

YOUR STEPS AS LOBBYIST

YOUR MISSION: Persuade legislators to pass or defeat legislation that serves your client's interests.

Along the way you will also have the chance to become a better speaker. And as an added benefit, you may even find out a little more about what is going on in the world around you! What more could you ask for?

As a lobbyist, you are going to be spending most of your time either in the House of Representatives or the Senate working with bills. Your whole position revolves around amending laws, discussing them, reviewing them and influencing their passage or failure. Each one of you will, by the time you're done, know how to conduct research on a client, work together as a team with your fellow lobbyists and legislators, how to write and speak persuasively, and be able to identify the pros and cons of any issue. Get ready to rumble! The things you will do as a lobbyist are:

- Select your clients - See "How to Select Your Clients"
- Research your issues and write position papers - See "How to Write a Position Paper"
- Debate and defend your clients interests - See "'Model Legislature - Committees"

WHAT IS A LOBBYIST?

Lobbyists are the movers and shakers of the political world. Lobbyists use their power and influence to mold and guide individual bills. A lobbyist's job is to ensure that a bill gets passed, defeated, or amended depending on their clients' interests. You'll do this by providing information, testimony, and research materials that will influence legislators to your position.

You can work with your legislative team members, the press, your fellow lobbyists, and the executive branch to achieve your goals. Remember, you are the "lifeline" for Senators and Representatives as they debate legislation. The information you give them could help them decide which way to vote – that's why you are so important to the process!

As your bills move through the legislative process, you'll need to keep track of them! You'll need to follow legislation as it moves from committee to the House or Senate; then to the opposite chamber; then hopefully to the Governor's desk. You may even find yourself being interviewed by the press as they write about your bills!!

Types of Lobbyists

Lobbyists come in various shapes and sizes. They represent groups large and small, powerful and weak, rich and poor. They can be broken down into several categories. While you may not get this specific in YIG, it's important for you to understand the different types of lobbyists.

Contract Lobbyist

These advocates work for clients that are willing to pay their fees. They often have many clients and work on a number of different issues.

Corporation Lobbyist

These advocates work for one company and work primarily on bills directly affecting their firms, although they also work in tandem with other lobbyists sharing their goals – including contract lobbyists who may be hired by their companies to augment a full-court press on one particular measure.

Association Lobbyist

These advocates are employed to represent groups of firms, agencies, or professionals with similar interests.

Public-Agency Lobbyist

Numerous cities, counties, and special districts maintain representatives. Most state agencies also assign personnel to serve as liaison with the Legislature. Most local government agencies are represented by associations.

Public-Interest Lobbyist

In recent years, there has been a proliferation of lobbyists working on behalf of environmentalists, consumers, women, population control, and prisoners to serve as liaison with the Legislature.

HOW TO SELECT YOUR CLIENTS

Your job is to select clients that are related to the bills you are writing about. For example, let's say that you write a bill that prohibits animals from riding in the back of pickup trucks. *One organization that protects the rights of animals is the Humane Society.* You could list that as one of your client requests.

How to Search for a Client

The table below lists some clients that you can choose from. You don't have to pick from this list! You can also use the Internet and Secretary of State's website to help you with your search.

If you use the Internet, you can put your bill subject into any search engine to do some looking around. This may not be the most productive way to research since it will be searching EVERYWHERE and not just in Colorado. You can also put some of these organization names into the search engine to get to their website or related information. Here is the Secretary of State's website:

<http://www.elections.colorado.gov/DDefault.aspx?tid=86>

Potential Lobbyist Clients

- ❖ University of Colorado Health Sciences Center
- ❖ Humane Society
- ❖ Anyone else you find who is appropriate!

What if you go through all of this and still can't find anyone you like? You can also list up to 4 areas of interest and then the Resource Staff will assign you clients from those areas. Be sure to let us know which way you lean on that issue – we can probably tell from what your team's bills are but it helps if you tell us!

Before filling out the lobbyist paperwork, review this refresher on the different types of legislation. You'll need to know which type your teammates are writing for the fact sheet!

WHAT IS A BILL?

With all this talk about bills, you're probably wondering, "So who is this Bill guy anyway?" Well, since you're going to be spending so much time reading, amending, and debating bills, it's probably a good idea to give you some info about them.

Types of Legislation

There are **3** basic types of legislation. All of them need to be passed by the House and Senate to become effective, however only Bills need to be signed by the Governor. Every legislator will write either a bill or amend the CO Constitution by writing a resolution.

1. Bills

A Bill is any change in the laws of Colorado. The laws are called statutes, and Colorado has a lot of them! Since our lives are always changing, the laws need to adjust, too. Legislators write bills that:

- Changes a law that already exists
- Deletes a law that already exists
- Makes a new law to address an issue

Most legislators will write a bill, but that's not all you can do! You can also choose our next option...

2. Resolutions

A Resolution is a way that the legislature says that something *should* be done. They are used when:

- The legislature doesn't have the official power to do it
- They want the voters of Colorado to make the final decision.

