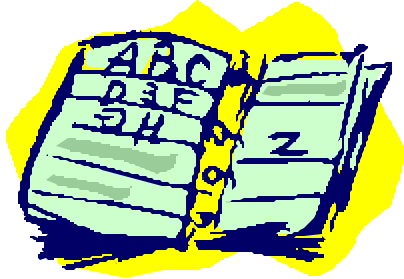


■ Part VIII: Early Childhood Resources



What's on the Internet for Iowa?

www.legis.state.ia.us

Legislature

- Text of bills and amendments
- Bill history
- Information about legislators – picture, address, phone
- Committee membership – Session, Interim
- Calendars – Daily, Interim
- Educational information
- Listen to debate

Iowa Law

- Iowa Constitution
- Code of Iowa
- Iowa Acts

Administrative Rules

- Iowa Administrative Code
- Iowa Administrative Bulletin – published every 2 weeks
- Administrative Rules Review Committee

NOBAs

- NOBA is an acronym for Notes on Bills and Amendments. The Legislative Fiscal Bureau prepares a NOBA for bills which contain appropriations or have a major impact upon appropriations. The document typically contains an executive summary of the bill, a side by side analysis of the bill, and a spreadsheet tracking the appropriations.

Web Site Resources On Advocating For Change

Communication and Public Awareness

<http://www.networkforgood.org/npo/>

Network for Good helps organizations use the web to solicit donations online, find volunteers for your programs, create petitions, distribute electronic newsletters, send action alerts, and more.

http://www.agoodmanonline.com/bad_ads_good_causes/index.html

Communications expert Andy Goodman explains the basics of creating public interest print ads in "Why Bad Ads Happen to Good Causes," which is available for downloading.

<http://www.publicagenda.org/aboutpa/aboutpa.htm>

Public Agenda Online is a public opinion research and citizen education organization. Information on over 20 issues is available, including pending proposals.

<http://www.aphsa.org>

The American Public Human Services Association is a nonprofit, bipartisan organization of individuals and agencies concerned with human services. APHSA educates members of Congress, the media and broader public on what is happening in the states around welfare, child welfare, health care reform and other issues involving families.

Stand for Children

www.stand.org

Stand for Children is America's only nationwide grassroots voice for children. Our members take action at the national, state, community, and neighborhood levels. From early childhood education and the schools to after-school programs and health services, we take on the issues affecting our kids.

Building Public Policy

<http://www.loka.org/crn/index.htm>

The Community Research Network strives to create a system through which grassroots workers, public-interest organizations and local governments can find solutions to problems and participate more effectively in public policy by establishing the agenda and controlling the results of research.

<http://www.pano.org/publicpolicy-links.htm>

Pennsylvania Association of Nonprofit Organizations provides public policy and U.S. government links as well as state links.

<http://www.urban.org>

The Urban Institute is a nonprofit nonpartisan policy research and educational organization established to examine the social, economic, and governance problems facing the nation. It provides information and analysis to public and private decision makers to help them address these challenges and strives to raise citizen understanding of these issues and tradeoffs in policy making.

<http://www.aecf.org>

The Annie E. Casey Foundation (AECF) works to build better futures for disadvantaged children and their families in the United States. The primary mission of the Foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. This site contains an on-line newsletter, "AdvoCasey."

<http://www.aspeninstitute.org>

The Aspen Institute is a global forum for leveraging the power of leaders to improve the human condition. Through its seminar and policy programs, the Institute fosters enlightened, morally responsible leadership and convenes leaders and policy makers to address the foremost challenges of the new century.

<http://www.nga.org>

Governors have worked through the National Governors Association to deal with issues of public policy and governance relating to the states. The association's ongoing mission is to support the work of the governors by providing a bipartisan forum to help shape and implement national policy and to solve state problems.

General Advocacy

<http://www.afj.org/>

The Alliance for Justice provides information about environmental, civil rights, mental health, women's, children's and consumer advocacy organizations, plus many links.

<http://www.muridae.com/nporegulation/lobbying.html>

Online Compendium of Federal and State Regulations for U.S. Nonprofit Organizations explains Lobbying and Political Activity by Tax-Exempt Organizations

<http://www.kac.org/subpages/Advocacy/advocacytools.htm>

Kansas Action for Children provides an excellent Advocacy Toolkit to support people attempting to change or create policy that supports children. Contents include how a bill becomes law, where to get legislative information, questions to ask candidates, working with the media, etc.

<http://www.democracyctr.org/resources/advocacy.html>

The Democracy Center in San Francisco offers advocacy training and resources to strengthen nonprofit and community groups, with materials also in Spanish.

