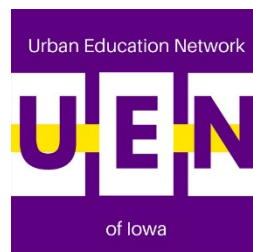




# UEN ADVOCACY HANDBOOK

YOUR GUIDE TO ADVOCATING FOR URBAN SCHOOLS IN IOWA

**(2025 Legislative Session)**



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## ABOUT THIS HANDBOOK

This Handbook provides information to help you advocate on behalf of urban schools in Iowa, both at the Capitol during the legislative session and in local districts throughout the year. No one is more effective at influencing legislation that helps schools than local leaders sharing their practical, real-life stories, experiences, data and solutions.

## ABOUT UEN

**Urban Education Network of Iowa (UEN)** began in 1985 when superintendents of seven large school districts formed a coalition to address school finance and other legislative issues. The organization incorporated in 1993 as a nonprofit organization and now includes twenty-four of Iowa's largest districts.

Common Characteristics of Urban School Districts:

- Population density
- Cultural, social and economic diversity
- Broad ethnic representation
- Extensive transportation system
- UEN membership is open to districts with two or more comprehensive high schools and/or 10,000 or more students.
- Additionally, UEN membership can be extended to Iowa school districts with 3,000 or more students that meet at least 3 of the following 5 criteria: 40% or more of the student population identified as free/reduced-price lunch eligible, 10% or more of students with individual education plans (IEPs), 10% or more of students receiving English-Learner services, 1% or more of students identified as immigrants, and 75% or fewer students identified as white.

**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.

## 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](mailto: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](http://www.uen-ia.org)

Email: [info@uen-ia.org](mailto:info@uen-ia.org)

# ABOUT UEN MEMBERS

## A FEW FACTS

During the 2023-24 school year, the UEN Membership was made up of 10 of Iowa's largest districts in urban communities (all with two or more high schools), along with the 14 UEN associate member districts. Together, the 24 UEN member districts:

- Include nearly 360 school attendance centers, about 27% of Iowa's total PK-12 attendance centers, and specifically:
  - 41 High Schools
  - 56 Jr. High/Middle Schools
  - 226 Elementary Schools
  - 17 Stand-alone Preschools (plus over 250 other preschools either stand-alone, contained within elementaries or in collaboration with community partners and non-public schools)
  - 18 Academies, STEAM, STEM, Fine Arts, Alternative or Special Education schools, plus a number of Online Learning Academies
- Enroll 39% of Iowa's 511,327 PK-12 students
- Educate 63% of Iowa's PK-12 minority students, including 79% of Iowa's African American students, 65% of Iowa's Asian students and 56% of Iowa's Hispanic students
- Enroll 68% of Iowa's limited English speaking students
- Serve 49% of Iowa's K-12 low-income students (UEN enrollment of Free and Reduced Lunch eligible students is 49% of total UEN enrollment, compared to the statewide average of 42%)
- Provide Special Education Services to 42% of Iowa students with Individualized Education Plans (IEPs)
- Employ 38% of Iowa's PK-12 certified staff
- Employ 30% of Iowa's school principals
- Contract with many other school districts, both public and private, to educate students (i.e., special education, talented and gifted, career and technical education, online learning, college-level coursework, 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 2025 LEGISLATIVE SESSION**

### **INVEST IN IOWA'S FUTURE: ADEQUATE FUNDING FOR PUBLIC SCHOOLS**

The goals of public education, in addition to teaching basic skills, are to close achievement gaps, provide career exploration and work-based learning, fine arts, and extracurricular experiences to help students develop skills and find their passions. Quality education prepares all students for engaged citizenship, postsecondary study and/or credentialed workforce participation, to engage in a fulfilling, productive and prosperous life.

Adequate funding helps public schools respond to student needs with robust program choices, provide individualized attention and build better relationships via smaller classes. Inadequate funding combined with many mandates and categorical fund inflexibility reduces high-cost career and technical programs, fine arts, and optional programs that parents, students and stakeholders seek. Schools must hire and competitively compensate staff to nurture and challenge today's students. Iowans expect top-notch public schools.

High-quality public schools provide the business community with a great recruitment and economic development tool. Funding levels should reflect Iowa citizens' recognition that education drives family decisions for where to live, work and go to school in every community. Schools are subject to market economics and must have adequate funding and more flexibility to address teacher and other staff shortages in Iowa's competitive employment environment.

Iowa's funding formula includes meaningful and significant categorical funds that support teachers, school improvement and students. UEN supports adequate and timely Supplemental State Aid (SSA), at least meeting the inflation rate. Funding should be set predictably, timely, sustainably and equitably. Continued progress on minimizing inequity within the formula is important. The expanded range of Teacher Salary Supplement (TSS), from a low of \$699 to a high of \$2,852 per pupil, is a 308% deviation, one of the largest inequities impacting school districts general funds.

### **TEACHER, ADMINISTRATOR, STAFF SHORTAGE**

State and local leaders must generate enthusiasm for teaching by speaking about and treating educators with deserved respect, to both attract new teachers to Iowa and keep great Iowa teachers in classrooms. Adequate funding is essential for public schools to compete with the private sector in hiring and retaining experienced employees. All schools are facing a reduced pool of applicants, shortages in special education and nearly every content area, even elementary classroom teachers.

