

No. 35
STATE OF MICHIGAN
Journal of the Senate
96th Legislature
REGULAR SESSION OF 2011

Senate Chamber, Lansing, Thursday, April 28, 2011.

10:00 a.m.

The Senate was called to order by the President pro tempore, Senator Tonya Schuitmaker.

The roll was called by the Secretary of the Senate, who announced that a quorum was present.

Anderson—present
Bieda—present
Booher—present
Brandenburg—present
Casperson—present
Caswell—present
Colbeck—present
Emmons—present
Gleason—present
Green—present
Gregory—present
Hansen—present
Hildenbrand—present

Hood—present
Hopgood—present
Hune—present
Hunter—present
Jansen—present
Johnson—present
Jones—present
Kahn—present
Kowall—present
Marleau—present
Meekhof—present
Moolenaar—present
Nofs—present

Pappageorge—excused
Pavlov—present
Proos—present
Richardville—present
Robertson—present
Rocca—present
Schuitmaker—present
Smith—present
Walker—present
Warren—present
Whitmer—present
Young—present

Reverend Jimmy Womack, State Representative of the 7th District, offered the following invocation:

Eternal God, before the mountains were formed and ever Thou had formed the earth and the world, even from everlasting to everlasting, Thou art God. We thank You, dear Lord, for this new day and another opportunity to do Your will. As we prepare to make important decisions on behalf of our individual constituents and on behalf of all the residents of the great state of Michigan, may we be empowered by the spirit of Your love, enlightened by the wisdom of Your grace, and forgiven for our shortcomings and, perhaps misguided, the well-meaning decisions by the benevolence of Your mercy.

Giving all honor and glory to Thee, our Creator and Sustainer, our Alpha and Omega, let all those who believe say, Amen.

The President pro tempore, Senator Schuitmaker, led the members of the Senate in recital of the *Pledge of Allegiance*.

Motions and Communications

Senator Nofs entered the Senate Chamber.

The following communications were received and read:

Office of the Auditor General

April 25, 2011

Enclosed is a copy of the following management letter:

Management letter related to our audit of the State of Michigan Comprehensive Annual Financial Report, State Budget Office, Department of Technology, Management & Budget.

April 26, 2011

Enclosed is a copy of the following audit report:
Performance audit of Macomb Community College.

Auditor General

The management letter and audit report were referred to the Committee on Government Operations.

Senator Meekhof moved that Senator Pappageorge be excused from today's session.
The motion prevailed.

Senator Hopgood moved that Senators Hunter, Hood, Whitmer and Young be temporarily excused from today's session.
The motion prevailed.

The Secretary announced that the following House bills were received in the Senate and filed on Wednesday, April 27:
House Bill Nos. 4415 4441 4442 4443

The Secretary announced that the following official bills were printed on Wednesday, April 27, and are available at the legislative website:

Senate Bill Nos.	335	336	337	338	339	340	341	342	343	344	345	346
House Bill Nos.	4580	4581	4582	4583	4584							

Messages from the Governor

The following message from the Governor was received:

Date: April 26, 2011
Time: 3:14 p.m.

To the President of the Senate:

Sir—I have this day approved and signed

Enrolled Senate Bill No. 144 (Public Act No. 22), being

An act to amend 1984 PA 270, entitled "An act relating to the economic development of this state; to create the Michigan strategic fund and to prescribe its powers and duties; to transfer and provide for the acquisition and succession to the rights, properties, obligations, and duties of the job development authority and the Michigan economic development authority

to the Michigan strategic fund; to provide for the expenditure of proceeds in certain funds to which the Michigan strategic fund succeeds in ownership; to provide for the issuance of, and terms and conditions for, certain notes and bonds of the Michigan strategic fund; to create certain boards and funds; to create certain permanent funds; to exempt the property, income, and operation of the fund and its bonds and notes, and the interest thereon, from certain taxes; to provide for the creation of certain centers within and for the purposes of the Michigan strategic fund; to provide for the creation and funding of certain accounts for certain purposes; to impose certain powers and duties upon certain officials, departments, and authorities of this state; to make certain loans, grants, and investments; to provide penalties; to make an appropriation; and to repeal acts and parts of acts," by amending section 88a (MCL 125.2088a), as amended by 2006 PA 639.

(Filed with the Secretary of State on April 27, 2011, at 1:07 p.m.)

Respectfully,
Rick Snyder
Governor

The following message from the Governor was received:

April 27, 2011

Attached is a copy of my Special Message on Education Reform to the First Session of the 96th Michigan Legislature. This message transmitting information on the affairs of state and recommending measures I consider necessary and desirable is presented to the Michigan Senate pursuant to Section 17 of Article V of the Michigan Constitution of 1963.

Sincerely,
Rick Snyder
Governor

The special message is as follows:

April 27, 2011

One of Michigan's most pressing responsibilities is ensuring that students are prepared to enter the work force and to take advantage of new opportunities as our economy grows. Michigan's future is absolutely dependent on making our education system a success for our students, our teachers, our parents and our economy.

Our education system must position our children to compete globally in a knowledge-based economy. To prepare and train the next generation of workers, Michigan needs a capable, nimble and innovative work force that can adapt to the needs of the emerging knowledge-based economy and compete with any nation.

To accomplish that, Michigan's education system must be reshaped so that all students learn at high levels and are fully prepared to enter the work force or attend college. They must think and act innovatively, demonstrate high performance, and meet the highest expectations. In addition, our students must leave high school with the skills to make sound financial decisions and demonstrate a basic understanding of personal finance.

We have begun this ascent by implementing one of the most rigorous sets of content and assessment standards and high-school graduation requirements in the nation. We have adopted strategies to improve school nutrition and lower the dropout rate, while encouraging school districts to embrace innovative ways to educate students. I commend the State Board of Education and Michigan Department of Education (MDE) for taking these steps.

Results are promising. We have seen improved Michigan Educational Assessment Program (MEAP) test scores over the past three years, American College Testing (ACT) scores, lower dropout rates and healthier students who show their eagerness to learn.

But to compete on a world-wide scale, our education system must evolve from one that served us well in the past to one that embraces the challenges and opportunities of the new century. A grammar school education once suited the agrarian age, and a high-school education suited the assembly line age. A high-quality post-secondary education is needed for the technology age.

Michigan's education system is not giving our taxpayers, our teachers, or our students the return on investment we deserve. In spite of the fact that we rank 21st in the country in total current expenditures per pupil according to the most recent data of the National Center for Education Statistics (NCES), consider the following:

- Less than 50% of our students are proficient in writing across grades based on fall 2010 MEAP data in grades 4 and 7, and spring 2010 Michigan Merit Examination (MME) data for grade 11
- In National Assessment of Educational Progress (NAEP) testing for grade 4 math we rank 39th; for grade 4 reading we rank 34th; for grade 8 math we rank 37th; and, for grade 8 reading we rank 33rd (NCES)
- Only 16% of all students statewide are college-ready based on the ACT taken in spring 2010 as a part of the MME
- 238 Michigan high schools have zero college-ready students in all subjects based on the spring 2010 ACT test

We can - indeed we must - do better.

