

WIOA STATE PLAN FOR  
THE STATE OF MICHIGAN

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## OVERVIEW

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Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

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## OPTIONS FOR SUBMITTING A STATE PLAN

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A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))\*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

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\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

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## HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
  - State Strategy Implementation,
  - State Operating Systems and Policies,
  - Assurances, and
  - Program-Specific Requirements for the Core Programs, and
  - Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.\* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

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\* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

### Executive Summary

The following is Michigan's Unified State Plan, which meets the requirements described in the WIOA, the WIOA Proposed Rules, and other published federal guidance. A four year strategy for the core programs is outlined in the plan. The core programs include:

- The Adult Program (Title I);
- The Dislocated Worker Program (Title I);
- The Youth Program (Title I);
- The Adult Education and Family Literacy Act Program (Title II);
- The Wagner–Peyser Act Program (Wagner–Peyser Act, as amended by Title III); and

- The Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

The major content areas of the plan include strategic and operational planning elements. All strategic and operational planning elements in the plan apply to all of the core programs.

The strategic planning elements section of the plan includes analyses of the state's economic conditions, workforce characteristics, and workforce development activities. These analyses, as prepared by the Department of Technology, Management and Budget's Bureau of Labor Market Information and Strategic Initiatives, drive the required vision and goals for the State's workforce development programs to support economic growth. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth.

The operational planning elements section identifies the State's efforts to support the State's strategic vision and goals as identified in the strategic planning elements section. This section ensures that the State has the necessary infrastructure, policies, and activities in place to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination.

Operational planning elements include:

- State Strategy Implementation, which includes how the State Board will implement its functions as required under the WIOA and how the State will implement the State's strategies as identified in the strategic planning elements section;
- State Operating Systems and Policies, which includes State operating systems that support the coordinated implementation, data collection and reporting process used for all program activities, State policies, assessment of all core programs, funding distribution, data alignment and integration between core programs, and performance accountability;
- Common Assurances, for all core programs; and
- Program-Specific Requirements for each of the core programs.

When responding to the plan requirements, states must identify specific strategies for coordinating programs and services for target populations. While discussion of and strategies for every target population is not expected, states are required to address as many as are applicable to their state's population and look beyond strategies for the general population.

How the Strategies in the Unified State Plan Support the State's Vision: Governor Rick Snyder's 2015 State of the State address outlined his priorities for his second term. His overall state priority places an emphasis on putting people first, with the goal of helping all Michiganders succeed, no matter their stage in life. This priority will be accomplished through collaboration and cooperation to restructure State government, resulting in an effective, efficient, and accountable government that better serves its citizens.

The following key actions necessary to continue Michigan's reinvention include:



- Revolutionizing how government operates by reducing bureaucracy and inefficiencies in the system through restructuring government by combining talent and workforce operations;
- Focusing on early childhood education (prenatal through the third grade) by improving early literacy by providing half-day pre-school opportunities across the state. Proficiency in third grade reading is an early indicator of having a skilled workforce that is imperative to making Michigan stronger;
- Focusing on K–12 education to improve achievement in Michigan schools by improving efforts to nurture and educate our youth from prenatal and beyond;
- Ensuring that training is demand-driven by creating partnerships with education and employers, building a seamless One-Stop system for both employers and job seekers, emphasizing the value of science, technology, engineering, and math education, and by investing in skilled trades training and career tech education opportunities;
- Creating Prosperity Regions across the state, thereby allowing local areas to devote their resources to leverage state resources that help create more and better jobs and training;
- Assisting the structurally unemployed by offering services tailored to meet individual needs;
- Providing one-stop shopping for veterans; and
- Increasing accountability through measuring outcomes and results.

Created by Executive Order 2015–11 in April 2015, the Governor’s Talent Investment Board is a business majority led board of industry executives, legislators, labor officials, education leaders, local elected officials, state agency directors, and other representatives consistent with the provisions of the WIOA Section 101(b). The Governor’s Talent Investment Board plays a vital role in bringing citizen involvement, engagement, and oversight to the State’s talent enhancement effort, and serves as a catalyst for talent enhancement and economic development entities. The Governor’s Talent Investment Board recommends policies to the Governor and state departments that guide workforce investment and training at both the state and local levels. The Governor’s Talent Investment Board is the principal private–sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals. The Governor’s Talent Investment Board has established the following strategic priorities to guide its work:

- Educate students, parents, job seekers, teachers, counselors, and administrators about local in-demand careers and prepare students for those careers.
- Expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

In alignment with Governor Snyder’s priorities and the Governor’s Talent Investment Board’s priorities, Michigan’s Unified Plan includes the following strategies:

**Jobs Strategy:** Our jobs strategy is integrated into the Governor’s overall strategic plan for Michigan’s reinvention. Michigan’s primary workforce development strategy is a demand-driven system that focuses on aligning all efforts, initiatives, programs, and funding around key industry clusters. This strategy includes the alignment of policies, operations, and administrative systems to

avoid duplication of workforce programs and activities, as well as providing a way to leverage discretionary funding and formula-based investment across all programs. Our collaboration with workforce agencies, employers, economic developers, post-secondary education providers, and other partners with shared interests provides us with opportunities to leverage partner funds for services not funded under the WIOA. Our workforce programs are being implemented with innovation and efficiency in mind to deliver results-driven training and services in order to provide more and better jobs, assist employers with their workforce training needs, and revitalize our education system to better prepare youth.

**Talent Enhancement Strategy:** Our talent enhancement strategy involves the alignment of economic development efforts at the Michigan Economic Development Corporation with workforce development efforts at the Workforce Development Agency. “Talent” is the education and work experience that employees bring to a job. “Enhancement” is the role the State of Michigan plays in improving the state’s overall workforce pool. Talent enhancement efforts include: 1) talent development, 2) talent recruitment and attraction, 3) talent connections, 4) talent-based job creation and entrepreneurship, along with 5) workforce system reforms implemented by the Workforce Development Agency.

**Strategy for Youth:** Career preparation and inspiration initiatives are used to ensure that every middle school student participates in a program to introduce them to local in-demand careers. Preparation for those careers may include job shadowing, talent tours, and internships. Other activities funded through the WIOA Youth program may include Jobs for Michigan’s Graduates and YouthBuild programs in selected areas of the state.

Career and Technical Education programs operated through the Michigan Department of Education are also part of our State strategy to introduce students to local in-demand careers. Secondary and postsecondary career and technical education programs provide work-based learning experiences and support workforce development by prioritizing funding to instructional programs where there are job openings, successful placement of students in those jobs, and wages that are self-sustaining.

Other partner programs include the Martin Luther King Jr. – Cesar Chavez – Rosa Parks initiative and Career Pathways administered through the Adult Education and Family Literacy Act programs (Title II), and Pathways to Potential administered through the Department of Health and Human Services/Vocational Rehabilitation (Title IV) programs.

**Strategy for Adult Learners and Employers:** The Talent Investment Agency will spearhead Governor Snyder’s talent enhancement efforts, which are critical to Michigan’s economic prosperity. The Talent Investment Agency will be the State’s leader in evaluating and implementing services and programs related to talent, such as job preparedness, career-based education, skilled trades training, incumbent worker training, employment assistance, science, technology, engineering, and math training programs, and programs designed to help the unemployed. By putting all talent investment efforts under a single department, Michigan can leverage its ability to build talent that possesses in-demand skills while helping our state’s businesses grow.

Michigan’s Unified State Plan includes an emphasis on work-based learning and career opportunities, such as the Michigan Industry Cluster Approach, and Michigan Apprenticeships, Internships, and Mentoring. Work-based learning will move Michigan’s workforce system to a more demand-driven system through the development of industry-based partnerships that promote the economic health and welfare of regional area businesses and workers through engagement of local employers to provide direct information on in-demand jobs, skill sets required, training program

requirements, and candidate assessment factors to improve successful transition from training to long-term employment. Stimulating the development of industry clusters, based on sound labor market information data, supports the overall goal of providing Michigan employers with a highly-skilled workforce and Michigan citizens with careers providing good wages and increased opportunities.

The Michigan Skilled Trades Training Fund provides competitive state funds for employer responsive training that enhances talent, productivity, and employment retention, while increasing the quality and competitiveness of Michigan's businesses. The Skilled Trades Training Fund ensures Michigan's employers have access to the talent they need to compete and grow, and individuals have the skills they need for in-demand jobs. Collaboration between Michigan Works! Agencies, economic development, and educational partners is essential to achieve demand-driven training that addresses the talent shortages hampering the growth of Michigan's priority industries.

The Community College Skilled Trades Equipment Program makes state funding available to community colleges to upgrade their facilities with new machinery and technologies to ensure Michigan Community Colleges can deliver educational programs in high-wage, high-skill, and high-demand occupations. Awards are made through a competitive process, and require a cash match of 25 percent from the community college.

Coordination with Economic Development Strategies and Activities: By developing positive and cooperative relationships with state agencies such as the Unemployment Insurance Agency, the Department of Health and Human Services, Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, the Department of Education, and others, we can better serve our business customers and job seekers through unduplicated, coordinated services. By establishing common practices across the Talent System, we can assure that our business customers as well as job seekers will have consistent quality of service, no matter where they enter the system. The Workforce Development Agency will work co-operatively with Talent System partners to implement common practices across regions, track performance, and measure employers' and job seekers' level of satisfaction to ensure consistent quality of service.

Prosperity Regions: The Regional Prosperity Initiative will ensure that the State of Michigan is investing in the success of our regions, their local communities, and our economy in ways that are meaningful to the people who are working, playing, and doing business here every day. This will ensure that our finite resources are being used wisely. As a result of collaborative efforts for regional prosperity, the state will also be better equipped to attract and retain the talent that is so essential to remaining globally competitive. Finally, strong regions will give the State a new avenue by which to deliver State services that is more efficient and responsive to the needs of the regional economy. As federal dollars become scarcer, this helps to ensure that available resources have the greatest impact possible for both job creators and residents.

Improved Performance and Accountability: The Governor's Talent Investment Board will work with the Talent Investment Agency to meet regulatory responsibilities as prescribed by federal statute and regulation, including the development and updating of comprehensive State performance and accountability measures to assess the effectiveness of core programs.

Michigan Works! Agencies will provide the Unemployment Insurance Agency Work Test for claimants to ensure they are able to work, seeking work, and have not refused suitable work and provide re-employment services to profiled claimants selected by the Unemployment Insurance Agency. Profiled claimants are those claimants who will most likely exhaust their unemployment

benefits before finding employment. Michigan Works! Agencies are also partnering with the Unemployment Insurance Agency to deliver the Re-employability Eligibility Assessment pilot program. This program provides one-on-one service to claimants who will more than likely exhaust their unemployment benefits prior to obtaining employment. This is similar to the re-employment profiling component; however, claimants are to receive up to three re-employability assessments if employment has not been acquired. These re-employability assessments consist of re-employment services that are more intense and include follow up case management services.

Public Review and Comment: The Draft Unified State Plan was made available electronically for public comment for 45 days. Notification was forwarded to required stakeholders as identified by each of the core programs and other partnering programs.

Approval by the Governor's Talent Investment Board of the strategies outlined in the Unified State Plan was obtained prior to submittal of the final plan to the U.S. Departments of Education and Labor for federal approval. The Governor's Talent Investment Board approved the plan during their quarterly meeting held on December 14, 2015.

Comments, along with responses, officially are part of the final plan. See Appendices II and III for a list of stakeholder groups that received public comment notification, public comments received, and the State's responses.

Plan Format: The Unified State Plan is designed in alignment with the WIOA, the WIOA Proposed Rules, and federal guidance issued for Unified and Combined State Plans.

## I. WIOA STATE PLAN TYPE

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**Unified or Combined State Plan.** Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

**Unified State Plan.** This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. Yes

**Combined State Plan.** This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. No

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## COMBINED PLAN PARTNER PROGRAM(S)

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Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o)) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) No

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)) No

## II. STRATEGIC ELEMENTS

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The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State's current economic environment and identifies the State's overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

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## A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State's workforce system and programs will operate.



## 1. ECONOMIC AND WORKFORCE ANALYSIS

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### A. ECONOMIC ANALYSIS

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

#### I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

#### II. EMERGING INDUSTRY SECTORS AND OCCUPATION

Provide an analysis of the industries and occupations for which demand is emerging.

#### III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

##### Introduction

The Workforce Innovation and Opportunity Act (WIOA) of 2014 presents an extraordinary opportunity to improve job and career options for Michigan's workers and job seekers through an integrated, job-driven public workforce system that links diverse talent to businesses. Michigan's WIOA Unified State Plan demonstrates how our workforce development system is strengthened through innovation and improvement in, and alignment with, employment, training, and education programs. The Talent Investment Agency is eager to collaborate with partners at all levels to bring a seamless service delivery system to all job seekers and employers utilizing Michigan's One-Stop system.

Michigan faces several challenges in workforce and economic development. These include:

- Reducing unemployment and the number of long-term unemployed;
- Creating a higher-skilled talent pool in Michigan by improving educational attainment and worker training;
- Stimulating job creation; and
- Training and attracting the talent base needed by Michigan's growth sectors.

To address these challenges, a detailed understanding of the state's labor market trends is critical. This includes information on and analysis of Michigan's industry structure, growth industries and occupations, high-demand critical sectors, the demographic changes occurring in the state's labor pool, and the skill sets needed for the jobs expected to drive future Michigan employment expansion.

(Please see "Knowledge, Skills, and Abilities" and "Tools and Technologies and Certifications" sections included in response to next section for the requested information.)

## B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.\* This population must include individuals with disabilities among other groups\*\* in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. \*\* Veterans, unemployed workers, and youth, and others that the State may identify.

### I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

### II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

### III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

### IV. SKILL GAPS

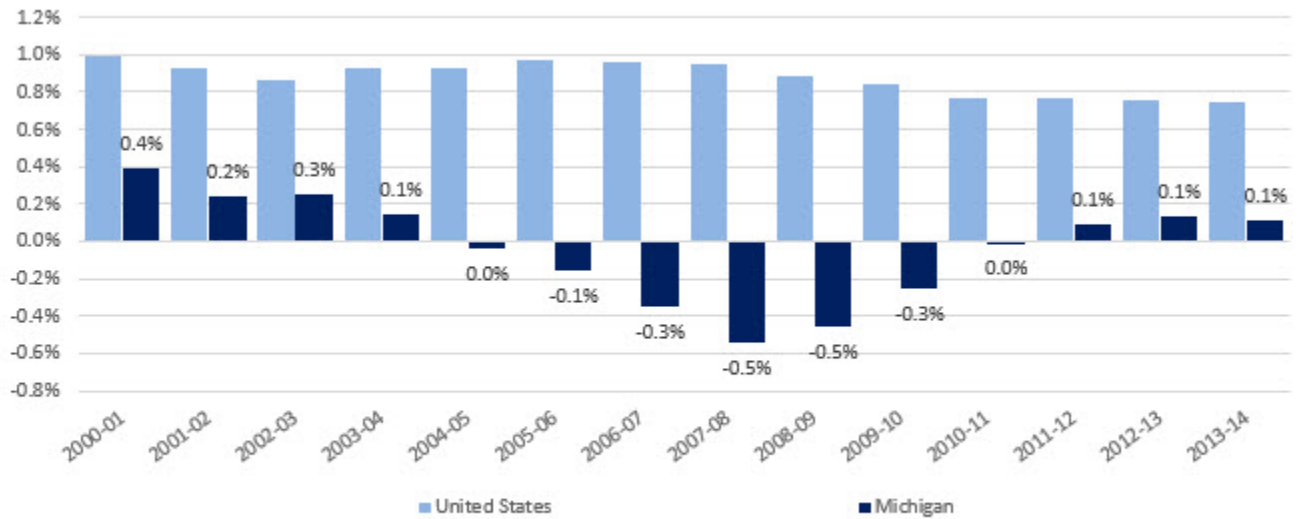
Describe apparent 'skill gaps'.

Economic and Workforce Analysis

#### Population

- In 2014, Michigan's population measured an estimated 9,900,000. Despite the recent population gains since 2010, Michigan's population remains below 2000 levels by 0.4 percent or negative 42,573 residents. In contrast, the U.S. population has shown impressive growth, up 36,694,645 or 13 percent since 2000.
- Michigan's population displayed positive but declining annual growth rates between 2000 and 2004 before turning negative between 2005 and 2010. Michigan's loss of population worsened during the Great Recession, with close to 100,000 residents leaving the state. Since 2011, Michigan's population has shown gradual positive gains.

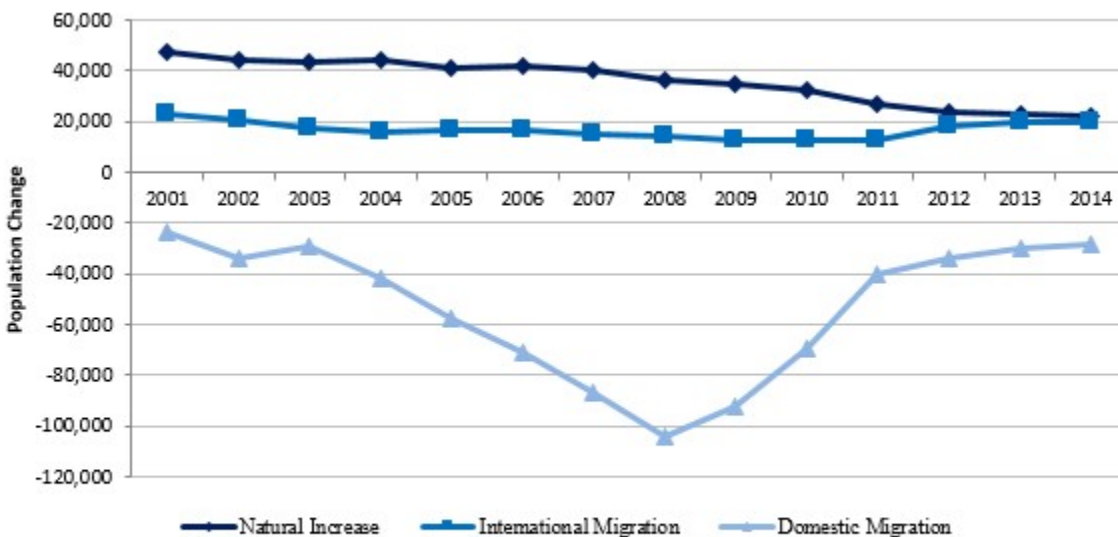
Figure 1 Annual Michigan Population Growth 2000-2014:



Source: U. S. Census Bureau, Population Estimates Division

- Both natural population increase (births minus deaths) and international migration have contributed positively to the statewide population. However, the rate of natural increase in the state’s population has been declining over the past 15 years. Gains in international migration also lessened from 2000 to 2011, but ticked upward through 2014. In fact, by 2014, international migration and natural increase are estimated to equally contribute to the Michigan population gains.

Figure 2 Michigan Components of Population Annual Change 2000-2014:



Source: U. S. Census Bureau, Population Estimates Division

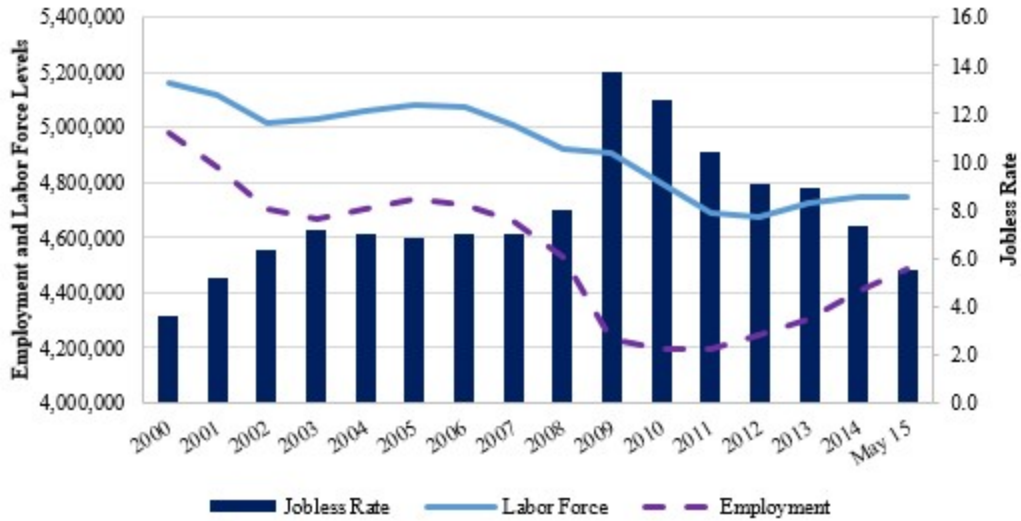
- Unlike the natural population increase and international migration, domestic migration has been negatively impacting Michigan's population throughout the decade and continues to do so to date (2014). Between 2007 and 2008, Michigan recorded its largest annual domestic out-migration of 104,000. Since 2008, the number of people moving to other states has abated, but domestic out-migration still reduced the statewide population by 29,000 in 2014.
- Domestic migration affected virtually all population subgroups, but the impact on certain population segments has been more pronounced:
  - o Persons with some form of post-secondary education were more mobile than those with only a high school degree or less. Individuals with post-secondary education and training comprised 82 percent of domestic out-migration.
  - o The state's younger population cohorts also exhibited significant declines. About half of total domestic out-migration stemmed from individuals between the ages of 18 and 34.
  - o Domestic out-migration was more prevalent for those with an annual income of less than \$50,000. Higher income earners (annual income of \$50,000 or more) only represented 15.6 percent of domestic out-migration.

The migration patterns discussed above will greatly influence the state's labor pool. These demographic shifts will have implications on the future productivity of Michigan's labor force. The poor economic conditions in the state during most of the decade not only contributed to a declining population, but also a shrinking workforce.

### **Labor Market Trends**

- Michigan's labor market has made a strong recovery since recessionary lows observed during the Great Recession. In 2009, Michigan had the highest unemployment rate in the country at 13.7 percent. Since then, Michigan's jobless rate has continued to fall all the way down to 5.5 percent as of May 2015. Employment levels have also bounced back strongly after reaching a low of 4,194,000 in 2010. Since that time, Michigan has added 293,000 employed persons to its economy. Michigan's labor force has also edged up slightly since 2012, advancing by 79,000 through May 2015. However, this followed seven consecutive years of labor force reductions from 2005–2012, with the state workforce falling by 412,000 or 8.1 percent.

Figure 3 Employment Status of Michigan Workforce 2000-2014:



Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives

- Despite the strong labor market performance since the recession, Michigan workforce indicators remain well below the peaks established in 2000. The Michigan jobless rate in 2000 was 3.6 percent, well below the current rate of 5.5 percent. Far more striking were the long-term, massive losses in labor force and employment levels over this period. In May 2015, Michigan's labor force was 4,750,000, a very large drop of 413,000 since 2000. The same is true for employment, which has plunged in Michigan by 489,000 workers since 2000. The share of the Michigan population that was active in the labor market (the labor force participation rate) dropped sharply from 68.7 percent in 2000 to 60.5 percent in 2014.

### Current Employment Status

Figure 4 Current Employment Status of Michigan Workforce, January 2014-May 2015:

Figure 4: Current Employment Status of Michigan Workforce, January 2014-May 2015



Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives

- More recently, Michigan workforce trends have shown strong improvement. Since January 2014, the jobless rate has dropped 2.4 percentage points to 5.5 percent and employment advanced from 4,373,000 in January 2014 to 4,487,000 in May 2015, a gain of 114,000. But there are still some areas of concern despite this general labor market recovery.

- o In 2014, 34.7 percent of the state’s unemployed were without work for over 26 weeks, compared to just 3.2 percent in 2001.

- o The number of Michigan workers desiring full–time work but only able to find part–time work was 5.8 percent of total employment in 2014, compared to just 1.8 percent in 2001.

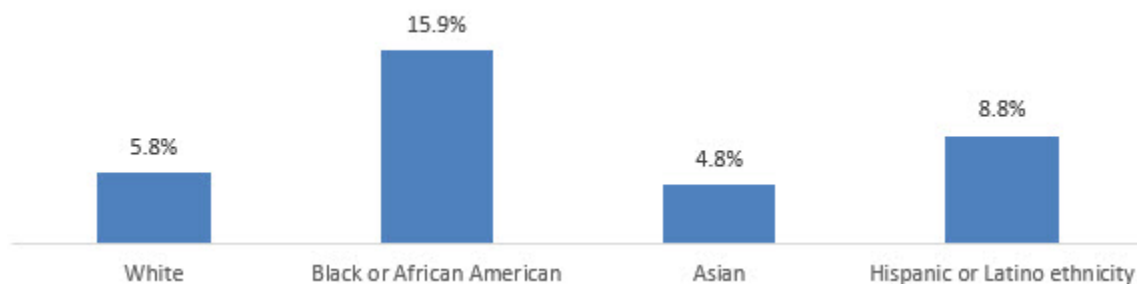
- o The U.S. Department of Labor, Bureau of Labor Statistics publishes six measures of labor underutilization rates for states. The broadest measure, the U6 underutilization rate, includes the unemployed (people without a job but actively looking for one and available to work), marginally attached workers (people willing to work but who have not looked for a job for the past 12 months), and persons working part–time involuntarily. This measure for the 12–month period ending March 2015 showed a U6 labor underutilization rate for Michigan of 13.1 percent, which was tied for the fifth highest in the nation. This was despite Michigan’s official U3 unemployment rate in May 2015 of 5.5 percent, which ranked only 29th nationwide.

### Demographics of the Michigan Labor Force, Including Educational Attainment

Jobless Rates by Demographic Categories:

- Unemployment rates in 2014 were reasonably similar for men and women in Michigan, but marital status made a difference. The 2014 jobless rates for men and women in the Michigan labor force were essentially equal at 7.1 and 7.4 percent, respectively. However, individuals who were married had significantly lower unemployment rates. Married men with a spouse present had a jobless rate of just 3.0 percent in 2014, and married women with a spouse present had a jobless rate of 3.7 percent, both significantly lower than either gender as a whole.

Figure 5 Michigan Jobless Rate by Race-Ethnicity, 2014:



Source: U.S. Bureau of Labor Statistics, Current Population Survey (2014)

- Unemployment remained elevated for African Americans in 2014, despite improvements since the recession. The rate for African Americans (15.9 percent) in Michigan was over double the rate for all workers (7.2 percent).

- For individuals of Hispanic or Latino ethnicity, jobless rates in 2014 were also above average (8.8 percent), or over one percentage point higher than the rate for all workers.
- The racial group with the lowest unemployment rate in 2014 was Asians at 4.8 percent, followed by Whites with a jobless rate of 5.8 percent.

Figure 6 Michigan Jobless Rates by Age Category, 2014:



Source: U.S. Bureau of Labor Statistics, Current Population Survey (2014)

- Jobless rates were generally inversely related to age in Michigan, until individuals reached 65 years and over. Teens and young adults face the highest unemployment rates in the state, at 20.0 percent and 14.0 percent, respectively. Competition with more experienced or skilled adults, and more frequent movement in and out of the workforce, partially explains these higher rates for younger workers. Jobless rates then tend to decrease with age down to a low of 3.9 percent for those aged 55 to 64 years old. For persons 65 years and older, labor force participation rates fall significantly, but unemployment rates go up as older workers at times face additional barriers to employment.

### Full Versus Part-Time Employment

- Women make up a larger share of the Michigan part-time workforce than men. In Michigan in 2014, women comprised 65 percent of part-time workers, but accounted for only 42 percent of full-time workers.
- About one in every four part-time workers would prefer to work full-time, and over half of these persons working part-time involuntarily are women. In 2014, 23 percent of part-time workers were working part-time due to economic reasons, and nearly 60 percent of these workers were women.
- Most unemployed persons (83 percent) in Michigan in 2014 were looking for full-time employment. A slightly higher share of men (87 percent) than women (79 percent) in 2014 were looking for full-time work.

### Educational Attainment of the Michigan Workforce

- Compared to national averages, Michigan had a slightly higher share of the adult population that had attained a high school degree, had some college but no degree, or had an Associate's degree in 2013. The state had a smaller proportion of persons with less than a ninth grade education level



than the nation (3.3% vs 5.8%). The state notably lagged behind the nation in the share of residents with Bachelor's degrees and Graduate or Professional degrees.

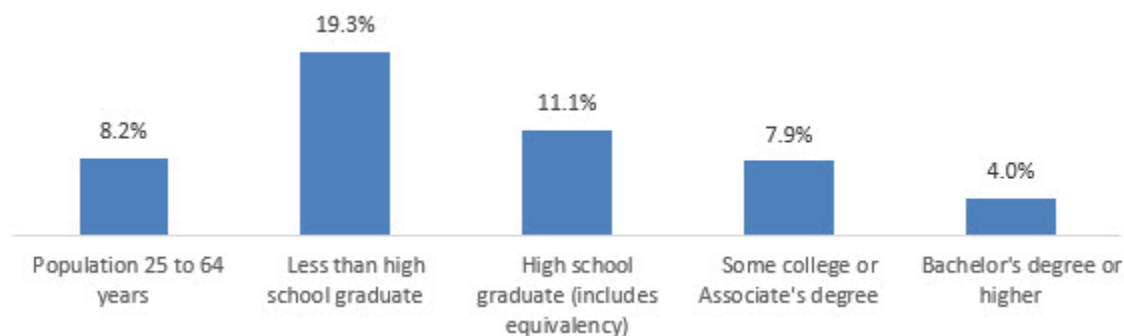
Figure 7 Educational Attainment of the Population Ages 25 and Over, 2015:



Source: U.S. Census Bureau, American Community Survey (2013 1-year Estimates)

- In general, unemployment declines as educational attainment increases, and Michigan is no exception. In 2013, individuals with less than a high school graduate level of education had the highest jobless rate at 19.3 percent. Unemployment rates generally declined with higher educational attainment levels to a low of just 4.0 percent for individuals with a Bachelor's degree or higher.

Figure 8 Unemployment Rates by Educational Attainment Population 25 to 64 Years Old, 2013:



Source: U.S. Census Bureau, American Community Survey (2013 1-year Estimates)

- All education levels registered increased unemployment rates from 2005 to 2013 in Michigan, although the higher the level of education a group had the lower the rise in the jobless rate. These rate gains ranged from an increase of 2.9 percentage points for persons with less than a high school diploma, to a small rise of just 0.7 percentage points for Michigan residents with a Bachelor's degree or higher.

- People with a Bachelor's degree or higher were the only group to see gains in labor force and employment over the period of 2005 to 2013. Also over this period, groups with less education had generally larger reductions in employment and labor force in Michigan.

- Poverty rates were also inversely related to educational attainment in Michigan in 2013. Poverty rates in 2013 ranged from 30.3 percent for residents with less than a high school education to 4.8



percent for residents with a Bachelor’s degree or higher. Adults with a bachelor’s degree or higher were also the only education group to see a reduction in poverty rate from 2005 to 2013.

- Higher education levels were clearly related to higher median earnings in Michigan. Individuals who were less than high school graduates had median earnings in the past 12 months of just \$19,141, which was far below the statewide median income of \$32,886. Income was highest for those with advanced education. Persons with a Bachelor’s degree in Michigan had 2013 median earnings of \$47,043, and people with a Graduate or Professional degree recorded median earnings of \$65,897.

### Labor Market Status of Individuals with Barriers to Employment

The WIOA also requires states to address the employment and labor status of “individuals with barriers to employment, including individuals with disabilities.” [WIOA, Section 102(b)(1)(B)].

The preceding analysis of Michigan labor force status by demographic characteristic provides a glimpse of the differences in employment, unemployment, and labor force participation across groups such as gender, race/ethnicity, age, and others. There are other groups of individuals identified by the WIOA, and many face workforce challenges.

