

Speak For Yourself

Advocate Training Manual



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Glossary

<i>Advocate</i>	– someone who supports and promotes an issue or interest
<i>Amendment</i>	– to make a change
<i>Appropriations</i>	– money set aside for a specific use
<i>Arduous</i>	– hard to accomplish
<i>Articulate</i>	– speaking so the listener can clearly understand, both in pronunciation and in content
<i>Clearinghouse</i>	– an agency that collects organizes and distributes information.
<i>Compromise</i>	– coming to an agreement on a decision with one or more people
<i>Concise</i>	– very brief; to the point
<i>Confirmation</i>	– to verify
<i>Confrontation</i>	– to challenge another person; to meet face-to-face
<i>Constituent</i>	– a person who is a part of a group of people who have the right to elect a representative
<i>Convene</i>	- to come together in a group
<i>Daunting</i>	– to feel overwhelmed or intimidated
<i>Debrief</i>	– to review, after completing an event, presentation or meeting
<i>Deciphering</i>	– to figure out what something means
<i>Deliberate</i>	– to think or talk about decisions or issues carefully
<i>Designate</i>	– to assign (a role or location)
<i>Exempting</i>	– not requiring; not requiring one person to do what others are required to do
<i>Hostile</i>	– an attitude of aggression, opposition or resisting
<i>IEP</i>	– Individualized Education Plan - A unique plan developed specifically for a child's educational goals for the school year

<i>Incentive</i>	– a motive or reason (to do something)
<i>Legislator</i>	– a member of the legislative body (which is responsible for making laws)
<i>Listserv</i>	– a group of people whose emails have been put onto a list, used to send information to a large number of people at one time
<i>Lobbyist</i>	– a person who lobbies (trying to influence how someone votes, especially a legislator)
<i>Notoriety</i>	– someone or something that is well known, in good and bad ways (or both)
<i>Op-ed</i>	– a page of special features in the newspaper
<i>Opposition</i>	– being on the opposite side of an issue
<i>Persistence</i>	– to continue to insist on an issue, without giving up
<i>Propaganda</i>	– spreading ideas, facts or allegations in order to help your cause or to hurt the opposition
<i>Scope</i>	– a range (of ideas)
<i>Testimony</i>	– a statement made in front of others (in this case, in front of legislators)

Introduction

“Vision without action is merely dreaming. Action without vision is just passing the time of day. But combine vision with action and you can change the world.”

~ Nelson Mandela

Every day we are faced with situations where decisions must be made. Do we decide the other person is right, do we compromise and meet in the middle, or do we defend our position and have the other person agree with us instead? These decisions are not always all that important, such as which movie to see or what to eat for dinner, but, sometimes, the decisions are important and we really want to have a say in what happens. When a decision affects our life in some way, be it in regards to taxes, housing, healthcare, or diverse other reasons, these are areas we want our voice heard. In order to voice our thoughts and feelings about various subjects, we must learn to advocate to those in position to change policy, so they know how we feel about the issues we live. This manual will serve as a tool for you to advocate for those items that you feel strongly about.

What is Advocacy?

Advocacy is taking action to promote a cause, attain a goal, or raise awareness of an issue. It often involves speaking with policy makers to correct a situation affecting people or a community. For those who are uncomfortable with conflict and confrontation, advocacy can seem quite threatening, but it doesn't have to be. The best advocate is speaking to the rightness of their cause/issue, researching all sides of their cause/issue so they can present it

correctly to whomever they are speaking, and using the best methods to raise awareness of their cause/issue. Remember, advocacy is action by making sure those with the most influence are aware how affected you are by a situation.

Why Should I Advocate?

While it's possible another person could advocate for you, it is more likely that advocating for yourself will give you the results you seek. Telling your own story to those in a position to make a change and explaining how a policy is affecting your life is much more effective than having another tell your story for you. Advocacy can also be as simple as writing a letter to your legislator, explaining the situation, and asking them to vote a certain way on a bill. However, the most effective advocacy is done in person.

Where do I Start?

At this point, you most likely already have an idea of the issues you wish to discuss with others. However, one of the most important points is to make sure you do it in bits and pieces. The goal is to have policy makers and others working with you hear your concerns about an issue; you don't want to overload them with too much information.

Tips to Guide Strategy – things to think about

You want to make sure that your legislator understands why you are there to speak with them.

- Why is this issue important?
- What needs to be changed?
- What actions need to be taken?
- Who can make the changes?
- How much change should be made?
- When should the changes be made?
- How will the changes come about?

What Skills Will I Need?

You do not need to be a great speaker or super smart to be an effective advocate.

Before you meet with your legislator, it is best to do a little research so you know your legislator's views on your cause/issue. Find out as much information about your legislator as possible, this information is often available online since most legislators now have their own websites. If you can have discussions with your legislator, prior to meeting face to face, this will also be beneficial. You can converse through letters, email, or even over the phone. It's possible you will end up speaking with an office representative, but your name should still be conveyed to the legislator, so they will know about you prior to your visit.

When researching information regarding your legislator, you should be most interested in their past voting history (especially relating to issues similar to your own) and personal stories or information they share that relates to your issue. (Please see the section on "Contacting Your Representatives" for more useful information.) It is also useful to know if previous policies have existed in the past. If this issue is one that has come up several

times before: why was it not passed and what have others done to promote this issue? By being well informed, you will feel more comfortable during your meeting.

The following are some useful skills when meeting with your legislator:

- Dress for success! It's not necessary to wear a suit, but wearing your "Sunday best" will help promote your cause
- Arrive early – you may have to wait a bit to meet with your legislator, but those first impressions are always important. If you're not on time, you most likely will not get a meeting.
- Thank them for taking time to meet with you.
- Be brief – you want to be able to convey your information quickly and be to the point. Take notes with you, if that will help, and have information available to give to your legislator, should they want to know more.
- Be factual – this part is easy, since you're telling your legislator how the policy or bill affects you, personally. Speak from experience.
- Be truthful – tell your legislator how this issue affects you, there's no need

to elaborate to make them understand.

- Start with the main points – tell them why you are there, why this issue is important to you, and why you want their help
- Ask specifically for your legislator’s support – if there is a bill you want them to vote a specific way, ask them to do so. The legislator’s are there because we put them there, so it’s in their best interest to listen to our concerns.
- Keep a good working relationship with your legislator, even when they do not support your position. Tell them you are disappointed in their decision, but look forward to future work with them. You never know when you might need them in the future.
- Always send a thank you note for their time.

Who will Benefit when I Advocate?

Everyone! Most specifically, anyone who is affected by the issues you were speaking out about. You will benefit from having more experience speaking with policy makers and understanding how the process works as well as organizing for change. Others can benefit when you help them speak with their legislators, communities, and peers. By knowing how to take an issue you care about to another level, you are more empowered to influence others around you.

Tips for Advocacy

The basic message will stay the same. The more times you can repeat that, the more likely people are going to remember it.

KISS (Keep It Short and Simple!) Tell the legislator one thing at a time. You will have other times to talk to him or her about different things you are worried about.

Start off on a good note. Thank the legislator for meeting or talking with you. In addition, thank them for any past support or efforts on behalf of your issue(s). Mentioning points in common will remind him or her of how you can work together.

Follow up any meeting or phone call with a thank you letter. Make sure to end the communication as positive as you start it.

Your voice counts! Very few people tell legislators what they are worried about. You must speak up for those who are not heard.

Advocacy is not about politics. Advocacy is non-partisan; it is about your passion in expressing your concerns for a specific issue.

Your voice represents many other people that do not speak up. If you don’t tell your legislator what you see or need for your community, they may not hear it from anyone else.

You know more than you think. You are rich with knowledge, experience, and most importantly, passion! Your expertise and first-hand experiences are invaluable.

You are an educator. Your legislator or other community leader has to know a little about many things and may not be knowledgeable about your issue. You can act as your legislator’s key informant, their educator, their community resource when it comes to your issue.

You can help to better inform them for when they make decisions that affect your community.

You are a citizen. Your voice counts just as much as your neighbor and you do have the right to tell legislators what you think they should do – after all, they work for YOU!

There are many different levels of involvement. Some people make an entire career out of being an advocate. However,

advocacy can also be as simple as taking only a couple of minutes, once a month to call your write your legislator...it's that easy!

Advocacy does change policy. There are many examples of advocates who have made a difference and who have helped make Michigan a better place.

E ducating Yourself and O thers

The process:

What to do?

There are many problems or issues that you, as a concerned resident of Michigan and the United States, have a right to know more about. These issues include many things, ranging from your basic rights to changes that will affect the whole country.

Regardless of the size of the issue, you have a right to speak up about it.

So, you have an issue or a problem that you are concerned about. Now what do you do? A great first step is to find more information about the issue or problem.

Getting more information

More information can be found from various sources, including the media (newspapers, television news broadcasts, and the internet), reports (can be found your local library), local and federal government websites, and local and national special interest organizations (such as nonprofits specifically dedicated to the issue you are concerned with).

It may seem very overwhelming at first to figure out where to start to find more information, but it can be done. First, you must figure out exactly what you want to learn more about. The more specific you are about what information you are looking for, the more information you will find that will be helpful.

With that in mind, a great place to start is at the library. The librarians at your local library are very knowledgeable and can help you find the information you are looking for. In addition, the librarian can help you find out where to go in order to connect with other people, groups, or organizations who are also interested in the same issue.

If you have access to the internet, you can also search for information online. Most libraries offer free internet access. A good place to start is Google, the most common search engine, at www.google.com. You can type in a series of words to look for the information you want.

For example, to find groups that advocate for or provide services to women with substance abuse histories, type in words like “women,” “Michigan,” “substance abuse” and “non-profit.” If you do not find the information you are looking for, try using a different combination of words or the same words in a different order.

Websites with More Information

Thomas (Library of Congress)

Thomas is a federal website that can give you several types of information on national bills. It can tell you what exactly the bill says, where it is in Congress, who created the bill, and who voted for or against it. If you know the number of a bill, you can look it up directly. You can also search for all the bills that are about a specific subject. The records are divided by congressional session, which is yearly, and go back quite far. The website is <http://thomas.loc.gov/>.

Michigan Legislature

This website works much like Thomas, except it only gives information on bills happening in the Michigan Congress. It is very important to know what is happening in your state. The website is <http://www.legislature.mi.gov/>.

Google

This is the most commonly used search engine. You can find nearly everything websites for almost anything from this site. Look at www.google.com.

Wikipedia

If you want basic information on a specific subject, you can also search Wikipedia at http://en.wikipedia.org/wiki/Main_Page. It works a lot like an encyclopedia except it’s free and written by the public.

Finding more people or groups with similar concerns

If you are concerned about an issue or a problem, it is very likely that there are others in your community who share the same concerns. There are many resources available, and a few ways to find your way to these resources is by being connected to people who can help you locate more resources. A few great places to start include churches, schools, the local library, local community centers and any other social services agencies that you may already be involved in or have contacts to. You can also do a little research on local non-profits in your area, which may also be focused on an issue you are interested in. The people you already know can also be great a starting place for access to new groups and organizations.

