



**COOPERATIVE EXTENSION SERVICE**

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University of Alaska Fairbanks



**ALASKA 4-H  
YOUTH IN GOVERNANCE**

**PROJECT MANUAL and  
RECORD BOOK**

**Year \_\_\_\_\_**

**Name** \_\_\_\_\_

**Club Name** \_\_\_\_\_

**Member's Signature** \_\_\_\_\_

**Parent's/Guardian's Signature** \_\_\_\_\_

**Leader's Signature** \_\_\_\_\_



# ALASKA 4-H

## YOUTH IN GOVERNANCE



The **4-H Youth In Governance (YIG)** program is offered for 14 to 18 year old 4-H members who are interested in learning more about our government and how it works. YIG participants:

- Learn how the state government decision-making process works.
- Learn how teens can participate in government at the state and local levels.
- Observe the legislative process in action.
- Meet and share ideas with legislators and other elected officials.
- Meet youth from around the state.

**Alaska 4-H Youth In Governance** is a 4-H citizenship educational program offered by the University of Alaska Cooperative Extension Service.

This project manual was prepared by Marla Lowder, 4-H & Youth Development Agent, University of Alaska Fairbanks Cooperative Extension Service, and adapted from the following materials:

*4-H Exploring Citizenship, My Government*, prepared by Mary Jean Craig, Idaho Cooperative Extension Services, 2002

Alaska State Legislature website, [www.legis.state.ak.us](http://www.legis.state.ak.us)

The Alaska Constitution, 1959

*Exploring Citizenship, My Government, Unit VI*, prepared by the Southern Regional, 4-H Citizenship Literature Committee, and printed by National 4-H Council, 1979.

*Michigan Government in Action*, P. Kakela, A. Fenton, M. Smith, S. Kinzel, E. Moore, and P. Ryan, Michigan State University Cooperative Extension Service, 1988.

*State 4-H Know Your Government Conference Materials*, “Your Day In Court”, C. Olson-Beck, 1987 and “Politics and the Press”, T. Platt and N. Sanders, 1988, Washington State University Extension Service

*Vision and Values*, Idaho State Council on Developmental Disabilities, Vol. 1, No. 1, Boise, ID, January 1989.

# EXPLORING CITIZENSHIP MY GOVERNMENT

## PROJECT REQUIREMENTS:

1. Attend two audio conferences prior to the conference.
2. Attend the **4-H Youth In Governance** Conference.
3. Complete the **Youth In Governance Project Manual and Record Book**. Check out the State of Alaska webpage as it is an excellent source of information at:  
<http://www.w3.legis.state.ak.us/index/php>.

Alaska – Complete the study questions and one activity from each of the following sections.  
(Total of four activities. Check which sections you completed):

- 1)  Local Government
- 2)  Legislative Branch (p. 19-20)
- 3)  Executive Branch      or       Who Influences Our Government
- 4)  Follow-up Activities

4. Give a demonstration. This can be in the form of an oral report or talk about the 4-H Youth In Governance Conference and how the legislative process works.

### EXHIBIT:

Completed 4-H Involvement Report

Completed project manual. Include any clippings, stories, etc. from your activities.

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### Standards of Excellence for Evaluating *Exploring Citizenship, My Government*

(to be completed by the judge)

	Possible Score	
➤ Manual/record book is neat and attachments, handouts, pictures, etc., are included.	5	_____
➤ Manual/record book has been signed by member, parent and leader.	5	_____
➤ Demonstration/report given.	5	_____
➤ Personal Goals: Record shows accomplishment of goals, or explanation why they were not achieved.	10	_____
➤ Answers to questions in book show thought and understanding.	10	_____
➤ Appropriate activities are completed and reports show thought and understanding.	50	_____
Local Government      10		_____
Legislative              15		_____
Section of Choice      10		_____
Section of Choice      10		_____
Follow-up Activities    15		_____
➤ Record shows experiences, learning, etc., at the conference and activities completed after the conference.	<u>15</u>	_____
Total	100	_____

## INTRODUCTION

Alaska government is a representative democracy, which means the voters elect candidates to represent them on issues. These are three branches of state government in Alaska: the **Legislative** (including the House and the Senate), the **executive branch** (comprised of the Governor and administrative agencies) and the **courts or judicial system**. Each branch has “checks” over the others in order to “balance” their powers.

The powers of each branch are specified in the Alaska Constitution. The constitution is the source of authority for all three branches. It defines the role of each branch and specifies how the branches interact:

- ⤴ The **legislature** passes the laws we live under and appropriates dollars necessary to operate government.
- ⤴ The **executive branch** administers (that is, carries out) the laws.
- ⤴ The **judicial branch**, through the courts, applies to the controversies brought before it. These are all done within limits set by the constitution.

**Local governments**, borough and city, are the governments closest to the people and the ones that affect people most directly. Local governments have certain powers that are granted to them by the state government.

This publication summarizes the roles of each branch of government and explores the roles of citizens, lobbyists and the media. It focuses on the basics and is designed to stimulate your thinking on how Alaska government works, as well as help you see your part in the workings of government.

Please note that this publication does not address the functions of Alaska's Tribal Governments which carry a vital role in Alaska. We apologize for this omission and look forward to including these in the future. For background information in the topic please see [https://www.uaf.edu/tribal/112/unit\\_4/modertribalgovernmentsinalaska.php](https://www.uaf.edu/tribal/112/unit_4/modertribalgovernmentsinalaska.php)

Keep in mind that citizens who are informed about their government are better prepared to participate in the various governmental processes. This is true whether they participate as active political party members, as lobbyists, members of a jury or as conscientious voters. Good luck in your efforts to better prepare yourself for these roles!

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### Personal Goals

Set a minimum of three personal goals for this project and your involvement in the 4-H Youth In Governance program. These could include skills you would like to acquire, things you would like to see and do before, during, and after the conference, things you would like to learn, people you would like to meet, etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

# LOCAL GOVERNMENT IN ALASKA

Alaska has just two types of municipal government – cities and organized boroughs.

Unlike most other states that typically have local government structures consisting of many overlapping local government service providers, Alaska’s system of local government is simple, efficient, and effective. It consists of just two types of municipal government as described below.

## Cities.

A city government is a municipal corporation and political subdivision of the State of Alaska. It generally encompasses a single community.

Federal law did not allow the incorporation of city government in Alaska until 1900. The City of Skagway was the first city government incorporate in Alaska

On average, the corporate boundaries of cities in Alaska encompass just over 27 square miles. However, there are wide variations in the size of individual cities. The City of Skagway encompasses the largest area (466 square miles), while the City of Kiana encompasses the smallest area (0.3 square miles).

Current State Law restricts the inclusion of large geographical regions or large unpopulated areas in cities. [3 AAC 110.040(b) – (c); 3 AAC 110.130(c) – (d)]. A city is also part of the borough in which it is located. [Art. X, § 7, Ak. Const.]

Presently, there are 145 city governments in Alaska. In 2000, those cities were inhabited by 161, 591 individuals or 25.7% of the state’s total population of 628,800.

The 2000 population of cities ranged from a high of 31, 423 (City of Fairbanks) to a low of 24 (City of Kupreanof).

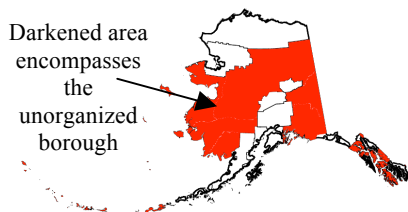
## Organized Boroughs.

Like a city, an organized borough in Alaska is a municipal corporation and political subdivision of the State of Alaska. However, organized boroughs are intermediate-sized governments – much larger than cities.

Prior to statehood, federal law prohibited the creation of counties in Alaska.

Alaska’s Constitution requires that the entire state be divided into boroughs, organized or unorganized. The Constitution also requires that each borough embrace an area and population with common interest to the maximum degree possible. (Art. X, § 3, Ak. Const.) The “maximum common interests” clause must be harmonized with the provisions of Article X, § 1 of Alaska’s Constitution that call for minimum numbers of local governments. Together, those constitutional provisions promote large boroughs embracing natural regions.