#### Individuals with a Disability

Figure 9 Individuals with Disability Employment, Unemployment, and Labor Force Participation, 2010-2014:

Year	Indicator	Michigan			United States		
		No Disability	With Disability	Total	No Disability	With Disability	Total
2010	Participation Rate	68.0%	20.6%	62.0%	70.1%	21.8%	64.7%
	Unemployment Rate	11.8%	21.9%	12.2%	9.4%	14.8%	9.6%
	Employed to Population	60.0%	16.1%	54.4%	63.5%	18.6%	58.5%
2012	Participation Rate	66.7%	18.7%	60.0%	69.4%	20.6%	63.7%
	Unemployment Rate	9.0%	11.9%	9.1%	7.9%	13.4%	8.1%
	Employed to Population	60.7%	16.5%	54.5%	63.9%	17.8%	58.6%
2014	Participation Rate	66.8%	20.5%	60.5%	68.7%	19.5%	62.9%
	Unemployment Rate	7.0%	13.5%	7.3%	5.9%	12.5%	6.2%
	Employed to Population	62.1%	17.8%	56.1%	64.6%	17.0%	59.0%

Source: Current Population Survey (CPS) (Unpublished Data)

In general, Michigan displays lower labor force participation rates than the nation for both individuals with and without a disability. However, in Michigan, the participation rate of persons with a disability trended differently than the rate for people without a disability, dropping by about two percentage points between 2010 and 2012 and bouncing back by 2014. The rate for individuals without a disability decreased between 2010 and 2012 but has stayed flat since then.

- In Michigan, the labor force participation rate and the employment to population ratio of individuals with a disability are close to three times lower than the rates for persons without a disability.

- In 2014, the participation rate for individuals with disabilities was estimated at 21 percent, considerably lower than that for those with no disability (67 percent). Individuals with disabilities also faced higher unemployment rates measuring 13.5 percent, nearly double the 7.0 percent reported for those with no disability.

Figure 10 Educational Attainment of Individuals with Disability, 2014:

Educational Attainment*/Disability	Michigan				United States			
	No Disability	Percent of Total	With Disability	Percent of Total	No Disability	Percent of Total	With Disability	Percent of Total
Less than high school	289,592	6.4%	37,465	16.1%	13,947,183	9.4%	668,247	11.7%
High school grad-diploma or equiv. (GED)	1,279,031	28.2%	63,478	27.2%	40,727,036	27.6%	1,828,167	32.1%
Some college but no degree	999,324	22.0%	66,299	28.4%	28,227,219	19.1%	1,236,736	21.7%
Associate's degree-occupational/voc.	213,768	4.7%	7,181	3.1%	6,831,924	4.6%	313,533	5.5%
Associate's degree-academic program	294,811	6.5%	16,338	7.0%	8,681,342	5.9%	326,340	5.7%
Bachelor's degree	917,022	20.2%	24,282	10.4%	33,572,382	22.7%	842,874	14.8%
Master's degree	416,595	9.2%	10,350	4.4%	13,138,577	8.9%	326,031	5.7%
Doctoral and professional	125,783	2.8%	7,942	3.4%	5,108,429	3.5%	145,855	2.6%

\*Educational Attainment figures are for the population in the Labor Force  
 GED = General Educational Development

Source: Calculations from the Current Population Survey (CPS) Monthly Data

- In Michigan, the percentage of individuals with less than a high school diploma is higher for persons with a disability than for individuals without a disability by about 10 points. Additionally, persons with a disability lag behind as well in the share that attains Bachelor's and Master's degrees. The distribution for high school or equivalent (General Educational Development), some college but no degree, and Associate's degree is similar for both groups (with and without a disability).

American Indian, Alaska Native, Native Hawaiian and Other Pacific Islanders

Figure 11 Group's Labor Status, 2013:

Group	Total Population	In Labor Force	Employed	Unemployment Rate
American Indian and Alaska Native	42,373	24,958	20,636	17.3%
Native Hawaiian and Other Pacific Islander	1,707	1,108	947	14.5%

Source: U.S. Census Bureau, American Community Survey, 2013 5-year Estimates, Table S2301

- At 58.9 and 64.9 percent, respectively, American Indian and Alaska Natives and Native Hawaiian and Other Pacific Islanders recorded 2013 labor force participation rates that were within the margin of error of the statewide average rate of 61.2 percent. The two groups still showed higher unemployment rates, partially because of low population counts relative to the total state population.

#### Individuals Living Below the Poverty Line

- According to data from the U. S. Census Bureau's American Community Survey (1-year estimates), 17 percent of Michigan's population lived in poverty in 2013 (a little above the nation's poverty rate of close to 16 percent in the same year).
- About 54 percent of these individuals living under the poverty line in 2013 participated in the labor force, with only 36 percent actually holding a job, resulting in an unemployment rate of 32 percent, lower than the national jobless rate of almost 34 percent for this group (but over 3.5 times the statewide rate of 8.8 percent for all individuals in 2013).

#### Older Individuals

The WIOA Proposed Rules define "older individuals" as persons within the age bracket of 55 years and over.

- The U. S. Census Bureau estimated that in 2013, a little over 2.8 million "older individuals" lived in Michigan (in households and group quarters), with about 1,349,000 between the ages of 55 and 64, 836,000 between the ages of 65 and 74 and 650,000 in the 75 years and over bracket.
- An aging population and the recent Great Recession resulted in workers staying longer in the labor force. In fact, as of 2013, the labor force participation rate of persons between the ages of 55 and 64 was estimated at 59.0 percent; an increase of 1.4 percentage points since 2005. On the other hand, the rate for all individuals of working age (16 and more) was 61.2 percent in 2013; a decline of four percentage points since 2005.
- About 20 percent of the 65–74 years old individuals still participated in the labor force with an unemployment rate of 6.2 percent (2.6 percentage points below the statewide rate in 2013). Close to five percent of those who were 75 years old and over also continued to stay active in the labor force, with a 5.5 percent unemployment rate.
- A little over eight percent of "older individuals," 65 years of age and over, who lived in households in 2013 (excluding group quarters) were below the poverty line.

#### Individuals with Limited English Ability

Figure 12 Labor Force Status of Individuals with Limited English Ability, 2013:

Items	Speaks English Less Than "Very Well"
Population	294,712
Population 16 Years and Over	267,065
Population Under 16 Years	27,647
Employed	127,111
Unemployed	13,948
In the Labor Force	141,059
Unemployment Rate	9.9%
Not in the Labor Force	126,006
Labor Force Participation Rate	52.8%

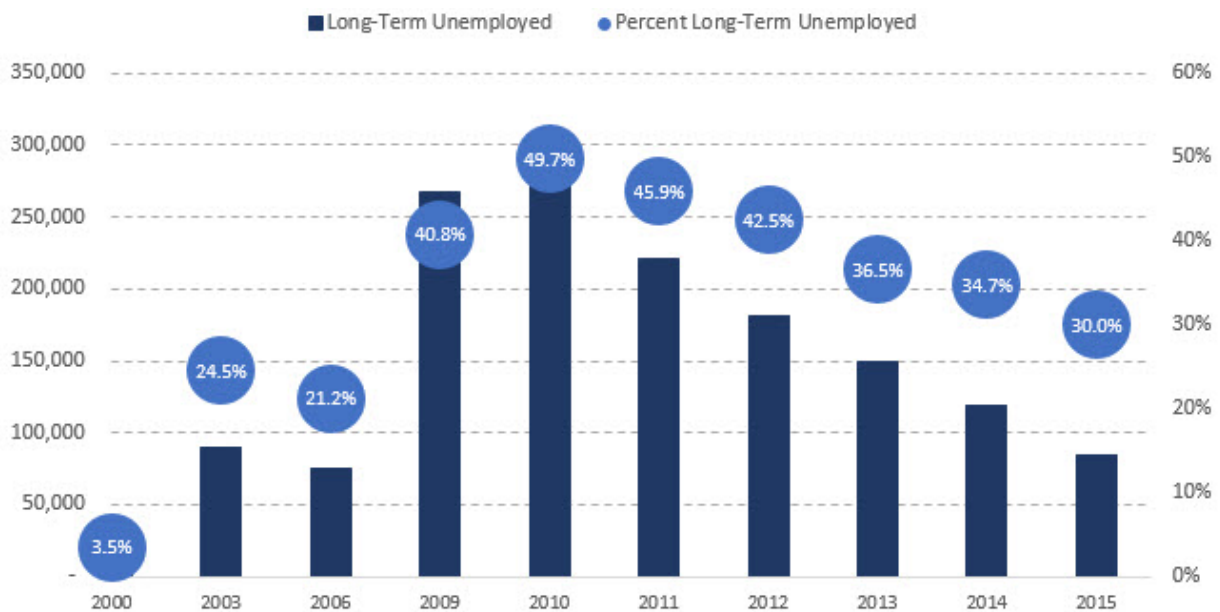
Source: Derived from U. S. Census Bureau's 2013 American Community Survey, 1-Year Micro-data

- In 2013, the U. S. Census Bureau estimated that there were close to 295,000 individuals in Michigan that spoke English less than "very well." Close to half of these individuals in the working age of 16 years and over (about 126,000) did not participate in the labor force, representing a labor force participation rate of 52.8 percent (or about eight percentage points below the statewide rate of 61.2 percent in 2013).

#### Long-term Unemployed Individuals

The U. S. Bureau of Labor Statistics defines long-term unemployed individuals as those who are unemployed for 27 weeks or more.

Figure 13 Duration of Unemployment in Michigan, August 2000-July 2015:



- A 12-month moving average between August 2014 and July 2015 indicated an estimated 283,600 unemployed individuals in Michigan, of which 85,000 (30.0 percent) had been long-term unemployed (27 weeks or more).

- The share of long-term unemployed in the total number of unemployed peaked during the recent Great Recession. For example, in 2010, almost half of all unemployed individuals had been so for 27 weeks or more. Since these peaks, long-term unemployment has moderated somewhat but remains quite elevated when compared to both the 2000 and 2006 pre-Great Recessionary levels. In 2000, only 3.5 percent of the total number of unemployed were in the long-term category (about 6,500 individuals); in 2006, 21.2 percent of the all unemployed individuals (or 75,000) were long-term, which is still close to 10 percentage points lower than the current (July 2015) percentage of long-term unemployed.

Figure 14 Unemployed Persons by Sex, Age, Race, Hispanic Origin, and Duration of Unemployment:

	Total	Less Than 5 Weeks	5 to 14 Weeks	15 Weeks and Over					Median Duration (Average of Monthly Median Duration)	Mean Duration
				Total	15 to 26 Weeks	27 Weeks and Over				
						Total	27 to 51 Weeks	52 Weeks and Over		
All Races	343.3	91.6	85.5	166.2	47.0	119.2	28.4	90.8	14.1	37.1
White	225.9	66.3	59.6	100.0	28.9	71.0	16.3	54.8	11.6	34.6
Black	95.9	19.7	22.1	54.1	14.4	39.7	9.6	30.1	23.1	40.3
Hispanic	19.6	6.7	6.5	6.5	3.1	3.4	2.2	1.2	9.8	14.8
Age 16-19	40.9	19.6	11.7	9.5	3.4	6.2	2.6	3.6	5.9	14.3
Age 20+	302.4	72.0	73.8	156.6	43.6	113.0	25.8	87.2	16.5	40.2
Male, 16+	174.8	42.1	37.6	95.1	22.7	72.4	14.8	57.6	19.7	46.0
Female, 16+	168.4	49.5	47.9	71.1	24.2	46.8	13.6	33.2	11.2	27.9

Source: Bureau of Labor Statistics, Current Population Survey, January 2014-December 2014

- In 2014, 119,200 unemployed persons in Michigan were classified as “long-term” (over 26 weeks of unemployment), which was a significant 35 percent of total unemployment in the state. The mean duration of unemployment was 37.1 weeks, while the median was 14.1 weeks.

- Men experienced a longer average period of unemployment with a mean of 46 weeks and a median of 19.7 weeks (Women: 27.9 and 11.2, respectively).

- Blacks recorded longer periods of unemployment, with a median duration twice as long as that of Whites.

Information on the trends and characteristics of the Michigan workforce is important, as is an understanding of the characteristics of Michigan jobs by industry and occupation, and the potential future sources of these jobs. The following section provides information on recent payroll job trends in Michigan, in-demand and emerging industry sectors and occupations, and key knowledge and skills for the future workforce.

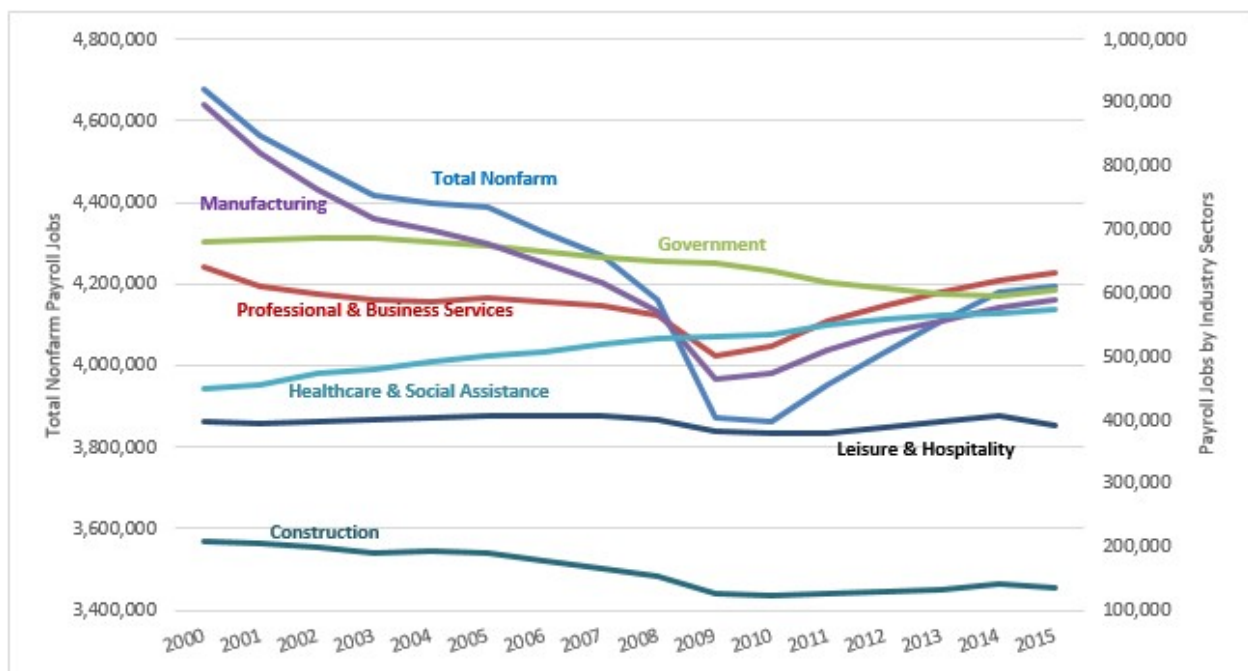


## Existing and Emerging In-Demand Industry Sectors and Occupations

This section provides information and insights on existing and emerging in-demand industry sectors and occupations as well as the knowledge, skills, and abilities needed in those industries and occupations. The WIOA defines “in-demand industry” as: “An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.”

### Michigan’s Payroll Jobs Trend

Figure 15 Michigan’s Payroll Jobs Trend Since the 2000 Recession:

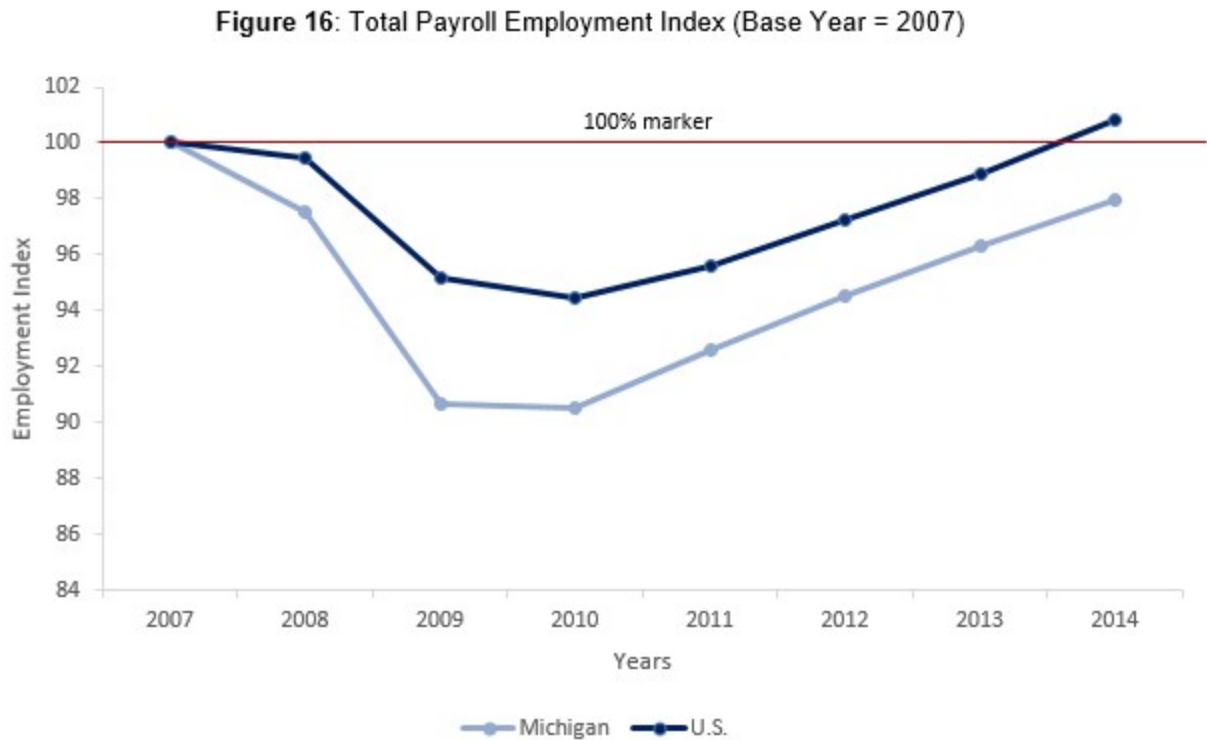


Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Current Employment Statistics

- Michigan’s economy never fully recovered from the massive Manufacturing layoffs that occurred at the turn of the Millennium in 2000, mostly blamed to outsourcing. In fact, by 2007, Michigan had lost an additional 408,600 payroll jobs, with negative 279,300 in Manufacturing alone. The impact of the late 2008 financial crisis that came on the heels of the national housing crash forced even greater job reductions among most of the state’s sectors. The state shed an additional 397,000 jobs in the two-year period from 2007 to 2009 alone. As of 2015, Michigan’s total nonfarm employment is close to a half million below the 2000 levels (–484,500).

### Michigan’s Total Payroll Job Change During and After the Recent Great Recession

Figure 16 Total Payroll Employment Index:

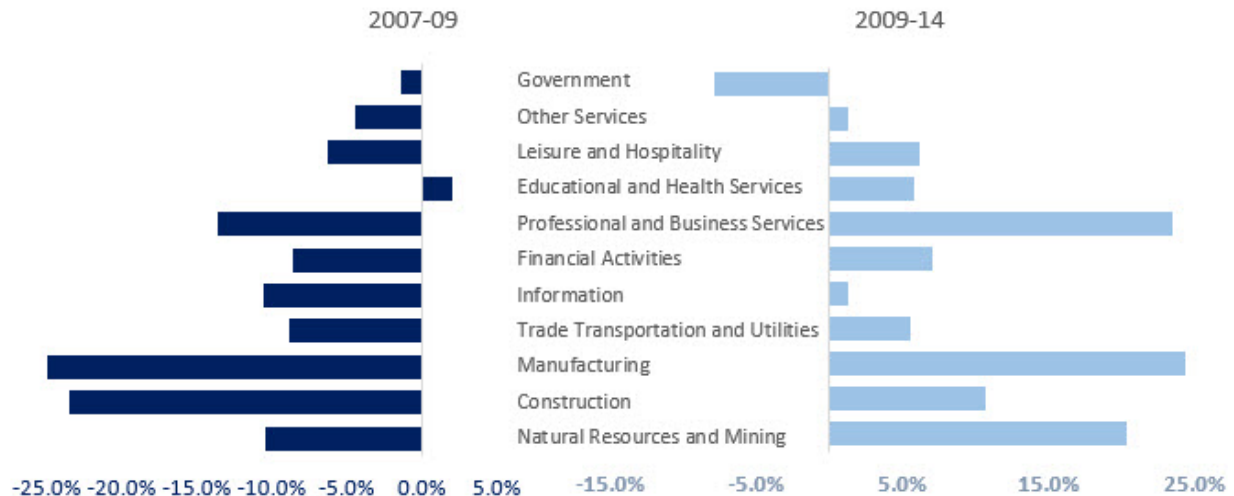


**Source:** U.S. Bureau of Labor Statistics; DTMB, Bureau of Labor Market Information and Strategic Initiatives, Current Employment Statistics

- Michigan's payroll employment dropped faster than the nation's during the recent Great Recession of 2008–2009. Michigan lost about nine percent of its payroll jobs (or –397,300), while the nation's industry employment fell by five percent (–6.7 million).
- Since the official end of the Great Recession in the second half of 2009, Michigan's payroll employment recovery has followed the nation. However, unlike the nation which had surpassed the 2007 pre-recessionary levels by 2014, industry jobs in Michigan were two percentage points below the 2007 levels (or –88,100).
- By May 2015; however, continued strong job expansion in Michigan brought payroll jobs in line with May 2007 levels.

#### Impact of the Recent Great Recession on Specific Sectors

Figure 17 Percent Change in Payroll Jobs by Industry Sectors During and After the Recession:



Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Current Employment Statistics

- Manufacturing was the hardest hit sector in Michigan during the recession, with a job reduction of 25.0 percent. However, the sector has recorded the fastest job recovery since the end of the recession (+24.4 percent).
- Jobs in Professional and Business Services declined by only around 14.0 percent during the recession. Employment has grown by 23.4 percent since then.
- One sector, private Education and Health Services, recorded job gains during the recession (+2.1 percent, or +12,500 workers) and continued to expand after the recession, adding another 35,200 positions between 2009 and 2014.
- Employment in Government (including state and local public education) fell by 1.4 percent during the recession (or –8,900) and continued to drop even further after the recession. Jobs in this sector have dropped by 7.9 percent (or –51,400) over the 2009–2014 period.

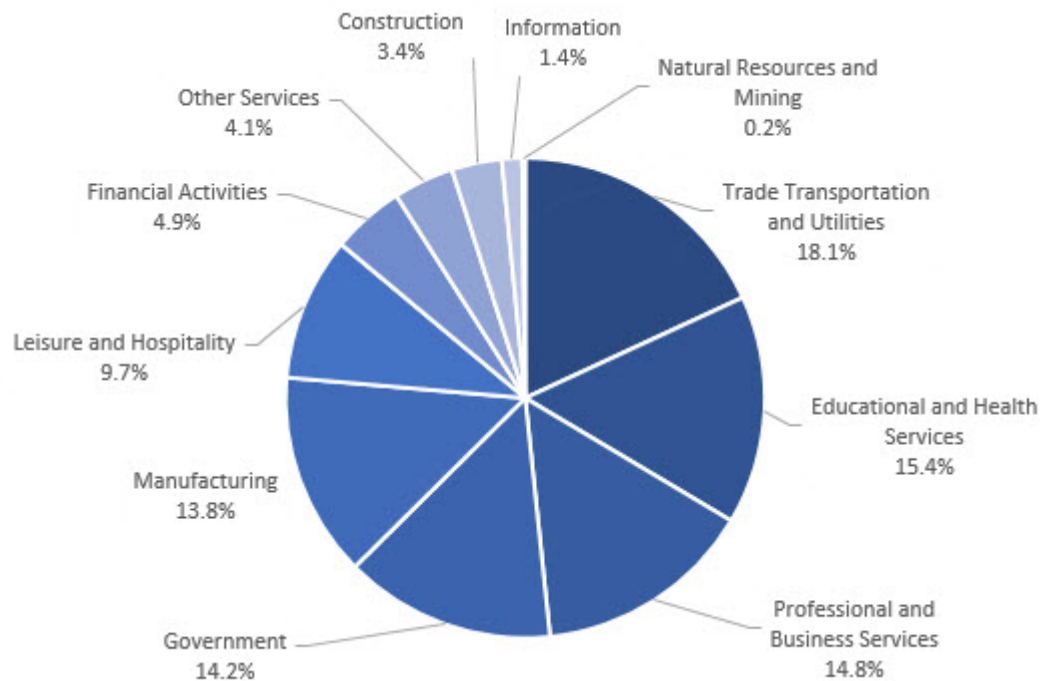
#### Current Distribution of Michigan's Payroll Jobs

- Despite the recent job gains in goods producing sectors (particularly in Manufacturing), Michigan continued to display a shift toward a service-based economy. The top four broad industry sectors in terms of overall jobs were classified in the service-providing category. At the top of the list is the service sector of Trade, Transportation, and Utilities, which accounts for a little over 18 percent of industry employment in Michigan (or 757,300). A third of the jobs in this sector are in Retail Trade.
- Private Education and Health Services enjoyed steady growth, even during the Great Recession, to become the second largest employer in Michigan. Private Education is included in this broad sector, but Healthcare and Social Assistance accounts for almost 90 percent of the 644,400 jobs in this category. Employment expansion in this sector has been a result of an increasing demand for healthcare services by an aging population and persistently improving medical technology.



- Professional and Business Services has recorded the second largest rate of job gains since the end of the recession, at 23.4 percent. It has surpassed Government as the third largest sector in Michigan in terms of payroll jobs. This sector is very diverse when it comes to skill requirements, ranging from moderate-skilled jobs in Employment Help Services, Administrative Support, and Waste Management Services to high-skilled sub-sectors of Architecture and Engineering, Legal Services, Accounting, and others.

Figure 18 Distribution of Michigan’s Total Nonfarm Payroll Jobs Across Sectors 2015:



Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Current Employment Statistics

### In-Demand Industry Sectors

The Michigan Bureau of Labor Market Information and Strategic Initiatives interprets the phrase “in-demand industry that leads to economic self-sufficiency” as a growth industry that pays a high wage (above the average for all occupations). “Opportunity for advancement” refers to career pathways within an industry cluster.

While the law defines “in-demand” industry and occupations, no clear guidance is given to distinguish “existing” from “emerging” industries or occupations. In the current analysis, we define “existing” as industries that show a strong short-term rate of job expansion (over the past three years and/or in the next two years) and “emerging” as industries projected to show significant long-term job gains.

### High-Demand and High-Wage Industries

These are industries that rank well in Michigan on a number of indicators, both in the short and long run. These sectors have displayed high recent employment growth (numeric and percent); have a strong long-term job outlook; provide above average wages; make a sizable contribution to the state's Gross Product; and show high input-output employment multipliers.

We sort and rank industry sectors by:

- Employment growth rate over the past three years (2012–2014);
- Projected long-term job growth rate for the next ten years (2012–2022);
- Numeric short-term projected job growth; and
- Average weekly wage.

We also look at the industry's share of Michigan's State Gross Domestic Product and at the industry's employment multiplier to account for the contribution to "the growth or stability of other supporting businesses [...]" .

- Transportation Equipment Manufacturing is among the top 20 high-growth, high-wage industries in Michigan. Third in employment base, after Professional, Scientific, and Technical services, this industry has added significant jobs over the past three years, at +21.2 percent between 2012 and 2014. The industry is also projected to continue to expand in the short-term (+5.3 percent), and in the long run (+12.9 percent). Transportation Equipment Manufacturing has the highest impact on employment creation in Michigan. In fact, for every new position opened in this sector, 3.2 more jobs are created across the economy through supply chain and income spending. Transportation Equipment Manufacturing also has the second highest contribution to the state's Gross Domestic Product (7.6 percent in 2012) among the top 20 high-growth, high-wage industries, right after Real Estate (10.3 percent).

- After years of decline, Construction is now considered a "comeback" sector. All three major construction subsectors made the list of the top 20 high-growth and high-wage industries in Michigan: Heavy and Civil Engineering Construction was second on the list; Construction of Buildings was fifth; and Specialty Trade was eighth.

Figure 19 Michigan's Top 20 High-Growth, High-Wage Industries:

Industry	3 <sup>rd</sup> Quarter 2013	10-Year Growth	2012-14 Change	Weekly Wage 2014	Job Multiplier	Gross State Product
Securities, Commodities, & Other Financial Investments	12,430	22.1%	10.5%	\$2,195	1.6085	0.4%
Heavy and Civil Engineering Construction	17,810	15.9%	18.0%	\$1,386	1.9511	3.0%
Professional, Scientific, and Technical Services	257,640	18.1%	8.2%	\$1,375	2.142	7.1%
Transportation Equipment Manufacturing	165,490	12.9%	12.2%	\$1,316	4.2338	7.6%
Construction of Buildings	31,190	24.2%	15.9%	\$971	1.9511	3.0%
Truck Transportation	41,290	16.0%	12.9%	\$927	2.2039	0.9%
Management of Companies and Enterprises	57,530	8.7%	6.5%	\$1,910	2.9649	2.0%
Specialty Trade Contractors	95,480	18.9%	9.3%	\$1,011	1.9511	3.0%
Merchant Wholesalers, Durable Goods	91,860	9.1%	6.8%	\$1,298	2.5605	6.5%
Support Activities for Transportation	12,430	18.8%	14.9%	\$842	1.7711	0.5%
Plastics and Rubber Products Manufacturing	36,390	10.6%	12.5%	\$953	2.7834	0.8%
Motor Vehicle and Parts Dealers	56,920	11.8%	8.3%	\$878	1.5319	6.5%
Insurance Carriers and Related Activities	65,830	10.1%	6.7%	\$1,182	2.2323	3.0%
Machinery Manufacturing	68,630	9.4%	5.8%	\$1,210	2.821	1.6%
Ambulatory Health Care Services	194,760	21.6%	2.6%	\$1,032	1.9881	3.8%
Warehousing and Storage	14,760	14.8%	8.0%	\$970	1.7777	0.3%
Wholesale Electronic Markets and Agents and Brokers	25,130	11.8%	-0.7%	\$1,532	2.5605	6.5%
Fabricated Metal Product Manufacturing	77,230	8.6%	4.7%	\$975	2.7974	1.7%
Animal Production	16,970	7.2%	17.9%	\$571	1.6998	1.0%
Real Estate	36,410	9.2%	7.6%	\$716	1.5216	10.3%

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Quarterly Census of Employment and Wages; U.S. Bureau of Economic Analysis

#### Existing In-Demand Industries

These are industries that display high employment growth (numeric and percent) in the past three years and are projected to grow in the short run (until 2015); pay well; have a sizable contribution to the state's Gross Product; and show high input-output employment multipliers.

Figure 20 Michigan's Top 20 Existing-Current In-Demand Industries:

Industry	3rd Quarter 2013	2-Year Growth	2012-14 Change	Weekly Wage '14	Job Multiplier	Gross State Product
Transportation Equipment Manufacturing	165,490	5.3%	12.2%	\$1,316	4.2	7.6%
Heavy and Civil Engineering Construction	17,810	7.6%	18.0%	\$1,386	2.0	3.0%
Professional, Scientific, and Technical Services	257,640	5.7%	8.2%	\$1,375	2.1	7.1%
Securities, Commodities, & Other Fin. Investments	12,430	7.2%	10.5%	\$2,195	1.6	0.4%
Management of Companies and Enterprises	57,530	6.2%	6.5%	\$1,910	3.0	2.0%
Construction of Buildings	31,190	10.5%	15.9%	\$971	2.0	3.0%
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Truck Transportation	41,290	7.8%	12.9%	\$927	2.2	0.9%
Plastics and Rubber Products Manufacturing	36,390	7.0%	12.5%	\$953	2.8	0.8%
Machinery Manufacturing	68,630	4.3%	5.8%	\$1,210	2.8	1.6%
Specialty Trade Contractors	95,480	1.7%	9.3%	\$1,011	2.0	3.0%
Motor Vehicle and Parts Dealers	56,920	5.3%	8.3%	\$878	1.5	6.5%
Insurance Carriers and Related Activities	65,830	3.2%	6.7%	\$1,182	2.2	3.0%
Support Activities for Transportation	12,430	5.6%	14.9%	\$842	1.8	0.5%
Warehousing and Storage	14,760	6.1%	8.0%	\$970	1.8	0.3%
Chemical Manufacturing	28,820	1.2%	4.9%	\$1,431	4.0	1.3%
Utilities	19,440	1.1%	3.8%	\$1,956	3.1	2.0%
Fabricated Metal Product Manufacturing	77,230	3.9%	4.7%	\$975	2.8	1.7%
Ambulatory Health Care Services	194,760	3.1%	2.6%	\$1,032	2.0	3.8%
Wholesale Electronic Markets and Agents & Brokers	25,130	4.5%	-0.7%	\$1,532	2.6	6.5%

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Quarterly Census of Employment and Wages; U.S. Bureau of Economic Analysis

### Emerging In-Demand Industries

These are industries that are projected to display solid job gains (numeric and percent) over the next 10 years (until 2022); provide above average wages; contribute to Gross State Product; and have a high employment multiplier.

