



UEN ADVOCACY HANDBOOK

YOUR GUIDE TO ADVOCATING FOR URBAN SCHOOLS IN IOWA

(2023 Legislative Session)

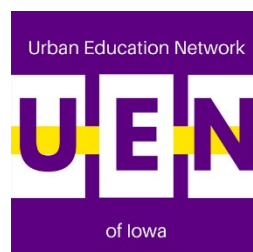


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ABOUT THIS HANDBOOK

This Handbook is designed to provide information to help you advocate on behalf of urban schools in Iowa, both at the Capitol during the legislative session and in local district throughout the year. Many think the advocacy process should be left to professional lobbyists, but no one is more effective at influencing legislation that helps schools than local leaders sharing their practical, real-life stories, experiences and solutions.

ABOUT UEN

Urban Education Network of Iowa (UEN) began in 1985 when superintendents of the seven largest school districts in Iowa gathered to discuss forming a coalition to address school finance and other issues of legislative concern. The organization incorporated in 1993 as a nonprofit organization and has since grown to include twenty-three of Iowa's largest districts.

Common Characteristics of Urban School Districts:

- Population density
- Cultural, social and economic diversity
- Broad ethnic representation
- Extensive transportation systems
- Two or more comprehensive high schools and/or 10,000 or more students
- 4,000 or more students or districts with 3,000 students combined with 40% or more of the student population identified as free/reduced-price lunch eligible students and other metrics of diversity for associate membership

Purpose Statement:

The UEN keeps the state's lawmakers, the media, and the public informed about the progress and problems in our state's largest and most diverse schools. The organization does this through advocacy, legislation, communications and research.

The UEN also helps to build capacity in urban education by facilitating connections between member districts to improve student academic performance and narrow achievement gaps, improve professional development; and strengthen leadership, governance, and management.

In addition, joint efforts with other state organizations and policymakers extend the UEN's influence and effectiveness outside member school districts to the broader community that will ultimately benefit from the contributions of today's urban students. All members of the UEN help determine program priorities. For guidance, the members rely upon data retrieved from local, state, regional and national sources. In addition, specific issues arise addressing contemporary events, legislative concerns and current trends. The priorities of the UEN continually evolve, reflecting the changing needs of urban students, families and communities.

CONTACT US

UEN LEGISLATIVE ANALYST

Your Legislative Analyst at the Statehouse represents the interests of UEN members throughout the legislative process and with rulemaking and executive branch actions throughout the year. We can help you prepare talking points and accompanying data specific to your district and edit letters to legislators or to your local paper. We're glad to help you answer questions from legislators and provide resources for your board to better prepare them for advocacy. You can help us by keeping us informed of contacts and relationships you and your team members have with legislators.



Margaret Buckton, Executive Director & Legislative Analyst

margaret.buckton@uen-ia.org

Office: (515) 251-5970 Ext. 1

Cell: (515) 201-3755

UEN STEERING COMMITTEE

The UEN Steering Committee meets in the capacity of the organization's board of directors, and is composed of eight representatives from the original UEN charter member districts, made up of four superintendents and four school board members. Steering Committee members serve a four-year term on a rotating schedule. Additionally, a superintendent or board member of each additional member district is also invited to attend meetings and each UEN member district has a vote.

UEN LEGISLATIVE WORKGROUP

An ad hoc Legislative Workgroup consisting of representatives from both charter and associate UEN member districts come together to draft UEN's legislative priority language for discussion and approval by the Steering Committee.

UEN OFFICE

Iowa School Finance Information Services (ISFIS) provides Association Management for UEN.

Address: Urban Education Network of Iowa, c/o ISFIS, 1201 63rd Street, Des Moines, IA 50311

Phone: (515) 251-5970

Web: www.uen-ia.org

Email: info@uen-ia.org

ABOUT UEN MEMBERS

A FEW FACTS

Nine of Iowa's largest districts in urban communities with two or more high schools, along with 14 other large school districts, make up the UEN membership. Below are some facts about UEN member districts based on the 2021-22 school year:

- Include over 500 of Iowa's PK-12 school attendance centers, specifically:
 - 41 High Schools
 - 56 Middle/Jr. High Schools
 - 239 Elementary Schools
 - 141 Preschools
 - More than 9 Academies, STEAM, STEM, Fine Arts, Alternative or Special Education Schools
 - More than 10 Online Learning Academies
- Enroll 42% of Iowa's 515,887 PK-12 students
- Educate 67% of Iowa's PK-12 minority students, including 82% of Iowa's African American students and 59% of Iowa's Hispanic Students
- Enroll 70% of Iowa's limited English speaking students
- Serve 52% of Iowa's K-12 low-income students (and UEN Free and Reduced Lunch eligible students is 47% of total enrollment served, compared to the statewide average of 38%)
- Provide Special Education Services to 45% of Iowa students with Individualized Education Plans (IEPs)
- Employ over 37% of Iowa's PK-12 certified staff
- Employ over 28% of Iowa's school principals
- Transport students on 8.2 million route miles each year
- Average daily student attendance rate of 93% (in FY 2020)
- Graduates over 91% of the students in the 5-year graduation cohort (if UEN were a state, it would be top 20 in the USA)
- Contract with many other school districts to deliver education classes to students (i.e., special education, talented and gifted, career and technical education, on-line learning, etc.)
- Address the challenge of changing demographics on a daily basis
- Identify and address major educational challenges such as student achievement, teacher and administrator leadership, dropout prevention, career and technical as well as science, technology, engineering and math (STEM) programs, fine arts, facilities, finance, technology, early literacy and early childhood

UEN PRIORITIES FOR 2023 LEGISLATIVE SESSION

INVEST IN IOWA'S FUTURE

Fund Iowa's public schools at a level sufficient to deliver the quality education all Iowa students deserve and need to be successful. Adequate funding provides program options, delivery options and individual student place-based choice within their neighborhood public school. The goals of public education are to close achievement gaps, provide career exploration and work-based learning experiences, fine arts, and extra-curriculars to help students uncover their skills and passions. This quality education prepares all students for engaged citizenship, further postsecondary study and/or credentialed workforce participation.

Adequate funding positions public schools to respond to needs deepened by the pandemic, do better for our most at-risk students, provide supports and enhancements for special needs and gifted students, provide more individualized attention and build better relationships via smaller class sizes, provide a more diverse, multi-lingual workforce, and hire and competitively compensate the dedicated teaching and support staff who nurture and challenge today's students, tomorrow's leaders. Iowans expect top-notch public schools with many programming choices for students.

The funding level should demonstrate Iowa citizens' recognition that PK-12 Education drives family decisions for where to live, where to work and where to go to school in every community. Our high-quality public schools in Iowa provide our business community with a great recruitment and economic development tool.

Iowa's funding formula includes meaningful and significant categorical funds which support teachers, school improvement and students. Adequate and timely SSA, at least meeting the inflation rate, is needed to deliver and sustain world-class educational opportunities for students. Funding should be set predictably, timely, sustainably and equitably. Continued progress on inequity within the formula is important. Districts must have adequate funding to address growing inflation and teacher and other staff shortages in Iowa's competitive employment economy.

STUDENT OPPORTUNITY EQUITY (CLOSE THE GAP)

Many Iowa students start school behind their peers, some by several grade levels. Iowa's funding formula should include targeted funding based on the actual costs of closing achievement gaps for at-risk students living in poverty. Iowa's preschool program, initiated with strong support from the business community nearly a decade ago, should generate 1.0 weighting for full-day programming, including wrap-around services and child care for low-income or non-English speaking four-year-old students. Such funding delivers a proven return on investment for both student achievement and taxpayers, while also freeing up childcare slots for younger children and allowing parents to fully participate in full-time employment. Increased weighting to provide services for Iowa's English-language learners, low-income and at-risk students will close learning gaps while building a strong workforce.

EDUCATION SAVINGS ACCOUNTS (ESA) AND SCHOOL CHOICE

Iowa already has significant school choice. UEN opposes the creation or expansion of programs/plans that redirect or designate additional taxpayer funds for private school, homeschooling or other private services, regardless of whether those funds are provided indirectly through education savings accounts or directly through appropriations or tax credits. The priority of public schools demands adequate funding and support by the state. Investments in education savings accounts, voucher programs, school tuition organizations or homeschool remove resources from public schools in four ways:

1. Iowa's funding formula is enrollment based. Fewer students mean fewer resources for staff, programs and courses for the vast majority of students remaining in the public school. For urban schools, students remaining in the school after some exercise a private option tend to be in neighborhoods with greater needs, such as higher poverty, more non-English speakers and higher minority concentration. Providing incentives for private schools has the effect of re-segregating our urban centers. The students who attend a private school with the ESA take with them not just the state funding estimated at \$79 million by legislative staff, but also lower the public district's resources by other significant sources of enrollment-based funding.
2. Carving Iowa's education funding pie into more pieces necessarily means a smaller piece of pie for Iowa's public school students. Urban school leaders, looking ahead to the implementation of the 2022 historic tax cuts, anticipate the inability of the state to adequately fund public schools, let alone, take on the commitment to fund a second educational delivery system.
3. School choice programs typically start small, but quickly expand eligibility criteria (increased income eligibility, support for home school, or even eventual public support of private tuition for any student at any private school that will take them). Although most of Iowa's nonpublic schools today are religious, in the future, private online academies, the pressure for the state to support homeschooling and the profit motive to expand private schools without the corresponding costs of oversight and compliance will create additional budget pressures for our public schools and compete for teachers and other staff already in short supply.
4. Private for-profit schools may selectively enroll high-performing and low-cost students and are allowed to operate on an uneven playing field without fiduciary oversight or publicly elected representation.

