

A resource for public schools to use
when working with their legislators

Promotional Toolkit for Michigan Career & Technical Education

2017-18

(Last updated February 2017)



INTRODUCTION

You are the expert in your field and can be of great help to your legislators and media in advocating the benefits of Michigan Career and Technical Education (CTE). Your voice matters and should be heard! This toolkit serves as a guide to keep you on point as you build strong relationships with these two groups (who have a tremendous amount of influence in how your programs are operated and perceived).

Items to keep in mind:

- Check with your superintendent and local administrative policies on your role in advocacy and when working with the media.
- If you are not at liberty to speak on behalf of your district, this toolkit will help you work with your institution's lobbyist and/or designee responsible for advocacy.
- Remember you represent the broad base of Michigan CTE professionals.

Questions? Need Assistance or Guidance? Contact your CTE Legislative Advocacy Team:

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For electronic copies of this document, please visit:

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10 GOLDEN RULES OF WORKING WITH A LEGISLATOR

(APPLIES TO MEDIA RELATIONSHIPS AS WELL)

1. **Politics Is Consumer-Driven.** Help your legislator understand why your position is important to his or her constituents. Engage where the legislator lives through grassroots organizations at home.
2. **Do Your Homework.** Know your stuff. Understand your issue, the bill you support or oppose, and the legislative process before you approach your legislator. Know who the players are, who decides what, and which issues are hot at the moment.
3. **Information Is Power.** The key is the distribution of information to legislators and their constituents. Be prepared to give the legislator information he or she can use, including what you are hearing from other legislators and from people back home.
4. **Be Professional.** Be credible, honest and trustworthy. Never threaten, lie or conceal facts. Stay calm — if you lose your cool, you lose the case.
5. **Be Positive.** Always make your case without being critical of others' personalities or motives.
6. **Remember: There are no Permanent Friends or Enemies.** Don't take your traditional friends for granted. Never write off a legislator just because of party affiliation. Don't make enemies of legislators — you may need them as friends in the future.
7. **Build a Bond, not a Gap.** Research things you might have in common with your legislator. Use shared values to create easy, friendly, frequent communication with legislators.
8. **Be a Partner.** Build coalitions and look for allies among other organizations. Be accessible to legislators and lobbyists if they have questions or need follow-up information. Become known as a reliable resource.
9. **Be Patient.** Rome wasn't built in a day. Aim for consensus rather than for a "victory." Be willing to settle for making progress toward your goal, getting the bill passed, and fine-tuning it in future sessions.
10. **Stay Committed.** Remember — you are the expert!! You have a compelling, energizing reason to keep going until you get what you need.

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COMMUNICATING WITH YOUR LEGISLATORS

One of the most important actions you can take in support of CTE is to develop a strong relationship with a legislator and his or her staff. Getting to know staff members and helping legislators understand CTE are the most effective ways to influence the legislative process.

OPPORTUNITIES

The following are some of the actions you can take to make a difference in the legislative process.

- Participating in Association of Career and Technical Educators (ACTE) legislative advocacy efforts
- Visiting your members of Congress and the Michigan Legislature
- Placing telephone calls
- Writing letters/emails
- Developing fact sheets
- Hosting site visits
- Presenting testimony
- Raising community awareness
- Targeting the media

As an education professional, you need to develop an ongoing relationship with your legislators in which there is two-way communication.

Legislators want and need to hear from their constituents. Each legislator must consider a vast number of issues. These issues are divided among staff who are responsible for following legislative activity and constituent support for each of their assigned issues. A staff member may be responsible for 20 or more broad issues and is seldom an expert in all of them. Staff members rely on a multitude of resources to keep them knowledgeable on these issues, including association groups and experts like you.

You must be proactive and offer to serve as a resource to legislators and their staff. You are in an excellent position to provide them with information about your programs and how these programs affect your community. Once you have developed a working relationship with the legislator and his or her staff, they will look to you more often and ask for your input as issues come forward. By establishing yourself as a reliable source of information, you are improving your access to the legislator.

Keep in mind that as your issues come before Congress or the Michigan Legislature, it is much easier to ask a friend for something than it is to ask a stranger!

GENERAL GUIDELINES

Successful teachers and administrators typically are good at effectively communicating information. This is important in dealing with students as well as influencing policymakers. There are many options available for communicating with policymakers: letters, telephone calls, personal visits and email. Logic dictates that if you are trying to influence something that is going to happen immediately, phone calls are the best option. Email is an option as well, but works best when communicating with staff members with whom you have worked with previously (unless that legislator specifically requests communication this way). If you need to provide detailed information and have a longer period of time in which to work, a personal visit is more likely to get the legislator's attention. Whether you write, call or visit your legislator, some basic guidelines are applicable to all methods of contact. These guidelines include the following:

- **Know Your Legislator.**

Learn as much as possible about your legislators and where they stand on issues. How has he or she voted in the past? What is his or her political philosophy? Legislators who support your position can help you develop your strategy. Those who "don't know" need lots of your attention and those who are opposed can sometimes be persuaded to change their minds. Never assume you know what your legislator thinks—find out. Usually, legislators keep a copy of their biography and information about their philosophical positions on their websites.

- **Identify Yourself.**

Identify yourself as a constituent by providing your address, location of your school and congressional district. Identify yourself as a CTE professional and give your area of expertise. In addition, identify yourself as a member of ACTE and your state or local group or organization. This will further enhance your credibility and effectiveness by linking you to a broader advocacy effort.

- **Be Prepared.**

Know your issue. Know the legislation or program you support and the impact it will have on your school, organization or local community, and, if appropriate, on the nation as a whole. Know and use research, statistics and facts whenever possible. In this age of accountability, numbers matter! Be prepared with success stories from

current and former students. Personal accounts can put a name and face to CTE. Keep abreast of issues through ACTE information resources and contact us if you have any questions. Contact your state association for state-level advocacy assistance.

- **Be Specific.**

Be specific and state the action you want the legislator to take, such as: vote in a certain manner, introduce legislation, co-sponsor a bill, sign a “dear colleague” letter or make a floor statement. If the Member expresses support for your position, hold him or her to that commitment. When possible, refer to a specific piece of legislation by its number.

- **Be Concise.**

Be concise in your written or verbal communication. Legislators and their staff have limited time to devote to any one issue. A one- or two-page fact sheet can summarize your points and is more likely to be read and filed for future reference than a 10-page document. In face-to-face meetings, highlight key issues and leave behind a fact sheet and other background information such as student stories as a reminder of essential points you want the legislator to have on hand.

- **Be Constructive.**

Be pleasant, polite and use a “soft-sell” approach even if a legislator does not agree to support you in a specific instance. If there are problems with a particular program or bill, admit it and identify alternative solutions. Do not threaten or make negative comments. You are looking for a continuing relationship and will probably need the legislator’s support on other issues in the future. In the meantime, feel confident that you have shared your information in a positive manner.

- **Follow Up.**

Follow legislation throughout the legislative process and be prepared to contact your legislator several times on one issue. You can contact the legislator prior to a committee vote, before a floor vote or when there is a lot of media activity on the issue. Keep the pressure on him or her through your continued contact on the issue.

- **Continue the Connection.**

It is important to continue developing ties with your legislator and his or her staff. In addition to contacting them about specific legislation or issues, also:

- Congratulate them on honors received or elections won, thank them for a positive vote on your issue or on actions taken that are important to the community, and share positive information about your program and your students.
- Legislators appreciate, but seldom receive, thank you letters for actions taken. Be among those who show appreciation for their support and you will be remembered!
- Sharing a news article or research study on your program with your legislator is an ideal way to publicize your program and highlight the impact it has made on the legislator’s constituents. This is an easy way to promote your program and continue developing rapport with legislators. You are also giving them information they can use to justify their support of your program.

- **Update Your Association Legislative Leaders.**

Be sure to share information regarding contacts with your legislators with the ACTE Public Policy staff and your state CTE legislative leaders. It is important for association staff to hear about your legislator’s support or opposition to positions, willingness to co-sponsor legislation or other issues.

VISITING YOUR LEGISLATOR

Personal visits with your legislator are an effective method of grassroots advocacy. These visits often lay the groundwork for future communication with the legislator and his or her staff. A face-to-face meeting can be held in Washington or in your Member’s district office. To make your meeting most effective:

- **Make Your Appointment in Advance.**

Call your Member’s office and request a meeting (at least a few weeks in advance, if possible). Identify who you are, who you represent and who will attend; state the time required (15-30 minutes is typical) and the subject you want to discuss. The day before the appointment, call to confirm.

- **Do Your Homework.**

Be prepared to answer questions about your program. Also, learn about the legislator and his or her hometown and priority issues. Try to have statistics and facts about your local program, and

know how the Member's support has helped in the past or could help in the future. Know what points you want to make before the meeting. A lot of information can be found using the Internet. If you need assistance, contact your Career Education Planning District (CEPD) legislative policy leaders.

- **Be on Time, Flexible and Brief.**

When it is time to meet with a legislator, be punctual and patient. It is not uncommon for a legislator to be late or to have a meeting interrupted due to his or her crowded schedule. If interruptions do occur, be flexible. If the opportunity presents itself, continue your meeting with the legislator's staff. Bring concise written information (the shorter the better—e.g., a fact sheet) regarding your program and its importance.

- **Select a Spokesperson.**

If there are two or more people going to the appointment, identify a spokesperson to lead the discussion and ask other members of the group to speak as the meeting progresses.

- **Make Local Connections.**

After introductions and handshakes, start the meeting with a comment about mutual interests (friends, activity in the state, a recent vote) to tie you or your program to the legislator.

- **State the Purpose of Your Visit.**

Tell the Member who you represent, what you want to talk about and why you are talking with him or her. If you are advocating for a specific bill, be sure to refer to it by number, explain its status and indicate what action you would like the legislator to take. Be direct, but polite.

- **Use Your Expertise and Share Success Stories.**

You are there to share your expertise on the issue you are discussing. Be prepared to share brief anecdotes and success stories to make your point. Student success stories can be the most memorable and persuasive.

- **Discuss How Your Program Serves the Community.**

Discuss your program or organization and its importance to the community and to the legislator's constituents. Discuss the value of CTE programs to the people in your community, local businesses and the economy. Cite specific examples of your program's success in meeting the particular needs of your area.

- **Listen Carefully and Answer Questions Truthfully.**

Allow the legislator to share his or her insights or positions with you. Though you may not agree, this gives you the chance to respond based on your knowledge and experience. Don't argue, but listen carefully and identify issues of concern to the legislator's differences of opinion. Answer all questions to the best of your ability. If you do not know the answer to a question, say you don't know and promise to find the answer and get back to him or her.

- **Summarize Major Points.**

Wrap up the meeting by summarizing the major points of discussion, and leave behind a one- or two-page fact sheet with your name, address, phone number and email address.

- **Leave Promptly.**

At the end of your allotted time, thank the legislator and the staff for their time and leave promptly.

- **Follow Up.**

Send a brief thank-you letter and any follow up information you may have promised to the legislator and staff who were instrumental in assisting you, and keep up the relationships over time. Periodically send legislators and staff information that may be of interest. Invite them to visit your program. Thank legislators who honor commitments or who vote in support of your position. Also remember that developing and maintaining good relationships with staff may be the most effective means to making your concerns heard.

DO'S AND DON'TS

When you're dealing with legislators, you should have a realistic view of what you can achieve with a personal visit or other communication. Know what you want the legislator to do for you and what you can do for them as a resource.

DO:

- Be positive and friendly.
- Know your issue.
- Provide relevant research, reliable data or fact sheets, but remember to be concise!
- Look for a link to the district or state.
- Compliment and thank the Member or staff on positive actions.
- Consider the political and legislative impact.
- Know your opponent's arguments in case you are asked.
- Admit if you don't know an answer.
- Personalize the issue.
- Leave your name and contact information.
- Be sensitive about time; remember that meetings are often cut short.
- Write a thank-you note.
- Follow up with additional information.
- Arrange for your legislator to visit CTE programs in your area.
- **KEEP IN TOUCH!**

DON'T:

- Don't arrive unexpectedly and expect to be seen.
- Don't be late for an appointment, and call ahead if you are unexpectedly delayed.
- Don't be upset if your Member can't see you personally.
- Don't be confrontational or threatening.
- Don't try to discuss too many different issues.
- Don't give incorrect information, lie or make up information.

LETTERS

Never underestimate the power of a constituent's personalized letter! Letters expressing a given viewpoint can change a legislator's mind and are particularly helpful when that legislator is wavering on an issue. (It is important to note that form letters do not receive as much attention as personalized letters. If you are asked to use a form letter, take the content you are provided and customize it to your district's needs and concerns. Additionally, faxes are not often used to communicate with legislative leaders.)

Letters can be mailed to the district or main offices. It is important that letters or emails be as simple and clear as possible. To make your communication more effective:

- **Keep It Short.**
Limit your letter to one or two pages. Follow the sample letter format shown in this guide.
- **Use Appropriate Address and Salutation.**
Use the correct title, address and salutation, and spell each correctly. The following forms of address and salutation are recommended:

To U.S. Senators:

The Honorable (insert full name)
U. S. Senate
Washington, DC 20510
Dear Senator (insert last name):

To U.S. Representatives:

The Honorable (insert full name)
U. S. House of Representatives
Washington, DC 20515
Dear Representative (insert last name):

To State Senators:

The Honorable (insert full name)
P.O. Box 30036
Lansing, MI 48909-7536
Dear Senator (insert last name):

To State Representatives:

The Honorable (insert full name)
P.O. Box 30014
Lansing, MI 48909-7514
Dear Representative (insert last name)

- **Be Positive.**

Legislators, like most of us, respond best to praise, not criticism. Tell them you supported them in the past (if you did) and how you need their help. It is extremely important to acknowledge their previous support on this or other issues.

- **Ask for a Reply.**

When they do reply—and they usually will—write again. Compliment positive actions or encourage reconsideration of negative actions or those not taken. When a legislator differs from your position, his or her response may include such language as “careful study” or “keeping your comments in mind.” These are often negative indicators and do not show commitment. Write back or call for clarification to let the legislator know that you are serious about the issue and are following his or her actions carefully.

- **Establish Yourself as a Resource.**

You are an expert in your field and can offer to provide additional information regarding key issues and the impact of proposed legislation.

Sample Letter to Member of Congress

Your Name
Your Address
Date

The Honorable (insert full name)
U.S. House of Representatives or Senate
Washington, DC (ZIP)

Dear Representative or Senator (insert last name):

INTRODUCTION

- Identify yourself
- Explain your connection to the Member, (e.g. where you live, the fact that you teach in a school in his or her district)
- Briefly reference your occupation, business or organization

PURPOSE OF LETTER

- Explain why you are writing
- Reference bill by name and/or number if appropriate
- Give facts, figures, personal experiences and anecdotes that support your position
- Relate issue to local concerns

CLOSING

- Request a reply indicating his or her position regarding your request
- Establish yourself as a resource
- Thank the Member of Congress for his or her consideration of your position

Sincerely,
(Sign your name)

EMAIL

As technology is increasingly becoming a way of life, offices have established procedures to deal with electronic correspondence. Although email may not have the same visual effect as a pile of letters, it can be effective in certain situations. While letters and phone calls are still extremely important advocacy tools, the advent of email gives you one more communication option.

Coordinated email campaigns are now an established advocacy tool that is increasingly used by interest groups and individual constituents. Email’s main advantage is the ability to get your message delivered promptly, especially when an important vote or event is imminent. Its disadvantage is the possibility that your message won’t be read in time or at all. With that possibility, it is prudent to determine if an email is the best mode of communication, given the time you have prior to action. Also, be sure to have an effective statement in the subject line. (See the first bullet below this paragraph.)

To make your email more effective, send messages to staff or legislators with whom you have already established relationships. It is also a good idea to ask staff you meet in person whether they prefer communication on urgent matters by phone or email. Different staff members have different preferences. Also:

- **Summarize Your Views in the Subject Line.**

Make it short and efficient, for example: “YES TO S. 2.” Whether consciously or subconsciously, staffers will always see the subject line in their email windows.

- **Keep Content Short.**

Limit your message to a few paragraphs. Email is most effective for quick messages, not lengthy discussion. It’s best to use bulleted points or short paragraphs, as in a fact sheet or talking points.

Otherwise, the same rules hold true as with letters:

- Use appropriate address and salutation.
- Be positive.
- Establish yourself as a resource.
- Ask for a reply.

TELEPHONE CALLS

If you want to make an immediate impact on an issue, use the phone. Staff and legislators can't avoid getting the message from a constantly ringing phone as the time of a decision on a major issue approaches. Hours of steady rings have been known to change the response from "thank you for calling" to "the Member of Congress is definitely backing the proposal." Often, legislative activity is moving so quickly that the phone is the only way to be heard.

1. Find your legislator's phone number (Appendix A).
2. Once connected to the congressional office, ask to speak to the staff member who handles education or workforce development issues (depending on what program you are referencing). Legislators rarely take calls directly until you get to know them. Refrain from leaving a message with the front desk. If the education staff member is not available, ask to leave a message in his or her voicemail.
3. After you have identified yourself, tell the staff member the reason you are calling—remember to keep your remarks short and focused.
4. Remember to say "Thank you for taking my call and considering my views"—even if he or she disagrees with you.