Presently, there are 16 organized boroughs in Alaska. On average, organized boroughs encompass just over 17,400 square miles (644 times the average size of cities). Like cities, the size of individual organized boroughs varies considerably. The largest organized borough is the North Slope Borough (93,823 square miles), while the Bristol Bay Borough is the smallest (918 square miles).



In 2000, Alaska’s 16 organized boroughs were inhabited by 545,664 individuals, or 86.8% of the total population of the state. Of the 545,664 residents of organized boroughs in Alaska, 98,246 (18.0%) also lived within a city government during 2000.

Organized boroughs encompass about 43% of the geographic area of Alaska. State law provides that the part of Alaska outside organized boroughs comprises a single unorganized borough. As it is presently configured, the unorganized borough encompasses 374,843 square miles. The unorganized borough was inhabited by 83,136 residents in 2000. Additional information about the unorganized borough is provided later.

## Classification of Cities and Boroughs.

### Cities.

There are three different classifications of city governments in Alaska – home rule, first class, and second class cities. A community must have at least 400 permanent residents to form a home rule or first class city.

First and second class cities are general law cities – State law defines their powers, duties, and functions. General law is distinct from home rule. Home rule cities have all legislative powers not prohibited by law or charter.

### Organized Boroughs.

The word “borough” has its origins in 5<sup>th</sup> century Europe. It means “place organized for local government purposed.” A number of countries and a number of states in the U.S. have boroughs; however, they are unlike boroughs in Alaska

There are five different classifications or types of organized boroughs in Alaska. These are unified home rule, non-unified home rule, first class, second class, and third class. First, second, and third class boroughs are general law governments.

### Provisions Applicable to all Local Governments in Alaska.

Article X of Alaska’s Constitution establishes the framework for local government in Alaska. Section 1 of the local government article states the following with respect to the purpose and construction of the construction of the constitutional provision regarding local government.

The purpose of this article is to provide for maximum local self-government with a minimum of local government units, and to prevent duplication of tax-levying jurisdictions. *A liberal construction shall be given to the powers of the local government units.* (emphasis added)

All local governments in Alaska – general law cities, home rule cities, general law boroughs, and home rule boroughs – enjoy broad powers. The Alaska Supreme Court has noted with respect to the constitutional provision for a liberal construction of the powers of local government as follows:

The constitutional rule of liberal construction was intended to make explicit the framers’ intention to overrule a common law rule of interpretation which required a narrow reading of local government powers.



## LOCAL GOVERNMENT STUDY

1. Who are your City Council Members? Borough Members if applicable?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  
2. Name two duties of a City Council or Borough Member. Be Specific.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
3. Who is the City Mayor or Borough Mayor of the city in which you live or attend school?
  - a. \_\_\_\_\_
  
4. Name two issues (duties, problems) your city deals with.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  
5. Name one taxing district that are active in your area.
  - a. \_\_\_\_\_

### **SUGGESTED ACTIVITIES FOR LOCAL GOVERNMENT:**

Select one or more to carry out. Record what you did and learned on page 7.

1. Attend a meeting of your City Council or Borough meeting.
2. Attend a meeting of a special board of commission in your local area that plans hospitals, libraries, elections, etc.
3. Visit a top local official. Explain that you are interested in carrying out a citizenship project that would benefit the community and that you would like some suggestions.
4. Interview two Local Government Officials. Find out their responsibilities, their qualifications, and how they got their job.
5. Collect newspaper articles on one or more issues being dealt with by the city council, Borough Assembly (i.e. school levy, budget hearings, garbage disposal, law enforcement). Summarize the issue, who it affected, who dealt with it and what (if any) action was taken.
6. Other.



## LEGISLATIVE LANGUAGE

Here's some terminology to help you understand what the legislature does.

**Amendment** – Any modification, deletion, or addition that alters the form or substance of legislation or a motion.

**Appropriation** – A legislative authorization for a state agency to spend a certain amount of money, with allocations that list a stated purpose and can include a specific funding source. An appropriation usually has a time limit as to when it may be expended.

**Bill** – A proposed law that has been introduced in either house or Legislature. Also known as a measure.

**Code** – A compilation of laws on a given subject; the official publication of the statutes of the state, i.e., the Alaska Statutes.

**Committee** – A body of legislators appointed to handle certain business and report back to the parent body.

**Effective Date** – Date on which an act takes effect; 90 days after the enactment unless otherwise specified in the law itself.

**Executive Order** – An order of the Governor that has the force of law and makes changes in the organization of the executive branch or the assignment of agency functions. Executive orders may be disapproved by the Legislature meeting in joint session.

**Fiscal Year** – An accounting period of 12 months. Alaska's fiscal year runs from July 1 to June 30.

**Omnibus Bill** – One that provides for several miscellaneous enactments or allotments.

**Point of Order** – An objection raised by a legislator that the rules of procedure are being violated.

**Reading of a Bill** – Refers to the three stages of the legislative process.

**Report** – The presentation by a committee on a measure or other matter that was referred to the committee for action.

**Veto** – An official action by the Governor that nullifies legislative citation in the passing of a bill or appropriation.

## LEGISLATIVE JARGON

To make it quicker and easier for those that work in and with the Legislature, informal jargon has evolved. Here are some of the more frequently used clichés:

**Gallery** – The balcony of the house and senate chambers where the public can view the legislature in session.

**Get a bill out of committee** – To invoke some unplanned strategy to get a bill passed by a committee.

**Send it to the floor** – To pass a bill by a committee and forward it to the full House/Senate.

**Majority** – 50 percent plus one.

**Sine Die** (sigh-knee-die) – To adjourn the legislature at the end of the second session.

**In Caucus** – The Democrats and Republicans are meeting as separate groups to discuss issues or strategy.

**On the floor** – The main chamber of either the Senate or House is in session.

**Take a walk** – A legislator will step out of the main floor to avoid voting on a bill.

**Mark up a bill** – To send the bill to amending orders for changes.

**Green light** – In the House, it means to vote for a bill.

**Red light** – In the House, it means to vote against a bill.

**The other body** – One legislative chamber referring to the other.

**It's watered down** – A bill that has been amended to the point of ineffectiveness.

**Goin' home bill** – A controversial bill of any kind that must be passed before adjournment.

**Sitting on a bill** – To ignore the bill and not schedule it for a hearing.

**Pork Barrel** – Legislative slang for appropriations based on political patronage such as funding for local projects.

## THE LEGISLATIVE BRANCH

The Legislature Branch is responsible for enacting the laws of the State of Alaska and appropriating the money necessary to operate the government.



Alaska has a bicameral (two chambers) Legislature composed of the House of Representatives and the Senate. The House of Representatives is composed of forty (40) members elected from forty (40) election districts for two year terms. The Senate has twenty (20) members elected from twenty (20) senate districts for four year terms, with one half of the membership standing for election every two years. House and Senate election districts are determined on the basis of population. Under the State Constitution, redistricting is accomplished every ten (10) years after the reporting of the decennial federal census. An advisory reapportionment board is appointed by and assists the Governor in redistricting the state.

A Legislature consists of two regular sessions which ordinarily convene annually on the third Tuesday in January. A Legislature must adjourn from a regular session no later than ninety (90) consecutive calendar days from the day it convenes, except the session may be extended once for up to ten (10) days by a two-third (2/3) vote of each house.

Special sessions are called by the governor or by vote of two-thirds (2/3) of the legislature and are limited to thirty (30) calendar days. When meeting in special session called by the Governor, the legislature may consider only those subjects placed before it by the governor. Procedures for calling special sessions have been clarified in statute (AS 24.05.100). Accordingly, a call by the governor must give legislators fifteen (15) days' notice. A call by the legislature must be preceded by a poll of the members conducted by the presiding officer of each house. The law also allows special sessions to meet at any location in the state.