UEN opposes all forms of education savings accounts/voucher programs/additional public funds appropriated for private or home school. Public funds should be used for public schools. Private funds should be used for private schools. Private school programs do not include accountability for expenditures, are not required to educate all children or provide special education services, and are hidden from the public oversight that should come with tax dollars. With unlimited open enrollment to any public school in Iowa, students and parents already have choices for which taxpayers have

transparent access and accountability. Since private and home schools in Iowa already cost the state over \$80 million annually, even small demonstration programs or pilot projects should be resisted.

TEACHER, ADMINISTRATOR, AND STAFF SHORTAGE

Adequate funding is essential for public schools to compete with the private sector in hiring new and retaining experienced employees. Recent steps to simplify licensure reciprocity with other states and eliminate IPERS barriers to rehiring retirees are welcome relief, but insufficient to eliminate staff shortages urban schools experience today. New policies should be implemented to help schools meet the challenge of attracting and retaining tomorrow's educators and recruiting teachers that mirror our diverse students. UEN supports flexibility in certification requirements such as a K-12 special education credential, minimizing barriers for educators with international experience to teach in our schools, additional teacher intern programs that include adequate pedagogy/on-the-job classroom exposure, and continued support for grow-your-own programs, para and teacher apprenticeships, tuition support and loan forgiveness programs. Iowa's Future Ready Workforce efforts should include an educator focus to replenish the talent pool and attract high school and college students to a career in education. UEN supported last year's discussion in the Iowa Senate to use the Management Fund for loan forgiveness and recruitment programs. Of critical importance is the dedication of state and local leaders to generate enthusiasm for teaching by speaking about and treating educators with the respect the profession deserves and keeping great Iowa teachers in classrooms in Iowa.

MENTAL HEALTH SERVICES

UEN leaders understand that mental health challenges must be addressed through a system that recognizes students and families with mental health needs are experiencing symptoms not only in school, but during the 17 hours a day and full days when they are not in school. Iowa needs an improved mental health system for children, including the structure and funding to eliminate the shortage of professionals. Schools should be partners to serve students and families, but educators are not trained providers of mental health care, nor do they have the capacity to meet the mental health needs of students. Students who have no outward indicators of mental illness suffer quietly, even leading to suicide. Well known risk factors many Iowans already recognize include but aren't limited to: students adjudicated or in residential placements, students with refugee trauma, and students experiencing adverse childhood experiences. Providing appropriate mental health services would position these students and their families for better academic, social and economic success. Iowa should engage in every opportunity to maximize school access to Medicaid claiming for health services for all students, not just students with individual education plans. Funds to provide case management and service coordination are required when Medicaid, special education or other categorical funds do not cover it. School districts require capacity and/or funding to provide:

- 1) transition support and services for students returning to school after a mental health placement,

2) ongoing teacher, administrator, and support staff training to improve awareness and understanding of child social-emotional, behavioral and mental health needs, 3) actionable classroom strategies to address student needs, and 4) integration of mental health promotion into instruction when appropriate.

DISTRICT AUTHORITY

Home Rule in Iowa Code 274.3 requires the executive branch and the courts to interpret Iowa Code impacting schools and school boards and develop administrative rules with deference to local control. UEN members strongly believe the legislature and Governor should focus efforts on flexibility rather than state-mandated one-size-fits-all action. UEN supports two specific areas of expanded flexibility: 1) flexibility to use school general fund to pay for expanded preschool slots, and 2) management fund flexibility to cover safety and security costs, including security personnel and cyber security measures (both of these most certainly qualify as risk management and litigation cost avoidance, which are current goals of the management fund).

CYBER SECURITY

Cyber criminals pose a malicious threat to the instructional delivery and operation of school districts. When school districts are the target of nefarious attacks, students, families and communities are most impacted. The Iowa Legislature and executive branch should coordinate efforts to support school districts' cyber security needs, to create a consortium that curates, vets and establishes professional services and supports from which school districts may elect to use or purchase for cybersecurity needs. To the maximum extent possible, the consortium should create options and preserve the local decision-making authority of school boards and districts in choosing services and supports needed for their community school. School districts should be able to expense cybersecurity systems, services, improvements, and training from the management fund, the state penny for school infrastructure (SAVE) fund and the physical plant and equipment levy, including the costs of cybersecurity staff.

LEGISLATIVE TIMELINE

IOWA'S LEGISLATIVE SESSION

Generally, is held from the second week of January through the end of April. The full Session Schedule can be found on the Iowa Legislative website at <https://www.legis.iowa.gov/committees/schedules>

- Session Begins – The first day of Iowa's Legislative Session is generally the second Monday of January each year
- Final Date for Bills out of their Chamber – Friday of the 8th week of Session
- First Funnel Week – 10th week of the Session
- Final Date for Bills out of the Opposite Chamber – Friday of the 12th week of Session
- Second Funnel Week – 13th week of the Session
- 110th Calendar Day of the Session – is when per diem expenses end and generally seen as the target for the end of the Session
- Each Session, legislators may change this timeline subject to agreement with the House and Senate

IOWA 90th GENERAL ASSEMBLY FOR 2023

	2023 Session	Representatives of UEN Districts
House of Representatives:		
• Republicans	64	41
• Democrats	36	33
• Independents	0	0
• Total	100	74

Senate:		
• Republicans	34	26
• Democrats	16	15
• Independents	0	0
• Total	50	41

NAVIGATING THE IOWA LEGISLATIVE WEBSITE

The Drake Law Library has a number of videos and tutorials on how best to navigate and use the resources on the Iowa Legislative website (<https://www.legis.iowa.gov/>). These tutorials can be found at: <https://libguides.law.drake.edu/IowaLeg/Tutorials>

VISITING THE IOWA STATEHOUSE

GENERAL INFORMATION

General information on visiting the Iowa Statehouse as an individual or part of a group, along with videos of the building and brochures with FAQs, can all be found on the Iowa Legislative website at: www.legis.iowa.gov/resources/tourCapitol.

MAPS

Public maps indicating the location of the legislative committee meeting rooms on each floor of the Iowa State Capitol can be found at: www.legis.iowa.gov/docs/resources/LegislativeCommitteeRoomMaps.

Capitol parking maps assist in locating accessible parking for persons with disabilities, visitor lots, overflow lots, motorcycle parking spots, employee parking, service/delivery vehicle parking, and temporary parking around the Iowa State Capitol, and can be found at: <https://das.iowa.gov/sites/default/files/general/pdf/CAPITOL%20COMPLEX%20PARKING.pdf>.

CONNECT WITH UEN

If you are in Des Moines during the legislative session and would like to connect, contact UEN's Legislative Analyst, Margaret Buckton, on her cell phone at (515) 201-3755, to learn about the activities at the Statehouse that day, get assistance connecting with your legislators or finding important committee meetings.

FINDING YOUR LOCAL LEGISLATORS

HOW TO FIND YOUR LOCAL LEGISLATORS

Search by School District:

If you don't know which legislators represent your school district, don't worry, you can look them up. Visit <https://www.legis.iowa.gov/legislators/find?district=>, then select your school district's name from the drop-down list. If you have a legislative information page on your school district's website, we recommend you consider posting this information which includes each legislator's contact information.

View Using an Interactive Map

You can also find your legislators using the Legislative Services Agency (LSA) interactive map. Visit <https://gis.legis.iowa.gov/FYL/index.html>, then type in your ZIP code, town, county or exact address.

Search By Committee Assignments

A list of legislative committees and committee members that closely influence education follow in the next few pages. The complete list of Legislative Committee assignments can be found on the Iowa Legislative website at <https://www.legis.iowa.gov/committees>

OFFICE OF THE GOVERNOR



Governor Kim Reynolds



Lt. Governor Adam Greg

Governor's Office

1007 East Grand Avenue, Des Moines, Iowa 50319





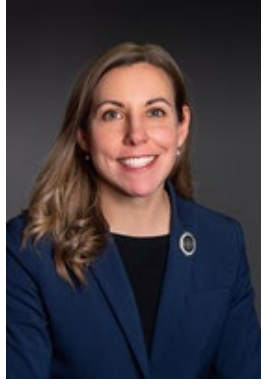
Phone: (515) 281-5211

Website: <https://governor.iowa.gov/>

LEADERSHIP

2023 LEADERS OF THE IOWA SENATE






Leaders of the Iowa Senate and House of Representatives, past and current, can be found on the Iowa Legislature website at: www.legis.iowa.gov/legislators/leadership.