Iowa Community Empowerment

www.empowerment.state.ia.us.

The Iowa Community Empowerment Initiative was established by legislation during the 1998 Iowa legislative session in an effort to create a partnership between communities and state government with an initial emphasis to improve the well-being of families with young children.

Iowa Child Care and Early Education NetWork

www.iowachildnetwork.org

This site is for early childhood professionals, child care providers, parents, advocates, policy makers, and others interested in early childhood education.

North Carolina Partnership for Children:

www.ncsmartstart.org

Smart Start is North Carolina's nationally recognized and award-winning early childhood initiative designed to ensure that young children enter school healthy and ready to succeed. Smart Start is a public-private initiative that provides early education funding to all of the state's 100 counties.

Connect For Kids

www.connectforkids.org

Connect for Kids, an award-winning multimedia project of the Benton Foundation, helps adults make their communities better places for families and children. The Web site offers a place on the Internet for adults—parents, grandparents, educators, policymakers and others—who want to become more active citizens, from volunteering to voting with kids in mind.

Healthy Families America (HFA)

a national program of Prevent Child Abuse America, has three goals: to promote positive parenting; to encourage child health and development; and to prevent child abuse and neglect.

<http://www.healthyfamiliesamerica.org/>

Iowa Child Care Coalition

www.childnetiowa.org

The mission of ChildNet/Child Care Resource and Referral of Central Iowa is to actively respond to community needs for affordable and accessible quality child care by providing resources, education and advocacy for children, parents, child care givers and employers.

www.iowaheadstart.org

The Mission of the Iowa Head Start Association is to enhance the capacity of its members to promote and advocate for a wide range of quality services for all of Iowa's children and families.

National Head Start Association

www.nhsa.org

The National Head Start Association (NHSA) is a private not-for profit membership organization representing more than 952,000 children, upwards of 180,000 staff and more than 2,400 Head Start programs in America. It is governed by a 49-member Board of Directors composed of a director, staff, parent and friend representative from each of the 12 federal regions and the immediate past Chairman of the Board.

NHSA provides a national forum for the continued enhancement of Head Start services for poor children ages 0 through 5, and their families. It is the only national organization dedicated exclusively to the concerns of the Head Start community.

<http://www.grassroots-advocacy.com/indexb.html>

Grassroots Advocacy Training Exchange (GATE), is an interactive resource designed to help you and your organization define or change the state and federal policies that affect your life and livelihood.

PCA America

<http://www.preventchildabuse.org>

Prevent Child Abuse America has led the way in building awareness, providing education and inspiring hope to everyone involved in the effort to prevent the abuse and neglect of our nation's children. Working with chapters in 39 states and the District of Columbia, they provide leadership to promote and implement prevention efforts at both the national and local levels. With the help of our state chapters – and concerned individuals like you – we're strengthening families and engaging communities nationwide.

National Governors Association Center for Best Practices

www.nga.org/center

The mission of the NGA Center for Best Practices is to help Governors and their key policy staff develop and implement innovative solutions to governance and policy challenges facing them in their states.

National Association for the Education of Young Children:
www.naeyc.org

NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early childhood programs for young children.

Children's Defense Fund
www.childrensdefense.org

The mission of the Children's Defense Fund is to **Leave No Child Behind**[®] and to ensure every child a [Healthy Start](#), a [Head Start](#), a [Fair Start](#), a [Safe Start](#), and a [Moral Start](#) in life and successful passage to adulthood with the help of caring families and communities. CDF provides a strong, effective voice for *all* the children of America who cannot vote, lobby, or speak for themselves. We pay particular attention to the needs of poor and minority children and those with disabilities.

National Association for Child Care Resource and Referral
www.naccrra.org

NACCRRRA provides technical consultation and resources to member child care resource and referral agencies. The following is a synopsis of such NACCRRRA events, publications, and educational materials offered to support to CCR&R community initiatives.

Fight Crime Invest in Kids
www.fightcrime.org/

Fight Crime: Invest in Kids is a bipartisan, nonprofit anti-crime organization led by police chiefs, sheriffs, prosecutors, victims of violence and leaders of police officer associations.

Zero to Three
www.zerotothree.org

ZERO TO THREE is a national, nonprofit organization located in Washington, D.C., dedicated solely to advancing the healthy development of babies and young children. ZERO TO THREE disseminates key developmental information, trains providers, promotes model approaches and standards of practice and works to increase public awareness about the significance of the first three years of life.