New policies are needed to recruit, attract and retain educators that mirror our diverse students and communities, including; licensure flexibility, grow-your-own programs, internships and on-the-job programs, tuition support, and loan forgiveness programs. School districts should have flexibility and opportunity to provide training and CEU's toward needed licensure. Internship and

apprenticeship programs should be simplified to allow school staff to easily implement and support participants. UEN supports use of the Management Fund for recruitment and retention programs.

UEN maintains a commitment to quality and support for every teacher in the classroom. Quality should not be sacrificed for interns, apprentices or any fast-track credentialing program. Content knowledge is critical, but so is pedagogy and instructional skill. Schools need adequate resources to provide clinical experiences during the credentialing process, plus mentoring, modeling, instructional coaching, classroom management support and ongoing skill development after program completion.

Research demonstrates that good administrators are critical for supporting teachers to thrive in classrooms. Pressures to limit administrative staff, salaries and expenses only serve to move paperwork and compliance burdens to teachers. Investments and expectations for increasing teacher pay, for all licensed staff in classrooms plus other staff in school districts, requires additional funding above and beyond the SSA rate. Compensation funding should be delivered in equitable ways to all school districts to reward all teachers and educational support employees and to support all students.

## **QUALITY PRESCHOOL**

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 early childhood instruction combined with wrap-around services and childcare for low-income and non-English speaking students. Districts must retain flexibility to offer a variety of program options, as determined by student and community need and staffing capacity, including half-day and full-day preschool, or a combination of early childhood education and child care when necessary to provide a full-day environment to minimize transportation and workforce barriers.

Quality preschool programs deliver 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 the workforce: Six rigorous, long-term evaluation studies have found that children who participated in high-quality preschool programs were 25% less likely to drop out of school, 40% less likely to become a teen parent, 50% less likely to be placed in special education, 60% less likely to never attend college and 70% less likely to be arrested for a violent crime (Source: Education Commission of the States, <http://www.ecs.org/docs/early-learning-primer.pdf> Oct. 2014.) Quality Preschool is one of the best prevention investments a state can make in supporting a quality workforce and saving taxpayers the expense of poor educational outcomes.

Additionally, schools should be allowed to use General Fund dollars or generate spending authority to pay for preschool expansion.

## **STUDENT OPPORTUNITY/POVERTY**

Many students start school behind their peers, some by several grade levels. With the near doubling of poverty for young Iowa families over the last twenty years, the needs of many Iowa students are intense. Low socio-economic status is often a factor in achievement gaps for non-English speaking families, young families, and families with special needs living in poverty. It is challenging for many of these families to get their students to preschool or provide materials and experiences at home that promote literacy and learning.

Poverty is a predictor, but not a barrier to high student achievement, if schools have the staff and resources to work with students and their parents to support success. Iowa's funding formula should include targeted funding based on the actual costs of closing achievement gaps as indicated by the Iowa Schools Performance Profile for at-risk students living in poverty. The High-Needs Schools appropriation of \$10 million annually, created as part of Gov. Branstad's Education Reform Act in 2013, not funded once since its inception, should be appropriated, beginning in the 2025-26 school year.

## **ENGLISH-LEARNER PROGRAMS AND SERVICES**

Increased weighting commensurate with the costs of programs and support for students is needed to provide services for Iowa's English Learners. Such investments support the employment of appropriately credentialed staff, hard to find with today's teacher shortage. Many students begin their educational journey with EL services and become proficient by testing standards, which is to be celebrated. They still need more support, however, as content of textbooks becomes more difficult and assignments become more complicated. Ultimately, English-Learner services build successful engaged citizens, strong communities and a strong workforce.

## **LITERACY**

Literacy is the gateway skill to a successful life in the 21st Century. UEN supports state investment in improved literacy instruction with a solid research base. Such investment starts with the understanding of student literacy needs and engagement, built by the Department of Education's connection and conversation with school leaders and educators to determine what the State should provide. UEN leaders are ready to be partners with State leaders to improve literacy outcomes. Schools depend on good training, materials and formative assessment tools, but the State should not provide a one-size-fits-all solution to school districts with very different communities, student needs and capacities. State support must recognize and respect the local control required to identify and implement initiatives with fidelity.



## HIGH SCHOOL PROGRAMMING

UEN supports the expansion of funding and educational opportunities for public school students, such as career and technical education (CTE) programs, apprenticeships, career pathways and college readiness experiences, including content standards relevant to their trajectory. Concurrent enrollment opportunities, which provide college credits during high school, should be fairly funded, recognizing the costs and contributions of school districts, community colleges and other post-secondary partners in delivering this value to Iowa families. High school content delivered through work-based learning demands that Iowa finds alternative ways to measure high school competency and completion. UEN also supports more parent and student choice in meeting course and core graduation requirements.

## SPECIAL EDUCATION IDENTIFICATION AND INSTRUCTION

UEN schools are committed to lowering achievement gaps for students with disabilities. Appropriate identification of students' disabilities and a full continuum of care associated with their needs will support academic growth and help students meet individual goals. A workable system gives access to all information needed by decision makers, to effectively serve students entitled under IDEA. Mandates from the State of Iowa should not exceed federal requirements for special education services.