USING RESEARCH IN COMMUNICATION (FACT SHEETS AND TALKING POINTS)

Research is a powerful tool that you can use to help strengthen your advocacy message. Effective use of research, like a few well-placed bullet points in a leave-behind, will help you reach policymakers at the local, district, state or federal level. Don't try to overwhelm a policymaker with numbers! Instead, use the research to bolster the personal message about your specific CTE program. Your personal experiences will help win him or her over and the research will help the policymaker be able to influence other policymakers.

Remember that effective research comes from many different sources and that all policymakers have their own areas of interest. Do some background research on the policymaker you are going to meet. If the legislator is interested in dropout prevention, then make sure to have information on how CTE helps to lower dropout rates. If policymakers are interested in expanding the economic base of their communities, make sure you know how much of an income increase a CTE degree provides.

**In the "CTE Information" section of the ACTE website, you will find information that will support your advocacy efforts as well as help you improve your CTE programs.*

FACT SHEETS

A fact sheet is an extremely effective way to communicate research and information about critical and complex issues to policymakers. Although fact sheets do not take the place of personal communication, they can reinforce what you say in person and can be left behind or included in a letter as a reminder of essential points that you want the legislator to understand. Don't be surprised to hear words from a fact sheet you have written repeated by the policymaker in a speech or letter. That's a sign of a great fact sheet and it shows that your communication is effective. Be advised, though, that a poorly written fact sheet or letter could come back to haunt you in a similar fashion!

Almost any subject can be summarized and presented in a manner that focuses attention on key issues using a fact sheet format. You can prepare persuasive fact sheets that will make your points eloquently and concisely by following these guidelines:

- **Focus Your Topic Narrowly.**
Do not try to communicate everything you would want legislators to know about your program in one fact sheet. Zero in on one issue. If you are asking for increased funding, you might prepare a fact sheet that explains why the funding is needed, how it will be used and the local benefit that will result.
- **Organize the Information for Impact.**
A good fact sheet contains a number of sections organized in a logical sequence. The fact sheet may follow a question-and-answer format or sections may be defined with a series of headings and subheadings. It should be easy for the reader to scan the headings or questions and focus in on certain segments of the fact sheet that are of particular interest.
- **Start With a Statement of Purpose.**
Your fact sheet should always begin with a brief summary statement regarding its purpose.
- **Follow Up With a Series of Points to Make Your Case.**
The heart of your fact sheet should defend, reinforce and explain your summary statement. Use statistics when possible.
- **Conclude With a Call to Action.**
If you are requesting support of a specific bill, conclude by asking legislators to vote for the bill. If your fact sheet is addressed to voters and you want their support of a specific proposal on the ballot, state specifically how the issue will appear and ask for their “yes” vote.
- **Keep It Brief.**
Fact sheets are designed to convey complex material in a concise format. State your purpose briefly. Follow up with the points that support your proposal, each stated succinctly, and conclude with a one-sentence statement of the action you want your readers to take. One or two pages are the preferred lengths for fact sheets.
- **Strive for a Polished, Professional Look.**
You do not need to spend a lot of money to achieve an attractive, eye-catching piece. You may want to use colored paper to make your fact sheet stand out from other handouts. You also should use a logo or nameplate that clearly identifies your organization.
- **Include Contact Information.**
Allow for follow up by making sure your fact sheet contains the name, address and telephone number of a contact person in case a reader wants to request more information.
- **Distribute Your Fact Sheet Widely.**
Make that effort involved in producing a well-documented and attractive fact sheet pay off by distributing it to a large audience. Identify all the groups that might benefit from your message and make sure they all receive copies.
- **Keep Documentation of Your Facts.**
A well-prepared fact sheet presents a wealth of information in a compressed format. Readers may want more details and specific citations of your sources. Be ready with this information.

SAMPLE: MICHIGAN CTE TALKING POINTS



STATEMENT OF PURPOSE: CTE is the pipeline to ECONOMIC DEVELOPMENT in our state, the pipeline for a SKILLED WORKFORCE--- the only workforce pipeline free for all students:

- **CTE keeps students in school. Michigan's CTE graduation rate is 94.8 percent.**

Nationally, the average high school graduation rate in 2008 for CTE concentrators was 90 percent compared to the average nationwide graduation rate of 75 percent.

Nationally, a ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school.

- **CTE Students are focused and ready for college and career.**

Statewide CTE placement rate for post-secondary education and/or employment 95.3 percent.

Nationally, 80 percent of students taking a college prep curriculum with rigorous CTE met college and career readiness goals, compared to only 63 percent of students taking a college prep curriculum without experiencing CTE.

- **CTE students are meeting the demands of business and industry as identified by the Society for Human Resource Management (HSRM).**

Nationally, CTE students were significantly more likely to report developing problem solving, project completion, research, communication, time management and critical thinking skills during high school than non CTE students.

- **CTE students have a higher persistence rate for college degree completion.**

Research at the national level and at Lake Michigan College have demonstrated that students completing college level career classes while in high school accumulate college credits at a faster rate once they start regularly attending college. The data also shows the likelihood of completing their college program of study goes up when the students were enrolled in an early college program while in high school. The savings accumulated by the student's family has also reduced the amount of borrowing necessary to complete an associate or baccalaureate degree.

-Bob Harrison, President, Lake Michigan College

CALL TO ACTION: We encourage you to continue to support CTE in your legislative discussions.

Citations for Michigan Talking Points

1. Facts about Career and Technical Education by Association for Career and Technical Education (ACTE), www.acteonline.org, 2013.
2. Michigan Perkins IV Core Performance Indicator Reports (2011-12 Annual Evaluation), www.cteisreports.com, 2013.

Persistence Citations

Policy Brief of College Access and Retention of Career and Technical Education Graduates http://www.newenglandada.org/documents/research/College_Access_Retention_Brief_final.pdf

Finding-State of Massachusetts study finding black students from High School CTE had higher rate of persistence in college.

Unmasking the Effects of Student Engagement on First-Year College Grades and Persistence http://www.ecs.org/rs/Studies/DetailStudy.aspx?study_ID=a0r70000000G-9fVAAS

Findings: Student engagement in educationally purposeful activities is positively related to academic outcomes as represented by first-year student grades and by student persistence into the second year.

RELATIONSHIP BUILDERS

Topics to discuss with your legislators during the upcoming months (based on a two-year legislative cycle):

January 2017

All previous session bills die on a predetermined date in January—Sine Die [sī-ni-'dī(-,ē)]. All new legislators take office. Schedule an appointment to meet with any new legislators: explain Career and Technical Education and its prominence in your community.

February 2017

Set up multiple touring and informational meetings with legislators. This month, talk about Career Pathways/Clusters. Use this opportunity to discuss financial support of educational programming. You may also want to discuss enrollment trends. This is also CTE Month; be sure to call upon a legislator to help you celebrate in your district.

March 2017

Set up meetings in Lansing with one of your business partners. Discuss the economic development pipeline so that you may continue to tell your community's CTE story. Emphasize data points that demonstrate the effectiveness of CTE and its importance in the business community.

April 2017

Budget discussions begin this month. Encourage your legislator to attend the Capitol CTE Showcase.

May 2017

Focus on state competitions, awards, and graduations. Send legislators invitations to banquets, breakfasts, and ceremonies.

June 2017

Summer recess for the Michigan Legislature begins the third week of June.

July 2017

Summer recess continues.

August 2017

The Michigan Legislature returns from summer recess. In your meetings, you may wish to focus on curriculum alignment and the Common Core as well as stackable credentials and college credit.

September 2017

Invite a business partner that offers work-place or early-college opportunities to meet with you in Lansing. The legislator will benefit from multiple perspectives regarding CTE.

October 2017

In your meetings, discuss nontraditional students and programs.

November 2017

Pay particular attention to legislation being discussed by both the House and the Senate. Take time to discuss any legislation dealing with Career and Technical Education.

December 2017

This month, "mini" lame duck session begins. Legislators will be focused on specific legislation. This may not be a good time for connecting unless specific CTE legislation is being debated.

January 2018

This month marks the beginning of the next budget cycle. Take time to share local success stories. Provide data for funding justification.

February 2018

Set up multiple touring and informational meetings with legislators. This month, talk about Career Pathways/Clusters. Use this opportunity to discuss financial support of educational programming. You may also want to discuss enrollment trends. This is also CTE Month; be sure to call upon a legislator to help you celebrate in your district.

March 2018

During your meetings with legislators, talk about community college relationships.

April 2018

Budget discussions begin this month. Encourage your legislator to attend the CTE Showcase hosted at the Capitol.

May 2018

Focus on state competitions, awards, and graduations. Send legislators invitations to banquets, breakfasts, and ceremonies.

June 2018

Break for summer recess to begin campaigning.

July 2018

Summer recess and campaigning continues.

August 2018

This is an election year (legislators will be working in their districts). Focus on incumbents when talking about Career and Technical Education. Describe enrollment and programs in your district.

September 2018

At the state level, the Legislature will be in session for most of this month as members may potentially be finishing the budget. Talk about how your programs are funded as well as highlight agriculture programs (harvest season). Consider sharing news about business partnerships for the school year.

October 2016

The Legislature is not in session much this month as members are campaigning. This is not an ideal time for meetings.

November 2016

Lame duck session begins. Be sure to visit with legislators after the election. Take an opportunity to thank termed-out legislators. Hunting season starts on November 15. Session breaks for two weeks to accommodate the hunting season.

December 2016

Lame duck session continues. Focus on inviting legislators to your home district for tours.

CTE SHOWCASE INFORMATION

CTE Showcase is a statewide Michigan advocacy event held in the spring of every year in the Capitol Rotunda. Each year the Showcase features 14 different CTE programs from various regions and career clusters. Students, instructors, business and industry partners, and administrators use this opportunity to educate their legislative delegation. Student-led booths highlight several of the occupational skills and work-based learning opportunities.

It is imperative that all CTE administrators attend this event even if your district has no program showcased. Use this Showcase as your legislative activity every April. (See your legislative calendar.)

WORKING WITH THE MEDIA

A great way to reach large numbers of people with messages about CTE issues and events is through a strong media campaign using newspapers, magazines, social media, radio and TV. First and foremost, a school, district or an educator should establish a cooperative relationship with reporters who routinely cover education in the community (keeping in mind your district's protocol regarding media contact).

When a national education issue is reported in the media, offer yourself as an authoritative interview source (if appropriate). Building a presence with the media is a gradual process. Do not get discouraged if your first few attempts are turned down. Once a relationship is established with reporters, keep them well informed with important updates. In addition, invite them to see firsthand various programs at your schools—not just special events such as back-to-school night or CTE Month, but with a personal invitation to observe an especially interesting lab or sit in on a faculty-business advisory group meeting.

WHAT IS NEWS?

Reporters and editors are concerned with informing the public of events and issues that affect their media outlet's target audiences. For something to have news value, it must, in the eyes of the news media, have impact on the general community. If it is important to the public, it is important to the media. The essential elements of news value are timeliness, proximity, consequence (importance of event), human interest and conflict. Ask yourself these questions about your subject matter:

1. What is the significance of your school's services or special events to the general public?
2. Is the information timely?
3. When education news breaks, is there an angle related to your school or to the profession in general? Are you an expert in that area?
4. How does your expertise, special event or unique service help the community?
5. Are trends in society reflected in your school?

There are several kinds of print coverage:

News—usually noting conflict or change;

Features—usually stories of human interest or news that is not time sensitive;

Editorials—usually coverage by the media that takes a stand on an issue of relevance to the general public or to a particular constituency; and

Op-Eds—also opinion oriented, but generated by people not associated with the media.

WHERE TO BEGIN

Get started by reading the publications that you would like to see cover your issues, by watching and listening to news broadcasts, and by becoming familiar with the reporters covering education issues. Develop a list of media targets and the appropriate writer or editor to contact for your story. If your stories are local, concentrate only on local media. If your story warrants regional or national coverage, develop a regional/national list.

HOW TO DEVELOP A MEDIA LIST

If you are concentrating your public relations program in a small local area, you should be able to develop a media list by calling or visiting the websites of the newspapers, blogs, and television and radio stations in the community and inquiring about who covers the education "beat." If you are initiating a regional or national media campaign, you should consult a media directory, which can be found in ACTE's Legislative Action Center at <http://capwiz.com/acte/dbq/media/>, or use the Internet to search for newspapers' websites. Libraries and local organizations, such as the chamber of commerce or the convention bureau, may have developed a media directory as well. Your local Intermediate School District (ISD)/ Regional Education Service Agency (RESA) often has a public relations office which may be willing to share media lists with you or even publish your information on your district's behalf. Be sure to ask how reporters in that outlet would prefer to receive news. Would they like information emailed to them? Would they prefer you submit the information by a certain time of day or day of the week?

Whether you use a national directory or a local one, you should check all contact names before sending information or making a call to pitch a story. Editors and reporters change "beats" frequently, and a news release sent to the wrong reporter usually ends up in the trash. Simply call the media outlet and ask who is covering your issue area. Another option when calling is to describe your event and ask which person would be best to contact. For schools, the typical issue area is education, but your issue could apply to the metro or business sections. Remember that there are many more news outlets at your disposal than you might think. Do not overlook these important sources:

- Television stations have local news programs, editorial opinions and "talk back" opportunities, public affairs programs, one-on-one interview shows, and public affairs specials.

- Community cable stations can offer local news programming, community access channels and public affairs programming.
- Public television stations provide local news as well as a diverse mix of locally-produced public affairs programming.
- Radio formats include all-news stations, radio talk shows, public affairs programming and editorial comment.
- Larger newspapers have numerous “beat” reporters covering specialized issues for the main news section, editorial page editors, and staff working on op-ed opinion pieces, letters to the editor, the business section, consumer reporters and “style” sections offering “soft” news.

NEWS RELEASES

A news release is a way for you to promote an event, issue or product. It needs to be compelling and include: who, what, when, and the details of why and how. The top of the release should include your school’s or organization’s address and contact information, or the release should be sent out on letterhead. If submitting photos, be sure that you have permission to use the images of a student (if a minor), that you properly identify people and locations represented, and explain what is occurring in the photo. Photos should be of the highest resolution and quality possible.

Try to localize information as much as possible. If you can provide quotes that shape the story, get them for the reporter. The less work the reporter has to do, the more likely your story will be covered.

Releases must be written as skillfully as possible and directed to the appropriate person to help ensure they are read. If there is an important event or release, you may want to follow up with a phone call after you send the release to ensure the release is read by the reporter or editor.

PUBLIC SERVICE ANNOUNCEMENTS (PSAS)

PSAs are brief messages that provide helpful information to the public, solicit support for a particular cause, and/or offer an organization’s free services. Unlike paid advertising, PSAs are carried free of charge by publications, radio and television stations in an effort to educate an audience and to encourage people to do something such as participate, call, write or contribute. Before attempting to place a PSA, determine who you want to reach with your message. Then identify the publications and

stations in your area that service that particular audience. Once you have determined the media outlets you want to target, contact the head of either the community relations or public service department to find out the proper procedures for submitting PSAs. You can find PSAs relating to CTE on the ACTE website.

GUIDELINES FOR PLACING OP-EDS

Many newspapers provide a forum opposite the editorial page, known as an “op-ed” page, for opinions that address issues of concern to your community. Pitch letters can be effective tools to propose an op-ed column to a publication. When your school is involved with and has a point to make on a major, newsworthy issue, the op-ed page provides you with the chance to illustrate it. Papers will also occasionally publish a philosophical piece that may comment on a continuing problem, such as funding for education or an observation on society.

If you are planning to submit your op-ed to a national publication, send a pitch letter first to a handful of editors with the op-ed outline and then follow up with a call. However, keep calls to the editor at a minimum and do not call at the end of the day when they are on deadline. In a pitch letter, you should indicate the subject matter and proposed author. Approach the editor first about your idea and then write the op-ed based on the editor’s feedback.

Here are five general steps to follow when preparing an op-ed piece:

1. Find opportunities.

Review all publications in your region to determine which accept op-eds and formats that are acceptable. Are the op-eds generally about current social issues? Are the op-eds in a pro/con format?

2. Decide on a topic.

In general, try to relate your topic to a current issue. Ideas include the importance of CTE to remaining competitive, impact of funding on CTE programs, preparing students to be college- and career- ready and ways to build partnerships with the business community.

3. Approach editors.

If you are planning to send your op-ed to a national publication, send a pitch letter to appropriate editors outlining the proposed topic and author. If you have established a relationship with a particular editor, make a call instead of

writing. If you are sending your op-ed to a local paper, prepare a draft to send. The byline should be by a prominent person in your organization, community, or with a recognized expertise or specialty. It is acceptable for those with communication expertise to work with the individual in the byline to prepare the op-ed.

4. Prepare a draft.

Determine newspaper's guidelines for submitting an op-ed (e.g. format, length, double spaced, etc.). Op-eds usually run between 350-800 words, depending upon the paper. If you are preparing an op-ed for your local paper, be sure to localize with statistics and community examples. The byline should include the author's current professional position.