				
Amy Sinclair President	Brad Zaun President Pro Tempore	Jack Whitver Majority Leader	Zach Wahls Democratic Leader	Sarah Trone Garriott Democratic Whip
Majority Whip:		Waylon Brown		
Assistant Majority Leader:		Chris Cournoyer		
Assistant Majority Leader:		Mike Klimesh		
Assistant Majority Leader:		Carrie Koelker		
Assistant Majority Leader:		Jeff Reichman		
Assistant Democratic Leader:		Nate Boulton		
Assistant Democratic Leader:		Eric Giddens		
Assistant Democratic Leader:		Pam Jochum		
Assistant Democratic Leader		Herman C. Quirmbach		

LEADERSHIP

2023 LEADERS OF THE IOWA HOUSE OF REPRESENTATIVES

Leaders of the Iowa Senate and House of Representatives, past and current, can be found on the Iowa Legislature website at: www.legis.iowa.gov/legislators/leadership.

				
Pat Grassley Speaker	John H. Wills Speaker Pro Tempore	Matt W. Windschitl Majority Leader	Jennifer Konfrst Minority Leader	Lindsay James Minority Whip

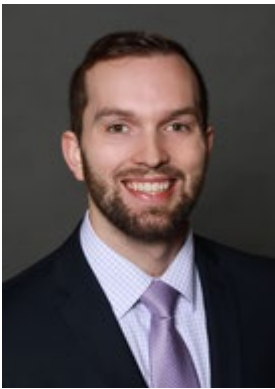
Majority Whip:	Henry Stone
Assistant Majority Leader:	Jon Dunwell
Assistant Majority Leader:	Craig P. Johnson
Assistant Majority Leader:	Brent Siegrist
Assistant Majority Leader:	David E. Young
Assistant Minority Leader:	Sue Cahill
Assistant Minority Leader:	Heather Matson
Assistant Minority Leader:	Amy Nielsen
Assistant Minority Leader:	Sharon Sue Steckman

HOUSE EDUCATION COMMITTEE

PURPOSE

This Committee considers all legislation related to Public and Private PK-12 education policy and laws impacting the Iowa Department of Education (DE), Board of Educational Examiners (BOEE), Department of Community Colleges, Regents Institutions, Area Education Agencies (AEA), special education, and early childhood. School funding bills may start in this Committee or in the Appropriations Committee.

2023 LEADERSHIP



Skyler Wheeler
(R, District [4](#)), Chair



Craig P. Johnson
(R, District [67](#)), Vice-Chair

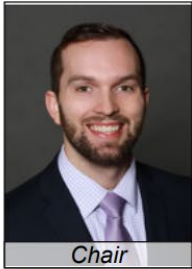


Sharon Sue Steckman
(D, District [59](#)), Ranking Member

2023 OTHER COMMITTEE MEMBERS

- [Brooke Boden](#) (R, District [21](#))
- [Dr. Steven P. Bradley](#) (R, District [66](#))
- [Molly Buck](#) (D, District [41](#))
- [Sue Cahill](#) (D, District [52](#))
- [Taylor R. Collins](#) (R, District [95](#))
- [Tracy Ehlert](#) (D, District [79](#))
- [Joel Fry](#) (R, District [24](#))
- [Dan Gehlbach](#) (R, District [46](#))
- [Bill Gustoff](#) (R, District [40](#))
- [Steven Holt](#) (R, District [12](#))
- [Heather Hora](#) (R, District [92](#))
- [Chad Ingels](#) (R, District [68](#))
- [Monica Kurth](#) (D, District [98](#))
- [Mary L. Madison](#) (D, District [31](#))
- [Heather Matson](#) (D, District [42](#))
- [Thomas Jay Moore](#) (R, District [18](#))
- [Anne Osmundson](#) (R, District [64](#))
- [Ray Sorensen](#) (R, District [23](#))
- [Art Staed](#) (D, District [80](#))
- [Henry Stone](#) (R, District [9](#))

2023 HOUSE EDUCATION COMMITTEE PHOTOS



Chair

Representative
Wheeler, Skyler



Vice Chair

Representative
Johnson, Craig P.



Ranking Member

Representative
Steckman, Sharon
Sue



Representative
Boden, Brooke



Representative
Bradley, Steven P.



Representative
Buck, Molly



Representative
Cahill, Sue



Representative
Collins, Taylor R.



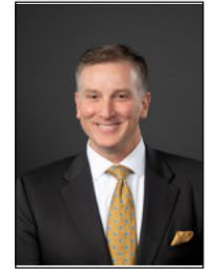
Representative
Ehlert, Tracy A.



Representative
Fry, Joel



Representative
Gehlbach, Dan



Representative
Gustoff, Bill



Representative
Holt, Steven



Representative
Hora, Heather



Representative
Ingels, Chad



Representative
Kurth, Monica



Representative
Madison, Mary Lee



Representative
Matson, Heather



Representative
Moore, Thomas Jay



Representative
Osmundson, Anne



Representative
Sorensen, Ray



Representative
Staed, Art



Representative
Stone, Henry

HOUSE EDUCATION REFORM COMMITTEE

PURPOSE

This Committee, new for the 2023 Session, was created to consider education reform issues including school choice proposals and, potentially, finance and formula reform proposals.

2023 LEADERSHIP



[Pat Grassley](#)
(R, District [57](#)), Chair



[Matt Windschitl](#)
(R, District [15](#)), Vice Chair



[Jennifer Konfrst](#)
(D, District [32](#)), Ranking Member

2023 OTHER COMMITTEE MEMBERS



[Sue Cahill](#) (D, District [52](#))



[John H. Wills](#) (R, District [10](#))

SENATE EDUCATION COMMITTEE

PURPOSE

This Committee considers all legislation related to Public and Private PK-12 education policy and laws impacting the Iowa Department of Education (DE), Board of Educational Examiners (BOEE), Department of Community Colleges, Regents Institutions, Area Education Agencies (AEA), special education, and early childhood. School funding bills may start in this Committee or in the Appropriations Committee. This Committee also approves the Governor's appointees to key Executive Branch positions such as the State Board of Education and Director of the Iowa Department of Education.

2023 LEADERSHIP



[Ken Rozenboom](#)
(R, District [19](#)), Chair



[Jeff Taylor](#)
(R, District [2](#)), Vice Chair



[Herman C. Quirnbach](#)
(D, District [25](#)), Ranking Member

2023 OTHER COMMITTEE MEMBERS

- [Claire Celsi](#) (D, District [16](#))
- [Chris Cournoyer](#) (R, District [35](#))
- [Molly Donahue](#) (D, District [37](#))
- [Lynn Evans](#) (R, District [3](#))
- [Julian B. Garrett](#) (R, District [11](#))
- [Eric Giddens](#) (D, District [38](#))
- [Kerry Gruenhagen](#) (R, District [41](#))
- [Tim Kraayenbrink](#) (R, District [4](#))
- [Sandy Salmon](#) (R, District [29](#))
- [Amy Sinclair](#) (R, District [12](#))
- [Sarah Trone Garriott](#) (D, District [14](#))
- [Cherielynn Westrich](#) (R, District [13](#))
- [Brad Zaun](#) (R, District [22](#))

2023 SENATE EDUCATION COMMITTEE PHOTOS



Chair

Senator
Rozenboom, Ken



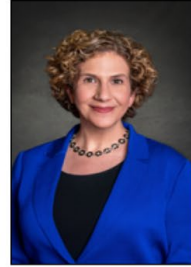
Vice Chair

Senator
Taylor, Jeff



Ranking Member

Senator
Quirnbach, Herman
C.



Senator
Celsi, Claire A



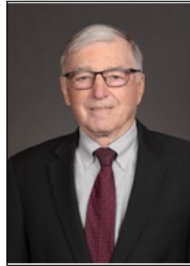
Senator
Cournoyer, Chris



Senator
Donahue, Molly Erin



Senator
Evans, Lynn



Senator
Garrett, Julian B.



Senator
Giddens, Eric



Senator
Gruenhagen, Kerry



Senator
Kraayenbrink, Tim



Senator
Salmon, Sandy



Senator
Sinclair, Amy



Senator
Trone Garriott, Sarah



Senator
Westrich, Cherielynn



Senator
Zaun, Brad

EDUCATION APPROPRIATIONS SUBCOMMITTEE

PURPOSE

This Committee reviews prior year budgets and drafts and approves a bill including Education Appropriations impacting the DE, AEAs, Community Colleges, Regents Universities, Early Childhood and some line item appropriations impacting school district funding and other education entities. They may start the bills on the percentage increase in State Supplemental Assistance, SSA, the per pupil amount which determines formula funding, but don't always weigh in on that funding. If it doesn't start in this Committee, it will start in the full Appropriations Committee.

2023 LEADERSHIP



SENATE
[Jeff Taylor](#)
(R, District [2](#))
Chair

SENATE
[Chris Cournover](#)
(R, District [35](#))
Vice-Chair

SENATE
[Cindy Winckler](#)
(D, District [49](#))
Ranking Member

HOUSE
[Carter F. Nordman](#)
(R, District [47](#))
Chair

HOUSE
[Robert Henderson](#)
(R, District [2](#))
Vice-Chair

HOUSE
[Tracy Ehlert](#)
(D, District [79](#))
Ranking Member

2023 OTHER COMMITTEE MEMBERS

Senate:

- [Lynn Evans](#) (R, District [3](#))
- [Izaah Knox](#) (D, District [17](#))

House:

- [Molly Buck](#) (D, District [41](#))
- [Taylor R. Collins](#) (R, District [95](#))
- [Elinor A. Levin](#) (D, District [89](#))
- [Brent Siegrist](#) (R, District [19](#))
- [Art Staed](#) (D, District [80](#))
- [Skyler Wheeler](#) (R, District [4](#))

HOUSE APPROPRIATIONS COMMITTEE

PURPOSE

This Committee is primarily responsible for the state budget. Members approve any bill with an appropriation that comes from another Committee or is referred to Appropriations from the floor or from the other chamber. Appropriations bills can originate in this Committee, too, such as the Standings Appropriations bill which includes the funding for the school foundation formula. The most important decision for school funding, the increase in state supplemental assistance (SSA), which is the per pupil percentage increase in the formula, traditionally requires approval of the Appropriations Committee, too.