Change does not have to create adversaries; it can create partners committed to a better future.

The vast majority of Michigan educators and teachers are hard-working and committed to a prosperous future for their students. And, Michigan has a long history of effective collaboration between labor and management.

The proposals in this message can all be achieved in our present system of collective bargaining for teachers and other school employees. When it comes to educating our young people for the 21st century, all of us in Michigan—parents, educators, school boards, the business community, public servants and citizens—share an enormous responsibility to help Michigan’s next generation succeed. We must all step up to that responsibility.

In this special message I will outline a plan for Michigan’s future that rewards outcomes and performance. We can no longer tolerate a system where either schools or students are rewarded for just showing up.

Garnering input from a wide variety of education stakeholders - educators, education associations, business leaders, private foundations and agencies, and the State Board of Education - these policy proposals will drive high expectations for an emerging system of schools and educators. They will provide transparency, detailed information and genuine choice for families. They will jettison the status quo that has too often accepted mediocrity and, at times, resulted in failure for our children and state.

Early Childhood Development

Preparing children for optimal learning and quality achievement in school actually begins at conception. Brain development begins early in a pregnancy. Threats, such as alcohol or malnutrition, can have a negative or even irreversible effect on the developing brain. Premature birth and low birth weight also can have lasting effects on a child. Early childhood is a time of remarkable brain growth that affects a child’s development and readiness for school.

According to Michigan kindergarten teachers, on average, only 65% of children entered kindergarten classrooms this year ready to learn the curriculum. This “readiness gap” often begins at birth and continues until school entry. It can lead to an achievement gap that persists through each year of school.

Seventy percent of Michigan fourth graders scored below the proficient reading level on the NAEP in 2009 (the most recent available data), placing Michigan 34th of the 50 states. Until the end of third grade, children are *learning to read*. Fourth grade students need to be able to *read to learn*. Children who cannot meet NAEP proficiency levels, especially low income children, are likely to end up not completing high school, becoming adults who struggle to qualify for even the lowest skill, lowest paying jobs. The result for Michigan: a lack of competitiveness in the global marketplace and a significant portion of the population without hope for a prosperous future.

Our goal must be to create a coherent system of health and early learning that aligns, integrates and coordinates Michigan’s investments from prenatal to third grade. This will help assure Michigan has a vibrant economy, a ready work force, a pool of people who demonstrate consistently high educational attainment, and a reputation as one of the best states in the country to raise a child.

Today, Michigan’s approach to investing in school readiness and early elementary success is not values-based or founded on sound scientific or economic evidence. Research confirms that the developmental needs of children are interrelated, yet we invest in a variety of fragmented, segmented and highly specialized programs. Michigan programs that serve children and families in the prenatal to third grade period are spread across multiple state departments and each department delivers programs based on its own culture, outcomes and goals. Currently, there are 84 separate funding streams scattered across state government that deal with early childhood. Programs operate with varying levels and types of accountability, inconsistently assess quality and lack capacity to measure or report results.

To remedy this, I am proposing the consolidation of early childhood programs and resources into a single office of early childhood focused on maximizing child outcomes, reducing duplication and administrative overhead and reinvesting resources from efficiencies into quality improvement and service delivery.

Our cohesive strategy starts with an Executive Order that combines the Office of Child Development and Care currently at the Department of Human Services with the Office of Early Childhood Education and Family Services at the Michigan Department of Education.

The new *Michigan Office of Great Start - Early Childhood* will be located at the Department of Education and will coordinate all 84 separate early childhood funding streams currently managed throughout various state government agencies. Programs that will become a part of the *Office of Great Start* in the initial phase will include: Great Start School Readiness, Great Parents/Great Start, Preschool Special Education, Child Care Licensing, Head Start State Collaboration, Child Care and Development Program, and Early On.

This new office will refocus the state’s early childhood investment, policy and administrative structures by adopting a single set of early childhood outcomes. All public investments will be assessed against a single set of early childhood outcomes as follows:

- Children born healthy
- Children healthy, thriving, and developmentally on track from birth to third grade
- Children developmentally ready to succeed in school at the time of school entry
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade

Michigan government, business and foundation leaders agreed several years ago on the need for early childhood investment and the necessity of a new approach in order to close the readiness gap. They asserted that neither government alone, nor the private sector acting unilaterally, is able to change the trajectory of school readiness. A bridge is needed to connect the

sectors. To that end, the Early Childhood Investment Corporation (ECIC) was created to be more flexible and nimble than government, and be more aligned with state and federal opportunities than the private and nonprofit sectors.

The *Michigan Office of Great Start - Early Childhood* working hand-in-hand with the private sector, through ECIC, will create a dynamic partnership aimed at maximizing public and private investment in the service of Michigan's children.

All human behaviors, from work force abilities to social skills build on capacities developed during childhood, beginning at birth. The early development of cognitive skills, emotional well-being, social competence, and robust physical and mental health is the foundation for school success. These abilities are the critical prerequisites for economic productivity and responsible citizenship throughout life.

Michigan must change to support these realities. We know too much about the first five years of life to continue to invest as though learning begins at the kindergarten door rather than at birth. Government, the private and nonprofit sectors, and ECIC all have critical roles to play.

Performance-Based System of Schools

Michigan needs to drive toward a system of higher expectations for its system of schools and educators. We need a performance-based education system that will meet the 21st century education needs of all students. Innovation and educational entrepreneurship must be cultivated through improved models of instruction across the state. There must be greater choice for students and parents and greater responsibility and accountability at the individual school level for student growth.

Funding

The core of a performance-based education system must be a statewide school funding model based upon student proficiency and academic growth. Our school system should be dedicated to student outcomes. Reshaping education in Michigan and developing a performance-based system of schools demands that we rethink the way we fund education. Today, the state sends a full foundation allowance to school districts based entirely on attendance figures taken twice a year. These "count days" have become synonymous with pizza parties and prize offers as schools are compelled to get high attendance counts to maximize their funding. Accurate head counts are very important, but should not be the only factor in determining school funding levels. Instead, our statewide school funding should also be based upon academic growth, and not just whether a student enrolls and sits at a desk.

I propose that a portion of state school aid be tied to the academic achievement of a school district for 2013 and beyond. This funding model will increase academic growth and the college and career readiness of our students by allocating scarce resources to districts that make the biggest gains.

In my 2013 budget message, I will be proposing that school districts receive a bonus beyond the per pupil state foundation allowance for demonstrating student growth in reading, math and other MDE selected subjects. This funding should be allocated to districts for students who show an average of at least one year of growth per year of instruction. By rewarding growth, and not only proficiency, students who have fallen behind their grade level are not forgotten. Instead, they are viewed as having the most to gain.

