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BILL



ANALYSIS

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Senate Bill 698 (as introduced 7-15-09)
Sponsor: Senator Wayne Kuipers
Committee: Education

Date Completed: 8-5-09

CONTENT

The bill would amend the Revised School Code to permit a pupil to meet the algebra II requirement of the Michigan Merit Standard by completing an approved career and technical education program that had embedded math content.

Under the Code, the board of a school district or public school academy may not award a high school diploma to a pupil unless he or she meets the credit requirements of the Michigan Merit Standard, which include at least four credits in math, including algebra I, geometry, and algebra II, or an integrated sequence of that course content that consists of three credits. A pupil may complete algebra II over two years with a credit awarded for each of those years for the purpose of meeting that requirement.

Under the bill, a pupil also could fulfill the algebra II requirement by completing a formal career and technical education program or curriculum that was approved by the Department of Education and had embedded math content, including a program or curriculum in electronics, machining, construction, welding, engineering, or renewable energy.

Within 30 days after the bill's effective date, the Department would have to post on its website and submit to the Senate and House standing committees on education guidelines for implementing that provision.

MCL 380.1278a

Legislative Analyst: Curtis Walker

FISCAL IMPACT

State: The Department of Education would see increased costs under this legislation. The costs would stem from the requirement that the Department determine, within 30 days of the bill's enactment, what would constitute an "approved formal career and technical education program or curriculum that has embedded mathematics content", and then post the guidelines on its website.

Also, to the extent that this legislation could result in fewer students dropping out of school because of a real or perceived inability to complete algebra II, the State would incur higher per-pupil foundation allowance costs for the additional length of time these students remained in school. In other words, the State saves foundation allowance funding when a student drops out, and if students remain in school, the State pays school districts foundation allowance funding for each student counted in membership. If this legislation

resulted in more students counted in membership than otherwise will occur, higher State school aid foundation allowance costs would result.

Local: Since this legislation would allow for alternative methods of fulfilling algebra II requirements, but would not mandate those alternative methods, there are no local costs associated with the bill. If a district chose to use a CTE program for algebra II completion, it would be the option of the local district based on the needs within the district.

Fiscal Analyst: Kathryn Summers

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This analysis was prepared by nonpartisan Senate staff for use by the Senate in its deliberations and does not constitute an official statement of legislative intent.