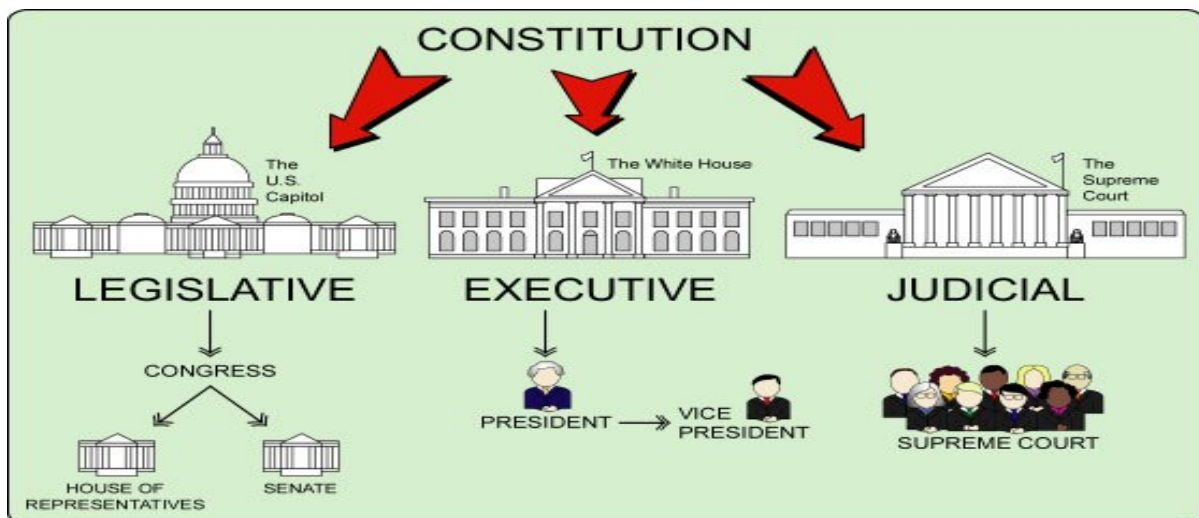
National versus State Government

The first type of government in America was based primarily on state government. Prior to the signing of the Constitution, America had been made up of thirteen colonies, which had been ruled by England. Following the Revolutionary War, these colonies, although they had formed a league of friendship under the Articles of Confederation, basically governed themselves. They feared a strong central government like the one they lived with under England's rule. However, it was soon discovered that this weak form of state government could not survive and so the Constitution was drafted. The Constitution:

- defines and limits the power of the national government,
- defines the relationship between the national government and individual state governments, and
- guarantees the rights of the citizens of the United States.

This time, it was decided that a government system based on federalism would be established. In other words, power is shared between the national and state (local) governments. The opposite of this system of government is a centralized government, such as in France and Great Britain, where the national government maintains all power.

Sharing power between the national government and state governments allows us to enjoy the benefits of diversity and unity. For example, the national government may set a uniform currency system. Could you imagine having 50 different types of coins, each with a different value? You would need to take along a calculator to go shopping in another state. By setting up a national policy, the system is fair to everyone and the states do not have to bear the heavy burden of regulating their currency. On the other hand, issues such as the death penalty have been left up to the individual states. The decision whether or not to have a death penalty, depends on that state's history, needs, and philosophies.



What is a bill?

All federal laws are enacted by Congress. Congress is divided into two houses, the Senate and the House of Representatives.

At the beginning of each Congressional year, a Senator or a Representative may introduce a "bill," which is a proposal for a law. Bills are numbered sequentially (1,2,3, etc.) and have a prefix of "S." or "H.R.," depending on whether the bill originates in the Senate (S.) or the House of Representative (H.R.). The bill may be subject to committee hearings, lobbying efforts, and a debate on the floor. If the originating house approves the bill, it is given to the other house for consideration, where it may be subject to more hearings and debate.

If the bill passes, it is sent to the President for signing. Once signed by the President, the bill becomes a law. A bill also become a law if the President neither signs nor vetoes the bill within ten days of receiving it. If the President vetoes a bill, it can only become a law if the veto is overridden by a two-thirds majority of both the Senate and the House of Representatives. A bill that is not passed through the houses, signed or overridden, is not carried over to the next session of Congress. Someone must introduce the bill again and start the process all over.

Once a bill becomes a law, it no longer remains intact. It is dispersed throughout all of the various parts of the code that it affects.

Overview of system: how a bill becomes a law and where you come in

From Vision to Action, Tools for Building Meaningful Relationships with Policymakers

1. A bill is introduced to the House.
2. First reading
3. Referred to the appropriate committee → Committee hearing → Report of Committee
4. Placed on Order of second reading
5. Debate and amendment by Whole House
6. Third reading
7. Debate and amendment by Whole House
8. Vote on final passage

If Bill Does Not Pass (May not receive any further notice) **If Bill Passes**

9. Introduction to the Senate
10. First & Second reading
11. Referred to Committee → Committee Hearing → Report to Committee
12. Placed on Calendar for General Orders
13. Debate and Amendment by Whole Committee
14. Third Reading
15. Debate and Amendment by whole Senate
16. Vote on final passage

If Bill Does Not Pass (May not receive any further notice)

If Bill Does Pass

- 17. Bill returns to The House

If Bill Passed in a Different Form and House rejects change

- 18. Bill may be sent to a conference committee
- 19. Committee tries to reach agreement between houses

If Committee reaches agreement

- 20. Report of Committee is sent to both Houses
- 21. If both houses accept compromise
- 22. Bill is enrolled and sent to the Governor

If the Governor signs the Bill

- 23. It becomes a law

If the Governor vetoes the Bill

- 24. Bill is returned to House in which is originated.
- 25. If vetoed bill is re-passed in each House by 2/3 vote of the elected membership →
Bill becomes a law

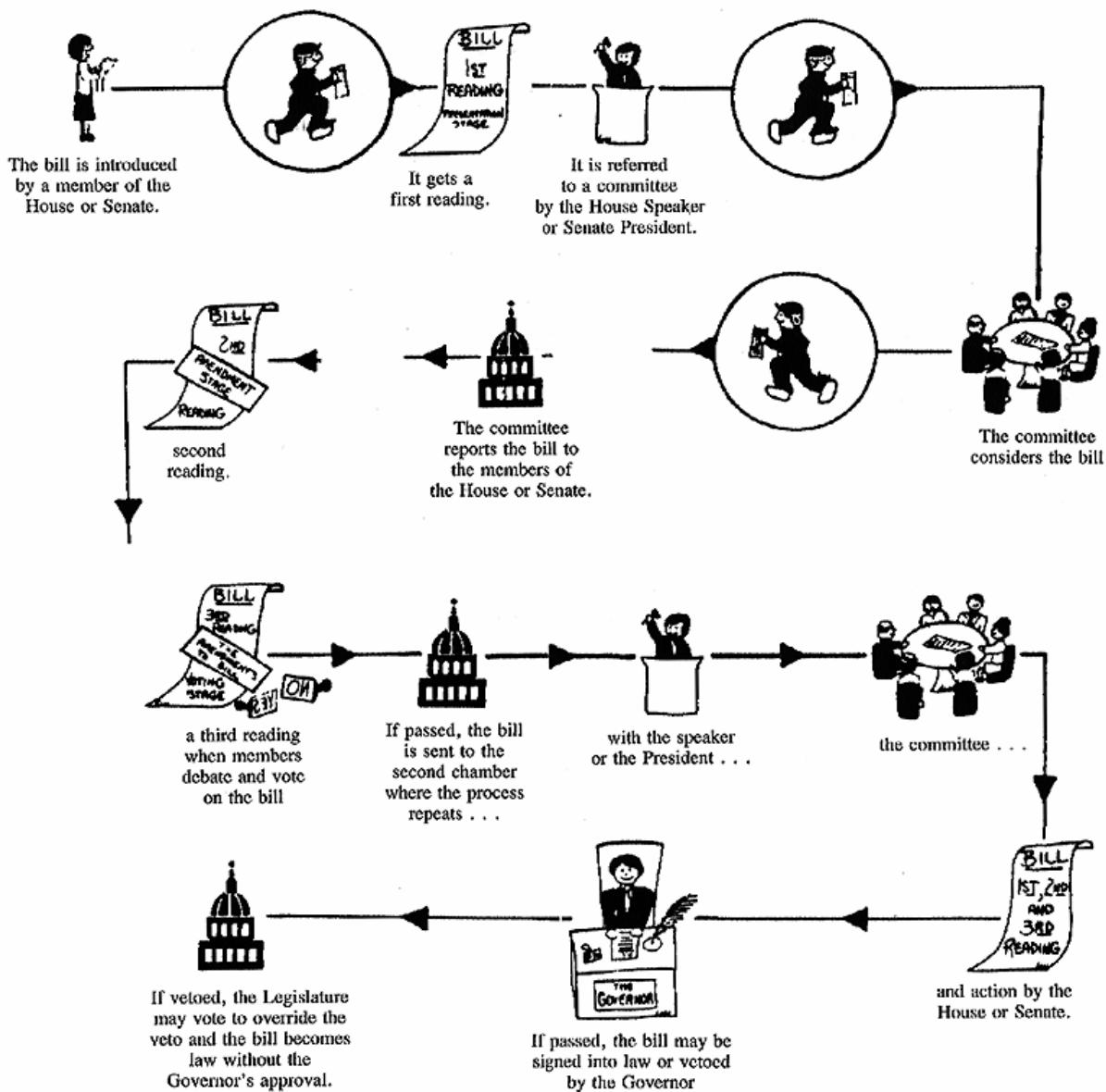
If Bill passed in a different form and House accepts change

- 18. The bill goes to the Governor
- 19-25 is the same as above

If bill passed both Houses in identical form

- 18. Bill is enrolled and sent to the Governor
- 19-25 is the same as above

A BILL BECOMES LAW



Mobilizing Others and Outreach

Mobilization (getting other people involved in your issue) can involve many people or just a selected few. Below you will find ideas for conducting a focus group that aims to educate others and raise awareness on a specific issue as well as ideas to think about when planning a larger, event-focused advocacy.

25 Ways to Educate and Mobilize Others

- | | |
|---|---|
| 1. News Release | 14. Organize a Rally |
| 2. Letter to the Editor | 15. Interviews – Radio, TV, in person |
| 3. Op-ed | 16. Media Event |
| 4. Editorial Board Meeting | 17. Organizational Legislative Days |
| 5. Online Article | 18. Legislative Visits |
| 6. Public Service Announcements on TV and Radio | 19. Legislative Testimony |
| 7. Email | 20. Site Visits |
| 8. Constituent Postcards | 21. Hold an Event/Meeting and Invite Key People |
| 9. Thank You Card/Letter | 22. Public Recognition of Key Person |
| 10. Email Listserv | 23. Donate Financial Resources |
| 11. Phone Call/Phone Banking | 24. Volunteer |
| 12. Canvassing (Door-to-Door) | 25. Work for a Campaign or Special Interest Group |
| 13. Burma Shave | |

Defining Your Goal

(APHA Media Advocacy Manual)

1. What is the problem you are highlighting?
2. What are some possible solutions?
3. Who can make these solutions possible? Whose support do we need to gain in order to make this solution happen?
4. What do we need to do or say to get the attention of those who can make the solution happen?