5. Submit a draft.

Adhere to deadlines. If you promise an editor you will have a draft by a certain date, do so. A cover letter or a short paragraph at the end of your op-ed should be used to tell the editor exactly who you are and why you are qualified to write this op-ed. Be sure to include your full name, title, address, email and phone number so that you can be contacted. Remember, an interest in reviewing an op-ed does not necessarily mean the publication will use the piece, even if it is particularly well written.

You may have to adapt the op-ed to the editor's wishes or to provide backup for points you make in the piece. If the editor ultimately declines the piece, try reworking it and begin the entire process again. Persistence is the key.

Keep in mind that some large newspapers may ask that an op-ed piece be on an exclusive basis, meaning no other publication can simultaneously print the piece. Smaller papers generally accept multiple submissions, as long as competing papers in the same city do not run the same piece. It's best to write different op-eds for each newspaper. Check each publication's particular policy. Also, remember that a letter to the editor is always another great way to promote the value of CTE programs.

LETTERS TO THE EDITOR

Surveys show that the "Letters" section is among the most widely read section of the newspaper. This section is an excellent vehicle for you to express your views on the value of CTE and to educate your local community and policymakers. Remember that national congressional members read their local papers to keep abreast of what is occurring in their communities. Writing a letter to the editor provides a great opportunity to inform national policymakers of CTE's impact in the community.

Letters can also be used to correct inaccurate facts, promote your issue or praise/condemn a recent article. Write persuasively, reference research that supports your argument, and include local statistics and personal stories to make your point. It is important to find the newspaper's policy for printing the letters. Most newspapers require that letters be between 200-500 words.

Encourage your colleagues to write a letter to the editor as well. If a media outlet receives several letters from people raising the same issue, it will be more inclined to print one or two of them. Even if your letter isn't published, by writing one you may help someone else with a similar opinion get published.

WORKING WITH YOUR NEWSPAPER'S EDITORIAL BOARD

You have read about what appears on the editorial pages of most daily newspapers, such as op-eds and letters to the editor. Here, you will learn who decides what goes on these pages and how you can influence them to consider writing about your issue.

Every daily newspaper has an editorial board that determines which opinions are expressed on its editorial pages. This board meets regularly to consider topics and opinions for editorials. As a member of the community, you may request a meeting. The editorial board consists of the editorial page editor(s) and editorial page writers. Some large papers may have several editors and numerous reporters in attendance, while smaller local papers may not even have an editorial board. If that is the case, you may request a meeting with the editor, who may bring along a reporter.

To schedule a meeting, call or email the newspaper's editorial department expressing your interest and ask for the appropriate person to contact. Remember, timing is everything. Be sure to call at least a few weeks in advance to schedule a meeting as the editorial calendar tends to fill up quickly.

It's very important that you contact the editorial board with a timely event related to current news. Once you find the contact person, send a letter or email explaining the purpose of the meeting and outlining your issue and how it impacts the community. Keep the letter concise and to the point. Don't overwhelm the person with information. If your meeting request is accepted, you will have an opportunity to present additional information during that time.

Once you have confirmed a meeting date and time, you need to be sure you are prepared. In planning for your meeting, you will need to decide who from your organization will attend. You may want to bring the president or leader of your organization, someone from within the community who is directly affected by the issue, someone knowledgeable about the legislation surrounding the issue, CTE students and a communication professional. Everyone in attendance should be an expert on the issue and be prepared to answer any questions asked by the editorial board.

During the meeting, you need to present information on your issue and discuss why the media outlet should provide editorial coverage. Prepare a 15-minute presentation with one or two people speaking, and leave the rest of the time for questions and answers. Be sure to bring along a kit of information for each person on the editorial board. Include fact sheets, relevant research, charts and a list of experts.

After the meeting, be sure to follow up with the editorial board by sending a thank-you note.

USING SOCIAL MEDIA TO PROMOTE CTE

In the last few years, social media use has grown dramatically. Facebook has more than 500 million members and Twitter has 190 million users sharing the latest news happening around the world. Media, administration officials and Members of Congress are using social media to share the latest policy news. Reporters, editors and publications are using social networks to connect with their users, share stories and gather story ideas from their readers.

A national survey of reporters and editors revealed that:

- 89 percent use blogs for story research
- 65 percent turn to social media sites such as Facebook and LinkedIn
- 52 percent utilize microblogging services such as Twitter

With more than 1,600 media representatives on

Twitter, including more than 130 education reporters, social media is a great opportunity to share stories and information with the media. Reporters and editors use social media to collect contacts for stories and gather ideas from readers and public relations representatives. Using Twitter to share stories and educate the media is a fast, effective way to promote the value of CTE.

ACTE has Twitter, Facebook and LinkedIn accounts to promote initiatives and information about ACTE and CTE at the national and local level. For more information about how you can use social media at the national level, please contact ACTE's Media Relations Manager.

Here are links for education agencies, media and Members of Congress on Twitter:

- <http://merandawrites.com/2009/07/07/a-list-of-90-education-reporters-on-twitter/>
- <http://tweetcongress.org/>
- <http://govtwit.com/>
- www.congressional140.com/tweeting.php

At the state level, social media is used by most legislators to learn more and be in touch with districts. Be active on their accounts so that they are aware of your positive news. Media outlets follow legislative blogs, LinkedIn and Twitter feeds, looking for story lines too. By commenting on a legislator's social media outlet, often your story is viewed by your local reporters.

When posting on your district's social media account, or a legislator's account, only post thoughtful information. Do not post for the purpose of simply commenting. Think about the impact of your words on the district. Does your comment match the district's vision and mission statements? Will your comments be used as evidence in support of legislation? While social media is a tremendous tool, any comments you post represent your entire district, and often provide fodder for discussions between parents and other constituents. If you feel it is necessary to post a comment that may generate adverse reactions, advise your superintendent prior to posting (keep in mind your district's social media policy and policies for interacting with the media).

Additional electronic media sources that are frequently used in Michigan are:

- MLive
- MIRS (Michigan Information and Research Service)
- Gongwer News Service

While some of these tools allow for feedback, they are important resources to monitor. They provide real-time updates about what is happening in Lansing.

POINTS TO REMEMBER

When inviting the media to attend functions or if you are sending out a news release, it is important to also share your plans with your administration and your Board of Education. It would be disastrous if the media interviewed your superintendent and he/she knew nothing about your event.

If your news story is detailed (perhaps budget related) provide talking points for the board and administrators. If all parties are relating the same message, the more likely you are to have the correct story published.

TIMES TO CONTACT THE MEDIA

CTE Month Events

- Contact the newspaper about four weeks ahead of time to alert editors and writers about February being CTE Month and activities planned during the month. Follow up with event media releases 3 to 5 days prior to each event reminding the media about what they can expect.
- Send information to television stations two weeks before an event. Follow up with the stations on the day of an event before 10 a.m.
- Be sure to highlight:
 1. Student success stories/testimonials
 2. Teacher success stories
 3. Data reports—Core Performance Indicators, follow-up reports, enrollment, completion, etc.
 4. Annual reports
 5. Business and industry partnerships
 6. New initiatives
 7. New state-approved CTE programs
 8. Career and Technical Education Student Organization (CTSO) competitions (regionals, state, national—qualifiers and award winners)

February:

- Career Education Conference
- Entrepreneurship Month
- Career and Technical Education Month
- New state-approved CTE programs
- Excellence in Practice Awards

March:

- State DECA, a marketing association conference
- State Family, Career and Community Leaders of America (FCCLA Conference)
- State Business Professionals of America (BPA) Conference
- State Future Farmers of America (FFA) Conference

April:

- State Skills USA Conference
- National DECA, a marketing association conference
- State Future Health Professionals (HOSA) Conference
- Michigan Industrial and Technical Education Society (MITES) Convention
- National Future Educators of America (FEA) Conference
- End of School Year Banquet/Breakfast/Awards Night

May:

- National Business Professionals Association (BPA) Conference
- End of School Year Banquet/Breakfast/Awards Night
- Breaking Traditions Award Ceremony

June:

- National Skills USA Conference
- National HOSA Conference

July:

- National FCCLA Conference

October:

- National FFA Conference
- 9. Stackable credentialing, industry certifications
- 10. College credit opportunities
- 11. Scholarships

School Events

- Send information regarding school events to reporters and television stations as early as possible (but not sooner than a month prior to an event as the information will get lost).
- Follow up with reporters the week before the event and provide them with the latest details.
- If media doesn't come to an event, send follow up information on the event. Due to their busy schedules, they may not be able to make every event. However, they often appreciate the information.

PRESS/MEDIA CONFERENCES

- Hold press/media conferences between 10 a.m. and 2 p.m. and on Tuesday, Wednesday or Thursday. Monday and Friday are busy news days and you will receive less media coverage.
- Send information to the media ahead of time and follow up on the day before or on the day of the event.
- Be sure to keep press/media conferences to 30 minutes or less and allow time for questions and answers.
- Create press/media packets with information, research and more in-depth information on the issue being discussed. Serve refreshments at the event to draw a larger crowd.
- Due to newspaper budget cuts, there is a smaller staff to cover news, so teleconferences are often a better option than “in-person” press/media conferences. Press/media prefer teleconferences because they can call in from their desks or on the road.
- Avoid having press/media conferences on major holidays or important dates (e.g. Valentine’s Day, religious holidays or after Thanksgiving).

HOW TO INVITE LEGISLATORS TO YOUR SCHOOL OR EVENT:

The purpose of building relationships with legislators is to help them visualize and understand the impact that their decisions have on the students we serve. There is no better way to help them fully digest CTE's effect on education than to have them witness student success through our programming first-hand. By inviting legislators to your school or to a business benefiting from CTE, you are not only helping them realize the impact of our programs on the students themselves, but are allowing the legislator to see the education-to-work pipeline; creating jobs and supporting Michigan's economy. Additionally, you are providing an attractive venue for the media to highlight the legislator connecting with his or her constituents.

Steps:

- 1. Identify your event's potential.** Is the event something that would be worthwhile for a legislator to attend? Think about what you would like for the legislator to learn from the experience. Pitch your idea to the appropriate administrators in your District and follow the appropriate protocol for communication with a legislator.
- 2. Multi-task.** Create events for legislators that allow them to see numerous constituents at one time. Perhaps host a meeting to discuss program changes at a business where the employer has hired students from your program. Or, invite multiple businesses to attend a ground-breaking ceremony for a new facility along with students, parents and teachers. The more connections the legislator is able to make during one event, the more likely he or she is to accept the invitation. Additionally, the more likely your event will be covered by the media. (Remember, every business person has an industry magazine or trade blog where the event can be posted!)
- 3. Send an invitation.** Write or email your legislator as well as the scheduler (see Appendix A). Then follow up with a phone call to inform the scheduler of your email and ask to learn if the legislator will be attending. Use this opportunity to pitch why the event is worthwhile. Invitations for events held on session days (Tuesday, Wednesday or Thursday from 10 a.m. to 4 p.m.) most likely will be denied. Try to schedule your events on Mondays or Fridays or weeknights.

Invitations should be sent 4 to 6 weeks in advance. Also, be mindful of what is included in the invitation. Will you need a map, directions or a GPS location? Will their colleagues be in attendance? What is the format of the visit? Will they be asked to speak? What should they wear? Where should they park? Are they permitted to bring staff? How long will they be at the location? You may want to consider having a student request the legislator's presence. Keep in mind that it is much more difficult to deny a student's request than an adult's request.

- 4. Follow up.** If you have not heard a response from the legislative scheduler by two weeks prior to the event, contact him or her and offer additional details.
- 5. Contact the media.** Only upon confirmation that the legislator (or designee) will be attending your event should you issue a press release detailing the visit. Note that legislative offices routinely provide a media tour announcement for area reporters to use as a resource for stories. Your press release should provide the details to further entice reporters to cover events. Consider how you want to frame the story. Connect the visit with current legislation or showcase a student success story. Remember to localize the story by including details about local community impact as well as quotes. You may even wish to share cell phone numbers of those individuals who would provide additional commentary on your story (with permission, of course).
- 6. Cross your Ts.** The day prior to the event, call the legislative scheduler to make sure the legislator is still attending. Often, last-minute committee meetings or other obligations cause the legislator to cancel their visit. If you know well enough in advance that there is a change in plans, you can strategize alternative times or dates. Be sure to let the media know that your agenda has been revised. Staff count! Do not underestimate the importance of having legislative staffers in your schools. Often, the staff members work closely with bill drafters when creating legislation and serve as policy advisors when the legislator is considering a vote on specific issues. Staff members have more time to dedicate to learn about issues and are also more likely to call YOU for information and assistance.

- 7. Speaking roster.** If the event includes an opportunity for speaking, be sure that you include the legislator on the roster of speakers (if appropriate). Also, be sure to ask the legislative office for a copy of his or her introductory biography. (It is courtesy to invite legislators to sit with other dignitaries at head tables or in the front of the room. If you do not wish to have them speak at an event, they should still be formally recognized during the event.)
- 8. Access.** If media attends, be sure to help them access the legislator. Provide appropriate seating and badges/passes so that they have access to the same locations as the legislator.
- 9. After the event.** It is advisable that districts publicize the visit through their own media outlets (newsletters, websites, and at Board meetings), as well as on earned media such as Facebook, Twitter, and school blogs. If you take high-quality photos, be sure to submit them to the media that attended as well as to your other media outlets. You should also comment on the legislator's Facebook page and Twitter feed thanking him or her for the visit. If an article was written or news broadcast covers your event, reference that article on your social media accounts. **BE THOUGHTFUL IN YOUR COMMENTS.** No matter what social media outlet you use, discussion of the visit should be thoughtful. If you have a negative experience, strategize with your district's PR office to develop a plan to highlight the positive aspects of the event as well as encourage outcomes that best support student achievement.
- 10. Thank-you notes.** In addition to thanking the media for coming (a quick email to a reporter), formally thank the legislator. Student-signed cards or an autographed paperweight from a woodworking class are often displayed in legislators' offices. The memento helps the legislator remember their visit. **DO NOT PROVIDE THEM WITH A LOT OF READING MATERIAL UNLESS THEY SPECIFICALLY REQUEST IT!** Most printed documents are recycled (usually without being read first). If you want to give the legislator information to take back to Lansing, provide it to them in a format that will help them remember their visit. Are you highlighting a horticulture program? Give them a plant with your school's name on the container and the three key points you want them to know

from their visit. Are you sharing information about a culinary program? Have a lunch made by your students delivered to their district office with a sample "menu" listing your talking points.

- 11. Reminders.** The next time you wish to invite a legislator to an event, remind them of the impressive experience they had during their previous visit. If the experience was well organized and proved to be beneficial, the more likely the legislator will entertain future invitations.

HOW TO TESTIFY BEFORE COMMITTEE

If a bill of interest to you has been introduced, find out from the Clerk of the House, the Secretary of the Senate or an interested organization to which committee the bill was referred. You may then write a brief letter to that Committee Clerk asking to be notified when the bill is put on the committee agenda for discussion or is scheduled for a public hearing. You also may write to the Committee Chair requesting that the bill be put on the agenda or scheduled for a hearing. Sometimes only the volume of letters on a particular bill will assure that it receives a committee hearing, since not all bills are “automatically” considered. Many die without ever having been considered by a committee. If you find out about a bill after it has passed the House or Senate, you may still have the opportunity to be heard before the committee in the other Chamber to which the bill has been referred.

It is important to note that attention given to bills in regular committee meetings may not be as extensive as in a public hearing because of time limitations. A committee may be regularly scheduled to meet for an hour, and may need to consider three or four bills during that time frame. A public hearing, on the other hand, may consist of testimony on a single issue for more than three hours. However, only major pieces of legislation or bills in which there is widespread interest will normally be scheduled for public hearings.

When a bill is scheduled on the committee’s agenda for consideration, and if you have an active interest in the legislation and feel there are contributions you can make to the committee’s 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, and the consequences of its passage. In a meeting, the bill’s sponsor, along with experts on the issue and informed members of the public, will be heard. If the measure is controversial or if additional information is needed before a decision can be reached by the committee’s members, most committees will hold the bill over for a future meeting date or even a public hearing.

The following guidelines are suggested to assist citizens in making their testimony influential and effective:

1. Write to committee members and to your own Representative or Senator, simply expressing support or opposition to the legislation.
2. 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.
3. If you represent a group of individuals or an organization, choose only one person to present the group’s viewpoint and bring others along as supporters.
4. Prepare testimony and/or suggested amendments in advance. Read the bill carefully and any available analyses. If necessary, do research and make sure that all of your facts, background materials 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.
5. Prepare a clear and concise written statement, which has been thoroughly proofread for errors. Review it with others who share the same interest.
6. When you testify, identify who you are. If you represent a group, give the name of the group. In your opening remarks, state whether you are testifying in support of or in opposition to the proposal or bill. Relate your group’s experiences or your own views directly related to the issue.
7. Keep your testimony short and to the point. It is best to offer highlights at the hearing and request permission to place your complete position and supporting materials on 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.
8. Avoid emotional speeches and propaganda. Your role is an important one; don’t abuse it. Getting emotional and pitching propaganda is the surest way to invite a hostile reaction and alienate the very committee members you are trying to persuade.

9. If you are asked a question, keep a cool head. Don't be afraid to stop and think for a minute to answer the question properly. If you don't have the answer, never guess. Instead, request permission to file a detailed response at a later date.

