



**House
Legislative
Analysis
Section**

TECHNOLOGY LITERACY ACT

OCT 08 1990

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House Bill 5852
Sponsor: Rep. Ken DeBeaussiaert
Committee: Appropriations

Complete to 8-28-90

A SUMMARY OF HOUSE BILL 5852 AS INTRODUCED 6-5-90

The bill would create the Technology Literacy Act, to create a technology education demonstration grants program to be administered by the state school superintendent or his or her designee. The program would be developed in consultation with the Michigan Industrial and Technology Education Society and its technology education committee. Grants would go to local education agencies and institutions of higher education for establishing technology education demonstration projects for secondary schools. The bill would provide for appropriations of \$4 million each year for three fiscal years, starting with fiscal year 1990-91. At least ten projects would be funded under the act, with consideration of an equitable geographic distribution. The bill would take effect September 1, 1990. Additional details follow.

Grant applications. A local education agency or institution of higher education could apply to the superintendent for a grant under the bill. The application would be at the time and in the form prescribed by the superintendent. It would have to describe the proposed project and its estimated cost, the other sources of funding to be used to supplement the requested grant, and the curriculum development plan that provides transition from industrial arts education curricula to technology education and implementation of technology education. The superintendent could require additional information to be submitted with the application. Any amendment to an application would have to be made in the manner prescribed by the superintendent.

Project criteria. To the extent practicable, a project funded under the bill would have to provide for education course content and instructional content as provided by the bill; assistance to teachers and students in understanding and applying technical concepts and processes; safety education for teachers and students; development of teacher and student skills, creative abilities, confidence, and individual potential in using technology; development of teacher and student problem-solving and decision-making abilities; preparation of teachers and students for lifelong learning in a technological society; activity-oriented laboratory instruction; an emphasis on the practical application of technology; and start-up funding for local education agencies to update facilities and for travel to seminars on technology education. Educational course content would have to be based on: an organized set of concepts, processes, and systems that are uniquely technological; a fundamental knowledge about the development of technology and its effect on people; and a value system reflecting a productive society, pride in one's work, and other concepts. Instructional content would have to be drawn from technology education courses in at least the following: communication and information technology, physical technology, and bio-related technology.

A project would have to include all of the following: development of a program to improve teacher capability in the area of technology education;

research and development of curriculum materials for use in technology education programs; development of a statewide plan for disseminating information; employment of a curriculum specialist to provide technical assistance; establishment of business and industry partnerships; and development of articulation programs between secondary schools and institutions of higher education.

Use of grant funds. A grant recipient would have to use at least ten percent of the grant funds to establish teacher fellowships. The fellowships could be used to pay teachers for curriculum evaluation and development, including personal visits to various industries. At least two percent of a grant would have to be used to provide technology scholarships to students enrolled in secondary industrial arts, technology, or vocational education programs. The scholarships could be used to pay for students to participate in unique or extracurricular educational activities or programs in technology.

Project results. The superintendent would have to disseminate the results of projects funded under the bill in a manner designed to improve the training of industrial arts education, technology education, or vocational education teachers, other instructional personnel, counselors, and administrators.