Figure 21 Michigan's Top 20 Emerging – Long-Term In-Demand Industries:

Industry	2022 Employment	10-Year Growth	Weekly Wage '14	Job Multiplier	Gross State Product
Professional, Scientific, and Technical Services	291,620	18.1%	\$1,375	2.1	7.1%
Securities, Commodities, and Other Financial Investments	14,260	22.1%	\$2,195	1.6	0.4%
Transportation Equipment Manufacturing	176,270	12.9%	\$1,316	4.2	7.6%
Ambulatory Health Care Services	231,340	21.6%	\$1,032	2.0	3.8%
Specialty Trade Contractors	102,680	18.9%	\$1,011	2.0	3.0%
Management of Companies and Enterprises	59,370	8.7%	\$1,910	3.0	2.0%
Construction of Buildings	34,090	24.2%	\$971	2.0	3.0%
Wholesale Electronic Markets and Agents and Brokers	26,790	11.8%	\$1,532	2.6	6.5%
Heavy and Civil Engineering Construction	16,210	15.9%	\$1,386	2.0	3.0%
Merchant Wholesalers, Durable Goods	96,650	9.1%	\$1,298	2.6	6.5%
Insurance Carriers and Related Activities	70,370	10.1%	\$1,182	2.2	3.0%
Machinery Manufacturing	72,310	9.4%	\$1,210	2.8	1.6%
Truck Transportation	44,620	16.0%	\$927	2.2	0.9%
Administrative and Support Services	313,380	17.9%	\$601	1.4	3.4%
Hospitals	253,970	7.6%	\$1,087	2.2	4.3%
Social Assistance	85,320	25.6%	\$454	1.4	0.5%
Motor Vehicle and Parts Dealers	60,750	11.8%	\$878	1.5	6.5%
Fabricated Metal Product Manufacturing	82,310	8.6%	\$975	2.8	1.7%
Support Activities for Transportation	14,370	18.8%	\$842	1.8	0.5%
Plastics and Rubber Products Manufacturing	37,870	10.6%	\$953	2.8	0.8%

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Quarterly Census of Employment and Wages; U.S. Bureau of Economic Analysis

Now that we have identified Michigan's current and future in-demand industries, what are the current detailed occupations or job titles that are in-demand today, and which are projected to be in-demand in the future?

#### In-Demand Occupations

Like in the case of industries, given the purpose of the WIOA, the Michigan Bureau of Labor Market Information and Strategic Initiatives believes that "existing" refers to current while "emerging" denotes future in-demand occupations.

#### Existing In-Demand Occupations

These are occupations that are showing high real-time demand today; are projected to continue to grow in the short run (until 2015); and offer a relatively high wage.



Figure 22 Michigan's Top 25 Existing – Currently In-Demand Occupations:

Occupational Title	Employment 2012	Real-Time Ads	Short-Term Growth	Wage(Per Hour)
Mechanical Engineers	31,120	3,080	1,880	\$42.67
Industrial Engineers	24,420	4,157	1,390	\$37.96
General and Operations Managers	51,610	988	1,560	\$43.67
Computer Systems Analysts	13,470	1,771	770	\$38.46
Software Developers, Applications	14,880	1,677	920	\$37.74
Registered Nurses	93,990	6,045	770	\$31.47
Accountants and Auditors	30,360	1,251	1,020	\$29.67
Sales Representatives, Wholesale and Manufacturing *	53,990	1,727	1,710	\$25.44
Management Analysts	13,600	1,224	580	\$36.73
Sales Managers	10,670	956	340	\$51.36
1st-Line Supervisors of Production and Operating Workers *	24,300	2,162	690	\$27.10
Medical and Health Services Managers	11,740	1,675	180	\$41.10
1st-Line Supervisors of Construction Trades Workers *	11,970	1,009	620	\$27.81
Architectural and Engineering Managers	9,230	352	530	\$56.00
Marketing Managers	3,370	1,410	130	\$53.81
Electrical Engineers	5,700	922	290	\$40.77
Sales Representatives, Technical and Scientific Products	9,170	906	350	\$35.76
Software Developers, Systems Software	9,060	531	550	\$41.96
Computer User Support Specialists *	19,980	1,435	870	\$21.59
Financial Managers	13,080	694	320	\$47.76
1st-Line Supervisors of Office and Admin. Support Workers *	32,550	2,024	430	\$22.63
Physical Therapists	8,020	771	250	\$38.28
1st-Line Supervisors of Mechanics, Installers, and Repairers *	11,720	1,104	250	\$28.60
Network and Computer Systems Administrators	9,760	962	210	\$33.73
Computer and Information Systems Managers	7,750	423	280	\$49.71

\* Requires less than an Associate's Degree.

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Occupational Employment Statistics and Projections; The Conference Board, Help Wanted Online®

- Careers in-demand today in Michigan are a mix of occupations in terms of educational requirements. Six of the top 25 occupations require less than an Associate's degree. These are occupations that display a high level of real-time job postings online, are projected to grow fastest in the short run (until the end of 2015), and pay a wage that is above the all-occupation average.

- The hourly pay range in 2014 dollars is between \$21.59 for Computer User Support Specialists to \$56.00 for Architectural and Engineering Managers.

Emerging In-Demand Occupations

These are occupations that are projected to record solid job expansion over the long term (until 2022), along with high annual job openings and an above average wage.

Figure 23 Michigan's Top 25 Emerging – Future In-Demand Occupations:

Occupation Title	Employment 2012	Employment 2022	10-Year Percent Change	Total Annual Openings	Average Hourly Wage
Registered Nurses	93,990	104,730	11.4%	2,895	\$32.30
Mechanical Engineers	31,120	35,020	12.5%	1,452	\$42.66
Industrial Engineers	24,420	28,060	14.9%	1,078	\$38.48
Computer User Support Specialists	19,980	23,680	18.5%	684	\$23.21
Electricians	19,270	21,840	13.3%	620	\$28.62
Insurance Sales Agents	16,900	19,210	13.7%	629	\$26.79
Software Developers, Applications	14,880	18,050	21.3%	509	\$39.35
Computer Systems Analysts	13,470	16,510	22.6%	516	\$39.58
Tool and Die Makers	13,400	14,860	10.9%	227	\$24.93
Industrial Machinery Mechanics	12,860	16,110	25.3%	697	\$23.65
1st-Line Supervisors of Constr. Workers	11,970	14,040	17.3%	336	\$30.02
Plumbers, Pipefitters, and Steamfitters	11,500	13,230	15.0%	317	\$26.93
Market Research Analysts and Specialists	9,980	12,890	29.2%	427	\$30.10
Software Developers, Systems Software	9,060	10,840	19.6%	294	\$42.55
Dental Hygienists	9,030	10,660	18.1%	394	\$28.61
Radiologic Technologists	7,480	8,300	11.0%	187	\$25.25
HVAC Mechanics and Installers	6,530	7,650	17.2%	277	\$22.25
Personal Financial Advisors	5,340	6,720	25.8%	224	\$42.99
Mechanical Engineering Technicians	4,940	5,670	14.8%	175	\$27.39
Physician Assistants	3,590	4,450	24.0%	151	\$46.01
Millwrights	3,170	3,690	16.4%	101	\$29.41
Web Developers	2,940	3,410	16.0%	93	\$29.21
Diagnostic Medical Sonographers	2,330	3,090	32.6%	108	\$28.82
Brick Masons and Block Masons	1,780	2,290	28.7%	70	\$26.41
CNC Machine Programmers, Metal & Plastic	1,740	2,400	37.9%	115	\$23.31

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Occupational Employment Statistics and Projections

- The criteria used were a combination of educational requirements, projected growth (numeric and percent) above the all-occupation average, sizable annual openings, and an above-average hourly wage.

Throughout Michigan's demand-driven system, a network of 16 Michigan Works! Agencies and their respective local Business Services Teams serve as the conduit and direct connection to employers for ascertaining industry talent needs. These basic employer services are further enhanced through local industry cluster groups convened by Michigan Works! Agencies and other partners utilizing the Workforce Development Agency's Michigan Industry Cluster Approach.

The Workforce Development Agency formed a cluster strategy team in 2011 organized around five key industry sectors based on key metrics such as employment, skills, earnings, and related factors. The industry sectors are Agriculture, Energy, Health, Information Technology, and Manufacturing. The cluster team staff support activities to help stimulate industry group formation at the local level and support state and local business team coordination using the Business Solutions Professional model. Guidelines on local cluster formation – the Michigan Industry Cluster Approach - were

released in July 2012 to kick off the effort. Later a “Readiness Index” was provided to the local Michigan Works! Agencies to gauge their preparedness to begin forming industry cluster groups.

To date, the Workforce Development Agency has documented over 40 formally identified industry cluster groups and several dozen more instances of where a Michigan Works! Agency or another partner is supporting a local industry cluster effort. These employer led sector partnerships allow the Michigan Works! Agencies and other partners to identify current talent needs and track broader workforce trends while aligning key programs, services, and funding to anticipate and respond to employer demand. Since the Michigan Industry Cluster Approach is predicated on access to more and better data by convening employers through the establishment and expansion of local industry cluster groups, students and job seekers also benefit from data-driven decisions about in-demand training and careers by having better access to “real-time,” qualitative labor market information coming directly from employers.

The Talent District Career Councils serve as another source for tracking and updating in-demand occupation lists. The Talent District Career Councils, which serve in an advisory role to the local workforce development boards, are required to ensure that industry representation on the Talent District Career Council reflects the region’s priority clusters. The Talent District Career Councils are also responsible for approving Early College strategic plans, including rankings of the top career clusters within the region to ensure that Career and Technical Education/Early College programs align with in-demand industries and occupations.

The next section presents an analysis of the **knowledge, skills, and abilities** needed by employers for these occupations. The **tools and technologies** as well as the required **certifications** are presented where available.

### **Knowledge, Skills, and Abilities Needed in Industries and Occupations In-Demand**

- A close look at the Michigan existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in a handful of categories, including: Healthcare Practitioners and Technical, Information Technology, Architecture and Engineering, Businesses and Financial, and Management occupations. It is critical to understand what knowledge, skills, and abilities and what tools and technologies and certifications (if available) are needed by employers and thereby expected of successful job candidates in these occupations.
- These occupations all require a solid foundation in basic skills, such as reading, communication, math, and cognitive abilities that influence the acquisition and application of knowledge in problem solving. Most require active learning and critical thinking skills. In addition, these occupations require workers to possess technical skills and knowledge related to their specific occupational discipline and to master certain tools and technologies and even achieve particular certifications.

### **Healthcare Practitioner and Technical Occupations**

- Knowledge of the information and techniques needed to diagnose and treat human injuries and diseases is important in all critical health care occupations. This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventive health care measures.

### **Knowledge, Skills, and Abilities**



Knowledge	Skills	Abilities
Medicine & Dentistry	Active Listening	Problem Sensitivity
Biology	Reading Comprehension	Oral Comprehension
Customer & Personal Service	Speaking	Oral Expression
English Language	Critical Thinking	Deductive Reasoning
Psychology	Monitoring	Inductive Reasoning

- Tools and technologies related to Healthcare occupations include several that ensure quality in the delivery of health services as well as increasing efficiencies in delivery of care, such as electronic medical records and time management.
- There are many certifications in healthcare occupations as many careers involve licensure. Beyond occupational-specific requirements, important certifications are concentrated in particular areas of patient care.

### Tools and Technologies and Certifications

Tools and Technologies	Certifications
Quality Assurance	Basic Life Support
Patient Electronic Medical Records	Certification in Cardiopulmonary Resuscitation
Microsoft Office	Advanced Cardiac Life Support
Time Management	Pediatric Advanced Life Support
Quality Control	Nurse Administration

### Information Technology Occupations

- These positions require an important mix of technical, business, and problem solving skills. Information technology jobs require knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Design and systems analysis skills are also vital.
- Abilities for these occupations are typically related to computer usage and programming. For example, job seekers should have the ability for mathematical reasoning, number facility, and deductive reasoning.

### Knowledge, Skills, and Abilities

Knowledge	Skills	Abilities
Computer & Electronics	Active Learning	Mathematical Reasoning
Customer & Personal Service	Reading Comprehension	Number Facility
Mathematics	Complex Problem Solving	Oral Comprehension
English Language	Critical Thinking	Problem Sensitivity
Design	Troubleshooting	Deductive Reasoning

- Computer occupations have a number of technologies associated with them. Depending on the occupation, individuals employed in these occupations will need to know everything from traditional software packages to advanced computer programming languages, like Structured Query Language (SQL), Java, and Linux.

- Similarly, there are numerous certifications associated with computer occupations. Often, certifications are specific to some software package or technology, like the Cisco Network Associate certification. In other instances, certifications are more general, like Project Management Professional. These and other certifications for Information Technology occupations are listed below.

### Tools and Technologies and Certifications

Tools and Technologies	Certifications
Structured Query Language (SQL)	Web Services
Project Management	Top Secret Sensitive Compartmented Information Clearance
Software Development	Project Management Professional (PMP)
Oracle Java	Certified Information Systems
Other programming languages (e.g., C, C++, etc.)	Cisco Network Associate (CCNA)

### Architecture and Engineering Occupations

- Architecture and engineering occupations are both technical but also practical, so they require a mix of knowledge, skills, and abilities. Mechanical applications, mathematics, and the laws of physics are among the most important areas of knowledge for this category of occupations.
- Skills needed involve making decisions after analyzing tremendous volumes of data and mathematical information. Leading skills are complex problem solving, critical thinking, and judgment and decision making.

### Knowledge, Skills, and Abilities

Knowledge	Skills	Abilities
Engineering and Technology	Complex Problem Solving	Information Ordering
Design	Critical Thinking	Mathematical Reasoning
Mechanical	Active Listening	Deductive Reasoning
Mathematics	Judgement and Decision Making	Visualization
Physics	Operations Analysis	Written Communication

- Many architecture and engineering occupations are expected to employ tools and technologies targeted at improving quality and reducing defects or inefficiencies, like Quality Assurance and Six Sigma aimed at quality improvement.
- Similarly, certification for Engineers and other occupations in the category are also concentrated in quality improvement. In addition, some certifications deal with standards, like certifications in American National Standards (ANSI) or National Electrical Code (NEC) and Environmental Protection Agency (EPA) standards.

### Tools and Technologies and Certifications

Tools and Technologies	Certifications
Project Management	Accreditation Board for Engineering and Technology (ABET)
Microsoft Office	American National Standards (ANSI)
Product Development	American Society for Quality (ASQ)

Tools and Technologies	Certifications
Quality Assurance (QA)	National Electrical Code (NEC)
Six Sigma	Environmental Protection Agency standards (EPA)

## Business and Financial Occupations

- Occupations found in this category will require workers to possess skills such as communication, critical thinking, and time management. These workers must also be able to establish and maintain cooperative working relationships with others, and have knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

## Knowledge, Skills, and Abilities

Knowledge	Skills	Abilities
Mathematics	Mathematics	Oral Comprehension
Economics and Accounting	Active Listening	Written Comprehension
Customer & Personal Service	Critical Thinking	Problem Sensitivity
English Language	Judgement & Decision Making	Deductive Reasoning
Personal & Human Resources	Reading Comprehension	Information Ordering

- Most of the occupations in this category will need to use office productivity software like Microsoft Office for documents, spreadsheets, publications, and database administration.

- In addition to productivity software, many tools and technologies for business and financial occupations involve risk management and even technical proficiencies like Generally Accepted Accounting Principles.

- A large number of certifications in this area are occupation specific, like Certified Public Accountant (CPA) and Series 7, which allow an individual to practice their trade in conformity with state and federal licensure requirements.

## Tools and Technologies and Certifications

Tools and Technologies	Certifications
Microsoft Office	Certified Public Accountant (CPA)
Business Development	Financial Industry Regulatory Authority (FIRA)
Risk Management	Certified Internal Auditor (CIA)
Project Management	General Securities Representative Exam (Series7)
Generally Accepted Accounting Principles (GAAP)	Chartered Financial Analyst (CFA)

## Management and Supervisory Occupations

- Occupations found in this category will require workers to possess skills such as speaking, active listening, and critical thinking. Workers must also have knowledge of administration and management and of personnel and human resources. These workers ought to have the ability to express and comprehend oral and written communication.

## Knowledge, Skills, and Abilities

Knowledge	Skills	Abilities
Administration and Management	Speaking	Oral Expression
Customer and Personal Service	Active Listening	Oral Comprehension
English Language	Critical Thinking	Written Comprehension
Personnel and Human Resources	Reading Comprehension	Problem Sensitivity
Mathematics	Coordination	Written Expression

- The use of personal computers has become a requirement for many professional occupations. Therefore, a high mastery of spreadsheet and word processing software is a must. Also, with the quickly changing communication technology, workers in this category must feel comfortable using electronic mail software as well as the delivery platforms such as smartphones, tablets, and others.

## **Tools and Technologies and Certifications**

### **Tools and Technologies**

#### **Spreadsheet Software**

#### **Personal Computers**

#### **Electronic Mail Software**

#### **Word Processing Software**

#### **Notebook Computers**

## 2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

### A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.\*

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\* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

Michigan's economic growth is largely dependent on the talent of its citizens. A person's individual talent is critical to their ability to obtain employment and provide a sustainable family income. While Michigan's unemployment rate has been steadily decreasing and is at, or close to, the national unemployment rate, the decline in the unemployment rate is largely attributable to fewer unemployed residents actively seeking jobs. The unemployment figure does not include "discouraged" workers, marginally attached workers, and individuals working part-time but wanting full-time work. Meanwhile, there are thousands of well-paying technical jobs and training opportunities leading to living wage jobs that go unfilled. People who might be interested in such jobs frequently do not have sufficient basic literacy and job skills to qualify for entry-level jobs or to benefit from training that leads to better jobs. This means employers are not getting the talent they need to achieve maximum success and workers are losing out on higher wage jobs that would allow them to be better providers for their families.

Many individual have inadequate skills to earn enough to support themselves and their families. Thus, a more concerted learning of basic competencies by a significant portion of Michigan's adults is needed to ensure that they can take advantage of the extensive array of job and training opportunities that Michigan offers now and promises to offer in the future.

Based on the economic and workforce analysis, the Workforce Development Agency is employing several strategies towards achieving the Governor's vision and goals. Michigan continues to build upon the foundation laid out over the past few years and will continue to implement strategies previously identified under our 2014 State Plan.

Through collaboration with employers, Michigan Works! Agencies, other State agencies, economic development, training providers and other partners, examples of strategies include:

- Pure Michigan Talent Connect (Talent Connect) – Talent Connect is a web-based talent connector that brings together employers, educators, and talent. It provides strategic tools for employers to help them identify and develop their talent base and give job seekers the opportunity to create a personalized plan to help them more effectively navigate career decisions.
- Michigan Industry Cluster Approach – A demand-driven system is Michigan’s primary workforce development strategy that focuses on aligning all efforts, initiatives, programs, and funding around key industry clusters, which are supported by Labor Market Information.
- Michigan Training Connect (Training Connect) – Serves as Michigan’s federally required eligible training provider list. Training Connect aims to provide to the general public with accurate and useful information about education and training programs available throughout the State. In addition to providing information for the general public, Training Connect serves as a virtual marketplace connecting individuals with individual training accounts to education and training providers offering in-demand training opportunities.
- Talent-Based Job Creation and Entrepreneurship - Community Ventures - The Workforce Development Agency, local Michigan Works! Agencies and the Michigan Department of Health and Human Services have developed a statewide network to assist the structurally unemployed, focusing on our Temporary Assistance for Needy Families population.
- Partnership. Accountability. Training. Hope (PATH) – Administered by Michigan Works! Agencies, PATH is a robust results-oriented work participation program designed to identify barriers and helps Temporary Assistance for Needy Families clients to connect to the resources they need to obtain employment.
- Adult Education – Talent District Career Council - Talent District Career Council is being utilized to ensure that regional education programs are comprehensive to address the needs of all learners as well as the local economy.
- Vocational Rehabilitation - Business Services Initiative: The Michigan Rehabilitation Services Business Services Initiative is being integrated at many levels both internal to the State of Michigan and externally with Michigan businesses across the state.

## Adult Education

Adult education serves the segment of the population that does not have the basic skills necessary to gain or secure family-supporting employment, or to succeed in occupational training that leads to such employment. The term “basic skills” refers to the levels of reading, writing, and mathematics that are associated with the attainment of a high school diploma and the ability to speak English proficiently. These skills are the foundation for building career-specific occupational skills that are in-demand by the job market. While many adults without a high school diploma have deficiencies in one or more of these skill areas, some high school graduates also lose these skills over time or may not have completely mastered them while in high school. Adult education serves both sets of individuals.

Individuals without a high school diploma, low-income individuals and displaced homemakers with inadequate skills, individuals with limited English proficiency, and inmates in correctional institutions are the target groups for Michigan adult education and literacy efforts.

Under WIOA, adult education will be focused on transitioning more adult learners to occupational training in high wage and in-demand industries or occupations. The participants may be co-enrolled in Title I and Title II services, dual enrolled in adult education and postsecondary education, or receive services sequentially.

## Vocational Rehabilitation

### Michigan Rehabilitation Services

Michigan Rehabilitation Services has hired Pre-Employment Training Counselors to ensure Pre-Employment Training Services are provided to students with disabilities. With the assistance of the Pre-Employment Training Counselors, Pre-Employment Training Services are either purchased, coordinated or provided by Michigan Rehabilitation Services staff to students with disabilities in Michigan. The purchased service provider may be a school, community rehabilitation organization, Center for Independent Living or a private vendor.

Michigan Rehabilitation Services has always worked well with the business community. After the enactment of the Workforce Innovation and Opportunity Act, Michigan Rehabilitation Services has become more “intentional” about it. MRS has hired 13 new Business Resource Consultants who will promote Michigan Rehabilitation Services’ business services vision. The Business Resource Consultants will be the “one point of contact” in the business relationship. Their responsibilities are strictly aligned with the business customer, and will be strengthening relationships with core partners within the governor-established prosperity regions. The Business Resource Consultant will serve as a resource to the business customer, providing customized business solutions, which includes coordination and delivery of services with other Michigan Rehabilitation Services staff (District Business Resource Champion, Michigan Career and Technical Institute, Business Network Unit, Occupational Therapists, Specialists and Small Business Consultants).

Each of the Michigan Rehabilitation Services District Offices has a Business Resource Champion (VR Counselor). The Business Resource Consultant will provide Labor Market Information and other relevant industry/business trends, career counseling, internship and apprenticeship information, requests and needed local support to the Business Resource Champions (lead business services staff) that work in Michigan Rehabilitation Services district offices.

Michigan Rehabilitation Services Business Network Unit (Business Network Unit) staff is using a web-based Michigan Business Resource System to track business accounts. Michigan Rehabilitation Services is able to share this system with our core partners to ensure we are not duplicating services. Michigan Rehabilitation Services is working collaboratively with Michigan’s One Stops to ensure the development of an effective tool for the use of core partners including accessibility of programming and complimentary services. Coordination and cross training of Michigan Works! Business staff and Michigan Rehabilitation Services consultants is in process.

After maximizing staff resources to ensure Michigan Rehabilitation Services is meeting the needs of our dual customers (businesses and individuals with disabilities), Michigan Rehabilitation Services’ Business Network Unit and Business Resource Champions have significantly increased relationships and provided direct services, recruitment, and retention with Michigan businesses as well as businesses nationwide.

In addition, the governor of Michigan has issued Executive Directive 2014-1, charging state of Michigan directors to be a model employers by hiring and retaining individuals with disabilities.

Michigan Rehabilitation Services' Staff Development Unit, Business Network Unit, the Office of the State Employer and Human Resources are developing Americans with Disability Act training to educate state of Michigan staff regarding accommodations and how to implement accommodations in the workplace. Additionally, Michigan Rehabilitation Services' Business Network Unit has a dedicated staff person assisting state departments, Human Resource managers and hiring managers with recruitment of qualified candidates from the Michigan Rehabilitation Services talent pool (Individuals with Disabilities). Lastly, Michigan Rehabilitation Services' Business Network Unit and Staff Development Unit collaborated with Civil Service training unit to develop an online disability awareness training called "Focus on Ability" designed for all State of Michigan employees to participate per the requirement under E.D. 2014-1.

Michigan Rehabilitation Services is meeting with the Department of Health and Human Services and with the Workforce Development Agency to improve services to Temporary Assistance for Needy Families recipients with disabilities in the Partnership, Accountability, Training, and Hope (PATH) program. Michigan Rehabilitation Services continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the WIOA and participated in the submission of two grants to improve services to individuals with disabilities in the One-Stop system.

Michigan Rehabilitation Services has entered into an Interagency Agreement with Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population.

Michigan Rehabilitation Services is in the process of expanding its utilization of Memorandums of Understanding with local partners to better detail collaborative efforts. MRS is vested in all local Workforce Development Boards through the Michigan Works! partnership and, in addition, is developing a statewide agreement with the Statewide Workforce Development Agency. These Memorandums of Understanding detail the collaborative efforts in place and all strategies by which to enhance collaborative efforts as we move forward.

Michigan Rehabilitation Services is collaborating significantly with the Centers for Independent Living, Michigan Transition Services Association, the Developmental Disabilities Council, educational entities, community rehabilitation organizations and with private vendors to provide Pre-Employment Transition Services to Students with Disabilities. Michigan Rehabilitation Services has a Pre-Employment Transition Services contract with each of the Centers for Independent Living to provide a variety of Pre-Employment Transition Services especially job exploration, job readiness and self-determination. These contracts are relatively newly created and are in early stages of implementation. Michigan Transition Services Association donates funds to Michigan Rehabilitation Services that are specifically used for transition programming that often fall within Pre-Employment Transition Services such as job exploration, work-based learning, counseling on postsecondary options, job readiness and self-determination. The Developmental Disabilities Council has a grant with Office of Disability Employment Policy where Michigan Rehabilitation Services is partner that is implementing an employment model where individuals are employed prior to exit from secondary education. This model provides many Pre-Employment Transition Services activities to students with



disabilities especially job exploration and work-based learning. Community rehabilitation organizations have been partnering with Michigan Rehabilitation Services to provide the Pre-Employment Transition Services in many of the programs that have been previously identified. Local educational agencies and Michigan Rehabilitation Services have collaborated to create many Pre-Employment Transition Services opportunities including the Department of Natural Resources Summer Program where 160 students participate in 8 week paid work-experience in the state parks; 17 Project SEARCH programs where 170 students attend school in host businesses and rotate through three 10 week internships in their last year of school and many locally created Pre-Employment Transition Services programs where students participate in a variety of developmental experiences that meet Pre-Employment Transition Services criteria to prepare them for competitive integrated employment.

Governor Snyder has provided seed money to the Department of Health and Human Services to fund a Michigan Career and Technical Institute Community Expansion program. This project builds on a successful community expansion program that the Michigan Career and Technical Institute piloted in partnership with Michigan Works!, Association, Department of Health and Human Services, and Michigan Rehabilitation Services. The program utilized Michigan Career and Technical Institute's expertise in working with individuals with disabilities, to launch a community-based Certified Nursing Assistant training program targeting Temporary Assistance for Needy Families recipients in Benton Harbor. The tuition is being paid by the Department of Health and Human Services. Most of the customers were determined eligible for services. The Benton Harbor site has since trained additional cohorts, replicating the program in Detroit, Kalamazoo, Battle Creek, Muskegon and Grand Rapids.

#### Bureau of Services for Blind Persons

Bureau of Services for Blind Persons is cultivating partnerships with local workforce development agencies, Centers for Independent Living and Community Rehab Programs in order to provide youth and students with employment experiences that will result in increasing work skills that will enhance the development of employability skills. Providing these services at an early age encourages a stronger outcome of sustainable employment when students and youth become adults that may not be as possible without the early intervention.

Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff and facilitate a dual customer philosophy of service (students, youth and adults with disabilities and business). This position will be working with Workforce Development Agency, private employers and other core partners to identify opportunities for individuals who are blind/low vision.

Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff to more effectively facilitate and monitor the implementation of Pre-employment Transition Services.

#### Vocational Rehabilitation

Vocational Rehabilitation Senior Managers represent Vocational Rehabilitation at Michigan Works! Director's Council.

Vocational Rehabilitation Managers serve on Workforce Boards and are included in regional plans for the prosperity regions.

Vocational Rehabilitation recently signed a Super Memorandum of Understanding with Michigan Department of Education, Michigan Rehabilitation Services, Michigan Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration, Michigan Workforce Development Agency and Michigan Developmental Disabilities Council to work together on behalf of Students with Disabilities in Secondary Education to assist those students to achieve competitive integrated employment. This Memorandum of Understanding is an effort to align partners to improve collaborative efforts to expand employment opportunities for young people.

Vocational Rehabilitation is also participating in an Office of Disability Employment Policy grant that is supporting four pilot sites in Michigan with the goal of Students with Disabilities achieving competitive integrated employment prior to exiting secondary education. The four pilot sites are utilizing a collaborative approach involving core partners where education and adult agencies (for example: Vocational Rehabilitation and Behavioral Health and Developmental Disabilities Administration) provide early intervention and work experiences while the student is still in secondary education.

Vocational Rehabilitation and Workforce Development Agency are working toward an enhanced Vocational Rehabilitation presence in the One-Stops by discussing how to strengthen referrals and cross train staff of the six core agencies.

Vocational Rehabilitation continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the Workforce Innovation and Opportunity Act.

## B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

Michigan's greatest challenge is ensuring that employers have access to the talent they need. To address the challenges of meeting employer skill needs, the Workforce Development Agency is collaborating with employers, other state agencies, economic development, training providers, and other partners to employ several strategies to boost the education/skill level of workers and match Michigan's unemployed and low income population with available job vacancies.

Michigan's strengths include:

- Three of the four core programs (Title I, Title II, and Title III) are positioned within the Workforce Development Agency. This colocation provides more effective and efficient services to job seekers, employers, and others who partner and participate within the workforce system. Our approach involves a demand-driven approach to workforce development, which involves an industry-driven effort that includes "smart" connections and "results" driven training, with a particular focus on industry clusters.
- Our regional approach early on has maximized workforce resources and created a nimble and responsive system through its alignment with economic development partners. The alignment between workforce services and economic development is being addressed through the coordinated regional and local planning process.

- Our partnering and collaboration with educational partners and State agencies outside of the Workforce Development Agency to implement the Workforce Longitudinal Data System to align and link data from all of Michigan’s workforce programs. The Workforce Longitudinal Data System will assist us with analyzing the impact education, workforce development, and job training services have on employment outcomes, help collect key data to track the achievement of students and workers through programs and into the workforce, and inform policy and programming decisions.
- Vocational Rehabilitation continues to be a valued partner as we work to identify more ways to collaboratively serve our mutual customers.
- Even though the Final Regulations were not released until June 2016, Vocational Rehabilitation began working with its partners as soon as the Workforce Innovation and Opportunity Act was enacted. Full implementation of the law is in process.

Michigan’s weaknesses include:

- The state agencies administering the Workforce Innovation and Opportunity Act programs use multiple different customer and employer data collection systems. Due to confidentiality provisions and the complexity of merging systems, this will be a challenge for the partners moving forward.