In my executive budget recommendation in February, I also proposed that in fiscal year 2013 a portion of the state foundation allowance be allocated to school districts that pay no more than 80% of employee health care premiums or control costs in other ways. Local school dashboards and school district accountability and transparency metrics also will be part of the funding discussion.

The State Superintendent is implementing new data collection systems to better document yearly student growth and proficiency. This type of student testing and data collection serves more than one purpose. In addition to helping educate our kids, this new testing will make Michigan more competitive for federal funding from Washington.

Public Charter Schools

Public charter schools in Michigan were first established in 1994. At the time they were an innovative concept, but because they were new, restrictions were placed on their establishment. Today, many of those restrictions do not make sense. In order to create dynamic, performance-based school districts in Michigan we need to challenge the status quo. Charter schools play an important role by offering an alternative education option to parents and students, particularly in our struggling districts. We need to increase the number of charter schools in Michigan to help attract the top charter operators from across the nation and encourage more choice at the local level.

Therefore, I am proposing that any caps limiting the number of charter schools in districts with at least one academically failing school be removed. This will allow for more charters in areas where additional education options are needed the most.

Another issue hampering the recruitment of nationally prominent charter school operators is that a charter board can oversee only one building under current law. It is difficult to rationalize this restriction when we allow a local board of education oversight of an entire school district. The legislature should allow top performing charter school boards to oversee more than one school.

A strong system of schools that is funded for outcomes will generate performance-based schools. I expect charter schools in Michigan to be held to the same rigorous standard as any other public school.

Accountability and Empowerment

In my State of the State address, I presented a dashboard for the state of Michigan. It includes a variety of metrics that illustrate how our state is performing in areas such as public safety, economic strength, and quality of life. Today, I am

unveiling the “State of Education in Michigan” dashboard that will serve as our statewide report card on education. The dashboard includes metrics from public K-12 education, community colleges and universities to provide a snapshot of education in Michigan. As an example, many parents may be surprised to learn that 61% of community college students require developmental coursework in order to be successful at the college level. That is unacceptable.

Many of the public education metrics are derived from data contained in the Center for Educational Performance Information database. This system of reporting will allow local districts and eventually school-level dashboards to be created with these and other data points.

Accountability and transparency should apply to every part of our education system, not just local school districts. Over \$2 billion flows through intermediate school districts (ISDs) in Michigan. In 2010, they employed over 15,000 people. In many cases, there has been a difference of opinion between what services should be provided by local school districts and what should be provided by the ISD.

I am convinced that significant savings can be achieved if business and administrative functions are consolidated. I propose that by the 2012 school year, an ISD should be able to bid on any service a local district provides outside the classroom. Alternatively, a local district should be able to bid on any service an ISD provides for the entire intermediate school district if it can provide the same quality of service for everyone at a better cost. An open bidding process that is public and transparent will ensure value for the taxpayer and that Michigan is spending as much money as possible inside the classroom.

At every level we need to place the bright light of public scrutiny on the measures of success or failure that will drive a better future for Michigan.

But just measuring and reassigning responsibility is not enough. Districts and schools must be held accountable for student outcomes. In Michigan, 238 high schools did not produce a single student proficient in math or reading last year, yet every one of those schools is accredited. Michigan needs a school accreditation system that finally brings light to this issue in a responsible way. I urge the legislature to adopt new standards so we can have an honest assessment of where our schools stand.

In every school district, transparency, accountability and empowerment in the classroom are critical.

However, in a number of districts, additional attention is required. We have 23 school districts that are over \$1 million in deficit. Combined, these financially distressed districts have an operating deficit of about \$440 million. Students and families in these districts cannot wait for a long-term, viable education system.

Young people in these struggling districts need a financially sustainable education system under which it is possible for both students and teachers to succeed. They need a system that efficiently directs limited taxpayer dollars toward smart, research-based efforts proven to help all students perform at dramatically higher academic levels. And, they need a system that holds every teacher and school administrator at the state, intermediate and local level accountable for student gains in the classroom, while also empowering them to get there with the autonomy, student data, instructional tools and meaningful support they require.

We must tap every available resource, continually assess the best of what is happening in the education field and swiftly find permanent solutions to the crises in these districts.

The time has come to stop the benign acceptance of non-performance in these districts. Soon, I will be applying the new Emergency Manager legislation for those districts that continue to fail financially and academically and take no steps to eliminate the drain on community financial resources and student academic achievement. This will include the announcement of a new Emergency Manager for Detroit Public Schools shortly.

School Safety

We must ensure that Michigan students’ opportunities are not diminished because we fail to provide them with a safe and secure learning environment. Forty-five states already have passed laws to address the problem of bullying in schools. It is time for Michigan to join them.

The harm caused by bullying is not under debate. Studies have long shown that it leads to low self-esteem, depression, poor academic achievement, truancy, and even suicide. School is not a house of learning for a bullying victim; it is a house of pain. A bullied student is not only being tormented; he or she is being denied an equal opportunity to a quality education.

Even the home is no longer a refuge for the bullying victim. Much of bullying today takes place on the internet, cell phone text services and by other electronic means. Such “cyber bullying” may not always take place on school property or during school hours, but when it is between students it must be recognized as a school issue. And because bullying is a school issue, it must be dealt with in school – before it becomes a law enforcement issue.

Many Michigan schools already have good anti-bullying policies in place and we need to ensure that every school has one. School policies cannot be designed to only cover some students – every school must protect every student. And, as adults, we need to be clear in both word and deed – bullying is always wrong.

I am asking the legislature to pass a comprehensive anti-bullying bill that will be in place for the next school year. The bill need not tell each school how to deal with bullying, but it must require that they have clear policies to do so. The State Board of Education already has developed a model policy that every district can look to as they develop their own.

Michigan students should not suffer because we fail to act.

Any Time, Any Place, Any Way, Any Pace Program

Choice

Today, I am proposing a new “Any Time, Any Place, Any Way, Any Pace” public school learning model. Michigan’s state foundation allowance should not be exclusively tied to the school district a child attends. Instead, funding needs to follow the student. This will help facilitate dual enrollment, blended learning, on-line education and early college attendance. Education opportunities should be available 24 hours a day, 365 days a year.

A model of proficiency-based funding rather than “seat time” requirements will foster more free market ideas for public schools in Michigan. This includes mandatory “schools of choice” for every public school district. Providing open access to a quality education without boundaries is essential. Resident students in every district should have first choice to enroll, but no longer should school districts be allowed to opt out from accepting out-of-district students. In the event more out-of-district students wish to enroll than space allows, the school should conduct a random lottery to determine acceptance. I will propose legislation to accomplish this change.

