

**Michigan Office of Administrative Hearings and Rules**

**Administrative Rules Division (ARD)**

MOAHR-Rules@michigan.gov

**REGULATORY IMPACT STATEMENT  
and COST-BENEFIT ANALYSIS (RIS)**

**Agency Information:**

**Department name:**

Education

**Bureau name:**

Superintendent of Public Instruction

**Name of person filling out RIS:**

Mary Fielding

**Phone number of person filling out RIS:**

517-241-6986

**E-mail of person filling out RIS:**

FieldingM@michigan.gov

**Rule Set Information:**

**ARD assigned rule set number:**

2023-78 ED

**Title of proposed rule set:**

School Social Worker Certification Code

**Comparison of Rule(s) to Federal/State/Association Standard**

**1. Compare the proposed rules to parallel federal rules or standards set by a state or national licensing agency or accreditation association, if any exist.**

School social workers are mental health professionals who offer specialized knowledge and skills as an integral part of school communities in their roles as essential members of multidisciplinary special education teams and providers of special education services. The Michigan Standards for the Preparation and Practices of School Social Workers, adopted by the State Board of Education on October 8, 2019, are modeled after the school social worker standards established in 2012 by the National Association for Social Workers. Development of the Michigan standards also included consideration of the 2015 educational policy and accreditation standards of the Council on Social Work Education. There are no rules or regulations promulgated by the federal government regarding the certification of school social workers.

**A. Are these rules required by state law or federal mandate?**

Rules regarding intermediate school district special education plans and regarding the qualifications of special education personnel are mandated by sections 1701 and 1703(1) of the revised school code. MCL 380.1701 and 380.1703. The rulemaking authority of the state board of education under MCL 380.1703 was transferred to the superintendent of public instruction by Executive Reorganization Order 1996-7, MCL 388.994(2)(y). As defined in section 6(7) of the revised school code, MCL 380.6, special education personnel include school social workers.

**B. If these rules exceed a federal standard, please identify the federal standard or citation, describe why it is necessary that the proposed rules exceed the federal standard or law, and specify the costs and benefits arising out of the deviation.**

There is no applicable federal standard.

**2. Compare the proposed rules to standards in similarly situated states, based on geographic location, topography, natural resources, commonalities, or economic similarities.**

School social worker preparation and credentialing requirements vary widely among states. Some examples of requirements in the Great Lakes states (Illinois, Indiana, Michigan, Minnesota, New York, Ohio, Pennsylvania, and Wisconsin) include: Illinois, Indiana, Michigan, New York, Ohio, and Wisconsin require a master’s degree; Illinois, Indiana, Michigan, New York, Ohio, and Wisconsin require a master of social work (MSW) degree earned in a program accredited by the Council on Social Worker Education; Illinois, Michigan, Pennsylvania, and Wisconsin require specialized coursework that is outside of an MSW curriculum, including special education coursework; Illinois, Michigan, Pennsylvania, and Wisconsin require clinical practice hours that are specific to school social work; and all Great Lakes states require a social worker license issued by an agency that governs the social work profession and a school social worker credential issued by a state agency.

**A. If the rules exceed standards in those states, please explain why and specify the costs and benefits arising out of the deviation.**

Some state education authorities allow individuals who hold only state-issued social worker licenses to work with all students in school settings and other states require additional training to work with students with disabilities. In Michigan, individuals who hold social work licenses issued by the Department of Licensing and Regulatory Affairs may practice social work in school settings but, in the judgment of Michigan education stakeholders and authorities, serving students with disabilities requires a set of specific knowledge and skills. Without training and credentialing beyond social worker training and licensure, individuals who provide social work services to students with disabilities whose individualized education programs (IEPs) require those services may not be equipped to meet the unique needs of those students. In the judgment of Michigan education stakeholders and authorities, requiring additional training and credentialing supports the commitment to meet the obligation under the federal Individuals with Disabilities Education Act (20 USC 1400 to 1482) to provide students with disabilities with free appropriate public education.

**3. Identify any laws, rules, and other legal requirements that may duplicate, overlap, or conflict with the proposed rules.**

There are no laws, rules, or other legal requirements that duplicate, overlap, or conflict with the proposed rules.

**A. Explain how the rules have been coordinated, to the extent practicable, with other federal, state, and local laws applicable to the same activity or subject matter. This section should include a discussion of the efforts undertaken by the agency to avoid or minimize duplication.**

There are no federal, state, or local laws applicable to the credential requirements for school social workers.