2023 LEADERSHIP



Gary M. Mohr
(R, District [93](#)), Chair



Taylor R. Collins
(R, District [95](#)), Vice Chair



Timi M. Brown-Powers
(D, District [61](#)), Ranking Member

2023 OTHER COMMITTEE MEMBERS

- [Jerome Amos Jr.](#) (D, District [62](#))
- [Sean Bagniewski](#) (D, District [35](#))
- [Michael R. Bergan](#) (R, District [63](#))
- [Jacob Bossman](#) (R, District [14](#))
- [Tracy Ehlert](#) (D, District [79](#))
- [Joel Fry](#) (R, District [24](#))
- [Martin L. Graber](#) (R, District [100](#))
- [Steven Holt](#) (R, District [12](#))
- [Shannon Latham](#) (R, District [55](#))
- [Brian K. Lohse](#) (R, District [45](#))
- [Heather Matson](#) (D, District [42](#))
- [Ann Meyer](#) (R, District [8](#))
- [Norlin Mommsen](#) (R, District [70](#))
- [Carter F. Nordman](#) (R, District [47](#))
- [Sami Scheetz](#) (D, District [78](#))
- [Ray Sorensen](#) (R, District [23](#))
- [Henry Stone](#) (R, District [9](#))
- [Beth Wessel-Kroeschell](#) (D, District [49](#))
- [Ross Wilburn](#) (D, District [50](#))
- [Devon Wood](#) (R, District [17](#))
- [David E. Young](#) (R, District [28](#))
- [Adam Zabner](#) (D, District [90](#))

2023 HOUSE APPROPRIATIONS COMMITTEE PHOTOS



Chair

Representative
Mohr, Gary M.



Vice Chair

Representative
Collins, Taylor R.



Ranking Member

Representative
Brown-Powers, Timi
M.



Representative
Amos, Jerome



Representative
Bagniewski, Sean



Representative
Bergan, Michael R.



Representative
Bossman, Jacob



Representative
Ehlert, Tracy A.



Representative
Fry, Joel



Representative
Graber, Martin L.



Representative
Holt, Steven



Representative
Latham, Shannon



Representative
Lohse, Brian K.



Representative
Matson, Heather



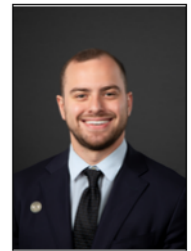
Representative
Meyer, Ann M.



Representative
Mommsen, Norlin G.



Representative
Nordman, Carter F.



Representative
Scheetz, Sami



Representative
Sorensen, Ray



Representative
Stone, Henry



Representative
Wessel-Kroeschell,
Beth



Representative
Wilburn, Ross



Representative
Wood, Devon



Representative
Young, David E.



Representative
Zabner, Adam

SENATE APPROPRIATIONS COMMITTEE

PURPOSE

This Committee is primarily responsible for the state budget. Members approve any bill with an appropriation that comes from another Committee or is referred to Appropriations from the floor or from the other chamber. Appropriations bills can originate in this Committee, too, such as the Standings Appropriations bill which includes the funding for the school foundation formula. The most important decision for school funding, the increase in state supplemental assistance (SSA), which is the per pupil percentage increase in the formula, traditionally requires approval of the Appropriations Committee, too.

2023 LEADERSHIP



[Tim Kraayenbrink](#)
(R, District [4](#)), Chair



[Dan Zumbach](#)
(R, District [34](#)), Vice Chair



[Janet Petersen](#)
(D, District [18](#)), Ranking Member

2023 OTHER COMMITTEE MEMBERS

- [Kevin Alons](#) (R, District [7](#))
- [Claire Celsi](#) (D, District [16](#))
- [Mark Costello](#) (R, District [8](#))
- [Molly Donahue](#) (D, District [37](#))
- [William A. Dotzler Jr.](#) (D, District [31](#))
- [Jeff Edler](#) (R, District [26](#))
- [Julian B. Garrett](#) (R, District [11](#))
- [Eric Giddens](#) (D, District [38](#))
- [Jesse Green](#) (R, District [24](#))
- [Dennis Guth](#) (R, District [28](#))
- [Carrie Koelker](#) (R, District [33](#))
- [Mark S. Lofgren](#) (R, District [48](#))
- [Jeff Reichman](#) (R, District [50](#))
- [David D. Rowley](#) (R, District [5](#))
- [Jeff Taylor](#) (R, District [2](#))
- [Todd E. Taylor](#) (D, District [40](#))
- [Cindy Winckler](#) (D, District [49](#))

2023 SENATE APPROPRIATIONS COMMITTEE PHOTOS



Chair
Senator
Kraayenbrink, Tim



Vice Chair
Senator
Zumbach, Dan



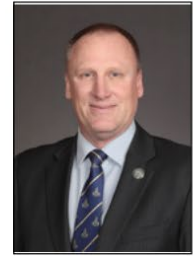
Ranking Member
Senator
Petersen, Janet



Senator
Alons, Kevin



Senator
Celsi, Claire A



Senator
Costello, Mark



Senator
Donahue, Molly Erin



Senator
Dotzler, William A.



Senator
Edler, Jeff



Senator
Garrett, Julian B.



Senator
Giddens, Eric



Senator
Green, Jesse



Senator
Guth, Dennis



Senator
Koelker, Carrie



Senator
Lofgren, Mark S.



Senator
Reichman, Jeff



Senator
Rowley, David D.



Senator
Taylor, Jeff



Senator
Taylor, Todd E.



Senator
Winckler, Cindy

WHY ADVOCACY MATTERS

WHAT IS ADVOCACY?

Advocacy is about building support for an issue to inform and influence those who make policy decisions. *Effective* advocacy can be defined as “gentle persuasion applied relentlessly”.

IS ADVOCACY PART OF MY JOB?

Student success depends on effective advocacy for resources, supports, staff, programs, and the priority of public education. If not those of you who are closest to the needs of schools and students, then who?

WHO ELSE IS AT THE PARTY?

- There is a lot of competition for a legislator’s attention and for public resources.
- There are 992 registered lobby groups in Iowa: business organizations, farmers organizations, unions, utilities, builders, civil liberties groups, lawyers, cities and counties, colleges and universities, home schools/private schools, textbook companies, testing companies, hospitals/health care groups, law enforcement, environmental groups, insurance companies, bus builders, truckers, religious groups, nursing homes, media, alcohol distributors, gaming institutions, gun owner groups, gun control advocates, hunters, PETA, anti-tax organizations, and many more.
- As often stated, quoting David Lyons, former Iowa Insurance Commissioner, *“If you’re not at the table, you’re on the menu.”*

BASIC ADVOCACY CONCEPTS FROM JOEL BLACKWELL, “THE GRASS ROOTS GUY”:

Mr. Blackwell says that so few people actually engage in the process, that those who do have disproportionate power. *“If you can break through the social media noise and establish a good relationship, you can be one of those people.”* Mr. Blackwell continues:

- *“Our political system is not designed to decide who is right and who is wrong. It is designed to decide who has the majority.”*
- *“If you can’t prove that lots of people are with you, you will fail.”*
- *“There are no right or wrong positions in politics, just decisions made by human beings for good reasons or bad reasons, or out of indifference.”*
- *“If you have the votes in the legislature or Congress, you’re right. If you don’t, you’re wrong.”*
- *“No political decision is permanent; the fat lady never sings.”*
- *“All things being equal, politicians will go with the flow. Your job is to create the flow.”*

THINGS TO REMEMBER ABOUT ADVOCACY

- Your opinion matters. Lobbying isn’t just for the professionals. The process is better when more voices are involved.
- Don’t be intimidated. Be impressed with the building, the history, the institution, but don’t be intimidated when speaking to an elected official. It’s their job to represent you, so they work for you. The only way they can do that is if you tell them what’s on your mind.

- You likely know more details about the subject you're discussing than the legislator. But don't worry if you're not an expert; do the best that you can and suggest more specifics can be answered by your UEN Legislative Advocate or others.
- Don't ever be afraid to say you aren't sure of an answer, but volunteer to find out the answer for the legislator.
- Follow up on anything you promise. Keep your UEN Legislative Analyst in the loop and ask for help with next steps.
- Remember advocacy efforts aren't just during the legislative session. Advocacy is a year-long process. Focus on creating a long-term relationship to increase your influence.
- Keep your communications and requests concise. And always put it in writing for them.
- You can't say "thank you" enough. Thank you for running or serving, thank you for listening to our concerns or ideas, thank you for considering or voting for or against.

ADVOCACY ACTION STEPS

Steps to advocate successfully.

