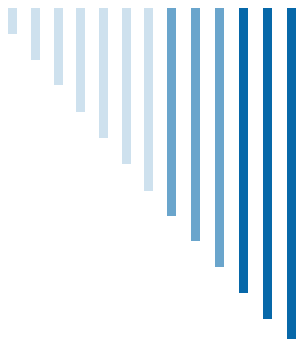
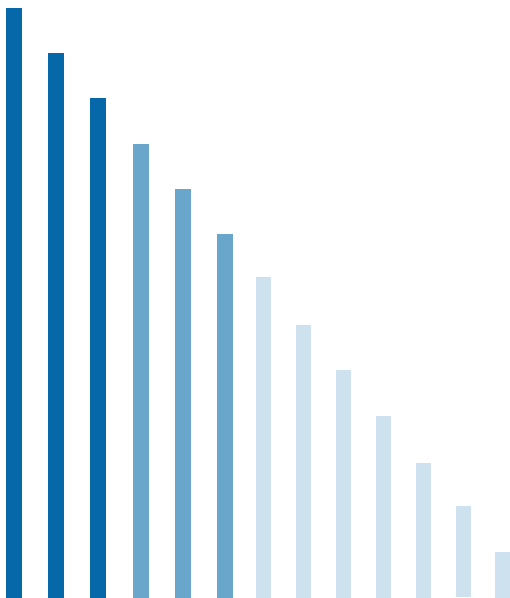


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# Parent Lobbying Packet



1667 Snelling Ave. N. Suite B301  
St. Paul, MN 55108  
651-999-7325  
[www.amsd.org](http://www.amsd.org)

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## What is AMSD?

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- The Association of Metropolitan School Districts is an organization of 29 urban and suburban school districts in the Twin Cities metropolitan area. Almost 33 percent – or one-third – of Minnesota’s K-12 students attend schools in AMSD member districts.
- AMSD’s primary task is to lobby at the state level for the needs of metropolitan school districts, schools and students. AMSD strives to be a strong voice for public education both at the Legislature and in the media.
- AMSD is a leader in calling for adequate funding for public schools. AMSD works to help legislators, the media and the general public understand that actual funding increases received by schools often are significantly less than some political rhetoric suggests.

## How Can AMSD Help Me as a Citizen Lobbyist?

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- AMSD is a source of relevant, up-to-the-minute information that is accessible via telephone and the Internet.
- AMSD’s Web site – [www.amsd.org](http://www.amsd.org) – is available year-round. Among other items, it contains legislative updates, Connections—a monthly on-line newsletter, AMSD’s platform and background on key issues, AMSD position papers, news items, financial data on member districts, summaries and financial analysis of bills, parent lobbying resources, and links to other organizations and the Legislature.
- AMSD staff members also are available on request to work with citizen lobbying groups, including new groups that are trying to get off the ground. Contact the school district’s liaison to your lobbying group, the superintendent’s office, or AMSD Executive Director Scott Croonquist at 651-999-7326 to make arrangements.

# School Funding Basics

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You are not alone if you feel intimidated by the complexity of Minnesota's school funding system. Even at the Capitol, very few people completely understand it all of its twists and turns.

Here are a few basic facts that you might find helpful:

- The Legislature controls K-12 funding in Minnesota and determines how much money public schools receive. For the most part, even local real estate taxes for K-12 education are set by the State. Local school boards have little authority over how much money is available for them to spend.
- Most metro-area schools districts, and many others across the state, have been forced to cut programs, increase class sizes, and spend down budget reserves to make ends meet in recent years. Public schools have suffered when the economy is booming and the State has massive budget surpluses.
- The basic per-pupil "formula allowance" is the primary source of funding for schools, providing money for staff, textbooks, supplies, utilities, maintenance and transportation. It is the most important source of funding for public schools.
- Over the last decade, the level of basic per-pupil funding set by the State did not keep pace with inflation. New money approved in the last few years hasn't made up for chronic underfunding in.
- Since 1992, the State has failed to provide an increase in the basic education formula six times! And often when an increase was provided it was earmarked for the education reform de jour and could not be used to fund the basic education program.
- Local communities have very few options for raising more money for their public schools – even if voters are willing to pay more taxes. One option is a local operating levy, also called a "referendum levy." Another option is a building or capital levy, which can only be used for constructing or improving school buildings.
- In the last decade, more and more school districts have passed local operating levies to help make ends meet and avoid cuts. However, the Legislature limits the amount of money that a local community can raise this way.
- More information, including data on metro-area school districts, is available on AMSD's web site at <http://www.amsd.org>. Your local school officials are the best source of information on your district's financial situation.
- For a comprehensive guide to Minnesota's school funding system by the House Fiscal Analysis Department see <http://www.house.leg.state.mn.us/fiscal/files/04fined.pdf>.