**4. If MCL 24.232(8) applies and the proposed rules are more stringent than the applicable federally mandated standard, provide a statement of specific facts that establish the clear and convincing need to adopt the more stringent rules.**

MCL 24.232(8) does not apply.

**5. If MCL 24.232(9) applies and the proposed rules are more stringent than the applicable federal standard, provide either the Michigan statute that specifically authorizes the more stringent rules OR a statement of the specific facts that establish the clear and convincing need to adopt the more stringent rules.**

MCL 24.232(9) does not apply. There is no applicable federal standard.

**Purpose and Objectives of the Rule(s)**

**6. Identify the behavior and frequency of behavior that the proposed rules are designed to alter.**

The rules will provide a new credentialing system for school social workers. Data about school social workers (SSWs) for the last five school years are as follows.

School year# districts that employed SSWs # SSWs# SSW credentials issued by the Department of Education

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2018-2019	485	2108	442
2019-2020	489	2294	627
2020-2021	505	2437	627
2021-2022	504	2622	632
2022-2023	520	2811	751

**A. Estimate the change in the frequency of the targeted behavior expected from the proposed rules.**

The proposed rules will replace the current “approval” system with a requirement that school social workers hold a valid school social worker credential. Based on data compiled from the Michigan Online Educator Certification System (MOECS) over the last five years, it is expected that 600 to 700 school social workers will obtain a school social worker credential annually as a result of promulgation of the proposed rules. The approximately 2,800 current school social workers for whom the Department of Education has issued an “approval” will receive an initial school social worker certificate at no cost.

**B. Describe the difference between current behavior/practice and desired behavior/practice.**

Currently, school districts apply for “approval” of individuals to work as school social workers. The responsibility for overseeing that process lies in the Department of Education’s Office of Special Education (OSE). The proposed rules will replace this system with a credentialing system under which a school social worker shall hold school social worker certification or shall work under a school social worker permit held by the school district. The Department of Education’s Office of Educator Excellence (OEE) will oversee that system. One goal is to recognize the complex, multifaceted profession of school social worker that is comparable to the professions of other certified educators whose credentialing systems are overseen by OEE. Currently, 10 providers of educator preparation programs have been approved to provide school social worker training and to recommend candidates for school social worker credentials.

**C. What is the desired outcome?**

The desired outcome is that school social workers will obtain school social worker credentials under the rules. The goals of the transfer of responsibility to oversee the credentialing system from OSE to OEE include ensuring the competence of school social workers, reducing the duplication of resources between OSE and OEE, creating consistencies in the credentialing process for all educators, and recognizing the expertise and training of school social workers.

**7. Identify the harm resulting from the behavior that the proposed rules are designed to alter and the likelihood that the harm will occur in the absence of the rule.**

Currently, school districts apply for “approval” of individuals to work as school social workers. The proposed rules will replace this system with a credentialing system under which a school social worker may hold school social worker certification or may work under a school social worker permit held by the school district. This change will recognize the profession of school social worker as on par with the professions of other certified educators, will provide school social workers with the opportunity to hold portable certification, and will ensure adherence to standards for the preparation and practice of school social workers recently adopted by the State Board of Education and to continuing education requirements that seek to ensure that school social workers possess current information and training in the field of school social work. The standards adopted by the State Board of Education provide detailed guidance related to ethics and values for practice, assessment, intervention, evaluation, the pursuit of human rights and social and economic justice, interdisciplinary leadership and collaboration, and legal requirements and advocacy.

**A. What is the rationale for changing the rules instead of leaving them as currently written?**

As currently written, the rules reflect an antiquated system of “approval” of school social workers, providing no easily portable credential for school social workers and creating a perceived disparity between the professionalism of school social workers and that of other educators. The current rules also do not recognize that a school social worker is first and foremost a social worker and is therefore required to hold a valid social worker license issued by the Department of Licensing and Regulatory Affairs. Nor do the current rules reflect and recognize the professional learning in which school social workers engage to keep abreast of developments in their field and to maintain their skills.

**8. Describe how the proposed rules protect the health, safety, and welfare of Michigan citizens while promoting a regulatory environment in Michigan that is the least burdensome alternative for those required to comply.**

The proposed rules protect the health, safety, and welfare of Michigan students with disabilities by ensuring a reasonable level of qualifications and experience for school social workers, who provide social work services to students whose IEPs require social work services.

