House
Legislative
Analysis
Section

Olds Plaza Building, 10th Floor
Lansing, Michigan 48909
Phone: 517/373-6466

CAREER/TECHNICAL EDUCATION

House Bill 4196
Sponsor: Rep. Glenn Oxender
Committee: Education

Complete to 3-3-95

A SUMMARY OF HOUSE BILL 4196 AS INTRODUCED 1-30-95

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

** A 19-member statewide cabinet for professional and technical standards would be created within the Legislative Council to develop, implement, and oversee a statewide system for gathering, disseminating, and providing accurate information on employment and skill-level needs in the workplace and to engage in related activities. The cabinet would be composed of 7 state officials and 12 members appointed by the governor and legislative leadership. Appointments would be made by October 1, 1995.

The state officials would be: a member of the State Board of Education, as designated by the board; the superintendent of public instruction or a designee; the director of the Department of Labor or a designee; the director of the Department of Commerce or a designee; the director of the Department of Social Services or a designee; the governor's advisor on job training or a designee; and a member of the Michigan Employment Security Commission, as designated by the commission. The governor, the Speaker of the House of Representatives, and the Senate Majority Leader would each appoint three members, one each representing business, education, and organized labor. (Organizations representing those interests would nominate candidates. Of the education members one each would have to represent local public education, postsecondary institutions, and vocational education.) Two additional representatives of business and industry would also be appointed, one by the Speaker and one by the Senate Majority Leader, from nominations submitted by organizations representing business and industry. Finally, the governor would appoint a representative of community-based organizations. The appointed members would serve three-year terms (although the initial terms would vary). The governor, Speaker of the House, and Senate Majority Leader would jointly appoint the first cabinet chair; thereafter, the cabinet would select its own chair. Staffing would be provided by the Legislative Council.

** The cabinet would have to develop and implement the statewide system by January 1, 1996. To the extent possible, the system would incorporate existing resources of and information already gathered by existing agencies, organizations, councils, and committees established by law and having a primary function directly related to education, employment, or job training.

** The system would have to include 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 councils 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. If possible, an existing entity created by law would have to be used in structuring the local council. The number and configuration of local councils would be determined by the statewide cabinet.

** The system would also have to include the establishment and coordination of youth apprenticeship, internship, and cooperative educational programs in the private sector work setting that would involve:

-- mechanisms for business to work cooperatively with schools and other educational institutions to develop school-to-work strategies, including on-the-job training and employment orientation for students wishing to pursue areas of study related to particular employment; and

-- mechanisms for business and higher education to assist in efforts to provide work-based education by developing models for youth apprenticeship, internship, and cooperative education programs and the appropriate 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. The models would have to include structured on-the-job training combined with classroom instruction; the transfer of skills on the job through a mentor or skilled supervisor; the opportunity to acquire skills while earning a wage; an agreement between the training sponsor and trainee on the process and outcomes of training; and formal recognition, such as accreditation, afforded programs, and the awarding of worker credentials upon completion.

** The cabinet would also have to:

-- identify ways in which existing revenue was being used to train and educate individuals for the workplace, including state, federal, and private resources, and make recommendations to the governor and legislature on a more efficient and effective use of those funds, on whether additional funding was needed, and the purpose of additional funding.

-- identify ways in which business could invest in the educational system by assisting in teacher training, providing equipment, and furnishing information on workplace changes.

-- identify the educational expectations of community colleges and other institutions of higher education and make recommendations to the governor, legislature, and State Board of Education about their role in helping provide students with a seamless transition from high school to college or work.

-- provide oversight over the labor market information exchange system and the state and local occupational councils.

-- based on information from the state occupational councils, identify the competencies, skills, skill levels, and knowledge, including employability and problem solving skills, needed in the workplace and provide the information to the governor, legislature, and State Board of Education.

-- make recommendations to the governor and legislature on ways in which the state could assist employers in providing workplace-based training for existing employees, including guidelines and criteria that should be used in evaluating such programs and the mechanisms that could be used to provide financial and other incentives to employers.

** The State Board of Education, using information provided by the statewide cabinet, would be required to:

-- Evaluate whether existing curricula and programs reflected needed competencies, skill levels, and knowledge, including employability and problem solving skills (based on model core curriculum requirements).

-- Evaluate whether existing assessment mechanisms used in the educational system, including, but not limited to, the statewide proficiency test and the Michigan educational assessment program, reflected the basic competencies, skills, skill levels, and knowledge that will be needed in the workplace.

-- Develop mechanisms that could be used in assessing whether students had attained the expected competencies, skills, and skill levels.

-- Assist local and intermediate school boards to alter, expand, and improve existing educational programs to meet future employment needs.

-- Establish ways for community colleges, proprietary schools, and colleges and universities to provide advance placement for students successfully completing an applied academic area of study, by taking into account the credits earned and skills mastered from that study.

-- Establish ways for 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 was more cost effective than acquisition by the districts.

-- Make recommendations on the best ways to ensure that ongoing comprehensive and accurate information and counseling about employment opportunities was available to all students.

-- Provide that an employer could apply to a school district for an educational warranty certificate when it was determined that an employee who had graduated within the previous two years was deficient in one or more basic skill areas identified as necessary for

basic employment. The employee would apply along with the employer and the certificate would entitle the individual to receive remedial instruction.