S.J., himself a



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former lobbyist, argues that this model does not always translate well in the public sphere. In a courtroom, two equally powerful attorneys go before an impartial judge. In the halls of Congress or the State Assembly or City Hall, the lobbyist often represents powerful interests, while the people have no representative. An ethical approach to lobbying must ensure that someone stands up for the common good. Lawmakers have an obligation to solicit the views of those who are not represented by powerful lobbying groups.



Lobbying in the YMCA Youth Legislature Responsibilities of a Lobbyist

In Your Own Delegation

Start by deciding what issues are interesting to you. Once you have some ideas:

- Chose a committee assignment and become familiar with issues within that committee.
- Choose one topic to write a position paper on.
- Become knowledgeable about both pro and con sides of the issue(s).
- Gain support of legislators in your delegation (help write a bill that represents your interests/ viewpoints).
- Find out what other bills are being written by your delegation -- decide whether you support or oppose the legislation.
- Prepare testimony that will aid in the successful consideration of the bill(s) you are working on.
- Present testimony to your delegation.

At District Events

Now is the time to begin lobbying outside your delegation for support on your issues:

- Prepare brief information sheets, flyers (handbills).
- Present your testimony to district committees.
- Lobby legislators individually to gain support for your issues.
- Testify during the legislative assembly in support or opposition of proposed legislation.
- Begin building coalitions with other lobbyists from your district. Start working together on the issues that you agree on.

In Olympia at the YMCA Youth Legislature

By the time you arrive in Olympia you will have had lots of practice defending your position on various issues. Early in the session you will meet the other lobbyists and determining your strategies:



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- Discuss individual interests with lobbyists and advisors, split into groups of similar interest.
- Work on brief information sheets, handbills, written testimony to be handed out to legislators.
- Present testimony to committees/Youth Legislature.
- Figure out how to get votes you need to make amendments, pass or kill legislation.

Prepare Yourself!

Getting Started:

Lobbyists put pressure on youth legislators to write appropriate legislation, legislation that represents constituent needs. Activities to discover needs:

- Do informational interviews with government teachers, students, city council members, mayor, community leaders, local activists.
- Clip news articles relating to community needs concerns.
- Attend city or county council meetings -- listen to testimony.
- Attend a public hearing on a local issue.
- Attend meetings of special interest groups -- e.g. Audubon Society, MADD, Greenpeace, gun clubs.
- Interview local media (newspaper, radio, TV) to find out what they feel are pressing issues.

Research and Preparation:

Now you may be able to decide an issue you want to support or oppose. Here are some suggestions to help develop your case:

- Prepare a draft position paper on your issue.
- Have a mock public hearing on your issue.
- Interview related interest groups (both pro and con) to strengthen your case.
- Meet with lobbyists and legislators in your delegation and district to promote your issue(s), discover their interests.
- Investigate an issue before city/county council and follow it through the process.
- Make sure you're familiar with the legislative process.



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- Find out the places a bill can
 - pass
 - fail
 - be amended
 - be acted on by the Governor
- Interview a lobbyist for the Washington State Legislature.
- Research current newspapers, magazine articles, go to the library.
- Find out if other states have similar legislation (advisor or attorney can help).
- After committee sessions, talk to members who voted against your position to find out why. Use this information to create stronger arguments in the future.

Gathering Support:

Successful lobbyists gather lots of support to promote their issues. Try these suggestions:

- Send a letter to each delegation to request support of those interested in your issues(s).
- Start a letter-writing campaign to district and statewide Youth Legislature officials.
- Work with delegation reporters to submit news articles on your issue(s) for the first issue of Capitol Capers.
- Prepare written testimony which includes relevant quotations from news articles.
- Find out who serves on committees to which your bills have been assigned. Lobby these legislators individually.

MAKE SURE YOU HAVE THE VOTES YOU NEED BEFORE YOUR BILL COMES UP IN COMMITTEE OR ON THE FLOOR!



Position Papers

Position papers are demanding assignments that require you to take a stand on an issue or idea presented in a text. Although your opinion is important and forms the basis for your argument, it should not dominate the assignment. Position papers rely on critical evaluation that goes beyond a mere surface reading or a passionate personal reaction. Remember, if there's no other side to your argument ...you don't have one.

The central goal of writing a position paper is not only to state and defend your position on the issue, but also to show how your stance relates to other positions. As you write the Position Paper, you will continue to practice skills such as articulating a thesis statement that contains an overall claim, developing an argument with reasons and evidence, and using transitions and reader cues for coherence

Think in Debate Mode

You have to choose a side and argue in favor of your point of view. A position paper should not restate the obvious facts about the text or topic; a strong position paper shows the author's ability to pick a side or take a stand. Whether you choose to write about a theme throughout a particular work, a specific scene that captures the essence of an entire text, or one side of an issue, remember to write definitively about your position.

- **Ineffective:** Legislators continue to debate the extent to which government should be involved in the lives of individual citizens.
- **Effective:** A responsible government must respect the rights of individuals and agree not to interfere with citizens' abilities to make sensible decisions for themselves.

The second point can easily be debated while the first states a well-known fact that is not open to individual interpretation.

Consider the Opposing Side

What would somebody say to challenge your stance? You must consider the other viewpoint and dismantle it in your paper, using enough details to show that you understand both sides. Remember, though, that name calling has no place in position papers.

- **Ineffective:** People who think otherwise are idiots and therefore their opinions don't count.

Such personal attacks can backfire and make you appear to have no valid reasons for holding different views.