Remember, without the support of the committee involved, the bill or proposal in which you are interested in may never make it to the floor for a vote. Even if you decide not to testify, your attendance at a hearing and personal correspondence with committee members and your own legislators are very important in influencing the decision-making process.

*Source: Citizen's Guide to State Government <http://www.legislature.mi.gov/Publications/CitizensGuide.pdf>

THE STUDENT EXPERIENCE: HOW TO PREPARE STUDENTS TO INTERACT WITH ELECTED OFFICIALS IN LANSING

While meeting with an elected leader in Lansing may feel like an intimidating experience for an adult, it is probably exponentially more overwhelming for students. Most likely, students have never been to the Capitol, let alone been to a legislative office or committee room. As their teacher, your job is to prepare them for what they will experience. Prior to leaving their classroom, they should understand legislative procedures and know the names of their local elected leaders. You may want to spend time discussing what legislation is slated to be discussed in session that day. (The daily calendar is available at www.michiganlegislature.org.) Additionally, you may wish to spend time talking about what your goals are for your meeting and offer to practice the anticipated conversations with your students. (Have written talking points.)

Remember, as their instructor, you should model appropriate behavior. Even if you feel very passionate about an issue and want to convey those feelings to your legislator, you should do so respectfully. The students will be observing not only the legislator's behavior, but yours as well.

Some points to remember:

1. It is advisable for students to make the appointment with the legislator's scheduler for their office visit. They should contact him or her via email first and then follow up with a phone call. Legislators are impressed when their younger constituents take the initiative to meet with them. It is also more difficult to deny a student's request. (You should always have an appointment when wishing to meet with an elected official. Legislators are very busy and it is highly unlikely they will have time to meet with you if they are not expecting you.)
2. Use a map to find out where the legislator's office is located prior to traveling to Lansing. Parking options are limited on the streets. It is advisable that you park in a parking garage.
3. The buildings that house legislative offices have security personnel on site to screen visitors. Please be sure that all guests in your party bring their photo IDs (including students).

4. Understand that meetings are often bumped or cancelled due to committee meeting changes and impromptu caucus sessions. Do not cancel your appointment if this occurs. You are encouraged to talk to legislative staff members (Legislative Aide, Chief of Staff, Constituent Services Director, Scheduler, Communication Director, or Receptionist).
5. Many students may be surprised to learn how young legislative staff members are. Most staffers started out as college interns and are hired into offices after working on political campaign teams. It is important to note that while they may be just starting their careers, these staff members have a tremendous amount of influence and authority relative to the legislative office and the bills that are being discussed.
6. During your appointment (traditionally 10 to 15 minutes), you have a limited amount of time to share your story. Be sure to shake the hands of all people you meet while in the office. Treat the legislator (or staffer) like a reporter. Don't lie. Be concise. Stick to three talking points. If you (or your student) offers to follow up with more data, do so within one week! When sharing information with the legislator, make your story relatable to the district. Help him or her understand how important CTE is to the student and the school, but also to the economy and to families of that geographic area.
7. Basic presentation rules apply...do not chew gum. Address the legislator appropriately (Senator or Representative, Mr. or Madam Chairperson). Articulate thoughts clearly.
8. Be sure to prepare students to ask questions of the legislator. Have the students ask how their legislation will make Michigan (specifically their district) a more desirable place for them as a future employee, future homeowner and future taxpayer?
9. Think about what you will leave behind to help the legislator remember your meeting. It is not advisable to leave lengthy reading material. If you are a culinary class, cook or bake a treat for them. If you are a welding class, make a desk ornament. Give them something that will help them remember you above all of the other people they will meet that day.
10. At the end of your meeting thank the legislator (or their staff). Don't over extend your stay. More than likely the next appointment is waiting.
11. Be sure to write a hand-written thank you when you return to your school. Use it to reiterate your talking points and review what had been discussed during the question and answer period of your visit. If you met with the staff, this will provide a good summary for the legislator to learn what you had discussed.
12. Tweet or post pictures from your visit on social media and copy the legislator! You may also wish to write a news release highlighting the visit.
13. When you return to school, update the superintendent and your board about your visit. Have the students share their experience at the next Board of Education meeting (hopefully media will attend and highlight the event).
14. If legislation was discussed or you were able to follow a bill through the legislative process during your visit, help the students track the bill's progress. The students will appreciate seeing their efforts potentially have an impact on Michigan Compiled Laws! (Visit www.michiganlegislature.org.)

APPENDIX

All U.S. Representatives can be contacted through their webpages.

US Representatives and Senators						
Name	Party	District	Address	Phone	Webpage	Scheduler
Bergman, Jack	R	1	414 Cannon HOB Washington DC 20515	202-225-4735	bergman.house.gov	Farahn Morgan
Huizenga, Bill	R	2	1217 Longworth HOB Washington DC 20515	202-225-4401	huizenga.house.gov	Alicia Orzechowski
Amash, Justin	R	3	114 Cannon HOB Washington DC 20515	202-225-3831	amash.house.gov	Lindsey Gardner
Moolenaar, John	R	4	117 Cannon HOB Washington DC 20515	202-225-3561	moolenaar.house.gov	Eva Vrana
Kildee, Daniel	D	5	227 Cannon HOB Washington DC 20515	202-225-3611	dankildee.house.gov	Nathaniel Brunner
Upton, Fred	R	6	2183 Rayburn HOB Washington DC 20515	202-225-3761	upton.house.gov	Joan Hillebrands
Walberg, Tim	R	7	2436 Rayburn HOB Washington DC 20515	202-225-6276	walberg.house.gov	Joyce Yoon
Bishop, Mike	R	8	428 Cannon HOB Washington DC 20515	202-225-4872	mikebishop.house.gov	Susan Larson
Levin, Sander	D	9	1236 Longworth HOB Washington DC 20515	202-225-4961	levin.house.gov	Monica Chrzaszcz
Mitchell, Paul	R	10	211 Cannon HOB Washington DC 20515	202-225-2106	mittchell.house.gov	Don Brown
Trott, Dave	R	11	1722 Longworth HOB Washington DC 20515	202-225-8171	trott.house.gov	Marla Rondo
Dingell, Debbie	D	12	116 Cannon HOB Washington DC 20515	202-225-4071	debbiedingell.house.gov	Bonnie Zorn
Conyers Jr., John	D	13	2426 Rayburn HOB Washington DC 20515	202-225-5126	conyers.house.gov	Maria Reddick
Lawrence, Brenda	D	14	1213 Longworth HOB Washington DC 20515	202-225-5802	lawrence.house.gov	Zachary Weber
Stabenow, Debbie	D	Senate	731 Hart SOB Washington DC 20510	202-224-4822	stabenow.senate.gov	Veronica Van Loon
Peters, Gary	D	Senate	724 Hart SOB Washington, DC 20510	202-224-6221	peters.senate.gov	Eric Feldman

Mail for all MI Representatives can be addressed to one of the following:

All phone numbers begin: (517) 373-xxxx

AHOB: Anderson House Office Building
124 North Capitol Avenue
P.O. Box 30014
Lansing, MI 48909-7514

CB: Capitol Building
100 North Capitol Avenue
P.O. Box 30014
Lansing, MI 48909-7514

Michigan State Representatives								Staff Contact	
Name	Party	District	CEPD	Region	Address	Phone	Email		
Banks, Brian	D	1	41, 42	24, 25	S585 AHOB	-0154	brianbanks@house.mi.gov	Brian Schmidtke	
Scott, Bettie Cook	D	2	41, 42	24, 25	S586 AHOB	-1776	BettieCookScott@house.mi.gov	Maxine Mickens	
Byrd, Wendell	D	3	41	24	S587 AHOB	-0144	WendellByrd@house.mi.gov	Terri Barker	
Robinson, Rose Mary	D	4	41, 42	24, 25	S588 AHOB	-1008	rosemaryrobinson@house.mi.gov	Dawn Tucker-Davis	
Durhal III, Fred	D	5	41	24	S589 AHOB	-0844	FredDurhal@house.mi.gov	Mark Payne	
Chang, Stephanie	D	6	41, 42	24, 25	S685 AHOB	-0823	StephanieChang@house.mi.gov	Ellen Heinitz	
Garrett, LaTanya	D	7	41, 42	24, 25	S686 AHOB	-2276	LaTanyaGarrett@house.mi.gov	Phyllis Russell	
Gay-Dagnogo, Sherry	D	8	41	24	S687 AHOB	-3815	SherryGay-Dagnogo@house.mi.gov	LaMar Lemmons	
Santana, Sylvia	D	9	41, 42	24, 25	S688 AHOB	-6990	SylviaSantana@house.mi.gov	Chris McClain	
Love, Leslie	D	10	41, 42	24, 25	S689 AHOB	-0857	LeslieLove@house.mi.gov	Kevin Harris	
Jones, Jewell	D	11	42	25	N690 AHOB	-0849	JewellJones@house.mi.gov	Preston Peterson	
Geiss, Erika	D	12	42	25	N691 AHOB	-0852	ErikaGeiss@house.mi.gov	Mark Lawrence	
Liberati, Frank	D	13	42	25	N692 AHOB	-0845	FrankLiberati@house.mi.gov	Bill Drake	
Clemente, Cara	D	14	42	25	N693 AHOB	-0140	CaraClemente@house.mi.gov	Marlene Dudzinski	
Hammoud, Abdullah	D	15	42	25	N694 AHOB	-0847	AbdullahHammoud@house.mi.gov	Joseph Sullivan	
Kosowski, Robert	D	16	42	25	N695 AHOB	-2576	RobertKosowski@house.mi.gov	Renee Edmondson	
Bellino, Joseph	R	17	42, 44	25	N696 AHOB	-1530	JosephBellino@house.mi.gov	Drew Griff	
Hertel, Kevin	D	18	40	16	N697 AHOB	-1180	KevinHertel@house.mi.gov	Alex Dobbins	
Cox, Laura	R	19	42	25	N0698 AHOB	-3920	LauraCox@house.mi.gov	Angela Madarang	
Noble, Jeffrey	D	20	42	25	N0699 AHOB	-3816	JeffNoble@house.mi.gov	Tim Holland	
Pagan, Kristy	D	21	42	25	S785 AHOB	-2575	KristyPagan@house.mi.gov	Lori Dey	
Chirkun, John	D	22	40	16	S786 AHOB	-0854	JohnChirkun@house.mi.gov	Ryan Earl	
Camilleri, Darrin	D	23	42	25	S0787 AHOB	-0855	DarrinCamilleri@house.mi.gov	Josh Sabo	
Marino, Steve	R	24	40	16	S0788 AHOB	-0113	SteveMarino@house.mi.gov	Barry Szczesny	

Michigan State Representatives								
Name	Party	District	CEPD	Region	Address	Phone	Email	Staff Contact
Yanez, Henry	D	25	40	16	S789 AHOB	-2275	henryyanez@house.mi.gov	Robert Becker
Ellison, Jim	D	26	39	18	N790 AHOB	-3818	JimEllison@house.mi.gov	Dan Opsommer
Wittenberg, Robert	D	27	39	18	N791 AHOB	-0478	RobertWittenberg@house.mi.gov	Barbara Winter
Green, Patrick	D	28	40	16	N792 AHOB	-1772	PatrickGreen@house.mi.gov	Megan Blue
Greimel, Tim	D	29	39	18	N793 AHOB	-0475	timgreimel@house.mi.gov	Angela Powell
Farrington, Diana	R	30	40	16	N0794 AHOB	-7768	DianaFarrington@house.mi.gov	Mike Wisniewski
Sowerby, William	D	31	40	16	N795 AHOB	-0159	WilliamSowerby@house.mi.gov	Ryan Bardoni
Hornberger, Pamela	R	32	27, 40	16	N0796 AHOB	-8931	PamelaHornberger@house.mi.gov	Sonny Koch
Yaroch, Jeff	R	33	40	16	N0797 AHOB	-0820	JeffYaroch@house.mi.gov	Brittany Lewandowski
Neeley, Sheldon	D	34	29	15	N798 AHOB	-8808	SheldonNeeley@house.mi.gov	Clyde Edwards
Moss, Jeremy	D	35	39	18	N799 AHOB	-1788	JeremyMoss@house.mi.gov	Jennie Gies
Lucido, Peter	R	36	40	16	S0885 AHOB	-0843	PeterLucido@house.mi.gov	Scott Czasak
Greig, Christine	D	37	39	18	C141 CB	-1793	ChristineGreig@house.mi.gov	Sarah Schillio
Crawford, Kathy	R	38	39	18	S0887 AHOB	-0829	KathyCrawford@house.mi.gov	Ruth Ann Jirasek
Kesto, Clint	R	39	39	18	S0888 AHOB	-1799	KlintKesto@house.mi.gov	Richard Farran
McCready, Mike	R	40	39	18	S0889 AHOB	-8670	MikeMcCready@house.mi.gov	Robert Winkelman
Howrylak, Martin	R	41	39	18	N0890 AHOB	-1783	MartinHowrylak@house.mi.gov	Amanda Gill
Theis, Lana	R	42	38	17	N0891 AHOB	-1784	LanaTheis@house.mi.gov	Megan Reckling
Tedder, Jim	R	43	39	18	N0892 AHOB	-0615	JimTedder@house.mi.gov	Neil Parish
Runestad, Jim	R	44	39	18	N0893 AHOB	-2616	JimRunestad@house.mi.gov	Krista Jones
Webber, Michael	R	45	39	18	N0894 AHOB	-1773	MichaelWebber@house.mi.gov	John McNamara
Reilly, John	R	46	39	18	N0895 AHOB	-1798	JohnReilly@house.mi.gov	Adam deAngeli
Vaupel, Hank	R	47	38	17	N0896 AHOB	-8835	HankVaupel@house.mi.gov	Cindy Denby
Faris, Pam	D	48	29	15	N897 AHOB	-7557	pamfaris@house.mi.gov	Steven Peruski
Phelps, Phil	D	49	29	15	N898 AHOB	-7515	repphelps@house.mi.gov	Amanda DeRight
Sneller, Tim	D	50	29	15	N899 AHOB	-3906	TimSneller@house.mi.gov	Victoria Baron
Graves, Joe	R	51	29, 39	15, 18	S0985 AHOB	-1780	JoeGraves@house.mi.gov	Aaron Porter
Lasinski, Donna	D	52	43	23	S986 AHOB	-0828	DonnaLasinski@house.mi.gov	Annika Doner
Rabhi, Yousef	D	53	43	23	S987 AHOB	-2577	YousefRabhi@house.mi.gov	Alexi Chapin-Smith
Peterson, Ronnie	D	54	43	23	S988 AHOB	-1771	RonniePeterson@house.mi.gov	Joe Taylor

Michigan State Representatives								
Name	Party	District	CEPD	Region	Address	Phone	Email	Staff Contact
Zemke, Adam	D	55	43	23	S989 AHOB	-1792	adamzemke@house.mi.gov	Libby Gorton
Sheppard, Jason	R	56	44	25	N0990 AHOB	-2617	JasonSheppard@house.mi.gov	Jacob McLaughlin
Kahle, Bronna	R	57	45	22	N0991 AHOB	-1706	BronnaKahle@house.mi.gov	Matt Wesolek
Leutheser, Eric	R	58	36, 46	21, 22	N992 AHOB	-1794	EricLeutheser@house.mi.gov	Maria Ostrander
Miller, Aaron	R	59	47, 48	19, 20	N0993 AHOB	-0832	AaronMiller@house.mi.gov	Marla Braun
Hoadley, Jon	D	60	35	20	N994 AHOB	-1785	JonHoadley@house.mi.gov	Julie Vogel
Iden, Brandt	R	61	35	20	N0995 AHOB	-1774	BrandtIden@house.mi.gov	Samantha Zandee
Bizon, John	R	62	36	21	N0996 AHOB	-0555	DrJohnBizon@house.mi.gov	Eddie Sleeper
Maturen, David	R	63	35, 36	20, 21	N0997 AHOB	-1787	DavidMaturen@house.mi.gov	Sherry Sofia
Alexander, Julie	R	64	37	22	N0998 AHOB	-1795	JulieAlexander@house.mi.gov	Paul Burns
Roberts, Brett	R	65	37, 45, 52	14, 22	N0999 AHOB	-1775	BrettRoberts@house.mi.gov	Mike Sitkauskas
Griffin, Beth	R	66	34, 35	19, 20	S1085 AHOB	-0839	BethGriffin@house.mi.gov	Ryan Studley
Cochran, Tom	D	67	31	14	S1086 AHOB	-0587	TomCochran@house.mi.gov	Joseph Fedewa
Schor, Andy	D	68	31	14	S1087 AHOB	-0826	andyschor@house.mi.gov	Nathan Murphy
Singh, Sam	D	69	31	14	167 CB	-1786	samsingh@house.mi.gov	Lisa Metcalf
Lower, James	R	70	18, 22	10	S1089 AHOB	-0834	JamesLower@house.mi.gov	Joseph Cecil
Barrett, Tom	R	71	52	14	N1090 AHOB	-0853	TomBarrett@house.mi.gov	Ron Kendell
Johnson, Steven	R	72	32, 50	13	N1091 AHOB	-0840	StevenJohnson@house.mi.gov	Jon Mieczkowski
Afendoulis, Chris	R	73	32	13	N1092 AHOB	-0218	ChrisAfendoulis@house.mi.gov	Ben Greene
VerHeulen, Rob	R	74	32	13	374 CB	-8900	RobVerHeulen@house.mi.gov	Lindsey Thiel
LaGrand, David	D	75	32	13	N1094 AHOB	-2668	DavidLaGrand@house.mi.gov	Phillip Skaggs
Brinks, Winnie	D	76	32	13	N1095 AHOB	-0822	winniebrinks@house.mi.gov	Ramiro Galvan
Brann, Tommy	R	77	32	13	N1096 AHOB	-2277	TommyBrann@house.mi.gov	Drew Jones
Pagel, Dave	R	78	48, 49	19	N1097 AHOB	-1796	DavePagel@house.mi.gov	Ben Eikey
LaSata, Kim	R	79	49	19	N1098 AHOB	-1403	KimLaSata@house.mi.gov	Art Havlicek
Whiteford, Mary	R	80	50	13	N1099 AHOB	-0836	MaryWhiteford@house.mi.gov	Kayla North
Lauwers, Daniel	R	81	27	16	S1185 AHOB	-1790	DanielLauwers@house.mi.gov	Jill Larder
Howell, Gary	R	82	28	11	S1186 AHOB	-1800	GaryHowell@house.mi.gov	Mike Goschka
Hernandez, Shane	R	83	26, 27	11, 16	S1187 AHOB	-0835	ShaneHernandez@house.mi.gov	Randy Wood
Canfield, Edward	R	84	24, 25	11	S1188 AHOB	-0476	EdwardCanfield@house.mi.gov	Emily Mortl