STEP 1 – KNOW YOUR LEGISLATORS (WHO)

Find out who represents you and their core values and positions on issues. Learn about their background. Build a relationship.

STEP 2 – KNOW YOUR PRIORITIES (WHAT)

Establish what's most important to your district. What is it you want to happen? Learn about how much will it cost and what's involved in a solution? What are both sides of the issue and the pros and cons? Look to UEN Issue Briefs and Calls to Action for details.

STEP 3 – KNOW YOUR DATA (WHY)

Why is the issue important? What is the impact to your district and to your legislator's constituents? Prepare to be direct about the issues, using layman's terms, explain the issue and why their action is necessary on behalf of the students in your school.

STEP 4 – PREPARE YOUR ASK (WHAT DO YOU WANT THEM TO DO)

Prepare for what you want the legislator to do. Be specific about your "ask" (vote for or vote against). Keep it short and simple, concise and to the point. Use the language of your legislators' core values. Be positive, don't be critical of others when making your case.

STEP 5 – USE UEN RESOURCES

It's always a good idea to make sure you're on the right track with another set of eyes on your Message Worksheet (from page 38). Get access to already prepared resources and make sure you have current data and talking points around your issue. Check out UEN's Legislative webpage for tools and key messages.

STEP 6 – CONTACT YOUR LEGISLATOR AND MAKE THE ASK

Be sure to illustrate the impact of the solution. Ask for a commitment. If they disagree, listen to their position and keep channels of communication open. Follow up in writing afterward.

STEP 7 – FOLLOW UP

Say thank you. Be persistent and consistent.

STEP 8 – ASK FOR HELP

Your UEN Analyst is available to answer questions, connect you to resources, provide feedback on your plan, or help you reply to your legislators.

HOW TO ENGAGE WITH LEGISLATORS...AT THE BOARD TABLE

APPROVE YOUR DISTRICT'S PRIORITIES AT A PUBLIC MEETING

Be deliberate about what is important to your district by having a discussion at the board table and taking action on your district's priorities. Share those priorities with UEN.

COMMUNICATE YOUR PRIORITIES

Send a press release or write a letter to the editor of your local paper. Share your adopted priorities with all of your legislative representatives. Communicate why they are important.

MAKE ADVOCACY A PRIORITY

Assign a lead individual for each district priority, or for each advocacy organization, to closely follow issues and report back to the board throughout the year. Consider including advocacy and building legislator connections into board/administrator job descriptions. Ask for advocacy updates in the regular superintendent's report or include an advocacy agenda item during your board meeting.

RECRUIT ADVOCATES

Build an advocacy team at your district or delegate that action internally. Determine who else cares about your issues and recruit advocates such as a Community Legislative Action Team (CLAT), or Legislative Advocacy Action Team (LAAT), and engage with parent groups, student groups, and community stakeholders, Chamber of Commerce, Retired Teachers Association, etc.

PARTICIPATE IN THE PROCESS

Share UEN Calls to Action with your board members and administrative team, participate in Calls to Action from home and Lobby Days at the Statehouse, and create conversation opportunities at home.

RECOGNIZE YOUR LEGISLATORS, PERSONALLY AND PUBLICLY

Send your legislators thank you notes or emails personally, but also thank your legislators publicly during public meetings or send letters to the editors or post on social media recognizing their efforts.

THINGS TO REMEMBER

- Strive for balance (whether or not you have balanced representation). Invite both sides and ask balanced questions.
- Prepare them for success – never try to sandbag or trap them. Share questions and concerns in advance so they are prepared to respond.

HOW TO ENGAGE WITH LEGISLATORS...AT THE STATEHOUSE

REMEMBER THAT LEGISLATORS HAVE MANY RESPONSIBILITIES

A normal day for legislators during the legislative session begins at the Statehouse around 8:30 a.m. but many of them begin earlier with receptions and meetings before the start of business. Their days are filled with debate in the House or Senate chambers, caucuses (which are not open to the public), committee meetings (which are open to the public), and many receptions, demonstrations, and discussions. Members of the public can observe a committee meeting, but can only speak when the committee chair has invited comment or committee members vote to allow someone from the public to speak.

The schedules for each day are listed on boards in front of each chamber on the second floor of the Capitol. The House Lobby Lounge (to the right of the House Chamber) includes television sets with scrolling subcommittee and committee meetings. Subcommittees are also taped to a bulletin board in the Senate Lobby Lounge (to the left of the Senate Chamber).

Subcommittees are one place where democracy happens at the Iowa Statehouse. Generally, members of the public are invited to provide their opinions of the legislation on the agenda, can bring written information, or speak and/or ask questions about a bill. If you are visiting the Statehouse, ask your UEN Legislative Analyst if there are any subcommittee meetings on the day's business that you should observe, or even provide testimony at, if you are willing.

Each legislator has a desk on the floor of the House or Senate Chamber, and each legislator has a clerk that helps them keep up with daily paperwork. They can help you locate your legislators if they are not available when you send in your notes. The best way to reach a legislator if you don't have a previously scheduled appointment is to go to the door of the House or Senate Chamber. Even if you have a scheduled meeting, be patient and remember that legislators may be delayed and are not always in control of their own schedules.

GO TO THE HOUSE OR SENATE CHAMBER

Both Chambers are located on the second floor of the Capitol. The House is on the north side and the Senate is on the south side. If you face the Law Library from the middle of the second floor, the House is on your right and the Senate is on your left.

SEND A MESSAGE TO YOUR LEGISLATOR THROUGH THE DOORKEEPER

The public is only allowed in the chambers when they are with a legislator, and only after they get permission from leadership, so don't just walk into the chamber. You should fill out a "slip" and send it into your legislator through the doorkeeper. The slip is yellow for the House, and pink for the Senate. They are located at tables directly in front of each chamber entrance.

The slip includes space for you to fill in your name, the name of the legislator you wish to contact and their SEAT NUMBER (not to be confused with their district number). Legislators are

listed alphabetically on a sheet of paper located on the board above the table, just outside of the Chamber entrance. The paper also lists legislator seat numbers.

If you are part of a group, just fill out one slip and indicate “a group from ___ school district” or “High School Principal Mrs. Smith and 10 students from ___ school district”.

Circle the option called “waiting to see you.” It is also good to write on the note where you are from (for example, Jane Doe of Belmont, Iowa) so legislators know if you have come a long way to see them. Also, include your cell phone number so they can reach you before you leave the building if they cannot see you immediately.

Hand the slip to the doorkeeper and wait for a response. Sometimes it may take your legislator 10-15 minutes to come out. (They may be finishing up a call or conversation before coming out to talk to you.)

If your legislator is not available or not in their seat, a page or doorkeeper will come back out and call your name. You may need to listen closely as the rotunda can be loud. If your note does not come back out, it means your legislator was there and will be out soon to talk to you.

Sometimes a staff person will come out to speak to you if the legislator is occupied. Be polite and treat this staff person as you would the legislator — a lot of times the staff person is a friend, relative, daughter/son or spouse of the legislator.

Be prepared and be patient. The Capitol can be noisy and crowded, and you may feel jostled if the crowd that day is particularly large. If you’re bringing a group, it’s always a good idea to let the legislator know in advance (and let your UEN Legislative Analyst know as well so we can support you).

SAMPLE SLIPS

THE SENATE	HOUSE OF REPRESENTATIVES
DATE: _____ TIME: _____	SEAT NO: _____
TO: _____	REPRESENTATIVE: _____
SEAT NO: _____	<input type="checkbox"/> OR CLERK: _____ (NAME)
MESSAGE:	OF: _____ (TOWN, COMPANY, ORGANIZATION)
NAME: _____	1. IS WAITING TO SEE YOU
CELL PHONE #: _____	2. HAS LEFT LITERATURE
_____ IS AT THE REAR OF THE CHAMBER AND REQUESTS TO SEE YOU	3. HAS LEFT THE FOLLOWING MESSAGE:
<input type="checkbox"/> AT THE MAIN DOOR	DATE: _____ TIME: _____
	<input type="checkbox"/> AT THE MAIN DOOR

GENERAL ETIQUETTE & REMINDERS

Don't be nervous, legislators are there to represent you. Use the legislator's title (Senator or Representative) as if it's their first name. Clearly identify yourself including your name, position, and school district. Be brief, focusing on one or two issues. Always be courteous, thanking them for their support or consideration. Be clear about what you are asking them to do: Will you consider supporting this issue? Will you vote against this bill? Send them a follow up. See more details and our Message Worksheet on page 38 of this Handbook.

LEAVING MESSAGES

If your slip comes back out and your legislator is not available, take the time to write a short "sorry I missed you" note that states very briefly the issue you wanted to talk to them about. It's okay to continue writing on the back of the note if you run out of room. You can leave an Issue Brief or written explanation of your issue along with the note.

Circle the option "Has Left the Following Message", send the note back and ask to have it left on their desk. Be sure to mark the time of day and date that you left the note.

Write something like:

"I was here today with ___ School District and wanted to talk to you about ____." And

"...I will email you information about the issue." or

"...I live in [city] and would like to take a few minutes today while I'm in town. I will be here until [time]. Should you be available, please call me on my cell phone at 555-555-5555."