By introducing an education system that offers unfettered flexibility and adaptability for student learning models and styles, we will break down the status quo on how, when, and where students learn.

We must minimize all state and local barriers that hinder innovation at the local level, including seat time regulations, length of school year, length of school day and week, and the traditional configurations of classrooms and instruction. Blended learning models, where students receive instruction from high quality online educators, along with face-to-face instruction from high quality classroom teachers should be encouraged. School districts that embed technology into blended classroom instruction or embrace total online learning, project-based learning, and experiential learning models will make the system more cost-efficient, competitive, innovative, and effective in motivating student achievement.

21st Century Education

Access to quality education is no longer solely dependent on local classrooms and textbooks. A new global market has emerged as parents, schools and students are realizing the power and effectiveness of online learning. The time has come to embrace innovative learning tools for all Michigan students.

Michigan’s education system has revolved around a static approach to education delivery that can be at odds with individual learning styles. By creating a robust virtual learning environment, Michigan will provide students more education options that best meet their needs. Whether it is a gifted student requiring an accelerated program, or a child struggling with a traditional classroom setting, virtual learning can provide a vital lifeline to ensure success.

Leveraging technology, I propose that every child in Michigan who needs or wants up to two hours of daily online education must receive it. To help enable this policy, any enrollment caps or seat time requirements on virtual schools should be removed. This plan eliminates barriers to true choice in education and gives parents and students the flexibility to employ education programming that ensures their future success.

These reforms are designed to move us from school systems to a system of schools. Parents deserve more data and information on every school, with genuine data and benchmarks to identify schools with effective instruction and sustained student achievement growth.

Degrees Matter

The proposed inclusion of post-secondary education into the state school aid fund clearly signifies the need for a P-20 state education system that integrates all levels of learning.

I am asking for the legislature to approve a seamless “Degrees Matter” system that values and demands a post-secondary degree or skilled trades credential for all Michigan residents. Currently, many of our skilled trades provide credentials through highly concentrated and typically oversubscribed apprenticeship programs. Those who choose to work with their hands and minds, whether building our infrastructure or growing our food, need extensive skill focus and training to move forward after secondary school. We need to enable and encourage their proficiency and dedication. All Michigan students should be able to receive a community college degree or credential no later than their 13th year of school. My plan calls for every public school district to offer college credit opportunities by using early college, dual enrollment, online college credit courses, direct credit, and other valid and rigorous course options.

Career and college readiness for all students, coupled with the opportunity to receive college credit before graduation, provides both an incentive for students and an affordable post-secondary pathway for all families. Students should be able to earn college credit as early as their ninth year, and those students who choose to, should be able to earn college credits that will be accepted by Michigan community colleges and four-year baccalaureate institutions.

With performance-based funding, local school districts that seize these innovative strategies will thrive. We can improve schools’ ability to monitor student academic progress and growth through high school with college readiness assessments in a student’s ninth and 10th years. Shortly, the Department of Education will be laying out its plans for these assessments.

Similarly, to allow students to move through their education at their own pace, I call for “testing out” assessment opportunities for all students, at all levels of education.

The goal of the Degrees Matter approach to education will result in a post-secondary degree or credential and not just an accumulation of college credits. It will require three way multi-directional college credits, where universities will accept blocks of credits from community colleges and quality high school courses; community colleges will be allowed to accept

university credits toward the attainment of a student's community college degree or credential; and universities will accept blocks of credits from community colleges.

This Degrees Matter system of reverse transfer credits will increase the number of students who are awarded associate degrees or credentials upon completion of the necessary credits. Students who have earned credits at a community college and transfer to a baccalaureate-granting institution would be able to reverse transfer the credits earned at the baccalaureate institution to complete their community college degree or credential.

Performance-Based Teaching

We are expecting a lot of our students and our schools as well as those who teach in them and those that run them. This is as it should be. To reinvent Michigan and realize our potential, we must expect the best. We have to provide the tools, the support, and the environment for students to reach the high expectations we have set, as parents and as state decision-makers.

To get the student learning we expect nothing matters more than great teachers and great teaching. Every body of research confirms that the biggest contributor to learning gains and good school and life outcomes is the great teacher who inspires student learning. The impact of great teaching is most dramatic among those with the furthest to travel in their education.

Bill Gates, whose foundation is dedicated to improving education worldwide, spoke to the nation's governors recently. He said: "We know more (today) about what works. Of all the variables under a school's control, the single most decisive factor in student achievement is excellent teaching. It's astonishing what great teachers can do for their students. But compared to countries that outperform us in education, we do very little to measure, develop and reward excellent teaching."

All of us know in our hearts the genuine importance of teachers. We remember the handful of teachers who shaped our lives and careers. We fight to get our kids in the best teacher's classes. It's time we said clearly: every teacher in every Michigan classroom is going to have the tools, training, feedback and support to be a star teacher.

Teachers themselves are asking for help. Earlier this month, the American Federation of Teachers issued a report outlining what new, young teachers expected in order to keep them in the profession and thrive in the classroom. They asked for:

- Regular feedback on their effectiveness
- Fair, rigorous and meaningful evaluation systems
- Peer learning and shared practice
- Recognition of and reward for high performance
- Intelligent use of technology to enhance performance

To deliver on Michigan's constitutional promise to our children and our state, we have to change the ways we prepare, support, evaluate, and reward teachers. We also have to send a clear message in every school and community that we honor teachers and value great teaching.

We need our best and brightest, in teaching, in Michigan. We should provide the highest-quality training that can ensure that every child is taught by a skilled professional who can help that child succeed.

That is why I am calling for a series of steps to enable great teaching and great teachers.

We must reform how we recruit and prepare our teachers. Great teaching starts with getting the best and brightest into teaching, and making sure their education equips them to succeed at inspiring students in the classroom.

The first step in this process is ensuring that all universities that educate teachers passionately pursue this mission. I challenge these institutions to transform their teacher education programs to deliver the skills teachers need to succeed in the classroom, including ensuring teachers can teach the national Common Core College and Career-Readiness Standards, now embraced by Michigan and almost all states. In addition, they should be requiring more in-classroom clinical experience for all teacher-candidates. To move Michigan in this direction, I am asking the State Board of Education and Department of Education to take the responsibility to re-fashion the certification and approval of teacher education institutions to reflect the same expectations.

I ask the Board and Department to raise the bar for certification tests. All students who are accepted into teacher preparation programs should be required to pass the basic skills test and all teacher candidates should be required to pass their subject matter tests before student teaching. For those students who struggle to meet this new standard, their university and teacher preparation program should take responsibility to ensure that they can meet this minimum bar. The Standing Technical Advisory Committee in the Department of Education should be convened immediately to review cut scores for competency for Michigan's tests for teacher certification. Neighboring states (IL and IN) have increased the cut scores for their teacher certification tests.