# The Legislative "Buddy System" Holds Legislators Accountable

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Hopkins School District's Legislative Action Coalition (LAC) has instituted a legislative "Buddy System" to facilitate communication, awareness and accountability between legislators and their constituents. The following information is intended to help in creating a "buddy system" in your district.

Here's how it works:

- Each legislator in the school district will be assigned a single "buddy" whose job it is to be the point person for that legislator.
- Close to the start of the legislative session the LAC "buddy" will contact their legislator, and identify themselves as a constituent and member of the LAC.
- The "buddy" will request that the legislator keep him/her informed of important education-related events, bills, hearings, etc. happening at the capitol through e-mail.
- The Buddy will then pass that information on to the rest of the LAC group.
- In addition, all "buddies" will copy Scott Croonquist, executive director of the Association of Metropolitan School Districts, so that the legislator is aware that he/she will be held accountable.

For more information on how to establish a "Buddy System" in your district, contact Yvonne Selcer, Hopkins Legislative Action Coalition at [SELCERC@aol.com](mailto:SELCERC@aol.com).

# Communication Tips

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## Tips for communicating with legislators

- Your letters, email messages and telephone calls count, and can make the difference on an issue.
  - It's important to act as a collection of individuals, telling your personal stories.
  - Avoid mass look-alike, sound-alike mailings and phone calls.
- Legislators are people, too. A goal is to build long-term relationships with legislators.
  - It's OK to advocate strongly for a position, but please don't forget to be polite and reasonable.
  - Listen to what the legislators have to say.
  - Be appreciative of their hard work. Express appreciation for their past support of E-12 education.
  - Ask how you can help them.
- Express your hope that legislators will keep you informed about the progress of E-12 issues during the current legislative session.
- Be respectful, and remember to say, "thank you," even if the legislator doesn't agree with you.

## Communicating in general . . .

- Keep your message simple.
  - You value the excellent programs and high standards of achievement produced by the (name of your district).
  - You support increased funding for E-12 education so that program and teacher cuts can be avoided and excellence can be maintained.
  - Your support for increased E-12 funding is a greater personal priority than tax cuts or rebates.
  - You support increased funding from state funds, increased local property taxes, or both.
- State your purpose at the onset.
- Be constructive and suggest solutions or better alternatives.
- Use personal stories to illustrate your points, or provide other facts and examples.
- Letters or phone calls about specific pieces of legislation should include a bill number. If your legislator is an author of the bill, acknowledge his or her hard work, and say "thanks."

## Communicating in writing (letter or email) . . .

- Be brief, clear and complete (a one-page letter on a single topic is best).
- Include your name and address on the envelope and letter. Include your full name, address, telephone number, and email address in an email message as well.

- Because of the amount of email spam received by legislators, please include a concise message in the subject line and perhaps even your zip code, and clearly identify early in the email that you are one of their constituents.
- Type or write legibly.
- Use proper etiquette: address your legislator as representative or senator on the envelope, inside address, and in the salutation.
- Please, remember to say, "thank you."

### **Communicating via telephone . . .**

- Identify yourself to the person answering the phone.
- Tell them in which legislative district you reside, and your school district.
- If the legislator is unavailable, give the staff member your message.