Once you have defined your overall goal, design the message that you want to get out into the public. Your message should:

1. Be simple and clear.
2. Point out the problem you are addressing, why your intended audiences should be concerned about this problem, and what should be done about the problem.
3. Be powerful, persuasive, and compelling. You will need to say something compelling to capture the attention of the audience.
4. Have a human face on it. By humanizing the issue, the issue will have a greater impact on your audience than if you just provide statistics. (For example, “As a recovering woman, I am concerned about . . .” or “As someone who regularly uses these services, it is important to me that . . .”)
5. Appropriately target your intended audience. If you are targeting lawmakers, you will use difference language than if you are targeting the general community.

Writing Letters

(Adapted from Michigan Council for Maternal and Child Health (2005). *Effective Communication. Vision to action: Tools for building meaningful relationships with policymakers* (p. 12). Lansing, Michigan: Michigan Council for Maternal and Child Health.)

Writing a letter is a great way to get your ideas, concerns and information across to other people, including legislators and local newspaper editors. By writing a letter, you will be able to organize your information, goals and opinions into a simple and straightforward form.

In writing a letter, please remember to be...

- **Brief:** Do your best to keep your message short and to the point – one page is best, but if it must be longer, never more than two pages.
- **Focused:** Keep the topic of your letter on one issue. Be sure to state how you feel about that issue in the beginning of your letter and continue to support your argument in the rest of the letter.
- **Specific:** Use real life stories, facts and other specific information in your letter.
- **Constructive:** Provide information for your case in a thoughtful way. While you are arguing your case, remember that you are also trying to educate and influence others. Be sure to keep your letter positive, focusing on the great things that can come out of your efforts.
- **Complete:** Don't forget to include your full name, return address and phone number on the letter.
- **Neat:** Be sure that your letter is readable.

Examples of how to address legislators:

U.S. Senate

The Honorable _____
U.S. Senate
Washington, DC 20510

Dear Senator _____,

U.S. House of Representatives

The Honorable _____
U.S. House of Representatives
Washington, DC 20510

Dear Representative _____,

State Legislators

The Honorable _____
State Representative
State Capitol
P.O. Box 30014
Lansing, MI 48909-7514

The Honorable _____
State Senator
State Capitol
P.O. Box 30036
Lansing, MI 48909-7536

The following documents were provided by The Michigan Council for Maternal and Child Health

SAMPLE LETTER TO THE EDITOR

October 3, 2000

Dear Editor,

The issue of childhood lead poisoning prevention is one that has been put on the back burner of political priorities for much too long. The long-term ramifications of lead poisoning are far reaching. Researchers have linked lead poisoning and reduced IQ, criminal behavior and problems such as impulsiveness and short attention span. An estimated 40,000 Michigan children have unacceptably high levels of lead in their bodies.

While this is the most common and preventable health problem among children, adults in key decision-making roles continue to ignore the health of high-risk children living in poverty and sub-standard housing. Until policy makers interested in securing a healthy, productive future for all of Michigan's children make the issue of lead poisoning a priority, all of us will suffer from the long-term outcomes of this neglect.

Karen L. Parker

SAMPLE OPINION EDITORIAL

October 9, 2000

Michigan policy makers must address the issue of childhood lead poisoning. The effects of lead poisoning are widespread and seep into many facets of society. Researchers have linked lead poisoning and reduced IQ, criminal behavior and problems such as impulsiveness, restlessness and short attention span. Behavior and cognitive development in lead poisoned children can severely impair a child's ability to learn and exceed in school. Due to these possible outcomes, legislators need to take strong action to reduce lead poisoning in Michigan.

According to the 1997-1998 *Kid's Count in Michigan Data Book*, less than 7 percent of the state's 839,000 children ages 1 through 5 were screened for lead in 1996. Children most at risk are those living in poverty and in pre-1950 housing. African-American children are especially vulnerable, as are children living in rural communities. Estimates in Michigan predict that approximately 40,000 children are living with elevated blood lead levels. In addition, Michigan ranks high in the nation for environmental lead hazards in children, because of the high percentage of older housing.

Establishing a state fund to provide annual support for primary prevention of lead poisoning as well as lead abatement of lead hazards where children reside will alleviate some of the poor outcomes for children at risk for lead poisoning. Legislation creating state-funded bonuses for health care providers who screen at least 90% of Medicaid eligible children under age six will increase screening rates and find more children earlier who are lead affected. Furthermore, sanctions should be imposed for those health care providers who fall below desirable blood level screening rates.

Lead poisoning is the most preventable childhood disease we face today. It needlessly hurts thousands of children in Michigan and across the country. Yet candidates for state and federal office and elected officials have given little to no attention to this health threat. All candidates for public office should be asked how they will assure that the prevention of lead poisoning is made a priority. The communities that elect them must then hold them to those answers as they serve in their elected capacity.

Michigan policy needs to support efforts to improve the lives of children. By taking positive legislative action surrounding the important health issue of lead poisoning, policy makers can continue to show support for children and families in Michigan.

SAMPLE ADVOCACY LETTER TO LEGISLATOR

Dear Legislator:

I am writing to share some feedback with you regarding HB 5083-5087. These bills focus on the need to facilitate a dialogue at the state, community, school, and family level regarding the use of psychotropic drugs such as Ritalin with children who suffer from inattention, hyperactivity, and impulsivity that make it difficult to learn and achieve their maxim educational potential.

I am concerned about the growing use of stimulants to treat attention difficulties such as attention deficit-hyperactivity disorder (ADHD). The stimulants include: Ritalin (methylphenidate), Dexedrine and DextroStat (dextroamphetamine or d-amphetamine), Adderall (d-amphetamine andamphetamine mixture), Desoxyn and Gradumet (methamphetamine), and Cylert (pemoline). Currently, Michigan ranks 3rd in the nation in use of these drugs. In the last 20 years, ADHD has become America's "leading childhood psychiatric disorder".

While it is important that children be evaluated appropriately and parents and educators are educated about stimulant options, the ramifications of prescribing these drugs are immense.

1. The burden of dispensing these drugs is adding to an already overburdened educational system.
2. Children need more than just stimulants to be successful in the classroom.
3. The impact of long-term use of stimulants on children has raised concerns that we are placing their short and long-term health outcomes at-risk.
4. Finally, since it is readily available, Ritalin has become "the drug of choice" for drug abuse in America's junior high schools, high schools and colleges according to a NBC Dateline program (Jan, 15, 2001).

Parents and teachers need to know what normal childhood behaviors are. Alternative solutions such as diet, counseling and behavior management strategies, and parent support must be studied and made available to families struggling to help their children. The use of psychotropic drugs is an enormous and complex subject that requires careful thought and debate. An open dialogue between parents and the medical and educational communities along with legislative oversight is critical to the long-term well-being and educational attainment of children with attention and behavior difficulties.

Sincerely,

Name

Address

SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE

Contact:
(*Local contact here*)

October 22, 2000

National Childhood Lead Poisoning Prevention Week Celebrated in (Community Name)

The Campaign for a Lead-Safe America is celebrating the second annual observation of National Childhood Lead Poisoning Prevention (NCLPP) Week October 22-28. (*Insert local organization name here*) is rallying around this issue to help insure a safe and healthy future for Michigan children.

Nationally, almost one million preschool age children have enough lead in their blood to harm them. Despite efforts at education and prevention, Michigan children continue to be poisoned by lead from peeling lead-based paint, lead contaminated dust and other sources in their homes. Yet, according to the 1997-1998 *Kid's Count in Michigan Data Book*, less than 7 percent of the 839,000 children ages 1 through 5 were screened for lead in 1996. Children of color and children from low-income families are five times more likely to be affected by lead poisoning.

(Insert paragraph about local efforts to mobilize your community around childhood lead poisoning prevention).

Recent efforts in Michigan have resulted in \$5 million allocated to lead poison abatement from the Clean Michigan Fund, but none of this funding has been allocated to prevention. Prevention strategies that Michigan could institute include: education and marketing campaigns targeting lower income and older housing residents; increased lead poison screening for the targeted age range of 1-2 year olds; and innovating bank loans for families wishing to renovate or relocate from lead contaminated homes.

NCLPP Week was created through a unanimously passed resolution in the U.S. Senate and an official statement issued by President Clinton. This major awareness initiative of the Campaign for a Lead-Safe America has produced a variety of materials that are available locally, including brochures, fact sheets, public transit ads and print and radio public service announcements. With a strong Community Outreach Program, the Campaign provides support and materials, as well as coordination services to lead poisoning prevention organizations at the local level.

Convening and Conducting the Focus Group

(Michigan Council for Maternal & Child Health)

1. Decide which participants are going to participate. It is important that you select participants that come from diverse backgrounds and have a diverse skill and experience base.
2. Select a date, time, and place. Keep the meeting under 2 hours and make sure you select a space that is large enough to allow the group to break away into smaller discussion groups.
3. Provide incentives, food, transportation, and money for childcare, if possible/necessary.
4. Send Confirmation letters and/or call participants to confirm
5. Prepare supplies, name cares, pencils, paper, flip chart/chalk board, handouts, contact information of participants etc.
6. The leader and person taking the notes must debrief immediately following the focus group convenes to identify highlights, clarifications, etc.
7. Meeting minutes should be sent to participating members.

Event-Focused Advocacy

(Adapted from Event-Focused Advocacy from the Michigan Council for Maternal and Child Health)

When planning an event, certain questions should be considered, including:

- What is the focus of this event? Have you developed a game plan?
- How large would you like the event to be?
- Who else in the community deals with this issue that could or should be invited? Should a coalition be formed around this issue?
- If it occurs during an election season, is it a bi-partisan event? (does not show bias toward one candidate or the other)
- Will the event be held in a neutral setting?
- Are the people you're targeting familiar with your organization & issues?
- Have you sent out information on your organization and given them time to prepare?
- Have you picked a time when participants of interest will be able to attend?
- Have you told people far enough in advance about when/where your event will be held?
- Have you found a place large enough to accommodate all of the people you plan on inviting? (too big of a place can give the appearance of a small crowd). How much does it cost to use this space? Is it available when you want it?
- Have important leaders (ex: community foundation leaders, hospital administrators, school leadership, business executives) been invited?
- Have you divided tasks among the many people involved in holding this event? A successful event involves the time and interest of a diverse group of people.
- Have you informed the media of this event? The relationships you build with the media can be used to increase awareness and attendance at the event.