CONNECT WITH THE GOVERNOR

The Governor's formal office is on the 1st Floor of the Statehouse. You can arrange in advance for your group to visit the Governor in her office. If she's not available or you did not schedule in advance, you can leave a note in her office with your contact information and background on an issue. The Governor is very fond of connecting with students and will strive to make time in her busy schedule if you plan ahead.

CONNECT WITH THE IOWA SECRETARY OF STATE

The Secretary of State's Office is on the first floor of the Statehouse across from the Governor's Office, next to the replica of the U.S.S. Iowa Battleship. If High School students are with you or people new to Iowa, they can register to vote and take a quick tour of the Secretary of State's office during your visit.

HOW TO ENGAGE WITH LEGISLATORS...FROM HOME

GENERAL LEGISLATOR CONTACT INFORMATION

Individual legislator contact information including photo, email, cell phone, home phone, home mailing address are typically posted on the Iowa Legislative Website. Lookup your legislators at <https://www.legis.iowa.gov/legislators/find>, then click an individual legislator to find their personal information. Emails can be sent to the Governor through the Governor's website at www.governor.iowa.gov/contact

MAILING ADDRESSES

Write to your individual legislators at:

Senator ____ or Representative ____
State Capitol
Des Moines, Iowa 50319

Use "Dear Senator Last Name" or "Dear Representative Last Name"

Write to the Governor at:

Governor Reynolds or Lt. Governor Gregg
1007 East Grand Avenue
Des Moines, Iowa 50319

Use "Dear Governor Reynolds" or "Dear Lt. Governor Gregg"

PHONE NUMBERS

Call your legislators at the Capitol:

Senator Switchboard: (515) 281-3371
House Switchboard: (515) 281-3221
Governor's Office: (515) 281-5211

Leave a specific message such as, "This is Jane Doe from the Happy Valley School Board. Please support HF 1234 on today's calendar. Call my cell phone at (555) 555-5555 if you would like to discuss."

Use your legislators' home or cell phone number to call them on weekends or when the legislature is not in session. Use the Message Worksheet on page 38 prior to your call to help you stay on message.

GENERAL TIPS

- Phone or email is generally preferable for urgent issues, while mail is generally preferable for thank you notes or more detailed background information.
- Be sure to always identify yourself and your role at the district, and let them know you are a constituent in their district.
- Reference Bill Numbers and Bill Name when possible (ask your UEN Legislative Analyst for assistance as bill numbers change throughout the process).
- Always thank them for considering the issue, taking your call, or for their leadership.

USING EMAIL EFFECTIVELY

More legislators are accustomed to communicating via email today than ever before. It is a good idea to check with your legislator early in the process to see how they prefer to receive information and to confirm that email is OK, or perhaps they would prefer a text message. As they may receive hundreds of emails or text messages a day, always identify yourself in the subject line: with something like “Request from Jane Doe, Superintendent from __ CSD, regarding vote on SF 123 today.” Make sure you include your email address for a reply.

Start with a thank you, include your “ask” (what you want them to do), and provide some background justification. You can use key messages provided by various associations that are asking for your timely action, but if you have time, personalize them and provide local district examples.

If things are time-sensitive, you can call the House or Senate Switchboard and leave a message, directing them to your email or text. If time allows, you can also print a copy of the email and drop it in an envelope addressed to them at the statehouse, just to make sure they received it. If you have a group in favor of a position, include a “cc” on the email to others that will also be able to chime in or show the broad support of your issue.

When sending email during the school day in particular, some legislators are very sensitive to the perception of the sender's time, whether they are on the clock or using school resources to communicate. Although advocacy is part of an administrator's or board member's job description, you can avoid any ill perception by using a personal email address. Again, just confirm with the legislator before the session starts if they have concerns about which email address you should use and behave accordingly.

Lastly, always use a respectful tone in email and text messages. Be aware that anything you put in writing could wind up on the front page of the paper.

LETTERS TO THE EDITOR

Local media coverage matters, as legislators know that civically engaged voters often read the newspaper. Short letters to the editor encouraging support or defeat of a particular bill, with two or three sentences on why it matters for students or taxpayers can be very effective. Recruit a few others to follow-up with another letter to the editor agreeing with your letter. Cut out the article and write a note on it, and send it to your legislator through the mail. You can also do this with information that is celebrating a student or school success or highlighting an issue that needs their support or attention. Ask your UEN Legislative Analyst for assistance in drafting letters to the editor or strategies to build media coverage or support.

MEETING VIRTUALLY

Invite your legislator to a Zoom meeting (or virtual platform of your choice) to discuss your district's priorities or a key piece of legislation. Invite others from your district who can chime in and give everyone a specific issue or talking point to communicate, or just ask them to listen and provide support. Have a brief agenda and specific time commitment (if it's 30 minutes, stick to that timeframe and be prepared to schedule a follow-up meeting to continue discussion if necessary). Start with introductions, thank the legislator(s) for their time and service, and stick to the agenda. Listen closely for follow-up needs or next steps. End with a thank you. Send an email or written thank you note as well, including thanking them for their specific commitment made to take an action.

HOW TO ENGAGE WITH CANDIDATES...BEFORE AN ELECTION

IDENTIFY THE CANDIDATES

A listing of candidates running for an upcoming election can be found on the Iowa Secretary of State's website at <https://sos.iowa.gov/elections/candidates/index.html>. Select Primary, General, City or School for the respective election.

SEND THEM A NOTE

Thank them for running for office. Offer to be an educational resource for them. Wish them good luck or ask to meet and talk about their vision for education. Communicate and build relationships with all candidates.

SIGN UP FOR THEIR EMAILS/NEWSLETTERS & CONNECT WITH THEM ON SOCIAL MEDIA

Find links to sign up for newsletters on the Iowa Legislative webpage for each legislator.

FIND OUT WHO ELSE SUPPORTS THEM

Check each candidate's social media pages or website for endorsements. You can also find a listing of those that contribute \$25 or more to a candidate's campaign on the Iowa Ethics and Campaign Disclosure Board (IECDB) website at <https://webapp.iecdb.iowa.gov/PublicView/search.aspx?d=statewide>. Type in the candidate's last name or a PAC or party name. (You may need to search more than one report to find a complete list.) You can search the results by city or name to find those that donated from your community that may help you build relationships with the candidates.

CONTRIBUTE TO A CANDIDATE'S CAMPAIGN

You can contribute to a candidate's campaign in many ways. You can volunteer to make phone calls, stuff envelopes, distribute flyers, or hold a virtual or in-person meeting. You can share relevant information on educational priorities or serve as a resource to answer their questions. You can also donate personally to their campaigns. A \$25 donation or higher lists you as a donor on the IECDB reports. Just for your information, a \$100 contribution is a large personal donation for most local elections.

HOLD A MEETING WITH THE CANDIDATE

Meet over Zoom, over coffee, or at the local diner or ice cream shop. Make introductions. Exchange contact information. Learn something personal about them such as where they went to school or if anyone in their family served in education. Share your district's legislative priorities and give them an Issue Brief (or two) or another handout on your most important priorities. Ask them about their education priorities and what committees they want to serve on if elected.

SHARE YOUR CONTACTS WITH YOUR UEN LEGISLATIVE ADVOCATE

Always share information about your legislative contacts with your UEN Legislative Advocate. We are here to support your continued connection.

HOW TO ENGAGE WITH CANDIDATES...AFTER AN ELECTION

SEND THEM A NOTE

Congratulate them on being elected. Offer to be an educational resource for them to answer questions. Offer to review legislation for them and share the impact of proposals on your district, staff and students.

SHARE YOUR DISTRICT'S PRIORITIES

Share your district's priorities with them right away so they can share them at their caucus. Also, school funding is supposed to be decided within the first 30 days of the release of the Governor's budget, so focus on school funding issues first.

SCHEDULE ANOTHER FACE-TO-FACE MEETING

Although one-on-one meetings are good, consider a joint effort with other school leaders in the legislator's district. Or, include a School Board Member, Administrator, Teacher, and Student. Reach out to your UEN Legislative Analyst for resources before the meeting so you are well prepared. Make introductions. Exchange contact information. Learn something personal about them such as where they went to school or if anyone in their family served in education. Share your district's legislative priorities and give them an Issue Brief or two on your most important priorities. Ask them about their education priorities and what committees they want to or will serve on. Consider taking a photo to use on social media or send to the local paper summarizing the meeting. Follow up after the meeting with a thank you and copy of the photo.

COMMUNICATE REGULARLY

Communicate regularly with your legislators. Let them know the impact of proposals on your local district. Prepare local resources, facts, and figures. Contact your UEN Legislative Analyst for information.

SHARE YOUR CONTACTS WITH YOUR UEN LEGISLATIVE ADVOCATE

Always share information about your legislative contacts with your UEN Legislative Analyst.

FINDING COMMON GROUND

ASSUME THE BEST IN YOUR LEGISLATORS

Your legislators are learning about and making decisions on hundreds of bills each year, making it difficult to keep track and know all the details about every issue. Give them the benefit of the doubt and assume they are doing their best to do the right thing.