**9. Describe any rules in the affected rule set that are obsolete or unnecessary and can be rescinded.**

R 340.1017 will be rescinded because its content will be added to new R 340.1002. R 340.1018 will be rescinded because it is an obsolete and unnecessary rescission rule.

**Fiscal Impact on the Agency**

Fiscal impact is an increase or decrease in expenditures from the current level of expenditures, i.e. hiring additional staff, higher contract costs, programming costs, changes in reimbursements rates, etc. over and above what is currently expended for that function. It does not include more intangible costs for benefits, such as opportunity costs, the value of time saved or lost, etc., unless those issues result in a measurable impact on expenditures.

**10. Please provide the fiscal impact on the agency (an estimate of the cost of rule imposition or potential savings for the agency promulgating the rule).**

The fiscal impact on the Department of Education will include costs in an unknown amount associated with Attorney General representation of OEE in administrative hearings described in the proposed rules. The fiscal impact on the department will also include costs associated with modification of the MOECS to replace the “approval” process with the new credentialing system and to make routinely scheduled improvements. It is estimated that those costs will be approximately \$260,000.00. No cost savings are anticipated.

**11. Describe whether or not an agency appropriation has been made or a funding source provided for any expenditures associated with the proposed rules.**

It is expected that the MOECS costs will be covered in the OEE and OSE annual budgets for system maintenance and upgrade. No additional appropriation or other funding is expected for expenditures associated with the proposed rules.

**12. Describe how the proposed rules are necessary and suitable to accomplish their purpose, in relationship to the burden(s) the rules place on individuals. Burdens may include fiscal or administrative burdens, or duplicative acts.**

The proposed rules are necessary to replace the antiquated and inadequate “approval” system for school social workers. The proposed rules will require that an individual who provides social work services to students with disabilities whose IEPs require those services hold a school social worker credential under the rules or work under a school social worker permit held by the employing school district. Individuals applying for school social worker certification will apply using the MOECS. School districts will apply for school social worker permits, also using the MOECS. Currently, application evaluation fees for certificates and permits under MCL 380.1538 are \$160.00 for initial educator certification and \$45.00 for substitute permits.

**A. Despite the identified burden(s), identify how the requirements in the rules are still needed and reasonable compared to the burdens.**

Some may argue that the rules impose a burden in requiring a new credential for school social workers instead of the currently required “approval.” Any such burden would be minimal and would be far outweighed by the benefits, which include the following.

1. Recognition of the expertise, additional training, and professional learning required of school social workers.
2. Inclusion of school social workers in the Department of Education’s credentialing system, replacing an antiquated and inadequate system of “approvals” issued to school districts.
3. Decoupling credentialing and employment so that employment is not a requirement for credentialing and so that a school social worker will hold a readily recognizable, portable, professional credential.
4. Enabling the Department of Education to gather data related to school social workers.
5. Facilitation of the Department of Education’s ability to monitor school social workers for compliance with statutory requirements related to school safety.
6. Dedication of Department of Education staff to support both school social worker credential applicants and holders and their employers.

## **Impact on Other State or Local Governmental Units**

**13. Estimate any increase or decrease in revenues to other state or local governmental units (i.e. cities, counties, school districts) as a result of the rule. Estimate the cost increases or reductions for other state or local governmental units (i.e. cities, counties, school districts) as a result of the rule. Include the cost of equipment, supplies, labor, and increased administrative costs in both the initial imposition of the rule and any ongoing monitoring.**

No increase or decrease in school district revenues is anticipated. School districts will be required to pay a nominal application evaluation fee for a school social worker permit. MCL 380.1538 currently sets the application evaluation fee for a substitute permit at \$45.00.

**14. Discuss any program, service, duty, or responsibility imposed upon any city, county, town, village, or school district by the rules.**

The proposed rules address the use of school social worker services by public schools, requiring certification or permitting of school social workers. Public schools will be required to apply for and pay a minimal fee for school social worker permits for individuals employed as school social workers who do not hold school social worker certificates.

**A. Describe any actions that governmental units must take to be in compliance with the rules. This section should include items such as record keeping and reporting requirements or changing operational practices.**

Public schools are now required to ensure that school social workers are “approved.” Under the proposed rules, public schools shall ensure that an individual providing school social work services holds valid school social worker certification or is working under a school social worker permit. It is anticipated that action necessary to be in compliance with the rules will be minimally burdensome.