Usually, you write a resolution when you want to change the state Constitution. You see, the Constitution of the state can ONLY be changed by the *voters* – which means a bill won't do the trick! So, if you're a legislator you write a resolution and send it to the voters for an "OK" or a "NO WAY". But remember, your resolution has to get approved by your fellow legislators before it even makes it to the people!

If the first two options don't seem right for you, then try out our next one...

3. Memorials

Memorials are kind of like "postcards" that the legislature sends out. They don't have any power to change anything anywhere at all! So why write them? Well, memorials are the way the legislature can express its opinion about an issue – like when you send a card to someone or write a letter to the editor. Many times events happen or decisions are made that the legislature can't do anything about, but it wants to make a statement. It can tell the Federal government that it thinks something should be done about a particular issue or express sorrow over a catastrophe.

Memorials don't need the governor's signature, but keep in mind that they don't really change anything in our society. So ask yourself: "Does this really NEED to be said?" Sometimes the answer is "yes" – that's when you write a memorial.

Ok, now that you know the different types of legislation AND you've selected your clients....

- You will fill out the Lobbyist Client Request Form.
- You will complete one fact sheet for at least 2 bills. They are prepared to help you, so use them! The fact sheet is in the back of your packet but you'll need to make copies of them first!

Some things to know about client assignments...

- The State Office works with professional lobbyists who are familiar with all of these organizations.
- No more than 1-2 people will be allowed to represent any individual client.
- Assignments are done according to seniority – so if you are a senior that has been a lobbyist for 4 years you are most likely to get your selections.
- The State Office will try to assign you at least one of your requests.
- You are not allowed to change your clients.
- You will not be asked to represent a client that is against your personal beliefs.
- You'll get your client assignments the week of November 6.

HOW TO COMPLETE A BILL FACT SHEET

Sometimes the paperwork associated with YIG can be a little confusing. Never fear! We're here to help you out! The following pages will show all of the pieces you will need for the first part of your job as a lobbyist: a legislative bill, the topic analysis form (the 10 killer questions), and a sample bill fact sheet.

The Draft of the Legislative Bill

Author: Michael Elm, Greenway

Relating to the teaching of sexual-education courses in public schools, adding section 15-711 ARS.

BE IT ENACTED BY THE YMCA MODEL LEGISLATURE OF THE STATE OF COLORADO:

Section 1. ARS 15-711 Colorado Revised Statutes, is added to read:

15-711. SEXUAL-EDUCATION COURSES, FUNDING, DEFINITIONS

1. ALL PUBLIC SCHOOLS SHALL TO TEACH A COMPLETELY COMPREHENSIVE SEXUAL EDUCATION CLASS AT LEAST TWICE, ON SEPARATE YEARS, THROUGHOUT THE ENTIRETY OF THE PUPILS' TWELVE GRADES OF EDUCATION.
 - a. THE COURSE SHALL COVER ABSTINENCE, SAFER SEX PRACTICES, STD'S PREVENTION, CONTRACEPTIVES, REPRODUCTIVE SYSTEMS, MENSTRUATION, MASTURBATION, AND PREGNANCY.
 - b. THE COURSE SHALL BE A MINIMUM OF 15 HOURS WITH NO SESSION LESS THAN 45 MINUTES.
 - c. THE COURSE SHALL BE HELD AT LEAST ONCE IN PRIMARY AND ONCE IN SECONDARY SCHOOL.
 - d. ALL STUDENTS SHALL DEMONSTRATE HOW TO PROPERLY USE A MALE CONDOM AND A FEMALE CONDOM.
 - e. ALL STUDENTS SHALL BE TAUGHT EVERY PART AND FUNCTION OF THE FEMALE AND MALE REPRODUCTIVE SYSTEMS. INCLUDED IN THIS SHALL BE PUBERTY, MENSTRUATION, MENOPAUSE, AND ANY OTHER CYCLE OF EITHER SEX'S REPRODUCTIVE SYSTEM.
 - f. MALES AND FEMALES SHALL BE TAUGHT TOGETHER IN THE SAME CLASSROOM.
 - g. THE COURSE SHALL BE FREE OF CHARGE.
2. TO GAIN CREDIT IN THE COURSE OUTLINED IN SUBSECTIONS 1 AND 6, THE PUPIL MUST TAKE AND PASS A STANDARDIZED TEST COVERING ALL INFORMATION TAUGHT IN THE COURSE. THE PUPIL MUST PASS THE STANDARDIZED TEST TO GET A HIGH SCHOOL DIPLOMA.
3. ALL PUBLIC SCHOOLS SHALL BE REQUIRED TO HAVE PROPHYLACTICS AND PROPER LUBRICATION AVAILABLE TO ALL STUDENTS UPON REQUEST, AT NO COST.
 - a. ANY STUDENT WISHING TO PROCURE ANY PROPHYLACTICS FROM THE PUBLIC SCHOOL TO WHICH THEY ATTEND SHALL NOT DOCUMENT WITH ANY SCHOOL OFFICIAL THAT THE STUDENT ACQUIRED PROPHYLACTICS.
 - b. THE PROPHYLACTICS SHALL NOT BE AVAILABLE TO STUDENTS UNTIL THEY REACH THE AGE OF TWELVE YEARS OR 7TH GRADE.
 - c. NO LIMIT SHALL BE SET AS TO THE NUMBER OF CONTRACEPTIVES THAT SHALL BE AVAILABLE TO STUDENTS.
 - d. ANY COUNSELOR EMPLOYED BY A PUBLIC SCHOOL SHALL BE REQUIRED, TO GIVE THE LOCATIONS FOR FREE OR TITLE X CLINICS WHICH SCREEN FOR STD'S AND PROVIDES PREGNANCY TESTING. NO REPORT SHALL BE TAKEN ON THESE INQUIRES.
4. PARENT(S) WISHING TO HAVE THEIR CHILD(S) NOT PARTICIPATE IN THIS COURSE MAY OPT NOT TO HAVE THEIR CHILD PARTICIPATE, BUT MUST PARTICIPATE IN PLAN B (SEE SUBSECTION 5)
5. TO GRADUATE, THE STUDENT MUST COMPLETE THE TWO SEXUAL EDUCATION COURSES AS OUTLINED IN SUBSECTION 1 OR COMPLETE TWO PLAN B PACKETS AS OUTLINED IN SUBSECTION 6.
6. "PLAN B" IS THE ALTERNATIVE TO THE COMPREHENSIVE SEXUAL EDUCATION COURSE AS OUTLINED IN SUBSECTION 1.
 - A. THE PARENT(S) SHALL BE GIVEN A PACKET, DESIGNED BY THE SCHOOL DISTRICT TO WHICH THE CHILD ATTENDS WITH WORKSHEETS AND ALL THE INFORMATION COVERED IN THE COURSE. THE CHILD MUST COMPLETE THE PACKET WITH THE CHILD'S' PARENT(S) AND HAVE A SIGNATURE STATING THAT BOTH THE PARENT(S) AND THE CHILD COMPLETED THE PACKET TOGETHER.
 - B. PLAN B SHALL BE FREE OF CHARGE TO PARTICIPANTS.
 - C. IF THE CHILD CANNOT COMPLETE THE REQUIRED TWO YEARS OF SEXUAL EDUCATION, AS OUTLINED IN SUBSECTION 1, THE CHILD MAY DO AS MANY PLAN B PACKETS AS THE CHILD NEEDS IN ORDER TO GET CREDIT FOR THE COURSE.
 - D. THE STUDENT TAKING PLAN B MUST TAKE THE STANDARDIZED TEST AS OUTLINED IN SECTION 2 FOR CREDIT IN THE COURSE.
7. TO RAISE REVENUE FOR THIS, .25 % PERCENT OF THE STATE BUDGET GIVEN TO COLORADO DEPARTMENT OF TRANSPORTATION SHALL GO TOWARDS IMPLEMENTING THE PROGRAMS OUTLINED IN SECTIONS 1-6.

SECTION 2. DEFINITIONS:

1. "COMPLETELY COMPREHENSIVE" IS DEFINED AS TO MEAN THAT EVERY ASPECT OF SEXUALITY AND REPRODUCTIVE SYSTEMS SHALL BE ADDRESSED AND EVERY INSTRUCTOR MUST BE ABLE TO ANSWER ANY QUESTIONS DIRECTED TO THEM TO THE BEST OF THEIR ABILITY AND INSTRUCTION.
2. "STANDARDIZED TEST" IS DEFINED TO MEAN A TEST THAT, EVERY PUPIL IN THE STATE ATTENDING PUBLIC A SCHOOL MUST PASS THAT IS OUTLINED AND MADE BY EACH INDIVIDUAL SCHOOL DISTRICT.

Section 3. Purpose: The reason for this bill is to prevent unwanted teenage pregnancy and the spread of STD's while also making students more comfortable and aware of changes going on within them and members of the opposite sex. Sex is taboo and for something as big and important as sex is, we must be able to speak about it and teach about it and learn about it.

TOPIC ANALYSIS FORM

Answer the 10 Killer Questions

1. How much will this bill cost?

Undetermined. Costs include developing curricula for the program, instituting programs in both elementary and secondary schools and an unlimited supply of male and female condoms and lubricants.

2. Where will the money come from?

This program will be funded by the reapportionment of 0.25% of the budget for the Colorado Department of Transportation to this program.

3. Who will enforce this bill?

This bill would be enforced by local school boards and the Department of Education.

4. Is this in conflict with State Constitution, Federal Constitution or Federal Law?

It may infringe on a person's religious beliefs by not allowing for a true "opt out" provision. Also it may conflict with the parents constitutional rights in determining their child's education by not allowing a true "opt out" provision.

5. Do other states do this?

Many school districts choose to offer comprehensive sex education programs, and some even offer condoms to students who request them, but I could not find any states which would require states to have a standardized test with passage a requirement for graduation in any other.

6. Has this been tried before in Colorado?

Not to this extent. Passing a sex education course has never been a requirement for graduation in Colorado before.

7. Whom in our society will this bill affect?

All children in public schools, their parents and teachers.

8. When will it take effect?

Provides for a general effective date, so 90 days following *sine die*.