Michigan is addressing the skills gap and skills shortages by providing services and program activities. Examples of innovations related to workforce development activities that address employer concerns about worker and skills shortages include:

- Pure Michigan Talent Connect (“Talent Connect”): Talent Connect attempts to address this mismatch by more quickly and effectively connecting employers to the talent they need. Talent Connect is a web-based talent connector that is a single, centralized hub to connect educators, employers, and talent. Strategic skills development, retraining tools, cutting edge labor market data and trends, networking, and employment matching opportunities are pulled together into one easy to use location, creating a one-stop resource for career planning, employment connections, business growth, and economic development. Talent Connect provides strategic tools for employers to help them identify and develop their talent base, and gives job seekers the opportunity to create a personalized plan to help them more effectively navigate career decisions. Talent Connect provides job seekers with the tools to make educated decisions concerning hiring, career choices, and other talent-related efforts, such as skill assessments, educational webinars, job leads, etc.
- Michigan Industry Cluster Approach: A demand-driven workforce system is Michigan’s primary workforce development strategy, focusing on aligning all efforts – initiatives, programs, and funding – around industry clusters. The Michigan Industry Cluster Approach provides a coherent method for addressing local employer concerns about worker shortages, skill shortages, training mismatches, and other workforce challenges, including identifying needs that may be addressed by means other than occupational training. This includes work-related academic assessments, work-related assessment tools, training to upgrade basic work ethic, work readiness and customer service skills, assistance with recruitment and screening, and K-12 initiatives. As industry clusters are established at the local level, the focus of the workforce system shifts emphasis on talent issues to an industry basis, rather than a single employer at a time.
- Talent-Based Job Creation and Entrepreneurship: The Workforce Development Agency, local Michigan Works! Agencies and the Michigan Department of Health and Human Services have developed a statewide network to assist the structurally unemployed. The effort, Community

Ventures/Social Entrepreneurship, is a resource for local communities and businesses seeking to establish worksites that provide assistance and employment to Michigan's low-skilled and hard-to-serve populations. The program, which operates in four urban areas, will address the needs of the target population, with a focus on families receiving Temporary Assistance for Needy Families, while restoring our cities.

- Partnership. Accountability. Training. Hope. (PATH): PATH provides job assistance and training to parents receiving cash assistance. During January 2013, the Michigan Department of Health and Human Services, the Workforce Development Agency, and Michigan Works! Agencies began the implementation of Partnership. Accountability. Training. Hope. (PATH). PATH is a robust, results-oriented work participation program designed to identify barriers and help clients connect to the resources they need to obtain employment. The program is administered by the Workforce Development Agency through Michigan Works! One-Stop Service Centers. Individual participants who are eligible, may also be referred to education and training activities funded through the WIOA to maximize effectiveness of resources.

- Adult Education: Adult education plays a critical role in Michigan's workforce development system, and more importantly to the adult learners served by providing opportunities to gain the educational skills necessary to transition to and succeed in postsecondary education, job training, and employment, as well as to reach their full potential as a family member, productive worker, and citizen.

Adult education serves the segment of the population that does not have the basic skills necessary to gain secure, family-sustaining employment or to succeed in occupational training that leads to such employment. The term "basic skills" refers to the levels of reading, writing, and mathematics that are associated with the attainment of a high school diploma and the ability to speak English proficiently. These skills are the foundation for building career-specific occupational skills that are in-demand by the job market. While many adults without a high school diploma have deficiencies in one or more of these skill areas, some high school graduates also lose these skills over time or may not have completely mastered them while in high school. Adult education serves both sets of individuals.

According to a Michigan League for Public Policy report released in March 2015, several indicators show that the number of working age adults needing adult education far surpasses those receiving it:

Over 221,500 Michigan adults ages 25–44 lack a high school diploma or GED, yet fewer than 7% have enrolled in adult education in any year since 2004.

More than 225,000 Michigan adults speak English less than "very well," but fewer than 5% enroll in English as a Second Language adult education programs.

Around 60% of community college students per year need to take developmental (remedial) education classes due to having not mastered one or more skill areas needed for postsecondary education or training.

To address this need, adult education will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities as well as employment:

- Assist adults to become literate and obtain the knowledge and skills for employment and economic self-sufficiency;
- Support the educational and skill achievement of parents and family members to participate in the educational development of their children and improve economic opportunities for families;
- Assist immigrants and English learners in improving their English and math proficiency and understanding the rights and responsibilities of citizenship; and
- Assist incarcerated individuals in strengthening their knowledge and skills to promote successful re-entry into society.

Adult education will also play a key role in the development of high-quality career pathway programs that lead to the attainment of meaningful secondary and post-secondary credentials, include contextualized curriculum and integrated education and training opportunities, offer career guidance and career planning services, provide comprehensive support services, and are aligned to in-demand regional employment opportunities.

A critical component in addressing a skills gap now and in the future is to ensure that education and training programs are meeting the needs of employers and the workforce. The education system needs to adequately prepare adults with the skills and knowledge necessary to access in-demand and emerging job opportunities, and employers and workforce professionals must be able to communicate job and skill requirements so education and training programs can be developed accordingly. To address this need, the workforce system in Michigan is working to facilitate this information exchange and program alignment by:

- Including education representatives in meetings with employers. Engage business to take greater responsibility for identifying education and skills needs. When business liaisons meet with employers to discuss hiring needs, skill level requirements, and gaps in the latter areas, an Adult Education provider and/or community college representative must be at the table to receive that key information. Business Service Professional training will also include information on local education program offerings so employers are made aware of programs available to refer individuals to or to work with in providing needed training to current workers.
- Increasing collaboration between Adult Education, postsecondary, and Michigan Works!. WIOA provides opportunities for greater collaboration between the core programs, and now more than ever there is a greater need to reduce duplication of services and align investments in basic skills and postsecondary education at the regional level. Regular meetings between leaders in education, workforce, and the business community must occur to share data that crosses institutional boundaries. Michigan also will build on innovative approaches only possible through collaboration, such as contextualized instruction and career pathways to become the systemic delivery system statewide. Increased collaboration will occur not only locally, but at the state level as well to align policies and funding between education, workforce, and economic development.
- Utilizing the Talent District Career Councils to ensure that regional education programs are comprehensive to address the needs of all learners as well as the local economy. Talent District Career Councils serve in an advisory capacity to the local Workforce Development Board on education issues. The Talent District Career Council membership ensures that representation of local school districts, postsecondary institutions, intermediate school districts, career and technical

educators, as well as labor representatives and employers are present at the table in educational and workforce discussions.

- Vocational Rehabilitation Strategies to Address Skills Shortages : By understanding the current skills gaps of Vocational Rehabilitation consumers, Vocational Rehabilitation staff can effectively direct funding to meet the training needs of the consumer and Michigan businesses. This will positively impact the successful rehabilitation rate by increasing an individual's potential for employment in today's job market. Examples of Vocational Rehabilitation strategies to address these skills gaps include:

- o Business Services Initiative: The Michigan Rehabilitation Services Business Services Initiative is being integrated at many levels both internal to the State of Michigan and externally with Michigan businesses across the state. Using the Governor's Business to Business Summit as a foundation, major Michigan businesses were initially brought together to strive to understand and address the current workforce demands, hiring practices, and advancement strategies of business for persons with disabilities. Out of the summits that were held over a three-to-four year period, Michigan Rehabilitation Services, in partnership with the Governor's office, has jointly created a blueprint for government and business to work together to develop business solutions, identify best practices, and outline steps that can be put in place to increase the employment and retention of individuals with disabilities. Additionally, Lieutenant Governor Brian Calley and Michigan Supreme Court Justice Bernstein are continuing to travel across the state on the "Hidden Talent Tour" to talk with businesses about the "hidden workforce." Michigan Rehabilitation Services is continuing to play a predominant role in reaching out to businesses across the state to provide business solutions.

Michigan Rehabilitation Services, in conjunction with the Governor's Executive Directive, will continue to play a primary role in advancing the hiring of individuals with disabilities. Additionally, Michigan Rehabilitation Services will work with each department within the state through a needs assessment process to identify job opportunities, needed training, and supports to meet the workforce demands within the state. As part of this initiative, Michigan Rehabilitation Services will work with each department to implement a coordinated hiring process within the state consistent with civil service rules and practices.

- o Michigan Career and Technical Institute Community Expansion Program: This program builds upon a successful community expansion program that the Michigan Career and Technical Institute piloted in partnership with Michigan Works!, the Workforce Development Agency, the Michigan Department of Health and Human Services, and Michigan Rehabilitation Services. The program utilizes Michigan Career and Technical Institute's expertise in working with individuals with disabilities to launch a community-based Certified Nurses Aid training program targeting Temporary Assistance for Needy Families recipients in Benton Harbor. The tuition is paid by the Michigan Department of Health and Human Services. Most of the customers were determined eligible for Michigan Rehabilitation Services. The program has since been replicated in Detroit. The Benton Harbor site has since trained two additional cohorts and a second cohort has since been added in Detroit.

- o Pathways to Potential: The Pathways to Potential Program places the Department of Health and Human Services caseworkers into schools to help families overcome barriers to academic success for students with a mental illness, a substance use disorder, or a developmental disability. Department of Health and Human Services funds will be utilized as a match to draw down Federal funds to allow Michigan Rehabilitation Services to transition students involved in the secondary education system as well as family members with disabilities interested in employment. Services

may include, but are not limited to: Diagnostic services, vocational assessment, on-the-job evaluation, work experience, work adjustment training, post-secondary vocational training, on-the-job training, internships, assistive technology, job placement support, and job coaching.

Additionally, Michigan Rehabilitation Services has identified 27 work-based learning sites where students with disabilities work for pay in the summer to gain work experience in collaboration with Pathways to Potential and the Department of Natural Resources.

- o Project SEARCH: Project SEARCH is a transition-related initiative that teaches young people with developmental disabilities, in particular youth with autism, to work successfully with businesses in their local communities. Michigan Rehabilitation Services has been selected by the Governor's Commission on Mental Health and Wellness to lead expansion activities related to Project SEARCH sites throughout Michigan. This will be done in collaboration with Bureau of Services for Blind Persons, the Department of Education, the Department of Health and Human Services, Community Rehabilitation Organizations, Centers for Independent Living, and host businesses. Currently, Michigan Rehabilitation Services has eleven Project SEARCH work-based learning sites. The goal is to teach people various work habits, behaviors, and skills.

- o The Bureau of Services for Blind Persons will work with consumers to develop an Individualized Plan for Employment that is consistent with current labor market trends. Vocational Rehabilitation funds will be expended to assist consumers in obtaining training to meet the needs of the workforce and employers in the state.

- o Bureau of Services for Blind Persons staff can complete job analysis for in-demand jobs to look at the accommodation needs that individuals with disabilities may have in order to complete the essential functions of specific positions.

In addition to skills gap challenges identified by employers, additional challenges include remote accessibility to resources and services. Even though our Michigan Works! One-Stop Centers have computer access to all of our web-based resources, there are many job seekers in areas of the state that may not always be close to a Michigan Works! One-Stop to access needed resources to assist them with their search for training, job openings in high-demand jobs where they can utilize their training, and labor market information to assist job seekers with their training decisions.

- The SHARE Network Michigan is a unique initiative which partners the state's workforce development system with faith-based organizations. SHARE Network Michigan features an Online Resource Directory and the many SHARE Network Access Points in faith-based and community organizations where job seekers and others can access State of Michigan online job search tools (Pure Michigan Talent Connect) and obtain referrals to other service providers.

- Through Pure Michigan Talent Connect, employers and job seekers have access to a robust talent connector that links educators, employers and talent. By bringing Training Connect in-house and embedding it on Talent Connect, Michigan talent can be connected to job opportunities in high-demand jobs, quality education and training, and relevant Labor Market Information all in one place. By rebuilding and modernizing the Training Connect application and embedding it as part of Pure Michigan Talent Connect, the application will support a wide range of device types, with the layout and content e-Michigan compliant with State of Michigan security protocols included throughout the application.

- The Workforce Development Agency is also addressing the challenge of access to resources by bringing our Eligible Training Provider List, Michigan Training Connect or “Training Connect”), in-house and embedding the application within Pure Michigan Talent Connect. This transition was completed in February, 2016.

## Vocational Rehabilitation

### Michigan Rehabilitation Services

Michigan Rehabilitation Services has hired Pre-Employment Training Counselors to ensure Pre-Employment Training Services are provided to students with disabilities. With the assistance of the Pre-Employment Training Counselors, Pre-Employment Training Services are either purchased, coordinated or provided by Michigan Rehabilitation Services staff to students with disabilities in Michigan. The purchased service provider may be a school, community rehabilitation organization, Center for Independent Living or a private vendor.

Michigan Rehabilitation Services has always worked well with the business community. After the enactment of the Workforce Innovation and Opportunity Act, Michigan Rehabilitation Services has become more “intentional” about it. MRS has hired 13 new Business Resource Consultants who will promote Michigan Rehabilitation Services’ business services vision. The Business Resource Consultants will be the “one point of contact” in the business relationship. Their responsibilities are strictly aligned with the business customer, and will be strengthening relationships with core partners within the governor-established prosperity regions. The Business Resource Consultant will serve as a resource to the business customer, providing customized business solutions, which includes coordination and delivery of services with other Michigan Rehabilitation Services staff (District Business Resource Champion, Michigan Career and Technical Institute, Business Network Unit, Occupational Therapists, Specialists and Small Business Consultants).

Each of the Michigan Rehabilitation Services District Offices has a Business Resource Champion (VR Counselor). The Business Resource Consultant will provide Labor Market Information and other relevant industry/business trends, career counseling, internship and apprenticeship information, requests and needed local support to the Business Resource Champions (lead business services staff) that work in Michigan Rehabilitation Services district offices.

Michigan Rehabilitation Services Business Network Unit (Business Network Unit) staff is using a web-based Michigan Business Resource System to track business accounts. Michigan Rehabilitation Services is able to share this system with our core partners to ensure we are not duplicating services. Michigan Rehabilitation Services is working collaboratively with Michigan’s One Stops to ensure the development of an effective tool for the use of core partners including accessibility of programming and complimentary services. Coordination and cross training of Michigan Works! Business staff and Michigan Rehabilitation Services consultants is in process.

After maximizing staff resources to ensure Michigan Rehabilitation Services is meeting the needs of our dual customers (businesses and individuals with disabilities), Michigan Rehabilitation Services’ Business Network Unit and Business Resource Champions have significantly increased relationships and provided direct services, recruitment, and retention with Michigan businesses as well as businesses nationwide.

In addition, the governor of Michigan has issued Executive Directive 2014-1, charging state of Michigan directors to be a model employers by hiring and retaining individuals with disabilities.



Michigan Rehabilitation Services' Staff Development Unit, Business Network Unit, the Office of the State Employer and Human Resources are developing Americans with Disability Act training to educate state of Michigan staff regarding accommodations and how to implement accommodations in the workplace. Additionally, Michigan Rehabilitation Services' Business Network Unit has a dedicated staff person assisting state departments, Human Resource managers and hiring managers with recruitment of qualified candidates from the Michigan Rehabilitation Services talent pool (Individuals with Disabilities). Lastly, Michigan Rehabilitation Services' Business Network Unit and Staff Development Unit collaborated with Civil Service training unit to develop an online disability awareness training called "Focus on Ability" designed for all State of Michigan employees to participate per the requirement under E.D. 2014-1.

Michigan Rehabilitation Services is meeting with the Department of Health and Human Services and with the Workforce Development Agency to improve services to Temporary Assistance for Needy Families recipients with disabilities in the Partnership, Accountability, Training, and Hope (PATH) program. Michigan Rehabilitation Services continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the WIOA and participated in the submission of two grants to improve services to individuals with disabilities in the One-Stop system.

Michigan Rehabilitation Services has entered into an Interagency Agreement with Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population.

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### C. STATE WORKFORCE DEVELOPMENT CAPACITY

Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A) above.

Yearly declines in Workforce Investment Act funding allocations from Program Year 2008 through Program Year 2013 resulted in a 57 percent reduction in Statewide Activities funding and exacerbated Michigan's ability to fund and carry out required workforce investment activities throughout all areas of the state. Since 2008, Michigan has experienced a 22.4 percent reduction in the number of One-Stops and an 8.5 percent reduction in the number of satellite offices.

In addition to a reduction in the number of One-Stops and satellite offices, some of our Vocational Rehabilitation partners have been relocated to state-owned buildings in an effort to reduce operational costs. Other partner programs may only be available at the One-Stop Service Centers on an itinerant basis.

As Federal funds become scarcer, the ability to leverage resources is tantamount to compete locally in an increasingly global economy. With the establishment of Michigan's Regional Prosperity Initiative, local and regional partners are working in collaboration toward a shared vision of economic prosperity. Better regional collaboration helps partners leverage resources in ways most beneficial for the region, including increased utilization of technology within the One-Stop Service Centers.

In 2004, state funding for adult education in Michigan was cut from \$75 million to \$20 million. Because of the drastic decline in funding, there has been a natural reduction in the number of adult learners served in the state as well as in the number of programs offering adult education services. Prior to 2004, enrollment in adult education was over 70,000 annually. In recent years, enrollment

has been just under 30,000, whereas the number of adults aged 18–64 without a high school diploma is approximately 570,000 based on 2014 American Community Survey data. The participation rate in adult education is only 5% of those adults in need of adult education services. The challenge in Michigan is to increase capacity through collaboration with greater efficiency.

Despite budget cuts, the dedication of Michigan's Adult Education providers, including local school districts, community-based organizations, volunteer literacy programs, and community colleges, has remained steadfast. Through ongoing communication with these organizations, as well as the state's local Workforce Development Boards and other stakeholders, the Office of Adult Education will continue to explore options during the coming years for strengthening its current capacity. The end result will be an adult learning system that ensures:

- Responsiveness to the complex variety of adult learning levels, contexts, and needs;
- Use of performance standards to continuously improve program services;
- Optimal use of available funds;
- Flexibility in meeting the needs of each service area;
- Equitable funding targeted to areas of greatest need;
- Strong instructional and administrative staff that responds to the needs of the adult learners; and
- Inclusion of public and private partnerships that engage practitioners and partners in planning and delivering services.

## Vocational Rehabilitation

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After maximizing staff resources to ensure Michigan Rehabilitation Services is meeting the needs of our dual customers (businesses and individuals with disabilities), Michigan Rehabilitation Services' Business Network Unit and Business Resource Champions have significantly increased relationships and provided direct services, recruitment, and retention with Michigan businesses as well as businesses nationwide.

In addition, the governor of Michigan has issued Executive Directive 2014-1, charging state of Michigan directors to be a model employers by hiring and retaining individuals with disabilities. Michigan Rehabilitation Services' Staff Development Unit, Business Network Unit, the Office of the State Employer and Human Resources are developing Americans with Disability Act training to educate state of Michigan staff regarding accommodations and how to implement accommodations in the workplace. Additionally, Michigan Rehabilitation Services' Business Network Unit has a dedicated staff person assisting state departments, Human Resource managers and hiring managers with recruitment of qualified candidates from the Michigan Rehabilitation Services talent pool (Individuals with Disabilities). Lastly, Michigan Rehabilitation Services' Business Network Unit and Staff Development Unit collaborated with Civil Service training unit to develop an online disability awareness training called "Focus on Ability" designed for all State of Michigan employees to participate per the requirement under E.D. 2014-1.

Michigan Rehabilitation Services is meeting with the Department of Health and Human Services and with the Workforce Development Agency to improve services to Temporary Assistance for Needy Families recipients with disabilities in the Partnership, Accountability, Training, and Hope (PATH) program. Michigan Rehabilitation Services continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the WIOA and participated in the submission of two grants to improve services to individuals with disabilities in the One-Stop system.

Michigan Rehabilitation Services has entered into an Interagency Agreement with Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population.

Michigan Rehabilitation Services is in the process of expanding its utilization of Memorandums of Understanding with local partners to better detail collaborative efforts. MRS is vested in all local Workforce Development Boards through the Michigan Works! partnership and, in addition, is developing a statewide agreement with the Statewide Workforce Development Agency. These Memorandums of Understanding detail the collaborative efforts in place and all strategies by which to enhance collaborative efforts as we move forward.

Michigan Rehabilitation Services is collaborating significantly with the Centers for Independent Living, Michigan Transition Services Association, the Developmental Disabilities Council, educational entities, community rehabilitation organizations and with private vendors to provide Pre-Employment Transition Services to Students with Disabilities. Michigan Rehabilitation Services has a Pre-Employment Transition Services contract with each of the Centers for Independent Living to provide a variety of Pre-Employment Transition Services especially job exploration, job readiness and self-determination. These contracts are relatively newly created and are in early stages of implementation. Michigan Transition Services Association donates funds to Michigan Rehabilitation Services that are specifically used for transition programming that often fall within Pre-Employment Transition Services such as job exploration, work-based learning, counseling on postsecondary options, job readiness and self-determination. The Developmental Disabilities Council has a grant with Office of Disability Employment Policy where Michigan Rehabilitation Services is partner that is implementing an employment model where individuals are employed prior to exit from secondary education. This model provides many Pre-Employment Transition Services activities to students with disabilities especially job exploration and work-based learning. Community rehabilitation organizations have been partnering with Michigan Rehabilitation Services to provide the Pre-Employment Transition Services in many of the programs that have been previously identified. Local educational agencies and Michigan Rehabilitation Services have collaborated to create many Pre-Employment Transition Services opportunities including the Department of Natural Resources Summer Program where 160 students participate in 8 week paid work-experience in the state parks; 17 Project SEARCH programs where 170 students attend school in host businesses and rotate through three 10 week internships in their last year of school and many locally created Pre-Employment Transition Services programs where students participate in a variety of developmental experiences that meet Pre-Employment Transition Services criteria to prepare them for competitive integrated employment.

Governor Snyder has provided seed money to the Department of Health and Human Services to fund a Michigan Career and Technical Institute Community Expansion program. This project builds on a successful community expansion program that the Michigan Career and Technical Institute piloted in partnership with Michigan Works!, Association, Department of Health and Human Services, and Michigan Rehabilitation Services. The program utilized Michigan Career and Technical Institute's expertise in working with individuals with disabilities, to launch a community-based Certified Nursing Assistant training program targeting Temporary Assistance for Needy Families recipients in Benton Harbor. The tuition is being paid by the Department of Health and Human Services. Most of the customers were determined eligible for services. The Benton Harbor site has since trained additional cohorts, replicating the program in Detroit, Kalamazoo, Battle Creek, Muskegon and Grand Rapids.

#### Bureau of Services for Blind Persons

Bureau of Services for Blind Persons is cultivating partnerships with local workforce development agencies, Centers for Independent Living and Community Rehab Programs in order to provide youth and students with employment experiences that will result in increasing work skills that will enhance

the development of employability skills. Providing these services at an early age encourages a stronger outcome of sustainable employment when students and youth become adults that may not be as possible without the early intervention.

Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff and facilitate a dual customer philosophy of service (students, youth and adults with disabilities and business). This position will be working with Workforce Development Agency, private employers and other core partners to identify opportunities for individuals who are blind/low vision.

Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff to more effectively facilitate and monitor the implementation of Pre-employment Transition Services.

#### Vocational Rehabilitation

Vocational Rehabilitation Senior Managers represent Vocational Rehabilitation at Michigan Works! Director's Council.

Vocational Rehabilitation Managers serve on Workforce Boards and are included in regional plans for the prosperity regions.

Vocational Rehabilitation recently signed a Super Memorandum of Understanding with Michigan Department of Education, Michigan Rehabilitation Services, Michigan Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration, Michigan Workforce Development Agency and Michigan Developmental Disabilities Council to work together on behalf of Students with Disabilities in Secondary Education to assist those students to achieve competitive integrated employment. This Memorandum of Understanding is an effort to align partners to improve collaborative efforts to expand employment opportunities for young people.

Vocational Rehabilitation is also participating in an Office of Disability Employment Policy grant that is supporting four pilot sites in Michigan with the goal of Students with Disabilities achieving competitive integrated employment prior to exiting secondary education. The four pilot sites are utilizing a collaborative approach involving core partners where education and adult agencies (for example: Vocational Rehabilitation and Behavioral Health and Developmental Disabilities Administration) provide early intervention and work experiences while the student is still in secondary education.

Vocational Rehabilitation and Workforce Development Agency are working toward an enhanced Vocational Rehabilitation presence in the One-Stops by discussing how to strengthen referrals and cross train staff of the six core agencies.

Vocational Rehabilitation continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the Workforce Innovation and Opportunity Act.

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## B. STATE STRATEGIC VISION AND GOALS

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The Unified or Combined State Plan must include the State's strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—



## 1. VISION

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Describe the State's strategic vision for its workforce development system.

Governor Rick Snyder's 2015 State of the State address outlined his priorities for his second term. His overarching priority places an emphasis on putting people first, with the goal of helping all Michiganders succeed, no matter their stage in life. This priority will be accomplished through collaboration and cooperation to restructure state government, resulting in an effective, efficient, and accountable government that better serves its citizens.

The following key actions to continue Michigan's reinvention include:

- Revolutionizing how government operates by reducing bureaucracy and inefficiencies in the system through restructuring government by combining talent and workforce operations;
- Focusing on early childhood education (prenatal through the 3rd grade) by improving early literacy by providing half-day pre-school opportunities across the state. Proficiency in 3rd grade reading is an early indicator of having a skilled workforce which is imperative to making Michigan stronger;
- Focusing on K-12 education to improve achievement in Michigan schools by improving efforts to nurture and educate our youth from prenatal and beyond;
- Ensuring that training is demand-driven by creating partnerships with education and employers, building a seamless One-Stop system for both employers and job seekers, emphasizing the value of Science, Technology, Engineering, and Math education, and by investing in skilled trades training and career tech education opportunities;
- Creating Prosperity Regions across the state, thereby allowing local areas to devote their resources to leverage State resources that help create more and better jobs and training;
- Assisting the structurally unemployed by offering services tailored to meet their individual needs;
- Providing one-stop shopping for veterans; and
- Increasing accountability through measuring outcomes and results.

The Governor's Talent Investment Board plays a vital role in ensuring the Governor's vision and goals are achieved. The following strategic priorities were drafted based on comments during the Board's quarterly meeting held on September 14, 2015.

### Priority 1: (K-12)

Educate students, parents, job seekers, teachers, counselors, and administrators about local in-demand careers and prepare students for those careers.

### Priority 2 (Adult Learners)

Expand awareness of and access to adult learning opportunities to qualify for local in-demand careers and prepare students for those careers.

Achievement of these priorities will be accomplished through strategies that:

- Increase career options for middle and high school students.
- Prioritize state education and training funds to prepare students for local in-demand jobs.
- Improve work-based learning opportunities for students age sixteen and older.
- Align high school and community college curriculums to provide career-ready graduates.
- Require all state-funded career skill training programs to justify and share state-purchased assets.
- Expand access to career and technical education type training for rural and other students who currently do not have access to secondary career and technical education programs.
- Improve performance and accountability of the Unemployment Insurance system and its coordination with Michigan Works!.

These priorities are consistent with, and realized through, the alignment of employment and training activities operated by each of the core programs and their partnering agencies and organizations.

## 2. GOALS

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Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment\* and other populations.\*\*
- Goals for meeting the skilled workforce needs of employers.

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\* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

\*\* Veterans, unemployed workers, and youth and any other populations identified by the State.

### 3. PERFORMANCE GOALS

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Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

Please refer to Appendix I for Michigan's proposed levels of performance relating to the performance accountability measures.

Detailed guidance is pending from one or more federal partners regarding data definitions, sources, validation, and submission requirements. The Workforce Development Agency, which oversees the WIOA Title I Adult, Dislocated Worker, and Youth programs, WIOA Title II Adult Education and Family Literacy Act program, and the Title III Wagner–Peyser Act program, will work with the Michigan Departments of Health and Human Services and Licensing and Regulatory Affairs which oversee the WIOA Title IV Vocational Rehabilitation program (Michigan Rehabilitation Services and Bureau of Services for Blind Persons, respectively) to adopt joint performance reporting requirements as outlined in the WIOA Section 116. Joint performance measures for the WIOA will consist of six customer outcomes specific to core indicators of performance and employer (customer) satisfaction by program.

## 4. ASSESSMENT

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Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The WIOA performance measures serve as indicators to track progress toward meeting the State's vision and goals for the workforce investment system. The State uses the performance accountability system to assess the effectiveness of local areas in achieving continuous improvement of workforce investment activities in order to optimize the return on investment of WIOA funds. Both the WIOA Title I and Title III performance are tracked in the One-Stop Management Information System. Reports detailing performance on all performance measures are published quarterly for all local areas. These reports allow the State and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. Furthermore, performance data is available at the contractor level.

The State will determine the level of the performance goals for all core programs. Instructions are issued to all local areas to provide the State with recommended performance levels for all measures for the applicable program year. These recommended levels must be both reasonable and defensible given prior performance levels and anticipated economic developments. The State will request documentation for any performance level significantly below prior levels. The State will compile local level recommended performance levels into a statewide level. The State will request a revised state level performance goal if a significant difference exists between the compiled levels and the previously negotiated levels.

Each local area is subject to the same primary indicators of performance for all core programs that apply to the State. Local areas that fail to meet adjusted levels of performance for the primary performance indicators for any program year will receive technical assistance. Technical assistance may include:

1. Assistance with the development of a performance improvement plan.
2. Development of a modified local or regional plan.
3. Other actions designated to assist the local area in improving performance.

If failure to meet the same performance measure(s) continues for a third consecutive program year, the State takes corrective action(s). The local area's circumstances will be reviewed on an individual basis, taking into consideration the nature of the problem and the technical assistance activities undertaken to correct the problem during the prior program year. Based on this review, a corrective action plan, including a timetable is developed.

The corrective action may include the development of a reorganization plan through which the State may:

1. Require the appointment and certification of a new local board (consistent with criteria established under the WIOA);

2. Prohibit the use of eligible providers and One–Stop partners identified as achieving a poor level of performance; and/or

3. Take other actions the State determines appropriate.

Additionally, Michigan has implemented a Workforce System Dashboard that provides information on key performance measures, in aggregate, which is then further broken out by each of the state's local service delivery areas.

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## C. STATE STRATEGY

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The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State's economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7). "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

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Governor Rick Snyder's vision and goals drive Michigan's jobs strategy which is integrated into our state's overall strategic plan for reinvention. The Workforce Development Agency is responsible for activities to ensure a skilled workforce. Talent enhancement activities include developing, retaining, attracting, and matching an exceptional talent base with guidance based on the needs of Michigan's employers. This is achieved by:

- Improving talent matching through our network of 16 Michigan Works! Agencies and through enhancement of our Pure Michigan Talent Connect website to allow better matching of skills with job openings;
- Rebuilding and enhancing our Eligible Training Provider List (Michigan Training Connect) by bringing it in-house and embedding it into Pure Michigan Talent Connect;
- Attracting and retaining talent by providing support to employers through a demand-driven, industry cluster approach; and
- Developing existing talent by retraining the current workforce to meet employer-identified needs and offering training and education services.

Based on the State's economic and workforce analysis, the Workforce Development Agency is employing several strategies to achieve the Governor's vision and goals. In collaboration with employers, Michigan Works! Agencies, other State agencies, economic development, training providers, and other partners, examples of these strategies include:

- Michigan Industry Cluster Approach – A demand-driven system is Michigan's primary workforce development strategy which focuses on aligning all efforts, initiatives, programs, and funding around key industry clusters, which are supported by Labor Market Information. The state's five key clusters are Agriculture, Energy, Health Care, Information Technology, and Manufacturing.
- Pure Michigan Talent Connect (Talent Connect) – Talent Connect is a web-based talent connector that brings together employers, educators, and talent. It provides strategic tools for employers to help them identify and develop their talent base and gives job seekers the opportunity to create a personalized plan to help them more effectively navigate career decisions.
- Michigan Training Connect – Michigan's newly redesigned Eligible Training Provider List is housed within Pure Michigan Talent Connect. Michigan Training Connect has a new look, new features, and greater overall functionality, providing job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry.
- Talent-Based Job Creation and Entrepreneurship – The Workforce Development Agency, local Michigan Works! Agencies, the Michigan Department of Health and Human Services, and the Michigan Department of Natural Resources have implemented a statewide support structure to



assist the structurally unemployed. The effort, known as Community Ventures/Social Entrepreneurship, is a resource for local communities and businesses seeking to establish worksites that provide assistance and employment to Michigan's low-skilled population. The program's mission is to promote safe and vibrant communities by providing structurally unemployed community residents with a career pathway out of poverty.

- Workforce Reforms – Employers, our primary workforce partners, provide jobs to thousands of residents across Michigan. The Workforce Development Agency and Michigan Economic Development Corporation work in unison to enhance the talent of our citizens and fuel Michigan's economic engine under a unified, coordinated talent enhancement strategy.