Lobbying

<http://www.indepsec.org/clpi/>

The Charity Lobbying in the Public Interest web site by the Independent Sector is an excellent place to learn why charity lobbying is important, easy and legal; how your organization can lobby effectively for public policy changes to benefit your mission; and how charities may inform voters and candidates for elected office about their missions effectively and legally. Also included is a step-by-step guide for following federal law governing charity lobbying.

<http://www.citizenworks.org/>

Citizen Works, a social justice site, has links and tools for organizing and lobbying, including information on campaign finance.

Media Advocacy

http://www.trilliumfoundation.org/english/media_toolkit/index.htm

A Media Relations Toolkit designed to assist grantees of the Ontario Trillium Foundation has general advice about working with the media.

Research/Data Information

<http://www.ids.ac.uk/gdn/tools/influence.htm>

The Global Development Network provides information on how to influence policy with research. Excellent tips illustrated by examples around the world.

Frank Porter Graham Child Development Center

www.fpg.unc.edu

The Frank Porter Graham Child Development Institute (FPG) is dedicated to improving the lives of young children and their families through research, teaching, and public service. Research at FPG adds knowledge about significant and relevant issues for children and families. Teaching and technical assistance activities prepare professionals to serve children and families effectively. Public service activities translate and spread knowledge to families, practitioners, and policy makers.

Child and Family Policy Center

www.cfpciowa.org

To better link research and policy on issues vital to children and families. This website includes many publications that can be downloaded as well as ordered. Some publications have abstracts and documents posted for the readers convenience. Many of the publications focus on national issues and can be found under National Projects. Some focus on specifically on Iowa and can be found in Iowa projects. Both are organized by subject area.

National Center for Education Statistics

<http://nces.ed.gov/>

NCES is the primary federal entity for collecting and analyzing data that are related to education in the United States and other nations.

Understanding Research-Top Ten Tips for Policy Makers and Advocates-October Fact Sheet from the National Association of Child Advocates--

[<http://www.childadvocacy.org/understandingresearch.pdf>](http://www.childadvocacy.org/understandingresearch.pdf)

Tips on Letter Writing

Guidelines for writing letters to candidates are very similar to those guidelines for writing letters to local, state or federal elected officials. (See Section on Legislative Advocacy).

- ◆ Make sure that the writer's complete name and street address appear on the letter.
 - ◆ Letters may be typed or written in longhand. Longhand is every bit (and maybe even more) effective as long as letters are legible!
 - ◆ Writers should individualize their letters by using their own words.
 - ◆ Letters should be clear, concise, direct and straightforward. The purpose should be stated in the first paragraph. The rest of the letter should be brief.
 - ◆ Letters should explain why the issue matters to the writer – make it personal! Never threaten, nag, bully or berate.
 - ◆ Writers should tell the candidate that they are concerned voters. They should not tell the candidate that they will not vote for him or her if he or she does not support their views.
 - ◆ End the letters by thanking the candidates for considering the points raised.
 - ◆ Make certain that the letters are signed.
-

Steps to Take

1. Compile a mailing list of all municipal, county, state, and national candidates' campaign headquarters with addresses and phone numbers. You can do this by contacting your local voter registrar's office or your local Democratic and Republican headquarters.
2. Distribute this list to your organization's mailing list along with instructions of what to do with the list.
3. Consider setting up tables to organize a postcard or letter-writing campaign. Seek permission to have tables at offices, local shopping centers or the lobbies of public buildings. Make it easy for people to sit down and write a letter while their attention is focused. Once they walk away, they may not take the time to write.
4. Set up postcard and letter-writing campaigns in conjunction with other activities with which you or your coalition may be involved – such as voter registration drives and candidate forums.

Sample Letter to Candidates

Date

Name of Candidate

Title of Candidate

Street Address

City, State Zip Code

Dear (*insert Candidate's Name*):

We as a nation must commit ourselves to addressing the needs of children. Children being ready for school when entering kindergarten is a growing concern for educators, parents and providers of children during the early years. Those children that have had the opportunity to experience quality care are more likely to reach their full potential in school and life.

In considering for whom I will vote in this election, I am requesting a copy of your children's platform. Please send me your detailed plans for safeguarding the health, safety and education of our children and the support of families in need.

Sincerely,

Name

Address

Phone number

Email address

Sample Letters to Legislators

Date:

The Honorable _____
Iowa Senate (House)
State Capitol
Des Moines, IA 50319

Dear Senator _____ or
Dear Representative _____:

Thank you for all of your hard work in representing this community. As a (parent/teacher/concerned constituent), I am writing to ask that you make the care and education of young children a priority in your work.