I am also asking the State Board of Education and Department of Education to help us assure that every district utilizes assessments of teaching performance that focus on teachers' actual skills in teaching academic content. Other professions, and most of the skilled trades, assess practitioners' skills at the actual work—whether the work is surgery, flying planes, or wiring a house. We need a rigorous performance-centered assessment of teaching for two reasons: (1) in order to ensure that training focuses on the core professional skills and knowledge and (2) so that no one is allowed to "practice" on our young people without demonstrating sufficient proficiency with the highly skilled work needed for teaching.

We need to enable the development of methods and programs for preparing teachers with the skills they need to help all children succeed academically. With firm entrance requirements and continuing performance standards, we can encourage

excellent ideas about teacher training that prepares them to perform skillfully in the classroom. The bottom line must be the encouragement of optimal skill in teaching children, and helping our children learn to the highest academic levels.

We also must support and build the skills of new teachers and connect ongoing teacher training and tenure to great teaching.

Nearly half of all new teachers quit during their first few years. Some are those who chose teaching as a “safe” career, only to find it is much more demanding than they thought. Our children benefit when these folks move on. Many, however, fall out because they don’t get the clear and consistent coaching, mentoring and feedback they need to become great teachers.

Great teaching requires specialized knowledge and skill, including how to connect with students. These skills can be taught. Great teaching needs to be supported by lifelong learning and ongoing, regular evaluation. Further, the opportunity to teach our children, particularly in a position with the security of tenure, is a privilege that must be earned and maintained. Finally, great teachers must be adequately rewarded and able to find satisfying careers in teaching and not be required to move into school administration to advance their careers.

To accomplish these goals, Michigan must take a number of important steps. Today, I am calling on the State Board of Education and Michigan Department of Education to replace Michigan’s continuing education requirements with new requirements that are clearly linked to teacher skill-building.

The mere receipt of a master’s degree should not mean automatic increases in pay. Nor should it be a hindrance to a highly educated person desiring to enter the field of teaching in Michigan. Performance in the classroom should supersede pure longevity.

Michigan law should be changed to recognize performance and future potential in the hiring and pay process, not just the receipt of degrees. If a professional chemist wants to teach chemistry the state has allowed for an alternative certification system to quickly get the teacher in the classroom. Likewise, the state should be encouraged when a successful and qualified businessperson wants to teach a high school class. I urge the State Superintendent and Department of Education to quickly allow teachers to enter the profession through alternative certification. They then would be held to the same rigorous performance standards and student proficiency requirements as any other teacher.

I am also requesting that the State Board and Department of Education ensure that all school districts in Michigan fully implement administrator certification and training. This guarantees that our school administrators are well prepared, routinely assessed, continually trained and demonstrate ongoing proficiency, including the importance of both the timeliness and rigor of their responsibilities to evaluate teachers.

Additionally, I am requesting that the legislature reform Michigan’s antiquated tenure law to assure that our children are being taught by the best, the brightest, and those with a clear results-oriented mission. I will support tenure reform legislation in Michigan that:

1.) Awards tenure based on demonstrated, multiple years of effective teaching ability, instead of the current system that relies only on the number of years teaching. I propose that new teachers be given five years of probationary status, and teachers must demonstrate three consecutive years of effectiveness in order to be eligible for tenure.

2.) Requires that the annual evaluations of teachers be based on multiple measures, but must include in its determination of effectiveness at least 40% based on student achievement growth.

3.) Requires that ineffective teachers, as determined by annual evaluation, enter a probationary status. If such teachers receive a second consecutive ineffective rating, they should forfeit the rights and privileges secured by tenure. Ineffective teachers should then be dismissed or given a third year at the option of the local district.

4.) The tenure appeal process needs to be reformed so that ineffective teachers who have been unable to improve their performance can be dismissed in a more timely and cost-effective way.

I am convinced that effectiveness in teaching should trump seniority in layoff and placement. I will support legislation that ensures consideration of teacher effectiveness in “bumping” situations to end the practice of “last in/first out” in our schools. I also will support legislation that requires the consent of the school principal before bumping into a new school. These two steps will empower schools over districts and ensure that the best teachers, regardless of years of service, are teaching our young people.

Michigan also must create career paths that reward great teaching. Michigan has to nurture great teachers, make sure they find satisfying career paths that reward them for teaching excellence, and keep them in the classroom changing student lives. That is why we must add a master teacher category to our Michigan teacher certification system. I encourage the State Board of Education and the Department of Education to create a performance-based credential for excellent teachers that helps them play enhanced roles as new teacher mentors and school instructional leaders. Such teachers should also be eligible for higher pay and recognition for great teaching. The new program should be based on demonstration of proficiency, and/or earning of master teacher credentials (such as National Board Certification).

I ask the State Board of Education and Department of Education to address these issues by the beginning of the next school year.

Conclusion

We cannot expect reform if we ignore the most important part of education – our kids. A better future for Michigan youth begins with a shared understanding of what is right with our students, rather than what is wrong.

A 2010 Gallup poll of American 5th – 12th graders revealed that kids cite three things they need to succeed in education and in life. They tell us: “I need to be known. I want to be excited about the future. And, I could use your help.”

Our schools and communities need to show kids that they matter, that we see them as individual human beings, and that we commit ourselves to knowing and developing what is right about each and every student. Parents, educators, and community leaders need to help students become excited about their future and about the vitality of their cities and towns.

Kids need to hear that their parents and communities will actively help them learn, grow, and move toward an independent and successful future.

This is the invisible issue in American education: we have local control of schools, but we don’t feel local ownership of what happens in them. In 2009, 2,835 parents of school-aged children were asked: “What is the one thing you could do to raise the graduation rate at your local high school?” These parents have a daily, personal stake in education. Yet their responses reveal uncertainty and ambivalence about their role in it. The most common answer: “I don’t know. Nothing.”

I’m asking all of Michigan to make our youth a priority. Listen to what students say they need from their schools and communities. Track their hope, engagements, and well-being. And, take action to improve those areas.

How do we do this? I am encouraging all of our public schools to participate in the Gallup Student Poll to give our youth a voice in our local, state, and national discussions about education and their futures. We can measure the hope, engagement, and well-being of our young people in less than 10 minutes and at no cost. Schools will receive their results within weeks allowing each community to act on current, relevant data that drives student achievement and overall success. I have asked the Michigan Department of Education to take a leadership role with the Gallup organization to encourage all our school districts to participate in this important survey of young people.

H.G. Wells once said that “civilization is a race between education and catastrophe.” In Michigan, we have the obligation to determine the winner.

After more than a century, the traditional methods, mindsets and goals of Michigan’s education system can take us no farther. Like the Model T car or the one-room schoolhouse, our education system did what we asked of it at the time – but that time has passed. The dramatic influences of globalization and technology on today’s society demand a more prepared, skilled and sophisticated work force. Equipping tomorrow’s workers with the tools to master these critical skills is our obligation today.