When it comes to workforce programs, our customers are the employers and workforce partners who provide jobs to the thousands of job seekers across the state. The State will implement the following innovative audit and communication systems to better review, understand, communicate, and serve all of our customers:

- Talent Connections: The workforce system is made up of a variety of diverse entities and partners that span federal, state, and local government and also include a wide variety of private employers and non-profits. In an effort to improve communication and coordination between partners, we have implemented the Talent Connect. The Talent Connect is a state-wide communication network designed to identify problems and improve communications between "talent partners." "Talent partners" include employers, Michigan Works! Agencies, local economic development agencies, etc. – basically anyone working with a focus on talent.
- Coordination with Economic Development Strategies and Activities: To facilitate the match between job seekers and employers, Business Services Teams will be utilized at the One-Stops. Business Services Teams work closely with companies in high-growth/high-demand industries. The Michigan Industry Cluster Approach Team and the Michigan Economic Development Corporation collaborate with the Michigan Works! Agency Business Services Teams to provide information and support for employers growing within or moving into the local area. The partnerships between the One-Stops, the Michigan Industry Cluster Approach Team, and the Michigan Economic Development Corporation will establish a relationship with employers in order to obtain skilled workers through Michigan's labor exchange system.
- Governor's Talent Investment Board and Local Workforce Development Boards: Michigan continues its focused efforts to become a national leader in developing a talented workforce. Governor Snyder signed Executive Order 2015-11 to locate the State Workforce Board within the Talent Investment Agency. State staff will continue to facilitate closer working relationships with the Governor's Talent Investment Board and local Workforce Development Boards and assist the boards in becoming more effective through communication, training, regional partnership building, and selection of appropriate board members. The State's strategy moving forward includes a three-pronged effort. First, we will provide an orientation which includes welcoming new members and providing them with appropriate contact information and an orientation guide to assist them with understanding their responsibilities and mission. Second, we will work more closely with both the Governor's Talent Investment Board and the local Workforce Development Boards to connect with them directly through information sharing, visiting board meetings, working together on state/regional projects, and building state and regional partnerships. Third, we will review and collect feedback from the Governor's Talent Investment Board and local Workforce Development Boards and provide training and technical assistance to the boards, as needed.

## Workforce Development Agency Reforms

The Michigan Workforce Development Agency has gone through a reorganization to provide more effective and efficient services to job seekers, employers, and others who partner and participate with the workforce investment system. The newly created Talent Investment Agency joins the efforts of the Workforce Development Agency and the Unemployment Insurance Agency to integrate new workers into the economy and help those workers that have been in or out of the workforce transition into new jobs.

The Talent Investment Agency will spearhead Governor Snyder's talent enhancement initiatives, which are critical to Michigan's economic prosperity. The agency will be the State's leader in evaluating and implementing services and programs related to talent, such as job preparedness; career-based education; skilled trades training; incumbent worker training; employment assistance; science, technology, engineering, and math training programs; and programs designed to help the unemployed. By putting all talent enhancement efforts within a single agency, Michigan can leverage its ability to build talent that possesses in-demand skills while helping our state's businesses grow.

The Workforce Development Agency continues to include a focus on our clients through the formation of industry clusters. Through these industry clusters we connect more closely and effectively with industries. Our industry cluster team is organized around the state's major business segments, including Manufacturing, Energy, Healthcare, Information Technology, and Agriculture, to collaborate with industry partners, college and university systems, and the public school system. This unique approach provides current working adults, as well as our children who will be entering the workforce, the training and education opportunities to match skill development with job opportunities.

## Regional Approach

In the past, the workforce system has not been uniformly aligned with all of the economic developers within their particular areas and there has not been consistent measures of success across regions. In order to maximize workforce resources and create a nimble and responsive system, it is critical that the regional workforce system be aligned with economic development and community partners. This alignment between workforce services, economic development, and community partners can be achieved through both coordinated regional planning and regional industry alliances. Tying this effort together will be regional metrics – measures of success – that share commonality between workforce and economic efforts, and are also comparable across different regions.

## Federal Program Flexibility

The State will work with the U.S. Department of Labor to allow for more innovative use of federal workforce funding and initiatives. The State needs to have the flexibility to make systemic changes that will make its workforce system grow through innovation and efficiencies. We need to develop a workforce system that supports our efforts to foster collaboration among workforce agencies, employers, economic developers, postsecondary providers, and other partners with shared interests.

## Industry or Sector Partnerships

In an effort to move Michigan's workforce system toward being more demand driven, in 2012 the WDA implemented its Michigan Industry Cluster Approach (MICA) which is predicated on two interrelated concepts--the need for more and better data, which is achieved through the convening of

employers through the establishment and expansion of industry cluster groups. To date, MICA has documented more than 75 instances of Michigan Works! Agencies (MWAs) and other local partners actively supporting industry cluster work/projects, including commitments from all 24 MWAs to support MICA through their engagement with industry cluster groups within their regions.

MICA will help to promote and develop ongoing and sustained strategic partnerships through a variety of efforts, including:

- Continual expansion and ongoing support of the statewide MICA network through the provision of guidance, technical assistance, etc. to MWAs and other partners engaging in industry cluster work. Most of this support typically occurs on the front end with the exploration, formation, and launch of the industry cluster groups, however, industry cluster work is an iterative process which may require ongoing involvement/engagement, which is evident by the fact that several MICA team members continue to serve on advisory boards for many of these local industry cluster groups. In other instances, the MICA team has been tasked with aligning partners and resources to support a specific industry cluster project like the Northwest Michigan Developer Consortium, the Michigan Energy Workforce Consortium, or the Clemens Food Group expansion project. The MICA team has also assisted different stakeholder groups with developing or enhancing their workforce/talent strategies, having partnered with numerous statewide associations such as the Michigan Manufacturers Association, the Printing Industries of Michigan, Michigan Infrastructure and Transportation Association, etc. as well as other state-level efforts being driven by the Michigan Energy Office, MEDC Transportation, Logistics and Distribution team, etc.
- Creation and dissemination of tools and resources to assist with the development, implementation, and/or enhancement of industry cluster work. Several helpful tools and resources have been developed in consultation with our MWA partners including the MICA Funding and Resource guide, Recruitment and Training activities template, Cluster Readiness and Progress Indices, etc. These tools are all available in a virtual “MICA Tool-Kit,” which is accessible through the “Industry and Business” section of the WDA web site and have been extensively promoted through webinars, conference presentations/workshops, articles, etc.
- Increased promotion of MICA and industry cluster groups through a variety of communication/marketing channels. Local industry cluster groups and their accomplishments are regularly showcased in the MICA “Cluster Chronicle” e-newsletter and as part of panel presentations/workshops at events like the Annual Michigan Works! Conference. The (static) Industry Cluster Map and the Prosperity Regions Talent Map (web-based tool) both provide a way to inventory and promote local industry cluster groups around the state. Partners are routinely required to demonstrate the extent of their industry cluster work when responding to various requests for proposals sent out by WDA which has helped to reinforce that MICA remains one of the agency’s top priorities. A series of special MICA technical assistance sessions/webinars is being planned with the Michigan Works! Association, as well as regular updates to its Business Services User Group at their bi-monthly meetings to enhance communication through an established statewide network. The MICA team has also partnered with Labor Market Information & Strategic Initiatives (LMISI) within DTMB to publish a series of cluster analysis reports and corresponding updates to identify key opportunities and challenges for each of WDA’s five priority industry clusters – agriculture, energy, health care, information technology, and manufacturing.

Finally, with the Talent Investment Agency (TIA) joining the efforts of the Workforce Development Agency and the Unemployment Insurance Agency to integrate new workers into the economy and help those workers that have been in or out of the workforce transition into new jobs, there were a

number of programs that moved over under the WDA Office of Michigan Industry Cluster Approach as part of this reorganization. These include the Skilled Trades Training Fund (STTF) Program and several MEDC Talent Enhancement initiatives including the Michigan Advanced Technician Training (MAT2) Program, Community College Skilled Trades Equipment Program (CCSTEP) and Career Jump Start. By having all of these talent programs under one umbrella, MICA can more effectively align programs and resources and will be in a better position to integrate these programs into the workforce system.

## Career Pathways

Michigan is committed to developing and implementing a high-quality, comprehensive career pathway system with multiple entry and exit points that meets learners where they are; provides education, training, and support services needed for career advancement; and ensures a skilled workforce that meets Michigan's talent needs. The Workforce Development Agency has and will continue to dedicate the staff and resources necessary to realize this vision.

The Office of Adult Education took advantage of the valuable opportunity to participate in Moving Pathways Forward, the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) funded project designed to assist states in advancing career pathway systems to transition low-skilled adults to postsecondary education and employment. The intensive technical assistance provided helped organize and focus Michigan's efforts to advance state systems development, as well as increased local career pathway activities.

As part of this effort, a Career Pathway Steering Committee was convened to guide and strategically develop a career pathway system in Michigan. The focus of Moving Pathways Forward is on career pathway programs for adult learners, but the steering committee intentionally and purposefully broadened the population for career pathways to include all learners in Michigan.

The steering committee originated as a state interagency team, and was expanded to include representation from key local stakeholders. This 32-member committee includes representation from:

- WDA Office of Adult Education
- WDA WIOA Section
- WDA Welfare Reform/PATH Program
- WDA Community College Services
- WDA Cluster Team
- Michigan Department of Education (MDE) Office of School Improvement
- MDE Office of Career and Technical Education
- Michigan Rehabilitation Services
- Michigan Association of State Universities

- Michigan College Access Network
- Bureau of Labor Market Information and Strategic Initiative
- Michigan Department of Corrections, Prisoner Education
- Michigan Community College Association
- Michigan Works!
- Michigan Association of Community and Adult Education
- Workforce Intelligence Network
- Great Lakes Comprehensive Center
- Corporation for a Skilled Workforce
- Michigan League for Public Policy

The creation of the steering committee and designated space for collaborative discussions, thoughtful planning, and strategizing in and of itself has created valuable synergy and momentum around career pathways.

The key accomplishments to date center around identifying and prioritizing the following career pathway components:

#### 1. Building Interagency Partnerships

- Gained consensus on the vision and mission statements for Michigan's career pathway system
- Defined the role and benefit of partner agencies within the career pathway system

#### 2. Aligning Policies and Programs

- Conducted an assessment of current career pathway activities at the state and local level
- Analyzed essential programs and current initiatives at both the state and local levels to identify areas to leverage efforts as well as the potential for alignment and collaboration between programs to maximize their impact and sustainability
- Inclusion of career pathways development in all relevant state policies and guidance issued to ensure a common message is communicated by all agencies
- Passage of state legislation supporting pilots; including one pilot to support and increase dual enrollment in adult education and secondary career and technical education; and another to increase early/middle college programs and strengthen their alignment to broader career pathway efforts

- Identification of potential barriers in state policy that may impede career pathway development (currently no barriers have been identified)

The steering committee will continue to meet quarterly to advance career pathway system development and will be exploring the potential for utilizing the existing Michigan Industry Cluster Approach and established local sector partnerships to inform the development of career pathway programs in each Prosperity Region.

In Program Year 2015–16, the Office of Adult Education convened a focus group of adult education directors that are piloting or implementing one or more career pathway components. This focus group was pulled together to share and evaluate promising approaches to partnership building, contextualized curriculum for all levels of instruction, integrated education and training programs, a common intake process, and comprehensive career planning. The goal is to utilize this cohort of directors to share promising practices and possible approaches as well as identify data elements necessary to measure and evaluate the effectiveness of the components of career pathway programs.

The Office of Adult Education has offered and will continue to offer professional development on career pathways for core partners as requested. In previous years, professional development has been provided to adult education providers, Michigan Works! Agencies, and community colleges on the career pathways model, key components, and resources to assist local providers in the development of career pathway programs. In Program Year 2015–16, technical assistance was provided regionally and was tailored based on the requests of each region. Professional development and technical assistance will continue to play an important role in advancing the development of career pathway program development and will be offered based on regional needs.

The State’s economic, workforce, and workforce development activities analysis included in this plan identified several populations in need of assistance in order to achieve educational and employment success. The State is employing several strategies to address the needs of these populations.

### **Individuals With Barriers to Employment**

The State is dedicating a portion of its discretionary dollars to support innovative pilot projects to address the needs of individuals with barriers to employment, such as individuals with disabilities; Indians, Alaska Natives, and Native Hawaiians; low-income individuals; older individuals; individuals who are English language learners; individuals who have low levels of literacy; and the long-term unemployed. Further, the State is also examining opportunities where clarification of existing guidance is needed in order to remove perceived barriers to serving these populations.

Hidden Talent Tours are a strategy the State has been employing to educate employers and community partners about the abilities of persons with disabilities and how such individuals are a valuable talent pool for employers to tap into. Lieutenant Governor Brian Calley and Michigan Supreme Court Justice Bernstein are continuing to travel across the state to talk with businesses about this “hidden workforce.”

### **Low-Income Individuals**

The Workforce Development Agency, local Michigan Works! Agencies, the Michigan Department of Human Services, and the Michigan Department of Natural Resources have implemented a statewide support structure to assist the structurally unemployed. The effort, known as Community

Ventures/Social Entrepreneurship, is a resource for local communities and businesses seeking to establish worksites that provide assistance and employment to Michigan's low-income, low-skilled population. The program's mission is to promote safe and vibrant communities by providing structurally unemployed community residents with a career pathway out of poverty.

### **Youth/Young Adults**

Talent Tours introduce youth, parents, and teachers to available career paths in their region by offering a behind-the-scenes look into in-demand businesses and industries. Talent Tours help students understand employer, education, and training requirements necessary to secure employment. Impacts include relationship building, establishing a talent pipeline, talent retention, and the opportunity to see real life application of coursework.

Michigan Works! Agencies facilitate relationship building between educational partners and businesses. Businesses define roles, skills, and training expectations via short presentations and hands-on-experiences. Educational partners generally arrange transportation, monitor student safety and behavior, and encourage engagement and open communication.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2).

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Since the Michigan Industry Cluster Approach is predicated on access to more and better data by convening employers through the establishment and expansion of local industry cluster groups, students and job seekers benefit from data-driven decisions about in-demand training and careers by having better access to “real-time,” qualitative labor market information coming directly from the employers.

The Michigan Industry Cluster Approach helps those individuals most in need and/or who have significant barriers to employment successfully connect with education and training opportunities that lead to employment through a variety of efforts, including:

- Collaboration with other state agencies such as Michigan Department of Agriculture and Rural Development, Michigan Department of Community Health, Michigan Department of Education, Michigan Department of Corrections, Michigan Department of Transportation, Michigan Veterans Affairs Agency, etc. to align MICA with their respective talent development strategies/initiatives while exploring opportunities for better integration with the workforce system. For example, the MICA team has been able to promote the Department of Corrections’ revamped vocational training program to MWAs who have local industry cluster groups open to hiring returning citizens/ex-offenders.
- Collaboration with other WDA program areas such as WDA Education and Career Success Division, WDA Veterans Services Division, WDA Migrant and Seasonal Farm Worker program, etc. to jointly develop strategies which will produce more opportunities, better awareness, and increased access for the specific populations they serve. For example, the MICA team partnered with the WDA Education and Career Success Division to obtain information about all adult education programs in the state and uploaded this data onto the Prosperity Regions Talent Map so it is accessible to any of our education and workforce partners who may be assisting individuals who are in need of these programs/services. The MICA team has also partnered with WDA Veterans Services on numerous occasions to address industry’s needs for talent by making better connections to Michigan’s veteran talent pool and designing specific recruitment strategies. Industries and sectors that have been assisted include infrastructure and transportation construction, water utilities, and others.

In addition, MI-AIM consists of a diverse set of partners, each of whom contribute their own unique expertise/perspective to the broader effort. This cross functional approach allows the partners to build off of each others’ strengths. By committing to working together, the efforts of the individual partners will be enhanced which will improve the overall system and yield better results for the individuals they serve.

The Detroit Registered Apprenticeship Program (DRAP) serves as one example of a best practice that has the potential to be more broadly shared and replicated across the MI-AIM partner network. DRAP provides a blueprint for how pre-apprenticeship programs can be used to create an on-ramp to help prepare low-skilled workers with the basic/soft skills which are needed to enter into a registered apprenticeship program. The local MWA, Detroit Employment Solutions Corporation, has



identified creative ways to leverage its WIA Adult and DW funding for ITAs, providing opportunities for some of their hardest-to-serve customers to enroll into classroom training as part of a preapprenticeship that puts them on a direct path to the apprenticeships which will be created as a result of several major construction projects that will soon be ramping up in the City of Detroit.

Similarly, successful employability training programs like Ready Now (organized by a partnership between ACSET, Grand Rapids Area Chamber of Commerce and local economic developer the Right Place, Inc.) and 10-day Path to Apprenticeship (being developed by Central Area Michigan Works! Consortium and Montcalm Community College) equip prospective apprenticeship applicants with the basic/work readiness skills which could help them to secure employment. For many of the hardest-to-serve customers, these work readiness programs are a necessity to compete for even the most basic of jobs.

### Michigan Rehabilitation Services

Michigan Rehabilitation Services has always worked well with the business community. After the enactment of the Workforce Innovation and Opportunity Act, Michigan Rehabilitation Services has become more “intentional” about it. MRS has hired 13 new Business Resource Consultants who will promote Michigan Rehabilitation Services’ business services vision. The Business Resource Consultants will be the “one point of contact” in the business relationship. Their responsibilities are strictly aligned with the business customer, and will be strengthening relationships with core partners within the governor-established prosperity regions. The Business Resource Consultant will serve as a resource to the business customer, providing customized business solutions, which includes coordination and delivery of services with other Michigan Rehabilitation Services staff (District Business Resource Champion, Michigan Career and Technical Institute, Business Network Unit, Occupational Therapists, Specialists and Small Business Consultants).

Each of the Michigan Rehabilitation Services District Offices has a Business Resource Champion (VR Counselor). The Business Resource Consultant will provide Labor Market Information and other relevant industry/business trends, career counseling, internship and apprenticeship information, requests and needed local support to the Business Resource Champions (lead business services staff) that work in Michigan Rehabilitation Services district offices.

Michigan Rehabilitation Services Business Network Unit (Business Network Unit) staff is using a web-based Michigan Business Resource System to track business accounts. Michigan Rehabilitation Services is able to share this system with our core partners to ensure we are not duplicating services. Michigan Rehabilitation Services is working collaboratively with Michigan’s One Stops to ensure the development of an effective tool for the use of core partners including accessibility of programming and complimentary services. Coordination and cross training of Michigan Works! Business staff and Michigan Rehabilitation Services consultants is in process.

After maximizing staff resources to ensure Michigan Rehabilitation Services is meeting the needs of our dual customers (businesses and individuals with disabilities), Michigan Rehabilitation Services’ Business Network Unit and Business Resource Champions have significantly increased relationships and provided direct services, recruitment, and retention with Michigan businesses as well as businesses nationwide.

In addition, the governor of Michigan has issued Executive Directive 2014-1, charging state of Michigan directors to be a model employers by hiring and retaining individuals with disabilities. Michigan Rehabilitation Services’ Staff Development Unit, Business Network Unit, the Office of the

State Employer and Human Resources are developing Americans with Disability Act training to educate state of Michigan staff regarding accommodations and how to implement accommodations in the workplace. Additionally, Michigan Rehabilitation Services' Business Network Unit has a dedicated staff person assisting state departments, Human Resource managers and hiring managers with recruitment of qualified candidates from the Michigan Rehabilitation Services talent pool (Individuals with Disabilities). Lastly, Michigan Rehabilitation Services' Business Network Unit and Staff Development Unit collaborated with Civil Service training unit to develop an online disability awareness training called "Focus on Ability" designed for all State of Michigan employees to participate per the requirement under E.D. 2014-1.

#### Bureau of Services to Blind Persons

Bureau of Services for Blind Persons represents a small portion of the VR population. Thus the ability to be included as a partner in VR is a concern and could be seen as a weakness when advocating for the needs of blind persons in Michigan. Bureau of Services for Blind Persons has always advocated for position on Work Force Development Boards and inclusion in decisions that affect persons with disability in the vocational rehabilitation process in Michigan. Bureau of Services for Blind Persons and MRS are working together positively in order to demonstrate that VR in Michigan, although represented in separate agencies, can do this with strength and integrity.

Strategies to address the need for inclusion as a viable VR partner with our core partners includes presence at Work Force Development Board meetings and the inclusion of one of Bureau of Services for Blind Persons' managers on the West Branch Work Force Development Board. When Bureau of Services for Blind Persons is not a full partner on these boards staff attend and participate when possible from the gallery.

Bureau of Services for Blind Persons has been working with the Department of Civil Service in order to assist in including potentially eligible candidates for employment in state government by addressing the state HR directors and the office of the state employer to discuss the unique needs of individuals who are blind and looking for employment in state government.

Bureau of Services for Blind Persons has also participated in the education of state department representatives in relationship to reasonable accommodations and has requested to be part of the Reasonable accommodation committee in addition to MRS as a Michigan Partner in VR.

Bureau of Services for Blind Persons as noted above is a partner on the "Super MOU" and is working to develop additional agreements that will address the specific needs of VR consumers who are blind.

Bureau of Services for Blind Persons will intensify engagement with the One Stop Centers to educate and provide opportunity to cultivate working relationships that result in Bureau of Services for Blind Persons' consumers benefiting more effectively from the programs provided in the One Stop centers. This means that a Bureau of Services for Blind Persons consumer or someone who may not be a VR consumer can benefit from the services of the One Stop and Bureau of Services for Blind Persons will work with the One Stop to provide support to make that happen. Examples of support can be educating the One Stop community about the skills and abilities of blind people, along with the accommodations that are commonly effective when providing services for individuals who are blind, assisting the One Stop centers in providing materials in adaptive formats. These are just some of the examples of this partnership.

Bureau of Services for Blind Persons is working with the One Stop centers to provide services to Pre-Employment Transition Services (Pre-ETS) students and youth in order allow for summer work experiences and the development of work based learning. We know that that this is an ongoing area where partnership is needed as the relationships vary in intensity across the state.

Bureau of Services for Blind Persons will work with all core partners in a similar fashion in order to assist in ensuring that Blind persons in Michigan have the same opportunities for success as any other person with a disability.

Bureau of Services for Blind Persons does not have a business services unit as our VR partner MRS has; however, we are working to create an environment where smaller caseloads are a reality which will allow our VR counselors to focus on the connection with business.

One of the areas where Bureau of Services for Blind Persons recognizes that we need to work toward improvement is the opportunity to be present at key meetings where decisions are made regarding persons with disabilities including those who are blind, in order to advocate for the needs of Bureau of Services for Blind Persons' consumers. This is an area where Bureau of Services for Blind Persons will need to reach out to partners and in turn partners will reach out to Bureau of Services for Blind Persons to assist in this process by networking to schedule meetings accordingly and communicate with key partners to identify priority needs.

Bureau of Services for Blind Persons has and will continue to work with Centers for Independent Living (CIL); however, the expertise needed to work with individuals who are blind is not always represented in the CIL environment. Bureau of Services for Blind Persons will commit to working with the CILs to assist them in obtaining the skill set either by mentoring, acquisition of staff that possess those skills.

#### Vocational Rehabilitation

Vocational Rehabilitation is working with the core programs to develop a joint vision for the Workforce Development System that is inclusive of individuals with disabilities. Vocational Rehabilitation recently signed a Super Memorandum of Understanding with Michigan Department of Education, Michigan Rehabilitation Services, Michigan Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration, Michigan Workforce Development Agency and Michigan Developmental Disabilities Council to work together on behalf of Students with Disabilities in Secondary Education to assist those students to achieve competitive integrated employment. This Memorandum of Understanding is an effort to align partners to improve collaborative efforts to expand employment opportunities for young people.

Vocational Rehabilitation is also participating in an Office of Disability Employment Policy grant that is supporting four pilot sites in Michigan with the goal of Students with Disabilities achieving competitive integrated employment prior to exiting secondary education. The four pilot sites are utilizing a collaborative approach involving core partners where education and adult agencies (for example: Vocational Rehabilitation and Behavioral Health and Developmental Disabilities Administration) provide early intervention and work experiences while the student is still in secondary education.

The Workforce Development Agency is charged with ensuring that skilled talent is available to support the continued economic growth of Michigan. Our vision and goals, along with our strategic plan, were developed in consultation with the Governor's Talent Investment Board.

To that end, our vision statement is: “We are recognized as an innovative and effective talent system supporting a healthy, resilient economy that improves the quality of life in Michigan,” with our mission being: “We partner to provide a demand–driven talent system that supports business growth and a diverse skilled workforce.”

Michigan’s primary workforce development strategy is a demand–driven system that focuses on aligning all efforts, initiatives, programs, and funding around key industry clusters which are supported by labor market information. This strategy is integrated into the Governor’s overall plan for the reinvention of the state. Governor Snyder’s plan for the reinvention of Michigan is based on a commitment to ensure that future generations have meaningful career opportunities available to them and a quality of life second to none.

The Workforce Development Agency is responsible for a number of activities to ensure a skilled workforce exists in our state. Talent enhancement activities include the development, retention, attraction, and matching of an exceptional talent base with guidance based on the needs of Michigan’s employers. This is achieved by:

- Connecting talent to opportunity by improving talent matching through Pure Michigan Talent Connect;
- Addressing the skills gap through attracting and retaining talent and meeting the needs of employers by ensuring that employers throughout the state have access to a labor pool with the necessary skills to grow the state’s economy;
- Growing and retaining talent through employment and training services;
- Revitalizing our educational system by doing our best to ensure that youth have the opportunity to develop and achieve their career goals through education and workforce training; and by addressing the education and training needs of the structurally unemployed and working adults who lack the basic skills necessary to succeed in post–secondary education, training, and to obtain good jobs; and
- Increasing employer engagement with the K–12 system to:
  - o Increase students’ and parents’ understanding of the relevance of what is learned in school to the job market;
  - o Make a connection between business and education at the junior high, high school, and college level;
  - o Make an investment in career and technical education programs through relevant programming and curriculums;
  - o Align metrics with what employers need in the workforce; and
  - o Put career pathways back into middle and high schools.

The Workforce Development Agency’s goals, objectives, and strategies as outlined in the agency’s strategic plan and below support the key actions described above.

- Data and metrics will drive policy and decisions by identifying and creating stakeholder performance metrics, by developing an integrated data collection system, by creating key reports for training, employment, retention and credentials, and by developing effective processes for analyzing key employment and training data for continuous quality improvement of the Talent System. Without objective measures, we cannot measure our progress toward improving the Talent System and meeting goals and federal requirements. By engaging stakeholders (partners, employers, job seekers, and funders) in the conversation, we secure their cooperation and agreement to reach higher standards to increase training that leads to the attainment of credentials and employment, retention of employment, and higher wages.
- Brand and promote the Talent System by creating and implementing a comprehensive marketing and communication plan. To maintain and increase support (including funding and legislative) for the Talent Investment Agency and the Workforce Development Agency, we must build a positive image. Branding plays a key role in maintaining and increasing participation from the Talent System's partners. Additionally, cultivating a positive image with our funders will increase funding opportunities.
- Collaborate, connect, and create statewide work-based learning strategies, engage key state agencies and external partners to expand collaborations and address challenges, and deliver seamless and consistent talent recruitment, training placement, and retention services statewide for employers. Registered apprenticeships and other work-based learning models are critical resources for employers to find employees to meet their talent needs. Statewide work-based learning strategies are needed to connect employers and job seekers with "earn and learn" approaches such as registered apprenticeships to address technical skill gaps in Michigan.
- Fiscal accountability and sustainability by securing non-formula funding. In order to maintain the highest level of services for our employers and job seekers and to have the ability to implement innovative programs, we must continuously look for ways to increase the amount of funding (public, private, philanthropic, etc.) coming into our state. Annually, the Workforce Development Agency will seek out and secure public and/or private non-formula funding in addition to that which is automatically awarded to the state.
- Engage, advocate, and influence by engaging our policy makers, legislators, and partner agencies so they understand our accomplishments as well as our concerns. Together, we can build stronger relationships that will allow our work to continue and expand to meet the needs of our state and our customers. We will continue to be inclusive of, and seek input from, all of our key partner agencies. In order to be inclusive of our key partner agencies, their input was sought to help influence components of the State's Unified Plan, ensuring that our plan adequately represents our state.
- Promote and replicate innovative strategies by creating process and policy to integrate best practices into common practice throughout the Talent System and by adopting continuous improvement methodologies to streamline and maximize our business practices. Our partners and service providers have the most current information and practical experience necessary to drive continuous improvement of the Talent System. By formalizing best practice processes or policies for integration throughout the workforce system, we can better serve our customers (employers and job seekers) by reducing the time from unemployment to reemployment and creating efficiencies based on shared services, consolidation, and/or merging.
- Value, engage, and develop employees and One-Stop program staff through increasing professional development and training opportunities for our employees as well as those engaged in

the One–Stop system. We understand our employees are the core asset of our agency. It is an agency requirement that all employees, as part of their performance plan, participate in professional development and training to be better equipped with the tools and resources needed to perform at the highest potential; for supervisors to gain the skills necessary to positively manage relationships with other employees; and to invest in and value our human assets.

As our two partnering agencies providing WIOA Title IV vocational rehabilitation services, the Bureau of Services for Blind Persons and Michigan Rehabilitation Services have visions that are congruent with that of the Workforce Development Agency.

“The Bureau of Services for Blind Persons is recognized as an innovative and effective talent system supporting a healthy, resilient economy that improves the quality of life in Michigan.”

“Michigan Rehabilitation Services partners with individuals and employers to achieve quality employment outcomes and independence for individuals with disabilities. This is achieved through excellent customer service; strong fortified partnerships; and motivated, enthusiastic staff who continue to be high producing nationally.”

Each of the core program goals, priorities, strategies, and activities support and align with the priorities of our Governor’s Talent Investment Board and ultimately those outlined by Governor Snyder.

The Workforce Development Agency is bringing together the Michigan Works! Association and the Michigan Association of Community and Adult Education, as well as WDA staff that administer these programs. The goal of the initial meeting is to outline WDA’s vision and expectations under WIOA; provide an overview of each of the core programs; discuss opportunities for collaboration, such as employer engagement, joint professional development, and integrated education and training; and share the status of local MOU and infrastructure cost agreements. Regular meetings will be scheduled to continue the valuable conversation and foster the partnership both at the state level and local level among core programs.

The Office of Adult Education will be working on creating a resource guide that includes the location and contact information for each core program by region, and identify examples of the various ways that the core programs are partnering across the state. For example, in one region of the state, the Michigan Works! Agency is providing workforce preparation classes to adult education participants, while in another area the Michigan Works! Agency is sharing training curriculum with the adult education staff to identify the math and reading level requirements for entry and co-enrolling adult education participants into in-demand training. This guide is meant to serve as a starting point for regions that do not have established partnerships among core partners, but not limit the way the core programs could partner.

### III. OPERATIONAL PLANNING ELEMENTS

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The Unified or Combined State Plan must include an Operational Planning Elements section that support the State's strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

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## A. STATE STRATEGY IMPLEMENTATION

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The Unified or Combined State Plan must include—



## 1. STATE BOARD FUNCTIONS

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Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

Created by Executive Order 2015–11, the Governor’s Talent Investment Board is Michigan’s workforce investment board and its representation is consistent with the provisions of the WIOA and draft regulations issued pursuant to the Act.

The Governor’s Talent Investment Board plays a vital role in bringing citizen involvement, engagement, and oversight to the State’s talent enhancement efforts. This business–led, business–majority board serves as a catalyst for talent enhancement and economic development entities and recommends policies to the Governor and state departments that guide workforce investment and training at both the state and local levels.

The Governor’s Talent Investment Board is charged with advising and assisting the Governor regarding compliance with the WIOA. The Governor’s Talent Investment Board is responsible for review of Michigan’s Unified State Plan as well as other grants, plans, policies, statistics, allocation formulas, and performance measures related to the workforce system. The Governor’s Talent Investment Board also develops strategies for continuous improvement of the workforce system, including the identification and dissemination of information on best practices, and engages state and local leaders to drive workforce innovation. The Governor’s Talent Investment Board also reviews the State’s Annual Report for the U.S. Department of Labor.