FIND COMMON GROUND

Remember that most Americans have more in common than the current political environment may lead you to believe. According to Phillip Boyle, *Local School Board Governance, 2004*, public decisions involve choices and public choices always involve values. Core Values such as:

- **Liberty:** freedom, autonomy, choice, opportunity, individuality, privacy;
- **Community:** safety, security, belonging, social order, quality of life;
- **Equality:** fairness, justice, tolerance, diversity, equal treatment, equal opportunity; and
- **Prosperity:** productivity, efficiency, growth, markets.

FOCUS ON CORE VALUES

Which of those Core Values is critical to any particular policy choice? Which of these Core Values is central to your legislators' framework? Tie your district's priorities back to these Core Values by translating your needs into their language. For example:

Prosperity/growing the Iowa Economy:

- Investments in PK save tax dollars down the road (prevention is worth a pound of cure or efficient use of tax dollars).
- Quality schools prepare a quality workforce (prepared graduates become tax contributors rather than tax consumers).
- What does it take for a quality teaching workforce in Iowa? Sufficient salaries and benefits to compete for human capital.

MESSAGE WORKSHEET / PREPARING FOR YOUR CONVERSATION

Before you meet with your legislators, use the following Message Worksheet to help you develop your message and talking points. Have it in front of you during the meeting or call. Use the bottom portion to take notes during the discussion.

YOUR ISSUE/STORY (IN 50 WORDS OR LESS):

KEY POINTS TO MAKE:

☐☐☐

WHAT DO YOU WANT THEM TO DO:

DURING THE MEETING, WHAT DID THEY COMMIT TO:

DURING THE MEETING, WHAT FOLLOW UP DID YOU AGREE TO:

THANK YOU (in-person) and follow up later with another thank you.

**Don't forget to exchange contact information during your meeting.*

ADVOCACY ACTION PLAN

Use this basic template to create your own action plan and timelines for connecting with candidates before an election or as a guide for advocacy to use throughout the year.

Steps I will take to learn more about my legislators

- ☐
- ☐
- ☐

Steps I will take to learn more about the issues

- ☐
- ☐
- ☐

Specific Advocacy Actions I will take before the General Election

- ☐
- ☐
- ☐

Specific Advocacy Actions I will take after the General Election

- ☐
- ☐
- ☐

Possible Action Steps

Target Date

- | | |
|--|------------------------|
| <input type="checkbox"/> Find your candidate contact information | Sept. 16 |
| <input type="checkbox"/> Find out which legislative House & Senate district you live in at https://www.legis.iowa.gov/legislators/find | |
| <input type="checkbox"/> Find if there are one or two (or more) candidates running for that seat from this link to the Secretary of State's general election candidates' list which includes their address, phone and email at https://sos.iowa.gov/elections/candidates/index.html | |
| <input type="checkbox"/> Sign up to receive incumbent legislators' emails or newsletters | Sept. 16 |
| <input type="checkbox"/> Reach out to each candidate running for office with a note | Sept. 21 |
| <input type="checkbox"/> Ask them what their priority is for education, | |
| <input type="checkbox"/> Offer to be an informational resource, | |
| <input type="checkbox"/> Give them your contact information and thank them for running for office. | |
| <input type="checkbox"/> Offer to help – send a check, get together and talk about issues, share Issue Briefs, provide information and data | Sept. 28 |
| <input type="checkbox"/> Send a congrats note to the winners (include contact information and offer to have a meeting) | Nov. 9 |
| <input type="checkbox"/> Share Issue Briefs and talking points on key issues | Nov. 20 |
| <input type="checkbox"/> Utilize key moments for connecting (your board approved resolution adopting priorities, attendance at IASB, RSAI, UEN, or SAI Annual Meetings, etc.) | As they occur |
| <input type="checkbox"/> Convene a group of key education friends (school board member, parent, teacher, supportive local business owner or farmer, etc.) and discuss priority issues | Dec. 15 |
| <input type="checkbox"/> Add AEA Superintendent's Lobby Day to your calendar. Let your legislators know you are attending | (Two weeks in advance) |
| <input type="checkbox"/> Write a letter (or recruit another person to write a letter) to the editor of your local paper about the priority of adequate school funding | Dec. 15 – Jan 8 |
| <input type="checkbox"/> Recruit someone to comment positively on your letter to the editor | Jan. 8 |
| <input type="checkbox"/> Copy the letter and the responses and mail or email it to your legislators with a thank you note for prioritizing public education in advance of their decision | Jan. 18 |

RESOURCES TO HELP

ISSUE BRIEFS

UEN Issue Briefs summarize an individual issue providing data, statistics, and talking points. These are a great resource to take with you to meetings with your legislators and share with your advocacy teams.

WEEKLY UPDATE REPORTS AND VIDEO

The UEN Weekly Update Report and Video are typically distributed each Thursday evening during the legislative session summarizing the actions that took place that week and issues anticipated for the upcoming week. Designed to keep you updated on legislative activity with a quick read or under 10-minute video view.

CALLS TO ACTION

Calls to Action alert members when issues pop up requiring timely advocacy (such as adequate school funding, the priority of school funding in the budget, opposition to vouchers or elimination of desegregation plan open enrollment regulations, etc.). These are indications that it is time to reach out to your legislator via phone or email on an urgent matter. Share these with your board, administration, and advocacy teams.

UEN WEBSITE

All of the resources mentioned here, and more, are posted on the UEN website for quick access by members at www.uen-ia.org.

SAMPLE LETTERS TO LEGISLATORS OR LETTERS TO THE EDITOR

Your Legislative Analyst is here to help you draft or edit letters to your legislators or letters to the editor on issues important to your local district.

LEGISLATIVE DIGEST

Produced annually, the UEN Legislative Digest is a summary of all of the details and legislative actions that took place during the most recent legislative session impacting Iowa schools. Find it on the UEN website at www.uen-ia.org.

QUICK LINKS

There are a number of educational organizations in Iowa that employ legislative professionals at the Statehouse and work collaboratively for Iowa schools and students. Important links for the legislature and other education advocacy organizations follow:

- **Iowa Legislature** <https://www.legis.iowa.gov/>
- **Iowa DE Legislative Page** (includes Bill Tracking, Legislative Reports and Guidance and Updates on Legislation) <https://www.educateiowa.gov/resources/legislative-information>
- **Iowa AEAs Legislative Page** <http://www.iowaaea.org/about/legislative-priorities/>
- **IASB Legislative Page** [IASB Advocacy Center](#)
- **ISEA Lobbying Resources Page** <https://isea.org/lobbying-resources/>
- **Parents for Great Iowa Schools** <http://parentsforgreatiowaschools.com/>
- **RSAI Legislative Page** www.rsaia.org/legislative.html
- **SAI Legislative Page** <http://www.sai-iowa.org/advocacy.cfm>
- **UEN Legislative Page** (weekly reports, Capitol Update Videos, Issue Briefs, Advocacy Resources) www.uen-ia/legislation

OTHER RESOURCE

ISFIS Web Site: (includes access to webinars on DE guidance, implementation of legislative expectations, Governor's action & declarations, and district flexibility)
www.iowaschoolfinance.com

SOURCES

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NUTS & BOLTS OF POLICY

HOW AN IDEA BECOMES A LAW

A legislative bill is a written proposal for a law. Ideas for bills come from many sources: a legislator, two or more legislators, a legislator's constituents, businesses, government agencies, professional associations, interest groups, and other state legislatures. When a legislator recognizes or is made aware of a problem that could be pursued through legislation, that idea is put into the form of a bill.

Bills may be sponsored by a Senator or Representative, more than one Senator or Representative, or by a Senate or House committee. Bills may also be proposed by the Executive Branch, Governor's Office, and Judicial Branch for legislative sponsorship. When a bill is introduced by members of a legislative chamber, it must follow a process and, if passed, be sent to members in the other legislative chamber, where this process is repeated.

All bills must be approved in identical form by both the Senate and the House before being sent to the Governor for final approval.

BILL DRAFTING

The staff in the Legal Services Division of the Legislative Services Agency (LSA) provides legal and legislative research services necessary to draft a bill. This may include reviewing current Iowa Code provisions, locating relevant publications, or reviewing other state and federal laws pertaining to the subject matter of the draft. After the information is drafted into bill form, the drafter sends the bill to the legislative sponsor(s) for approval, and then the bill is prepared for bill introduction and floor debate.

INTRODUCTION

After the bill draft is completed by the LSA, it is returned to the sponsor for review and filed with the Secretary of the Senate or Chief Clerk of the House, who assigns the bill a number. The bill is reviewed by the Senate or House legal counsel's office, and most often on the following day, the bill's number, title, and sponsor's name are read to the Senate or House. The President of the Senate or Speaker of the House assigns the bill to a standing committee for review.

STANDING COMMITTEE WORK

A standing committee is a group of legislators chosen by the leadership of each chamber to examine bills relating to a specific subject area. Once a bill is assigned to a committee, the committee chairperson appoints a subcommittee. The subcommittee, usually composed of three members of the standing committee, reviews the bill in detail and reports its conclusions

to the full committee. The full committee then discusses the subcommittee's conclusions and makes recommendations to the entire chamber. The committee may recommend passage of the bill, passage of the bill with amendment, referral of the bill to another committee for study, review, or postponement of the bill indefinitely, or to send the bill to the floor for debate with no recommendation.