As we stand at the threshold of the New Michigan, we must embrace profoundly different expectations of our schools, teachers and students. In turn, we must encourage them to thrive by providing a structure that shuns complacency and mediocrity. The reforms being proposed today realign our educational values. They will reward performance rather than attendance, and outcomes rather than process. By taking hold of exciting options ranging from partnerships to innovative technology, education across Michigan will be infused with the unfettered ability and enthusiasm to teach and learn.

The message was referred to the Secretary for record.

Recess

Senator Meekhof moved that the Senate recess subject to the call of the Chair.
The motion prevailed, the time being 10:06 a.m.

11:26 a.m.

The Senate was called to order by the President pro tempore, Senator Schuitmaker.

During the recess, Senators Whitmer, Hunter, Young and Hood entered the Senate Chamber.

By unanimous consent the Senate proceeded to the order of

General Orders

Senator Meekhof moved that the Senate resolve itself into the Committee of the Whole for consideration of the General Orders calendar.

The motion prevailed, and the President pro tempore, Senator Schuitmaker, designated Senator Proos as Chairperson.

After some time spent therein, the Committee arose; and, the President pro tempore, Senator Schuitmaker, having resumed the Chair, the Committee reported back to the Senate, favorably and without amendment, the following bill:

Senate Bill No. 12, entitled

A bill to amend 1936 (Ex Sess) PA 1, entitled “Michigan employment security act,” (MCL 421.1 to 421.75) by adding section 22c.

The bill was placed on the order of Third Reading of Bills.

The Committee of the Whole reported back to the Senate, favorably and with a substitute therefor, the following bill:
Senate Bill No. 92, entitled

A bill to amend 1998 PA 386, entitled “Estates and protected individuals code,” by amending section 5501 (MCL 700.5501).

Substitute (S-2).

The Senate agreed to the substitute recommended by the Committee of the Whole, and the bill as substituted was placed on the order of Third Reading of Bills.

The Committee of the Whole reported back to the Senate, favorably and with a substitute therefor, the following bill:
Senate Bill No. 318, entitled

A bill to amend 1909 PA 279, entitled “The home rule city act,” by amending section 36a (MCL 117.36a), as amended by 2011 PA 7.

Substitute (S-2).

The Senate agreed to the substitute recommended by the Committee of the Whole, and the bill as substituted was placed on the order of Third Reading of Bills.

By unanimous consent the Senate returned to the order of
Third Reading of Bills

Senator Meekhof moved that the rules be suspended and that the following bill, now on the order of Third Reading of Bills, be placed on its immediate passage:

Senate Bill No. 318

The motion prevailed, a majority of the members serving voting therefor.

The following bill was read a third time:

Senate Bill No. 265, entitled

A bill to amend 1949 PA 300, entitled “Michigan vehicle code,” by amending section 722 (MCL 257.722), as amended by 2009 PA 146.

The question being on the passage of the bill,

The bill was passed, a majority of the members serving voting therefor, as follows:

Roll Call No. 115

Yeas—25

Booher	Hansen	Kowall	Proos
Brandenburg	Hildenbrand	Marleau	Richardville
Casperson	Hune	Meekhof	Robertson
Caswell	Jansen	Moolenaar	Schuitmaker
Emmons	Johnson	Nofs	Smith
Gleason	Jones	Pavlov	Walker
Gregory			

Nays—12

Anderson	Green	Hunter	Warren
Bieda	Hood	Kahn	Whitmer
Colbeck	Hopgood	Rocca	Young

Excused—1

Pappageorge

Not Voting—0

In The Chair: Schuitmaker

The Senate agreed to the title of the bill.

Protest

Senator Hood, under his constitutional right of protest (Art. 4, Sec. 18), protested against the passage of Senate Bill No. 265.

Senator Hood's statement is as follows:

The average home heating tank holds about 270 gallons, and the average capacity of the truck carrying the fuel is 2,500 gallons. During the seasonal weight restrictions, the weight is reduced by about 35 percent, which states that they can only carry about 625 gallons. That is enough to fill about six empty home tanks. This bill does something that is already in place. There are emergency provisions. The companies can go to the counties and get emergency provisions so that they could carry extra loads during the frost season. This kind of circumvents that process. To me, it takes away the local control in this process.

This bill allows the companies to carry more loads, and it will be detrimental to our roads. In Michigan, our roads are terrible as it is. We have some of the worst roads in the country. By putting this extra load on the roads during this season, it will deteriorate our roads faster. There is no provision in here that states that these companies are held liable for the destruction that these roads will encounter. Our citizens across the state will be paying for this by the repair of these roads. We aren't just talking about concrete roads. We are talking about gravel roads, dirt roads, and with the extra weight capacity, some of these roads during wet conditions will have these trucks sink into the ground because of the extra weight under the circumstances.

With that being said, that is another encounter of another cost that the taxpayers will have to endure. There are other pieces of legislation that are in this chamber that do the same thing for other companies. The question is: When will it stop? The next thing we know, we will have overweight trucks according to the season all over the place. Where will it stop? We have to protect the citizens and the monies that are involved in this budget crisis.

The following bill was read a third time:

Senate Bill No. 218, entitled

A bill to amend 1939 PA 288, entitled "Probate code of 1939," by amending section 43 of chapter X (MCL 710.43), as amended by 1996 PA 409.

The question being on the passage of the bill,

The bill was passed, a majority of the members serving voting therefor, as follows:

Roll Call No. 116**Yeas—37**

Anderson	Gregory	Jones	Richardville
Bieda	Hansen	Kahn	Robertson
Booher	Hildenbrand	Kowall	Rocca
Brandenburg	Hood	Marleau	Schuitmaker
Casperson	Hopgood	Meekhof	Smith
Caswell	Hune	Moolenaar	Walker
Colbeck	Hunter	Nofs	Warren
Emmons	Jansen	Pavlov	Whitmer
Gleason	Johnson	Proos	Young
Green			

Nays—0

Excused—1

Pappageorge

Not Voting—0

In The Chair: Schuitmaker

The Senate agreed to the title of the bill.

The following bill was read a third time:

Senate Bill No. 219, entitled

A bill to amend 1935 PA 220, entitled “An act to provide family home care for children committed to the care of the state, to create the Michigan children’s institute under the control of the Michigan social welfare commission, to prescribe the powers and duties thereof, and to provide penalties for violations of certain provisions of this act,” by amending section 9 (MCL 400.209), as amended by 2004 PA 470.