**15. Describe whether or not an appropriation to state or local governmental units has been made or a funding source provided for any additional expenditures associated with the proposed rules.**

There has been no appropriation to state or local government units and no funding source has been provided for additional expenditures, if any, associated with the proposed rules.

## **Rural Impact**

**16. In general, what impact will the rules have on rural areas?**

The rules’ impact on rural areas will not differ from their impact on non-rural areas.

**A. Describe the types of public or private interests in rural areas that will be affected by the rules.**

Public schools will be affected by the rules, as will individuals employed as school social workers.

## **Environmental Impact**

**17. Do the proposed rules have any impact on the environment? If yes, please explain.**

The proposed rules will have no impact on the environment.

## **Small Business Impact Statement**

**18. Describe whether and how the agency considered exempting small businesses from the proposed rules.**

The proposed rules do not apply to small businesses.

**19. If small businesses are not exempt, describe (a) the manner in which the agency reduced the economic impact of the proposed rules on small businesses, including a detailed recitation of the efforts of the agency to comply with the mandate to reduce the disproportionate impact of the rules upon small businesses as described below (in accordance with MCL 24.240(1)(a-d)), or (b) the reasons such a reduction was not lawful or feasible.**

The proposed rules do not apply to small businesses.

**A. Identify and estimate the number of small businesses affected by the proposed rules and the probable effect on small businesses.**

The proposed rules do not apply to small businesses.

**B. Describe how the agency established differing compliance or reporting requirements or timetables for small businesses under the rules after projecting the required reporting, record-keeping, and other administrative costs.**

The proposed rules do not apply to small businesses.

**C. Describe how the agency consolidated or simplified the compliance and reporting requirements for small businesses and identify the skills necessary to comply with the reporting requirements.**

The proposed rules do not apply to small businesses.

**D. Describe how the agency established performance standards to replace design or operation standards required by the proposed rules.**

The proposed rules do not apply to small businesses.

**20. Identify any disproportionate impact the proposed rules may have on small businesses because of their size or geographic location.**

The proposed rules do not apply to small businesses.

**21. Identify the nature of any report and the estimated cost of its preparation by small businesses required to comply with the proposed rules.**

The proposed rules do not apply to small businesses.

**22. Analyze the costs of compliance for all small businesses affected by the proposed rules, including costs of equipment, supplies, labor, and increased administrative costs.**

The proposed rules do not apply to small businesses.

**23. Identify the nature and estimated cost of any legal, consulting, or accounting services that small businesses would incur in complying with the proposed rules.**

The proposed rules do not apply to small businesses.

**24. Estimate the ability of small businesses to absorb the costs without suffering economic harm and without adversely affecting competition in the marketplace.**

The proposed rules do not apply to small businesses.

**25. Estimate the cost, if any, to the agency of administering or enforcing a rule that exempts or sets lesser standards for compliance by small businesses.**

The proposed rules do not apply to small businesses.

**26. Identify the impact on the public interest of exempting or setting lesser standards of compliance for small businesses.**

The proposed rules do not apply to small businesses.

**27. Describe whether and how the agency has involved small businesses in the development of the proposed rules.**

Small businesses were not involved in the development of the proposed rules, which do not apply to small businesses.

**A. If small businesses were involved in the development of the rules, please identify the business(es).**

Small businesses were not involved in the development of the proposed rules.

**Cost-Benefit Analysis of Rules (independent of statutory impact)**

**28. Estimate the actual statewide compliance costs of the rule amendments on businesses or groups.**

There will be no statewide compliance costs of the rule amendments other than school districts' payment of the application evaluation fee for school social worker permits. Currently, the application evaluation fee for a substitute permit is \$45.00.

**A. Identify the businesses or groups who will be directly affected by, bear the cost of, or directly benefit from the proposed rules.**

School districts will be directly affected by and benefit from the proposed rules. School districts will be responsible for the cost of school social worker permit application evaluation fees.

**B. What additional costs will be imposed on businesses and other groups as a result of these proposed rules (i.e. new equipment, supplies, labor, accounting, or recordkeeping)? Please identify the types and number of businesses and groups. Be sure to quantify how each entity will be affected.**

With the exception of application evaluation fees for school social worker permits no additional costs are expected to be imposed on school districts as a result of these proposed rules.