### **Communicating in person . . .**

- You can schedule an appointment to talk to a legislator by calling his or her office.
- Identify yourself as someone who lives in the legislator's district.

### **More how-tos . . .**

- Helpful hints for communicating with legislators are available on the Association of Metropolitan School District's (AMSD) Web site at [www.amsd.org](http://www.amsd.org) .

## The Process for K-12 Bills is Different...

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Have you ever followed a bill at the Legislature before? Have you checked out “How a Bill Becomes Law in Minnesota” on the legislative web site?<sup>1</sup>

If so, you have a rough idea of what to expect when following K-12 issues. But you don’t have the whole story. That’s because the K-12 committees in both the House and Senate operate a little differently than other committees.

Most committees pass many, many bills during a single legislative session. A committee holds a hearing on a bill (which usually deals with a single topic), allows people to testify on the subject, and then votes on the bill right away – either ending its chances for that year or sending it on to the next step in the process.

With few exceptions, the K-12 committees pass only one huge bill, called the Omnibus Education Bill, during each legislative session. This single bill, often topping 300 pages, contains virtually all K-12 policy changes and funding for the next two years.

### ***HERE IS HOW K-12 DIFFERS FROM WHAT YOU MAY HAVE SEEN ELSEWHERE:***

#### **Bills Go In, But They Don’t Come Out ...**

At first glance, a K-12 committee hearing may not look that different. The schedule contains a list of bills to be heard. The bills are numbered like others bills. The legislators who introduced them (the authors) explain their bills to committee members. People testify. But don’t expect a vote anytime soon. Although the committee may discuss the bills, they generally are “set aside” without a vote – meaning they hang in limbo until later in the session when the omnibus bill is put together.

#### **When Other Committees are Wrapping Up, K-12 is Warming Up ...**

Once the legislative session begins, the Legislature sets deadlines for committees to finish their work. There are three committee deadlines, generally in March and April. The last of the three is the date by which omnibus bills must pass out of committees in the House and Senate. (Although other committees pass omnibus bills, those bills generally contain only spending items and are shorter and less comprehensive than the K-12 bill). In a typical year, all of the major K-12 decisions are made in committee during the week leading up to the deadline. The committees may never vote separately on each bill that was heard earlier. Instead, they may start with a draft omnibus bill presented by the committee chair and vote to delete items or make additions to it.

#### **Conference Committee is Inevitable, and Often Interminable ...**

Conference committees hammer out differences between the House and Senate versions of a bill. On a small bill, the process can last an hour. The K-12 conference committee can take weeks. Typically, the K-12 bill is one of the last bills passed in any legislative session.

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<sup>1</sup> “How a Bill Becomes Law in Minnesota” is available at <http://www.leg.state.mn.us/leg/howbill.htm>.

# How Can Parents and Other Voters Make a Difference at the Legislature?

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**Parents and other citizens have a vital role to play in lobbying legislators....** Why? There are two main reasons. First, you have information that legislators need. Second, you have the power to hold them accountable if you vote in legislative elections.

**The days of smoke-filled rooms and expense-account meals are over....** Lobbying has changed in the last 10 years. Minnesota's tough ethics law prevents lobbyists from buying meals, a cup of coffee, or anything else for legislators. Today, information is what counts.

**You are an expert on K-12 education....** Parents and other citizens familiar with their local schools can be as credible a source of information as paid lobbyists. Although talking to legislators can feel intimidating, you have information they need. They want to hear your stories about real students in real classrooms.

**You can help legislators understand the real-world impact of their votes....** Legislators follow many issues besides K-12 education. They are constantly bombarded with facts, figures, reports, and budgets that don't necessarily give them a clear picture. Your story puts a human face on K-12 funding formulas and policies. And we all know that a simple story is often far more powerful than a complicated official report.

## So, How Do I Get Started?

Effective lobbying has three basic steps...

### 1. BUILD RELATIONSHIPS at the LOCAL LEVEL

You will have the most credibility and clout with your local legislators, the people who represent you. As with any human interaction, a good working relationship will help. Introduce yourself to your senator or representative at the grocery store, a football game, or a school board meeting. Or start with a telephone call or an e-mail message.