Giving Testimony

Occasionally, it may be more effective to speak to a committee, panel, or legislative body, in order to reach a broader range of individuals. This may be a decision reached by you, those you may be advocating for, or the legislator you met with previously. Testimony is when you speak to a larger body regarding the issue you are advocating. While it may be intimidating, it is often best to practice in front of others prior to speaking in front of the larger group. The tips you use for speaking with your legislator are the same for speaking to a larger group:

- Dress for success! It's not necessary to wear a suit, but wearing your "Sunday best" will help promote your cause
- Arrive early – you may have to wait a bit, but those first impressions are always important.
- Thank them for taking time to listen.
- Be brief – you want to be able to convey your information quickly and be to the point. Take notes with you, if that will help, and have information available to give to your legislator, should they want to know more.
- Be factual – this part is easy, since you're telling your legislator how the policy or bill affects you, personally. Speak from experience.
- Be truthful – tell your legislator how this issue affects you, there is no need to elaborate to make them understand.
- Start with the main points – tell them why you are there, why this issue is important to you, and why you want their help.
- Ask specifically for your legislator's support – if you want them to vote a specific way on a bill, ask them to do so. The legislator's are there because we put them there, so it's in their best interest to listen to our concerns.
- Always send a thank you note for their time.

The following passage is from the State of Michigan Citizen's Guide to State Government.

Giving testimony, while somewhat more intimidating than meeting one on one with your legislator, incorporates many of the same skills and concepts. Know why you are speaking, know your topic, have notes and documentation available for the persons you are addressing, and maintain a positive attitude. You are there to share information and express your concerns. As elected officials, they will listen to your concerns. Be sure to stay positive, focused, and on-topic. The more to the point you are, the better the impression you will leave, and the more likely your information will be considered.

1. When a bill is scheduled on the committee agenda for consideration, and if you have an active interest in the legislation and feel there are contributions you can make to the committee process, you may decide to testify at either a meeting or a hearing. The purpose of testimony given should be informational so that committee members can vote on the bill with as full an understanding as possible of all sides of the issue it addresses, and the consequences of its passage.
2. If you find out about a state bill that interests you, you should keep track of it and find out to which committee it has been referred. You can do so by contacting:
 - a. Michigan Clerk of House
 - b. Secretary of the Senate
 - c. An interested organization
3. Once you find out which committee it has been referred to, you may contact the Committee Clerk in writing, asking to be notified when the bill will be put on the committee agenda for discussion or is scheduled for a public hearing. Be sure to send your contact information.
 - a. You may also write the committee Chairperson, requesting that the bill be put on the agenda or scheduled for a hearing.
4. The following guidelines are suggested in the Michigan Citizen's Guide to State Government to assist citizens in making their testimony influential and effective:
 - a. **Write** to committee members and to your own legislator, simply expressing support or opposition to the legislation.
 - b. **If you decide to testify**, notify the committee as soon as possible of your desire and, as a courtesy, let your legislators know that you've asked for time to present testimony.
 - c. **If you represent a group of individuals or an organization**, choose one person to present the group's point of view and bring others along as supporters. (No committee wants to hear the same testimony over and over.)

- d. **Prepare testimony and/or suggested amendments in advance.** Read the bill carefully and any available analyses. Do research, if necessary, be sure that all your facts, background material, and figures are accurate. Consult with others to determine the scope of the issue and clarify what you, or the group, want to cover in your testimony.
- e. **Prepare a clear and concisely written statement,** which has been thoroughly proofread for errors, and review it with others who have the same interest.
- f. **When you testify,** identify who you are and, if you represent a group, give the name of the group. At the beginning of your remarks, state whether you are testifying in support or opposition to the proposal or bill. Relate your group's or your own experience or views directly to the issue.
- g. **Keep your testimony short and to the point.** If your testimony is lengthy and complex, it is best to offer highlights at the hearing and request permission to place your complete position and supporting material in the record. Anything you present in writing will be placed in the committee members' files and will be available to them at any future meetings. If possible, have copies of testimony available for committee members and staff.
- h. **Avoid emotional speeches and propaganda.** Your role is an important one—don't abuse it. This is the surest way to invite a hostile reaction and alienate the very committee members you are trying to persuade to your point of view.
- i. **If you are asked a hostile question,** keep a cool head. Don't be afraid to stop and think for a minute to answer a question properly. If you don't have the answer, never guess—request permission to file a detailed response at a later date.

Without the support of the committee involved, the bill or proposal you are interested in may never make it to the floor to be voted on. Even if you prefer not to testify, your attendance at a hearing and personal correspondence with committee members and your own legislators are important in influencing the decision making process.

If Advocacy Fails

Advocating for something, even something important to you and worthwhile to the community, can often be an uphill battle. You may not succeed the first time or the third. Remember, it took a while before advocates were able to abolish slavery and get women the right to vote. Even though it may be a long road, you can do some things in the meantime.

Stay Positive and Focused

Speaking up won't guarantee that you'll win, but not speaking up guarantees that wishes won't be known. As a citizen and a voter, you have the right to express your views and ask for change. Remember that your legislator is equally responsible to the powerful and the vulnerable in his district.

Reevaluate your goals

Sometimes it is a good idea to take a second look at what you are advocating for, why you are advocating for it, and how you are delivering your message. Are your requests fair and achievable? Are there better arguments for your position? Is there another way to look at your concern that would be more meaningful to the legislator? Make all the necessary changes and try again.

Recruit More People

It's often easier to advocate as part of a group. People often feel more confident and upbeat about their efforts when there are others involved. Legislators give more weight to bigger groups of voters as well.

Develop a Relationship with the Media

The media can be very helpful in getting your message out to the public for several reasons. It helps educate the public about your issue and make it a more pressing social issue. You access to people in their homes in a way that you may not get by other means. The media can be another way of communicating with legislators and their staff since they often watch local media coverage carefully to keep an eye on their districts. Legislators are more likely to respond when large groups of their citizens mobilize and ask for the same thing. There are many ways to deal with the media such as press conferences, letters to the editor, guest editorials, television editorial responses, and press announcements. There is no right answer or silver bullet. Use whatever works the best for your organization, issue, or location.

When dealing with the media:

- Know your Local Media Representative
- Formally Introduce your Organization to the Media
- Designate One Contact Person for the Media
- BE CREDIBLE
- Develop “News Hooks” to Get an Audiences Attention
- Have One Solid Stance
- Be Truthful and Reliable
- Remember that You Are the News!

Follow the 7 C’s of Communication

It’s very important that everyone can understand your message and what you want to change. Sometimes advocacy efforts fail because those in power could not understand or relate to their constituents.

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|---|--|
| 1. <i>Credibility</i> | Are you and your information trustworthy? Do you really know what you’re talking about? |
| 2. <i>Context</i> | Does your message and how you deliver it make sense given the environment of your audience? |
| 3. <i>Content</i> | Does your message matter to your audience? Is it something they can understand and care about? |
| 4. <i>Clarity</i> | Is your message simple and direct? People can only remember a fraction of what you say so it’s best to use plain language that says what you mean with the fewest words. |
| 5. <i>Continuity and Consistency</i> | Repeat your message in several different ways to reinforce your point and be sure that you were heard. |
| 6. <i>Channels</i> | Are you using the right tools to get your message across? Are you talking to the right person about your issue? |
| 7. <i>Capability of Audience</i> | Is your audience able to understand you? Will they take the time to listen/watch/read it? |

Don’t Give Up!

You are a part of a long history of advocates for social change. You are not alone and your work has meaning. Be firm and resolved in your beliefs. Change, social and personal, is the only constant.

Success Stories

As more people are trained to advocate for themselves, more stories will be available for the state of Michigan. However, there are those who are successfully advocating in other states, here are some of their success stories. As we mentioned before, advocacy can take place at many different levels.

Courtesy of Wrightslaw, source for accurate, reliable information about special education law, education law, and advocacy for children with disabilities:

Success Story: How I Learned to Get Services by Asking Questions

When I began to advocate for my daughter, I felt insecure. Because I felt insecure, I supported my requests with tons of documentation --articles, reports, and recommendations from experts, test results, and information about specialized equipment.

I was calm, polite, and in control.

I was surprised when the "powers that be" would not provide the services and supports that I requested for my daughter.

Question: How Do They Perceive Me?

Why was I having this problem? What could I do?

When I thought about it, it seemed that whenever I made a request, the educational experts viewed me as a "Know it All Parent" who thought she knew more about my child's needs than they did.

I realized that they felt threatened.

Now when I go to an IEP meeting, I have a mental list of the services and accommodations my child needs. I ask questions so the educators come up with the desired solution, NOT me.

Strategy: Asking Questions to Identify Solutions

My child Susie has a hearing loss. I want Susie to sit near the teacher OR have a speakerphone in the classroom. I won't ask that Susie sit near the teacher or have a speakerphone.

Instead, I will say, "Gee, Susie really loves her teacher, Mrs. Smith. It's sad that Susie can't hear much that Mrs. Smith says. You know Susie has a hearing loss? (Submit medical report) Susie really wants to do well on the new state tests. I wonder what we can do . . .

At this point, someone is likely to say, "Let's have her sit by the teacher" or "Let's get a speakerphone for her."

I say, "That's a wonderful idea. I'm so glad you thought of it."

Strategy: Saying "Thank You"

I thank the team members for letting Susie sit near Mrs. Smith, the teacher she likes so much. I know this sounds crazy but I found it works most of the time.

Educators/experts are happy when THEY come up with the way to meet the child's needs! Sometimes they have ideas that I had not considered either! I decided it doesn't matter who comes up with the solution as long as my child's needs are met.

Last year, we moved to a new school district in a different part of the state. We had a "clean slate." I had a chance to try out my techniques with a new group of educators. I gave them my child's IEP and told them about the equipment our former school used (the former school was willing to sell the stuff to them).

I could tell them everything they needed to know about my daughter but until they met her and got to know her for themselves, I was just another "yappy" parent.

I learned another lesson: our children often win over people on their own!

IEP Day: My Child Has Many Advocates

When IEP day came, many more people were advocating for my daughter than I could imagine. I sat there feeling stunned, not saying much. I heard, "We need to base her services on what she needs, NOT the availability of a TVI (Teacher of the Visually Impaired)" and "We need to have some training in this area" and "We need to order these Braille books immediately."

They had already purchased equipment from the old school – it was sitting on the table!

When I meet or talk with school staff, I explain that my daughter needs access to the general curriculum. She must have instructional materials in Braille, services from a teacher of the visually impaired, and orientation and mobility instruction.

I also explain that she wants to be like other kids. I do not expect the school to do cartwheels just for her! When they realized that I did not want to break their budget or create unnecessary extra work for them, they have been great. I can honestly say that I don't feel that I am at odds with them! (But I still don't let down my guard completely.)

I look at it this way: If an educator came into my home and told me how to decorate my rooms and what color to paint my walls, I would not be very happy!