The question being on the passage of the bill,

The bill was passed, a majority of the members serving voting therefor, as follows:

Roll Call No. 117**Yeas—37**

Anderson	Gregory	Jones	Richardville
Bieda	Hansen	Kahn	Robertson
Booher	Hildenbrand	Kowall	Rocca
Brandenburg	Hood	Marleau	Schuitmaker
Casperson	Hopgood	Meekhof	Smith
Caswell	Hune	Moolenaar	Walker
Colbeck	Hunter	Nofs	Warren
Emmons	Jansen	Pavlov	Whitmer
Gleason	Johnson	Proos	Young
Green			

Nays—0**Excused—1**

Pappageorge

Not Voting—0

In The Chair: Schuitmaker

The Senate agreed to the title of the bill.

The following bill was read a third time:

Senate Bill No. 220, entitled

A bill to amend 1939 PA 288, entitled “Probate code of 1939,” by amending section 19c (MCL 712A.19c), as amended by 2008 PA 203.

The question being on the passage of the bill,

The bill was passed, a majority of the members serving voting therefor, as follows:

Roll Call No. 118**Yeas—37**

Anderson	Gregory	Jones	Richardville
Bieda	Hansen	Kahn	Robertson
Booher	Hildenbrand	Kowall	Rocca
Brandenburg	Hood	Marleau	Schuitmaker
Casperson	Hopgood	Meekhof	Smith
Caswell	Hune	Moolenaar	Walker
Colbeck	Hunter	Nofs	Warren
Emmons	Jansen	Pavlov	Whitmer
Gleason	Johnson	Proos	Young
Green			

Nays—0**Excused—1**

Pappageorge

Not Voting—0

In The Chair: Schuitmaker

The Senate agreed to the title of the bill.

The following bill was read a third time:

Senate Bill No. 318, entitled

A bill to amend 1909 PA 279, entitled "The home rule city act," by amending section 36a (MCL 117.36a), as amended by 2011 PA 7.

The question being on the passage of the bill,

The bill was passed, a majority of the members serving voting therefor, as follows:

Roll Call No. 119**Yeas—37**

Anderson	Gregory	Jones	Richardville
Bieda	Hansen	Kahn	Robertson
Booher	Hildenbrand	Kowall	Rocca
Brandenburg	Hood	Marleau	Schuitmaker
Casperson	Hopgood	Meekhof	Smith
Caswell	Hune	Moolenaar	Walker
Colbeck	Hunter	Nofs	Warren
Emmons	Jansen	Pavlov	Whitmer
Gleason	Johnson	Proos	Young
Green			

Nays—0

Excused—1

Pappageorge

Not Voting—0

In The Chair: Schuitmaker

The Senate agreed to the title of the bill.

Resolutions

The question was placed on the adoption of the following resolution consent calendar:

Senate Resolution No. 44

The resolution consent calendar was adopted.

Senator Nofs offered the following resolution:

Senate Resolution No. 44.

A resolution in support and recognition of National Train Day on May 7, 2011.

Whereas, Ridership on Amtrak reaches historic high levels each year and is on track in 2011 for its best ridership year ever, further demonstrating the increased demand for statewide passenger rail services; and

Whereas, In 2010, Amtrak provided statewide passenger rail travel to over three-quarters of a million Michigan travelers; and

Whereas, Amtrak annually provides passenger rail travel to over 28 million Americans residing in 46 states; and

Whereas, For many rural Americans, Amtrak represents the only major passenger transportation link to the rest of the country; and

Whereas, Michigan's 22 railroad stations are a source of civic pride, a gateway to our communities, and a tool for economic growth that creates transportation-oriented development and livable communities; and

Whereas, In highly-populated regions, Amtrak trains and infrastructure carry passengers and commuters to and from work in congested metropolitan areas, providing a reliable rail option while reducing congestion on roads and in the skies; and

Whereas, Passenger rail provides a more fuel-efficient transportation system, thereby providing cleaner transportation alternatives and energy security. When combined with all modes of transportation, passenger railroads emit only 0.2 percent of the travel industry's total greenhouse gases, and one freight train can move a ton of freight 457 miles on one gallon of fuel; and

Whereas, On May 10, 1869, the "golden spike" was driven into the final tie at Promontory Summit, Utah, to join the Central Pacific and the Union Pacific Railroads, ceremonially completing the first transcontinental railroad and, therefore, connecting both coasts of the United States; now, therefore, be it

Resolved by the Senate, That the state of Michigan embraces Amtrak's invitation to Discover the Rail WaySM; and be it further

Resolved, That this legislative body hereby recognize National Train Day on May 7, 2011. We celebrate the pivotal role that a robust intercity passenger rail system can provide for better mobility for persons of all abilities; and be it further

Resolved, That we encourage local railroad stations to hold events for their communities to commemorate this momentous day in railroad history; and be it further

Resolved, That copies of this resolution be transmitted to the Michigan Association of Railroad Passengers, Amtrak, and the Michigan Environmental Council.

Senators Anderson, Bieda, Booher, Brandenburg, Hansen, Hopgood, Marleau, Proos and Richardville were named co-sponsors of the resolution.

By unanimous consent the Senate proceeded to the order of

Introduction and Referral of Bills

Senators Hildenbrand, Rocca, Proos, Kowall, Colbeck, Pavlov, Emmons, Hune, Marleau, Green, Hansen, Pappageorge and Walker introduced

Senate Bill No. 349, entitled

A bill to amend 1893 PA 206, entitled "The general property tax act," by amending section 7cc (MCL 211.7cc), as amended by 2010 PA 17.

The bill was read a first and second time by title and referred to the Committee on Finance.

Senators Nofs, Proos, Marleau and Jones introduced

Senate Bill No. 350, entitled

A bill to amend 1978 PA 368, entitled "Public health code," by amending section 17766e (MCL 333.17766e), as added by 2005 PA 87.

The bill was read a first and second time by title and referred to the Committee on Health Policy.

House Bill No. 4415, entitled

A bill to amend 1943 PA 240, entitled "State employees' retirement act," by amending section 68c (MCL 38.68c), as amended by 2010 PA 185.

The House of Representatives has passed the bill and ordered that it be given immediate effect.

The bill was read a first and second time by title and referred to the Committee on Natural Resources, Environment and Great Lakes.

House Bill No. 4441, entitled

A bill to amend 1978 PA 368, entitled "Public health code," by amending sections 22208 and 22210 (MCL 333.22208 and 333.22210), section 22208 as amended by 1993 PA 88 and section 22210 as amended by 2006 PA 195.

The House of Representatives has passed the bill and ordered that it be given immediate effect.

The bill was read a first and second time by title and referred to the Committee on Health Policy.

House Bill No. 4442, entitled

A bill to amend 1969 PA 306, entitled "Administrative procedures act of 1969," by amending section 7 (MCL 24.207), as amended by 2000 PA 216.

The House of Representatives has passed the bill and ordered that it be given immediate effect.

The bill was read a first and second time by title and referred to the Committee on Health Policy.