9. Who might be against this bill & why?

The Center for Colorado Policy and Interfaith League will oppose the bill because it goes against their beliefs in abstinence-only education. Depending on the position of the Governor and its director, the Department of Education may oppose the bill as it contradicts current statute. The Department of Transportation will oppose this legislation, as it appropriates .025% of the ADOT budget.

10. Is this a responsibility that belongs to the government, or could it be taken care of better in another way?

Currently, School Boards have significant leeway in setting the curriculum for their programs. There are statutory and administrative restrictions however, which include true "opt out" options for parents who are morally, ethically or religiously opposed to this type of education. Parents have the ultimate responsibility to educate their children about sex. If they choose to allow the school to do this, then that is their right, but they must be allowed the ability to determine the education of their children, which is constitutionally protected.

This is the form that YOU are responsible for completing. Here is a completed sample using the same bill as above:



Lobbyist: <u>J.Q. Lobbyist</u>
Author: <u>Michael Elm</u>

This legislation is a:

- Bill
- Resolution
- Memorial

Title of the legislation (please include the ARS number, if applicable):

H.B. 201 (sexual education; funding; definitions) ; A.R.S. § 15-711

Intent of the legislation (this is the bill's purpose statement):

This bill's purpose is to provide a sexual education course to all public school students. This bill seeks to reduce teen pregnancy and limit the spread of sexually transmitted diseases by providing students free access to birth control.

Facts that support your position (list AT LEAST THREE):

1. Studies have demonstrated that abstinence-only education programs are far more effective in reducing both teen pregnancy and the spread of sexually transmitted diseases than are courses which seek to lower student's inhibitions and natural modesty through explicit participatory teaching activities.
2. Condoms provide little or no protection against the three most common STDs – *human papilloma virus*, *genital herpes* and *chlamydia*. These three STDs account for nearly 2/3rds of all U.S. annual STD infections.
3. Comprehensive sex education criteria are objectionable to most parents. Sexuality deals with some of the most intimate and sensitive activities in which a person is involved. Comprehensive sexual education courses encourage students and their classmates to experiment with masturbation, sexually explicit material and pre-marital sex. If most parents were made aware of these practices, they would not want their children involved in these programs.
4. This bill offers no true alternative, through an "opt out" provision, to parents who wish to educate their children in an abstinence only manner. The "plan b" alternative does not allow parents the ability to limit their children's exposure to information and products that the parent may feel encourages immorality. This is especially true for children in K-8.
5. This funding source of this bill has no legitimate correlation to the program it seeks to fund. This is unfair to the Colorado Department of Transportation, the Department of Education and Colorado taxpayers.

Facts that could be used to oppose your position:

1. Students in comprehensive sexuality education classes do not engage in sexual activity more often or earlier, but do use contraception and practice safer sex more consistently when they become sexually active.
2. The U.S. has the highest teen rate of teen pregnancy in the developed world, and American adolescents are contracting HIV faster than almost any other demographic group.
3. Every reputable sexuality education organization in the U.S., as well as prominent health organizations including the American Medical Association have denounced abstinence-only sexuality education.
4. Abstinence-only education infringes upon the free speech and other constitutionally guaranteed rights of students, and also encourages the promotion of religiously based positions in public schools, violating the separation of church and state doctrine.

Rebuttal to this opposition (Why are the opponents wrong):

1. Studies have demonstrated that abstinence only education is an effective way to lower student pregnancy rates. In recent years, teen pregnancy has declined by a third, and the percentage of high school students who say they have had sex has dropped from 54 percent to 46 percent. This decrease in the pregnancy rate is tied directly to the increase of abstinence-only sexual education programs throughout the country.

2. Again, teen pregnancy rates have been dropping with the increased use of abstinence-only courses. It takes time to educate children on the benefits of abstinence and to change the moral corruption that has become so prevalent in today's society. Abstinence-only programs are a long term solution that will continue to lower pregnancy and infectious disease rates with encouraged use.

3. Sexual education criteria should be determined under local control using existing state Board of Education guidelines. Local school districts currently have the freedom to design their own sex education curricula. These guidelines establish appropriate parameters on which effective sex education programs may be based. National associations and groups who do not live in the more morally conservative Colorado, should not make life changing decisions for our children.

4. Abstinence-only education programs provide a high moral standard while maintaining the flexibility to instruct on the biological nature of sexual reproduction and the types, prevalence and curability of STDs. What abstinence-only education does not do is lower a youth's natural modesty and inhibitions through explicit participatory teaching activities.

List groups that would support the legislation:

Panned Parenthood; AIDS Project Colorado; Colorado Civil Liberties Union;

List groups that would oppose the legislation:

Center for Colorado Policy; Colorado Right to Life; Interfaith League; Colorado Department of Transportation;

In one sentence, summarize why this legislation should or should not be enacted:

This bill should not be enacted because it promotes an ineffective deterrent to teen pregnancy and infectious diseases, when in fact, the programs may encourage these undesired effects.

What is your lobbying plan? How are you going to specifically convince legislators to vote for or against the bill?