## LEADERSHIP/ORGANIZATION

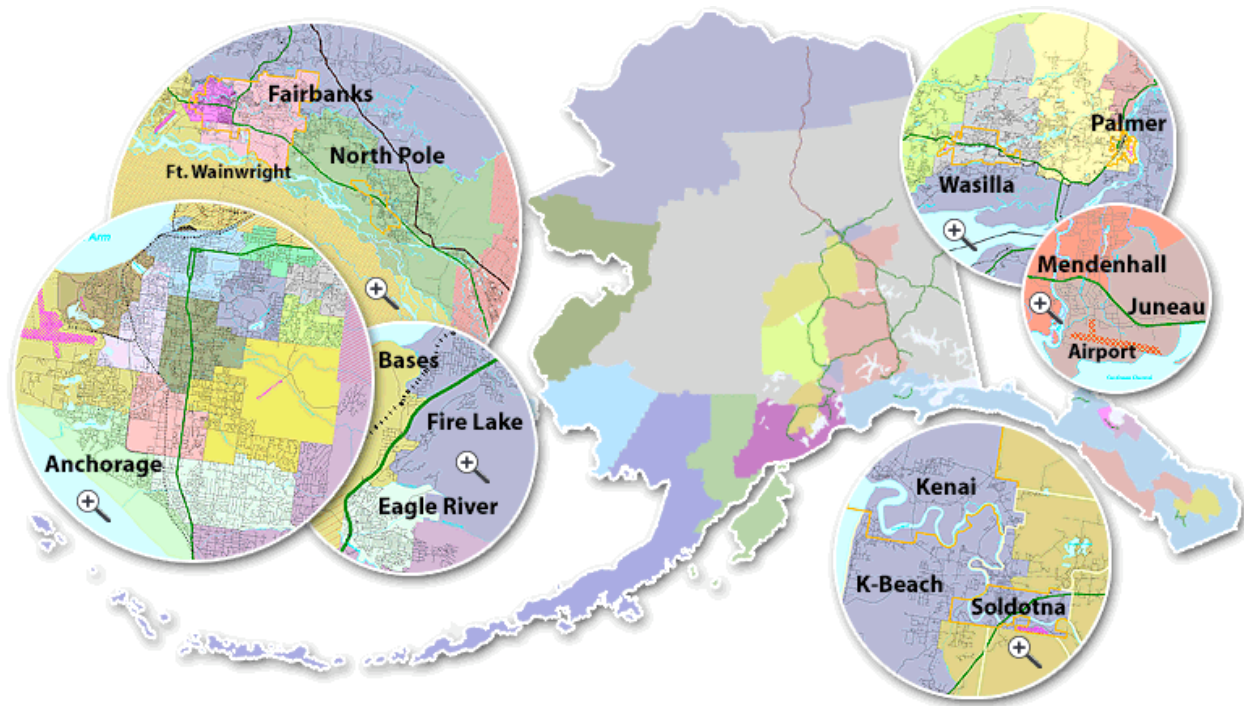
When each house convenes for the first of its two regular sessions, it elects its officers and selects its employees in accordance with the provisions of the Uniform Rules. The presiding officer of the Senate is called the President, and the presiding officer of the House of Representatives is called the Speaker. Each house elects a chief administrative clerk called the Secretary of the Senate and the Chief Clerk of the House, respectively. As part of the informal organization of each house, the major political parties elect their floor and caucus leaders in party caucus.

The Uniform Rules determine the temporary employees assigned to each house at the direction of the committee or legislator to which they are assigned. Many of the legislative services are centralized (payroll, purchasing, accounting, duplicating, distribution, mailing and enrolling), and the temporary employees assigned to these services work at the direction of the Legislative Affairs Agency.

## UNIFORM RULES

The Constitution requires that the Legislature operate under Uniform Rules of Procedure. Beginning with the First State Legislature in 1959, each Legislature has kept its rules uniform both as to procedure and operation. By law each Legislature, i.e., the Legislature convening for its first of two regular sessions on the odd-numbered years, adopts its own uniform rules. After a new Legislature convenes, the houses adopt permanent rules with the rules of the previous Legislature serving as its temporary rules by provision of law until permanent rules are adopted. The Uniform Rules are implemented and interpreted by the use of *Mason's Manual of Legislative Procedure*.

## STATEWIDE LEGISLATIVE DISTRICTS



## LEGISLATIVE COMMITTEES

Legislative committee membership is determined in part by the interest of the individual members. An effort is made to assign each member to the committees of his or her choice. It is customary to appoint a member of the majority party as chairperson of each committee.

The legislative body is divided into committees for the following purposes:

1. Committees divide the legislative workload into more manageable proportions.
2. Committees encourage the development of expertise in a particular subject matter area and allow for concentration of efforts.
3. Committees allow time for input from citizens with knowledge pertinent to legislation for a particular subject matter area.

The President of the Senate and the Speaker of the House assign all bills to committee as they are read across the floor with the bill number, sponsor(s) and the title of the bill. This is referred to as “First Reading.” Interested parties may testify concerning any piece of legislation, which is before a committee.

Committee members vote upon the merits of a bill after due consideration and determine whether or not it should be sent to the floor for consideration by the full body. The Senate and House have the same committee titles with different members. They also work together on joint committees. They are as follows:

#### Senate and House Committees

1. Community and Regional Affairs
2. Education
3. Finance
4. Health and Social Services
5. Judiciary
6. Labor and Commerce
7. Resources
8. Rules
9. State Affairs
10. Transportation

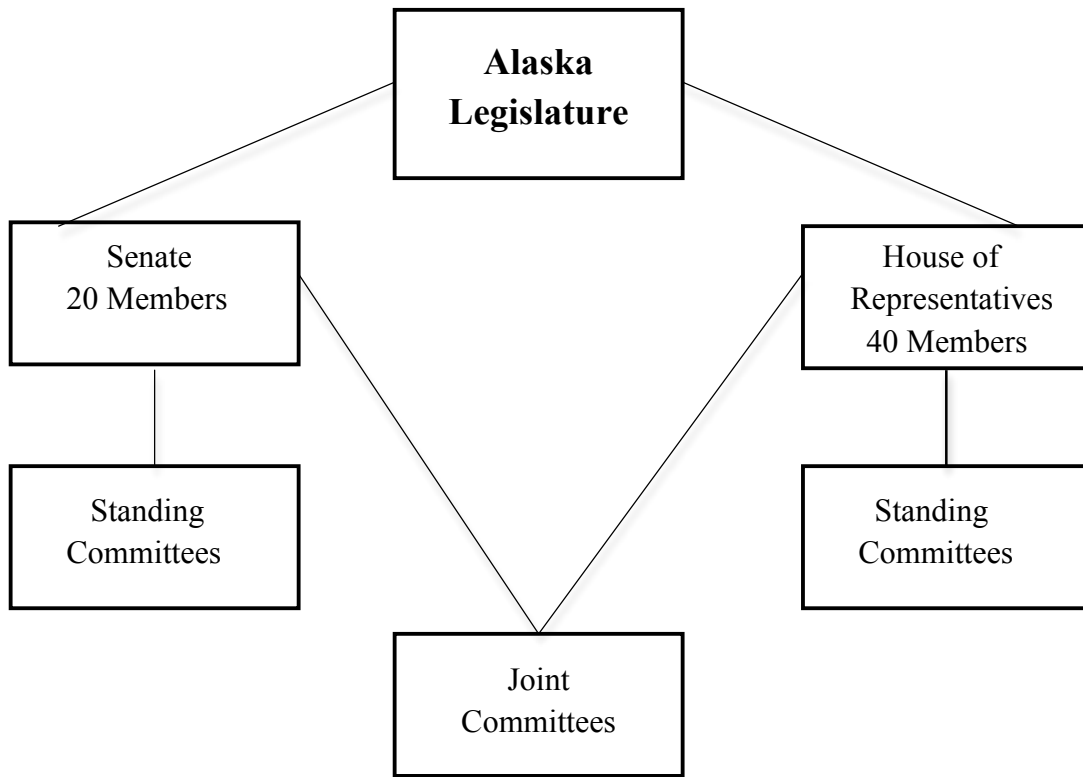
#### Joint Committees

1. Renewable Energy Task Force
2. Administrative Regulation Review
3. Armed Services Committee
4. Legislative Budget and Audit
5. Joint Cook Inlet Salmon Task Force
6. Education Funding District Cost Factor
7. Select Committee on Legislative Ethics
8. Subcommittee on Homeland Security
9. ASC Subcommittee on Homeland Security
10. Legislative Council
11. Ombudsman Selection
12. Victims’ Advocate Selection Committee

When each house organizes, the presiding officer appoints a Committee on Committees to meet and report its nominations for assignments to the new standing committees in conformity with the Uniform Rules. The standing committees are: Community and Regional Affairs; Education; Finance; Health and Social Services; Judiciary; Labor and Commerce; Resources; Rules; State Affairs; and Transportation. The membership on each committee must total an odd number and there must be at least one minority member on each committee. The nominating report of the Committee on Committees is placed before the House for adoption, and the adoption of the report constitutes the election of committee members and committee chairs.