I have seen in my community that funds being used from the Iowa Community Empowerment initiative have been essential in helping in create positive results for our children. *Share a personal story here.*

Numerous studies have proven time and again that quality early learning programs can increase children's rates of literacy, secondary school graduation, employment and college enrollment, in addition to decreasing future incidences of teen pregnancies and juvenile delinquency.

I'm writing to you to ask for continued support and if at all possible enhancement of Iowa Community Empowerment state appropriations.

Sincerely,

Name
Home address
Telephone
Email address

Another Sample Letter

Date

The Honorable _____
Iowa State Senate/House of Representatives
Iowa General Assembly
Iowa State Capitol Building
Des Moines, IA 50319

Dear Representative/Senator _____:

Expansion funding for Community Empowerment is not just a children's issue – it is an economic development issue. As you know, Community Empowerment improves the quality of child care, ultimately making children better prepared for school. Improved child care means an improved quality of life.

Community Empowerment has brought national acclaim to Iowa. It is making a positive difference. (GIVE SPECIFIC EXAMPLES)

As an individual/organization concerned in building our community, we are asking you to fully support the expansion of Community Empowerment so every child in every county in Iowa can benefit from this worthwhile initiative.

Sincerely,

Name
Mailing Address
Telephone number
Email Address

Take Five Campaign

A “take five” campaign is similar to a letter writing campaign but it is designed to make it easier for individuals to participate. It has the advantage of your being there to guide the individual through the process (so you know what is said and can be sure it has been done.) A “take five” campaign consists of the following steps:

- Create a number of postcards addressed to a legislator from your district. Each postcard has a different message written on it. One message can be from a working mother, another can be from a child care provider, another from a member of the business or faith communities. Each message states how and why the member of that individual group supports the Community Empowerment initiative or why early childhood issues should remain a top legislative priority.
- Ask individuals who are supportive to fill out a card. All the individual has to do is fill in their name, address, and sign the card.

Mail the cards yourself at the end of the day. Be sure that you do not use state funds to pay for postage. Use funds from private sources to do this.

Sample "Take Five" Messages

Constituent

Dear Representative _____:

My name is _____ I live at

_____.

I am writing to thank you for bringing
Community Empowerment into my life.
Community Empowerment has helped my
husband and I to find quality affordable child
care for our children. Because of this, we are
both now able to work and support our family.

Thank you for your support of this wonderful
program. It has really made a big difference
in our lives. Please continue to support this
initiative.

Sincerely,

Child Care Provider

Dear Senator _____:

My name is _____.
I live at _____
_____.

I wanted to write and let you know how much
of a difference Community Empowerment is
making in _____ County. With
Community Empowerment dollars I have
been able to greatly improve the quality of
child care at my facility.

I ask you to continue your support for this
important program. Children in our county and
children all across the state are going to have
brighter futures because of it.

Sincerely,

**Business
Leader**

Dear Representative _____:

My name is _____. I
reside at _____
_____.

I am writing to let you know that as a business person, I have come to view the Community Empowerment program as more than a children's issue. To my mind, it is an important economic issue as well.

Because of Community Empowerment, we have been able to attract new business to our county. Investors and businessmen often ask us about the availability and affordability of childcare. They see this as an important factor in assessing how reliable and available our workforce will be.

I urge to support this important program.

Sincerely,

Teacher

Dear Senator _____:

My name is _____. I
live at _____
_____.

I want to let you know that as a teacher I can see the difference that Community Empowerment is making. Many of the children that come from less fortunate families would never had as good a start in life if it were not for the Community Empowerment initiative. When even one child comes to school better prepared, all children benefit.

Thank you for making life better for teachers and children in my school. Please continue to support Community Empowerment.

Sincerely,

Parent

Dear Representative _____:

My name is _____. I live
at _____
_____.

As a resident and parent, I want you to know how impressed I am with the contribution that our local Community Empowerment initiative is making to better the lives of children in our county.

From improving the quality of day care to insuring that our children arrive at school ready to succeed, Community Empowerment has made a real difference in our community. Because of Community Empowerment, more people are able to work. Teachers are able to teach and report fewer discipline problems. Child care in our community is both more available and affordable.

Please don't let anything happen to Community Empowerment!!! Thank you for your continued support of this important initiative.