I plan on informing Legislators of the failure of comprehensive sex education courses by being ineffective in the prevention of either teen pregnancy or preventing the spread of infectious diseases. I will remind the conservative legislators that we need to encourage a moral lifestyle by reminding children of the dangers associated with living a promiscuous lifestyle. I will suggest that a student's education is in large part influenced by their parents. This bill would eliminate a parent's decision of what is best for their child, even in the elementary school setting, when sexually explicit education and the anonymous distribution of prophylactic devices is not appropriate, or beneficial to the child. I will also encourage Legislators to not take money away from the Department of Transportation to effectuate an education program that is not supported by a majority of Colorado families. The Department of Transportation Budget was approximately \$1.2 billion in FY 2004. The bill calls for .025% of the ADOT budget to be used for funding this program. That would amount to almost \$3.7 million dollars. This amount is excessive for the needs of the program.

HOW TO WRITE A POSITION PAPER

By now you have received your lobbyist clients. So what do you do with them?

Contacting your clients

You will receive the following information about your client:

- The organization name

You may also receive this information:

- A website address
- A contact name
- Contact information

If you receive a contact name and number, that means the Resource Staff has talked with that professional lobbyist and they are willing to help you with your research. PLEASE CALL THEM! They are waiting for your call! Here are some tips on working with a professional lobbyist:

- You may be their only impression of the YMCA – be sure to treat them according to the YMCA values and like a VIP (Very Important Person).
- These people are PROFESSIONALS, which means they have a busy schedule! You should not expect them to get you information overnight. Also expect that they may not get back to you the same day you contact them. Any professional will respond within 2-3 days.
- If you're really having a problem talk to your advisor who will contact the State Office if necessary.

Conducting research

The next step is to begin researching your client. You can do this through several avenues:

- Contacting the professional lobbyist for that organization
- Using the Internet to find that organization's website
- Using the library for general research on the industry that client represents
- Using the Internet for general research on the industry that client represents
- Look at the information on the Secretary of State's website for that organization
- Media sources: magazines, newspapers, etc.

THIS IS IMPORTANT, SO DON'T BLOW IT OFF!!!

You'll want to collect as much information as possible on the client and the industry they represent. It's better to be over-informed than not to do enough research and be caught without the facts at General Assembly.

Writing your paper

Now you have researched your client, maybe talked to a professional lobbyist, collected factual data about the industry they represent, and are about to over dose on the subject. Now it's time to write your paper!

A few tips about your position paper:

- Make sure it is no longer than one page. With all of the research you've done, making your paper one page shouldn't be a problem.
- DO NOT cut and paste all information directly from the client website. We trust you to process the information and rewrite it in language that you are comfortable with. Plagiarism doesn't help anyone!
- Write the paper from the perspective of someone who has never heard of your client. This will help you use simple, clearly defined language.
- Again, if you have questions talk to your advisor!

Position paper template:

<p>Name</p> <p>Name of the Organization</p> <p>Mission/Goals:</p> <ul style="list-style-type: none">• These can be statements directly from the website or other literature since they are specific statements about the company's mission in the community. <p>Issues of Interest:</p> <ul style="list-style-type: none">• This is where you list the type of work the organization does, what industry they are in, etc.• You can also list what types of issues the organization would support or not support at the Legislature.• Include any other interesting information regarding your client.
--

HOW TO PRESENT YOUR POSITION

Once the position papers are written, there is still a bit more work to be done! You still have to convince people that your bills should be passed because it's in the best interest of your client. You will do this by using your power and influence to persuade others to your position. This is where the REAL fun with debate begins!

You have two types of communicating that will be done during the Model Legislature Conference:

- Verbal: testimony in committee, speaking with legislators individually, meeting with Executive Officers
- Written: fact sheets/flyers that you can distribute in committee and during floor sessions

Giving Speeches in Committee

You'll need to write an excellent speech to wow the committee and convince them of your position. Use the following sources to write your speech:

- The fact sheet you made at the very beginning of this madness!
- Your client position paper
- Any other research you've done on this bill, the industry, etc.

Try to use many types of information in your speech:

Factual Knowledge - Information that is verifiable and agreed upon by almost everyone
Statistical Inferences - Interpretation and examples of an accumulation of facts
Informed Opinion - Opinion developed through research and/or expertise of the claim
Personal Testimony - Personal experience related by a knowledgeable party

THINK ABOUT IT!

Before you get put on the spot, do your homework and find the answers to any questions that your teammate was asked in practice debate. Then strain your brain to try any think of any other questions you might be asked during testimony.

Writing Your Speech

Every good speech starts with preparation, and if you've followed the suggestions above, you have more information than you know what to do with! It's now time to put pen to paper (or fingers to keyboard) and write your speech. Use key language so that a consistent message is sent to the committee.

Think about:

- Who is your audience?
- What do they believe?
- Where do they stand on the issue?
- How are their interests involved?
- What evidence is likely to be effective with them?

Quality, not Quantity

You have five minutes for your presentation if the chairman allows full time, but you don't have to use it all. Be wise and don't confuse the issue with too much information. Select the best stuff for your speech, and hold the rest in case you need it during question and answer time.

Sample Speech Format:

Introduction:

- State your name and the organization you are representing.
- Tell the committee whether you support or oppose the bill under consideration.

