



**House  
Legislative  
Analysis  
Section**

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**CAREER/TECHNICAL EDUCATION**

**House Bill 4505**

**Sponsor: Rep. William R. Keith**

**Committee: Education**

**Complete to 4-30-93**

**A SUMMARY OF HOUSE BILL 4505 AS INTRODUCED 3-17-93**

The bill would amend the School Code (MCL 380.1287a) in the following ways.

\* A 15-member statewide cabinet for professional and technical standards would be created within the legislative council to develop and oversee a statewide plan for gathering and disseminating accurate information on employment and skill-level needs in the workplace and to engage in related activities. The cabinet would be composed of five state officials and ten appointed members; three members each would be appointed by the governor, Speaker of the House, and Senate Majority Leader, and one would be appointed jointly by those three officials.

\* By January 1, 1995, the cabinet would have to submit the plan to the legislature, governor, and state board of education, along with recommended legislation to implement the plan. After submitting the plan, the cabinet would be responsible for monitoring employment needs. An updated plan, along with recommendations for legislation, would have to be submitted annually.

\* The plan, or implementing legislation, would have to provide for the establishment of a new statewide labor market information exchange system made up of self-governing state and local occupational councils. There would be a state occupational council for each major occupational area in the state and local occupational councils to serve particular geographic areas. The state council would be charged with providing information on current and anticipated employment needs in the occupational area, including the education and skills required for jobs, and with developing a uniform standard of competency for the occupational area. Local councils would be responsible for assessing local and regional employment needs and for assisting local and intermediate school districts to implement needed changes.

The cabinet's plan also would have to address how to:

\* determine the competencies, skills, skill levels, and knowledge, including employability and problem solving skills, needed in the workplace, based on the recommendations of the state occupational councils and evaluate existing curricula or programs, based on the state model core curriculum, in light of the workplace needs. Part of the evaluation should deal with whether the school year should be lengthened or otherwise altered and whether the mandatory school attendance age should be raised.

\* assess student achievement of needed skills, competencies, knowledge, etc.

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- \* develop and coordinate youth apprenticeship, internship, and cooperative educational programs in the private sector work setting.

- \* use revenue, from state, federal, and private sources, more efficiently and effectively in training and educating people for the workplace. This would include evaluating how existing revenue is being spent, recommendations for changes in funding levels, and the uses to which any additional funding, if recommended, should be put.

- \* analyze the educational expectations of community colleges and other institutions of higher education and recommendations regarding the role each should play.

- \* enable business to work cooperatively with schools and other educational institutions to develop school-to-work strategies, including on-the-job training and employment orientation.

- \* get business and higher education to assist in efforts to provide work-based education by developing models for youth apprenticeship programs and the curricula to complement this learning. The models would have to emphasize career areas rather than specific jobs, and the focus would be on providing students with broad and widely applicable knowledge and job skills.

- \* get business to invest in the educational system by assisting in teacher training, providing equipment, and furnishing information on changes in the workplace.

- \* encourage community colleges, proprietary schools, and colleges and universities to provide advanced placement for students successfully completing an applied academic area of study by taking into account the credits earned and skills mastered from such programs.

- \* enable community colleges, colleges, and universities to collaborate with local and intermediate school districts to make equipment, laboratories, and supplies available to the districts if it is more cost effective than acquisition by the districts.

School Mandates. The statewide cabinet would also be required to make recommendations to the legislature, governor, and state board of education, on how the following measures can be implemented to apply as soon as is practical, with all of the measures to apply no later than the 1999-2000 school year. The public schools would have to ensure that:

- \* the total array of skills, knowledge, behaviors, and competencies that students will need in the workplace be taught and incorporated into their educational programs, with particular emphasis on relevant reading, writing, speaking, listening, mathematics, and expanded basic skills taught in a manner so that students can at least apply the skills.

- \* all students can demonstrate a mastery of basic skills and subject area knowledge before being permitted to advance to higher levels of learning in a given subject area;

- \* students be permitted to work at their own pace;
- \* students be advanced to higher levels based on mastery of subject matter and skills rather than be promoted based on grade level;
- \* student assessments be outcome-based and reflective of the necessary competencies, skills and skill levels, and knowledge identified by the statewide cabinet and the state occupational councils.
- \* students who are unable to successfully demonstrate a mastery of basic skills, competencies, or knowledge in a subject area be provided with additional support or help until they can.
- \* a student, regardless of age, who achieves the defined competencies in basic skill areas be awarded a certificate of initial mastery and one who achieves higher skill levels be provided a certificate of advanced mastery.
- \* students and their parents be provided with information and counseling during middle school about employment opportunities and the skills needed to take advantage of them; with the opportunity, upon entrance to high school, to pursue a wide range of career/technical programs; and, in high school, with a comprehensive, work-site-based education, including youth apprenticeships, internships, and cooperative education programming in a wide range of occupational fields, complemented by related and advanced subject area study in the classroom.
- \* students who successfully complete a full applied academic area of study be provided with a certificate of achievement recognized by business as an indication of competency in a subject area.
- \* each high school student and parent or guardian be provided with assistance in developing and maintaining an individualized education/employability plan clearly outlining the necessary steps for completing the area or areas of study selected.
- \* an employer who determines that an employee who has graduated from high school within the previous two years is deficient in one or more basic skill areas can apply, along with the employee, to the appropriate school district for an educational warranty certificate entitling the individual to receive remedial instruction.
- \* teachers in the public schools complete at least 20 days of continuing education in their subject area each year.

Cabinet Composition. The 15-member statewide cabinet for professional and technical standards would be composed of five state officials and ten appointed members. The officials would be: a member of the state board of education; the superintendent of instruction or a designee; the director of the Department of Labor or a designee; the director of the Department of Commerce or a designee; and the governor's advisor on job training or a designee.

By January 1, 1994, the governor, Speaker of the House of Representatives, and Senate Majority Leader would each appoint three members, one each representing business, education, and organized labor. (Organizations representing those interests would nominate candidates.) At least one of the education representatives would have to be a certified teacher. The same three officials also would jointly appoint a member to represent vocational education.