I can't say that everything has been smooth sailing – we have had some glitches in getting some things in place for next year. But I think this is the case whenever people with different interests work together for a common goal.

Parents need to figure out how to get the educators to come up with what our children need. My strategies are one approach. I'll bet other parents have ideas too!

It's sort of silly when you think about it -- like a game!

This next success story is courtesy the Center for Lobbying in the Public Interest:

LOVE CANAL HOMEOWNERS' ASSOCIATION

In the spring of 1978, a 27-year-old housewife, Lois Gibbs, discovered that her 5-year-old son, Michael, was attending an elementary school built next to a 20,000 ton, toxic chemical dump in Niagara Falls, New York. Gibbs questioned the school, the school board, and the town, but was dismissed as one mother with an ill child looking for someone to blame. Out of desperation, she organized her neighbors to form the Love Canal Homeowners Association and fought for more than two years to get the entire community relocated by the government to a safer town.

Gibbs and the Love Canal Homeowners Association faced opposition from a major chemical manufacturer and local, state, and federal government officials. These representatives claimed that the chemicals leaking from the thirty-year-old dumping ground – like dioxin, known to be one of the most toxic – were not the cause of the neighborhood's unusually high rates of birth defects, miscarriages, and cancer. But Gibbs and her neighbors knew otherwise. Through research, Gibbs found the piece of the puzzle connecting her children's and her neighbors' devastating illnesses.

The Love Canal Homeowners Association battle, though long and arduous, was successful. In 1980, President Jimmy Carter delivered an Emergency Declaration, moving 900 families from the hazardous area. Love Canal was a significant victory for grassroots environmental efforts.

Love Canal became a household name and a synonym for the often horrific but hidden human costs of the improper use and disposal of the thousands of chemicals that have come into commercial use in the United States every year since the end of World War II. The attention focused on this issue in upstate New York led to a dramatic increase in public attention to similar problems elsewhere in this country and abroad. The Congress and many state legislatures created new systems to deal with the failure of both public and private sector contributors to address the consequences of toxic waste disposal practices that are a hazard to public health.

Through the Love Canal success, Gibbs gained considerable skills and experience – deciphering complicated scientific information, untangling the maze of all levels of government, and navigating the daunting reference section of the library. She also gained notoriety and received numerous calls from people across the country that were experiencing similar problems in their own communities. Gibbs realized the problem of toxic waste went far beyond her own backyard.

She put her experience to work for the health of many communities in 1981, by establishing the Center for Health, Environment, and Justice (CHEJ), a clearinghouse for environmental and organizing information and support for grassroots efforts. Gibbs serves as the executive director of CHEJ and speaks with communities around the world about the dangerous potential of dioxin and hazardous waste pollution. CHEJ has assisted more than 8,000 grassroots groups working to clean up their towns.

There are thousands of instances of women and men who have led local communities to address problems through the creation of nonprofit advocacy groups in the same way that Lois Gibbs did. In most cases, there is no ongoing organization once the problem is resolved. Those leaders return to their lives as they were before they were moved to act.

On some occasions, leaders see the underlying causes that led to the problem in their community. They transform the narrow mission of their group from a focus on a problem in their immediate neighborhood to address similar problems throughout their city and country. While this is relatively rare, it is rarer still to make use of what has been learned about how to create and sustain local nonprofit advocacy groups available throughout the country.

This is what Lois Gibbs has done. She understands from her own experience the challenges faced by someone who is compelled to address a serious community problem. She knows how difficult such an effort is for an individual who has not started or managed a nonprofit organization; who has no special scientific, legal, political or media expertise; who is struggling with the emotional and financial impact of serious family illness of ill-defined origin; and, who is thrust into the position of leading neighbors similarly situated.

She has brought her expertise to many thousands of individuals and organizations throughout this country and has been an inspiration to people in despair, ready to give up their fight for healthy children and neighborhoods. They know she has been through the same difficulties in learning whole new scientific and political languages and devising strategies while under great personal stress.

Her work has been recognized recently by the Heinz Award in the Environment, which noted that Lois Gibbs' "...early writings on community involvement were the blueprint for a form of participation that is now commonplace." Her work as a citizen activist, over the last twenty years, has raised the capacity of others to improve society throughout the United States.

The following excerpt can be found on the Humane Society of the United States Website: http://www.hsus.org/legislation_laws/ballot_initiatives/election_06_animals_win.html

Michigan: Proposal 3 Shot Down

In a victory for the people and wildlife of Michigan, all 83 counties in the Wolverine State rejected a proposal that would have opened the first target-shooting season on the mourning dove—the state's official bird of peace—which has been a protected species since 1905.

Sixty-nine percent of Michigan voters said "no" to shooting doves, with the campaign receiving more votes than any statewide candidate. The "no" votes exceeded the "yes" votes by more than 1.3 million. The crushing win at the polls culminated a two-year grassroots campaign by The Committee to Keep Doves Protected, a coalition of Michigan humane, conservation, farming and faith-based groups, including The HSUS, which represents more than 300,000 Michigan members.

The campaign became necessary when well-funded, out-of-state hunting groups like the National Rifle Association (headquartered in Virginia), the U.S. Sportsmen's Alliance (Ohio), and the Safari Club International (Arizona) aimed a lobbying blitz at the state legislature. These outside special interests were seeking to overturn a 100-year-long Michigan tradition of protecting doves. In 1998, the people of Michigan reaffirmed the special place these beautiful and gentle birds hold in their esteem when the legislature honored the mourning dove as "Michigan's state bird of peace."

Lobbying for Cruelty and Mobilizing for Doves

But in 2004, under heavy pressure from the lobbyists, the legislature passed—and Governor Jennifer Granholm signed, after first promising to veto it—a bill reclassifying mourning doves from song birds to game birds. In the fall of 2004, an estimated 3,000 hunters killed more than 28,000 doves.

In response, The Committee to Keep Doves Protected launched a signature drive to return mourning doves to the protected status. Volunteers collected 275,000 signatures, 73 percent more than the 159,000 needed to place a statewide measure on the ballot to give Michigan voters the final say on the issue. Their efforts bore fruit as the people of Michigan decisively and emphatically told the politicians, the lobbyists, and the out-of-state special interests to keep their hands off Michigan's mourning doves.

The HSUS worked with local organizations like the Michigan Humane Society, Michigan Audubon Society, and the Michigan State Grange to carry this campaign to victory.

"The question of whether to hunt doves in Michigan, which has been a policy debate for years, has been settled once and for all," said Mike Markarian, executive vice president of the HSUS. "It was a long, tough campaign, but the faith and determination of Michigan volunteers and advocates carried the day. In the final analysis, though, it is the people of Michigan who really deserve the credit. They saw through the propaganda from the supporters of the dove hunt, and they spoke up on Election Day for wildlife and for the century-long Michigan tradition of caring for doves."

The following excerpt can be found on the Kentuckians for the Commonwealth (KFTC) Website: <http://www.kftc.org/about-kftc/history>

Kentuckians for the Commonwealth (KFTC)

In the late 1970s, citizens in six Appalachian states conducted a land study, researching the ownership of land and minerals in selected counties. When it was released in 1980, the study documented what many people had suspected, that the valuable coal property was owned primarily by out-of-state holding companies, and they paid almost no taxes to the host counties or their schools. For many local people, it was a shock to see why one of the richest regions of the world in terms of natural resources was so poor in terms of services. The study inspired public anger and led to calls to address the issues it raised. Citizens began meeting about the tax laws that exempted the coal owners and the property laws that allowed coal companies to strip mine a landowner's surface without his permission. In the fall of 1981, forty of these citizens gathered in Hazard, Kentucky and formed the Kentucky Fair Tax Coalition. They vowed to attack the state tax laws, and reverse a recent law exempting coal companies from property tax on their coal holdings. More importantly, they agreed their approach to change would be direct action organizing.

The evolution of KFTC from a rag-tag band of angry citizens into a powerful organization has been deliberate and thoughtful. We have grown thanks to hard work and persistence. We have had enough successes to keep us motivated, enough failures to keep us hungry and humble. Our strength can be found in our adherence to simple principles of membership control, leadership development, democratic decision-making, and direct action.

KFTC Highlights, 1981-2006

1981: Researched by citizens, the Appalachian Land Ownership Study is released. In response, 26 people from 12 counties meet to organize the Kentucky Fair Tax Coalition.

1982: Members work to remove the property tax exemption for unmined minerals and to stop strip mining without landowners' permission under broad form deeds (BFD). Local organizing becomes the focus of KFTC's work; chapters form in Fayette, Floyd, Leslie and Martin counties.

1983: KFTC starts the Citizen Education and Water Monitoring Project. Citizens in Harlan and Magoffin counties get new drinking water supplies after organizing around water contamination problems. Seven new county chapters added.

1984: KFTC legislation to end abuses of broad form deeds becomes law. Coal companies are forced to monitor groundwater quality. Three new chapters added.

1985: Members force the state to comply with the broad form deed law. Citizens win fights to protect water quality, replace polluted water supplies.

1986: Chapters work for control of the siting of hazardous waste incinerators and challenge plans in two counties. Several water protection measures pass the legislature. The "Citizens' Water Handbook" is published and the Kentucky Leadership Project launched.

1987: The Kentucky Supreme Court rules the broad form deed law unconstitutional. KFTC hosts the Citizens Coal Summit and develops adult literacy materials. KFTC changes name to Kentuckians for the Commonwealth.

1988: KFTC members help pass a hazardous waste local control bill. Supreme Court agrees that the tax exemption on unmined minerals is unconstitutional. 82% of Kentucky voters say "YES" to the Broad Form Deed Amendment to protect landowners from strip miners.

1989: Out-of-state garbage is a concern of many local chapters. Louisville members win incinerator fight and work on low-income utility issues.

1990: Incinerator fight won in Lawrence County. KFTC supports citizens protecting land from oil and gas drillers.

1991: Legislation providing for local control of solid waste management is approved. Knox residents get water hookups.

1992: Members block oil company bulldozer threatening landowner. Bills returning more coal severance tax to mining counties and strengthening open meetings/open records laws are passed. Greenup members win landfill fight.

1993: KFTC wins auger mining ruling that extends protections for surface owners. Louisville members help stop relocation of neighborhood for an industrial plant.

1994: KFTC bill to protect landowners from oil and gas drilling becomes law, as does water replacement rights bill and an energy conservation measure. Members push the U.S. Forest Service for better management of national forest land.

1995: Members start addressing broader issues of economic development/justice and the role of money in politics.

1996: Sustainable use of forests becomes a top issue, along with economic justice issues related to changes in welfare programs. KFTC defends past 15 years.

1997: KFTC's first chapters formed in western Kentucky -- Hopkins and Union counties. Forty KFTC leaders complete Strategic Training and Education for Power program. Residents in Wheelwright win a new concrete bridge to replace a dangerous wooden one; Long Fork residents win some important concessions from a coal company. Mega-hog operations are kept out of western Kentucky. A new welfare/economic justice committee makes access to education a top priority.