### 2. GET INFORMED and STAY THAT WAY

You probably already know a lot about your local school. You have a story to tell. It also helps to have a basic understanding of the legislative process, how schools are funded, and your school district's budget situation. This packet contains a resource list and basic information on school finance. Your local school officials are the best source of information on your district's budget situation.

### 3. TAKE SOME ACTION

Communicate with your legislators by telephone, e-mail, fax, letter, or in person. Let them know that public education should be the Legislature's top priority. Share a story about your child's school. Although communicating about the painful reality of budget cuts is vital, don't forget to talk about the success stories, too. Discuss your concerns with your friends and neighbors. Encourage others to get involved. Every voice counts.

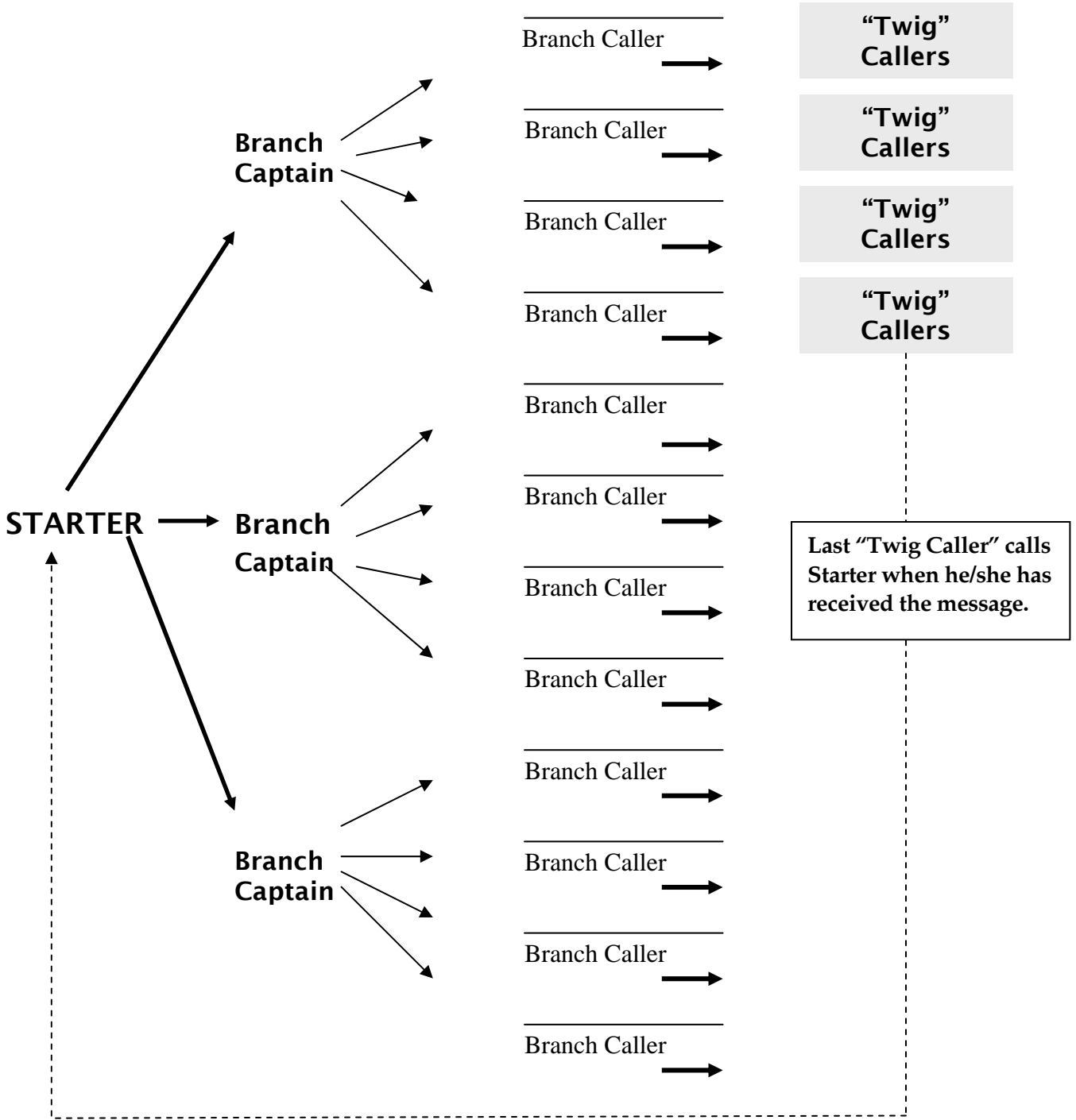
## How to Establish a Telephone Tree

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Legislative telephone trees are an excellent way to react quickly and effectively to a need for legislative pressure. When events at the Capitol are moving quickly, it's essential that legislators are contacted immediately. That's when a telephone tree is priceless.

- Recruit callers from your district's parent groups, citizen advisory committees and staff. Also identify those who will telephone legislators, write letters, testify or visit legislators.
  - Establish who will be the telephone tree "starter."
  - Designate alternate callers in case a caller is unavailable. The first wave of phone calls must move quickly.
  - To activate the tree, prepare a succinct, written message of the action that is needed. Messages must be given exactly as they are received. Callers are responsible to pass on information even when they disagree with a specific position.
  - If neither caller nor alternate is available when the telephone tree is activated, the starter should continue the first round of calls. Then complete the second round of calls to the tree branch where the caller and alternate were not available.
  - Callers should attempt at least twice to reach each person on their list.
  - Provide everyone with a copy of the entire tree so they can see the overall picture and the importance of their role in making it work. Keep each tree participant updated on your issue throughout the legislative session.
  - Develop a system to check how well your telephone tree works. The tree is effective only when it is intact. The last "twig" on the telephone tree must call a designated person, such as the starter, to report that the alert is complete.

# Diagram of a Telephone Tree



**Each caller is responsible**

- to make next round of calls AND
- to make legislative contact designated by the Starter.