Adequate SSA is required to keep pace with inflation for the cost of services required in IEPs to be funded by special education weightings in the formula. Additional state investment is required to build and support a full continuum of care.

Iowa, unlike the rest of the nation, identifies and assigns special education services to students with disabilities based on nonproficiency (failure to progress and performance below expectation) rather than specific disability categories for students entitled for services under the Individuals with Disabilities Education Act (IDEA). Since Iowa's significant achievement gap between students with disabilities and without is evident, UEN supports a thorough investigation by an independent evaluator to determine the effects of our system. The evaluation should consider how child find/student identification for services related to disability used by other states and allowed under Federal law might impact service delivery and student outcomes in Iowa.

Iowa's teacher shortage is profound in the area of special education instruction. All students, including students with disabilities, are regular education students first, so all teachers need the skills to teach them. Recruiting existing teachers to meet complicated and inflexible special education licensure is challenging, and the job of special education instruction has never been harder. It is no surprise that special education teachers and experts are in short supply. This shortage leaves classrooms too crowded and differentiation of instruction compromised. School districts must be able to provide special education administrative support paid by special education weighting in order to train, deliver, evaluate and deliver special education

instructional initiatives and practices without burdening teachers with too much bureaucratic interpretation, paperwork and documentation.

Iowa does not provide for a full continuum of needed care for students. Residential placements and all-day wrap-around therapeutic classrooms have long waiting lists without appropriate services in the meantime. School districts with residential placement facilities generate special education funding for students in these facilities with IEPs. Other placed students without IEPs have significant behavioral and instructional needs, but no formula funding to provide them.

## **EDUCATION SAVINGS ACCOUNTS (ESAs) AND SCHOOL CHOICE**

The priority of public schools, chosen by well over 90% of families in Iowa, demands adequate funding and support by the state. UEN opposes any expansion of programs/plans that redirect or designate additional taxpayer funds for private school, homeschool or other private services. Iowa should resist loosening accreditation or providing incentives for lower quality private schools to expand in Iowa.

Private school programs are not held accountable for ESA expenditures, but should be subject to public oversight that accompanies tax dollars. UEN also supports the following correcting legislation:

- If a student withdraws from the private school after the Oct. 1 enrollment count date and enrolls in the public school, the student should be counted for funding or spending authority in the next semester or the coming fiscal year. The reallocation of the balance of that student's ESA would provide for the public program.
- A reasonable deadline for ESA application should be in place and should mirror the Open Enrollment deadline of March 1. Exceptions should be reinstated to allow open enrollment or an ESA after the deadline for extreme cases. Such a deadline would improve the ability of all schools to budget and staff wisely, allocating resources for the students they will serve.
- The appropriation to public schools for private school parent reimbursement of transportation should go directly to private schools. Public schools should be relieved from the paperwork demands of this accounting function. Private schools are also in a better position to ensure parents are not reimbursed for transportation after the student has left the private school.
- Removal of the teacher salary supplement (TSS) assigned to school districts based on their count of resident students eligible for an ESA from the calculation to meet minimum teacher pay. The retention of this categorical funding as part of HF 68 legislation creating ESAs was discussed as a necessary piece of the puzzle to improve public schools where these students reside. This funding was effectively repurposed by the state to fund new teacher pay minimums imposed in HF 2614 during the 2024 Session. School Districts should be able to apply the categorical funding generated for public schools by ESA recipient resident students

to any expenditure in the district to improve the quality of education and programs for students in that school district.

## **MENTAL HEALTH SERVICES**

Iowa should continue to work to improve our child mental health system, including the structure and funding to eliminate pediatric mental health professional shortages. Mental illness among students and families impacts attendance, hampers a student's ability to complete work and contributes to achievement gaps. Educators are not and should not be trained providers of mental health care, nor do public schools have the capacity to meet the mental health needs of students.

Iowa should engage in every opportunity to maximize school access to Medicaid claiming for health services for all students, not just students with disabilities. Iowa's school funding formula should include a categorical funding stream designated for mental health professionals and programs serving students if schools and communities choose to provide those services at school. Needed services include case management and service coordination, transition support for students returning to school after a mental health placement, virtual mental health counseling, ongoing training to improve understanding of child social-emotional, behavioral and mental health needs, actionable classroom strategies to address student needs, and integration of mental health promotion, suicide prevention and coping skills into existing curriculum.

The Legislature should avoid enacting legislation and education policies that increase pressure on students with mental health challenges. Legislation must value inclusion and the diverse lived experiences of all students.

## **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. State leaders are encouraged to work with local school leaders and educators on crafting public policy solutions that provide flexibility necessary to implement changes intelligently, without increasing bureaucracy and compliance tasks driving increased school administrative costs. The Legislature and Governor should include common sense timelines for deadlines, allowing administrative rules to be developed, accreditation processes to be defined, and local school policies to be approved, before compliance is mandated.