Michigan State Representatives								
Name	Party	District	CEPD	Region	Address	Phone	Email	Staff Contact
Frederick, Ben	R	85	23, 30	8, 15	S1189 AHOB	-0841	BenFrederick@house.mi.gov	Rachel Hoekstra
Albert, Thomas	R	86	32, 53	10, 13	N1190 AHOB	-0846	ThomasAlbert@house.mi.gov	Brian Sapita
Calley, Julie	R	87	32, 53	10, 13	N1191 AHOB	-0842	JulieCalley@house.mi.gov	Meghan Koorndyk
Victory, Roger	R	88	33	12	N1192 AHOB	-1830	RogerVictory@house.mi.gov	Mike Witkowski
Lilly, Jim	R	89	33	12	N1193 AHOB	-0838	JimLilly@house.mi.gov	Courtney Panter
Garcia, Daniela	R	90	33	12	N1194 AHOB	-0830	DanielaGarcia@house.mi.gov	Adam Wright
Hughes, Holly	R	91	21	9	N1195 AHOB	-3436	HollyHughes@house.mi.gov	Eric Dean
Sabo, Terry	D	92	21	9	N1196 AHOB	-2646	TerrySabo@house.mi.gov	Greg McCullough
Leonard, Tom	R	93	18, 51	10, 14	N1197 AHOB	-1778	TomLeonard@house.mi.gov	Dan Pero
Kelly, Tim	R	94	23	8	N1198 AHOB	-0837	TimKelly@house.mi.gov	Nancy Bareham
Guerra, Vanessa	D	95	23	8	N1199 AHOB	-0152	VanessaGuerra@house.mi.gov	Kyle Bostwick
Elder, Brian	D	96	16	8	S1285 AHOB	-0158	BrianElder@house.mi.gov	Mark Salogar
Wentworth, Jason	R	97	15, 16, 19	6, 7, 8	S1286 AHOB	-8962	JasonWentworth@house.mi.gov	Joseph Perry
Glenn, Gary	R	98	16, 17	8	S1287 AHOB	-1791	GaryGlenn@house.mi.gov	Marc Jordan
Hauck, Roger	R	99	17, 18	8, 10	S1288 AHOB	-1789	RogerHauck@house.mi.gov	Alex Porrett
VanSingel, Scott	R	100	14, 20, 21	7, 9	S1289 AHOB	-7317	ScottVanSingel@house.mi.gov	Travis Chapman
VanderWall, Curt	R	101	10, 14	5, 7	S1385 AHOB	-0825	CurtVanderWall@house.mi.gov	Jamie Callahan
Hoitenga, Michele	R	102	13, 19	5, 7	S1386 AHOB	-1747	MicheleHoitenga@house.mi.gov	Nick Wake
Rendon,Daire	R	103	10, 11	5, 6	S1387 AHOB	-3817	DaireRendon@house.mi.gov	Robin Naeyaert
Inman, Larry	R	104	10	5	S1388 AHOB	-1766	LarryInman@house.mi.gov	Brad McGuire
Cole, Triston	R	105	7, 8, 9, 10, 11	4, 5, 6	S1389 AHOB	-0829	TristonCole@house.mi.gov	Denise Pallarito
Allor, Sue	R	106	8, 9, 12	4, 6	S1485 AHOB	-0833	SueAllor@house.mi.gov	Jesse Osmer
Chatfield, Lee	R	107	6, 7, 8	3, 4, 5	S1486 AHOB	-2629	LeeChatfield@house.mi.gov	Anne Minard
LaFave Beau	R	108	3, 5	2	S1487 AHOB	-0156	BeauLaFave@house.mi.gov	Joe Aragona
Kivela, John	D	109	4, 5, 6	2, 3	S1488 AHOB	-0498	johnkivela@house.mi.gov	Craig Brunet
Dianda, Scott	D	110	1, 2, 3, 4	1, 2	S1489 AHOB	-0850	scottdianda@house.mi.gov	Curtis Audette

Mail for all MI Senators can be addressed to one of the following:

All phone numbers begin: (517) 373-xxxx

Binsfeld: Binsfeld Building
P.O. Box 30036
Lansing, MI 48909-7514

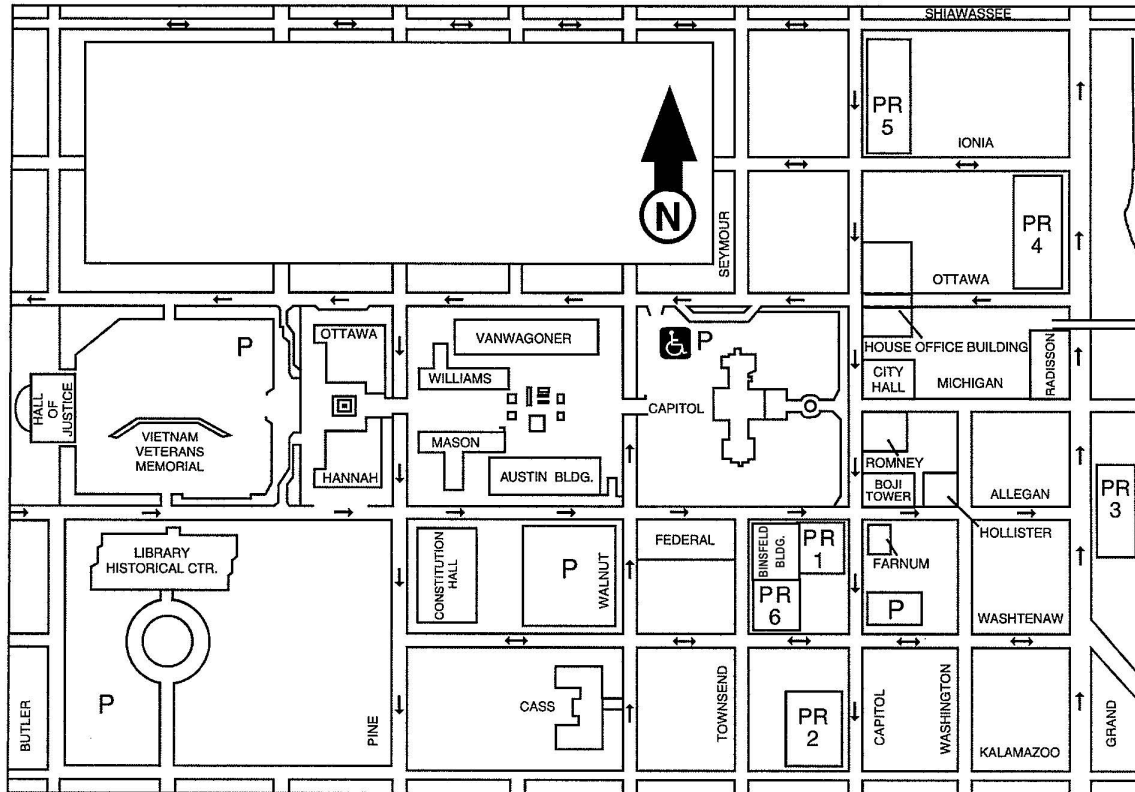
Capitol: Capitol Building
P.O. Box 30036
Lansing, MI 48909-7514

Michigan State Senators									
Name	Party	District	CEPD	Region	Address	Phone	Email	Chief of Staff	Scheduler
Young II, Coleman	D	1	41, 42	24, 25	4300 BB	-7346	SenCYoung@senate.michigan.gov	Jewell Gillespie	Jewell Gillespie
Johnson, Bert	D	2	41, 42	24, 25	3300 BB	-7748	SenBJohnson@senate.michigan.gov	Andrew Mutavdzija	Andrew Mutavdzija
Hood III, Morris	D	3	41, 42	24, 25	S-9 CB	-0990	SenMHood@senate.michigan.gov	Nathan Kark	Nathan Kark
Conyers, Ian	D	4	41, 42	24, 25	3500 BB	-7918	SenConyers@senate.michigan.gov	Delorean Holmes	Delorean Holmes
Knezek, David	D	5	41, 42	24, 25	5500 BB	-0994	SenDKnezek@senate.michigan.gov	Mike Malane	Zaineb Hussein
Hopgood, Hoon-Yung	D	6	41, 42	24, 25	4500 BB	-7800	SenHHopgood@senate.michigan.gov	Callie Abrams	Brianna Egan
Colbeck, Patrick	R	7	41, 42	24, 25	3400 BB	-7350	SenPColbeck@senate.michigan.gov	Jennifer Murray	Theresa Jasko
Brandenburg, Jack	R	8	40	16	7500 BB	-7670	SenJBrandenburg@senate.michigan.gov	Ken Matiyow	Ken Matiyow
Bieda, Steven	D	9	40	16	6300 BB	-8360	SenSBieda@senate.michigan.gov	Jerry Gill	Connie Platte
Rocca, Tory	R	10	40	16	3600 BB	-7315	SenTRocca@senate.michigan.gov	Scott Bean	Courtney Austin
Gregory, Vincent	D	11	39	18	6400 BB	-7888	SenVGregory@senate.michigan.gov	Karen Adams-Powell	Spencer Tobias
Marleau, Jim	R	12	39	18	S-2 CB	-2417	SenJMarleau@senate.michigan.gov	Thad Gormas	Mark Ashley
Knollenberg, Marty	R	13	39	18	3100 BB	-2523	SenMKnollenberg@senate.michigan.gov	Mike Murray	Shawn Ciavattone
Robertson, Dave	R	14	29, 39	15, 18	6500 BB	-1636	SenDRobertson@senate.michigan.gov	Erika Farley	Kirsten Della Santina
Kowall, Mike	R	15	39	18	S-309 CB	-1758	SenMKowall@senate.michigan.gov	Dave Biswas	Steve Sachs
Shirkey, Mike	R	16	36, 37, 46	21, 22	5300 BB	-5932	SenMShirkey@senate.michigan.gov	Greg Ostrander	Ben Kauffman
Zorn, Dale	R	17	44, 45	22, 25	5100 BB	-3543	SenDZorn@senate.michigan.gov	Paul Egnatuk	Angela Goble
Warren, Rebekah	D	18	43	23	7300 BB	-2406	SenRWWarren@senate.michigan.gov	Sarah Crumi	Annika Doner
Nofs, Mike	R	19	32, 36, 53	10, 13, 21	S-132 CB	-2426	SenMNofs@senate.michigan.gov	Greg Moore	Patty Pastor

Michigan State Senators									
Name	Party	District	CEPD	Region	Address	Phone	Email	Chief of Staff	Scheduler
O'Brien, Margaret	R	20	35	20	5400 BB	-5100	SenMOBrien@senate.michigan.gov	Stephanie Bogema	Alex Morris
Proos, John	R	21	47, 48, 49	19, 20	S-8 CB	-6960	SenJProos@senate.michigan.gov	Rebecca O'Connell	Rebecca O'Connell
Hune, Joe	R	22	38, 43	17, 23	6600 BB	-2420	SenJHune@senate.michigan.gov	Troy Tuggle	Theresa Grace
Hertel, Curtis	D	23	31	14	7600 BB	-1734	SenCHertel@senate.michigan.gov	Kathleen Farhat	Tom Flammer
Jones, Rick	R	24	30, 31, 51, 52	14, 15	4200 BB	-3447	SenRJones@senate.michigan.gov	Jessica Averill-Hammond	Brooke Corbin
Pavlov, Phil	R	25	25, 26, 27, 40	11, 16	6200 BB	-7708	SenPPavlov@senate.michigan.gov	Laura Haynes	Laura Haynes
Schuitmaker, Tonya	R	26	32, 34, 50	13, 19	7400 BB	-0793	SenTSchuitmaker@senate.michigan.gov	Rebecca DeVooght	Amanda Wright
Ananich, Jim	D	27	29	15	S-105 CB	-0142	SenJAnanich@senate.michigan.gov	John Mulcrone	Rosie Jones
MacGregor, Peter	R	28	32	13	5600 BB	-0797	SenPMacGregor@senate.michigan.gov	Patty Hertrich	Mike Van Harn
HildenBrand, Dave	R	29	32	13	S-324 CB	-1801	SenDHildenbrand@senate.michigan.gov	Fred Schaible	Laitin Schwerin
Meekhof, Arlan	R	30	33	12	S-106 CB	-6920	SenAMeekhof@senate.michigan.gov	Bob DeVries	Connor Spalding
Green, Mike	R	31	16, 24, 28	8, 11	6100 BB	-1777	SenMGreen@senate.michigan.gov	Emily Carney	Travis Howell
Horn, Ken	R	32	23, 29	8, 15	7200 BB	-1760	SenKHorn@senate.michigan.gov	Jamie Des Chenes	Brittany Miller
Emmons, Judy	R	33	15, 18, 19, 22	6, 7, 10	4400 BB	-3760	SenJEmmons@senate.michigan.gov	Laura Toy	Jackie Mosher
Hansen, Goeff	R	34	20, 21	7, 9	7100 BB	-1635	SenGHansen@senate.michigan.gov	Peter Wills	Katie Witkowski
Booher, Darwin	R	35	10, 13, 14	5, 7	3200 BB	-1725	SenDBooher@senate.michigan.gov	Patrick Tiedt	Patrick Tiedt
Stamas, Jim	R	36	8, 9, 11, 12, 15, 16, 17	4, 6, 8	5200 BB	-7946	SenJStamas@senate.michigan.gov	Brian Shoaf	Eric Somsel
Schmidt, Wayne	R	37	6, 7, 8, 10	3, 4, 5	4600 BB	-2413	SenWSchmidt@senate.michigan.gov	Connie Russell	Nick Bolger
Casperson, Tom	R	38	1, 2, 3, 4, 5	1, 2	4100 BB	-7840	SenTCasperson@senate.michigan.gov	Marty Fittante	Rob Winkleman

LANSING CAPITOL COMPLEX

Information Guide



PARKING

In addition to street parking, there are five parking ramps within three blocks of the Capitol.