House Bill No. 4443, entitled

A bill to amend 1939 PA 280, entitled "The social welfare act," by amending section 109 (MCL 400.109), as amended by 2006 PA 576.

The House of Representatives has passed the bill and ordered that it be given immediate effect.

The bill was read a first and second time by title and referred to the Committee on Health Policy.

Statements

Senators Hood and Kowall asked and were granted unanimous consent to make statements and moved that the statements be printed in the Journal.

The motion prevailed.

Senator Hood's statement is as follows:

I know everyone is waiting to hear the poem that I promised I would bring in today. It kind of goes along with what we were talking about yesterday of life being short and the moment of silence we just had today. The poem is titled, "The Clock of Life" by Robert H. Smith:

"The clock of life is wound but once,

And no man has the power

To tell just when that clock may stop

At late or early hour.

To lose one's wealth is sad indeed,

To lose one's health is more.

To lose one's soul is such a loss

That no man can restore.

The present only is our own,

Live, love, toil with a will.

Place no faith in tomorrow;

The clock may then be still."

Senator Kowall's statement is as follows:

It is with a heavy heart that I rise this afternoon to inform the Michigan Senate that 19-year-old Lance Corporal Dominic J. Ciaramitaro was killed this past Saturday during military operations in the Helmand province of Afghanistan. This seems to be a reoccurrence in the Legislature. To repeat what some of my colleagues were talking about yesterday, the things that we do here are very important to the state, but there is a bigger challenge. We continually send our young people overseas to sacrifice for us, and at times, it is the ultimate sacrifice.

I would like everybody to keep Dominic and his family in their prayers this weekend. He was a resident of South Lyon, which is in my district, as well as Representative Crawford's in the House. He was with the 3rd Battalion out of Camp Lejeune, North Carolina. If I could ask for a moment of silence for him and his family.

A moment of silence was observed in memory of Marine Lance Corporal Dominic J. Ciaramitaro.

Committee Reports

The Committee on Reforms, Restructuring and Reinventing reported
Senate Joint Resolution E, entitled

A joint resolution proposing an amendment to the state constitution of 1963, by amending section 31 of article IV and by adding section 55 to article IV, to provide that certain state budget bills be presented to the governor on or before a certain date and to reduce compensation of state legislators when certain state budget bills are not presented on or before a certain date.

With the recommendation that the substitute (S-1) be adopted and that the joint resolution then be adopted.

Mark C. Jansen
Chairperson

To Report Out:

Yeas: Senators Jansen, Colbeck, Casperson, Kowall and Robertson

Nays: Senators Young and Warren

The joint resolution and the substitute recommended by the committee were referred to the Committee of the Whole.

COMMITTEE ATTENDANCE REPORT

The Committee on Reforms, Restructuring and Reinventing submitted the following:

Meeting held on Wednesday, April 27, 2011, at 8:38 a.m., Rooms 402 and 403, Capitol Building

Present: Senators Jansen (C), Colbeck, Casperson, Kowall, Robertson, Young and Warren

The Committee on Economic Development reported

Senate Resolution No. 27.

A resolution to urge the President of the United States to impose a moratorium on any new regulations and to memorialize the Congress of the United States enact the Regulations from the Executive in Need of Scrutiny (REINS) Act.

(For text of resolution, see Senate Journal No. 26, p. 366.)

With the recommendation that the resolution be adopted.

Michael W. Kowall
Chairperson

To Report Out:

Yeas: Senators Kowall, Hildenbrand, Nofs, Emmons, Hansen and Smith

Nays: None

The resolution was placed on the order of Resolutions.

The Committee on Economic Development reported

Senate Bill No. 271, entitled

A bill to amend 1969 PA 306, entitled "Administrative procedures act of 1969," by amending section 45 (MCL 24.245), as amended by 2004 PA 491.

With the recommendation that the substitute (S-1) be adopted and that the bill then pass.

The committee further recommends that the bill be given immediate effect.

Michael W. Kowall
Chairperson

To Report Out:

Yeas: Senators Kowall, Hildenbrand, Nofs, Emmons, Hansen and Smith

Nays: None

The bill and the substitute recommended by the committee were referred to the Committee of the Whole.

The Committee on Economic Development reported

Senate Bill No. 272, entitled

A bill to amend 1969 PA 306, entitled "Administrative procedures act of 1969," by amending sections 32, 40, 43, 61, and 64 (MCL 24.232, 24.240, 24.243, 24.261, and 24.264), section 40 as amended by 1999 PA 262, section 43 as amended by 1989 PA 288, and section 61 as amended by 1982 PA 413.

With the recommendation that the bill pass.

The committee further recommends that the bill be given immediate effect.

Michael W. Kowall
Chairperson

To Report Out:

Yeas: Senators Kowall, Hildenbrand, Nofs, Emmons and Hansen

Nays: Senator Smith

The bill was referred to the Committee of the Whole.

The Committee on Economic Development reported

Senate Bill No. 274, entitled

A bill to amend 1969 PA 306, entitled "Administrative procedures act of 1969," by amending sections 35 and 45a (MCL 24.235 and 24.245a), section 35 as amended by 1995 PA 178 and section 45a as amended by 2004 PA 491.

With the recommendation that the substitute (S-1) be adopted and that the bill then pass.

The committee further recommends that the bill be given immediate effect.

Michael W. Kowall
Chairperson

To Report Out:

Yeas: Senators Kowall, Hildenbrand, Nofs, Emmons and Hansen

Nays: Senator Smith

The bill and the substitute recommended by the committee were referred to the Committee of the Whole.

COMMITTEE ATTENDANCE REPORT

The Committee on Economic Development submitted the following:

Meeting held on Wednesday, April 27, 2011, at 9:08 a.m., Room 110, Farnum Building

Present: Senators Kowall (C), Hildenbrand, Nofs, Emmons, Hansen and Smith

Excused: Senator Hunter

COMMITTEE ATTENDANCE REPORT

The Committee on Natural Resources, Environment and Great Lakes submitted the following:

Meeting held on Thursday, April 28, 2011, at 8:00 a.m., Room 210, Farnum Building

Present: Senators Casperson (C), Green, Kowall, Meekhof, Warren and Hood

Absent: Senator Pavlov

Scheduled Meetings**Appropriations -****Subcommittee -**

Capital Outlay - Thursday, May 5, 9:00 a.m., House Appropriations Room, 3rd Floor, Capitol Building (373-8080)

Veterans, Military Affairs and Homeland Security - Tuesday, May 3, 12:30 p.m., Room 210, Farnum Building (373-5312)

Senator Meekhof moved that the Senate adjourn.
The motion prevailed, the time being 12:01 p.m.

The President pro tempore, Senator Schuitmaker, declared the Senate adjourned until Tuesday, May 3, 2011, at 10:00 a.m.

CAROL MOREY VIVENTI
Secretary of the Senate