Special committees are formed by the adoption of a simple resolution and members are appointed by the presiding officers. Joint committees are formed by adoption of a concurrent resolution and members appointed by the presiding officers of each house. Standing, special, and joint committees are governed generally by the provision applying to them in the Uniform Rules.

The Rules Committee of each house schedules the order in which bills and resolutions will be placed and published on the daily calendar for second and third reading, considers parliamentary questions referred to it, and is responsible for the immediate supervision of the staff of the house.



## SUPPORT STAFF

### **CLERICAL OFFICERS: House Chief Clerk and Senate Secretary**

The Chief Clerk of the House of Representatives and the Secretary of the Senate, along with their technical staffs, maintain official records of action in each body, prepare the daily journals, facilitate the transmittal of work to and from the committees, between the two houses, and to the Governor. They are responsible for the flow of journal information and data entry for the history of each piece of legislation. This is transmitted to the Legislative Affairs Agency for inclusion in the computerized systems available to the public. This information can be found on the Legislature's website at [www.legis.state.ak.us](http://www.legis.state.ak.us).

The Legislature employs about one hundred temporary full-time people during a regular session. They fill various positions, including the Sergeants-at-Arms, journal clerks, docket clerks, pages, messengers, secretaries, committee clerks and doorkeepers.

## LEGISLATIVE SERVICES

**Legislative Council** is established as a permanent interim committee and service agency of the legislature. The establishment of the council recognizes the need of the legislature for full-time technical assistance in accomplishing the research, reporting, bill drafting, and examination of revision of statutes, and general administrative services essential to the development of sound legislation in the public interest.

**Division of Administrative Services** provides management assistance to the Executive director, administrative support to the Legislature and all division, and has the responsibility for accounting, payroll and personnel, maintenance of the Capitol, supply, procurement, data processing, printing, document distribution and the statewide legislative information and teleconference network.

### **Division of Legal and Research Services**

Legal Services provides bill drafting and legal research/advice for legislators, as well as contract review, session law production and statute revision.

Legislative Reference Library is open to the public as well as legislative personnel and contains most legislative committee records, as well as statutes for all other states.

Legislative Research provides research and information services to Alaska legislators. The agency is nonpartisan and accessible to all members of both houses. It is a source of independent and objective information, research and analysis.

**Legislative Finance Division** provides services necessary to analyze and produce the state's budgets. They serve the legislature with a nonpartisan staff. The Division's fiscal analysts, under the supervision of the Legislative Fiscal Analyst provide technical analysis and evaluation of agency and governor budget requests and legislative proposals. The primary function of the LFD staff is to support the finance committees during the development of the state budget.

**Legislative Audit Division** is the post-audit agency for the State of Alaska. The Audit Division conducts financial, performance and sunset audits on state agencies and state quasi-corporations.

## **THE SESSION**

The House and Senate normally meet Monday, Wednesday, Friday, at 10:00 or 11:00 am. They remain in session until all immediate business to be considered is finished. Committee meetings are scheduled in the early morning and late afternoon to prevent any conflict with the sessions. Toward the end of the Legislature, the sessions are held and commonly last until late in the afternoon and sometimes into the evening. The sessions held at the beginning of the year are generally of shorter duration, as bills are drafted and considered in committee during this time. Each daily session follows a fixed routine, known as the order of business. The order of business for each house is as follows:

### **Daily Order of Business**

Unless changed by a two-thirds (2/3) vote of the full membership of the house the daily order of business of each house is as follows:

- (1) Roll Call
- (2) Invocation or meditation
- (3) Pledge of Allegiance
- (4) Certification by the chief clerk or secretary to the house as to the correctness of the journal of the previous day, journal approved or ordered changed
- (5) Introduction of guests
- (6) Messages from the governor
- (7) Messages from the other house
- (8) Communications
- (9) Reports of standing committees
- (10) Reports of special committees
- (11) Introduction of resolutions
- (12) Introduction, first reading and reference of bills
- (13) Consideration of daily calendar
  - a. Second reading of bills of house
  - b. Second reading of bills of other house
  - c. Third reading of bills of house
  - d. Third reading of bills of other house
  - e. All other matters up for final action in the house
- (14) Unfinished business

## VOTING

The members of the House of Representatives and the Senate vote through electronic tallyboards at the side of the chamber. By pushing a button at their desks, they indicate “yes” or “no” votes. These votes are automatically tallied and displayed on the tallyboards. A permanent record is also made of the vote.

In order for either house to act, a quorum of its members must be present. A quorum is one-half of the legislative body plus one member.

## HOW A BILL BECOMES A LAW

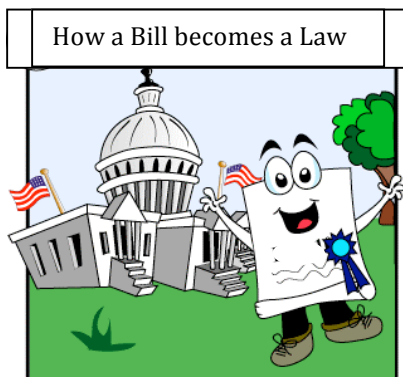
A bill is a proposal for the enactment, amendment, or repeal of a statute for the appropriation of public money. A bill may originate in either the House or the Senate. It must be passed by a majority vote of each house of the legislature on a roll call vote.

A bill cannot become law until it has been read on three separate days in each house of the Legislature previous to the final vote on the bill. In the case of urgency, two-thirds of the members of the house where the bill is pending may vote to dispense with this provision.

For the purpose of this discussion, introduction is considered to have been in the House of Representatives.

### Introduction

A bill may be introduced in the Legislature by a member or group of members or by a standing committee. After the bill has been drawn in proper form for introduction, the original bill and ??? additional copies are presented to the Chief Clerk who assigns the House Bill a number by which it will always be known. The numbered bill is then introduced by reading in on the Order of Business “Introduction and First Readings of Bills”. Bills, which have been introduced by the other house, are house of origin.



### Reports of Standing Committees

Each committee to which the bill is referred conduct a study which may include research, hearings, expert testimony, statements of interested parties, and any information which may help the committee judge the scope of the proposed law and determine its effect.

A committee reports out a bill with the following recommendations:

1. Do pass
2. No recommendation
3. Amend
4. Do not pass

Many bills are not reported out by committees and “die” in committee.

### Second Reading

When a bill is reported out of committee, it is placed on the Second Reading Calendar and is read again. The following legislative day, the bill is automatically on Third Reading unless other action has been taken.

### Third Reading

The Clerk is required to read the bill at title.

It is at the Third Reading that the bill is ready for debate and the final passage of the bill is taken at this time. Each bill is sponsored by a member who is known as the “floor sponsor” and who opens and closes debate in favor of passage of the bill. After debate has closed, the members vote on the electronic voting machine. Each member present must cast either an “aye” or “nay” vote. A bill is passed by a majority of those present.

If a bill fails to pass, it is filed by the Chief Clerk. If the bill is passed, it is transmitted to Senate where it may go through a similar process.

### Senate Action on House Bills

After the final action by the Senate on a House Bill, it is returned to the House with a message explaining the Senate’s action. If the bill passed the Senate without amendment, it is enrolled by the House Judiciary, Rules and Administration Committee, signed by the Speaker of the House of Representatives and the President of the Senate and transmitted to the Governor for their action.

### Role of the Governor

The Governor has fifteen days, Sundays excluded, to act on a bill if the Legislature is in session. If the Legislature has adjourned, the Governor has twenty days, excluding Sundays. During either period, the Governor may have the bill examined by the Department of Law and affected agencies before acting on it.