1. Parking Ramp - corner of Capitol and Allegan
2. Parking Ramp - Capitol and Kalamazoo
3. Parking Ramp - intersection of Allegan and Grand
4. Parking Ramp - Ottawa and Grand
5. Parking Ramp - Capitol and Shiawassee
6. Parking Ramp - Townsend and Washtenaw

Capitol handicapper spaces are located north of the Capitol entrance off Ottawa Street

PR - Parking Ramp

P - Parking Lot

[illegible]

MICHIGAN'S 14 CONGRESSIONAL DISTRICTS
2011 Apportionment Plan

LAKE SUPERIOR

LAKE MICHIGAN

LAKE HURON

LAKE ERIE

Legend

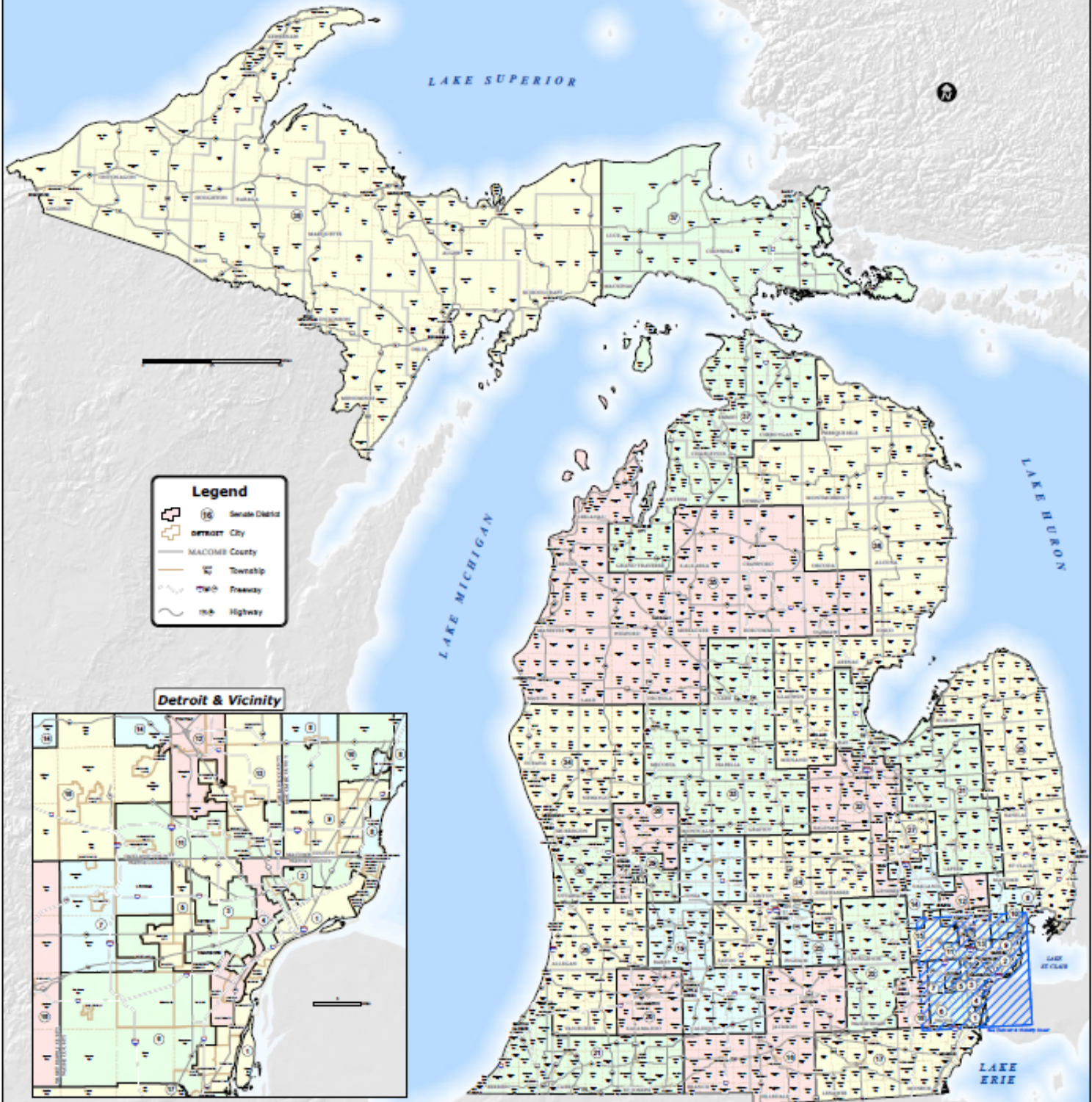
- Congressional District
- DETROIT City
- MACOMB County
- Township
- City
- Freeway
- Highway

Detroit & Vicinity

LAKE ST. CLAIR

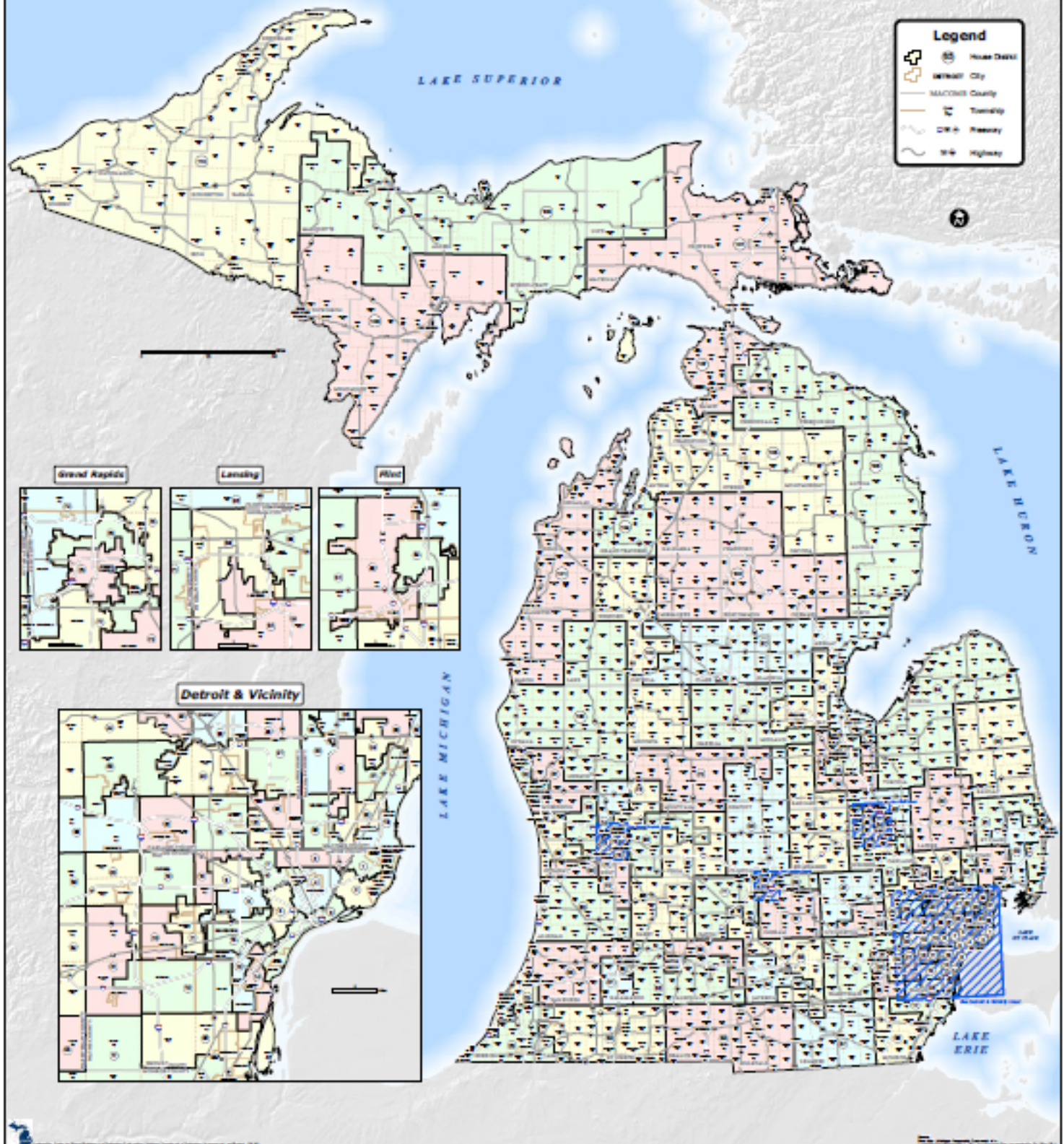
MICHIGAN'S 38 SENATE DISTRICTS

2011 Apportionment Plan

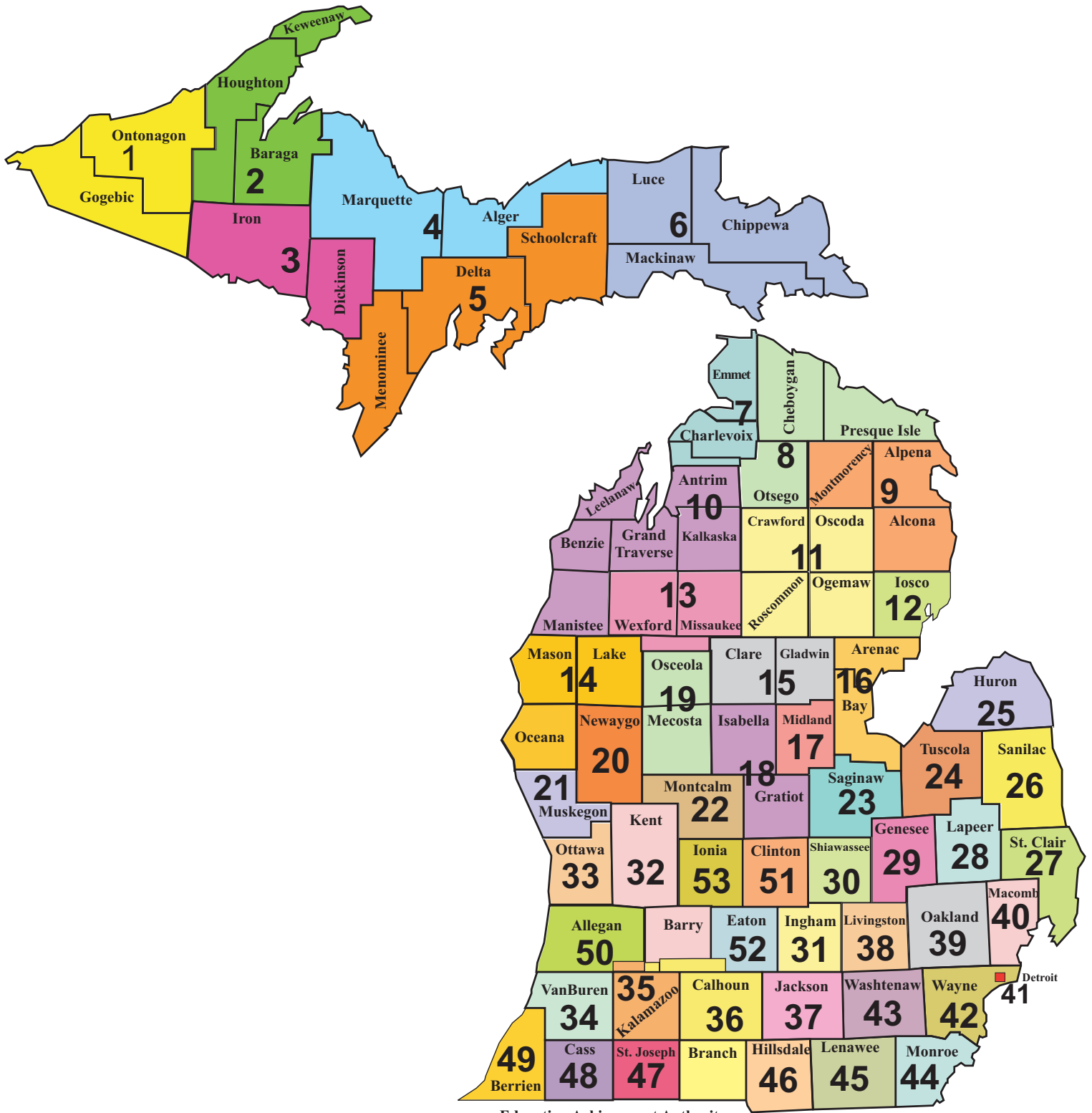


MICHIGAN'S 110 HOUSE DISTRICTS

2011 Apportionment Plan



Career Education Planning Districts

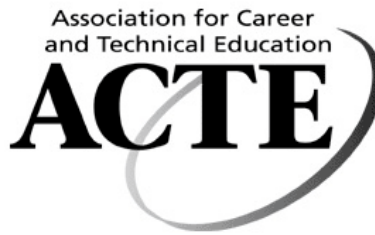


— Education Achievement Authority

THE CAMPAIGN FINANCE ACT

- All information disseminated by a district relating to a ballot proposal must be factual without expressly advocating for or against the proposal if district funds are used.
- Board members and school employees may engage in campaign activities which support or oppose a ballot proposal on their own time as long as district funds aren't used.
- A district may not give or loan paper, pencils, duplicating equipment, printing supplies and sundry items to a campaign committee supporting or opposing a ballot proposal.
- Leasing school facilities, including office space or phones, to a community group supporting or opposing a ballot proposal for the purpose of contacting voters is prohibited.
- The teachers' lounge, school bulletin boards, and other areas within a district building may not be used to disseminate literature supporting or opposing a ballot proposal even if it was printed by an outside organization.
- A school district may not use public resources to create and maintain Internet links to websites, organizations, commentary or editorials that expressly support or oppose a ballot proposal if the district does so for the purpose of influencing the outcome of the proposal.
- School buildings may be used for presentations supporting or opposing a ballot proposal after school hours pursuant to board policy. Care should be taken to ensure that facilities are equally available to both proponents and opponents and appropriate fees, if required by board policy, are administered consistently.
- Board members and school employees may use their own materials to draft letters to the editor to express their opinions on a ballot proposal.
- The occasional, incidental use of public resources by a superintendent to communicate his or her views on a ballot proposal to constituents or the media is permissible.
- A school official is prohibited from sending a mass email or mailing that expressly advocates for or against a ballot proposal.
- A school district may produce or disseminate debates, interviews or commentary regarding a ballot proposal if it's done in the regular course of broadcasting or publication (e.g., the normal, routine publication schedule of the broadcast or publication).
- A school board may discuss its support of or opposition to a ballot proposal at an open meeting as well as adopt a resolution supporting or opposing the proposal and record the resolution in the meeting minutes. However, the use of public resources to distribute or publicize the resolution beyond the regular provision of factual information regarding actions taken by the board is prohibited.
- Board members may wear T-shirts or buttons that support or oppose a ballot proposal at board meetings if not prohibited by policy. School employees may also wear these items at school if not prohibited by policy or the district's collective bargaining agreement.
- Unions and associations may communicate with their members about a ballot proposal by using school mailboxes provided that such communication is sent only to the collective bargaining representatives' members.

Excerpted/adapted from The Grassroots Advocacy Toolkit, [<http://gomasa.org/grass-roots-toolkit>] a publication of the Michigan Association of School Administrators and the Michigan Association of Intermediate School Administrators and their Government Relations Department.



WHAT IS CAREER AND TECHNICAL EDUCATION?

- Career and technical education (CTE) prepares both youth and adults for a wide range of careers and further educational opportunities. These careers may require varying levels of education—including industry-recognized credentials, postsecondary certificates, and two- and four-year degrees.
- CTE is offered in middle schools, high schools, area career and technical centers, community and technical colleges, and other postsecondary institutions.
- According to the U.S. Department of Education’s Office of Vocational and Adult Education, approximately 12 million students participated in secondary and postsecondary CTE programs supported by the Carl D. Perkins Act during the 2010-2011 school year.
- According to the U.S. Department of Education’s National Center for Education Statistics, almost all high school students participate in CTE, and more than half take three or more credits. About 60 percent of college students are involved in CTE programs, and more than 25 percent of the adult U.S. population participates in work-related training.
- CTE is at the forefront of preparing students to be “college- and career-ready.” CTE equips students with:
 - *core academic skills* and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities
 - *employability skills* (such as critical thinking and responsibility) that are essential in any career area
 - *job-specific, technical skills* related to a specific career pathway
- Within CTE, occupations and career specialties are grouped into Career Clusters®. Each of the 16 clusters is based on a set of common knowledge and skills that prepare learners for a full range of opportunities.
- Further specialization is achieved through comprehensive Programs of Study, which align academic and technical content in a coordinated, non-duplicative sequence of secondary and postsecondary courses, and lead to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree.
- Career and technical student organizations (CTSOs) are an integral part of CTE. CTSOs prepare young people to become productive citizens and leaders in their communities by providing unique programs of career and leadership development, motivation, and recognition for students enrolled, or previously enrolled, in CTE programs.

Career and Technical Education in Michigan

- At the secondary level, CTE is delivered through comprehensive high schools and area CTE centers, which provide high school students and adults with supplemental, half-day training programs in high-demand, high-wage technical careers. Career Education Planning Districts (CEPDs) typically parallel intermediate school district boundaries, facilitate regional planning and play a significant role in the collaborative delivery of CTE programs and services at the secondary level.
- At the postsecondary level, CTE is delivered through community colleges, four-year institutions that provide associate degrees and one tribal college.
- Learn more at MIACTE.org.

In school year 2014-2015, Michigan served **104,038** CTE high school students and **110,979** CTE postsecondary students.

In Fiscal Year 2015, Michigan received **\$37,070,412** in Perkins funding—about \$200,000 less than in 2014 and \$7.5 million less than in 2010.

Exemplary CTE Programs in Michigan

- The [Lansing Community College \(LCC\)](#) fire science program, offered at the West Campus, provides three options to become a firefighter. The Regional Fire Training Center at the LCC campus offers the Fire Science Academy Certificate Program, which prepares individuals in basic fire training and fitness and leads to certification by the Michigan Fire Fighters Training Council. The Fire Science/Basic EMT Associate Degree curriculum combines the Fire Academy and EMT Academy to prepare students in both areas. The Fire Science Technology Associate Degree, which also includes the Fire Academy, prepares individuals for careers in firefighting, fire investigation, consulting, industrial safety, and fire engineering and prevention. The curricula for both associate degrees are internationally accredited through the International Fire Service Accreditation Congress. Graduates of LCC account for a large majority of the region's police and fire personnel. (*Information from ACTE Techniques Magazine*)
- [Davis Aerospace Technical High School](#) is a specialized Detroit Public School, one of the few schools in the entire United States and the only public school in the state that has an approved Federal Aviation Administration (FAA) curriculum coupled with an in-house fleet of aircraft that are owned, operated and serviced by students and staff. Programs leading to FAA certification include aviation airframe, powerplant and avionics. In addition, the Davis Aerospace Flight Training program is one of only a handful of flight programs available to public school students in the United States. Students who excel in ground school, as well as their other high school classes, have the opportunity to obtain the flight time required to take the Private Pilot practical test to receive their Private Pilot License. The school's Partners In Education Program helps students make a direct connection between classroom learning and real-world experiences through exposure to career preparation, job shadowing, mentoring, practicum experiences, cooperative education and internship opportunities. (*Information from the [Davis Aerospace Technical High School](#) website*)

In school year 2014-2015:

- **96** percent of Michigan CTE high school students graduated
- **96** percent went on to postsecondary education, the workforce or the military
- **92** percent of Michigan CTE postsecondary students met performance goals for technical skills



CTE TODAY!