## **SAFETY AND CYBERSECURITY**

Escalated threats are increasingly present and devastating, including cybersecurity crimes. It is time to update funding sources to protect staff and students. Cybercriminals interrupt instructional delivery and school district operations, impacting students, families, staff and communities. Efforts should be coordinated to support school districts' cybersecurity needs, to create a consortium to curate, vet and establish professional services from which school districts may choose for cybersecurity solutions. The consortium should identify options to preserve the local decision-making authority of school districts in choosing safety solutions for their community schools.

Cybersecurity systems, services, improvements, and training expenses, costs of cybersecurity staff, as well as the costs of safe entrances, facility safety improvements and safety training to protect staff and students are a risk-management investment. The Management Fund is already established to avoid risk and as such, is an ideal funding stream to use since these investments protect the district and taxpayers from the cost of cybersecurity corrections and litigation otherwise paid by property taxes. The state penny for school infrastructure (SAVE) and the physical plant and equipment levy (PPEL) should also be allowed for the entire range of safety and security expenses. Investments to protect staff and students minimize risk exposure and avoid significant litigation settlements otherwise paid by local taxpayers.

# LEGISLATIVE TIMELINE

## IOWA'S LEGISLATIVE SESSION

The first day of Iowa's Legislative Session is generally the second Monday of January each year. In General Election years (even numbered years), the Session is scheduled for 100 days, and in non-General Election years (odd numbered years), the Session is scheduled for 110 days, unless the Legislature votes to change those timelines.

These are the proposed timelines for the 2025 Legislative Session. The full Session Schedule can be found on the Iowa Legislative website at <https://www.legis.iowa.gov/docs/publications/SESTT/1456421.pdf>.

- Session Begins – Monday, January 13, 2025
- Final Date for Bills out of their Chamber's Committee of Origin – Friday of the 5<sup>th</sup> week of Session
- First Funnel Week – Senate considers only Senate bills, etc. and House considers only House bills, etc. 8<sup>th</sup> week of the Session
- Final Date for Bills out of the Opposite Chamber – Final date for Senate bills, etc. to be reported out of House Committees and House bills, etc. out of Senate Committees. Friday of the 10<sup>th</sup> week of Session
- Second Funnel Week – Senate considers only House bills, etc. and House considers only Senate bills, etc. 11<sup>th</sup> week of the Session
- 110<sup>th</sup> Calendar Day of the Session – Friday, May 2, 2025 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 91<sup>th</sup> GENERAL ASSEMBLY

	2025 Session	Representatives of UEN Districts
<b>House of Representatives:</b>		
• Republicans	67	45
• Democrats	33	33
• Independents	0	0
• <b>Total</b>	<b>100</b>	<b>78</b>

<b>Senate:</b>		
• Republicans	34*	25*
• Democrats	15*	15*
• Independents	0	0
• <b>Total</b>	<b>50</b>	<b>40*</b>

*\*One race pending special election as of the date of this printing*

## 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/>).

# 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](http://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](http://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 & LIEUTENANT GOVERNOR



Governor Kim Reynolds



Lt. Governor Chris Cournoyer

Governor's Office

1007 East Grand Avenue, Des Moines, Iowa 50319






Phone: (515) 281-5211

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

# LEADERSHIP

## 2025 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](http://www.legis.iowa.gov/legislators/leadership).

				
<a href="#">Amy Sinclair</a> President	<a href="#">Ken Rozenboom</a> President Pro Tempore	<a href="#">Jack Whitver</a> Majority Leader	<a href="#">Janice Weiner</a> Democratic Leader	<a href="#">William A. Dotzler Jr.</a> Democratic Whip






Majority Whip:	<a href="#">Mike Klimesh</a>
Assistant Majority Leader:	<a href="#">Adrian Dickey</a>
Assistant Majority Leader:	<a href="#">Lynn Evans</a>
Assistant Majority Leader:	<a href="#">Carrie Koelker</a>
Assistant Majority Leader:	<a href="#">Tim Kraayenbrink</a>
Assistant Democratic Leader:	<a href="#">Claire Celsi</a>
Assistant Democratic Leader:	<a href="#">Molly Donahue</a>
Assistant Democratic Leader	<a href="#">Izaah Knox</a>
Assistant Democratic Leader	<a href="#">Cindy Winckler</a>



# LEADERSHIP

## 2025 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](http://www.legis.iowa.gov/legislators/leadership).

				
<a href="#">Pat Grassley</a> Speaker	<a href="#">John H. Wills</a> Speaker Pro Tempore	<a href="#">Matt W. Windschitl</a> Majority Leader	<a href="#">Jennifer Konfrst</a> Minority Leader	<a href="#">Brian Meyer</a> Minority Whip

Majority Whip:	<a href="#">Henry Stone</a>
Assistant Majority Leader:	<a href="#">Jon Dunwell</a>
Assistant Majority Leader:	<a href="#">Heather Hora</a>
Assistant Majority Leader:	<a href="#">Craig P. Johnson</a>
Assistant Majority Leader:	<a href="#">Brent Siegrist</a>
Assistant Minority Leader:	<a href="#">Sean Bagniewski</a>
Assistant Minority Leader:	<a href="#">Heather Matson</a>
Assistant Minority Leader:	<a href="#">Elizabeth Wilson</a>