Sincerely,

Current Early Childhood Statistics

In the United States:

Poverty

- ? A three-person family was poor in 1999 if it made less than \$13,290. The average poor family with children had just \$9,211 in total income. That is \$768 a month, \$177 a week, or \$25 a day. (CDF, 2001)
- ? For low-income families, safe, stable, affordable child care may make the difference between climbing out of poverty or falling deeper into it. (CDF, 2001)

How America Stands Among Industrialized Countries (CDF, 2001)

The United States ranks:

- 1st in military technology
- 1st in military exports
- 1st in Gross Domestic Product
- 1st in the number of millionaires and billionaires
- 1st in health technology
- 1st in defense expenditures
- 10th in eighth grade science scores
- 11th in the proportion of children in poverty
- 16th in efforts to lift children out of poverty
- 16th in living standards among our poorest one-fifth of children
- 17th in low birth weight rates
- 18th in the gap between rich and poor children
- 21st in eighth grade math scores
- 23rd in infant mortality
- LAST in protecting our children against gun violence

According to the Centers for Disease Control and Prevention, US children under age 15 are:

- 9 times more likely to die in a firearm accident
- 11 times more likely to commit suicide with a gun
- 12 times more likely to die from gunfire, and
- 16 times more likely to be murdered with a gun
...than children in 25 other industrialized countries
combined.

Key Facts about American Children (CDF, 2001)

- 3 in 5 preschoolers have their mothers in the workforce
- 2 in 5 never complete a single year of college
- 1 in 2 will live in a single parent family at some point during childhood
- 1 in 3 is born to unmarried parents
- 1 in 3 will be poor at some point in their childhood
- 1 in 4 lives with only one parent
- 1 in 5 is born poor
- 1 in 6 is born to a mother who did not receive prenatal care in the first three months of pregnancy
- 1 in 7 has no health insurance
- 1 in 7 has a worker in the family but still is poor
- 1 in 8 never graduates from high school
- 1 in 8 is born to a teenage mother
- 1 in 12 has a disability
- 1 in 13 was born with low birth weight
- 1 in 24 lives with neither parent
- 1 in 26 is born to a mother who received late or no prenatal care
- 1 in 60 sees their parents divorce in any year
- 1 in 139 will die before their first birthday
- 1 in 1,056 will be killed by guns before age 20

Educational Attainment of Kindergartners (CDF, 2001)

- Of every 100 kindergartners;
 - 88 graduate from high school
- Of every 100 White kindergartners;
 - 94 graduate from high school
- Of every 100 Black kindergartners;
 - 87 graduate from high school
- Of every 100 Hispanic kindergartners;
 - 63 graduate from high school
- Of every 100 kindergartners;
 - 58 start college
- Of every 100 White kindergartners;
 - 68 start college
- Of every 100 Black kindergartners;
 - 53 start college
- Of every 100 Hispanic kindergartners;
 - 33 start college

Of every 100 kindergartners;
 29 complete four years of college
Of every 100 White kindergartners;
 34 complete four years of college
Of every 100 Black kindergartners;
 18 complete four years of college
Of every 100 Hispanic kindergartners;
 10 complete four years of college

Child Care (CDF, 2001)

- Nationally, only 12 percent of children eligible for child care assistance receive help.
- The average salary of a child care worker is only \$14,460 a year— less than yearly salaries for funeral attendants, bellhops and garbage collectors.
- A major study of a high quality early childhood program that continued to support children and their parents into elementary school found that children who participated had a greater chance of completing high school, were less likely to be charged in juvenile court, and were less likely to repeat a grade.

Families in Crisis (CDF, 2001)

- An estimated 2.9 million children were reported as suspected victims of child abuse or neglect and referred for investigation or assessment in 1998; 903,000 of them were confirmed as victims of child maltreatment.
- Young children are most at risk for being abused or neglected. They also enter foster care in greater numbers than any other age group and remain in care longer than other children.
- Child abuse and domestic violence co-occur in an estimated 30 to 60 percent of the families where there is some form of family violence.
- 5.4 million children lived in households headed by a relative other than a parent in 1998. 2.13 million of these children lived with relatives, most often grandparents, with no parent present.

Legislative Glossary

ADOPTION

Approval or acceptance; usually applied to amendments or resolutions.

AMENDMENT

Proposal to change the language of a bill or a law (offered in committee or on the floor of the House or Senate)

APPROPRIATION

Allows for spending from the State Treasury for specified purposes, for example, for the operations of state agencies.

APPROPRIATIONS ACT

Law providing spending for agencies and programs from the State Treasury. The three major types of appropriations acts are regular, supplemental, and continuing.

APPROPRIATIONS: CONTINUING

Stop-gap measures that fund programs and agencies between the beginning of the fiscal year (July 1) and the date on which the Governor signs the regular appropriations bill into law. In the absence of Continuing Appropriations, the government would shut down because there would be no authority to spend money without a funding bill in place.

APPROPRIATIONS: REGULAR

Measures that fund agencies or programs for a full year.