Statement of Purpose:

- State in the order they will be discussed, the major points you will be making in your speech.

Body of the Speech:

- Discuss each major point in turn developing your support through quotes, stories, examples, etc.
- Arrange these so that you lead the committee to your final point, which is why they should vote aye or nay on the bill.
- Disarm the opposition's arguments (facts are not correct, conclusions are not logical, etc.).
- Refer to any handouts you've given the committee.

Conclusion:

- Tie your main points together in a few sentences.
- This is the REAL time to be persuasive.
- Thank the committee and the chair
- Leave any time remaining for questions

Answering Questions:

After delivering your speech, the chair will open the committee up to questions. You don't get a choice in this – they have a right to question your testimony. They will ask TOUGH questions but if you've done your homework you should handle it no problem! This is where all of your research PAYS OFF!!!

Public Speaking – Oh no, I'd rather die!!!

Yes, it is a fear of most people! While lobbyists don't talk to groups as large as the entire House or Senate, you will still be speaking in front of committees, which have about 12-20 people each.

Helpful Hints

- ☺ **Talk, Chat, Converse, and Communicate:** If you think of it more as a conversation rather than a speech, it should be easier.
- ☺ **Be Yourself:** You, speaking naturally and with good preparation, are the most impressive person you can be.
- ☺ **Smile When Appropriate and Genuine**
- ☺ **Gesture When it's Comfortable and Appropriate:** FYI – some gestures are never appropriate ☺
- ☺ **Speak in a Quiet, Comfortable Voice**
- ☺ **Pause:** Don't speak without thinking. The pause gives you a chance to think clearly so that what you say will be the best message you can deliver at that moment.
- ☺ **Think Silently:** Don't use uh...ah...um...
- ☺ **Be Positive**

- ☺ **Talk with Pride:** You should be proud to represent your client and that should come through in your tone, words, and body language.
- ☺ **Be Honest**
- ☺ **Keep Eye Contact**
- ☺ **Organize Your Material:** Prepare! Outline, notes, manuscript. Take time to do it right!
- ☺ **Practice Aloud:** Try giving your testimony to your friends, your parents, or just to a mirror. Consider creating visual aids (handouts or palm cards) to help present any points that may be complex or confusing rather than trying to explain verbally. The more calm, prepared and concise you are the better chance you have of convincing others to support the bill.
- ☺ **Use Simple Language, Short Sentences, Be Concise and Clear**
- ☺ **RELAX!!!**

Speaking With Legislators Individually

Here are some helpful tips to dealing with people individually:

- ❖ Before contacting a legislator, be sure you know your stuff! By now you should be able to talk about your clients and bills in your sleep! Treat this as your ONLY opportunity to gain this legislator's support.
- ❖ Your time with them is limited, so use your time wisely. Get right to the point! Legislators will not want to hear long speeches; they can go back into the chamber if they want to hear that. Prepare your information in a short outline format so you can quickly review your main points. Stick to the issues you came to discuss, don't bunny-trail off into other subjects.
- ❖ Legislators are entitled to have a different opinion than you – don't become frustrated or angry or worse, take it personally. Sometimes you may need to "agree to disagree" and leave it at that.
- ❖ Don't be afraid to admit that a problem exists, but rather than tear apart the bill and point out what is wrong with it, spend time discussing what the right approach to that issue would be. You can propose amendments to the legislator at this time but be sure you have a well-organized idea of what should be changed in their bill. This would be a good time to leave a position paper with a legislator.
- ❖ Let a legislator tell their entire position – in other words, DON'T INTERRUPT THEM! Remember, you may not have all of the facts on the issue or bill.
- ❖ Be sure to thank legislators for their time.
- ❖ Be sure to take notes on their comments including any suggestions they may have. Give answers if you have them and if you don't offer to get them. Understanding their view of the facts and where they come from will help you develop counter arguments.
- ❖ Be willing to compromise.

Fact Sheets and Flyers

A good way to get information to a large group of people at the same time is to give them a flyer. The downside: legislators receive so much paper they often don't have time to read it all! As a lobbyist, your job is to help them make decisions on legislation that is good for Colorado.

All flyers need to be approved by a Resource Staff member BEFORE it can be duplicated and distributed. It can't just be any Resource Staff member – it needs to be one that is assigned to the Lobbyist Program. I know; we like to make it difficult! Actually, it's to make sure that you are being perceived in the best possible light when people read it! Plus it ensures that we have some control over copying costs.

When you go into committee sessions, you'll want to check with the Chair about when is a good time to hand out flyers. They may be limiting it to break times or making it a part of your testimony time. Be prepared!

Use these guidelines when developing your flyers:

- ❖ Be sure to write legibly OR use a font that is easily read.
- ❖ Be brief and to the point.
- ❖ Be courteous and reasonable.
- ❖ Be direct about identifying the current problem and how your bill will make it better.
- ❖ Give the legislator something positive to vote for!
- ❖ Make sure this is something that can be distributed to all – don't waste time tailoring it for one legislator.
- ❖ Flyers should be no more than ONE PAGE.