# 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.

## 2025 LEADERSHIP



**Representative  
Wheeler, Skyler**

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



**Representative  
Fett, Samantha**

[Samantha Fett](#)  
(R, District [22](#)), Vice-Chair



**Representative  
Matson, Heather**

[Heather Matson](#)  
(D, District [42](#)), Ranking Member

## 2025 OTHER COMMITTEE MEMBERS

- [Chad Behn](#) (R, District [48](#))
- [Brooke Boden](#) (R, District [21](#))
- [Dr. Steven P. Bradley](#) (R, District [66](#))
- [Tracy A. Ehlert](#) (D, District [79](#))
- [Dan Gehlbach](#) (R, District [46](#))
- [Eric J. Gjerde](#) (D, District [74](#))
- [Helena Hayes](#) (R, District [88](#))
- [Bob Henderson](#) (R, District [2](#))
- [Heather Hora](#) (R, District [92](#))
- [Chad Ingels](#) (R, District [68](#))
- [Craig P. Johnson](#) (R, District [67](#))
- [Barb Kniff McCulla](#) (R, District [37](#))
- [Monica Kurth](#) (D, District [98](#))
- [Elinor A. Levin](#) (D, District [89](#))
- [Mary Lee Madison](#) (D, District [31](#))
- [Thomas Jay Moore](#) (R, District [18](#))
- [Jeff Shipley](#) (R, District [87](#))
- [Henry Stone](#) (R, District [9](#))
- [Ryan Weldon](#) (R, District [41](#))
- [Beth Wessel-Kroeschell](#) (D, District [49](#))

## 2025 HOUSE EDUCATION COMMITTEE PHOTOS



*Chair*

**Representative**  
Wheeler, Skyler



*Vice Chair*

**Representative**  
Fett, Samantha



*Ranking Member*

**Representative**  
Matson, Heather



**Representative**  
Behn, Chad



**Representative**  
Boden, Brooke



**Representative**  
Bradley, Steven P.



**Representative**  
Ehlert, Tracy A.



**Representative**  
Gehlbach, Dan



**Representative**  
Gjerde, Eric J.



**Representative**  
Hayes, Helena



**Representative**  
Henderson, Bob



**Representative**  
Hora, Heather



**Representative**  
Ingels, Chad



**Representative**  
Johnson, Craig P.



**Representative**  
Kniff McCulla, Barb



**Representative**  
Kurth, Monica



**Representative**  
Levin, Elinor A.



**Representative**  
Madison, Mary Lee



**Representative**  
Moore, Thomas Jay



**Representative**  
Shipley, Jeff



**Representative**  
Stone, Henry



**Representative**  
Weldon, Ryan



**Representative**  
Wessel-Kroeschell,  
Beth

# FEDERAL & OTHER FUNDS APPROPRIATIONS SUBCOMMITTEE

## PURPOSE

This Committee, new during the 2025 Session, was created to consider federal funding, which impacts many budgets, including, but not limited to, Education.

## 2025 LEADERSHIP



*Chair*

**Representative**  
Grabber, Martin L.

[Martin L. Graber](#)  
**Chair**  
(R, District [100](#))



*Vice Chair*

**Representative**  
Sieck, David

[David Sieck](#)  
**Vice-Chair**  
(R, District [16](#))



*Ranking Member*

**Representative**  
Brown-Powers, Timi  
M.

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

## 2025 OTHER COMMITTEE MEMBERS

- [Daniel Gosa](#) (D, District [81](#))
- [Megan Jones](#) (R, District [6](#))
- [Gary M. Mohr](#) (R, District [93](#))
- [Ray Sorensen](#) (R, District [23](#))
- [Henry Stone](#) (R, District [9](#))
- [Adam Zabner](#) (D, District [90](#))

## 2025 HOUSE EDUCATION COMMITTEE PHOTOS



*Chair*

**Representative**  
Grabber, Martin L.



*Vice Chair*

**Representative**  
Sieck, David



*Ranking Member*

**Representative**  
Brown-Powers, Timi  
M.



**Representative**  
Gosa, Daniel



**Representative**  
Jones, Megan Lee  
Hess



**Representative**  
Mohr, Gary M.



**Representative**  
Sorensen, Ray



**Representative**  
Stone, Henry



**Representative**  
Zabner, Adam

# 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.

## 2025 LEADERSHIP



*Chair*  
**Senator**  
Evans, Lynn

[Lynn Evans](#)  
(R, District [3](#)), Chair



*Vice Chair*  
**Senator**  
Taylor, Jeff

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



*Ranking Member*  
**Senator**  
Quirnbach, Herman  
C.

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

## 2025 OTHER COMMITTEE MEMBERS

- [Doug Campbell](#) (R, District [30](#))
- [Molly Donahue](#) (D, District [37](#))
- [Julian B. Garrett](#) (R, District [11](#))
- [Jesse Green](#) (R, District [24](#))
- [Kerry Gruenhagen](#) (R, District [41](#))
- [Tim Kraayenbrink](#) (R, District [4](#))
- [Mike Pike](#) (R, District [20](#))
- [Ken Rozenboom](#) (R, District [19](#))
- [Sandy Salmon](#) (R, District [29](#))
- [Tom Shipley](#) (R, District [9](#))
- [Art Staed](#) (D, District [40](#))
- [Sarah Trone Garriott](#) (D, District [14](#))
- [Cindy Winckler](#) (D, District [49](#))

## 2025 SENATE EDUCATION COMMITTEE PHOTOS



*Chair*  
**Senator**  
Evans, Lynn



*Vice Chair*  
**Senator**  
Taylor, Jeff



*Ranking Member*  
**Senator**  
Quirnbach, Herman  
C.