# How to Speak Like a Legislator

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**adjournment** - close of a session

**amendment** - any alteration made or proposed to be made in a bill or motion by adding, changing substituting or omitting

**bicameral** - Two bodies of the Legislature. In Minnesota, 134 representative elected to two-year terms in the House of Representatives; 67 senators elected to four-year terms in the Senate

**biennium** - Legislature meets for up to 120 days over a two-year period (biennium)

**bill** - a proposal to change or abolish an existing law, or to create a new one

**calendar** - a list of bills awaiting final action by the House or Senate

**chief author** - legislator who sponsors a bill and whose name appears after the file number on the bill

**committee, ad hoc** - appointed for one special purpose; automatically dissolves upon completion of the task

**Committee of the Whole** – the entire membership of the House or Senate acting as a single committee with the presiding officer as chair

**committee, conference** – a committee comprised of members of each house appointed to recommend a compromise between different versions of a bill previously approved by both houses

**committee, interim** – a committee delegated to study or investigate an issue. Usually does its work after the Legislature creating the committee has adjourned and reports to the next regular session

**committee, joint** – a committee comprised of members of each house

**committee, standing** – the regular, ongoing committees of the Legislature that perform certain legislative functions. Each Legislature establishes its own standing committees.

**companion bills** – identical bills in the House and Senate

**concurrence and repassage** – When the House passes a House File, it is sent to the Senate for approval. If the Senate votes to amend the House File, the new version of the bill must return for a House vote to “concur” with the amendments and “repass” the bill. The same process applies to a Senate File.

**Consent Calendar** – a list of non-controversial bills that usually pass without debate

**General Orders** – a list of bills awaiting preliminary action in the House and Senate each day during session

**hearing** – committee meeting to hear arguments—for and against an issue—by concerned groups and individuals

**House File, H.F.** – a bill introduced in the House of Representatives

**non-controversial bills** – bills requiring little debate that usually pass routinely

**omnibus bill** – a bill that combines several or many legislative measures relating to the same project. Most often, the phrase refers to appropriations bills. The Omnibus Education Bill is a package of all bills concerning K-12 funding, programs and governance.