1998: KFTC-supported legislation to make it easier for welfare recipients to get a degree is passed. Efforts begin to save Black Mountain. Public pressure forces the state to stop issuing illegal reclamation exemptions to coal companies. Members create Mountain Tradition Herb Cooperative. The Kentucky Economic Justice Alliance is formed with KFTC and four other groups. Workfare abuses exposed and ended. Forestry law passes General Assembly.

1999: Noel Avenue residents in Madisonville finally win promise of sidewalks and storm drainage. Youth recreation center opens in Union County. Upper elevations of Black Mountain (state's tallest peak) saved from mining and logging, thanks to great involvement from youth. Sweatshop awareness rose. Governor enacts parts of KFTC's "access to education" proposal not passed by 1998 General Assembly.

2000: Union County members keep out a controversial PCB plant. Public outcry forces TVA to back off plans to auction 40,200 acres of coal underneath the Daniel Boone National Forest. Citizens in Louisville overcome a mayoral veto to win civilian review of police department Pike County citizens win a "lands unsuitable" petition to block mining in the middle of their community.

2001: Legislation approved to set up universal service funds (low-income utility assistance programs). Land around historic Pine Mountain Settlement School declared off-limits to strip mining. KFTC members battle power plants and sludge ponds. A refundable Earned Income Tax Credit becomes KFTC focus campaign for 2002 General Assembly. August marks KFTC's 20th anniversary.

2002: KFTC foundational documents, including a strong commitment to diversity, reaffirmed in organizational redesign process. Clean Water Act provision gutted in response to KFTC mountaintop removal lawsuit but U.S. district court still rules that coal companies must stop burying streams. KFTC and churches sponsor "Prayer on the Mountain" for healing of strip-mined land. Rowan chapter exposes and stalls unneeded and expensive road project.

Louisville mayor's veto of living wage ordinance overridden. KFTC represented at World Social Forum in Brazil. Citizen pressure forces closure of dangerous Harlan County sludge pond. Noel Avenue residents (Madisonville) get sidewalks and storm sewers after 65 years.

2003: Canary Project launched with highly successful Flyover Festival. KFTC members testify despite harassment at hearing on mountaintop removal. KFTC deepens involvement in comprehensive tax reform campaign. U.S. Appeals Court overturns KFTC victory enforcing Clean Water Act. New Louisville police chief announces long-awaited reforms in use-of-force policies. UK president decides no strip mining in Robinson Forest. Illegally fired LexTran workers get their jobs back.

2004: KFTC helped pass net metering legislation to promote use of solar energy. KEJA tax reform proposals offer clear alternative to governor's "cut and run" proposals. More than two dozen citizens testify in defense of homes, water, and health at public hearing on mining regulations. With ally organizations, KFTC joins two federal lawsuits to protect the destruction of valuable water resources. Rowan chapter wins limits on logging in Daniel Boone National Forest. More than 2,000 new voters registered by KFTC in Central Kentucky and elsewhere, part of a broader coalition effort at voter education and mobilization. KFTC joins coalition to restore voting rights for former felons. Work on coal truck safety issues expanded.

2005: Citizen lobbying pushed passage of law removing individuals and families below the poverty line from the state income tax rolls and stopped governor from lowering the income tax rate for the wealthiest Kentuckians. KFTC members also help defeat a bill to allow more overloaded trucks on roads across the state. Legislation to stop valley fills introduced for the first time. The first successful Authors Mountaintop Removal Tour takes place with 17 prominent Kentucky authors and photographers, generating lots of media and public attention, and resulting in the publication of Missing Mountains. Mountain Witness Tours give many more people a firsthand view of mountaintop removal coal mining and its

consequences for the land, people, and economy. Central Kentucky chapter voter education efforts help win referendum supporting public transportation. KFTC grassroots fundraising and membership recruitment set all-time records. KFTC gets a new logo.

2006: More than 125 citizen lobbyists came out for “I Love Mountains Day” Lobby Day. Coal truck weight enforcement and voting restoration bills gain attention and support. KFTC’s presence in the General Assembly includes 358 citizen-lobbying days in Frankfort, 135 first-time lobbyists and more than 40 at-home lobbying events. KFTC launches newly designed and greatly expanded web site.

Contacting Your Representatives

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The Honorable Dick Cheney
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U.S. Senate (Michigan Delegation)

The Honorable Carl Levin
United States Senator

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The Honorable Debbie Stabenow

United States Senator
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U.S. House of Representatives (Michigan Delegation)

for the most up to date contact information go to www.house.gov/writerep/ and then enter your ZIP code for your legislator's information.

State Government

Governor

The Honorable Jennifer Granholm, Governor
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Michigan State Senate

The Michigan State Senate home page allows users to search for their senator by name, district number, committee membership, etc., and information presented includes phone numbers, email addresses, web page addresses and more.

State Senators can be reached via mail at: The Honorable *Senator's Name*
State Senate, P.O. Box 30036
Lansing, MI 48909-0036

Find your state senator: www.senate.michigan.gov

Michigan State House of Representatives

Like the senate, the Michigan State House of Representatives has a fully searchable home page that allows users to find information on their representative by name, district number, committee membership, etc., and information presented includes phone numbers, email addresses, web page addresses and more.

Find your state rep: http://www.house.michigan.gov/find_a_rep.asp

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Clerk's Office: 517-373-0135

State Departments and Agencies

To find listings, contacts, and other information on various departments and agencies of Michigan state government, please visit the state's website at www.michigan.gov

List of Representatives

Current as of 7/2/07 - Found at <http://house.michigan.gov/replist.asp>

<u>District</u>	<u>Last Name</u>	<u>First Name</u>	<u>Party</u>	<u>Location</u>	<u>Phone</u>	<u>E-mail</u>
001	Gaffney	Edward	R	S 0585 HOB	517-373-0154	edwardgaffney@house.mi.gov
002	Lemmons Jr.	LaMar	D	S 0586 HOB	517-373-0106	lamarlemmonsjr@house.mi.gov
003	Scott	Bettie Cook	D	S 0587 HOB	517-373-1776	bettiecookscott@house.mi.gov
004	Young II	Coleman	D	S 0588 HOB	517-373-1008	colemanayoungii@house.mi.gov
005	Johnson	Bert	D	S 0589 HOB	517-373-0144	bertjohnson@house.mi.gov
006	Cheeks	Marsha	D	S 0685 HOB	517-373-0844	marshacheeks@house.mi.gov
007	Smith	Virgil	D	S 0686 HOB	517-373-0589	virgilsmith@house.mi.gov
008	Cushingberry Jr.	George	D	S 0687 HOB	517-373-2276	georgecushingberry@house.mi.gov
009	Jackson	Shanelle	D	S 0688 HOB	517-373-1705	shanellejackson@house.mi.gov
010	Leland	Gabe	D	S 0689 HOB	517-373-6990	gabeleland@house.mi.gov
011	Hood III	Morris	D	N 0690 HOB	517-373-3815	morrishood3rd@house.mi.gov
012	Tobocman	Steve	D	155 CB	517-373-0823	stevetobocman@house.mi.gov
013	Farrah	Barbara	D	N 0692 HOB	517-373-0845	barbarafarrah@house.mi.gov
014	Clemente	Ed	D	N 0693 HOB	517-373-0140	edclemente@house.mi.gov
015	Polidori	Gino	D	N 0694 HOB	517-373-0847	ginopolidori@house.mi.gov
016	Constan	Bob	D	N 0695 HOB	517-373-0849	bobconstan@house.mi.gov
017	Dillon	Andy	D	166 CB	517-373-0857	andydillon@house.mi.gov
018	LeBlanc	Richard	D	N 0697 HOB	517-373-2576	richardleblanc@house.mi.gov
019	Pastor	John	R	N 0698 HOB	517-373-3920	johnpastor@house.mi.gov
020	Corriveau	Marc	D	N 0699 HOB	517-373-3816	marccorriveau@house.mi.gov
021	LaJoy	Philip	R	S 0785 HOB	517-373-2575	phillajoy@house.mi.gov
022	Hopgood	Hoon-Yung	D	S 0786 HOB	517-373-0852	hoon-yunghopgood@house.mi.gov
023	Law	Kathleen	D	S 0787	517-373-0855	kathleenlaw@house.mi.gov

				HOB		
024	Brandenburg	Jack	R	S 0788 HOB	517-373-0113	jackbrandenburg@house.mi.gov
025	Bieda	Steve	D	S 0789 HOB	517-373-1772	stevebieda@house.mi.gov
026	Donigan	Marie	D	N 0790 HOB	517-373-3818	mariedonigan@house.mi.gov
027	Meisner	Andy	D	N 0791 HOB	517-373-0478	andymeisner@house.mi.gov
028	Wojno	Lisa	D	N 0792 HOB	517-373-2275	lisawojno@house.mi.gov
029	Melton	Tim	D	N 0793 HOB	517-373-0475	timmelton@house.mi.gov
030	Rocca	Tory	R	N 0794 HOB	517-373-7768	toryrocca@house.mi.gov
031	Miller	Fred	D	N 0795 HOB	517-373-0159	fredmiller@house.mi.gov
032	Acciavatti	Daniel	R	N 0796 HOB	517-373-8931	danielacciavatti@house.mi.gov
033	Meltzer	Kim	R	N 0797 HOB	517-373-0820	kimmeltzer@house.mi.gov
034	Clack	Brenda	D	N 0798 HOB	517-373-8808	brendaclack@house.mi.gov
035	Condino	Paul	D	N 0799 HOB	517-373-1788	paulcondino@house.mi.gov
036	Palmer	Brian	R	S 0885 HOB	517-373-0843	repbrianpalmer@house.mi.gov
037	Vagnozzi	Aldo	D	S 0886 HOB	517-373-1793	aldovagnozzi@house.mi.gov
038	DeRoche	Craig	R	167 CB	517-373-0827	craigderoche@house.mi.gov
039	Law	David	R	S 0888 HOB	517-373-1799	davidlaw@house.mi.gov
040	Moss	Chuck	R	S 0889 HOB	517-373-8670	chuckmoss@house.mi.gov
041	Knollenberg	Marty	R	N 0890 HOB	517-373-1783	martyknollenberg@house.mi.gov
042	Accavitti Jr.	Frank	D	N 0891 HOB	517-373-0854	frankaccavitti@house.mi.gov
043	Amos	Fran	R	N 0892 HOB	517-373-0615	franamos@house.mi.gov
044	Stakoe	John	R	N 0893 HOB	517-373-2616	johnstakoe@house.mi.gov
045	Garfield	John	R	N 0894 HOB	517-373-1773	johngarfield@house.mi.gov
046	Marleau	Jim	R	N 0895 HOB	517-373-1798	jimmarleau@house.mi.gov
047	Hune	Joe	R	N 0896 HOB	517-373-8835	joehune@house.mi.gov
048	Hammel	Richard	D	N 0897 HOB	517-373-7557	richardhammel@house.mi.gov