The Governor’s Talent Investment Board Executive Committee is comprised of the Governor’s Talent Investment Board Chair and Vice Chair and representatives from labor, community–based organizations, and business. The Executive Committee provides overall direction to the Governor’s Talent Investment Board and reviews regulatory items prior to bringing them to the full board for action.

The Governor’s Talent Investment Board meets quarterly at different locations around the state.

## 2. IMPLEMENTATION OF STATE STRATEGY

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Describe how the lead State agency with responsibility for the administration of each core program or a Combined Plan partner program included in this plan will implement the State's Strategies identified in Section II(c). above. This must include a description of—

### A. CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Describe the activities the entities carrying out the respective core programs will fund to implement the State's strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies.

#### State Strategies to Prepare an Educated and Skilled Workforce

We provide thought leadership around critical talent gaps and employment issues, support the development of a strategy ensuring a pipeline of talent that will attract and retain businesses in Michigan, and facilitate implementation of these strategies statewide.

Our talent investment strategy includes:

- Supporting a demand-driven workforce system through the alignment of workforce development with economic and community development.
- Advocating for the integration of workforce development into the K-12 system.
- Transforming Michigan's adult learning infrastructure to create a unified strategic approach to increase basic skills and postsecondary educational attainment.
- Implementing employer responsive training to enhance talent outcomes, productivity, and employment retention, while increasing the quality and competitiveness of Michigan's businesses.
- Supporting a comprehensive talent investment strategy that ensures available resources have the greatest impact possible for job creators and residents within local service delivery areas.
- Assisting the structurally unemployed with financial independence.
- Advocating for the integration of workforce development into the adult education and post-secondary school systems.
- Monitoring performance and assessing the effectiveness of local areas in achieving continuous improvement of workforce investment activities in order to optimize our return on investment.

Governor Snyder indicated that, in Michigan, talent has surpassed other resources as the crucial element of economic growth. There is a gap between what employers need to fill the jobs of today and tomorrow and the skills that Michigan residents possess.

Our jobs strategy is integrated into the Governor's overall strategic plan for Michigan's reinvention. Michigan's primary workforce development strategy is a demand-driven system that focuses on

aligning all efforts, initiatives, programs, and funding around key industry clusters. This strategy includes the alignment of policies, operations, and administrative systems to avoid duplication of workforce programs and activities as well as providing a way to leverage discretionary funding and formula-based investment across all programs. Our collaboration with workforce agencies, employers, economic developers, post-secondary education providers, and other partners with shared interests provides us with opportunities to leverage partner funds for services not funded under the WIOA. Our workforce programs are being implemented with innovation and efficiency in mind to deliver results-driven training and services in order to provide more and better jobs, assist employers with their workforce training needs, and revitalize our education system to better prepare youth.

Our talent enhancement strategy involves the alignment of economic development efforts at the Michigan Economic Development Corporation with workforce development efforts at the Workforce Development Agency. “Talent” is the education and work experience that employees bring to a job. “Enhancement” is the role the State of Michigan plays in improving the state’s overall workforce pool. Talent enhancement efforts include: 1) talent development by partnering with education and training providers, 2) talent recruitment and attraction by partnering with economic developers and employers, 3) talent connections by matching employers with the talent they need, 4) talent-based job creation and entrepreneurship in partnership with our education and training providers, along with 5) workforce system reforms implemented by the Workforce Development Agency to provide efficient and effective services to job seekers, employers, and others who partner with and participate in the workforce system.

#### Core Program Activities to Implement the State’s Strategy

The Workforce Development Agency collaborates with, and participates in, strategic partnerships with Michigan Works! Agencies for the administration of all major workforce programs, including the WIOA, Wagner-Peyser, Trade Act, Partnership. Accountability. Training. Hope. (PATH), Fidelity Bonding, Veterans, Migrant and Seasonal Farmworkers, and with Michigan Rehabilitation Services and the Bureau of Services for Blind Persons as core program partners to provide Vocational Rehabilitation Services.

The Office of Adult Education will fund eligible local providers to offer adult education and literacy activities, English language acquisition activities, integrated education and training, workforce preparation, and integrated English literacy and civics education. Adult education providers will be required to work closely with Michigan Works!, Vocational Rehabilitation, and postsecondary institutions to align programs and services, provide opportunities for integrated education and training in high-demand industries, and develop career pathway programs.

Some adult education programs in Michigan have established partnerships and co-enroll TANF participants in adult education services. However, this is not standard across the state and focused efforts will be made by the Office of Adult Education to build this partnership in all regions through sharing promising practices and effective technical assistance. One of the greatest challenges is that adult education services are not considered a core activity for work participation, so even participants that may be in need of adult education programming often are not referred for this valuable service because of the negative impact on performance. To address this issue, two regions of the state, in collaboration with the other regions and WDA, are co-enrolling TANF participants with low basic skills into adult education. It is understood those regions may not meet their work participation rate, but they will track the performance and outcomes of participants in an effort to show the value and impact of this partnership. Increased collaboration between program

counterparts at the state level will also result in deeper understanding of program operations and ensure alignment of state policies to eliminate barriers for local programs when possible.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with Michigan Works! Agencies as a One–Stop system partner. Vocational Rehabilitation maintains a memorandum of understanding with each local Michigan Works! Agency. The memorandum of understanding defines the manner in which Vocational Rehabilitation participates in the One–Stop system.

In collaboration with Michigan Integrated Technology Supports and the Michigan Disability Rights Coalition, Assistive Technology Act grant recipient, Michigan Rehabilitation Services Assistive Technology Consultant is developing an assistive technology framework to be adopted as a standardized approach for use throughout the vocational rehabilitation process. Key framework components for Michigan Rehabilitation Services will include:

- Consideration Model: Adoption of a valid model for assistive technology consideration.
- Electronic Assistive Technology Consideration Tool: Development and implementation of an electronic assistive technology consideration tool for use by vocational rehabilitation counselors and aligned with the aforementioned model by Fiscal Year 2016.
- Training: Delivery of training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin during Fiscal Year 2016.

A Michigan Rehabilitation Services Assistive Technology Consultant sits on the Assistive Technology Advisory Council for Michigan’s Assistive Technology Act’s Program.

Vocational Rehabilitation’s strategy for the alignment of core programs and other available resources includes assuming a leadership role to foster cooperation and collaboration at the federal, state, and local levels with partners involved in the employment and independence of individuals with disabilities.

The Michigan Council for Rehabilitation Services, a 17–member council for rehabilitation services, reviews, analyzes, and advises Michigan’s rehabilitation programs and services as well as advises the Governor and the Michigan Department of Health and Human Services director. Vocational Rehabilitation will develop programs and strategic partnerships to expand the Vocational Rehabilitation services delivery system throughout Michigan by implementation of program areas sponsored by the strategic planning council.

The goals of the strategic plan included:

- Coordinating government and private agency resources in cross–program settings to assist individuals with disabilities to enter or return to the workforce.
- Improving the health and well–being of individuals with disabilities by promoting work participation.
- De–emphasizing disability as a de facto public assistance program by refocusing on the goal of returning to work.

Some of the goals can be reached with changes in State policy, processes, and more educational outreach. Others require legislative changes at the federal or state level.

The workgroup identified the following areas for reform:

- Encourage and assist individuals with disabilities to enter or return to the workforce.
- Develop incentives for individuals with disabilities to enter or reenter the workforce.
- Assist employers to hire and retain individuals with disabilities.
- Provide needed support systems for youth with disabilities to transition into the workforce.
- Improve the quality and uniformity of Social Security Administration administrative law judges' decisions.
- Offset Social Security benefits if the individual is also receiving unemployment benefits.

Also of note:

- Vocational Rehabilitation is working with the core programs to develop a joint vision for the Workforce Development System that is inclusive of individuals with disabilities.
- Vocational Rehabilitation Senior Managers represent Vocational Rehabilitation at Michigan Works! Director's Council.
- Vocational Rehabilitation Managers serve on Workforce Boards and are included in regional plans for the prosperity regions.
- Vocational Rehabilitation is included in Workforce Development Agency meetings, including conferences and staff meetings
- Vocational Rehabilitation is becoming a Disability Awareness Resource Team for the Workforce Development agencies.
- Vocational Rehabilitation and Workforce Development Agency are working toward an enhanced Vocational Rehabilitation presence in the One-Stops by discussing how to strengthen referrals and cross train staff of the six core agencies.
- Vocational Rehabilitation continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for the Workforce Innovation and Opportunity Act.
- Bureau of Services for Blind Persons is cultivating partnerships with local Workforce Development agencies, Centers for Independent Living and Community Rehab Programs in order to provide youth and students with employment experiences that will result in increasing work skills that will enhance the development of employability skills. Providing these services at an early age encourages a stronger outcome of sustainable employment when students and youth become adults that may not be as possible without the early intervention.

- Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff and facilitate a dual customer philosophy of service (students, youth and adults with disabilities and business). This position will be working with Workforce Development Agency, private employers and other core partners to identify opportunities for individuals who are blind/low vision.
- Bureau of Services for Blind Persons has reassigned a management position to coordinate with staff to more effectively facilitate and monitor the implementation of Pre-employment Transition Services.

## B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

### Alignment with Activities Outside of the Plan

The Workforce Development Agency collaborates with, and participates in strategic partnerships with, other State agencies including:

- Department of Health and Human Services, for the administration of Partnership. Accountability. Training. Hope. and Supplemental Nutrition Assistance Programs;
- Department of Corrections, for the administration of the Michigan Prisoner Re-Entry and Fidelity Bonding programs,
- Licensing and Regulatory Affairs, for placement of licensed proprietary schools on the State's Eligible Training Provider List – Michigan Training Connect,
- Department of Technology, Management and Budget, for the development and dissemination of state and local estimates of labor market activity for policy development, program planning, job placement, and career decision making,

Michigan Department of Education for Career and Technical Education Programs for assistance with our local WIOA youth programs and Adult Education. In Michigan, most often it is the local career and technical education administrator that assists with youth program administered through the Michigan Works! Agencies. In PY 2015-16, there was the creation of a pilot in State School Aid, Section 107 to increase the number of adult education participants dual enrolled in adult education and CTE programs at the secondary level. This was the first year of a 3-year pilot.

Secondary and postsecondary Career and Technical Education programs draw their instructional standards from business and industry experts. In order to keep current, teachers are required to have an advisory committee whose membership consists of local business/industry employers. In this way, they get the most up-to-date information on all aspects of the industry and job openings in their community.

For students with disabilities, special education transition services helps students prepare for the next step after high school. They work collaboratively with Vocational Rehabilitation.

- **Talent District Career Councils:** The Talent District Career Council policy has been set forth by the Workforce Development Agency as a partnership that involves key educational stakeholders as members to coordinate educational programs and services. The categories for membership include someone from a local intermediate school district, an academic educator, a career and technical education administrator, and a representative of both post–secondary institutions in the region and local districts. According to the policy, one of the roles and responsibilities for the local workforce development board is to encourage alignment of the secondary and post–secondary Carl D. Perkins plans with local and regional strategic plans. The Talent District Career Council is asked to review and comment on those plans.

- Michigan has a robust Early/Middle College program where high school students attend for five years and earn both a high school diploma and an Associate degree or significant coursework and/or industry certification. State funding for the initiative requires collaboration between the Michigan Department of Education and the Workforce Development Agency. Moreover, at the local level, educators must work with the Talent District Career Council to develop a strategic plan for the development of Career and Technical Education based Early/Middle Colleges where there is labor market data that shows a skills gap in the local area.

#### Additional State Strategies and Collaboration

Linkages between programs includes the following:

**Programs for Corrections Education and Other Institutionalized Individuals:** Preparing prisoners for reentry into society, addressing the root causes of criminal behavior, and improving the juvenile justice system are all part of creating a safer Michigan. Governor Snyder has called for reforms to identify the skills that are needed for the available jobs and to create the capacity to train prisoners for employment. That includes collaborative efforts between the Talent Investment Agency and the Department of Corrections to identify in–demand skills, improve the quality of prisoner training with hands–on skilled trades training, and preparing inmates for life outside of prison by teaching what it means to earn a wage, keep a job, pay bills, find housing, and follow the law.

The Workforce Development Agency has inter–agency agreements with the Michigan Department of Health and Human Services and the Michigan Department of Corrections to provide Adult Education services to state correctional and juvenile facilities. The Workforce Development Agency provides Adult Education funds for educational services and job training for out–of–school youth and youth offenders.

**Serving Adults with Special Needs:** Through English–as–a–Second Language programs, educational opportunities and job training are expanded for migrant and farm workers. Additionally, Adult Education funds are used to reach out to persons with special needs, such as low–income students, single parents, displaced homemakers, those with disabilities, and individuals with multiple barriers to educational achievement, including those with limited English proficiency.

**Career Pathways:** The Office of Adult Education is participating in the Career Pathways initiative sponsored by the U.S. Department of Education – Moving Pathways Forward: Supporting Career Pathways Integration with the goal to implement a quality, comprehensive career pathways system by convening a multi–agency team and engaging business and industry leaders. Our priority in

Michigan is to support and advance career pathway programs. Creating one system in Michigan means:

- Aligning policies and removing unintentional barriers where possible;
- Having a shared vision and common messaging; and
- Providing professional development and training on career pathways to have unified and consistent messaging.

A steering committee of state-level agencies, organizations, and employers/industries has been established to provide leadership, supportive and aligned policies, and resources for state and regional demand-driven career pathway systems that promote the quality, scale, and sustainability of career pathways. Fostering and growing true collaboration at all levels – state, regional, and local – is critical to the success of the career pathway approach.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with:

- The other core programs to develop a joint vision for the Workforce Development System that is inclusive of individuals with disabilities;
- Michigan Rehabilitation Services has an existing Interagency Agreement with the U.S. Department of Veteran Affairs. Michigan Rehabilitation Services has been collaborating with the Michigan Veterans Affairs Agency and other statewide veteran support agencies. The Michigan Veterans Affairs Agency implemented Veteran Community Action Teams, which is a community specific collaboration with local support. Veteran Community Action Teams are comprised of multiple organizations to assist veterans from a holistic perspective: quality of life, education, healthcare, and employment. Through this relationship with Veteran Community Action Teams, Michigan Rehabilitation Services provides vocational rehabilitation services to veterans with disabilities;
- Michigan Rehabilitation Services is collaborating significantly with the Centers for Independent Living, Michigan Transition Services Association, the Developmental Disabilities Council, educational entities, community rehabilitation organizations and with private vendors to provide Pre-Employment Transition Services to Students with Disabilities. Michigan Rehabilitation Services has a Pre-Employment Transition Services contract with each of the Centers for Independent Living to provide a variety of Pre-Employment Transition Services especially job exploration, job readiness and self-determination. These contracts are relatively newly created and are in early stages of implementation. Michigan Transition Services Association donates funds to Michigan Rehabilitation Services that are specifically used for transition programming that often fall within Pre-Employment Transition Services such as job exploration, work-based learning, counseling on postsecondary options, job readiness and self-determination. The Developmental Disabilities Council has a grant with Office of Disability Employment Policy where Michigan Rehabilitation Services is partner that is implementing an employment model where individuals are employed prior to exit from secondary education. This model provides many Pre-Employment Transition Services activities to students with disabilities especially job exploration and work-based learning. Community rehabilitation organizations have been partnering with Michigan Rehabilitation Services to provide the Pre-Employment Transition Services in many of the programs that have been previously identified. Local educational agencies and Michigan Rehabilitation Services have collaborated to create many Pre-Employment Transition Services opportunities including the Department of Natural Resources Summer Program where 160 students participate in 8 week paid work-experience in the state parks;



17 Project SEARCH programs where 170 students attend school in host businesses and rotate through three 10 week internships in their last year of school and many locally created Pre-Employment Transition Services programs where students participate in a variety of developmental experiences that meet Pre-Employment Transition Services criteria to prepare them for competitive integrated employment.

- Michigan Rehabilitation Services has entered into an Interagency Agreement with the Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population;

- The Social Security Administration to assist joint customers receiving disability benefits in the use of Social Security work incentives and return to work efforts. Each Michigan Rehabilitation Services office has a dedicated champion to assist staff in addressing the unique needs of Social Security Administration recipients, including Michigan Rehabilitation Services internal (online) E-Learn system, which contains a plethora of information regarding the Social Security Administration's Ticket to Work program and work incentives; resources and referrals available through the Social Security Administration's Work Incentive Planning and Assistance project serving Michigan communities; referral to Beneficiary Access and Support Services as contracted with the Social Security Administration, Social Security Administration Work Incentive Liaisons available through local Social Security Administration offices, and Michigan Rehabilitation Services fee-for-service vendors; and

- Hannahville Indian Community Vocational Rehabilitation Program's Project Vision and the Consortia of Administrators for Native American Rehabilitation to create effective service delivery partnerships to increase employment opportunities. Michigan Rehabilitation Services continues the memorandum of understanding with the Hannahville Indian Community Vocational Rehabilitation Program's Project Vision for rehabilitation services under Section 121 of Title I of the Rehabilitation Act of 1973 as amended, and Title I of the Rehabilitation Act of 1973 as amended respectively. The memorandum of understanding represents cooperation, coordination, and collaboration necessary to create an effective service delivery partnership designed to increase employment opportunities for those served by both programs. Michigan Rehabilitation Services expects to continue to collaborate with the Consortia of Administrators for Native American Rehabilitation to promote this memorandum of understanding as a best practice.

Vocational Rehabilitation collaborates with other State of Michigan departments and agencies to align disability-related programs with workforce and economic development programs.

Other state agencies include:

- Michigan Department of Education
- Michigan Economic Development Corporation
- Michigan Department of Health and Human Services

- Michigan Department of Civil Rights
- Advisory Council on Deaf and Hard of Hearing

Michigan Rehabilitation Services has an existing Interagency Agreement with the U.S. Department of Veterans Affairs and has been collaborating with the Michigan Veterans Affairs Agency and other statewide veteran support agencies. The Michigan Veterans Affairs Agency implemented Veterans Community Action Teams, which is a community-specific collaboration with local supports. Veteran Community Action Teams is comprised of multiple organizations to assist veterans from a holistic perspective: quality of life, education, healthcare, and employment. Through this relationship with Veteran Community Action Teams, Michigan Rehabilitation Services provides vocational rehabilitation services to veterans with disabilities.

Local Michigan Rehabilitation Services Offices have staff collaborating with:

- Community rehabilitation organizations and Veterans Affairs medical centers to ensure that disabled veterans are receiving vocational rehabilitation services.
- U.S. Department of Veterans Affairs Compensated Work Therapy (CWT) program to help support work ready veterans to obtain jobs.
- The Workforce Development Agency and Michigan Works! Service Centers to assist disabled veterans with pre-employment skills building, job searches, etc.

Vocational Rehabilitation provides a comprehensive assessment of rehabilitation need as well as a thorough vocational assessment to determine the goals, nature, and scope of vocational rehabilitation services needed for the eligible individual to achieve competitive integrated employment. Barriers associated with the individual's disability are addressed as well as training needs, including those training opportunities provided by the Michigan Career and Technical Institute. The Bureau of Services for Blind Persons Training Center provides comprehensive skills of blindness training, vocational assessment, and assistive technology instruction to ensure individuals who are blind have the skills needed to compete in the workforce.

Competitive integrated employment outcomes are based on the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Vocational Rehabilitation services are provided in collaboration with resources that can be provided by Centers for Independent Living, Michigan Works!, and Community Rehabilitation Organizations. Additionally, Vocational Rehabilitation offers coordinated post-employment services to individuals with the assistance of workforce partners so that employment can be maintained.

Based on clear direction from surveyed businesses, Michigan Rehabilitation Services is working to develop a coordinated "one point of contact" approach in working with the business customer statewide. Currently, Michigan Rehabilitation Services is establishing a system inclusive of essential partners such as: Michigan Works!, Bureau of Services for Blind Persons, Department of Education, Community Rehabilitation Organizations, and Centers for Independent Living. Major gaps currently occur in the coordination of services to businesses.

## C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality, customer-centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program.

### Coordination, Alignment, and Provision of Services to Individuals

The delivery of services is available and accessible to all customers which includes veterans, migrant and seasonal farmworkers, individuals with disabilities, ex-offenders, welfare-to-work participants, and the general public. In addition to administering the WIOA, Wagner-Peyser, and Adult Education programs, the Workforce Development Agency administers:

- Partnership. Accountability. Training. Hope. (PATH) – Provides job assistance and training to parents receiving cash assistance.
- Supplemental Nutrition Assistance Program – Provides employment-related services to able-bodied individuals without dependents receiving food assistance.
- Trade Act – Provides training to workers who have lost their jobs as a result of an increase in imports or shift of jobs to foreign countries.
- Veterans – Provides specialized services that promote employment and training for veterans.
- Jobs for Veterans' State Grant – Targets certain categories of veterans and spouses of veterans.
- Migrant and Seasonal Farmworkers – Provides specialized services to migrant and seasonal farmworkers that are delivered through the Agricultural Employment Specialists in collaboration with Michigan Works!.
- Foreign Labor Certification – Assists employers in filling their personnel needs that cannot be met with United States (U.S.) workers, while protecting U.S. workers from competition from low-wage foreign workers.
- Michigan Prisoner Re-Entry – The Workforce Development Agency works with the Department of Corrections and the Department of Health and Human Services to coordinate prisoner re-entry services in the workforce system.
- Fidelity Bonding Program of Michigan – The program assists high-risk job seekers in obtaining employment by providing an incentive for employers to hire job seekers who are qualified, but may be considered high-risk. A fidelity bond is available to any job seeker who has a bona-fide offer of employment. Those eligible include people with poor credit records including bankruptcies, economically disadvantaged youth and adults who lack a work history, welfare recipients, recovering substance abusers, ex-offenders, those dishonorably discharged from military service, youth in apprenticeships, and those who cannot be commercially bonded.

- The Martin Luther King Jr. – Cesar Chavez – Rosa Parks Initiative Programs are designed to assist students along the academic pipeline from the seventh grade through graduate work.

Additional State strategies and collaborations include the following:

**Serving Youth in Need:** In order to meet the Governor’s goal of keeping our youth – our future – here, services must be dedicated to the youth population. Because the need is great and WIOA funding is limited, it is necessary for our system to leverage resources and services from other organizations. The Workforce Development Agency, in conjunction with the Michigan Works! Agencies, provides linkages between workforce development, education, juvenile justice, and social service agencies as well as coordinating with local employers to provide “at-risk” youth entry-level jobs, internships, mentoring, on-the-job training, and work experience in high-demand occupations.

Services provided by the Michigan Works! Agencies’ One-Stop system include intensive case management, mentoring, advocacy, referrals to shelter and housing, health care, supportive services, childcare, transportation, job training, and education. At-risk youth’s employment and life barriers are identified and addressed in Individual Service Strategies, which lay out plans for overcoming identified barriers. The Individual Service Strategies also set participation benchmarks and goals designed to lead to self-sufficiency, including continuing education and employment.

Furthermore, the following strategies help promote collaboration and service to those youth most in need:

**Jobs for Michigan’s Graduates:** The statewide Jobs for Michigan’s Graduates program helps Michigan’s young people who are at risk of dropping out of high school, or who have already dropped out, graduate and make successful transitions to post-secondary education or meaningful employment. Students enrolled in the program are youth who have barriers to success, including deficiencies in basic skills, transportation, income, and economic status. Many are from families with low educational attainment levels. In the 2013 – 2014 school year, the program served 407 students across Michigan.

**Pathways to Potential:** Pathways to Potential, created in 2012, brings services directly to families. It is a customer-centered service delivery model that transforms the way the Michigan Department of Health and Human Services conducts its business and interacts with clients in the communities it serves. More than 200 centers are staffed by nearly 280 Michigan Department of Health and Human Services representatives that provide Family Independence Program families with help through education, employment, food, and daycare. The initiative also includes the expectation of a part-time Michigan Works! Agency presence at these sites.

**Michigan After-School Partnership:** The Michigan After-School Partnership links stakeholders in Michigan interested in improving outcomes for children and youth through school-based/school-linked enrichment after-school programs. The Michigan After-School Partnership is housed at the Michigan Association of United Ways and is co-chaired by Michigan’s Department of Education, Health and Human Services, and Workforce Development Agency. The following comprehensive long-term goals were established by the Michigan After-School Partnership:

- Create a sustainable structure of statewide, regional, and local partnerships focused on supportive policy development at all levels;

- Support the development and growth of statewide policies that will secure the resources needed to sustain new and existing after-school programs; and
- Support statewide systems to ensure quality of programs.

Summer Youth Employment Program for Foster Youth: The Michigan Department of Health and Human Services Chafee-funded Summer Youth Employment Program provides meaningful summer employment opportunities for youth in foster care. The program may include any combination of allowable WIOA youth services that occur during the summer period, as long as it includes a work experience component. Eligibility for the program is restricted to Chafee-eligible foster youth, ages 14 and older, without a goal of reunification or likely to remain in care until age 18 or older. The Summer Youth Employment Program participants are provided work experience and employment development for a minimum of six weeks, for at least 20 hours per week at no less than minimum wage.

YouthBuild Programs: Eight YouthBuild programs are in operation in Michigan, predominantly in urban areas. Michigan Works! Agencies are the sponsoring organization for one of the programs (Benton Harbor) and partnering agencies with others. The partnership allows additional opportunities for out-of-school youth to combat poverty, homelessness, and illiteracy. The program provides a means for job training by gaining leadership and other skills needed to become gainfully employed, while overcoming negative habits and attitudes. In addition to Benton Harbor, two programs are located in both Grand Rapids and Detroit, and the three remaining programs are located in Jackson, Flint, and Saginaw.

Partnership. Accountability. Training. Hope. (PATH): With the passage of federal Welfare to Work legislation in 1996, cash assistance evolved from an entitlement to a safety network program designed to provide families with temporary financial assistance while they secure employment. However, many families seeking cash assistance through the Michigan Family Independence Program face significant barriers in securing and retaining employment. From childcare to transportation and literacy, caseworkers cite a long list of barriers that can keep families from achieving self-sufficiency.

On January 1, 2013, the Michigan Department of Health and Human Services, the Workforce Development Agency, and Michigan Works! Agencies began the implementation of Partnership. Accountability. Training. Hope. (PATH). PATH is a robust, results-oriented work participation program designed to identify barriers and help clients connect to the resources they need to obtain employment, and is administered by the Workforce Development Agency through Michigan Works! One-Stop Service Centers. Funds are awarded by formula to each of the Michigan Works! Agencies. The PATH formula allocation is based on the relative number of Application Eligibility Period attendees and PATH participants in the local area, compared to the total number of Application Eligibility Period attendees and PATH participants statewide within the recent 12 month period.

Michigan Works! Agencies may also enter into agreements with their local Michigan Department of Health and Human Services offices for the purpose of providing additional Temporary Assistance for Needy Families funding for employment-related support services. The funds are transferred to the Workforce Development Agency via an Interagency Agreement and then allocated to the local Michigan Works! Agencies. The additional Temporary Assistance for Needy Families funds provided by the local Department of Health and Human Services offices may be used to increase the availability of current Michigan Works! Agency funds for other PATH services or activities.

The PATH program features a 21–day assessment period during which barriers to employment are identified and caseworkers work individually with clients to connect them with resources to address these barriers. The coursework offered during the 21–day assessment period is critical in helping clients find employment, particularly those who have been unemployed for quite some time or have difficulties with sustaining employment. The extended assessment period helps connect clients to resources ranging from professional clothing to transportation. Additionally, the PATH curriculum prepares clients for both the pursuit of a job and the skills necessary to keep a job. Resume writing and job search skills are included in this curriculum, as well as instruction on acceptable workplace behavior and employer expectations.

Individual participants who are eligible may also be referred to education and training activities funded through the WIOA to maximize the effectiveness of resources.

Food Assistance Employment and Training Program: Able–bodied adults without dependents have the opportunity to voluntarily participate in the Self–Initiated Community Services Program administered by local Michigan Department of Health and Human Services offices or to voluntarily participate in the employment and training program administered by the Michigan Works! Agencies. Intensive case management services designed to support able–bodied adults without dependents’ efforts toward employability may be provided, as appropriate, throughout the duration of their participation in employment and training activities. Supportive services are available to all participants.

Participants may choose the option of finding a job on their own and working a minimum of 20 hours per week, to participate in the self–initiated community services program, or to be referred to a Michigan Works! Agency. For clients referred to a Michigan Works! Agency, an Individual Services Strategy is completed.

Individual participants, who are eligible, may also be referred to education and training activities funded through the WIOA to maximize the effectiveness of resources.

Funds for the program are awarded by formula to each of the Michigan Works! Agencies and allocations are based on the total number of food assistance households during a recent twelve–month period.

The Michigan Works! Agency is responsible for monitoring contractors for compliance with program policies. The Workforce Development Agency also monitors the local workforce development boards and contractors for compliance. Each Michigan Works! Agency is required to report participant data via the state’s One–Stop Management Information System.

Detroit Supplemental Nutrition Assistance Program Employment and Training Initiative: This initiative strengthens the relationship between the State of Michigan’s Food Assistance Employment and Training program and the WIOA program to help Detroit residents find and retain unsubsidized employment. The nearly \$1 million federally–funded initiative that began in April 2015 targets 200 able–bodied adults without dependents between the ages of 18 and 49 who are receiving food assistance benefits and are participating in the Food Assistance Employment and Training program in Detroit. The initiative is administered by the Detroit Employment Solutions Corporation, a Michigan Works! Agency.

Under the initiative, Michigan is allowed to provide supported employment activities such as subsidized employment and on–the–job training to encourage employers to hire participants. In

addition to traditional employment and training activities, there is an emphasis on vocational training and supportive services to ensure a seamless transition from public assistance to employment.

**Refugee Services:** The Michigan Department of Health and Human Services Office of Refugee Services has provided additional employment support services to refugees that receive Temporary Assistance for Needy Families cash assistance through the Family Independence Program. Seven counties in Michigan have been identified by the Office of Refugee Services as serving the majority of refugees. Michigan Works! Agencies may refer refugees who are receiving Family Independence Program assistance to Office of Refugee Service contractors for employment support services.

**SHARE Network – Michigan:** SHARE Network – Michigan is a unique initiative which partners the state's workforce development system with faith-based organizations. It features an online resource directory and many SHARE access points in faith-based and community organizations where job seekers and others can access State of Michigan online job search tools such as Pure Michigan Talent Connect and get referrals to other service providers.

**One Detroit – A Detroit Demonstration Project:** The Detroit Employment Solutions Corporation (DESC), in partnership with the Detroit Mayor's Workforce Advisory Council, has taken the initiative in developing a plan to vastly improve the city's workforce system. The Council has created a preliminary plan for implementing a "One Detroit" concept that will coordinate operations of agencies that offer services throughout the city. The group will also create a Chief Executive Officer (CEO) Corps that will identify job opportunities available for returning citizens (ex-offenders). The most distinguished executives in the city will organize the Chief Executive Officer (CEO) Corps and leverage their companies and their relationships to provide job opportunities for returning citizens and other underserved populations. Key components of the demonstration include:

- o Screening 1,500 participants and offering the following services:

- o One-Stop career services and career navigation, which will provide career planning and wrap-around services;

- o A Bridge Program for participants that will help them complete their adult basic education or general educational development before moving on to training or employment;

- o An "earn and learn" program that will allow participants to earn an income and concurrently participate in training in a high-demand field;

- o A Detroit Registered Apprenticeship Training Program that will provide training and apprenticeship for participants; and

- o A One-Stop located in a jail or prison that will provide pre-release services for prisoners.

- o This effort will employ 1,275 returning citizens over the two-year project period.

The Summer Youth Employment Program will provide Detroit's low-income youth with summer jobs in the construction industry to address abandoned Detroit Public School facilities not in the city's possession. This hands-on work will lead to a credential for the youth in building construction and lay the foundation for a potential career pathway in the construction industry. The construction industry is of significant importance to Detroit given the planned expansion projects throughout the city.

This effort will provide summer employment opportunities to 1,000 youth over a two-year period.

The chief concept to be tested in the demonstration project will be whether or not intensive employer engagement in combination with intensive case management, career navigation, and training will increase employment rates and reduce the recidivism rates of returning citizens while preventing youth involvement in the judicial system.