**Senator**  
Campbell, Doug



**Senator**  
Donahue, Molly Erin



**Senator**  
Garrett, Julian B.



**Senator**  
Green, Jesse



**Senator**  
Gruenhagen, Kerry



**Senator**  
Kraayenbrink, Tim



**Senator**  
Pike, Mike



**Senator**  
Rozenboom, Ken



**Senator**  
Salmon, Sandy



**Senator**  
Shipley, Tom



**Senator**  
Staed, Art



**Senator**  
Trone Garriott, Sarah



**Senator**  
Winckler, Cindy

# 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. This committee does not initiate the bill for State Supplemental Assistance (SSA), the per pupil amount which determines formula funding. That legislation typically starts in the full Appropriations Committee.

## 2025 LEADERSHIP



*Chair*  
**Senator**  
Green, Jesse



*Chair*  
**Representative**  
Harris, Austin



*Vice Chair*  
**Senator**  
Evans, Lynn



*Vice Chair*  
**Representative**  
Henderson, Bob



*Ranking Member*  
**Representative**  
Ehlert, Tracy A.



*Ranking Member*  
**Senator**  
Winckler, Cindy

**SENATE**  
[Jesse Green](#)  
(R, District [24](#))  
Chair

**HOUSE**  
[Austin Harris](#)  
(R, District [26](#))  
Chair

**SENATE**  
[Lynn Evans](#)  
(R, District [3](#))  
Vice-Chair

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

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

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

## 2025 OTHER COMMITTEE MEMBERS

### Senate:

- [Sandy Salmon](#) (R, District [29](#))
- [Zach Wahls](#) (D, District [43](#))

### House:

- [Brooke Boden](#) (R, District [21](#))
- [Samantha Fett](#) (R, District [22](#))
- [Heather Hora](#) (R, District [92](#))
- [Monica Kurth](#) (D, District [98](#))
- [Elinor A. Levin](#) (D, District [89](#))
- [Brent Siegrist](#) (R, District [19](#))

## 2025 EDUCATION APPROPRIATIONS SUBCOMMITTEE PHOTOS



*Chair*

**Senator**  
Green, Jesse



*Chair*

**Representative**  
Harris, Austin



*Vice Chair*

**Senator**  
Evans, Lynn



*Vice Chair*

**Representative**  
Henderson, Bob



*Ranking Member*

**Representative**  
Ehlert, Tracy A.



*Ranking Member*

**Senator**  
Winckler, Cindy



**Representative**  
Boden, Brooke



**Representative**  
Fett, Samantha



**Representative**  
Hora, Heather



**Representative**  
Kurth, Monica



**Representative**  
Levin, Elinor A.



**Senator**  
Salmon, Sandy



**Representative**  
Siegrist, Brent



**Senator**  
Wahls, Zach



# 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 starts in this Committee, too.

## 2025 LEADERSHIP



*Chair*  
**Representative**  
Mohr, Gary M.

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



*Vice Chair*  
**Representative**  
Gehlbach, Dan

**Dan Gehlbach**  
(R, District [46](#)), Vice Chair



*Ranking Member*  
**Representative**  
Brown-Powers, Timi  
M.

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

## 2025 OTHER COMMITTEE MEMBERS

- [Jerome Amos Jr.](#) (D, District [62](#))
- [Austin Baeth](#) (D, District [36](#))
- [Sean Bagniewski](#) (D, District [35](#))
- [Michael R. Bergan](#) (R, District [63](#))
- [David L. Blom](#) (R, District [52](#))
- [Jacob Bossman](#) (R, District [14](#))
- [Taylor R. Collins](#) (R, District [95](#))
- [Martin L. Graber](#) (R, District [100](#))
- [Bill Gustoff](#) (R, District [40](#))
- [Austin Harris](#) (R, District [26](#))
- [Rob Johnson](#) (D, District [34](#))
- [Shannon Latham](#) (R, District [55](#))
- [Judd Lawler](#) (R, District [91](#))
- [Brian K. Lohse](#) (R, District [45](#))
- [Ann Meyer](#) (R, District [8](#))
- [Norlin G. Mommsen](#) (R, District [70](#))
- [Amy Nielsen](#) (D, District [85](#))
- [Ray Sorensen](#) (R, District [23](#))
- [Henry Stone](#) (R, District [9](#))
- [Ross Wilburn](#) (D, District [50](#))
- [Devon Wood](#) (R, District [17](#))
- [Adam Zabner](#) (D, District [90](#))