APPROPRIATIONS: SUPPLEMENTAL

Spending that is approved outside the normal annual appropriations process either to pay for unanticipated or extraordinary expenditures or to fund activities authorized too late for normal budgetary deadlines. Supplemental appropriations bills are usually considered mid-year, well after the approval of the regular appropriations bills.

AUTHORIZATION

Provision in law that establishes an agency or program and allows for spending for that agency or program. An authorization may be effective for one year, a fixed number of years, or for an indefinite period. An authorization may be for a definite amount of money or for "such sums as may be necessary."

AUTHORIZATION ACT

A law that establishes or continues one or more state agencies or programs, establishes the terms and conditions under which they operate, allows for spending, and specifies how funds appropriated are to be used.

BASELINE

Projection of the revenues, spending, and other budget amounts. Baseline projections are used to determine the extent to which proposed legislation, if enacted into law, would change current spending and revenue levels.

BILL

The main vehicle employed by Members of the General Assembly for introducing their proposal.

BILL: "CHRISTMAS TREE"

Informal term for a measure that attracts many, often unrelated, floor amendments. The amendments to the measure may provide special benefits to various groups or interests.

BLOCK GRANT

State money provided in a fixed sum to states or localities for a specified purpose, usually with broad flexibility in determining how to deliver the services outlined in the block grant.

BUDGET: BALANCED

A budget in which revenues equal spending.

BUDGET AUTHORITY

Provision in law which permits state funds to be spent and designates the amount of funding to be spent.

BUDGET DEFICIT

The amount by which spending exceeds revenues.

BUDGET OUTLAYS

Spending which is recorded when spending obligations are paid, usually in the form of cash. Outlays during a fiscal year may be for payment of obligations incurred in prior years or in the same year. For example, an appropriations bill may provide \$500 million in budget authority to be spent to build a bridge over a river. The bridge could take three years to complete. In the first year, if only \$100 million is spent, \$100 million is the budget outlay (even though the budget authority provided is \$500 million).

CAUCUS

- (1) A closed meeting of legislators of one's own party;
- (2) any group of legislators who coalesce formally because of their interest in specific issues.

CHAIR

A metaphorical designation of the current presiding officer.

CHAMBER

The Assembly or Senate chamber where Floor Sessions are held.

CHAPTER

After a bill has been signed by the Governor, the Secretary of State assigns the bill a "Chapter Number" such as "Chapter 123, Statutes of 1992," which is subsequently used to refer to the measure rather than the bill number.

COLA

Cost-of-living adjustment.

COMMITTEE

A subdivision of the House or Senate that considers legislation. Committees also undertake investigations within their areas of expertise. Most Committees are divided into specialized subcommittees. Committees and subcommittees hold hearings and debate legislation. Most amendments to legislation occur at this level.

CONFEREES

Senate or House members appointed to serve on Conference Committees. Conferees are often appointed from the committee or committees that reported the legislation and they are expected to try and uphold their Senate or House position on measures when they negotiate with conferees from the other body.

CONFERENCE COMMITTEE

A temporary, ad hoc panel composed of House and Senate conferees that is formed for the purpose of working out differences in legislation that has passed both chambers.

CONFERENCE REPORT

The compromise product negotiated by the Conference Committee. The Conference Report is submitted to the House and Senate for approval.

DEFICIT

The amount by which expenses exceed revenues. Under the North Carolina Constitution, the General Assembly must produce a balanced budget each year. They cannot run a budget deficit.

DISTRICT

The area of the State represented by a legislator. Each district is determined by population and is known by a number. There are 40 Senate districts and 80 Assembly districts.

DISTRICT BILL

Legislation introduced specifically on behalf of a legislator's district, generally affecting only that district.

Discretionary Programs

Spending for programs appropriated by the General Assembly every year.

DISCRETIONARY SPENDING

Funding in the budget for a specified purpose that is subject to annual appropriations. Discretionary Spending represents less than 40% of all state spending. Head Start and After-School programs are examples of Discretionary Spending.

DISCRETIONARY SPENDING CAP

An overall limit on the dollar amounts permitted under law for expenses in discretionary programs.

ENGROSSMENT

The process of comparing the printed bill to ensure it looks like the original and to verify that amendments have been correctly inserted.

ENGROSSED BILL

Whenever a bill is amended, the printed form of the bill is proofread to make sure all amendments are inserted properly. After being proofread, the bill is “correctly engrossed” and is therefore in proper form.

ENTITLEMENT/ENTITLEMENT PROGRAMS

Programs that guarantee benefits to eligible beneficiaries (e.g. Social Security, Food Stamps, Medicare, Medicaid, etc.) and are not subject to annual appropriations. Entitlements constitute a binding obligation on the part of the State Government, and eligible recipients have legal recourse if the obligation is not fulfilled.