**Michigan Industry Cluster Approach:** Since the Michigan Industry Cluster Approach is predicated on access to more and better data by convening employers through the establishment and expansion of local industry cluster groups, students and job seekers benefit from data-driven decisions about in-demand training and careers by having better access to “real time,” qualitative labor market information coming from employers.

The Michigan Industry Cluster Approach helps those individuals most in need and/or who have significant barriers to employment to successfully connect with education and training opportunities that lead to employment through a variety of efforts including:

- Collaboration with other State agencies, such as the Michigan Departments of Agriculture and Rural Development, Health and Human Services, Education, Corrections, and Transportation, and the Michigan Veterans Affairs Agency to align with their respective talent development strategies/initiatives while exploring opportunities for better integration with the workforce system. For example, the Michigan Industry Cluster Approach Team has been able to promote the Michigan Department of Corrections revamped vocational training program to Michigan Works! Agencies who have industry cluster groups open to hiring returning citizens/ex-offenders.
- Collaboration with other Workforce Development Agency programs administered through the Education and Career Success and Veterans’ Services Division to jointly develop strategies which will produce more opportunities, better awareness, and increased access for the specific populations they serve. For example, the Michigan Industry Cluster Approach Team partners with the Education and Career Success Division to obtain information about Adult Education programs for the Prosperity Regions Talent Map for education and workforce partners who may be assisting individuals in need of these program and services. The Michigan Industry Cluster Approach Team also partners with Veterans’ Services to address industry needs for talent and by designing specific recruitment strategies for veterans.
- The Michigan Industry Cluster Approach Team is collaborating with the Michigan Works! Association and their Business Services User Group to plan for the promotion and release of the Michigan Industry Cluster Approach Education and Training Activities Plan Template. The template allows users to approach their overall training needs through a systematic and holistic process that is inclusive of all key partners and resources. The result is more data being collected and shared among partners enabling employers to more accurately forecast their hiring and training needs and to effectively communicate this demand to local training providers so they can ramp up needed training programs. This puts Michigan Works! Agencies in a better position to direct students and job seekers to in-demand education and career opportunities. By promoting this tool as an easy-to-use, standardized tool that can enhance their local industry cluster work, more local partners and the employers they serve will begin to adopt and utilize the template.
- The Michigan Industry Cluster Approach Team is also working with the Michigan Energy Workforce Development Consortium. Through a technical assistance grant from the U.S. Chamber of Commerce, the Michigan Industry Cluster Approach Team is assisting with the development of a



Michigan energy career pathway based on common employer practices and clearly defined technician training, credentialing, and hiring requirements. Upon implementation, the pathway will result in time and resource savings for employer stakeholders through improved efficiencies in the recruiting process and access to a larger pool of talent that has agreed-upon credentialing.

**Registered Apprenticeships:** Registered Apprenticeship opportunities are made available in Michigan with assistance from the U.S. Department of Labor–Apprenticeship Office. The U.S. Department of Labor–Apprenticeship Office is actively engaged in helping the state develop strategies to expand Registered Apprenticeships. The state “team” consists of a broad mixture of representatives linked to private sector organizations, community action agencies, unions, postsecondary institutions, local service delivery areas, U.S. Department of Labor–Apprenticeship Office, and state agencies (Department of Education and the Workforce Development Agency). Additionally, partners are invited to participate in this coordinated effort to get an array of perspectives of how to promote greater utilization and integration of apprenticeships within the state.

**Michigan Apprenticeship, Internship, Mentoring (MI–AIM):** Michigan Apprenticeship, Internship, Mentoring consists of a diverse set of partners, each of which contributes their own unique expertise and perspective to the broader effort. This cross–functional approach allows partners to build off each other’s strengths. By a commitment to work together, the efforts of the individual partners will be enhanced, thereby improving the overall system and yielding better results for the individuals they serve.

The Detroit Registered Apprenticeship Program (DRAP) serves as one example of a best practice that has the potential to be more broadly shared and replicated across the MI–AIM (Michigan Apprenticeship, Internship, Mentoring) partner network. The Detroit Registered Apprenticeship Program provides a blueprint for how pre–apprenticeship programs can be used to create an on–ramp to help prepare low–skilled workers with the basic soft skills which are needed to enter into a Registered Apprenticeship program. The local Michigan Works! Agency, Detroit Employment Solutions Corporation, has identified creative ways to leverage its workforce employment and training funds for Individual Training Accounts, providing opportunities for some of their hardest–to–serve customers to enroll into classroom training as part of a pre–apprenticeship that puts them on a direct path to the apprenticeships which will be created as a result of several major construction projects that are ramping up in the City of Detroit.

Similarly, successful employability training programs like Ready Now (organized by West Michigan Works!, the Grand Rapids Chamber of Commerce, and the Right Place Inc. – the local economic developer) and a ten–day Path to Apprenticeship program (being developed by the former Central Area Michigan Works! Consortium and Montcalm Community College) equips prospective apprenticeship applicants with the basic work readiness skills which could help them secure employment. For many of the hardest–to–serve customers, these work readiness programs are a necessity to compete for even the most basic of jobs.

**Trade Adjustment Assistance:** The Workforce Development Agency has an integrated strategy to align services between the WIOA Rapid Response, the WIOA Dislocated Worker, and the Trade Adjustment Assistance programs. To increase alignment among the programs, the Trade Adjustment Assistance Section within the Workforce Development Agency was relocated to the Office of Talent Policy and Planning (with the WIOA Rapid Response and Dislocated Worker programs). This adjustment will increase collaboration among the programs.

The State's vision for the Trade Adjustment Assistance program includes continuing to move the administration of the Trade Adjustment Assistance program to a demand-driven approach. This will be accomplished by:

- Participating in statewide Michigan Works! Business Services meetings to inform Business Services Representatives and companies about the Trade Adjustment Assistance program. This not only informs companies who may be closing or laying off workers of the benefits of the Trade Adjustment Assistance program, but also informs companies of the Employer-Based Training opportunities available by hiring Trade Adjustment Assistance certified workers.
- Coordinating with local and State economic development partners to inform companies of the Employer-Based Training opportunities available by hiring Trade Adjustment Assistance certified workers.
- Coordination with state efforts to increase apprenticeships in Michigan by including the Trade Adjustment Assistance program as an available funding source for workers that qualify.
- Continuing to promote the alignment of the Trade Adjustment Assistance program with Business Services to increase employment opportunities for Trade Adjustment Assistance certified workers (with strong encouragement for employer-based training).

Wagner-Peyser Programs: Michigan is creating and implementing new policy directives for its Wagner-Peyser program in order to meet the demands of job seekers and employers. In addition, the State and its partners are creating new and stronger partnerships in order to improve service delivery, to avoid duplication of services, and to enhance service coordination, including co-locating agencies within the One-Stop centers. New directives include:

- Wagner-Peyser services will be aligned with Adult and Dislocated Worker services to refer job seekers for training support services and a more intensive level of service which Wagner-Peyser dollars do not fund. Adult and Dislocated Worker providers have established relationships with local community colleges and universities to provide training in high-demand occupations.
- Providing the Unemployment Insurance Agency Work Test for claimants to ensure they are able to work, seeking work, and have not refused suitable work. This is completed when the claimant registers for work at a Michigan Works! Agency by entering their profile on the Pure Michigan Talent Connect – Michigan's labor exchange system;
- Providing re-employment services to profiled claimants selected by the Unemployment Insurance Agency. Profiled claimants are those claimants who will most likely exhaust their unemployment benefits before finding employment. Re-employment services provide a more guided approach to accessing employment and training services offered by the Michigan Works! Agencies to assist the claimant in returning to work more quickly. The services offered include employability workshops, creating an Individual Service Strategy to guide the customer through their job search, and providing labor market information.
- Partnering with the Unemployment Insurance Agency to deliver the Re-employability Eligibility Assessment (REA) pilot program. This program provides one-on-one service to claimants who will more than likely exhaust their unemployment benefits prior to obtaining employment. This is similar to the re-employment profiling component mentioned above; however, claimants are to receive up to three Re-employability Eligibility Assessments if employment has not been acquired. These Re-

employment Eligibility Assessments consist of re-employment services that are more intense and include follow-up case management services.

- Assisting highly-skilled talent in finding demand-driven careers by providing employability workshops to enhance the quality of job seekers' career searches and provide the connection to employers through job fairs, employer of the day events, and industry fairs.

Adult Education and Family Literacy Act Programs: Michigan is making bold policy changes to help workers obtain better jobs quickly and efficiently by learning new skills. Workers need good paying jobs and companies need skilled workers, so the State is taking action to ensure that everyone has the opportunity to gain credentials sought by employers. Building on participation in national initiatives such as Shifting Gears and Moving Pathways Forward, the Office of Adult Education has made concerted efforts in promoting policies aimed at:

- Helping communities work better together. Delivering lifelong learning through career pathways that involve all three core partners: adult, post-secondary, and workforce education. This helps regions to better serve more people by aligning resources and maximizing the strengths of each partner.
- Educating workers more effectively. Provide education that is flexible, expeditious, and relevant to the workplace. Promising, powerful approaches will become standard – ensuring more people are able to get new skills and better jobs quicker.

One key outcome from the Shifting Gears initiative was the development of several guiding principles that together define the vision for a transformed approach to adult education in Michigan.

**Collaboration.** Unite core competencies and capacities of various stakeholders to achieve a common vision of success for adult learners and employers.

**Accountability.** Promote shared responsibility for common outcomes across the adult learning infrastructure, invest in the infrastructure to collect data on program performance, and use data to inform decisions about future policies and programs.

**Responsiveness.** Recognize that earning a high school diploma is no longer sufficient for adult learners and employers, promote post-secondary education as the new standard for adult learners, and engage a range of partners in offering services for these learners that support and move them along clear and accessible career pathways toward their goals.

**Agility.** Policies and programs must rapidly respond to the diverse needs of learners, employers, and communities with innovative programs that equip Michigan to be successful in emerging markets.

**Contextualization.** Inventively develop learners' basic skills in the context of practical applications in the real world and occupational skills so they quickly grasp the relevance of learning and remain engaged in programs until they earn needed credentials.

**Entrepreneurism.** Employ innovative thinking and approaches in program delivery that increase the range of customers served by programs and foster learners' entrepreneurial thinking.

Alignment. Develop articulation agreements and standardized career pathways to ensure learning efforts will be recognized across a variety of institutions. Strategically aligned funding is also required to support a comprehensive adult learning strategy.

The Office of Adult Education will fund eligible providers as defined in Section 203(5) of the WIOA to deliver adult education services that meet the above guiding principles.

Adult education providers in many areas of the state have a history of collaboration with the other core partners, including co-location and co-enrollment of participants. Additionally, some providers are exploring a common intake process and data sharing. The Office of Adult Education will own responsibility for advancing these activities in all regions through formal guidance, funding innovation, sharing promising practices, delivering professional development based on evidence-based practices, and convening and/or facilitating discussions as needed.

Vocational Rehabilitation Programs: Vocational Rehabilitation continues to provide individualized vocational rehabilitation counseling focusing on individualized rehabilitation needs. In order to more thoroughly assist individuals, Vocational Rehabilitation offers:

- Career counseling
- Vocational evaluation
- Job placement
- Access to information about community resources
- Access to accommodations and assistive technology

When providing vocational rehabilitation counseling to individuals, strengths, resources, priorities, abilities, capabilities, interests, and rehabilitation needs are evaluated. A Vocational Rehabilitation counselor also discusses employment and career choices as well as disability-related barriers to employment.

The two Michigan Vocational Rehabilitation agencies (Michigan Rehabilitation Services and the Bureau of Services for Blind Persons) will continue to evaluate and collaborate on the role of Vocational Rehabilitation in the workforce system. Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with:

- Michigan Department of Health and Human Services to support and promote competitive and integrated employment and coordination of services for individuals that receive Medicaid as well as to coordinate and improve services to customers with cognitive impairments and mental illness, including those requiring supported employment;
- Michigan Departments of Education, Health and Human Services, Community Rehabilitation Organizations and Centers for Independent Living, and host businesses to lead expansion activities related to Project SEARCH;
- Michigan Developmental Disabilities Council related to the U.S. Department of Labor's Office of Disability Employment Policy's Employment First Initiative;

- Disability Network of Michigan (representing Centers for Independent Living), Michigan Council for Rehabilitation Services, and the Michigan Statewide Rehabilitation Council for activities related to transformation of service delivery systems into a holistic approach for the employment and the independence of individuals with disabilities throughout Michigan;

- Michigan Department of Education Office of Special Education to support the seamless transition of students from school to adult life that facilitates the development and completion of their Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act. The agreement addresses key items identified in the Individuals with Disabilities Education Act and the Rehabilitation Act and includes information about the purpose, the authority, and scope, foundations of the partnership, roles and responsibilities, confidentiality, student documentation, student eligibility, Michigan Rehabilitation Services attendance at Individualized Education Program team meetings, seamless transition services, coordination of resources, resolution of differences, data reporting, 504 students, and termination and changes.

Vocational Rehabilitation has a strong emphasis on serving students with disabilities with a multitude of programs that will be adapted to the WIOA. Transition services will be explored and addressed to prepare students at a younger age to increase opportunity for learning and to increase outcomes for post-secondary education and employment. In addition, Vocational Rehabilitation is working to enhance a seamless service delivery process across an array of essential partner agencies, such as Michigan Works!, the Workforce Development Agency, and the Michigan Department of Education to increase the number of resources that are available to students, especially those who possess significant barriers to competitive integrated employment.

Vocational Rehabilitation will work closely with workforce partners to expand customized training opportunities for students with disabilities. Vocational Rehabilitation will provide students with disabilities information on career options, including the following:

- Career assessments to help identify students' school and post-school preferences and interests;
- Structured exposure to postsecondary education and other life-long learning opportunities;
- Exposure to career opportunities that will ultimately lead to a living wage, including information about educational requirements, entry requirements, income and benefits potential, and asset accumulation; and
- Training designed to improve job-seeking skills and work-place basic skills (sometimes called "soft skills").

In order to identify and attain career goals, Vocational Rehabilitation will expose students with disabilities to a wide range of experiences, including the following:

- Opportunities to engage in a range of work-based exploration activities, such as site visits and job shadowing;
- Multiple on-the-job training experiences (paid) or unpaid work experiences, including community service, that are specifically linked to the content of a program of study and school credit;
- Opportunities to learn and practice their work skills (so-called "soft skills"); and

- Opportunities to learn first-hand about specific occupational skills related to a career pathway.

Vocational Rehabilitation will continue to expand work-based learning programs that will close the skills gap.

Vocational Rehabilitation continues to provide individualized vocational rehabilitation counseling focusing on customers' individualized rehabilitation needs. In order to more thoroughly assist individuals, Vocational Rehabilitation offers:

- Career counseling;
- Vocational evaluation;
- Job placement;
- Access to information about community resources; and
- Access to accommodations and assistive technology.

When providing vocational rehabilitation counseling, the individual's strengths, resources, priorities, abilities, capabilities, interests, and rehabilitation needs are evaluated. A Vocational Rehabilitation Counselor also discusses employment and career choices as well as disability-related barriers to employment.

Over the past year, Vocational Rehabilitation transition counselors have joined the Department of Health and Human Services Pathways to Potential Success Coaches and Adjudicated Youth in residential facilities to provide expanded and enhanced services to students exiting post-secondary programming. Additionally, Michigan Rehabilitation Services has been selected by the Governor's Commission on Mental Health and Wellness to lead expansion activities related to Project SEARCH sites throughout Michigan. This will be done in collaboration with the Bureau of Services for Blind Persons, the Department of Education, the Department of Health and Human Services, Community Rehabilitation Organizations and Centers for Independent Living, and host businesses.

- Vocational Rehabilitation will work with eligible individuals with disabilities to develop an Individualized Plan for Employment that is consistent with current labor market trends, individual skill analysis, and individualized rehabilitation needs.
- Vocational Rehabilitation has the capacity to complete specific job analyses for in-demand jobs to address any identified accommodation needs that individuals with disabilities may have in order to complete the essential functions of specific positions.
- By understanding labor market trends, and the current skill gaps of Vocational Rehabilitation customers, Vocational Rehabilitation staff can effectively direct funding to meet the service/training needs of the customer and Michigan businesses. This will positively impact the successful rehabilitation rate by increasing an individual's potential for employment in today's job market.
- Vocational Rehabilitation is participating in the Office of Disability Employment Policy's Employment First Initiative through Michigan's Developmental Disabilities Council. Employment First is a concept to facilitate the full inclusion of people with the most significant disabilities in the

workplace and community. Under the Employment First approach, community-based integrated employment is the first option for employment services for youth and adults with significant disabilities.

- Collaboration among vocational rehabilitation agencies, colleges, and universities to target career services to students with disabilities. Michigan Rehabilitation Services is currently partnering with Michigan State University to develop a match/funding agreement to place a vocational rehabilitation counselor on campus who will provide wrap-around services to eligible students with disabilities. Western Michigan University and Eastern Michigan University have also expressed strong interest in this model. The work group recommends that Michigan Rehabilitation Services expand these agreements with other Michigan colleges and universities and develop metrics to determine the success of the program. Bureau of Services for Blind Persons also has an excellent working relationship with colleges and universities. Bureau of Services for Blind Persons in collaboration with Western Michigan University provides an opportunity for students to learn the skills necessary to be successful in post-secondary education.
- The Workforce Recruitment Program is a recruitment and referral program that connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs. Vocational Rehabilitation is working to promote the Workforce Recruitment Program so that it is better utilized.

The U.S. Department of Labor's Office of Disability Employment Policy and the U.S. Department of Defense's Office of Diversity Management & Equal Opportunity manage the program, which continues to be successful with the participation of many other federal agencies and sub-agencies. Since the program's expansion in 1995, over 6,000 students and recent graduates nationwide have received temporary and permanent employment opportunities through the workforce recruitment program.

- Collaboration with other State of Michigan departments and agencies includes Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, the Michigan Departments of Education, Health and Human Services, and Civil Rights among other state agencies, the Michigan Economic Development Corporation, and the Advisory Council on Deaf and Hard of Hearing align disability related programs by linking the state's workforce and economic development agendas. To achieve necessary collaboration, the workgroup is moving forward with the formation of an ad hoc committee to identify and address the needs of individuals with disabilities and those agencies and respective services that can be leveraged for the purpose of putting qualified individuals back to work.

#### D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs. The activities described shall conform to the statutory requirements of each program.

Coordination, Alignment and Provision of Services to Employers

Michigan Industry Cluster Approach: The Workforce Development Agency collaborates with and participates in strategic partnerships with employers through implementation of the Michigan Industry Cluster Approach.

In an effort to move Michigan's workforce system toward being more demand-driven, in 2012 the Workforce Development Agency implemented the Michigan Industry Cluster Approach, which is predicated on two interrelated concepts – the need for more data and the need for better data, which is achieved through the convening of employers through the establishment and expansion of industry cluster groups.

The Michigan Industry Cluster Approach assists in the development of industry-based partnerships that promote the economic health and welfare of regional area businesses and workers through the engagement of local employers to provide direct information on jobs in-demand, skill sets required, training program requirements, and candidate assessment factors to improve successful transition from training to long-term employment. Stimulating the development of industry clusters supports the overall goal of providing Michigan employers with a highly-skilled workforce and Michigan citizens with careers producing good wages and increased opportunities.

Work-Based Learning and Career Opportunities: Michigan's talent development strategy is based on the development of sustained strategic partnerships with business and employers. The Michigan Industry Cluster Approach promotes and develops ongoing and sustained strategic partnerships through a variety of efforts, including:

- Continual expansion and ongoing support of the statewide Michigan Industry Cluster Approach network through the provision of guidance and technical assistance to Michigan Works! Agencies and other partners engaging in industry cluster work. Most of this support typically occurs at the front end with exploration, formation, and launch of industry cluster groups; however, industry cluster work requires ongoing involvement and engagement. Therefore, Michigan Industry Cluster Approach Team members serve on advisory boards for many local industry cluster groups. In addition to serving on local advisory boards, the Michigan Industry Cluster Approach Team is also tasked with aligning partners and resources to support specific industry cluster projects and assisting different stakeholder groups with developing or enhancing their workforce/talent strategies. The Michigan Industry Cluster Approach Team partners with numerous statewide associations (such as the Michigan Manufacturers Association, the Printing Industries of Michigan, and the Michigan Infrastructure and Transportation Association) as well as other state-level efforts being driven by the Michigan Energy Office and the Michigan Economic Development Corporation Transportation, Logistics, and Distribution Team.
- Creation and dissemination of tools and resources to assist with the development, implementation, and enhancement of industry cluster work. Several helpful tools and resources have been developed in consultation with our Michigan Works! Agency partners and extensively promoted through webinars, conferences, workshops, and articles.

From a quantitative perspective, the Michigan Industry Cluster Approach initially utilized the Cluster Readiness Index and Cluster Commitment forms to document/inventory local industry cluster groups served by the Michigan Works! Agencies and other local partners. This information was compiled and presented in an industry cluster map which showed the number of industry cluster groups across each of the ten Prosperity Regions. From a qualitative assessment of sector partnerships, the Cluster Readiness and Progress Indices serve as tools for establishing baseline measurements for determining the partners' readiness or preparedness to engage in local industry cluster work as well



as a way to track the partners' progress as they work to implement their industry cluster strategies. The Michigan Industry Cluster Approach Team collaborates with the Michigan Works! Association and its Business Services User Group to conduct a series of webinars and technical assistance sessions to promote the Cluster Progress Index tool which hopefully will yield good data on the progress of the various local industry cluster groups around the state as compared to baseline measures that were established when the partners completed their initial Cluster Readiness Index.

- Increased promotion of the Michigan Industry Cluster Approach and industry cluster groups through a variety of communication and marketing channels. Local industry cluster groups and their accomplishments are regularly showcased in the Michigan Industry Cluster Approach "Cluster Chronicle" e-newsletter and as part of panel presentations and workshops. The Industry Cluster Map and the Prosperity Regions Talent Map both provide a way to inventory and promote local industry cluster groups around the state. The Michigan Industry Cluster Approach Team has also partnered with the Bureau of Labor Market Information and Strategic Initiatives to publish a series of cluster analysis reports and corresponding updates to identify key opportunities and challenges for each of the Workforce Development Agency's five priority industry clusters – Agriculture, Energy, Healthcare, Information Technology, and Manufacturing.

Michigan Apprenticeships, Internships, Mentoring (MI-AIM): Launched in 2014. The Michigan Industry Cluster Team is working with Michigan Apprenticeships, Internships, Mentoring: The Path to Work-Based Learning Career Opportunities in Michigan. MI-AIM provides collaborative outreach and communications resource identification and technical assistance to address technical skills gaps. By developing a positive and cooperative relationship with State agencies such as the Unemployment Insurance Agency, the Department of Health and Human Services, Michigan Rehabilitation Services, Department of Education, and others, we can better serve our business customers and job seekers through unduplicated, coordinated services. By establishing common practices across the Talent System, we can assure that our business customers as well as job seekers will have consistent quality of service no matter where they enter the system. The Workforce Development Agency will work cooperatively with Talent System partners to implement common practices across regions, track performance, and measure employers' and job seekers' level of satisfaction to ensure consistent quality of service.

MI-AIM provides a comprehensive outreach and communications strategy, resources, and technical assistance with the "aim" of creating more registered apprenticeships while promoting other types of work-based learning. MI-AIM was launched in collaboration with over 70 partners, including the workforce system, community colleges, universities, secondary education, business associations, and unions. Through extensive engagement with this diverse stakeholder group, the MI-AIM Team used surveys and in-person working sessions to identify several key issues, including the need for a comprehensive, statewide outreach/marketing campaign and assistance with identifying additional funding and resources to support apprenticeships.

MI-AIM will help to promote and develop ongoing and sustained strategic partnerships through a variety of efforts including:

- Continual expansion of a statewide MI-AIM partner network while working to recruit a more diverse set of partners, such as Adult Education, faith-based organizations, and groups focused on serving ex-offenders/returning citizens. The state-level team hosts bi-monthly MI-AIM partner meetings to provide updates on the progress of MI-AIM as well as to elicit input, recruit partners, and to identify challenges and opportunities.

- Development and dissemination of tools and resources to assist in the creation of more Registered Apprenticeships and the promotion of other types of work-based learning. One of the early outcomes of the MI- AIM effort is the Michigan Apprenticeship, Internship, Mentoring (MI- AIM) Funding and Resource Guide which provides information about a variety of funding sources to support apprenticeships.

The MI- AIM partners are exploring the development of an employer tool kit which could serve as a “how-to” resource guide for employers looking to set up their own apprenticeship programs. Additionally, the MI- AIM Team is exploring options to supplement the U.S. Department of Labor Registered Apprenticeship information by promoting Michigan specific partners, programs, and resources as well as providing information about work-based learning opportunities. The tool kit will indirectly help to assess sector partnerships by walking users through a stepped process which will encourage them to seek out other partners and resources to develop comprehensive solutions to their talent needs. The Workforce Development Agency will also benefit through the use of the U.S. Department of Labor employer tool kit as a basis for connecting with our partners and supporting sector partnerships, which in turn will help drive our statewide Michigan Industry Cluster Approach strategy.

Talent Connections: Pure Michigan Talent Connect ([www.mitalent.org](http://www.mitalent.org)) is the State of Michigan’s official labor exchange system and is designed to be a one-stop website for job seekers, employers, and career explorers. Featuring an improved labor exchange system to support Michigan’s employers and job seekers, Talent Connect is intended to streamline Michigan’s online services and resources and create a virtual one-stop for both job seekers and employers.

Talent Connect brings together educators, employers, and talent. Talent Connect features information and tools that job creators and job seekers need to make educated decisions concerning hiring, career choices, and other talent-related efforts. Talent Connect provides strategic tools for employers to help them identify and develop their talent base and gives job seekers the opportunity to create a personalized plan to help them more effectively navigate career decisions. Talent Connect saw over 3 million employers, job seeker, and workforce professional visitors during 2014. With a focus on retaining and attracting talent, Talent Connect helps employers attract, connect with, and hire the best employees.

In the past, job seekers and job creators had to access multiple websites that were duplicative, incomplete, and difficult to navigate. Talent Connect brings these disparate websites and tools together into one centralized hub that connects educators, employers, and talent. Strategic skills development, retraining tools, cutting edge labor market data and trends, networking, and employment matching opportunities are pulled together into one easy to use location.

Talent Connect includes the following tools:

- Career Matchmaker – Allows users to search for a job that fits their individual abilities. The tool determines how experience and background fit with the industries that are hiring today as well as helps to find the training needed to qualify for a given job.
- Career Investment Calculator – Evaluates the monetary value of a particular education/training program and provides the net present value of future wages in that area less education expenses, allowing for comparisons.

- E-Learning Soft Skills Program – Provides a universally accessible soft skills training resource for the Michigan workforce for basic and foundational skills for the workplace.

These tools help job seekers make more informed and thoughtful decisions when choosing a career path and guide them where the job opportunities are available in today's competitive job market.

Talent Connect creates a one-stop resource for career planning, employment connections, business growth, and economic development. Students can engage career exploration tools and conduct skills assessments to evaluate possible careers. Job seekers can find thousands of job postings, available training programs, and advice on how to search for and obtain employment. Employers can connect to the talent they need and be able to access up-to-date labor market and regional data and are able to predict future talent needs and post those projected talent needs so educators and others in the workforce system can respond accordingly. Entrepreneurs are able to access economic and labor information and be connected to advisors, mentors, and consultants to help their businesses succeed. Veterans have easy job search access and employers will be provided with a military skills translator that translates military skills into a civilian environment. Older workers and social entrepreneurs have access to job and volunteer opportunities to give back to their communities.

Talent Connect Driving Strategy: In addition to more effectively matching employment supply to demand, Talent Connect will be utilized in an overall strategic plan to better coordinate economic and talent development. Students, parents, and educators in the K-12 system will be encouraged to utilize Talent Connect in order to promote more thoughtful career and curriculum choices. Education and training that is more in line with market demands will create a stronger talent pipeline that can fill the jobs of the future and promote the innovative and entrepreneurial creativity necessary to grow Michigan's economy.

There are a number of "career catalyst" initiatives that will assist job seekers in their efforts. These tools include educational webinars and information on topics such as coping with unemployment, networking, resume writing, and interviewing. Additional connection tools will include e-mails with job leads, employer profiles, job fair announcements, tips for job seekers, social media outreach, "hot" employers, featured jobs, and industry talent map information. In addition, job seekers are able to identify key skills, allowing employers to quickly and accurately search for candidates that meet requirements and allow data, as appropriate, on the available workforce to be collected.

The two Vocational Rehabilitation agencies in Michigan (Michigan Rehabilitation Services and the Bureau of Services for Blind Persons) will continue to collaborate on and evaluate the role of vocational rehabilitation in the workforce system.

- Vocational Rehabilitation will continue to expand and enhance business solutions for Michigan businesses.
- Vocational Rehabilitation will continue to expand the development of a coordinated response to business needs, utilizing resources from across every Prosperity Region.
- Vocational Rehabilitation will continue to utilize customized training as a strategy for closing skills gaps. The Michigan Career and Technical Institute has an excellent model for both short-term and technical training and the proper supports for people to be successful. Vocational Rehabilitation is continuing to develop methodologies to expand and export services to students with disabilities

statewide. Vocational Rehabilitation is exploring ways to develop staff/vendor skills in customized employment and to export appropriate training across the state.

- Vocational Rehabilitation counselors also offer technical assistance to employers as well as workforce partners to remove barriers to employment.
- On February 9, 2015, Michigan's Governor conducted a Business-to-Business Summit. The summit included manufacturing – high-tech, auto, chemical, food services, food/grocery chains, universities, state government/departments, banking, healthcare, tribal council, staffing services, insurance, law firms, and light and power companies and was intended to bring major Michigan businesses together in order to share best practices and strive to understand and address current workforce demands, hiring, and advancement strategies of business for persons with disabilities. Subsequent post-summit events will be taking place across the state in partnership with the Michigan Chamber, Vocational Rehabilitation, and the Lieutenant Governor's Office.
- Michigan Rehabilitation Services has worked diligently over the past year to expand and enhance its Business Service Initiative in alignment with Governor Snyder's directive to become a resource to business by addressing current workforce demands, hiring practices, and advancement strategies of business for persons with disabilities. To that end, Michigan Rehabilitation Services played a predominant role in the 2015 Governor's Business-to-Business Summit. Taking the lead from business, Michigan Rehabilitation Services has continued to enhance and expand resources with a dual-customer approach; job applicants and employers (persons with disabilities and community businesses). Michigan Rehabilitation Services utilizes the Business Service Initiative to also educate and train both customers to better understand the ever-changing needs of the marketplace. In an effort to accommodate the need for business to lead the middle-skill gap training, Michigan Rehabilitation Services has partnered with Meijer Distribution Centers throughout Michigan, along with our community rehab organizations, to provide hands-on training simulation labs as well as trial work experiences and on-the-job training opportunities for potential Meijer employees. This approach has the potential to be replicated with other businesses.
- The partnership created between the Governor's Office and Michigan Rehabilitation Services allows for a jointly created blueprint for Michigan businesses and government that identifies best practices and outlines steps that can be put in place to both increase employment and retention of persons with disabilities in the workforce. In order to comprehensively represent Vocational Rehabilitation in Michigan, the Bureau of Services for Blind Persons inclusion will enhance this partnership.
- At the request of Lieutenant Governor Calley, both the director of Michigan Rehabilitation Services and the Business Network Unit Manager of Michigan Rehabilitation Services met to discuss working together to advance the placement of individuals with disabilities to obtain and maintain employment within Michigan's state government. To that end, Michigan Rehabilitation Services is taking a predominant lead with the Lieutenant Governor to move this initiative forward.

## E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

Describe how the State's Strategies will engage the State's community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

Partner Engagement with Educational Institutions

The Workforce Development Agency collaborates with, and participates in, strategic partnerships with the following partners:

- Public and independent colleges and universities in the development of training programs to meet employer needs.
- Michigan Department of Education, for major career education initiatives affecting learners K–12 and beyond, and for access to, retention in, and completion of individual student goals in quality community colleges, proprietary institutions, and other postsecondary agencies.