By constitutional mandate, the Governor must sign the bill, veto the bill or let it become law without his/her signature. If the Governor vetoes a bill or reduces or vetoes an appropriation item (line item veto), the Governor must return it with a statement of his/her reasons for vetoing it and do so within the constitutional time limits.

When the governor allows a bill to become law without his/her signature, he/she advises the legislature by special message as required by the Alaska Constitution.

If the Legislature is in session, both houses may agree on a time to meet in joint session to override or sustain the veto. The houses sit in joint session as a unicameral body and it requires two-thirds (three-fourths if an appropriation bill) of the membership of the combined houses to override the veto and have the bill become law. If the Legislature has adjourned, the vetoed bill must be taken up within five days after the convening of the Legislature in its second regular session or any special session.

If the Governor vetoes a bill after the adjournment of a second regular session of a Legislature, the veto will not be addressed unless a special session is called before the next Legislature convenes.

**Daily Data** showing Progress of Bill

H0643.....by TRANSPORTATION AND DEFENSE  
DRIVER TRAINING – SUPERVISED INSTRUCTOR PERMIT – Amends existing law to provide that no person shall take a Class D driver’s training course until he is at least fourteen and one-half years of age; to require any person under the age of seventeen years, who has successfully completed a driver’s training course, to drive for at least four months on a supervised instruction permit before he is eligible to apply for a Class D driver’s license; to provide terms and conditions of a supervised instruction permit; and to define the four types of instruction permit.

02/21 House intro – 1<sup>st</sup> rdg – to printing

02/22 Rpt prt – to Transp

03/03 Rpt out – rec d/p – to 2<sup>nd</sup> rdg

03/06 2<sup>nd</sup> rdg – to 3<sup>rd</sup> rdg

03/13 3<sup>rd</sup> rdg – PASSED – 66-3-1

AYES – Alltus, Barraclouh, Barrett, Bel, Bieter, Black, Boe, Bruncel, Callister, Campbell, Chase, Clark, Crow, Cuddy, Deal, Denney, Ellsworth, Field(13), Field(20), Gagner, Geddes, Gould, Hadley, Hammond, Hansen(23), Hansen(29), Henbest, Hornbeck, Jaquet, Jones, Judd, Kellogg, Kempton, Kendell, Junz, Lake, Linford, Loertcher, Mader, Marley, McKague, Montgomery, Mortensen, Moss, Moyle, Pearce, Pischner, Pomeroy, Reynolds, Ringo, Robinson, Sali, Schaefer, Sellman, Shepherd, Smith, Smylie, Stevenson, Stoicheff, Stone, Taylor, Trail, Wheeler, Wood, Zimmermann, Mr. Speaker

NAYS – None

Absent and excused – Tilman

Floor Sponsor – Smith

Title apvd – to Senate

03/14 Senate intro – 1<sup>st</sup> reg – to Transp

03/29 Rpt out – rec d/p – to 2<sup>nd</sup> rdg

03/30 2<sup>nd</sup> rdg – to 3<sup>rd</sup> reg

04/04 3<sup>rd</sup> reg – PASSED – 35-0-0

AYES – Andreason, Boatright, Branch, Bunderson, Burtenshaw, Cameron, Croew, Danielson, Darrington, Davis, Deide, Dunklin, Frasure, Geddes, Hawkins, Ingram, Ipsen, Keough, King-Barrutia, Lee, McLaughlin, Noh, Parry, Richardson, Riggs, Risch, Dandy, Schroeder, Sorensen, Stegner, Stennett, Thorne, Wheeler, Whitworth, Williams

NAYS – None

Absent and excused – None

Floor Sponsors – Dunklin, Riggs, Frasure

Title apvd – to House

04/05 To enroll – rpt enroll – Sp signed – Pres signed

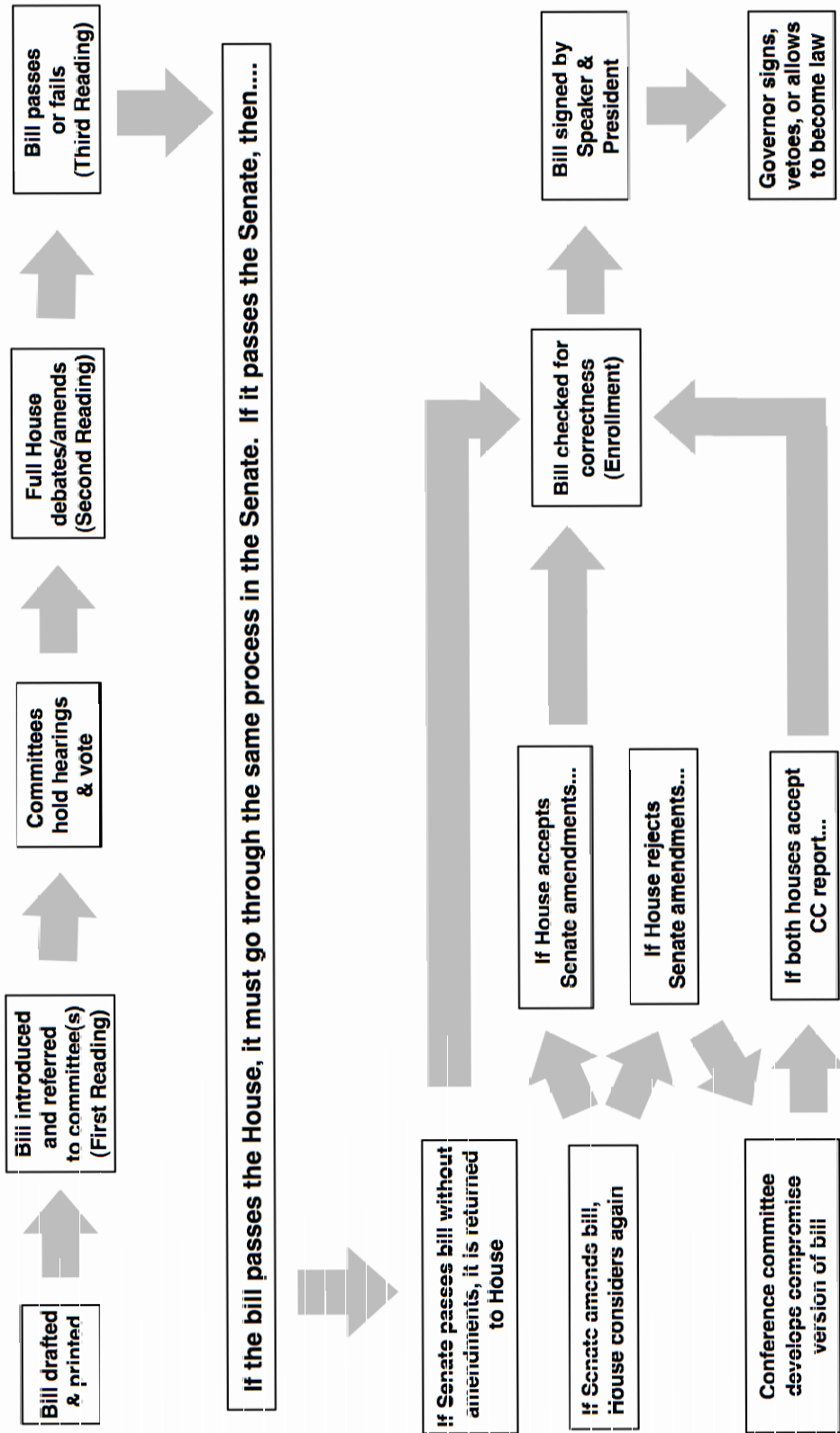
04/06 To Governor

04/11 Governor signed

Session Law Chapter 214

Effective: 01/01/01

# STEPS IN THE PASSAGE OF A HOUSE BILL\*



\*This chart shows the progress of a bill originating in the House of Representatives. For a Senate bill, the process would begin on the Senate side. See "Legislative Process in Alaska" for more information.