CAPPED ENTITLEMENT

A capped entitlement is a guaranteed level of funding not subject to annual appropriations that is allocated to states or localities for a specified purpose.

EX OFFICIO

(literally: out of or because of one’s office) The act of holding one office by reason of holding another. For example, the Lieutenant Governor is, ex officio, a member of the University of California Board of Regents.

FILIBUSTER

A time-delaying tactic that is used in the Senate to prevent a vote on a bill or an amendment.

FIRST READING

Each bill introduced must be read three times before final passage. The first reading of a bill occurs when the measure is introduced.

FISCAL YEAR

The fiscal year for the state government begins on July 1st and ends on June 30th and is designated by the calendar year in which it ends. For example, fiscal year 2000 begins on July 1, 1999 and ends on June 30, 2000.

FLOOR

- (1) The Assembly or Senate Chambers.
- (2) The term used to describe the location of a bill or the type of session. Matters may be referred as “on the floor.”

GERMANENESS

Referring to whether an amendment is relevant to the subject matter already being considered in a bill. The Legislative Counsel opines germaneness, but the matter is subject to final determination by the full Assembly or Senate.

GRANDFATHERING

Specific situations that are allowed to continue while a law would make changes henceforth.

HEARING

Committee session - usually open to the public – to take testimony in order to gather information and opinions on proposed legislation, to conduct an investigation, or review the operation of any state agency or program.

JOINT SESSION

The Assembly and Senate meeting together, usually in the Assembly chambers. The purpose is to receive special information such as the Governor's State of the State address.

LEGISLATIVE ADVOCATE

An individual engaged to present to legislators, the views of a group or organization. They are required by law to register with the Secretary of State. More commonly known as lobbyists.

LEGISLATIVE ANALYST

Provides thorough, nonpartisan analysis of the budget submitted by the Governor; also analyzes fiscal impact of other legislation.

LEGISLATIVE COUNSEL

The Legislative Counsel (who is elected jointly by both houses) and his or her legal staff is responsible for, among other things, drafting all bills and amendments, preparing a digest (summary) of each bill, providing legal opinions, and generally representing the Legislature in legal proceedings.

LEGISLATIVE HISTORY

The public record and deliberations on a bill prior to its enactment. Courts and administrative agencies may look to the legislative history for guidance in interpreting legislation and congressional intent. State agencies also look at the legislative history for guidance in developing regulations to implement the law.

LOBBYIST

An individual who seeks to influence the outcome of legislation or administrative decisions. The law requires formal registration as a lobbyist if an individual's lobbying activity exceeds 25 contacts with decision makers in a two-month period.

MAJORITY LEADER

The "number two" issues and political strategist for the Senate's majority party, second in command to the Senate President pro Tempore. Elected by the members of the Senate's majority party.

MAJORITY VOTE

A vote of more than half of the legislative body considering a measure. The full Assembly requires a majority vote of 41 and the full Senate requires 21, based on their memberships of 80 and 40 respectively.

MAJORITY WHIP

One of the members of the majority party's leadership team in the Assembly or Senate; responsible for monitoring legislation and securing votes for legislation on the floor.

MANDATORY SPENDING

Funding guaranteed by the budget for a specified purpose that is not subject to annual appropriations. Mandatory spending represents over 60% of all state spending. Social Security, Medicare and Food Stamps, as well as interest payments on the national debt are examples of mandatory spending.

MARK UP

The process by which General Assembly committees and subcommittees debate, amend and rewrite proposed legislation. A mark-up is generally a meeting where members go through a proposal line-by-line.

MINORITY FLOOR LEADER

The Senate's highest ranking minority party post; chief policy and political strategist for the Senate's minority party.

MINORITY WHIP

One of the members of the minority party's leadership team in the Assembly or Senate; responsible for monitoring legislation and securing votes for legislation on the floor.

MINUTES

An accurate record of the proceedings (See Journal).

MOTION

A formal request for action made by a legislator during a committee hearing or Floor Session.

OVERSIGHT

A review process to determine if the intent of the law is being carried out.

POINT OF ORDER

A motion calling attention to a breach of order or of the rules.

POINT OF PERSONAL PRIVILEGE

Statement by a member that his or her character or purposes have been impugned and his or her repudiation of the alleged charges.

POSTPONE

Motion to delay action on matters before the house.

PRESIDENT PRO TEMPORE OF THE SENATE

(literally: for the time) Highest ranking leader and most powerful member of the Senate; also chairs the Senate Rules Committee. Elected by all Senators at the beginning of each two-year session.