**reconsideration** – Any member may ask his or her respective house to reconsider a vote as long as that member voted on the prevailing side. A member must make the motion to reconsider within two meeting days of the original vote.

**Revisor of Statutes** – a legal authority office that puts bills into legal form, properly places approved amendments into the language of the bill (a procedure known as engrossing) and updates the Minnesota Statutes to include new laws

**File 1.10** – Chairs of the Taxes and Appropriation Committees can bring up the immediate consideration tax or appropriation bills that are on General Orders. Those bills then bypass the usual General Orders and Calendar procedures. Customarily, the chairs inform legislators of the bills they want to consider under Rule 1.10 one day prior to actual consideration.

**Senate File, S.F.** – bill introduced in the Senate

**sine die** – adjournment without a day being set for reconvening; final adjournment (pronounced sigh-knee die)

**veto message** – message the governor sends to the Legislature giving his reasons for vetoing a bill after it has passed the House and Senate

## How Do I Get and Stay Informed?

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**What is my senator's e-mail address? ... When is the House committee hearing on the bill to increase basic per-student funding? ... What happened today at the Legislature? ... Is my school district the only one making budget cuts this year?**

*Answers to these and other lobbying-related questions are on the Internet.*

The Legislature's web pages offer a world of information on happenings at the Capitol. Via <http://www.leg.state.mn.us>, you can do the following (and more) with a click of your mouse:

- Find out what's happening in the K-12 committees this week
- Sign up to get House and Senate schedules by e-mail
- Locate bills and bill summaries, and track the progress of a bill
- Read daily summaries of House action and weekly House and Senate recaps
- Find an answer to one of 112 frequently asked questions
- Identify which bills your representative has introduced
- Get directions to the Capitol

AMSD's Web site is another source of information about the Legislature and issues important to metro-area schools. At <http://www.amsd.org>, you'll find:

- ❑ AMSD's platform and background information on key issues
- ❑ Position Papers on key issues not included in AMSD's platform
- ❑ Information on the financial status of metro-area school districts
- ❑ Analysis of how bills under consideration at the Legislature would affect your district
- ❑ Links to important news items about K-12 schools

### But What if I Don't Have Easy Web Access?

Legislative information is available via telephone, mail, and in person at the Capitol.

- To find out more about these resources in the House, call the House Public Information Office at (651) 296-2146, 1-800-657-3559, or (651) 298-9896 TTY.
- To learn more about Senate resources, contact the Senate Public Information Office at (651) 296-0504, 1-888-234-1112, or (651) 296-0250 TTY.
- Contact AMSD directly at 651-999-7325.

**FOR INFORMATION ABOUT YOUR LOCAL SCHOOL DISTRICT,  
CONTACT THE DISTRICT'S MAIN OFFICE.**

## Tips on Timing and Tenacity in a Legislative Session

- The 2005 legislative session will be vitally important for public schools. This is the first year of a two-year legislative cycle, meaning that it is a budget year. By the time they adjourn in May, legislators will have made the major K-12 funding decisions for next school year (2005-2006) and the one after that (2006-2007).
- If you are a newcomer to the legislative process, the session will seem very slow. Time will drag. Nothing will happen. Everything will be vague. Crazy ideas will be floated. You will feel like a broken record -- repeating yourself with each telephone call or e-mail that you send. You will want to give up. Don't. You are laying the groundwork for upcoming decisions.
- The session began on January 3, 2005. If history is any guide, no major K-12 decisions will be made until the third committee deadline, April 22, 2005. Legislative leaders will announce the committee deadlines early in the session. The House and Senate K-12 committees must produce their omnibus bills by this deadline.
- Before that, House and Senate leadership will set spending targets – in other words, decide how much of the overall budget pie should be spent on K-12 as opposed to other areas. This is a key decision point. AMSD may ask you to participate in a mass calling effort designed to let the Legislature know that schools are your top priority.
- Right before the third deadline, an amazing amount of K-12 committee activity will take place in a very short period of time. The omnibus bills will appear to emerge almost overnight. With some luck, you will see your hard work throughout the session begin to pay off.
- If not, the battle isn't over yet. Ultimately, a conference committee of five representatives and five senators will be named to iron out a compromise. The conference committee usually starts meeting in April, but may not finish until very near the session's end sometime in May. Legislative leaders will set new spending targets for conference committees.
- Your ongoing communications with legislators are vital during conference committee, too. Nothing is set in stone – and legislators can still be swayed – until the bill is finished.
- Once the conference committee finishes, the bill can't be amended. The House and Senate must pass the compromise as is, or vote the bill down (which would mean no new funding for the next two years). After that, it's up to the Governor to sign or veto. He also can veto "line items," meaning he can veto funding for a particular project.