What is Career and Technical Education?

- Encompasses 94 percent of high school students and 8.4 million individuals seeking postsecondary certificates and associate degrees in CTE fields¹
- Includes high schools, career centers, community and technical colleges, four-year universities and more
- Educates students for a range of career options through 16 Career Clusters® and 79+ pathways
- Integrates with academics in a rigorous and relevant curriculum
- Features high school and postsecondary partnerships, enabling clear pathways to certifications and degrees
- Fulfills employer needs in high-skill, high-wage, high-demand areas
- Prepares students to be college- and career-ready by providing core academic skills, employability skills and technical, job-specific skills

Today's cutting-edge, rigorous and relevant career and technical education (CTE) prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.

CTE Works for High School Students

High school students involved in CTE are more engaged, perform better and graduate at higher rates.

- 81 percent of dropouts say relevant, real-world learning opportunities would have kept them in high school.²
- The average high school graduation rate for students concentrating in CTE programs is 93 percent, compared to a national adjusted cohort graduation rate of 80 percent.³
- More than 75 percent of secondary CTE investors pursued postsecondary education shortly after high school.⁴

CTE Works for College Students and Adults

Postsecondary CTE fosters postsecondary completion and prepares students and adults for in-demand careers.

- 4 out of 5 secondary CTE graduates who pursued postsecondary education after high school had earned a credential or were still enrolled two years later.⁵
- According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000.⁶
- 27 percent of people with less than an associate degree, including licenses and certificates, earn more than the average bachelor's degree recipient.⁷

CTE Works for the Economy

Investing in CTE yields big returns for state economies.

- In Wisconsin, taxpayers receive \$12.20 in benefits for every dollar invested in the technical college system.⁸
- In Washington, for every dollar invested in secondary CTE programs, taxpayers receive a \$9 return on investment.⁹
- In Tennessee, CTE returns \$2 for every \$1 invested. At the secondary level, CTE program completers account for more than \$13 million in annual tax revenues.¹⁰

CTE Works for Business

CTE addresses the needs of high-growth industries and helps close the skills gap.

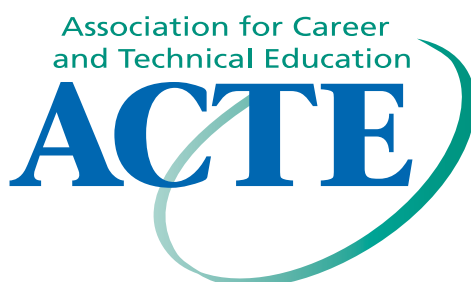
- The skilled trades are the hardest jobs to fill in the United States, with recent data citing 1,019,000 jobs open in the trade, transportation and utilities sector and 315,000 jobs open in manufacturing.¹¹
- Health care occupations, many of which require an associate degree or less, make up 12 of the 20 fastest growing occupations.¹²
- STEM occupations such as environmental engineering technicians require an associate degree and will experience faster than average job growth.¹³
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree.¹⁴

CTE TODAY!



Endnotes

1. U.S. Department of Education, National Center for Education Statistics, High School Transcript Study, 2009; U.S. Department of Education, National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study.
2. Bridgeland et al, *The Silent Epidemic: Perspectives of High School Dropouts*, Civic Enterprises in association with Peter D. Hart Research for the Bill and Melinda Gates Foundation, 2006.
3. U.S. Department of Education, Office of Career, Technical and Adult Education data; Civic Enterprises et al, *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic: Annual Update*, 2014.
4. U.S. Department of Education, National Center for Education Statistics, *High School and Beyond Longitudinal Study of 1980 Sophomores*, "High School Transcript Study"; National Education Longitudinal Study of 1988, "Second Follow-up, Transcript Survey, 1992" and "Third Follow-up, 1994"; and Education Longitudinal Study of 2002, "First Follow-up, High School Transcript Study, 2004" and "Second Follow-up, 2006," as cited in the *National Assessment of Career and Technical Education: Interim Report*, 2013.
5. Ibid.
6. Schneider, *Higher Education Pays: But a Lot More for Some Graduates Than for Others*, College Measures, 2013.
7. Harvard Graduate School of Education, *Pathways to Prosperity: Meeting the Challenge of Preparing Young Americans for the 21st Century*, 2011.
8. Wisconsin Technical College System, *The Technical College Effect*, 2014.
9. Washington State Workforce Training and Education Coordinating Board, *CTE 2015 Dashboard*.
10. Harrison et al, *The Economic Impact of Secondary and Postsecondary Career and Technical Education in Tennessee*, Sparks Bureau of Business and Economic Research and the University of Memphis, 2006.
11. ManpowerGroup, *Talent Shortage Survey Research Results*, 2015; U.S. Department of Labor, Bureau of Labor Statistics, Job Openings and Labor Turnover–September 2015, December 2015.
12. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*, Fastest Growing Occupations; U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*, Healthcare Occupations.
13. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook, 2014–15 Edition*.
14. Carnevale et al, *Recovery: Job Growth and Education Requirements Through 2020*, Georgetown University Center on Education and the Workforce, 2013.





CTE WORKS!



CTE Works for High School Students

- A ratio of one CTE class for every two academic classes minimizes the risk of students dropping out of high school. (Plank et al., *Dropping Out of High School and the Place of Career and Technical Education*, National Research Center for CTE, 2005)
- The more students participate in career and technical student organizations, the higher their academic motivation, academic engagement, grades, career self-efficacy, college aspirations and employability skills. (Alfeld et al., *Looking Inside the Black Box: The Value Added by Career and Technical Student Organizations to Students' High School Experience*, National Research Center for CTE, 2007)
- Students attending CTE high schools have demonstrated higher rates of on-time graduation and credit accumulation and a greater likelihood of successfully finishing a college preparatory mathematics sequence. (Neild et al., *The Academic Impacts of Career and Technical Schools: A Case Study of a Large Urban School District*, 2013)
- Eighty percent of students taking a college preparatory academic curriculum with rigorous CTE met college and career readiness goals, compared to only 63 percent of students taking the same academic core who did not experience rigorous CTE. (Southern Regional Education Board, *High Schools That Work 2012 Assessment*)
- CTE students were significantly more likely than their non-CTE counterparts to report developing problem-solving, project completion, research, math, college application, work-related, communication, time management and critical-thinking skills during

high school. The Society for Human Resource Management (SHRM) has identified employer demand for many of these skills. (Lekes et al., *CTE Pathway Programs, Academic Performance and the Transition to College and Career*, National Research Center for CTE, 2007; SHRM and WSJ.com/Careers, *Critical Skills Needs and Resources for the Changing Workforce*, 2008)

- The average high school graduation rate in 2012 for CTE concentrators was 93 percent, compared to the national adjusted cohort graduation rate of 80 percent. (Office of Career, Technical and Adult Education data; Civic Enterprises et al., *Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic: Annual Update*, 2014)
- Research has found that work-based learning helps students apply and extend classroom learning, gain motivation and understanding, explore careers and develop critical understanding of the work environment. (Alfeld et al., *Work-Based Learning Opportunities for High School Students*, National Research Center for CTE, 2013)

CTE Works for Postsecondary Students and Adults

- Students in programs that blend basic skills and occupational training are far more likely than similar adult students to improve basic skills and earn college-level credits. (Jenkins et al., *Educational Outcomes of I-BEST, Washington State Community and Technical College System's Integrated Basic Education and Skills Training Program: Findings from a Multivariate Analysis*, CCRC Working Paper No. 16, 2009)

- Participation in skills-training programs has increased wages and earnings, raised the probability and consistency of employment and led to work in higher-quality jobs. (Maguire et al., *Job Training That Works: Findings from the Sectoral Employment Impact Study*, Sectoral Employment Initiative: Public/Private Ventures (7), May 2009)
- Forty-three percent of young workers with licenses and certificates earn more than those with an associate degree; 27 percent of young workers with licenses and certificates earn more than those with a bachelor's degree; and 31 percent of young workers with associate degrees earn more than those with a bachelor's degree. (Georgetown University Center on Education and the Workforce, *Valuing Certificates*, Presentation, 2009)
- Business-education partnerships help adults build technical, academic and employability skills through education and on-the-job training. Examples include the Health Careers Collaborative in Cincinnati and the Georgia Power Electrical Lineworker Bootcamp, among many others. (Corporate Voices for Working Families, *A Talent Development Solution: Exploring Business Drivers and Returns in Learn and Earn Partnerships*, 2012)
- Postsecondary CTE concentrators achieve significantly higher earnings than those who majored in academic fields, particularly those employed in an industry related to their program of study. (Jacobson and Mokher, *Florida Study of Career and Technical Education*, 2014, as cited in the 2014 National Assessment of CTE Final Report)
- About 50 percent of all STEM jobs are open to workers with less than a bachelor's degree. (Rothwell, *The Hidden STEM Economy*, 2013)
- Shorter term credentials can be at least as valuable as bachelor's degrees. According to research in Texas, Colorado and Virginia, graduates with technical or applied science associate degrees out-earn bachelor's degree holders by \$2,000 to \$11,000. This is a high return on a modest investment—average tuition and fees for U.S. public two-year institutions are less than half of tuition and fees for four-year colleges. (Schneider, *Higher Education Pays*, College Measures, 2013; College Board, *Average Published Undergraduate Charges by Sector*, 2012–13)

CTE Works for Businesses and the Economy

- Skilled trade workers, teachers, administrative staff, nurses and technicians are some of the top jobs employers are having trouble filling in the U.S., and CTE plays a critical role in training workers in these areas. (Manpower Group, *Talent Shortage Survey Results*, 2015)
- Almost half of talent recruiters at Fortune 1000 companies report trouble finding qualified candidates with two-year STEM degrees. (Bayer Corporation, *Facts of Science Education XVI*, 2013)
- More than 80 percent of manufacturers report that talent shortages will impact their ability to meet customer demand. CTE plays a vital role in helping American businesses close the skills gap by building a competitive workforce for the 21st century. (Deloitte and The Manufacturing Institute, *The Skills Gap in US Manufacturing: 2015-2025 Outlook*, 2015)
- Middle-skill jobs, jobs that require education and training beyond high school but less than a bachelor's degree, are a significant part of the economy. Of the 55 million job openings created by 2020, 30 percent will require some college or a two-year associate degree. (Carnevale et al., *Recovery: Job Growth and Education Requirements Through 2020*, Georgetown University Center on Education and the Workforce, 2013)
- Communities across the nation benefit from CTE. In Washington, for every dollar spent on secondary CTE students, taxpayers receive a \$9 return on investment. Wisconsin taxpayers receive \$12.20 in benefits for every dollar invested in the technical college system. Los Angeles County's economy receives roughly \$9.1 billion annually from the Los Angeles Community College District. (Washington State Workforce Training and Education Coordinating Board, *CTE 2015 Dashboard*; Wisconsin Technical College System, *The Technical College Effect*, 2014; *Economic Contribution of the Los Angeles Community College District*, 2008)

GLOSSARY OF TERMS

Act (also known as Public Act)

A bill that has been approved by the Legislature and signed into law by the Governor, filed with the Secretary of State, and assigned a Public Act number.

Ad Hoc Committee

A committee appointed for a special purpose. An ad hoc committee automatically dissolves upon the completion of a specified task or at the end of a biennial session.

Adjournment

The conclusion of the day's session, until the next session day designated by the Legislature. The final adjournment, sine die, ends the year's session.

Adoption

Approval or acceptance by a house; applied to amendments, resolutions, and joint resolutions. This is in contrast to "pass", which means to enact a bill by the required number of votes.

Advice and Consent

A constitutional provision providing for confirmation by the Senate of certain appointments made by the Governor.

Agenda

Schedule of business proposed for each legislative day or for a committee or subcommittee meeting.

Amendment

A proposed change, addition, or deletion to a bill, joint resolution or resolution. Amendments may be offered by individual legislators or by a committee.

Analysis

A detailed description, generally in non-legal language, of a bill or joint resolution considered by the Legislature. Prepared by the House Legislative Analysis Section and the Senate Fiscal Agency Legislative Analysis Unit, analyses often contain background information on a bill or joint resolution and its fiscal implications, where appropriate.

Appropriations

The authorization to spend state and federal funds. Probably the most important function of the Legislature, appropriating money is carried out by passing bills which authorize units (departments, agencies, and institutions) of government to spend money for specified purposes.

Approved by Governor

Signature of the Governor on a bill passed by both houses of the Legislature.

At the Call of the Chair

A recess of the House or Senate which is ended by the presiding officer calling the body to order (usually very brief).

Bill

A proposed law introduced in the Legislature for consideration.

Bill History

A record of all the action on any given proposal. The term is also applied to action on resolutions and joint resolutions.

Bill Laid Over

A parliamentary procedure which allows a bill to lie over one day under the rules.

Bill Printed and Filed

Process by which copies of bills are made available to members and to the public. This is a formal notice and is printed in the House and Senate Journal by bill number, a joint resolution letter, and date of filing.

Calendar

The listing of bills, resolutions and other business items to be considered by the Senate or House. The calendars are published for each session day, and items are considered in the order listed unless changes are made during a session. The calendar also contains a list of future committee meetings and public hearings.

Call of the Senate or House

An order of the majority of members present to compel the attendance of all the members to their chamber. During a call of the House or Senate, the doors are closed, members are not permitted to leave the floor area, and the Sergeant-at-Arms (and occasionally the State Police) may be sent to bring absent members to the chambers.

Call the Question

A motion to halt debate on a question in order to begin the vote on the question. (Sometimes called "call the previous question" or "move the previous question.")

Caucus

Meeting of a group of legislators called on the basis of party affiliation or other interest. Caucuses are usually closed to staff, the media, and the public.

Chair

Presiding officer during session or Chair of a committee, subcommittee, or task force.

Chamber

Official hall for the meeting of a legislative body.

Clerk of the House

Parliamentarian for the House of Representatives. The person in this position performs numerous administrative and technical services, especially during House sessions. The Assistant Clerk of the House aids in performance of those duties.

Co-sponsor

Any member signed on, other than the prime sponsor, proposing any bill, joint resolution, or resolution. Each bill/joint resolution/resolution has a prime sponsor and co-sponsors.

Committee

A body of elected members delegated by the House or Senate to consider and make recommendations concerning disposition of bills, resolutions, and other related matters referred to it. Committees are appointed by the Speaker of the House or the Senate Majority Leader and are organized according to subject matter.

Committee Bill Record

The listing of bills and resolutions that have been referred to committees. The committee bill records also list any action taken on a bill or resolution by the committee. Both House and Senate committee bill records are updated daily while the chamber is in session.

Committee Chair

A member appointed by the Speaker of the House or the Senate Majority Leader to function as the parliamentary head of a standing or special committee.

Committee Meetings

Meetings by bodies of elected members delegated by the House or Senate to consider and make recommendations concerning disposition of bills, resolutions, and other related matters referred to them. Committees are appointed by the Speaker of the House or the Senate Majority Leader and are organized according to subject matter.

Committee of the Whole

A parliamentary procedure (in the Senate) in which the entire body becomes a committee for the purpose of working on a bill or joint resolution.

Committee Report

An official release from a committee of a bill or resolution with a specific recommendation or without recommendation.

Communication

Information transmitted between the two houses; and to and from them, the Governor, state agencies, or other public bodies.

Companion Bill

A bill which is part of a group or package of bills that is necessary to accomplish a single legislative goal. Companion bills are often tie-barred.

Compiled Laws

Database or book comprising all existing state laws up to a specific date.

Concur

Agreement on the part of one of the houses to the other's actions, or agreement by a house to the recommendation of a committee.

Concurrent Resolutions

A resolution expressing the sentiment or intent of both houses, on matters of interest of the Legislature, the State, and the Nation.

Conference Committee

A committee, consisting of three members from each house, which is appointed to resolve differences in a bill or resolution that has been passed in different versions in each house.

Conference Report

A report, signed by a majority of the conferees of each house, consisting of agreements reconciling the different versions of a bill passed by the House and Senate. A conference report must be approved in each house by the same number votes as it takes to pass the bill.

Consent Calendar

Noncontroversial bills in the House, or resolutions in the Senate, which are scheduled for action and are not subject to amendment or debate.

Constitution

The fundamental principles of the State that guarantees powers and duties of the government and guarantees certain rights to the people. Michigan's current State Constitution was adopted in 1963.

Constitutional Amendment

A Joint Resolution passed by both houses which affects the State Constitution and which requires approval by voters at a general election.

Convene

The meeting of the Legislature daily, weekly, and at the beginning of a session as provided by the Constitution or law.