**HOUSE BILL NO. 15**

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE – FIRST SESSION

**BY REPRESENTATIVES GARDNER AND TUCH, Munoz**

**Introduced: 1/20/09**

**Referred: Judiciary, Finance**

**A BILL**

**FOR AN ACT ENTITLED**

1 **“An Act elating to prohibiting the use of cellular telephones by minors when driving**  
2 **a motor vehicle; and providing for an effective date.”**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 **\* Section 1.** AS 28.35 is amended by adding a new section to read:

5 **Sec. 28.35.165. Prohibited use of cellular telephone.** (a) A person under  
6 18 years of age may not use a cellular telephone when driving a motor vehicle on a  
7 highway or vehicular way or area.

8 (b) Notwithstanding any other provision of law, a peace officer may not stop  
9 or detain a motor vehicle to determine compliance with (a) of this section, or issue a  
10 citation for violation of (a) of this section, unless the peace officer has probable cause  
11 to stop or detain the motor vehicle other than for a violation of (a) of this section.

12 (c) A person who violates this section is guilty of an infraction and may be  
13 Punished as provided under AS 28.90.010.

**HB0015a**

**-1-**

**HB 15**

*New Text Underlined [DELETED TEXT BRACKETED]*

1 \* **Sec. 2.** This Act takes effect July 1, 2009.

## MISCELLANEOUS LEGISLATION

In addition to bills, the Alaska Legislature considers the following types of legislation:

### **SIMPLE RESOLUTION** – House and Senate

**Purpose:** To express the will, wish, view, opinion, sympathy, or request of the house or senate.

**Needed to pass:** A majority vote of the full membership of the house or senate\*

**Final Action:** Same as a Concurrent Resolution.

### **CONCURRENT RESOLUTION** – House Concurrent & Senate Concurrent

**Purpose:** Same as a simple resolution but expresses the wish of both houses. Used for the internal business of the Legislature, suspension and amendment of the Uniform Rules, requesting the action of Executive Agencies and Interim Committees, fixing the time and place for joint assemblies, and to establish Joint Committees.

**Needed to pass:** A majority vote of the full membership of both houses\* (unless otherwise required by the Uniform Rules).

**Final Action:** Sent to the Governor for information and to the Lieutenant Governor for filing. The Legislative Affairs Agency sends it to designated addressees.

### **SPECIAL CONCURRENT RESOLUTION** – House Concurrent Resolution & Senate Concurrent Resolution

**Purpose:** To express the disapproval of an executive order of the Governor

**Needed to pass:** Must be considered by a Joint Committee and requires a majority vote of the full membership of the Legislature in joint session

**Final Action:** Same as a Concurrent Resolution

### **JOINT RESOLUTION** – House Joint Resolution & Senate Joint Resolution

**Purpose:** To express the view or wish of the Legislature to the President, Congress, U.S. Government Agencies, or other state governments. It is required for proposing or ratifying amendments to the U.S. Constitution, proposing amendments to the State Constitution

**Needed to pass:** Treated as a bill; adoption by both house by a majority vote of the full membership

**Final Action:** Signed by the Governor as a formality. The Lieutenant Governor sends copies to federal and state officers, agencies, and jurisdictions

### **SPECIAL RESOLUTION** – House Special Resolution & Senate Special Resolution

**Purpose:** Used only to expel a member (Sec. 12, Art. II, Alaska Constitution)

**Needed to pass:** Refer to Rules Committee, 3 readings, and passage by 2/3 vote of house or senate

**Final Action:** Same as Simple, Concurrent, and Special concurrent Resolutions

\*This kind of resolution does not require committee referral, three readings, or a roll call vote.

## **Referendum and Initiative**

The people of the State of Alaska have the power to approve or reject at the polls any act or measure passed by their Legislature. This power is known as the referendum and is granted by the State Constitution in Article 11, Section 1. This section also grants the people the power to propose laws and enact them at the polls independent of the Legislature. This power is known as the initiative.

Legal voters may initiate legislation for consideration by the voters, or demand a referendum vote by the people on any act or measure passed by the Legislature.

## STATE GOVERNMENT STUDY

1. In which legislative district do you live? If you live near the boundary of the district, check with the Auditor's Office or Elections Officer in your area to determine the district which includes the precinct where you live.

District \_\_\_\_\_

2. Who represents you in Juneau? Name your legislators.

**Senator:**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_, Alaska Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

\_\_\_\_\_

**Representative:**

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_, Alaska Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

\_\_\_\_\_

**Representative:**

Name \_\_\_\_\_

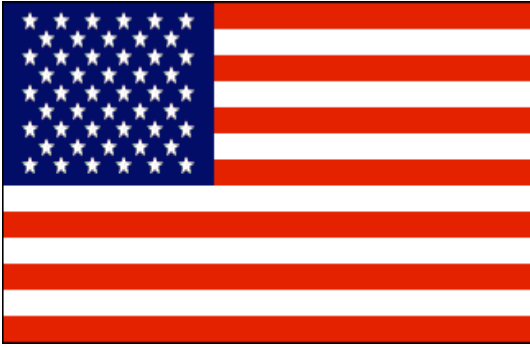
Home Address \_\_\_\_\_

City \_\_\_\_\_, Alaska Zip \_\_\_\_\_

Political Party \_\_\_\_\_

Committee Assignments \_\_\_\_\_

\_\_\_\_\_



**SUGGESTED ACTIVITES FOR LEGISLATAIVE BRANCH:**

Select one or more to carry out. Record what you did and learned below.

1. In order to learn the facts about Alaska government, secure a copy of the state constitution. A library or state representative are possible resources for obtaining this document. Read the constitution and make a note of interesting facts you learn about state government.
2. A firsthand way to learn more about state government is to serve as a legislative page. Find out how to serve as a page.
3. Attend a session given by or talk to a member of the Legislative staff. Find out what their role is in the Legislature.
4. Tour the state capitol while the Legislature is in session. Describe some of the things you saw and learned about the capitol and its history.
5. Follow a bill through the Legislature. Collect newspaper articles on it. Summarize the arguments pro and con and what finally happened to the bill.
6. Visit a legislative committee meeting. Tell what bill they were discussing and what happened to it (heard testimony, voted to pass, table, etc.).
7. Observe the Legislature in session. Tell what bill they were debating and some of the arguments pro and con.
8. Other.

**LEGISLATIVE BRANCH ACTIVITY REPORT:**

Include description of the activity completed (what you did, what people said, what action was taken, etc.) and what you learned and/or conclusions you drew as a result of this activity.

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## EXECUTIVE BRANCH

An important leader in state government is the Governor. This individual symbolizes Alaska. The constitution gives them executive power, which means they are responsible for administering the law and carrying out the programs of the Legislature. The constitution requires that the governor be thirty (30) years old, a registered voter of Alaska and a resident of the state for seven (7) years before filing for office, and be a citizen of the United States for at least seven (7) years.

The governor has certain powers and responsibilities. These include:

1. appointing department heads and members of boards and commissions
2. drafting and recommending a budget to the Legislature
3. calling special sessions of the Legislature
4. executing and enforcing all state laws
5. approving or vetoing laws passed by the Legislature
6. other duties such as issuing executive orders and calling out the National Guard

### **Executive Branch:**

The Governor and the Lieutenant Governor, the only elected officials in the executive branch, head the executive branch of government. This branch is responsible for implementing and administering the public policy enacted and funded by the legislative branch.

All offices, division, agencies, boards and commissions of state government fall under the supervision of one of fifteen (15) major departments: Administration, Community, Commerce and Economic Development, Corrections, Education and Early Development, Environmental Conservation, Fish and Game, Health and Social Services, Labor and Workforce Development, Law, Military and Veterans Affairs, Natural Resources, Public Safety, Revenue, Transportation and Public Facilities, and the Office of the Governor.

The Governor appoints an attorney general to head the Department of Law, an adjutant general to head the Department of Military Affairs, and a commissioner to head all other departments except Education and Early Development (whose commissioner is chosen by the State Board of Education and approved by the Governor) and the Department of Fish and Game (whose commissioner is chosen by the Governor from names submitted by the Boards of Fish and Game). All appointments must be confirmed by the Legislature except the commissioner of Education and Early Development.