# Who's Who on K-12 Committees at the Legislature

Both the House and Senate have two main committees that deal with K-12 issues: an overall education committee that deals with policy issues and a budget committee that handles bills with funding attached. Here is a list of members and an email address for each committee.

## Education Finance Committee Membership 2005—2006

**Meets:** Tuesdays, Wednesdays, and Thursdays, 12:30 p.m. in Room 5 of the State Office Building.

Committee Member	Phone Number (651) area code	E-mail Address
Chair: <a href="#">Barb Sykora</a> (R)	296-4315	<a href="mailto:rep.barb.sykora@house.mn">rep.barb.sykora@house.mn</a>
Vice Chair: <a href="#">Randy Demmer</a> (R)	296-9236	<a href="mailto:rep.randy.demmer@house.mn">rep.randy.demmer@house.mn</a>
Lead-DFL: <a href="#">Mindy Greiling</a> (DFL)	296-5387	<a href="mailto:rep.mindy.greiling@house.mn">rep.mindy.greiling@house.mn</a>
<a href="#">Connie Bernardy</a> (DFL)	296-5510	<a href="mailto:rep.connie.bernardy@house.mn">rep.connie.bernardy@house.mn</a>
<a href="#">Mark Buesgens</a> (R)	296-5185	<a href="mailto:rep.mark.buesgens@house.mn">rep.mark.buesgens@house.mn</a>
<a href="#">Jim Davnie</a> (DFL)	296-0173	<a href="mailto:rep.jim.davnie@house.mn">rep.jim.davnie@house.mn</a>
<a href="#">John Dorn</a> (DFL)	296-3248	<a href="mailto:rep.john.dorn@house.mn">rep.john.dorn@house.mn</a>
<a href="#">Kent Eken</a> (DFL)	296-9918	<a href="mailto:rep.kent.eken@house.mn">rep.kent.eken@house.mn</a>
<a href="#">Sondra Erickson</a> (R)	296-6746	<a href="mailto:rep.sondra.erickson@house.mn">rep.sondra.erickson@house.mn</a>
<a href="#">Bud Heidgerken</a> (R)	296-4317	<a href="mailto:rep.bud.heidgerken@house.mn">rep.bud.heidgerken@house.mn</a>
<a href="#">Ruth Johnson</a> (DFL)	296-8634	<a href="mailto:rep.ruth.johnson@house.mn">rep.ruth.johnson@house.mn</a>
<a href="#">Karen Klinzing</a> (R)	296-1147	<a href="mailto:rep.karen.klinzing@house.mn">rep.karen.klinzing@house.mn</a>
<a href="#">Doug Meslow</a> (R)	296-5363	<a href="mailto:rep.doug.meslow@house.mn">rep.doug.meslow@house.mn</a>
<a href="#">Scott Newman</a> (R)	296-1534	<a href="mailto:rep.scott.newman@house.mn">rep.scott.newman@house.mn</a>
ex-officio <a href="#">Jim Knoblach</a> (R)	296-6316	<a href="mailto:rep.jim.knoblach@house.mn">rep.jim.knoblach@house.mn</a>