049	Gonzales	Lee	D	N 0898 HOB	517-373-7515	leegonzales@house.mi.gov
050	Hammon	Ted	D	N 0899 HOB	517-373-3906	tedhammon@house.mi.gov
051	Robertson	David	R	S 0985 HOB	517-373-1780	davidrobertson@house.mi.gov
052	Byrnes	Pam	D	S 0986 HOB	517-373-0828	pambyrnes@house.mi.gov
053	Warren	Rebekah	D	S 0987 HOB	517-373-2577	rebekahwarren@house.mi.gov
054	Smith	Alma	D	S 0988 HOB	517-373-1771	almasmith@house.mi.gov
055	Angerer	Kathy	D	S 0989 HOB	517-373-1792	kathyangerer@house.mi.gov
056	Ebli	Kate	D	N 0990 HOB	517-373-2617	KateEbli@house.mi.gov
057	Spade	Dudley	D	N 0991 HOB	517-373-1706	dspade@house.mi.gov
058	Caswell	Bruce	R	N 0992 HOB	517-373-1794	brucecaswell@house.mi.gov
059	Shaffer	Rick	R	N 0993 HOB	517-373-0832	rickshaffer@house.mi.gov
060	Jones	Robert	D	N 0994 HOB	517-373-1785	robertjones@house.mi.gov
061	Hoogendyk	Jacob	R	N 0995 HOB	517-373-1774	jackhoogendyk@house.mi.gov
062	Nofs	Mike	R	N 0996 HOB	517-373-0555	mikenofs@house.mi.gov
063	Wenke	Lorence	R	N 0997 HOB	517-373-1787	lorencewenke@house.mi.gov
064	Griffin	Martin	D	N 0998 HOB	517-373-1795	martingriffin@house.mi.gov
065	Simpson	Mike	D	N 0999 HOB	517-373-1775	mikesimpson@house.mi.gov
066	Ward	Chris	R	141 CB	517-373-1784	chrisward@house.mi.gov
067	Byrum	Barb	D	S 1086 HOB	517-373-0587	barbbyrum@house.mi.gov
068	Bauer	Joan	D	S 1087 HOB	517-373-0826	joanbauer@house.mi.gov
069	Meadows	Mark	D	S 1088 HOB	517-373-1786	markmeadows@house.mi.gov
070	Emmons	Judy	R	S 1089 HOB	517-373-0834	judyemmons@house.mi.gov
071	Jones	Rick	R	N 1090 HOB	517-373-0853	rickjones@house.mi.gov
072	Steil Jr.	Glenn	R	N 1091 HOB	517-373-0840	glennsteil@house.mi.gov
073	Pearce	Tom	R	N 1092 HOB	517-373-0218	tompearce@house.mi.gov
074	Agema	David	R	N 1093	517-373-8900	daveagema@house.mi.gov

				HOB		
075	Dean	Robert	D	N 1094 HOB	517-373-2668	robertdean@house.mi.gov
076	Sak	Michael	D	251 CB	517-373-0822	representativesak@house.mi.gov
077	Green	Kevin	R	N 1096 HOB	517-373-2277	kevingreen@house.mi.gov
078	Nitz	Neal	R	N 1097 HOB	517-373-1796	nealnitz@house.mi.gov
079	Proos	John	R	N 1098 HOB	517-373-1403	johnproos@house.mi.gov
080	Schuitmaker	Tonya	R	N 1099 HOB	517-373-0839	tonyaschuitmaker@house.mi.gov
081	Pavlov	Phil	R	S 1185 HOB	517-373-1790	phillippavlov@house.mi.gov
082	Stahl	John	R	S 1186 HOB	517-373-1800	johnstahl@house.mi.gov
083	Espinoza	John	D	S 1187 HOB	517-373-0835	johnespinoza@house.mi.gov
084	Brown	Terry	D	S 1188 HOB	517-373-0476	terrybrown@house.mi.gov
085	Ball	Richard	R	S 1189 HOB	517-373-0841	richardball@house.mi.gov
086	Hildenbrand	Dave	R	N 1190 HOB	517-373-0846	rephildenbrand@house.mi.gov
087	Calley	Brian	R	N 1191 HOB	517-373-0842	briancalley@house.mi.gov
088	Sheen	Fulton	R	N 1192, HOB	517-373-0836	fultonsheen@house.mi.gov
089	Meekhof	Arlan	R	N 1193 HOB	517-373-0838	arlanbmeekhof@house.mi.gov
090	Huizenga	Bill	R	N 1194 HOB	517-373-0830	billhuizenga@house.mi.gov
091	Valentine	Mary	D	N 1195 HOB	517-373-3436	maryvalentine@house.mi.gov
092	Bennett	Doug	D	N 1196 HOB	517-373-2646	dougbennett@house.mi.gov
093	Opsommer	Paul	R	N 1197 HOB	517-373-1778	paulopsommer@house.mi.gov
094	Horn	Kenneth	R	N 1198 HOB	517-373-0837	kennethhorn@house.mi.gov
095	Coulouris	Andy	D	N 1199 HOB	517-373-0152	andycoulouris@house.mi.gov
096	Mayer	Jeff	D	S 1285 HOB	517-373-0158	jeffmayer@house.mi.gov
097	Moore	Tim	R	S 1286 HOB	517-373-8962	timmoore@house.mi.gov
098	Moolenaar	John	R	S 1287 HOB	517-373-1791	johnmoolenaar@house.mi.gov
099	Caul	Bill	R	S 1288 HOB	517-373-1789	billcaul@house.mi.gov

100	Hansen	Goeff	R	S 1289 HOB	517-373-7317	goeffhansen@house.mi.gov
101	Palsrok	David	R	S 1385 HOB	517-373-0825	davidpalsrok@house.mi.gov
102	Booher	Darwin	R	S 1386 HOB	517-373-1747	darwinbooher@house.mi.gov
103	Sheltrown	Joel	D	S 1387 HOB	517-373-3817	joelsheltrown@house.mi.gov
104	Walker	Howard	R	S 1388 HOB	517-373-1766	howardwalker@house.mi.gov
105	Elsenheimer	Kevin	R	S 1389 HOB	517-373-0829	kevinelsenheimer@house.mi.gov
106	Gillard	Matthew	D	S 1485 HOB	517-373-0833	matthewgillard@house.mi.gov
107	McDowell	Gary	D	S 1486 HOB	517-373-2629	garymcdowell@house.mi.gov
108	Casperson	Tom	R	S 1487 HOB	517-373-0156	tomcasperson@house.mi.gov
109	Lindberg	Steven	D	S 1488 HOB	517-373-0498	stevenlindberg@house.mi.gov
110	Lahti	Michael	D	S 1489 HOB	517-373-0850	mikelahti@house.mi.gov

HOB = House Office Building CB = Capitol Building

List of Senate and House Committees

Bills go to specific committees for further debate and changes. The political party in charge decides which bills to go to the different committees and which bills go back to the floor of congress for a vote. Many bills never make it out of the committees. When you look up a specific bill, it is important to know which committee it is in if it has made it to that stage. It will tell you whom to address your letters to or ask for additional support. In the following list, C means Chairman or the person in charge of the committee, VC means Vice-Chairman or the second person in charge, and MVC means the minority vice-chairman or the head person from the party that is not in power. Bills can end up in many unlikely places. If you are not sure where your bill is, call the committee that sounds the most likely and ask them about your bill or issue. If you called the wrong place, the clerk can direct you to the right place.

Senate Standing Committees

Current as of 7/9/2007 - <http://senate.michigan.gov/committees/standing.htm>

AGRICULTURE

Clerk: Jeff Cobb

Phone (517) 373-1635

Senators Van Woerkom (C), Gilbert (VC), Birkholz, Gleason (MVC), and Whitmer

APPROPRIATIONS

Clerk: Connie Burgess

Phone: (517) 373-6960

Senators Jelinek (C), Pappageorge (VC), Hardiman, Kahn, Cropsey, Garcia, George, Jansen, Brown, McManus, Stamas, Switalski (MVC), Anderson, Barcia, Brater, Cherry, Clark-Coleman, and Scott

BANKING & FINANCIAL INSTITUTIONS

Clerk: Teri Ambs

Phone: (517) 373-3543

Senators Richardville (C), Sanborn (VC), Cassis, Stamas, Hunter (MVC), Clarke, and Olshove

CAMPAIGN & ELECTION OVERSIGHT

Clerk: David Walker

Phone (517) 373-1725

Senators McManus (C), Brown (VC), Jansen, Jacobs (MVC), and Schauer

COMMERCE & TOURISM

Clerk: Ken Osborne

Phone: (517) 373-2413

Senators Allen (C), Gilbert (VC), Stamas, Clarke (MVC), and Hunter

ECONOMIC DEVELOPMENT & REGULATORY REFORM

Clerk: Leta Howard

Phone: (517) 373-7670

Senators Sanborn (C), Richardville (VC), Allen, Gilbert, Thomas (MVC), Hunter, and Jacobs

EDUCATION

Clerk: Mark Brieve

Phone: (517) 373-6920

Senators Kuipers (C), VanWoerkom (VC), Cassis, Whitmer (MVC), and Gleason

ENERGY POLICY & PUBLIC UTILITIES

Clerk: Scott Jones

Phone (517) 373-7350

Senators Patterson (C), Brown (VC), Birkholz, Kuipers, Richardville, Olshove (MVC), Prusi, and Thomas

FAMILIES & HUMAN SERVICES

Clerk: Amanda Comment

Phone: (517) 373-0797

Senators Jansen (C), Hardiman (VC), and Jacobs (MVC)

FINANCE

Clerk: Traci Gorman

Phone: (517) 373-1758

Senators Cassis (C), Gilbert (VC), McManus, Jansen, Prusi (MVC), Jacobs, and Whitmer

GOVERNMENT OPERATIONS & REFORM

Clerk: Michael Healy

Phone: (517) 373-2417

Senators Bishop (C), Patterson (VC), Cassis, Kuipers, Schauer (MVC), Clarke, and Olshove

HEALTH POLICY

Clerk: Holly Nester

Phone: (517) 373-0793

Senators George (C), Patterson (VC), Sanborn, Allen, Clarke (MVC), Gleason, and Jacobs

HOMELAND SECURITY & EMERGING TECHNOLOGIES

Clerk: Kendra Butters

Phone: (517) 373-5932

Senators Brown (C), Garcia (VC), Richardville, Pappageorge, Hunter (MVC), Olshove, and Thomas

JUDICIARY

Clerk: Mark Brieve

Phone: (517) 373-6920

Senators Kuipers (C), Cropsey (VC), Sanborn, Patterson, Whitmer (MVC), Clarke, and Prusi