Flyer Guidelines for Model Legislature:

- ❖ The key to creating a great flyer is to have a simple, clear message!
- ❖ Please use no more than one 8 ½ by 11 sheet of paper (if you can use ½ sheet, this would be better).
- ❖ All flyers must be consistent with the core values of the YMCA (honesty, caring, respect, and responsibility).
- ❖ If you create flyers before General Assembly (this is HIGHLY encouraged), create them in Word for Windows only and bring them on a disk or CD.

How to get your flyer copied and distributed at General Assembly:

- ❖ Create your flyer.
- ❖ Have your flyer reviewed by a member of the Lobbyist Program Resource Staff. They will initial your flyer that it is GOOD TO GO.
- ❖ Take your flyer to the Downtown YMCA.
- ❖ They will instruct you on how to use the copy machine.
- ❖ Make your copies. Please keep your total copies limited to:
 - Committee: 15 copies
 - House: 65 copies
 - Senate: 35 copies

SAMPLE FLYERS FOR AND AGAINST A BILL

We're going to continue with our example of House Bill #201. Following are examples of flyers both for and opposing the legislation. You could distribute this type of flyer on the floor or in committee.

Support HB 201 and SAVE LIVES!

H.B. 201- Sexual Education; funding; definitions

Summary:

This bill's purpose is to provide a sexual education course to all public school students. This bill seeks to reduce teen pregnancy and limit the spread of sexually transmitted diseases by providing students free access to birth control.

1. Free access to birth control will prevent the spread of deadly diseases!

53% of Colorado's teens contract STDs - *Colorado Department of Health Services, 2003*

2. Schools are the best place to teach students about sexual education! Parents don't want to address the issue.

"85% of Colorado parents provide WRONG information when discussing the issue with their children" - *Colorado Republic, June 23, 2002*

3. This program is fully funded. The ADOT budget has more than enough excess funding to pay for this program.

Join Supporters in endorsing this bill: AIDS Project Colorado, Planned Parenthood, Colorado Civil Liberties Union

"Please vote YES on HB 201!"

For More information contact Planned Parenthood Lobbyist .J.Q. Lobbyist
(Delegation: Greenway / Team # 1)

Cell phone: (602) 867-5309
House Lobby / Senate Lobby

HB 201

Destroys Family Values!

Summary: This bill's purpose is to provide a sexual education course to all public school students. This bill seeks to reduce teen pregnancy and limit the spread of sexually transmitted diseases by providing students free access to birth control.

Colorado's Schools will teach your children

How to have sex!

Abstinence only programs are the most effective!

1. Montana's abstinence only program reduced teen pregnancy by 57%.
2. Providing free birth control encourages students to have sex.
3. Condoms provide little protection from the most common STD's
4. Free birth control will have the effect of spreading more STD's throughout Colorado!

HB 201 - Will destroy our freeways system!
The funding for sexual education comes from the ADOT budget. Our freeway system is already horribly under funded.

HB 201 will stop all future freeway expansion.

Please join: Center for Colorado Policy, Colorado Right to Life, Interfaith League, and Colorado Department of Transportation in Opposing HB 201!

For additional information Please contact:
J.Q. Lobbyist - Center for ColoradoPolicy

(Delegation: Greenway, Team # 1)
House Lobby! Senate Lobby

BETWEEN PRE-LEG AND GENERAL ASSEMBLY

By now, your brain is full of information about how YIG works, who your clients are, and what types of legislation they would support or oppose, and you are probably thinking that you know it all. Right?? WRONG!! There is still much work to be done!

What to do now?

Research, research, research! In a few weeks you will receive your conference handbook, which will have copies of every bill being introduced at the conference. You can pour through every one of them, looking for additional bills that your clients would support or oppose. You will want to prepare a lobbying plan for each one of them (see the Bill Fact Sheet) which may include a testimony in front of the committee and flyers to distribute. Yes, you should be very busy right now!

Places you can research for more information regarding proposed legislation:

- Contacting the YIG lobbyist representing the organization who would support the legislation
- Using the library for general research on the industry that client represents
- Using the Internet for general research on the industry that client represents
- Look at the information on the Secretary of State's website for that organization
- Media sources: magazines, newspapers, etc.

The Bill Tracking Form

- You will receive this form at the Pre-Leg.
- It can be a very handy tool to keep track of the bills you are advocating for and against.

What to bring to the general assembly:

- A GREAT attitude!
- The Lobbyist Packet (the packet you have been reading!)
- Notebook and pen
- All of the research you have done on your clients and the legislation they would support and oppose
- Your conference handbook
- A watch (to make sure you are on time for everything!)

GENERAL ASSEMBLY & COMMITTEES

Well, here it is at last. The big finale. The main event. What you've been waiting for this whole time. The YMCA Youth in Government Model Legislature. Be still my heart. Now, once you stop fainting from excitement, let's talk about what to expect as a lobbyist at this magnificent event.

Committees

One of your first challenges will be to get your bills through committee. Each committee will have a chair that will run the show. It's the committee's job to look at all the bills that fall under their subject, debate them, and decide which ones will Pass and be discussed on the House or Senate floor, and which ones will Fail and go to the great hopper in the sky.