## Education Policy and Reform Committee Membership 2005—2006

**Meets:** Tuesdays and Thursdays, 8:15 a.m. in Room 200 of the State Office Building.

Committee Member	Phone Number (651) area code	E-mail Address
Chair: <a href="#">Mark Buesgens</a> (R)	296-5185	<a href="mailto:rep.mark.buesgens@house.mn">rep.mark.buesgens@house.mn</a>
Vice Chair: <a href="#">Sondra Erickson</a> (R)	296-6746	<a href="mailto:rep.sondra.erickson@house.mn">rep.sondra.erickson@house.mn</a>
Lead-DFL: <a href="#">John Dorn</a> (DFL)	296-3248	<a href="mailto:rep.john.dorn@house.mn">rep.john.dorn@house.mn</a>
<a href="#">Jim Abeler</a> (R)	296-1729	<a href="mailto:rep.jim.abeler@house.mn">rep.jim.abeler@house.mn</a>
<a href="#">Lyndon Carlson</a> (DFL)	296-4255	<a href="mailto:rep.lyndon.carlson@house.mn">rep.lyndon.carlson@house.mn</a>
<a href="#">Mike Charron</a> (R)	296-4244	<a href="mailto:rep.mike.charron@house.mn">rep.mike.charron@house.mn</a>
<a href="#">Lloyd Cybart</a> (R)	296-5506	<a href="mailto:rep.lloyd.cybart@house.mn">rep.lloyd.cybart@house.mn</a>
<a href="#">Jim Davnie</a> (DFL)	296-0173	<a href="mailto:rep.jim.davnie@house.mn">rep.jim.davnie@house.mn</a>
<a href="#">Matt Dean</a> (R)	296-3018	<a href="mailto:rep.matt.dean@house.mn">rep.matt.dean@house.mn</a>

<a href="#">Randy Demmer</a> (R)	296-9236	<a href="mailto:rep.randy.demmer@house.mn">rep.randy.demmer@house.mn</a>
<a href="#">Denise Dittrich</a> (DFL)	296-5513	<a href="mailto:rep.denise.dittrich@house.mn">rep.denise.dittrich@house.mn</a>
<a href="#">Rob Eastlund</a> (R)	296-5364	<a href="mailto:rep.rob.eastlund@house.mn">rep.rob.eastlund@house.mn</a>
<a href="#">Kent Eken</a> (DFL)	296-9918	<a href="mailto:rep.kent.eken@house.mn">rep.kent.eken@house.mn</a>
<a href="#">Mindy Greiling</a> (DFL)	296-5387	<a href="mailto:rep.mindy.greiling@house.mn">rep.mindy.greiling@house.mn</a>
<a href="#">Bud Heidgerken</a> (R)	296-4317	<a href="mailto:rep.bud.heidgerken@house.mn">rep.bud.heidgerken@house.mn</a>
<a href="#">Karen Klinzing</a> (R)	296-1147	<a href="mailto:rep.karen.klinzing@house.mn">rep.karen.klinzing@house.mn</a>
<a href="#">Morrie Lanning</a> (R)	296-5515	<a href="mailto:rep.morrie.lanning@house.mn">rep.morrie.lanning@house.mn</a>
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### Senate Education Committee 2005—2006

**Meets:** Tuesdays and Thursdays, 3 - 5:30 p.m. in Room 112 of the Capitol Building.

Committee Member	Phone Number (651) area code	E-mail Address
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<b>Vice Chair:</b> <a href="#">Rod Skoe</a>	297-8060	<a href="mailto:sen.sharon.marko@senate.mn">sen.sharon.marko@senate.mn</a>
<b>Ranking Minority member:</b> <a href="#">Gen Olson</a> (R)	296-1282	<a href="mailto:sen.gen.olson@senate.mn">sen.gen.olson@senate.mn</a>
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## Senate E-12 Budget Division 2005—2006

Meets: Monday through Friday, 9 - 11:30 a.m. in Room 112 of the Capitol Building.

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<b><a href="#">Ellen R. Anderson</a> (DFL)</b>	296-5537	<a href="http://www.senate.mn/members/sendis66_email.htm">http://www.senate.mn/members/sendis66_email.htm</a>
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