The Governor may reorganize the executive branch by Executive Order. These orders become effective unless disapproved by resolution concurred in by a majority of the members of the Legislature in joint session.

The Lieutenant Governor performs the duties prescribed by law and delegated by the Governor. These include administration of the state election laws, appointment of notaries public, custody of the state seal, convening the Legislature, custody of original copies of all state laws, and administration of the Administrative Procedures Act. The Lieutenant Governor serves as acting governor when the Governor is temporarily absent. If the Governor dies, resigns, or is disqualified, the Lieutenant Governor becomes Governor.

## DEPARTMENTS OF STATE

Administration	Law
Commerce, Community & Economic Development	Lieutenant Governor's Office
Corrections	Military & Veterans Affairs
Education & Early Development	Natural Resources
Environmental Conservation	Public Safety
Fish and Game	Revenue
Health & Social Services	Transportation & Public Facilities
Labor & Workforce Development	

## BOARDS AND COMMISSIONS

Alaska has a wide variety of state boards and commissions (122). Members act in an advisory capacity and provide a link between the people of Alaska and the executive office.

Some of these boards regulate the licensing of people and businesses in certain trades. Others focus on issues and help incorporate public views into decision-making. They collect information, hear public viewpoints and make recommendations to the Governor.

Here are some examples

Agriculture & Conservation	Local Boundary Commission
Barbers & Hairdressers	Medical Board, State
Bering Sea Fisheries	Natural Gas Development Authority
Community Service Commission	Optometry, Board of Examiners in
Education & Early Development	Permanent Fund Board of Trustees
Forestry	Regulatory Commission of Alaska
Homeless Council	Seafood Marketing Institute
Interstate Oil & Gas Compact Commission	Transportation Task Force
Judicial Council	Yukon River Panel



## EXECUTIVE BRANCH STUDY

1. Who is the governor of Alaska? \_\_\_\_\_
2. What is his/her political party? \_\_\_\_\_
3. Name two other elected or appointed members of the Executive Branch and give their position.

Name	Position	Elected/Appointed
_____	_____	_____
_____	_____	_____

4. Name one board or commission that is represented or works in your community and tell how it affects you or you community. (Example: Board of Cosmetology – certifies beauticians and beauty salons.)

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### **SUGGESTED ACTIVITIES FOR EXECUTIVE BRANCH:**

Select one or more to carry out. Record what you did and learned on page 24.

1. Interview one or more state employees (not elected officials) in your local area. Find out what they do and how the state agency they work for serves state citizens.
2. Visit the office of one of the executive branch-elected officials (governor, lieutenant governor, etc.) and talk to someone about his/her job. Find out the kind of business/problems, etc. they deal with, how they came to be elected to that office, their background, etc.
3. If one of the elected officials addresses delegates during the conference report what he/she said about his/her job, background, plans, interests, etc.
4. Collect news articles about the governor. Tell his/her views on an issue (i.e. did he/she sign or veto a bill and why).
5. Other.



## WHO INFLUENCES OUR GOVERNMENT?

Who does influence government? We pay taxes – on our houses, our gas, our incomes – on most everything we buy. We pay fees for license plates on our cars, to use state parks, and to hunt or fish. We pay money that supports state, local and federal government. We influence government every time we vote. But who really decides how our money is spent and how our representatives vote on key issues? How do they know how we feel on key issues? How do they know which issues we feel are important?

**We have to let them know.** It's as basic as that. We have to make our voices heard. If we don't speak out individually or as a member or a group, "they" won't know what we want or what we think. Plenty of other people speak up. If we don't make ourselves heard, we leave it to everyone else to have their say.

### LOBBYISTS (or Legislative Advisors)

Lobbying is an attempt to influence public policy by persuading the key "decision makers" – legislators, administrators or the Governor – to act in a certain way. A person is lobbying when he or she communicates with a public official for the purpose of supporting, modifying or delaying legislative or administrative action.

If this person accepts payment for his services as a lobbyist, he must register with the office of the Secretary of State and comply with the "Sunshine Law" for political funds and lobbyist disclosure. Registered lobbyists are required to file periodic reports of their activities which disclose contributions and expenditures used for the purpose of impacting legislation.

Lobbying groups supply information to legislators. Lobbyists may assist legislators in drafting legislation. They may be asked for input, to secure constituent opinions and/or to test reactions to proposed legislation. Professional lobbyists speak out often; they may live in or near Juneau to talk to legislators frequently on various issues. Some lobbyists were legislators at one time so they know the ropes. They might even personally know lots of people in powerful places. Input into the legislative process varies from the once-in-a-lifetime effort of an individual citizen to the polished efforts of professionals.

After a bill is introduced in the House or Senate and sent to a committee, the committee reviews the bill, discusses its merits and gathers information through written verbal testimony. Anyone can submit information and/or testify by contacting the committee secretary. Legislators are bombarded from all sides by persons who have a wide variety of interests. Trying to become educated on it all becomes nearly impossible. Legislators count on the lobbyists to supply much of the facts needed to make an informed decision. A lobbyist who has a good reputation for supplying factual information can make a big impact on the decisions being made.

### CITIZEN PARTICIPATION

Citizen participation consists of individuals or small groups of people making their opinion on an issue known to their elected representatives or to state employees. Effective participation occurs when citizens share their opinions with others in a nonjudgmental way or in a manner that is not self-righteous. When expressing an opinion, it's best to tell about your own experience and how you think it relates to the issue being considered.

It is important that groups and individuals focus their responses on specific issues. They should suggest a plan as to what they want to happen with the issue. Public officials will respond to individuals or small groups if their ideas are clearly communicated and supported by a cross-section of the constituents.

There are several ways for citizens of all ages to make their views known:

- Write letters to legislators or the Governor.
- Be knowledgeable about the issues and discuss them with their legislators.
- Organize support groups to make their concern a public issue.

The decision-making process for local government is much more informal and citizen input can be given at many stages. Citizen input is extremely critical at the local level, and the process is generally more accessible. However, citizens frequently tend to overlook the possibilities for involvement until a problem or crisis occurs. Ways to become involved:

- Learn about the structure of government. If you are interested in school issues, become familiar with what the school board can and cannot do.
- Know the people involved. The roles of administrators and elected officials are quite different, and each person can provide important information.
- Pay attention to the budget. At all levels of government, most decisions are connected in some way with the budget. At the local level, it is especially important to follow this process.

### WHEN CAN YOU MAKE A DIFFERENCE?

There is obviously no absolutely right time to communicate your views on an issue to the appropriate decision-makers. Elected officials at all levels of government welcome and encourage citizen involvement at any time. However, if you wish to maximize your chances of having an impact on a particular issue, there are some times when communication from citizens, as individuals and groups, is most effective.

#### State Legislation

- **Bill introduction/assignment to a committee.** Write to the sponsor of the bill and the chairperson of the committee to which it has been assigned. Every committee has more bills to consider than it can possibly handle in a session. If it is a bill you strongly favor, do everything you can to get it on the committee's agenda. Give good solid reasons why the bill should be given support and preferential treatment.
- **Committee action.** This is the important time for testimony and letters. Write to encourage committee action (particularly if your legislator is a member of the committee). Write letters or give testimony in support or opposition. Follow the action by talking with committee aids and your legislator to determine appropriate strategies, timing, etc. Many bills are changed or killed in committee because a convincing amendment or argument was presented at the committee meeting.



- **Debate on floor of House or Senate.** Vote in favor or against. This is the time for general reinforcement and encouragement for your legislator. Make phone calls or personal visits. Send mailgrams or letters.
- **If final approval is given, it goes to the Governor for signature.** On some occasions, the chief executive does veto a bill. This frequently happens because individuals or groups have raised some concerns about the legislation.

## **SKILLS OF LOBBYING\***

Lobbying is neither unethical nor bad! It is the most effective way to influence. Lobbying is not reserved for the rich and powerful. It is the right and responsibility of all citizens in a representative government or organization.

### **Gather Information**

- Know your issue well.
- Know where the people in power stand on the issue and why they feel that way.
- Find out how the public feels – take a survey, talk to people.
- Know the money issues involved. What is the cost and how will it be paid?
- Be sure your information is accurate. It's hard to regain lost credibility.