Include Evidence

Although you are expressing your personal opinion, it must be upheld by references to specific details — supporting facts, arguments, quotations — In order to have any validity. You must be able to prove that your position is valid based on a thorough knowledge of the topic, text, or argument. Outside research may be required; look for other sources based on opinion as well as sources providing factual background information.

Use Vivid Verbs, Concrete Nouns

In a position paper, avoid using the passive voice and words such as “maybe, perhaps, possibly, etc.” that weaken your argument. Phrases like “in my opinion” are also needless and sound apologetic instead of certain; if you’re writing the paper, it’s obviously your opinion.

- **Ineffective:** It is possible that people support the idea of abortion because women should have the right to decide what to do with their bodies.
- **Effective:** By threatening to pass antiabortion laws, the government violates an essential right for all mankind: the right to choose.

Things To Remember When Writing Your Position Paper

- Don’t be afraid to be argumentative...that’s the reason it’s called a “position” paper.
- Look at all sides of the issue and base your position on a thorough examination of all the relevant evidence.
- Convince the reader that you have critically read the text or analyzed the issue.
- Express your thoughts clearly and concisely.



Steps to Writing a Position Paper

A. Identifying issue

- a. Read articles, newspapers, magazines and talk to people in your community and delegation.
- b. What are the opposing ideas about the issue?
- c. What support exists for the conflicting sides?
- d. What does it mean to you?

B. Develop your position

- a. Given the information you have what position would you like to take on the issue.
- b. Consider all of the arguments and think about the key points that you would like to highlight.
- c. Take 15-30 to write down everything that comes to mind about the issue. What connections do you see? What do these connections mean to you? This is called "Free Writing".
- d. Take a break and come back to your writing. What have you focused on? What points have you brought up?

C. Writing the Draft

- a. Organize a working outline.
- b. Include an introductory paragraph that gives reader background on the problem or issue.
- c. State your thesis. Let your readers know how you will develop the paper and the form it will take form it will take.
- d. Present needed background information

D. Now you're ready for a "final draft". Remember that nothing is ever really final so don't be afraid to add things and rearrange your paper until it is due.



Outline

Below is a generic sample outline for a position paper:

- I. Introduction**
 - A. Introduce the topic
 - B. Provide background on the topic
 - C. Assert the thesis (your view of the issue)

- II. Counter Argument**
 - A. Summarize the counterclaims
 - B. Provide supporting information for counterclaims
 - C. Refute the counterclaims
 - D. Give evidence for argument

- III. Your Argument**
 - A. Assert point #1 of your claims
 1. Give your opinion
 2. Provide support
 - B. Assert point #2 of your claims
 1. Give your opinion
 2. Provide support
 - C. Assert point #3 of your claims
 1. Give your opinion
 2. Provide support

- IV. Conclusion**
 - A. Restate your argument
 - B. Provide a plan of action

Courtesy of UHWO Writing Center



Lobbyist Position Paper Guidelines & Format

1. Papers should be no more than 2 pages.
 2. Papers should relate to an issue that deals with one of the committees in Youth Legislature.
 3. While position papers are, by definition, an argument for one side, you must be respectful of all opinions and ideas in your writing.
 4. Papers should include:
 - a. The author's name and delegation
 - b. The committee assignment that the author would like
 - c. The title of the position paper
 - d. Cited sources (See APA guidelines at <http://www.psychwww.com/resource/APA%20Research%20Style%20Crib%20Sheet.htm>)
-



Sample Position Paper

Name:

Delegation:

Title: The issue of rehabilitation for prisoners with drug addictions

Many of the prisoners who sit in jail each year were convicted of a drug related crime. A large portion of these are addicted to drugs themselves and face a hard battle against their addiction. Releasing these people after they have served their time without proper rehabilitation will usually cause them to continue drug usage, and they may end up in jail again. With effective rehab treatment in prison, these offenders could be able to get rid of their addiction. These people should be treated for their addiction with comprehensive rehab programs in prison.

Although rehab is costly, it is definitely worthwhile. Rehab is definitely not cheap, and prisons already cost astronomical amounts of money. It costs an average of \$22,650 a year per person to operate a prison. Now, although rehab is costly it will help prisoners lose drug addictions. This will keep them from going to prison again for drug use and will save the prisons money in the long run. By treating prisoners effectively, the prison system will not only have to house less prisoners, but they will also be helping people become better citizens rather than just holding them away from society.

Another point is that investing in prison treatments help promotes people to become productive members of society. Drug usage is a leading cause of crime, as many addicts are forced to result to crime to buy the drugs they are addicted on. By effectively treating prisoners, this will reduce crime and thus further reduce the costs to society.

Some people may argue that the low rehab success rates would make it more effort than it is worth. Realistically, most rehab programs are inadequate and thus they have low success rates. With a comprehensive rehab program, these offenders would not only save money by spending less time in jail but they would save money by being less likely to commit crimes.

Lastly, if we hope to help eliminate drug issues, we need to start in prisons. By assisting the addicts, we can help prevent the spread of drug usage. Drug usage is currently one of our nations most critical issues and we need to attack it head on. Some people argue that this will not make an appreciable impact. However, if we can eliminate drug usage then the spread of it will decrease, thus decreasing the overall problem.

In conclusion, rehab in prisons needs to be added for people with drug addictions. We should require all inmates found to have an addiction to participate in rehab to slow drug addiction and help promote better citizens. With this plan, we can make a more drug free world.



Sample Hand Bill