## 2025 HOUSE APPROPRIATIONS COMMITTEE PHOTOS



*Chair*

**Representative Mohr, Gary M.**



*Vice Chair*

**Representative Gehlbach, Dan**



*Ranking Member*

**Representative Brown-Powers, Timi M.**



**Representative Amos, Jerome**



**Representative Baeth, Austin**



**Representative Bagniewski, Sean**



**Representative Bergan, Michael R.**



**Representative Blom, David L.**



**Representative Bossman, Jacob**



**Representative Collins, Taylor R.**



**Representative Graber, Martin L.**



**Representative Gustoff, Bill**



**Representative Harris, Austin**



**Representative Johnson, Rob**



**Representative Latham, Shannon**



**Representative Lawler, Judd**



**Representative Lohse, Brian K.**



**Representative Meyer, Ann M.**



**Representative Mommsen, Norlin G.**



**Representative Nielsen, Amy**



**Representative Sorensen, Ray**



**Representative Stone, Henry**



**Representative Wilburn, Ross**



**Representative Wood, Devon**



**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.

## 2025 LEADERSHIP



*Chair*  
**Senator**  
Kraayenbrink, Tim

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



*Vice Chair*  
**Senator**  
Zumbach, Dan

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



*Ranking Member*  
**Senator**  
Petersen, Janet

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

## 2025 OTHER COMMITTEE MEMBERS

- [Matt Blake](#) (D, District [22](#))
- [Mike Boussetot](#) (R, District [21](#))
- [Mark Costello](#) (R, District [8](#))
- [Molly Donahue](#) (D, District [37](#))
- [William A. Dotzler Jr.](#) (D, District [31](#))
- [Julian B. Garrett](#) (R, District [11](#))
- [Jesse Green](#) (R, District [24](#))
- [Dennis Guth](#) (R, District [28](#))
- [Izaah Knox](#) (D, District [17](#))
- [Carrie Koelker](#) (R, District [33](#))
- [Mark S. Lofgren](#) (R, District [48](#))
- [Jeff Reichman](#) (R, District [50](#))
- [David D. Rowley](#) (R, District [5](#))
- [Sandy Salmon](#) (R, District [29](#))
- [Tom Shipley](#) (R, District [9](#))
- [Dave Sires](#) (R, District [38](#))
- [Art Staed](#) (D, District [40](#))
- [Kara Warme](#) (R, District [26](#))
- [Cindy Winckler](#) (D, District [49](#))

## 2025 SENATE APPROPRIATIONS COMMITTEE PHOTOS



*Chair*  
**Senator**  
Kraayenbrink, Tim



*Vice Chair*  
**Senator**  
Zumbach, Dan



*Ranking Member*  
**Senator**  
Petersen, Janet



**Senator**  
Blake, Matt



**Senator**  
Boussetot, Mike



**Senator**  
Costello, Mark



**Senator**  
Donahue, Molly Erin



**Senator**  
Dotzler, William A.



**Senator**  
Garrett, Julian B.



**Senator**  
Green, Jesse



**Senator**  
Guth, Dennis



**Senator**  
Knox, Izaah



**Senator**  
Koelker, Carrie



**Senator**  
Lofgren, Mark S.



**Senator**  
Reichman, Jeff



**Senator**  
Rowley, David D.



**Senator**  
Salmon, Sandy



**Senator**  
Shipley, Tom



**Senator**  
Sires, Dave



**Senator**  
Staed, Art



**Senator**  
Warme, Kara



**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 nearly 1,000 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 publically 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)
.....	1. IS WAITING TO SEE YOU
NAME: _____	2. HAS LEFT LITERATURE
CELL PHONE #: _____	3. HAS LEFT THE FOLLOWING MESSAGE: .....
_____ IS AT THE REAR OF THE CHAMBER AND REQUESTS TO SEE YOU	DATE: _____ TIME: _____
<input type="checkbox"/> AT THE MAIN DOOR	<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 1<sup>st</sup> 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](http://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:

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### 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

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- 
- 

### Steps I will take to learn more about the issues

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- 
- 

### Specific Advocacy Actions I will take before the General Election

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- 
- 

### Specific Advocacy Actions I will take after the General Election

- 
- 
-

<u>Possible Action Steps</u>	<u>Target Date</u>
<input type="checkbox"/> Find your candidate contact information <ul style="list-style-type: none"> <li>○ Find out which legislative House &amp; Senate district you live in at <a href="https://www.legis.iowa.gov/legislators/find">https://www.legis.iowa.gov/legislators/find</a></li> <li>○ 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 <a href="https://sos.iowa.gov/elections/candidates/index.html">https://sos.iowa.gov/elections/candidates/index.html</a></li> </ul>	Sept. 16
<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 <ul style="list-style-type: none"> <li>○ Ask them what their priority is for education,</li> <li>○ Offer to be an informational resource,</li> <li>○ Give them your contact information and thank them for running for office.</li> </ul>	Sept. 21
<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"/> Organize a Legislator Show & Tell visit to your district	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](http://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](http://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](http://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](http://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](http://www.iowaschoolfinance.com)

## SOURCES

A special thank you to Iowans with Disabilities in Action, Infonet Iowa, Iowa Hospital Association, IASB, NSBA, and AASA for their good models of lobbying and advocacy practices, some of which are incorporated in this Handbook. Thanks also to Joel Blackwell (the Grassroots Guy), Drake Law Library, and Legislative Services Agency for certain content included as well.