### **Write Letters**

- Write individual letters or a letter from your group.
- Write to government representatives and/or leaders of influential organizations.
- Communicate to the press.
- Communicate your concerns clearly. Give concise reasons for your support of an issue and specific information on what you would like to have done. If you want information, ask for it.

### **Make Personal Contacts**

- Visit in person or by phone.
- Don't hesitate to talk to staff if the government representative is not available. Staff members are influential.
- Make your attendance at a public hearing known.

### **Give Testimony**

- Find out when testimony is allowed and how to be included.
- Timing is important. Keep track of when influence can be made.
- Have copies of written testimony available, but deliver it in a conversational manner. Be able to summarize your testimony if other speakers have covered the points you feel are important.
- Practice your speaking skills.

### **Join Organized Support Groups**

- Networking is a great way to get organized to lobby. Some networks even raise money to pay a professional lobbyist or pay expenses for a volunteer lobbyist.
- Organized groups can attend hearings or meetings to show support.
- Groups can also collect information. If a petition is used, the group can collect signatures.
- Support for an issue can be shown in a variety of ways – buttons, bumper stickers, T-shirts, signs, etc.

\*Adapted from the Family Community Leadership Project, Washington State University Cooperative Extension Service.

## **HOW TO WRITE TO GOVERNMENT OFFICIALS**

An elected public official seldom tires of hearing from constituents. Letters from constituents do count, and the quantity and quality of mail has been known to reverse many government positions.

It is important that your government officials know your side of the story and how the proposed issue (actions affects you. Government officials cannot read your mind, nor can they listen in on your conversations with your family, friends or neighbors. You must tell them. Do not feel your letter is unimportant and would impose on your representative. Government officials consider information/ opinions given to them by their constituents in making up their mind on an issue. Most appreciated are informative letters requesting action on a specific subject of real concern.

## HOW TO CONTACT LEGISLATORS BY TELEPHONE

You can find your legislatures office number at the Alaska State Legislature website at: <http://w3.legis.state.ak.us>.

Next, call their office and say something similar to the following:

“Hi, this is (your name) from (City) in district (number) and I would like to speak to Senator/Representative (First and Last name) about (Bill number and Title).”

If they are not in, you can leave a message saying: you called and will call again later; asking your legislator to call you back (include the best time to call if you are hard to reach); or asking your legislator to vote YES/NO on a particular bill (see “Sample YES/NO Vote Message” on this page).

For Ideas about what to say if your legislator answers or returns your call, refer to “Suggestions for Talking with Legislators by Phone” on this page.

### Suggestions For Talking With Legislators By Phone

If your legislator answers or returns your call (see “How to Contact Legislators by Telephone”) say “Hello Senator/Representative (Last Name)”. Then repeat your name, City, District and reason you are interested in the issue. Ask “Do you have a few moments to talk about (Bill Number and Title)?” During the next several minutes, tell your legislator how you want him or her to vote and why. Gauge the degree of detail and length of your conversation by how much time and interest you think your legislator has. Typically, you should limit your call to 2-3 minutes.

## SAMPLE LETTER TO LEGISLATORS

Date

Senator John Doe OR Representative John Doe  
Alaska State Senate OR Alaska House of Representatives  
State Capital Room # \_\_\_\_\_  
Juneau, Alaska 99801-1182  
RE: Bill Number – Bill Title

Dear Senator Doe: OR Dear Representative Doe:

In this first paragraph, state your name and any relevant advocacy, parent or professional groups of which you are a member or officer. Indicate how you tie into this bill/issue

In the second paragraph, identify the Legislative District and City in which you live. Point out that the legislator represents you and that you want him or her to know your views.

In the third paragraph, briefly explain what you like and/or don't like about the bill. Tell what you know about the affect or lack of affect you believe this bill would provide or not. And finally, tell how the bill would positively or negatively impact you, your community, others or the state in general.

In the fourth paragraph, tell your legislator how you want him or her to vote and how important that is. If you are willing to talk to your legislator about the bill, include your phone number and offer to talk with him or her.

Finally, thank your legislator for taking time out of his or her busy schedule to read your letter and consider your opinion. Make a general closing statement about the impact if the bill does or does not pass.

Sincerely,

Your Name  
Street Address  
City, State ZIP

## SAMPLE VOTE YES/NO MESSAGE

*To leave a message, call the Office at their number found at <http://w3.legis.state.ak.us/> and say something to the following:*

“Hi, I want to leave a message for Senator/Representative (Full Name) This is (Your Name) from (City) in district (number).

Then state how you tie into the bill.

I would like Senator/Representative

\_\_\_\_\_ (Last Name)

\_\_\_\_\_ to vote \_\_\_\_\_

(Yes/No)

on (Bill Number & Title)

because (A Short One Line Explanation

## **WHO INFLUENCES OUR GOVERNMENT? STUDY**

1. What are some ways you could be considered a lobbyist?

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2. Name an organization that is represented by a lobbyist during the legislative session.

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3. How can you influence government at the local level?

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### **SUGGESTED ACTIVITIES FOR WHO INFLUENCES GOVERNMENT?:**

Select one or more activities to carry out. Record what you did and learned below.

1. Write, call or visit a legislator. Tell him/her your views on a particular issue. Write down what you talked about and how your legislator responded.
2. Visit a local government meeting or hearing on an issue. Summarize the views presented by concerned citizens. Tell what action, if any, was taken.
3. Talk to a lobbyist or report on a talk by a lobbyist. Find out about their job, how they get their information, who they represent, etc.
4. Look up the facts about a current issue. Find out (by interviewing or reading the paper) what people in your community feel about the issue. Write some pros and cons for the issue. State your position if you wish.
5. Write a letter to the editor of your local newspaper giving your views on a particular issue. Include a copy of what you wrote.
6. If you served as a YIG lobbyist (or legislative advisor) tell about your experiences – the bill you lobbied for or against, how you felt about it, whether or not you were able to change anyone's opinion, etc.
7. Other.





## **FOLLOW UP ACTIVITIES**

Delegates to the 4-H Youth In Governance program are expected to share the knowledge you have gained from the capital visit with others in your community when you return home and to be involved in the Know Your Government process next year – help promote, recruit delegates, help with orientation, etc.

### **SUGGESTIONS FOR YOUTH IN GOVERNANCE FOLLOW UP ACTIVITIES:**

Select one or more activities to carry out. These can be carried out individually or as group.

1. Conduct a State Government Bowl. This is an activity where teams compete against one another. The teams have the opportunity to answer questions related to state government. Points are awarded for correct answers, and the team with the most points wins.
2. Plan and conduct a mock state legislative sessions. Involve your 4-H club or 4-H members within the district who are interested in learning about the operation of state government.
3. Present talks at civic clubs, schools, 4-H clubs or community organization dealing with state government and/or state citizenship responsibilities.
4. Write a skit dealing with state government. Involve members of your 4-H club in performing the skit before other clubs or organizations or at a borough activity.
5. Make a display on the Youth In Governance program and set it up at a shopping mall, district 4-H activity and/or the fair.
6. Pick an issue or need in your community. Make a plan to deal with it. Contact the appropriate local authorities for permission and/or help. Carry out the plan.
7. Other.



# RECORD OF YOUTH IN GOVERNANCE CAPITAL VISIT

Title of demonstration/talk/report \_\_\_\_\_

Where or to whom was it presented? \_\_\_\_\_

Tell briefly what you did/said \_\_\_\_\_

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What role did you serve in the legislative workshop (i.e. lobbyist, legislator) or in the judicial workshop?

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Additional government activities in which you have been involved \_\_\_\_\_

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How well do you feel you did in accomplishing your goals? Explain \_\_\_\_\_

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**Project Story:** Tell about any other experiences at the Youth In Governance Capital Visit and the activities you completed when you returned, that you have not already reported. (Attach a separate sheet of paper if necessary. Also attach a separate sheet of paper with pictures and/or newspaper articles from your YIG experience and/or activities in which you participated.)

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This work is supported by the U.S. Department of Agriculture's National Institute of Food and Agriculture.

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**Marla Lowder**, Extension Faculty, 4-H and Youth Development