LOCAL, URBAN & STATE AFFAIRS

Clerk: Keri Apostle

Phone: (517) 373-1635

Senators Van Woerkom (C), Birkholz (VC), Allen, Gleason (MVC), and Basham

NATURAL RESOURCES & ENVIRONMENTAL AFFAIRS

Clerk: Joy Brewer

Phone: (517) 373-3447

Senators Birkholz (C), Van Woerkom (VC), Patterson, Basham (MVC), and Prusi

SENIOR CITIZENS & VETERANS AFFAIRS

Clerk: Ken Osborne

Phone: (517) 373-2413

Senators Allen (C), Pappageorge (VC), Garcia, Olshove (MVC), and Basham

TRANSPORTATION

Clerk: James McCann

Phone: (517) 373-7708

Senators Gilbert (C), Kahn (VC), Van Woerkom, Basham (MVC), and Gleason

SENATE STATUTORY STANDING COMMITTEES**ADMINISTRATIVE RULES**

Clerk: Colleen Curtis

Phone: (517) 373-6476

Senators Pappageorge (C), VanWoerkom, Kuipers, Barcia, and Clarke

Representatives Spade (C), Meadows, Constan, Rocca and Steil

LEGISLATIVE COUNCIL

Clerk: Susan Cavanagh

Phone: (517) 373-0212

Senators Bishop (C), Patterson, and Allen, Cropsey, Schauer, and Thomas

Alternates: Senators Brown, Sanborn, and Hunter

Representatives Dillon (C), Cushingberry, Sak, Tobocman, DeRoche and Ward

Alternates: Representatives Meisner, Dean and Steil

LEGISLATIVE RETIREMENT BOARD OF TRUSTEES

Clerk: Sylvia Hatcher

Phone: (517) 373-0575

Senators McManus (C), and Clarke

Representatives Alma Smith and Robertson

Retirants: Robert Geake (C) and George McManus, Burton Leland and Gary Randall

Deferred Vested Member: Loren Bennett and Kim Rhead

Defined Contribution Member: Don Gilmer

MICHIGAN CAPITOL COMMITTEE

Contact: Kerry Chartkoff

Phone: (517) 373-5527

Senators George (C), Garcia, Brown, and Brater

Representatives Bieda (C), Griffin, Bauer and Stakoe

SENATE FISCAL AGENCY BOARD OF GOVERNORS

Clerk: Ellen Jeffries

Phone: (517) 373-2768

Senators Bishop (C), Jelinek, Pappageorge, Schauer, and Switalski

House Standing Committees

*Current as of 7/9/2007 – http://house.michigan.gov/Committee_Times.pdf***AGRICULTURE**

Committee Clerk: Cath Petroskey

Ph: 517.373.8538

Reps. Mayes (C), Byrum (Maj. VC), Angerer, Brown, Kathleen Law, Leland, Sheltroun, Walker (Min. VC), Nitz, Ball, Meekhof

APPROPRIATIONS

Committee Clerk: Darlene Moore

Ph: 517.373.2994

Reps. Cushingberry (C), Gillard (Maj. VC), Bauer, Bennett, Byrnes, Cheeks, Espinoza, Gonzales, Hammel, Hood, Jackson, Lahti, LeBlanc, McDowell, Sak, Alma Smith, Spade, Vagnozzi, Acciavatti (Min. VC), Caswell, Shaffer, Brandenburg, Amos, Booher, Caul, Hansen, Proos, Agema, Moss, Nofs

BANKING AND FINANCIAL SERVICES

Committee Clerk: Dan Stump

Ph: 517.373.5795

Reps. Coulouris (C), Johnson (Maj. VC), Clemente, Mayes, Virgil Smith, Moore (Min. VC), Robertson, Green, Calley

COMMERCE

Committee Clerk: Jean Hamelin

Ph: 517.373.5632

Reps. Meisner (C), Robert Jones (Maj. VC), Accavitti, Byrum, Clemente, Coulouris, Dean, Griffin, Johnson, Sheltroun, Simpson, Valentine, Hildenbrand (Min. VC), Huizenga, Palsrok, Stakoe, Rick Jones, Knollenberg, Meltzer

EDUCATION

Committee Clerk: Ben Cook

Ph: 517.373.2002

Reps. Melton (C), Valentine (Maj. VC), Angerer, Brown, Byrum, Clack, Corriveau, Dean, Hopgood, Lindberg, Meisner, Miller, Polidori, Scott, Moolenaar (Min. VC) Emmons, Hoogendyk, Steil, Pearce, Hildenbrand, Schuitmaker, Knollenberg, Opsommer

ENERGY AND TECHNOLOGY

Committee Clerk: Cath Petroskey

Ph: 517.373.8538

Reps. Accavitti (C), Mayes (Maj. VC), Angerer, Brown, Clemente, Ebli, Hammon, Hopgood, Lemmons, Lindberg, Melton, Miller, Nofs (Min. VC), Palsrok, Garfield, Huizenga, Moolenaar, Horn, Opsommer

ETHICS AND ELECTIONS

Committee Clerk: Malika Abdur-Rashid

Ph: 517.373.7256

Reps. Corriveau (C), Clemente (Maj. VC), Bieda, Donigan, Hammon, Pearce (Min. VC) Ward, Wenke

FAMILIES AND CHILDREN'S SERVICES

Committee Clerk: Dan Stump

Ph: 517.373.5795

Reps. Clack (C), Dean (Maj. VC), Accavitti, Hammon, Wojno, Sheen (Min. VC) Stahl, Hoogendyk, Palmer

GOVERNMENT OPERATIONS

Committee Clerk: Malika Abdur-Rashid

Ph: 517.373.7256

Reps. Wojno (C), Kathleen Law (Maj. VC), Condino, Constan, Polidori, Young, Hoogendyk (Min. VC) Hune, David Law

GREAT LAKES AND ENVIRONMENT

Committee Clerk: Ben Cook

Ph: 517.373.2002

Reps. Warren (C), Donigan (Maj. VC), Ebli, Griffin, Kathleen Law, Leland, Meadows, Miller, Valentine, Robertson (Min. VC), Palmer, Emmons, Moolenaar, Walker, Meekhof

HEALTH POLICY

Committee Clerk: Dan Stump

Ph: 517.373.5795

Reps. Angerer (C), Simpson (Maj. VC), Byrum, Clack, Corriveau, Coulouris, Donigan, Hammon, Robert Jones, Valentine, Wojno, Gaffney (Min. VC), Ward, Hune, Marleau, Green, Ball, Calley

INSURANCE

Committee Clerk: Eric Esch

Ph: 517.373.0070

Reps. Virgil Smith (C), Farrah (Maj. VC), Condino, Constan, Johnson, Lemmons, Polidori, Scott, Simpson, Wojno, Hune (Min. VC), Robertson, Emmons, Hildenbrand, David Law, Moore, Rocca

INTERGOVERNMENTAL, URBAN, AND REGIONAL AFFAIRS

Committee Clerk: Jean Hamelin

Ph: 517.373.5632

Reps. Byrum (C), Young (Maj. VC), Coulouris, Farrah, Johnson, Meadows, Tobocman, Pavlov (Min. VC), Nitz, Meekhof, Opsommer

JUDICIARY

Committee Clerk: Malika Abdur-Rashid

Ph: 517.373.7256

Reps. Condino (C), Coulouris (Maj. VC), Bieda, Corriveau, Meadows, Meisner, Scott, Virgil Smith, Warren, Schuitmaker (Min. VC), David Law, Elsenheimer, Stakoe, Rick Jones, Rocca

LABOR

Committee Clerk: Mary Lou Terrien

Ph: 517.373.1260

Reps. Miller (C), Meadows (Maj. VC), Bieda, Constan, Farrah, Hopgood, Lindberg, Wenke (Min. VC), LaJoy, Steil, Rick Jones

MILITARY AND VETERAN AFFAIRS AND HOMELAND SECURITY

Committee Clerk: David Mead

Ph: 517.373.2013

Reps. Polidori (C), Brown (Maj. VC), Dean, Lemmons, Sheltroun, Emmons (Min. VC), Garfield, Pastor, Horn

NEW ECONOMY AND QUALITY OF LIFE

Committee Clerk: Jean Hamelin

Ph: 517.373.5632

Reps. Clemente (C), Leland (Maj. VC), Clack, Griffin, Meadows, Meisner, Melton, Huizenga (Min. VC), Hildenbrand, Garfield, Pastor

OVERSIGHT AND INVESTIGATIONS

Committee Clerk: Doug Simon

Ph: 517.373.8099

Reps. Tobocman (C), Condino (Maj. VC), Hood, Rick Jones (Min. VC), Horn

REGULATORY REFORM

Committee Clerk: Eric Esch

Ph: 517.373.0070

Reps. Farrah (C), Scott (Maj. VC), Meadows, Virgil Smith, Wojno, Marleau (Min. VC), Palsrok, Gaffney, Ward

SENIOR HEALTH, SECURITY, AND RETIREMENT

Committee Clerk: David Mead

Ph: 517.373.2013

Reps. Robert Jones (C), Constan (Maj. VC), Hopgood, Lemmons, Warren, Ball (Min. VC), Green, Sheen, Stahl

TAX POLICY

Committee Clerk: Eric Esch

Ph: 517.373.0070

Reps. Bieda (C), Condino (Maj. VC), Farrah, Robert Jones, Mayes, Meisner, Melton, Sheltroun, Warren, Young, Meltzer (Min. VC), Sheen, Steil, Pastor, Palmer, Wenke, Calley

TOURISM, OUTDOOR RECREATION, AND NATURAL RESOURCES

Committee Clerk: David Mead

Ph: 517.373.2013

Reps. Sheltroun (C), Ebli (Maj. VC), Brown, Hammon, Kathleen Law, Lindberg, Simpson, Casperson (Min. VC), Walker, Stakoe, Horn

TRANSPORTATION

Committee Clerk: Mary Lou Terrien

Ph: 517.373.1260

Reps. Hopgood (C), Griffin (Maj. VC), Accavitti, Bieda, Donigan, Ebli, Leland, Mayes, Miller, Young, LaJoy (Min. VC), Casperson, Nitz, Pavlov, Pearce, Stahl, Knollenberg

Michigan Senate Districts



Michigan Congressional Districts



Useful Resources

The following are some useful links (URLs) you can use to find more information:

The Library of Congress – Thomas

Allows you to search for Bill text, Bills by Sponsor (both House and Senate), and other legislative activity

<http://www.thomas.gov/>

State of Michigan

Allows you to see the various departments within the State of Michigan, as well as research information regarding state Senators and representatives

<http://michigan.gov/>

Michigan’s Citizens Guide to State Government

This guide gives good information on how a citizen in the State of Michigan can actively participate in state government

<http://www.legislature.mi.gov/documents/publications/citizensguide.pdf>

School House Rock – How a Bill Becomes Law

For a light-hearted, and informative, video on how a bill becomes law

<http://www.youtube.com/watch?v=mEJL2Uuv-oQ>