Each legislator will have a chance to present his or her bill and the committee will debate it for a bit. They will be looking to pass good bills that are well thought out and have the potential for good debate. If the committee decides to pass a bill, then each of you will rank it. Legislators will consider the following criteria: Importance to the people of Colorado, if the bill will work, if the bill is well written, if the author/sponsor is prepared during their presentation, and the level of debate generated.

Your job will be to go attend all committee hearings where there are bills being considered that your clients care about and where your bills are debated. It is your job to provide testimony and give information as requested.

Amendments

In committee you can also suggest changes to bills – this is called “amending”. The vice-chair should have information on how to do it, in case you have questions. Since you are getting your clients after the bills are written, you may want to make a last minute change that further benefits your client, or you may find some incorrect information in debate. That's when you whisk out the amendment form and do some adjusting. This is what the amendment form looks like:

Colorado Youth & Government Amendment Form	
Bill #:	_____
Amendment Author:	_____
Example:	
Line # amending:	4
Text amending:	<i>On line 4, before the word “with”, insert the word “first”.</i>
Amendment #1:	
Line # amending:	_____
Text amending:	_____

<i>There is room for 4 amendments on the full form.</i>	

You will submit your form to the Chair. You'll want to have some of these amendment forms with you at all times during committee. If you see a change you want to make to a bill, you need to act quickly! Bills can only be amended in committee and amendments can only be introduced by a legislator. If you have an amendment you'd like to try and attach to a bill, you'll need to find a legislator friendly to your cause. Once the bill has been debated, voted on and ranked (if necessary), that's it! Your opportunity has passed!

Testifying in Committee

When it's time for one of your bills to be debated, you will be delivering a speech from your client's point of view to support their bill. You'll suddenly become **SUPER lobbyist!** This is your moment to shine, and all your practice and hard work will be put to the test. This is called giving testimony. In order to testify to the committee, you'll need to fill out a form.

Here's what the form looks like:

_____	Bill Number
INFORMATION FOR COMMITTEE HEARING	
<i>Please print!</i>	
DATE: _____	COMMITTEE: _____
	Oppose _____ Support _____
NAME: _____	
DELEGATION: _____	
CONFERENCE ROLE (please circle):	Lobbyist Senator Representative
IF A LOBBYIST, WHOM DO YOU REPRESENT? _____	
<i>This is required for lobbyists; you will not be called on if this is blank.</i>	
DO YOU HAVE MATERIAL TO DISTRIBUTE TO THE COMMITTEE?	Yes No
HAS YOUR MATERIALS BEEN APPROVED BY A RESOURCE STAFF MEMBER?	Yes No
Name of Resource Staff Member: _____	Initials: _____
DO YOU WISH TO BE HEARD?	Yes No If Necessary
FIVE-MINUTE LIMIT ON PRESENTATION	
<i>Or other time limit at the discretion of the chairman</i>	

committee will post a docket, which tells what order the bills will be debated in. If you see that you need to be in two or more places at once, you have a couple of options:

- You can clone yourself, but that takes more time than you have.
- You can contact your teammates and ask them to work with the chairman to get the bill moved to another place in the docket. If you choose this option you'll want to suggest where they can place it. The chair might not be able to grant your request, but at least you can say you tried!

Testimony slips are usually accepted *until* the author starts delivering their opening statement. At that time the chair will not accept any more! You will submit your form to the Chair. Stay sharp! Testimony will be called for right after opening statements.

When you are called to deliver testimony, here are a few things to keep in mind:

- You can hand out a fact sheet to legislators. This will tell from your client's point of view why the bill is a great idea and should be passed on to the larger group for debate. This is best done before the committee starts. Check with the Chair for a good time to do this. **WARNING:** All handouts need to be cleared by the Lobbyist Program Resource Staff first!
- Legislators will ask questions designed to pick at the bill to discover any weaknesses. Remember, they are concerned with passing laws that are good for all people in Colorado so it is their job is to ask tough questions! Be prepared and keep your cool!

The Floor

Once committees are finished, the legislature will move onto the floor of the House or Senate. The rest of the time will be spent debating the bills that passed through committee. Your job here is to see if any of your bills passed, where they are on the docket, and use your power and influence to pass or fail legislation. Depending on where the bills are placed on the docket, you may have time to develop a lobbying plan, or you may have to work very fast to rally the troops!

The Governor's Office

If your bill passes the House and Senate it's headed straight to the top – the Governor's desk!!! This is your LAST opportunity to persuade the Governor why the bill is a good idea – remember that you are still lobbying on behalf of your client.

Lobbyist: _____
Author: _____

**Colorado YMCA Youth & Government
Legislative Bill Fact Sheet**

This legislation is a:

- Bill
- Resolution
- Memorial

Title of the legislation:

Intent of the legislation (this is your purpose statement):

Facts that support your position (list AT LEAST THREE):

Facts that could be used to oppose the legislation:

Rebuttal to this opposition (Why are the opponents wrong):

List groups that would support your legislation:

List groups that would oppose your legislation:

In one sentence, summarize why this legislation should be enacted:

What is your lobbying plan? How are you going to specifically convince legislators to vote for the bill?