## **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.

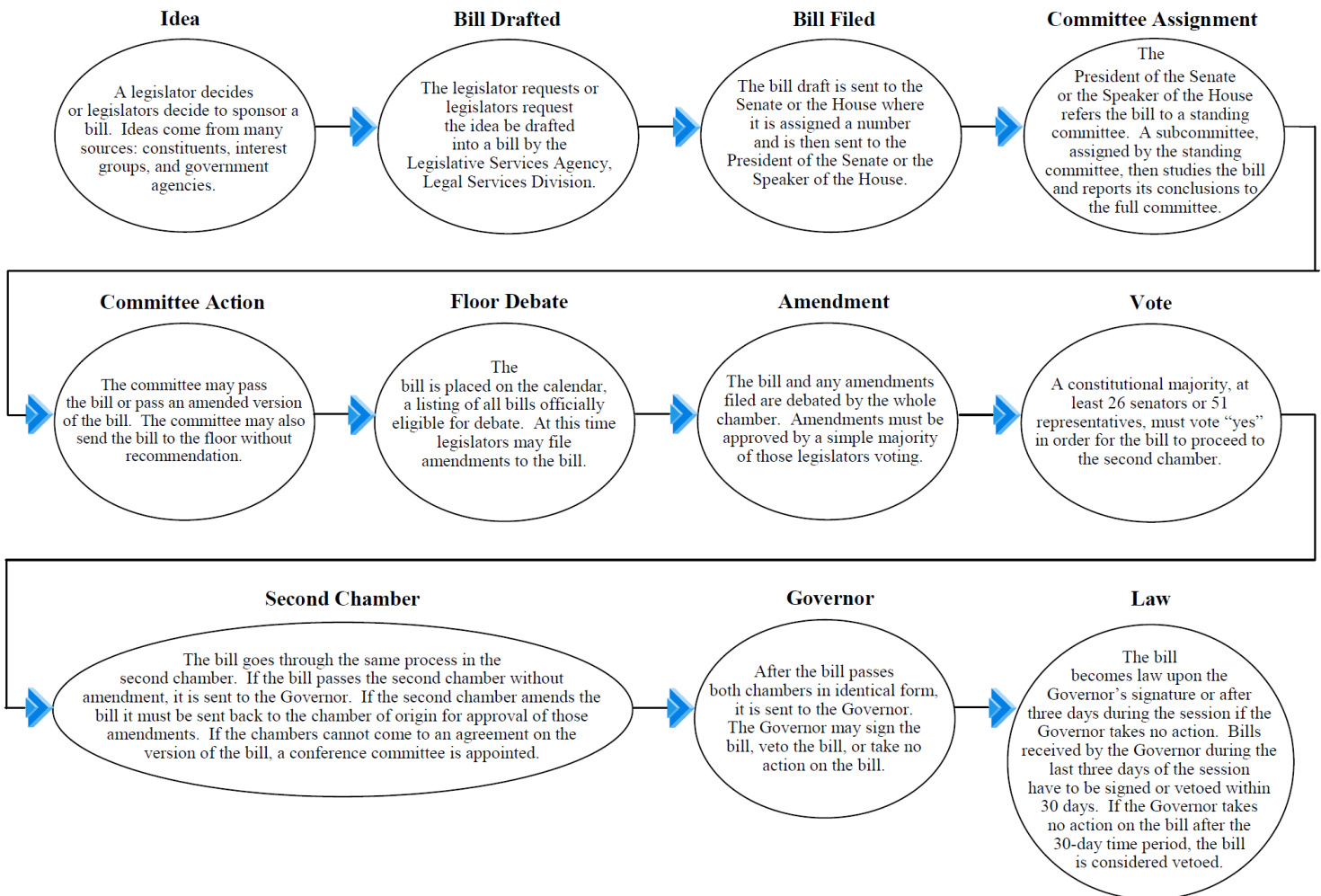
The enacted bills are then printed in the Acts of the General Assembly, published after each legislative session. The portions of the enacted bills that are laws of a permanent nature are incorporated into the Iowa Code, a compilation of Iowa laws published every year in electronic format and every other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

## UEN CORPORATE SPONSORS

### THANK YOU TO UEN'S 2025 CORPORATE SPONSORS

UEN offers businesses serving Iowa schools the opportunity to share information about programs and services with UEN members through Corporate Sponsorships. These Sponsorships help UEN accomplish its mission and build capacity, keeping membership dues low, while helping UEN member staff build name recognition with vetted UEN Sponsor businesses and their programs. Such sponsorships also strive to provide quality products and services at a savings to UEN member districts whenever possible. Learn more about UEN Corporate Sponsors at <https://www.uen-ia.org/uen-sponsors>



Solution Tree has been a trusted resource of professional learning for school districts in Iowa for more than 20 years. We provide the highest quality of customized support to ensure the success for all students statewide. The state office was established in July 2022 solely to support Iowa educators in transforming education that ensures that all students are learning at high levels. The state office provides a unique state and local perspective in supporting school districts. We are dedicated to serving as a resource for districts looking for proven and research-based solutions developed by skilled practitioners who have done the work. Download the [Solution Tree Printable Flyer](#). Contact [iowa@solutiontree.com](mailto:iowa@solutiontree.com) for more information. [www.solutiontree.com/st-states/iowa](http://www.solutiontree.com/st-states/iowa).