Discharge

An action to relieve a committee of further jurisdiction over a bill or resolution that had been referred to it.

Effective Date

The date a law becomes binding, either upon a date specified in the law itself in combination with immediate effect, or in the absence of a specific date or immediate effect vote, 90 days after sine die adjournment. Immediate effect requires a vote of two thirds of the Members elected and serving.

Enrolled Bill

The final copy of a bill passed by the Legislature which is submitted to the Governor for signature. The enrolled bill is signed by the Clerk of the House and Secretary of the Senate before presentation.

Excused

Absence of a Member with permission of the body.

Executive Budget

Recommended allocation of state moneys presented by the Governor for consideration by the Legislature. The Executive Budget is normally submitted in January.

Executive Order

An order issued by the Governor. It may take several forms, but the types of Executive Orders most often of interest to the Legislature and possibly acted upon by the Legislature are those to re-organize State government pursuant to the Governor's constitutional re-organization powers or to reduce appropriation line items.

Extraordinary Vote

A vote that requires more than a majority of the members elected and serving for passage, such as requirements for a two-thirds or 3/4 majority.

Fiscal Year

An accounting period of 12 months which starts on October 1 in Michigan.

Five Day Rule-Appropriations

The House Rules prevent an appropriations bill from being read a second time until five days after the bill is reported out of the Appropriations Committee.

Five Day Rule-State Constitution

Michigan's State Constitution requires that all bills must be printed and in possession of the Members five days before they are passed.

Floor

That portion of the chamber of each body reserved during session for members and officers of the body and other persons who granted the privilege.

Gallery

Balconies of each chamber from which people may view proceedings of the Legislature.

General Orders

An order of business in which the Senate meets as a Committee of the Whole to consider a bill or joint resolution after the bill or joint resolution is reported out of committee back to the full Senate with the committee's recommendation. During General Orders, other amendments offered by other members of the Senate are considered, as well as advancement of the bill or joint resolution to the order of Third Reading of Bills for final passage or adoption.

Germane

A point of order raised by a member to question whether an amendment is relevant, appropriate, and in a natural and logical sequence to the subject matter to be included in the bill or resolution (or in discussions of the bill or resolution) before the body.

House Committee Bill Record

A House committee bill record is a report of all bills and resolutions that have been referred to that committee in the current session. There is one House Committee Bill Record for each standing committee.

House Journal or Senate Journal

An official chronological record of the action taken on all bills, joint resolutions, and resolutions and all proceedings of the respective houses. Journals are published for each day the House and Senate are in session.

House Minority Leader

Elected by the members of the House minority party to lead them. Included in this person's responsibilities are being the spokesperson for the minority party, nomination and consultation with the Speaker of the House on the appointment of minority members to committees, as well as other leadership responsibilities.

House of Representatives

One of the legislative bodies of Michigan's bicameral (two-house) Legislature, consisting of 110 Representatives elected for two-year terms. This body is commonly referred to as the "House." (By itself, the word "house" may refer either to the House of Representatives or the Senate.)

House or Senate Resolution

A resolution that takes effect after it is adopted by one house only.

Immediate effect

A vote to have a bill become effective immediately upon its approval by the Governor and filing with the Secretary of State or upon a date specified. If a bill is not given immediate effect, it takes effect in accordance with the constitutional provision that states no act shall take effect until the expiration of 90 days from the end of the session at which the bill was enacted. The motion to give a bill immediate effect requires a two-thirds vote in each house.

Immediate Passage

Motion allowing a bill to move from one order of business to the Order of Third Reading for passage on the same legislative day.

Initiative

The method of initiating legislation by the people. If sufficient signatures are certified by the State Board of Canvassers, the petition is sent to each house of the Legislature for action within 40 days. If not enacted by the Legislature, an initiative petition goes on the next general election ballot for action by the People. If adopted by the People, an initiated law may be amended by the Legislature by three-fourths vote of the Members elected and serving in each house.

Invocation

Prayer rendered at the beginning of a session.

Joint Committee

A committee of the Legislature composed of both Senate and House members.

Joint Convention or Joint Session

The assembling of both houses of the Legislature for a meeting. Joint conventions are normally held in the House Chamber.

Joint Resolutions

A document used to propose an amendment to the Michigan Constitution, to ratify an amendment to the Constitution of the United States, or to handle certain matters where power is solely vested in the Legislatures of the states by the United States Constitution. Joint resolutions used to propose amendments to the Michigan Constitution require a two-thirds majority in each house to pass. Joint resolutions are not considered by the Governor.

Joint Rules

Joint Rules governing relationships between and affecting matters between the two houses.

Journals

The official records of the actions of the House of Representatives and the Senate published following each day's session. Although not a verbatim account of what takes place on the floor, the journals record all actions, communication, and roll call votes. The journals are published in bound volumes for each year.

Laid Over

Under the rules, any items requiring publication in the journal before consideration must be postponed one day. The act of an item being laid over could also be accomplished by a motion to postpone consideration.

Lame Duck

Time that occurs whenever one legislative session meets after its successor is elected, but before the successor's term begins.

Leave of Absence

Permission granted by the legislative body to a member who wishes to be absent, usually for a specific period.

Legislative Auditor General

A constitutional officer appointed by majority vote of each house of the Legislature who conducts audits of all state agencies.

Legislative Council

A joint, bi-partisan committee which has a number of constitutional and statutory functions. One of its primary functions is oversight of the legal drafting, research, and editing staff for the Legislature.

Legislators

Elected Representative or Senator.

Line-item Veto

Power exercised by the Governor to veto specific items in an appropriation bill, while still signing the remainder of the bill into law.

Local Act

Legislation enacted into law that applies to a local unit of government only. It requires a two-thirds vote to pass.

Majority Elected and Serving

A number of members equal to one more than one-half of those members who are currently serving in a house.

Mason's Manual

A manual of legislative practice and procedure (similar to but not the same as Robert's Rules) used as a supplement to the State Constitution, the House or Senate Rules, Joint Rules, and statutes. The adopted parliamentary authority of the Legislature is Mason's Manual of Legislative Procedure.

Message from Senate or House

An official communication from the opposite house that is read into the official record. The most common message is related to bills.

Message from the Governor

An official communication from the Governor that is read into the official record and published in the Journals.

Messages

A portion of each session is set aside to formally receive and record communication from the opposite chamber (these primarily deal with bills and resolutions which have been acted upon). Messages also includes those communication of record received from the Governor pertaining to appointments, executive orders, signing bills and vetoes.

Michigan Compiled Laws

All existing general and permanent laws of the State.

Minutes

An accurate record of the proceedings of a committee meeting which are signed by the Chair and become part of the committee records for archival purposes.

Motion

A formal proposal submitted by a member of a legislative body requesting some action be taken by that body. Sometimes called questions, motions are categorized by the order (precedence) in which they must be considered.

Motion to Reconsider

A motion which, if adopted, places the question where a decision was just made in the same status it was prior to the vote on the question.

No Vote Explanation

A constitutional provision that permits any member to offer the reason for voting against any act or proceeding to be included in the journal as part of the record. The rules governing this constitutional right differ in the two houses.

Officers

That portion of the legislative staff elected by the membership. In Michigan, only the Clerk of the House and Secretary of the Senate are elected by the Membership.

Orders of Business

The order in which the House or Senate considers matters pending before it.

Out of Order

Not being conducted under proper parliamentary rules and procedures.

Parliamentary Inquiry

A question posed to the presiding officer which seeks clarification of a point in the proceedings.

Pass

To give a vote of final approval to a bill in either body. Also called "final passage."

Pass Temporarily

To defer consideration of a matter to later in the same legislative session day.

Passage of a Bill

Favorable action on a measure before either house. Most bills require only a majority of the Members elected and serving for passage.

Passed for the Day

Commonly-used wording for a motion to postpone consideration of an amendment, a bill or resolution until the next session day.

Pocket Veto

Failure of the Governor to sign a bill within the required 14 days of presentation after sine die adjournment.

Postpone Indefinitely

A form of final adverse disposition of a proposal for that session of the Legislature.

Postpone to a Day Certain

To deter consideration of a question to a definite later time or day.

Precedent

Interpretation or compilation of rulings by presiding officers on specific procedures or rules, and which are established by customs and practices.

President of the Senate

The Lieutenant Governor of Michigan who presides over Senate sessions. In his or her absence, the President pro tempore, Assistant President pro tempore, or Associate President pro tempore preside.

Presiding office

Person designated to preside at a legislative session.

Previous Question

A motion to bring the debate on a question to a close and to begin taking an immediate vote on that question.

Pro Tempore

The designated officer of the House or Senate acting in the absence of the regular presiding officer.

Prospectives

Documents containing prospective information pertinent to the section or statute language.

Provisionals

Documents containing provisional information pertinent to the section or statute language.

Public Acts

Bills that have been approved by the Legislature and signed into law by the Governor, filed with the Secretary of State, and assigned a Public Act number.

Public Hearing

A public meeting where legislators seek information on an issue or legislation. A public hearing differs from a regular committee meeting in that it is usually held at various locations throughout the state for the purpose of taking testimony and usually no votes are taken.

Quorum

The number of members which must be present in a session or a committee meeting (a majority of those elected and serving or a majority of the members on the committee) in order to conduct most business.

Re-Referral or Re-Committa

Sending a bill back to the committee from which it was reported.

Readings

The formal steps of consideration that a bill or joint resolution goes through. As in many legislative bodies across the country, each bill must be read three times in each house before becoming law. Rules of the Senate and House of Representatives provide that the first and second times may be by title only. However, the third time shall be in full, unless otherwise ordered unanimously by the Senate or 3/4 of the members serving in the House of Representatives. This is a constitutional requirement designed to make sure the citizens have notification of the bill before it becomes law.

Recall of a Bill

A motion which enables the originating house to recall an enrolled bill that has been presented to the Governor. Both houses must approve the recall before the message is sent to the Governor.

Recede

Withdrawing from an amendment or position on a matter.

Recess

A temporary interruption in the day's session or several days of session, during which no business is considered. Sometimes used in connection with a seasonal adjournment of the Legislature, as in "Spring recess."

Reconsideration

To re-vote on an issue. Motions to reconsider a vote most often apply to the final passage of a bill or adoption of a joint resolution. A motion to reconsider must be made within the next two legislative days in the Senate or in the next legislative day for the House. Without the suspension of rules, no question can be reconsidered more than once in the Senate or more than twice in the House.

Record

By custom, Members often request that the "record show" or that they be "recorded" in a certain way; these requests, if approved, are entered in the journal.

Record Roll Call Vote

A vote in which each member's "aye" or "nay" ("yes" or "no") is recorded, except during Committee of the Whole in the Senate. The vote on the passage of all bills must be by record roll call. The State Constitution provides that, with the request of at least 1/5 of the members present, any question may be decided by a roll call vote and recorded in the journal. In the Senate, no record roll call votes are permitted while the Committee of the Whole is meeting.

Referral

The sending or referring a bill or resolution to a committee.

Regular Session

The one-year period during which a Legislature carries on business. The Constitution of the State of Michigan of 1963 requires that each regular session start on the second Wednesday in January at 12:00 noon. Each regular session shall adjourn without day, on a day determined by concurrent resolution, at 12:00 noon.

Repeal

A method by which legislative action is revoked or abrogated.

Repeals

Repealed, expired, terminated, ineffective, executed, rescinded, rejected, and revoked documents.

Report

A report of a committee is a record of actions, attendance, amendments or substitutes, and/or recommendations.

Report Out

To approve a bill, joint resolution, or resolution in committee and refer it to the full house for action.

Request the Return of a Bill

The motion which is used to ask the opposing house to return a bill, resolution or joint resolution to the requesting house. This may also be made to the Governor by both houses acting jointly.

Resolutions

A document expressing the will of the House or the Senate (or both, in the case of concurrent resolutions). Resolutions are used to urge state agencies or the Congress to take certain actions; to formally approve certain plans of governmental agencies; to conduct certain legislative business; or to establish study committees to examine issues. Some resolutions are also offered by members as an expression of congratulations, commemoration or tribute to an individual or group.

Roll Call

The recorded vote on an issue before the body; either by an electronic tabulating machine or by voice vote.

Rule Suspension

Temporarily set aside a rule.

Rules

Pursuant to the State Constitution, both the House and the Senate operate under their own set of rules, which specify the operations of the chamber and the procedures of session, including the actions involved in each stage of the lawmaking process. For matters involving both houses (such as conference committees), there are Joint Rules of the Senate and House of Representatives.

Same As

Identical bills introduced into both the House and Senate. The purpose of "same as" bills is to expedite progress by allowing simultaneous consideration.

Secretary of the Senate

The Senate's chief administrative officer and parliamentarian. The person in this position performs numerous administrative and technical services, especially during Senate sessions. The Assistant Secretary of the Senate aids in performance of those duties.

Select Committee

Committee appointed to consider and make recommendations for specific proposals.

Senate

One of the two legislative bodies that make up the bicameral (two-house) Michigan Legislature. The Senate consists of 38 members elected to four-year terms.

Senate Majority Leader

Elected by the members of the Senate majority party to lead the Senate. Included in this person's responsibilities are spokesperson for the Majority party, the appointment of members to committees, as well as numerous administrative responsibilities.

Senate Minority Leader

Elected by members of the Senate minority party to lead them. Included in this person's responsibilities is the spokesperson for the minority party, nomination and consultation with the Senate Majority Leader on the appointment of minority members to committees, as well as other leadership responsibilities.

Separate Amendments

Procedure to vote on amendments separately or in groups smaller than introduced.

Session

Period during which the Legislature meets. Regular - the yearly session; Special - a session called by the Governor and limited to matters specified in advance; Daily - each day's meeting; Joint - meeting of the two legislative bodies together.

Session Schedules

A schedule for the period during which the Legislature meets. Regular Session- the yearly session; Special Session - a session called by the Governor and limited to matters specified in advance; Daily Session - each day's meeting; Joint Session - meeting of the two legislative bodies together.

Simple Majority

A majority of those members who cast a vote on any particular question.

Sine Die

A Latin phrase that means "without day" or "without a day" set to reconvene. The Constitution of the State of Michigan of 1963 requires that the Legislature adjourn sine die as the final adjournment each year of a regular session. Adjournment must be at 12:00 noon on a day set by concurrent resolution.

Speaker of the House

Elected by the membership of the House of Representatives to lead that body. Included in this person's responsibilities is spokesperson for the Majority party, the appointment of members to committees as well as numerous administrative responsibilities. In the absence of the Speaker, the Speaker pro tempore or the Associate Speaker pro tempore preside.

Special Order

Matter of business set for consideration on a designated date.

Sponsor

A Representative or Senator who presents a matter for consideration. Co-sponsors are those who subsequently sign a bill or resolution.

Standing Committees

The committees of the House and Senate which function throughout the two-year Legislature. There are standing committees established by statute with specific responsibilities, although most standing committees are established by rule. Standing committees consider bills and resolutions, and are the heart of the lawmaking process.

Status

A brief digest describing a bill or resolution, along with a history of what actions have been taken on the bill or resolution.

Statutory Committee

A committee created by statute.

Strike Out

A term used to take out existing language in the law or in a bill or resolution.

Subcommittee

A part of a larger committee that is given responsibilities by the full committee.

Substitute or Sub

Another version of a bill, joint resolution or resolution, that incorporates into one document a substantial number of amendments to the original. House substitutes are offered by a committee or member in the House; Senate substitutes are offered by a committee or member in the Senate. Multiple substitutes may be offered in each body to the same original item, so each is referred to by its designation, i.e., "House Substitute (H-3)" or "Senate Substitute (S-2)."

Supplemental Appropriation

Adjustment of funds allocated over an original appropriation. This is done by legislation. A bill appropriating funds to programs for which the original fiscal year appropriation was insufficient.

Suspend the Rules

An action limited in scope and time, that permits a body to follow a course of action unhampered by the provisions in its rules.

Tie-bar

A device to condition the effectiveness of legislation on the enactment or passage of other specified legislation.

Title

A concise statement of the contents of a bill.

To Table

To postpone consideration of an item or motion for the time being or indefinitely. Consideration of items placed on the table can be resumed only by a successful motion to remove them from the table.

Unanimous consent

Request granted by a legislative body with no dissension or objections.

Veto

An action of the Governor rejecting a measure passed by the Legislature. A Governor's veto of a bill may be reconsidered by both houses, and if the bill is then passed by a two-thirds majority in each house, the veto is overridden and the measure becomes law.

Veto Override

To pass a bill over Governor's veto. This requires a two-thirds vote of the Members elected and serving.

Voice Vote

Oral expression of the Members when a question is submitted for their determination. Response is given by "ayes" and "nays" and the presiding officer states his decision as to which side prevailed.

Without Objection

A presiding officer may place a motion before the body so that it takes effect "without objection." If no member makes an objection, the motion is approved. A vote of this type also is referred to as unanimous consent.

Without Recommendation

A committee report on a bill or resolution which is neither favorable or unfavorable. In the Senate, such committee reports automatically places an item on the table.

Yeas and Nays

A recorded vote that shows the names and votes of each member of a legislative body on an issue. Pursuant to the State Constitution, with the support of 1/5 of the members present, a member of a legislative body can request a record roll call vote on any question.