**29. Estimate the actual statewide compliance costs of the proposed rules on individuals (regulated individuals or the public). Include the costs of education, training, application fees, examination fees, license fees, new equipment, supplies, labor, accounting, or recordkeeping.**

The actual statewide compliance cost of the proposed rules on individuals will be the \$160.00 certificate application evaluation fee. Based on data compiled from the Michigan Online Educator Certification System (MOECS) over the last five years, it is expected that 600 to 700 school social workers will obtain a school social worker credential annually as a result of promulgation of the proposed rules, with an estimated actual statewide compliance cost of between \$96,000.00 and \$120,000.00 for the initial certification of 600 to 700 school social workers. However, the cost may be less in the early years of implementation of the proposed rules because school social workers who are currently “approved” will receive an initial school social worker certificate at no cost. For certificate renewal (with an application evaluation fee of \$160.00), school social workers will be required to complete 75 hours of education-related professional learning, opportunities for which include some continuing education that is offered at no cost. In addition, the proposed rules require that the applicant for a school social worker certificate hold a social work license issued by the department of licensing and regulation. Because continuing education required for renewal of a social work license will satisfy the continuing education requirements for renewal of a school social worker certificate, the holder of a school social worker certificate may incur no additional continuing education costs for renewal of the certificate.

**A. How many and what category of individuals will be affected by the rules?**

School social workers and individuals applying for certification as school social workers will be affected by the rules. There are approximately 2,800 currently employed individuals for whom the Department of Education has issued “approvals” as school social workers.

**B. What qualitative and quantitative impact do the proposed changes in rules have on these individuals?**

The proposed rules will recognize the profession of school social worker as on par with the professions of other certified educators, will provide school social workers with the opportunity to hold portable certification, and will ensure adherence to standards for the preparation and practice of school social workers recently adopted by the State Board of Education and to continuing education requirements that seek to ensure that school social workers possess current information and training in the field of school social work. With the exception of the 2,800 school social workers who are currently “approved,” individuals applying for school social worker certification will be charged the application evaluation fee of \$160.00 for an initial school social worker certificate.

**30. Quantify any cost reductions to businesses, individuals, groups of individuals, or governmental units as a result of the proposed rules.**

No cost reductions are anticipated to businesses, individuals, groups of individuals, or governmental units as a result of the proposed rules.

**31. Estimate the primary and direct benefits and any secondary or indirect benefits of the proposed rules. Please provide both quantitative and qualitative information, as well as your assumptions.**

The primary and direct benefits of the proposed rules will include:

1. Recognition of the expertise, additional training, and professional learning required of school social workers, of whom there are currently approximately 2,800 who hold “approvals” issued by the Department of Education.
2. Decoupling credentialing from employment so that a school social worker will hold a readily recognizable, portable, professional credential.
3. Enhanced ability of the Department of Education to gather data about school social workers, to monitor school social workers for compliance with statutory requirements related to school safety, and to dedicate staff to support school social worker credential applicants, school social worker credential holders, and their employers. In 2022-2023, 520 Michigan school districts employed school social workers.

Secondary benefits of the proposed rules may include:

1. Increased expertise of school social workers serving both students with disabilities whose IEPs require social work services and their families.
2. Increased professionalism of special education personnel employed in public schools.

**32. Explain how the proposed rules will impact business growth and job creation (or elimination) in Michigan.**

The proposed rules will not impact business growth in Michigan. It is unknown if the proposed rules will result in the employment of more individuals as school social workers in Michigan.

**33. Identify any individuals or businesses who will be disproportionately affected by the rules as a result of their industrial sector, segment of the public, business size, or geographic location.**

No individuals or businesses will be disproportionately affected by the rules as a result of their industrial sector, business size, or geographic location. If school social workers are considered a segment of the public, they will be disproportionately affected by the proposed rules, which create a system of certification of school social workers.

**34. Identify the sources the agency relied upon in compiling the regulatory impact statement, including the methodology utilized in determining the existence and extent of the impact of the proposed rules and a cost-benefit analysis of the proposed rules.**

The Department of Education relied on data in the MOECS and on the websites of other state departments of education, including the following websites for Great Lakes states:

Illinois:

- National Association of Social Workers, Illinois Chapter (<https://www.naswil.org/ssw>)
- Illinois State Board of Education (<https://www.isbe.net/Pages/PEL-School-Support-Ed-Lic.aspx>)

Indiana Department of Education (<https://www.in.gov/doe/educators/educator-licensing/school-services-employee/#:~:text=To%20be%20a%20licensed%20school,approved%20school%20social%20worker%20program>)

Minnesota:

- Minnesota Board of Social Work (<https://mn.gov/boards/social-work/applicants/applyforlicense/lsw.jsp>)
- Minnesota Professional Educator Licensing and Standards Board (<https://mn.gov/pelsb/aspiring-educators/preparation-programs/related-services/>)

New York:

- New York State School Social Workers' Association (<https://nyssswa.org/credentialing/school-social-work-certification/>)
- New York State Education Department (<https://www.highered.nysed.gov/tcert/>)

Ohio State Department of Education (<https://education.ohio.gov/getattachment/Topics/Teaching/Licensure/Apply-for-Certificate-License/Pupil-Services-Licenses/Social-Worker-Licensure-Considerations.pdf.aspx?lang=en-US#:~:text=Hold%20a%20master's%20degree%20from,of%20Higher%20Education%20approved%20graduate>)

Pennsylvania Department of Education (<https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG87.aspx#:~:text=A%20School%20Social%20Worker%20Educational,or%20an%20equivalent%20foreign%20qualification>)

Wisconsin Department of Public Instruction (<https://dpi.wi.gov/sspw/pupil-services/school-social-work/licensing>)

The Department of Education also relied on a research article published in the July 2021 issue of the journal, *Children & Schools* (Volume 43, Issue 3, pages 167-174), entitled “Certification and Professional Preparation of School Social Workers, School Psychologists, and School Counselors,” by Brandon Mitchell, Andy Frey, and Michael S. Kelly. The article, which is available with access at <http://academic.oup.com/cs/article/43/3/167/6319834>, was provided to the Department of Education by a board member of the Michigan Association of School Social Workers, the web address of which is <https://masswmi.site-ym.com>.

In August 2018, a group of stakeholders representing PK-12 schools, educator preparation programs, and professional organizations representing the school social worker community began meeting on a biweekly basis to revise the Michigan standards for the preparation of school social workers, with the intent to create a comprehensive credential system and to recognize the expertise of school social workers in providing services to students with disabilities. The credentialing of school social workers was an issue addressed by the stakeholder group. After seriously considering the application evaluation fee that would be imposed for school social worker certification (in the same amount imposed for teacher, school administrator, school psychologist, and school counselor certification or licensure), the stakeholder group strongly recommended that a system of school social worker certification replace the “approval” process. The recommendation reflected the stakeholder group’s determination that the benefits of upholding school social work as a profession and allowing school social workers to hold individual, portable

certification outweighed the cost of the application evaluation fee. The school social worker standards proposed by the stakeholder group were presented to the State Board of Education on June 11, 2019, and there was a period for public comment through September 15, 2019. Comments were submitted by 70 individuals representing 22 counties and 39 school districts and intermediate school districts, including 36 school social workers, 20 school administrators, 4 preparation program representatives, 3 parents or citizens, and 1 professional organization representative. At its October 8, 2019 meeting, during which the goal to create a certification system for school social workers was discussed, the State Board of Education approved the revised standards.

**A. How were estimates made, and what were your assumptions? Include internal and external sources, published reports, information provided by associations or organizations, etc., that demonstrate a need for the proposed rules.**

Estimates were made based on relevant data from the MOECS for recent school years.

**Alternative to Regulation**

**35. Identify any reasonable alternatives to the proposed rules that would achieve the same or similar goals.**

There is no reasonable alternative that would achieve the goals of the proposed rules.

**A. Please include any statutory amendments that may be necessary to achieve such alternatives.**

MCL 380.1703(1) requires rules regarding the qualifications of school social workers. Credentialing of educators is a matter of state law and there is no reasonable alternative that would achieve the goals of the proposed rules.

**36. Discuss the feasibility of establishing a regulatory program similar to that proposed in the rules that would operate through private market-based mechanisms. Please include a discussion of private market-based systems utilized by other states.**

Credentialing of educators is a matter of state law. No regulatory program operating through private market-based mechanisms is feasible.

**37. Discuss all significant alternatives the agency considered during rule development and why they were not incorporated into the rules. This section should include ideas considered both during internal discussions and discussions with stakeholders, affected parties, or advisory groups.**

The proposed rules reflect the standards adopted by the State Board of Education based on the extensive involvement and input of a wide range of stakeholders. The stakeholder committee strongly recommended the implementation of a certification system for school social workers to replace the current “approval” system. The committee did not consider a significant alternative.

**Additional Information**

**38. As required by MCL 24.245b(1)(c), please describe any instructions regarding the method of complying with the rules, if applicable.**

There are no instructions regarding the method of complying with the rules under MCL 24.245b(1)(c).