QUORUM

A simple majority of the members of the full committee or the full Assembly or Senate; the minimum number of legislators needed to begin conducting official business. Once a quorum is established, the absence of a quorum is grounds for immediate adjournment of a committee hearing or Floor Session.

QUORUM CALL

Transmitting the message that members are needed to establish a quorum so proceedings can begin.

READING

Presentation of a bill before the house by reading the title thereof. A bill is either in first, second, or third reading until it is passed by both houses.

REAPPORTIONMENT

Redistricting the State for election purposes.

RECESS

(1) An official pause of any length in a committee hearing or Floor Session that halts the proceedings for a period of time but does not have the finality of adjournment.

(2) A break of more than four days in the regular session schedule such as the “Easter recess”, etc.

RECONSIDERATION

A motion giving the opportunity to take another vote on the item in question. The motion for reconsideration must be accepted by a majority of the members present and voting.

REFERENDUM

The method by which a measure adopted by the Legislature may be submitted to the electorate for a vote.

RESCIND

Revocation of previous actions.

RESOLUTION

An opinion expressed by one or both houses which does not have the force of law. Concurrent and joint resolutions are voted on by both houses but do not require the Governor’s signature.

RESOLUTION: CONCURRENT

A legislative measure used to express general sentiments of the House and Senate. Concurrent resolutions are not submitted to the Governor and thus do not have the force of law.

CONTINUING RESOLUTION

Legislation, also known as a “CR,” enacted by the General Assembly when the new fiscal year is about to begin or has begun, to permit spending for state agencies and programs to continue in operation until the regular annual spending bills are signed into law.

ROLL CALL

A vote of a committee or the full Assembly or Senate. Committee roll calls are conducted by the committee secretary who calls each member’s name in alphabetical order with the Chair’s name last. Assembly roll calls are conducted electronically with each member pushing a button from his or her assigned seat. Senate roll calls are conducted by the Reading Clerk who reads each Senator’s name in alphabetical order.

RULE WAIVER

Specific exemption to the Assembly, Senate, or Joint Rules; formal permission must be sought and received.

RULES

Those ideas which govern the operation of either or both houses. There are Standing Rules of the Assembly, Standing Rules of the Senate, and Joint Rules.

SECOND READING

Each bill introduced must be read three times before final passage. Second reading occurs after a bill has been reported from committee.

SECOND READING FILE

The portion of the Daily File that lists measures that have been reported out of committee and are ready for consideration on the floor. Measures stay on the second reading file for one day before moving to the third reading portion of the File.

SINE DIE

Final adjournment. It means adjournment without delay.

SPEAKER

The presiding officer of the Assembly elected by the membership of the Assembly at the beginning of the two-year session. This is the highest ranking member of the Assembly.

SPEAKER PRO TEMPORE

Takes the chair at the request of the Speaker. The pro Tempore is also elected by the membership of the Assembly.

SPECIAL ORDER OF BUSINESS

Occasionally a bill is of such importance that advance notice is given about when it will be considered in the full Assembly or Senate. Notice is given during a Floor Session by requesting unanimous consent to set the bill as a special order of business on a specific date and time. This assures adequate time for debate and allows all members the opportunity to be present.

SPONSOR

The legislator, private individual, or group who developed a piece of legislation and advocates its passage.

SURPLUS

The amount by which revenues exceed spending.

TABLE

To set aside. Typically used to dispense with, or set aside, amendments to a bill rather than vote "aye" or "no" on them. A motion to table is non-debatable and once made, must be voted upon.

THIRD READING

Each bill introduced must be read three times before final passage. Third reading occurs when the measure is about to be taken up on the floor of either house for final passage.

UNFUNDED MANDATES

Any provision in legislation, statute or regulation that imposes a responsibility on a state, locality, or tribal government, for which adequate funding to carry out the responsibility is not appropriated.

VETO

The procedure established under the Constitution by which the President disapproves a bill or joint resolution and thus prevents its enactment into law. A regular veto occurs when the President returns the legislation to Congress. The President usually returns a vetoed bill with a message indicating his reasons for rejecting the measure. The veto can be overridden only by a two-thirds vote in both the Senate and the House.

VOICE VOTE

A vote that requires only an oral "aye" or "no" with no official count taken. The presiding officer determines whether the "ayes" or "noes" carry.

Other Items We could Add to this section:

- *Why Early Childhood in Iowa (Dee's presentation)*
- *Seven Lessons of Public Engagement*
- *Sample Advocacy Brochures*
- *Sample Magazine Ad*
- *Sample Newspaper Ad*
- *Sample Questionnaire (like the Vilsack/Gross one)*