CALENDAR

A report of the committee's recommendation is sent to the Secretary of the Senate or Chief Clerk of the House, who will place the bill on the regular calendar, which lists bills that are eligible to be debated. The Majority Leader is responsible for deciding which bills on the calendar are debated and in what order; then the bills are brought up for consideration by the chamber ahead of the other bills listed before them on the calendar.

DEBATE

After the committee completes work on the bill, the subcommittee's chairperson usually becomes the bill's floor manager. The floor manager's job is to present the bill to the chamber and follow the bill's progress during debate, when members discuss and may propose amendments to the bill. Amendments are adopted by a simple majority of the Senators or Representatives voting.

A debate allows discussion about the bill on the chamber floor. It also breaks down key issues within the bill.

When debate on a bill is finished, the bill's title is read aloud to the chamber for the last time. This tradition of reading the bill's number and title originates from the early days of the Legislature, when bills were read in their entirety to the members since printed copies were not available for everyone. If a constitutional majority (at least 26 Senators or 51 Representatives) votes to pass the bill, the bill moves to the other chamber. If fewer legislators than a constitutional majority vote to pass the bill, the bill fails. Votes on bills and amendments may be reconsidered on a motion by a member who voted on the prevailing side of the issue. If the motion to reconsider is approved, a new vote is taken on the bill or amendment. If the bill is then approved by a constitutional majority vote and all motions to reconsider are cleared, it is delivered to the other chamber.

SECOND PASSAGE

Amendments adopted by the chamber of origin are incorporated into the bill before it is sent to the other chamber. As the bill follows its path through the Legislature, the procedure in both chambers is basically the same. A bill introduced in the Senate will retain its original Senate

number as it travels through the House, and a bill introduced in the House will retain its original House number as it travels through the Senate. If the bill is further amended by the other chamber, the amended bill is sent back to the chamber of origin for approval. The chamber of origin can also amend the amendment. If the chamber of origin concurs or agrees with the amendment(s), the bill has passed both chambers in identical form and will be sent to the Governor for review. If the chamber of origin refuses to concur with the other chamber's amendment(s), the bill is returned to the other chamber, which may recede from or insist upon its amended version of the bill. If it recedes, the bill is sent to the Governor; however, if the chamber insists upon its amendment(s), a conference committee is appointed to work out the differences.

CONFERENCE COMMITTEE

Conference committees are composed of Senate and House members representing both the majority and minority parties and both sides of the issue in dispute. The 10 members of a conference committee are appointed by the Senate Majority Leader and Senate Minority Leader and the Speaker of the House and Minority Leader of the House to study the points of disagreement between the chambers in an attempt to reach a compromise. If an agreement is reached, it is presented to both chambers in a report that contains the compromise version of the bill. The report cannot be amended by either chamber. If the report is rejected by either chamber, a second conference committee may be appointed. If no agreement is reached, the bill fails. If the conference committee report is adopted, the chambers again vote on the bill. If the bill is approved, it will be enrolled and sent to the Governor for review.

ENROLLED BILL

Final preparation of a bill before it is sent to the Governor is called enrollment. When both chambers have passed the bill in the same form, it is prepared with all approved amendments incorporated. After the bill is enrolled, the President of the Senate and the Speaker of the House sign the enrolled version, and the Secretary of the Senate or Chief Clerk of the House certifies that the bill originated in that chamber. The bill is then sent to the Governor for final action.

GOVERNOR'S ACTION

Bills passed by the Legislature must be reviewed by the Governor. The Governor takes final action on all bills passed by the Iowa General Assembly. The Governor has three options: sign the bill, veto the bill (or item veto an appropriations bill), or take no action. In the case of a veto, the Legislature may override the veto with two-thirds of the members of each chamber voting to reconsider and pass the bill a second time. If, during session, the Governor does not sign or veto a bill, it becomes law after three calendar days. Bills received by the Governor during the last three calendar days of session must be signed or vetoed within 30 calendar days.

The Governor has the option to use three types of vetoes: the veto, item veto, and pocket veto. The veto indicates the Governor's disapproval of an entire bill. The item veto may be used only for bills that appropriate funds. It strikes a specific item of an appropriations bill. A pocket veto occurs when the Governor fails to take action within 30 calendar days on a bill received within the last three calendar days of session. The entire bill fails to become law. When the Governor vetoes or item vetoes a bill, a veto message explaining why the veto was made is delivered to the chamber of origin with the bill before it is filed with the Secretary of State. The Legislature may override the veto if two-thirds of the members of each chamber vote to pass the bill again. The Governor's veto messages can be accessed on the Iowa General Assembly website in the "Enrolled Bills" section and on Billbook.

IOWA LAW

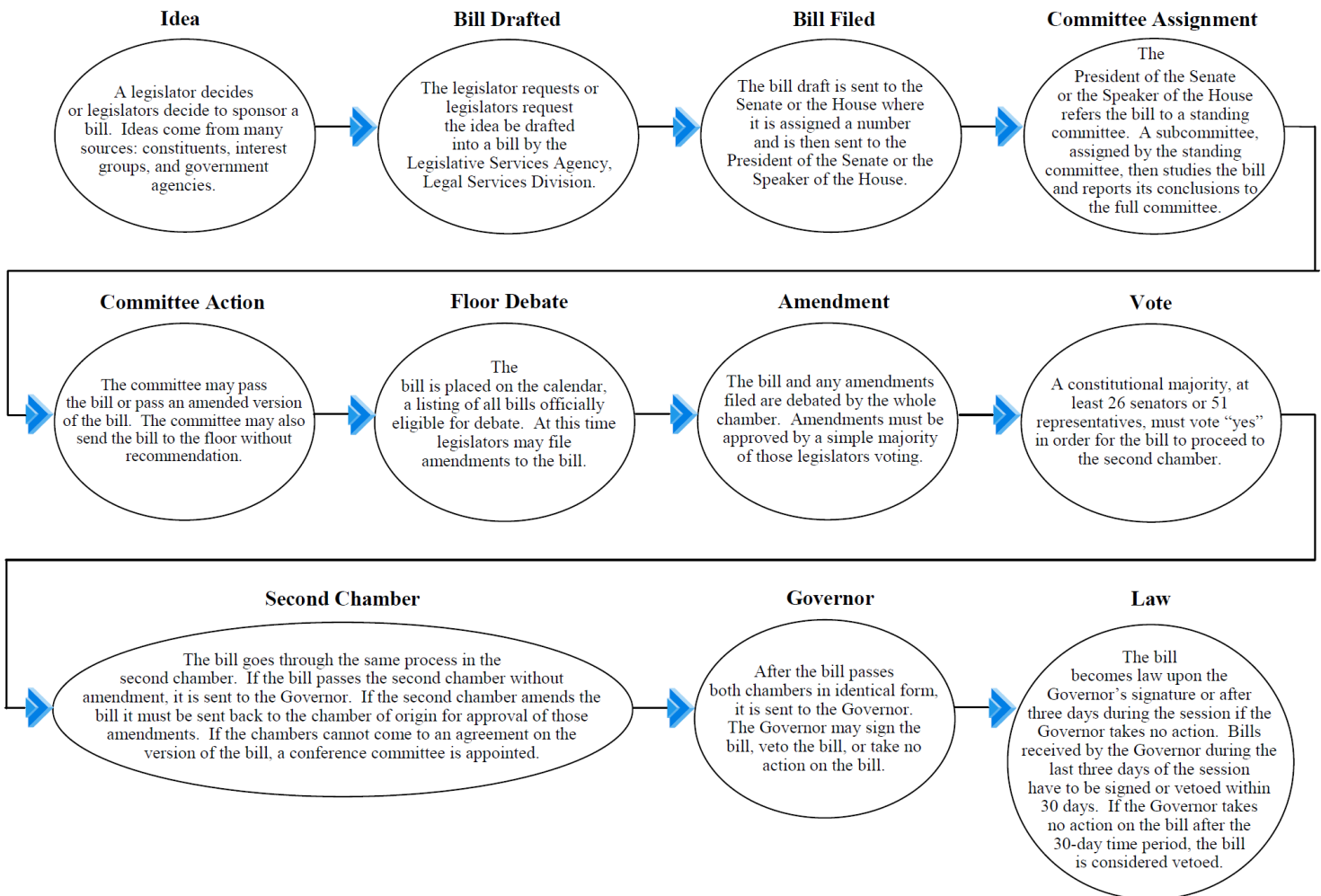
After the bill is signed by the Governor or is passed by the Legislature over the Governor's veto, it is sent to the Secretary of State, who is the custodian of original copies of all bills enacted into law. Bills normally go into effect July 1 following their approval, unless another date is specified in the bill. Bills passed by the Legislature before July but signed by the Governor after July 1 typically become effective August 15.

The enacted bills are then printed in the Acts of the General Assembly, published after each legislative session. The portions of the enacted bills that are laws of a permanent nature are incorporated into the Iowa Code, a compilation of Iowa laws published every year in electronic format and every other year in print by the Legislative Services Agency.

SOURCE:

Nuts & Bolts of Policy text is from the Iowa Legislative Services Agency website at:
<https://www.legis.iowa.gov/docs/publications/LP/696315.pdf>

How An Idea Becomes a Law



SOURCE:

How an Idea Becomes a Law graphic is from the Iowa Legislative Services Agency website at: <https://www.legis.iowa.gov/docs/publications/LP/696316.pdf>