Adult Education collaborates with, and participates in strategic partnerships with:

- Community colleges to identify postsecondary education and training opportunities and entrance requirements to ensure participants are prepared to transition to postsecondary and succeed in postsecondary level course work upon completion of adult education programming.
- Career and technical education at the secondary level to expand CTE programming opportunities for adult education participants.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with:

- Colleges and universities to target career services to students with disabilities and to conduct university–based research and evaluation. The research and evaluation projects address Vocational Rehabilitation’s need for comprehensive needs assessments and continuous improvement measures and for the management of an on–line learning and knowledge system (E–Learn) to provide staff with training and development.
- The Workforce Recruitment Program is a recruitment and referral program for college students with disabilities that connects federal and private sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs.
- The U.S. Department of Labor’s Office of Disability Employment Policy and the U.S. Department of Defense’s Office of Diversity Management and Equal Opportunity related to the Workforce Recruitment Program for college students with disabilities. Office of Disability Employment Policy and the Office of Diversity Management and Equal Opportunity manage the program which continues to be successful with the participation of many other federal agencies and sub–agencies. Since the program’s expansion in 1995, over 6,000 students and recent graduates nationwide have received temporary and permanent employment opportunities through the Workforce Recruitment Program.
- Both Michigan Rehabilitation Services and the Bureau of Services for Blind Persons have excellent working relationships with colleges and universities. Michigan Rehabilitation Services is currently partnering with Michigan State University to develop a match/funding agreement to place a vocational rehabilitation counselor on campus who will provide wrap–around services to eligible students with disabilities. Western Michigan University and Eastern Michigan University have also expressed strong interest in this model. Michigan Rehabilitation Services hopes to expand these agreements with these and other Michigan colleges and universities and develop metrics to determine the success of this program.

## F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS.

Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

### Partner Engagement with Other Education and Training Providers

The Michigan Advanced Technician Training Program (MAT2) is an innovative and industry-defined approach to post-secondary education.

Manufacturing and technology companies are experiencing a shortage of employees with the knowledge, skills, and competencies necessary to operate and maintain new systems-based equipment and technologies. The Michigan Advanced Technician Training Program is an educational model developed in conjunction with global technology leaders that combines theory, practice, and work to train a globally competitive workforce by:

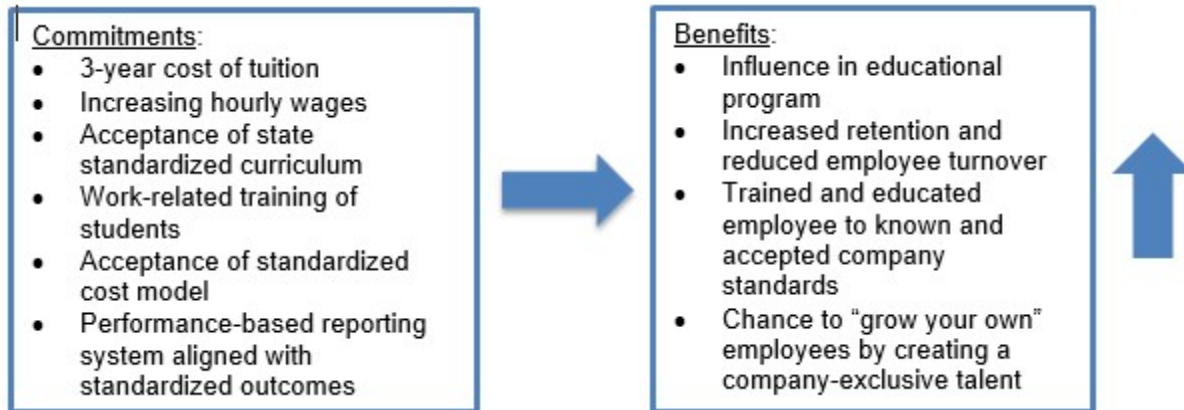
- Allowing companies to “grow their own” employees and ensure a future pipeline of qualified talent;
- Direct employer involvement in the development and execution of a hands-on, competency-based education and training program, creating highly-skilled, capable and readily employable graduates;
- Offering an economically feasible option to training, ultimately reducing recruitment, retention, and training costs;
- Establishing Michigan as an education innovator and global competitor; and
- Creating a nationally accredited program in which students receive an Associate degree along with other accreditations where applicable.

Modeled after Germany's dual-education system, the Michigan Advanced Technician Training Program connects employers with graduating high school seniors who will learn and earn how to become skilled in a high-demand trade. Training programs include Mechatronics Technician, Information Technology Technician, Technical Product Design, and Computer Numeric Control Manufacturing Technician.

To date, there have been more than 90 program participants with future cohorts planned. Eighteen employers have committed to the program with a total of 9 participating community colleges.

The State of Michigan will continue to support the Michigan Advanced Training Technician Program and its vision for change. Through collaboration with employers and academic providers, Michigan will continue to develop and implement additional Michigan Advanced Training Technician Program professions in order to meet industry needs with global standards.

Michigan Advanced Technician Program – Commitments and Benefits:



Career and Technical Education Programs: All secondary career and technical education students must have a work-based learning experience. It is an integral part of the curriculum so that students learn work-behavior skills and gain first-hand knowledge of the workplace. The Michigan Department of Education works closely with the Michigan Career Placement Association and the Michigan School Counselors Association to communicate job openings. These activities support and enhance workforce development in our state.

State funding for career and technical education programs supports workforce development by prioritizing funding to the instructional programs where there are job openings, successful placement of students in those jobs, and wages that are self-sustaining.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with the Michigan Chamber of Commerce and external (national) resources such as the National Employment Team to identify labor market areas where skill shortages occur.

In some instances, training is provided or training programs are developed. For example, the Michigan Career and Technical Institute is a facility operated by Michigan Rehabilitation Services that is a Department of Education approved, nationally accredited post-secondary school which provides state-of-the-art training for jobs needed in business and industry today. Programs offered include Automotive Technology, Cabinet Making/Millwork, Certified Nursing Assistant, Culinary Arts, Electronics/Manufacturing, Graphic Communications, Grounds Maintenance and Landscaping, Machine Technology, Pharmacy, Office Automation, Retail Marketing, and Weatherization. Strong industry involvement helps to ensure that all Michigan Career and Technical Institute students have marketable skills upon graduation. Flexible training options provide students with an opportunity to develop individual skills depending upon interests and ability with graduates being successfully hired upon graduation.

The Michigan Career and Technical Institute Certified Nursing Assistant training program is licensed at both the state and national level, and an approved regional Certified Nursing Assistant testing site for Prometric. Over 500 Michigan Career and Technical Institute Certified Nursing Assistant licensed students are currently working in Michigan. The Michigan Department of Health and Human Services and Michigan Rehabilitation Services, in collaboration with Michigan Works!, has exported the Certified Nursing Assistant training program and an array of remedial training programs from the Michigan Career and Technical Institute to the Benton Harbor Michigan Works! Service Center to train individuals in the Certified Nursing Assistant field. These individuals were Temporary Assistance for Needy Families recipients with disabilities in the Partnership. Accountability. Training.

Hope. (PATH) program. The training program was highly successful and there are plans to replicate the program in Detroit, Harbor Springs, Lansing, and other areas across the state based on labor market need.

Vocational Rehabilitation will continue to be a resource for accommodations to help individuals with disabilities and employers to prepare for, secure, retain, advance in, and regain competitive integrated employment (accessibility).

## G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

Describe how the State's strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).

### Leveraging Resources to Increase Educational Access

The WDA strategy and career pathways approach being implemented will align adult education, postsecondary education and training, and workforce development resulting in greater efficiencies and eliminate duplication of services. The Office of Adult Education is partnering with the other core partners, as well as community colleges, career and technical education, K-12, and Michigan College Access Network to advance the development of career pathway programs and leverage the resources of each entity. Once established, these programs will ensure alignment between educational programs and increase the number of learners that access and succeed in postsecondary education and training leading to meaningful credentials.

**Community College Services: Community Colleges Services' (CCS)** mission is to promote access to, retention in, and completion of individual student goals in quality and comprehensive post-secondary education. Principal program goals are to improve those post-secondary education programs which lead to academic and occupation skill competencies necessary for individuals to work in a technological and advanced society. Goals are accomplished by providing technical assistance to develop new occupational programs, improve career guidance and counseling activities, upgrade the skills and competencies of occupational education faculty and staff, improve accountability measures, and improve the transition of students between secondary, community colleges, four-year institutions, and the work place. Twenty-eight community colleges, three public universities, and one tribal college currently are involved in the program.

**Community College Skilled Trades Equipment Program:** \$50 million in state General Fund/General Purpose funding is available to community colleges to upgrade their facilities with new machinery and technologies to ensure Michigan's community colleges can deliver educational programs in high-wage, high-skill, and high-demand occupations. Awards are made through a competitive process, and require a cash match of 25 percent from the community college.

**Martin Luther King Jr. – Cesar Chavez – Rosa Parks Initiative:** Established by the legislature in 1986, the goal of this initiative is to increase the number of Michigan's most educationally or economically disadvantaged citizens who have the opportunity to complete college degrees and experience career success as active participants in a knowledge-based global economy. There are six unique King-Chavez-Parks programs designed to assist students along the academic pipeline from seventh grade through graduate work:



- The Michigan Gaining Early Awareness and Readiness for Undergraduate Programs (MI GEAR UP) is designed to increase the number of low income students who are prepared to enter into, and succeed in, post–secondary education. The Michigan Gaining Early Awareness and Readiness for Undergraduate Program partners with Michigan’s fifteen public universities and external community partners to provide early intervention services and a scholarship component for low–income students. The program serves a cohort of students beginning in the seventh grade and follows them through graduation from high school.
- The Select Student Support Services (4S) program provides State of Michigan funding on a competitive grant basis to Michigan’s four–year public and independent colleges and universities to increase graduation rates of admitted academically or economically disadvantaged students.
- The Michigan College/University (MICUP) program provides State of Michigan funding on a competitive grant basis to Michigan’s four–year public and independent colleges and universities to increase the number of admitted academically or economically disadvantaged students who transfer from community colleges into baccalaureate degree programs at four–year institutions.
- The Morris Hood, Jr. Educator Development (MHED) program provides State of Michigan funding on a competitive basis to Michigan public and independent institutions with state–approved teacher education programs. The legislative intent of the Morris Hood Educator Development program is to increase the number of academically or economically disadvantaged students who enroll in and complete K–12 teacher education programs at the baccalaureate level.
- The Future Faculty Fellowship (FFF) program provides financial support to academically or economically disadvantaged candidates pursuing faculty teaching careers in post–secondary education.
- The Visiting Professors (VP) program provides financial support to Michigan’s public universities to increase the number of traditionally under–represented instructors in the classroom available to serve as role models for students.

Michigan Virtual University is a statewide online course catalog to boost dual enrollment opportunities for high school students.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with:

- Michigan Career and Technical Institute to provide short–term training and supports. The Michigan Career and Technical Institute is a state–sponsored, Department of Education approved, nationally accredited post–secondary school known for customized training. Vocational Rehabilitation will continue to utilize training as a strategy for closing skills gaps. The Michigan Career and Technical Institute has an excellent model for both short–term technical training and the proper supports for people to be successful. Vocational Rehabilitation is continuing to develop methodologies to expand and export services to students with disabilities across the state. Vocational Rehabilitation is also exploring ways to develop staff skills and vendor skills in customized employment and to export appropriate training across the state. For example, the Michigan Career and Technical Institute Certified Nurse Assistant training program in Benton Harbor, Michigan is just the first of many Michigan Career and Technical Institute Certified Nurses Aid programs being exported to other communities.

## H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

Describe how the State's strategies will improve access to activities leading to recognized postsecondary credentials, including Registered Apprenticeship certificates. This includes credentials that are industry-recognized certificates, licenses or certifications, and that are portable and stackable.

### Improving Access to Postsecondary Credentials

Too few workers have the skills needed to meet the demands of employers. Despite the lowest unemployment rate in 14 years, thousands of jobs remain unfilled. Michigan's efforts are focused on a demand-driven employment strategy by reorganizing around major industries, including Manufacturing, Energy, Health Care, Information Technology, and Agriculture. This demand-driven approach allows us to streamline our efforts, reduce administrative costs, and leverage our resources to promote better employment services.

Michigan is on the cutting edge in cultivating workforce development and linking businesses to a highly-skilled workforce. Our workforce development system is committed to increasing the competitive advantage of businesses and offers a variety of coordinated services and programs designed to fit the needs of employers and workers through a network of 16 Michigan Works! Agencies with a network of over 70 Michigan Works! Service Centers that support employers in finding skilled workers, retraining the current workforce, and offering training and education services.

K-12 Science, Technology, Engineering, and Math (STEM): Labor market information indicates that jobless rates go down as the level of educational attainment increases. Those with the highest jobless rates are individuals without a diploma. At the heart of talent development is the advancement of Science, Technology, Engineering, and Math (STEM) education. As a part of the Governor's plan to reinvent Michigan, the revitalization of our education system is a key goal. Global competition drives companies to locate where there is an abundance of skilled workers. For Michigan, "skilled work" can involve credentials, certificates, two-year, four-year, and advanced degrees that meet the needs of regional employers and attract new employers. However, the skill requirements for employment are becoming more sophisticated. We have a shortage of Science, Technology, Engineering, and Math (STEM) talent, which includes everything from engineers to supply chain managers. Our talent strategy focuses on more effectively training our workforce to meet the needs of employers, which begins with a sound educational foundation in the area of STEM.

Career Preparation and Inspiration Initiatives: The State will also provide and promote career inspiration programs to ensure that every middle school student participates in a program to introduce them to in-demand careers, such as job shadowing, talent tours, and internships.

- Talent Tours: Talent Tours introduce youth, parents, and teachers to available career paths in their region by offering a behind-the-scenes look into in-demand businesses and industries. Talent Tours help students understand employer, education, and training requirements necessary to secure employment. Impacts include relationship building, establishing a talent pipeline, talent retention, and the opportunity to see real life application of coursework.

Michigan Works! Agencies facilitate relationship building between educational partners and businesses. Businesses define roles, skills, and training expectations via short presentations and

hands-on-experiences. Educational partners generally arrange transportation, monitor student safety and behavior, and encourage engagement and open communication.

- Michigan Internship Initiative: According to the National Association of Colleges and Employers, employers surveyed in 2014 reported that 51.2 percent of internships converted to full-time employment opportunities, further solidifying the value and importance of creating internship programs. Employers statewide are being encouraged to create or expand effective internship programs.

The Workforce Development Agency has partnered with Prima Civitas and the Michigan Economic Development Corporation to provide useful tools and training opportunities to strengthen this encouragement and equip employers and economic partners with the knowledge and support necessary to ensure success. The initiative provides useful tools and training opportunities to assist and equip employers with the knowledge and support necessary to develop or enhance successful internship programs.

The Michigan New Jobs Training Program (MNJTP): Created in state law in 2008, this program allows the state's 28 community colleges to provide free training for employers that are creating new jobs and/or expanding operations in Michigan. Community colleges enter into agreements to provide education and training to workers in order to create new jobs as defined and to establish a funding mechanism to pay for the required education and training. The training for newly-hired workers is paid by capturing the state income tax associated with the new employees' wages. Individual community colleges work directly with employers and local economic development to support job creation. Benefits of the program include:

- Employers have "skin in the game," namely, they have to hire employees and create new jobs first before getting the benefits of free training;
- The program helps to address the skills gap as the training delivered to the new employees is exactly what employers require. Most of the training funded by the program is contract-based and company specific;
- Allows flexibility for the type of training that is allowable, from basic skills acquisition to high-tech skill development to entire programs of study;
- Individual community colleges work directly with employers and local economic development to support job creation.

Currently, 18 community colleges have signed Michigan New Jobs Training Program agreements and over 90 employers have been served by the program. It is estimated that the net economic impact on the state was over \$76 million of additional earnings and 2,266 additional jobs in 2012 alone and will increase to \$143 million of additional earnings and 4,768 additional jobs annually.

MI-AIM (Apprenticeship, Internship and Mentoring): Launched in 2014, MI-AIM provides a comprehensive outreach and communications strategy, resources, and technical assistance with the "aim" of creating more Registered Apprenticeships while promoting other types of work-based learning. MI-AIM is a statewide collaborative launched in partnership with more than 70 stakeholders from the workforce system, community colleges, universities, secondary education, business associations, unions, and others.

Some of the early outcomes of this initiative include having leveraged the MI-AIM partner network to produce a Funding and Resources Guide which identifies a number of federal, state and private funding sources which can be leveraged to support apprenticeships, and providing input to the Governor's Skilled Trades campaign, which is designed to promote in-demand opportunities in the skilled trades. In addition to the special web pages on [mitalent.org](http://mitalent.org) that feature facts to clear up some misperceptions regarding skilled trades, educational resources and videos by Mike Rowe and Tom Daldin have been designed to show K-12 students the benefits of selecting the skilled trades as a career option, including both traditional and emerging industries and occupations all of which are apprenticeable.

**Michigan Skilled Trades Training Fund:** Provides competitive awards with state General Fund/General Purpose dollars for employer-responsive training that enhances talent, productivity, and employment retention, while increasing the quality and competitiveness of Michigan's businesses. The Skilled Trades Training Fund ensures Michigan's employers have access to the talent they need to compete and grow, and individuals have the skills they need for in-demand jobs. Collaboration between Michigan Works! Agencies, economic development, and educational partners is essential to achieve demand-driven training that addresses the talent shortages hampering the growth of Michigan's priority industries. As of August 2016, the Skilled Trades Training Fund has provided over 800 grants benefitting over 900 companies.

**Community College Skilled Trades Equipment Program:** Makes \$50 million in state General Fund/General Purpose funding available to community colleges to upgrade their facilities with new machinery and technologies to ensure Michigan Community Colleges can deliver educational programs in high-wage, high-skill, and high-demand occupations. Awards are made through a competitive process and require a cash match of 25 percent from the community college.

**Career Jump Start Program:** Launched in 2013 in response to a need for additional resources to promote and better connect young people to in-demand education and career opportunities. Since the initiative's inception, career liaisons have been responsible for connecting high school students, parents, and educators with information about high-demand careers and training programs with a focus on building awareness of shorter-term credentials, Associate's degrees, and apprenticeships where there is documented employer demand. This past year, special emphasis was placed on promoting the Michigan Advanced Technician Training (MAT2) programs. Career liaisons, located in each of the ten Prosperity Regions, continue working with local school districts and career technical educators to:

- Establish a connection to community resources in order to create a talent pipeline;
- Disseminate initiative information;
- Coordinate outreach events;
- Assist Michigan Works! Agencies with meeting or exceeding their required WIOA credential attainment performance measures;
- Utilize Pure Michigan Talent Connect and Michigan Training Connect as a primary source of in-demand career and education information when developing and implementing regional marketing and outreach strategies;

- Expand Talent Tours, including assistance to the partners to meet or exceed their requirements to facilitate at least two Talent Tours per year, as well as assisting with the identification of additional partners;
- Identify employers seeking to establish or expand youth work experience opportunities;
- Leveraging expanded partner networks to build awareness of Career and Technical Education and/or Early/Middle Colleges with a focus on increasing the number of industry partners providing work-based learning opportunities;
- Collaborating with Adult Education programs located within the region; and
- In regions where Michigan Advanced Technician Training programs exist, disseminate information to students, parents, and educators and assist the partners with meeting or exceeding all required metrics and deliverables.

Pathways to Potential: Key partnerships with other state agencies such as the Department of Health and Human Services, the Department of Education, and the Workforce Development Agency have been established to address focus areas such as improving school attendance, removing barriers that prevent access to health care, promoting Adult Education, and removing barriers to employment. The model uses a networking approach to help individuals find solutions to the barriers they face. The Department of Health and Human Services partners with schools, bringing a network of businesses, faith-based organizations, and community partners to the table to strategize about how to best help students and families. These partnerships ultimately build and strengthen the community as a whole.

Career Pathways will increase transitions to postsecondary education and training and meaningful credentials, and specifically for low-skilled adults. Adult education has too often been delivered in a silo. The mission of adult education has changed in Michigan, and a greater emphasis has been placed on collaboration, program alignment, integrated education and training, and seamless delivery of services.

The foundation of the career pathway approach is robust partnerships, and adult education providers will be required to build and maintain collaborative partnerships within the region. Literacy councils and community organizations with a proven track record of working with and advancing the lowest level learners should be at the regional planning table. These organizations play a vital role in many communities and should be an integral part of the service delivery system for low functioning and illiterate adults.

The Michigan Works! Agencies should be utilized to identify regional employer needs through established employer engagement, labor market information, and real-time data. Local providers may utilize the Michigan Works! Agencies for workforce preparation activities, as well as to create opportunities for integrated education and training for higher level learners. Partnerships with the community colleges are critical to identify postsecondary entry requirements and training offerings for in-demand occupations.

Vocational Rehabilitation

Michigan Rehabilitation Services

- Michigan Career and Technical Institute is a school administered under the umbrella of Michigan Department of Health and Human Services, Michigan Rehabilitation Services. Michigan Career and Technical Institute receives referrals from Michigan Rehabilitation Services, Bureau of Services for Blind Persons, Veterans Administration and private rehabilitation agencies. Participants receive post-secondary credentialing upon completion of their coursework and any other criteria identified for that program; i.e., internship, certification exams, etc.

- Michigan Rehabilitation Services has an agreement with Michigan State University to provide vocational rehabilitation services to students with disabilities that are attending the university. The goal of the agreement is to serve and support students to increase their likelihood of graduating and obtaining meaningful and substantive employment using their degree. Each year a student is able to complete their courses successfully, they have reached an educational milestone and are more likely to earn higher wages and more likely to achieve employment. A Michigan Rehabilitation Services vocational rehabilitation counselor is co-located in the Michigan State University Disability Resource Center and the Michigan Rehabilitation Services Career Services.

#### Bureau of Services to Blind Persons

Bureau of Services for Blind Persons has, for many years, worked with students at age 14 in order to address the education and social needs of students who are blind that are unique to the blind population.

Work-based learning opportunities are developed in collaboration with schools, families and the Work Force Development system, private employers, Centers for Independent Living and Community Partners. This results in exposure to various types of competitive, integrated employment where soft skills are strengthened.

It has been suggested that 90% of the stimulus that a person receives from their environment is visual. This means that persons who are blind need as much hands on experience as possible in order to assist in making informed choices that will result in vocational options that reach the skills and abilities of the individual.

In addition, the more often a person who is blind performs in work activities in our communities, the more opportunity there is for persons who are blind to be observed as productive members of our workforce.

Partnerships with vocational training programs such as apprenticeship programs are stronger when the partners involved understand what is expected of them. Thus, Bureau of Services for Blind Persons needs to understand the skills and abilities required to be part of those programs; in turn, the vocational training programs will benefit from understanding the potential of persons who are blind and the accommodations that exist which allow a blind individual to qualify for competitive, integrated employment positions. These partnerships when managed with integrity and respect will result in more opportunities for Bureau of Services for Blind Persons consumers and less fear and misunderstanding about the competencies of the consumers.

#### Vocational Rehabilitation

- Vocational Rehabilitation works with individuals with disabilities to determine their interests, abilities and capabilities to determine what careers would be suitable for those skills and abilities that are demonstrated. Using Labor Market Information, VR can orchestrate a match between capacities and

labor market needs which then leads to the development of a Plan to obtain the identified career goal. This results in credential and/or certificate obtainment. VR may utilize institutions of higher education, vocational training programs, apprenticeship programs, internships to ensure the individual maximizes their potential.

## I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

### Coordinating with Economic Development Strategies

The Workforce Development Agency collaborates with, and participates in, strategic partnerships with the Michigan Economic Development Corporation and local communities to support Michigan's economic development and job creation efforts through talent recruitment and attraction strategies.

Economic growth is dependent on welcoming the best and brightest talent to our state. Sometimes that means welcoming home former Michiganders and other times that means welcoming new global talent to our state and embracing their ideas and innovation – ideas and innovations that provide the basis for the creation of more and better jobs for Michigan, a key goal of the Governor to reinvent Michigan. The following initiatives will help reinvent our state and create more and better jobs.

- Mlplace: Vibrant, successful regions promote economic activity that will help build a better Michigan. Mlplace, supported by non-federal funds, is a statewide initiative with the purpose of keeping Michigan at the forefront of a national movement known as place making. Vibrant, successful regions promote economic activity and serve as talent magnets that help build a better Michigan. This means being attractive to new talented workers, which are well-educated, creative, and entrepreneurial workers. Michigan is currently in a period of transition from an older industrial, manufacturing-based economy to a more diversified one which embraces entrepreneurship and innovation.
- Global Talent Retention Initiative of Michigan: As the reinvention of Michigan moves forward, there is a shortage of workers in many key areas, including information technology and engineering. The Global Talent Retention Initiative's mission is to connect Michigan businesses to the top international talent currently studying at our universities for consideration for internships and post-graduation employment. Currently, more than 50 percent of the doctoral students and as many as 40 percent of the students studying to obtain Master's degrees in the fields of science, technology, engineering, and math are international students. Statistics show that 40 percent of Fortune 500 companies were started by immigrants or children of immigrants and those companies employ 10 million people around the globe. Studies show that for every 100 foreign-born workers added in science, technology, engineering, and math fields, another 262 new jobs were created for native U.S. workers. International students coming into our state to get a world-class education can provide the talent we need to grow. The Global Talent Retention Initiative of Michigan is supported by non-federal funds.
- Michigan Office for New Americans – Immigration "River" Pilot: Governor Rick Snyder established the Michigan Office for New Americans in 2014 to help propel the state's comeback by attracting and retaining immigrants, and promoting the skills, energy, and entrepreneurial spirit of our immigrant communities. The Office helps coordinate State agency services to immigrants and partners with

non-profit groups, economic development organizations, universities, and the private sector in the areas of licensing, workforce training, education, housing, healthcare, and quality of life.

The Michigan Office for New Americans is collaborating with other state departments and agencies to develop a comprehensive one-stop strategy for outreach to our immigrant community partners. The pilot partner provides space and support in a community center and state departments provide on-site staff that provides assistance and direction to skilled immigrants seeking licensing or credentialing, assistance with housing vouchers, information and determination of eligibility for public assistance programs, and access and referral to Michigan Works! Agencies for career services and training.

- **Project Rising Tides:** Project Rising Tides is an effort envisioned by the Governor and implemented by the Talent and Economic Development (TED) department with the mission of supplying at risk communities with the tools they need to design and build a successful economic framework. By assisting each community in the creation and/or revamping of a solid planning, zoning, and development foundation, we will support vibrant, thriving communities to attract business investment and talent.

Currently, in the pilot phase of Rising Tide, one community in each of Michigan's ten Prosperity Regions was selected to participate based on economic factors such as employment rates, poverty levels, and labor statistics. The program emphasizes a team approach of guidance and is a collaborative effort between the Michigan Economic Development Corporation, the Michigan State Housing Development Authority, incorporating community development, and the Talent Investment Agency to promote workforce development, placement, and retention strategies.

- **Talent-Based Job Creation & Entrepreneurship:** Community Ventures promotes employment and social enterprise. WIOA funding is leveraged with state funds in the development and implementation of Community Ventures/Social Entrepreneurship. Community Ventures is an innovative economic development initiative that promotes employment and social enterprise in the state's most economically distressed urban areas. The program, formerly under the Michigan Economic Development Corporation, is now being managed by the Workforce Development Agency. This initiative helps structurally unemployed individuals pursue career opportunities at Michigan companies in Detroit, Flint, Saginaw, and Pontiac.

The initiative was announced in 2012 to address crime and poverty in Michigan's most economically distressed communities. Launched in 2013, the Community Ventures Initiative is state-funded annually. Its mission is to alleviate poverty and promote safe and vibrant communities. The goal is to place "structurally unemployed" residents of those communities into full-time, long-term employment each year. Since its inception, the Community Ventures initiative has connected over 3,000 structurally unemployed persons to employment with over 100 companies, with a retention rate of nearly 70 percent. Plans are being considered to further expand the program into other areas of Michigan during Program Year 2015.

Partnerships with employers are critical to the success of Community Ventures. Community Ventures is a resource for local communities and businesses seeking to establish worksites that will provide assistance and employment to Michigan's low-skilled population. The Workforce Development Agency is partnering with local Michigan Works! Agencies, the Department of Health and Human Services, and other partners to ensure successful implementation. This initiative will meet a number of critical needs:



- o Provide real jobs for people with very few employment options;
- o Address key barriers to employment;
- o Provide a venue for additional services to prepare people for success – such as mentoring, literacy support, and financial literacy assistance;
- o Help people improve professionally and develop an employment history; and
- o Provide safer communities.

Community Ventures achieves its goals through:

- o Employer grants, usually in the form of wage reimbursements for employers to cover in-house training and costs related to hiring participants;
- o Wrap-around services to assist with job retention and removal of barriers to employment (e.g., job coaching, transportation, etc.);
- o Career pathways, including employer-tailored support for participants (e.g., literacy support, General Educational Development certification, training, etc.);
- o Business supports, including management training and business peer-to-peer mentoring support to improve employee retention, engagement, and productivity; and
- o Partnership building by helping companies form Employer Resource Networks (ERNs) which help participating companies share best practices and leverage additional public and private resources.

Through a variety of innovative models, job creators will be able to provide real jobs to Michigan's structurally unemployed population.

Community Ventures will support entrepreneurs that want to bring low-skilled jobs to residents of poverty stricken neighborhoods. Michigan currently has a number of programs to support high technology businesses that employ advanced degree knowledge workers and now will provide similar support to entrepreneurs that want to get people out of poverty. This model will use state-level support to leverage additional public and private sector resources.

Tools that are available include:

- o Funding through micro-loans and grants through public/private sources;
- o Entrepreneurial incubator mentoring/educational programs;
- o Business development;
- o Business services;
- o Site location assistance; and

o Workforce connections.

A mentoring and support program for entrepreneurs is included and we will ask social entrepreneurs to participate, thus creating an incubator for entrepreneurship and opportunities for entrepreneurial college students. Local residents would have the opportunity to present business ideas and be partnered with business school expertise for mentoring and support.

In order to ensure the success of structurally unemployed talent, we will address their barriers to employment. These barriers prevent the structurally unemployed from rising out of poverty through employment and building real-world job experience. Community Ventures will engage businesses, organizations, entrepreneurs, foundations, and others to create partnerships that will address these barriers head on and adopt innovative solutions to help people overcome barriers and become productive employees.

Since its inception, the initiative has recruited over 130 businesses who have hired over 3,000 structurally unemployed persons from our target cities. The average 12-month retention rate for placements is almost 70 percent with a wage over \$11/per hour.

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## B. STATE OPERATING SYSTEMS AND POLICIES

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The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation of the State strategy described in **Section II Strategic Elements** . This includes—

## 1. THE STATE OPERATING SYSTEMS THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES. THIS MUST INCLUDE A DESCRIPTION OF—

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### A. STATE OPERATING SYSTEMS THAT SUPPORT COORDINATED IMPLEMENTATION OF STATE STRATEGIES (E.G., LABOR MARKET INFORMATION SYSTEMS, DATA SYSTEMS, COMMUNICATION SYSTEMS, CASE-MANAGEMENT SYSTEMS, JOB BANKS, ETC.).

Michigan's Talent System integrates workforce development, economic development, and education in order to meet the needs of both employers and job seekers. The Michigan Works! Service Centers comprise a comprehensive subsystem within Michigan's Talent System of publicly and privately funded programs and services that address employer's needs for skilled workers and help job seekers and other individuals find new jobs, retain employment, and advance their skills.

The Michigan Works! Service Centers, or One-Stop Service Centers, are the primary vehicle for creating a Talent System that is organized around customer needs and demands, rather than around programs and funding sources. This philosophy requires integration of services across agencies and programs, to reduce redundancy, improve customer access, and to improve quality.

Several of Michigan's state strategies are supported in policy. A high-quality Michigan Works! Service Center balances traditional labor exchange services with strategic talent development within a regional economy. This includes the use of market-driven principles and Labor Market Information that helps define a regional economy, its demographics, its workforce, and its assets and gaps in skills and resources. The Michigan Work! Service Center certification criteria policy, reflects key elements that contribute to a high-quality One-Stop service delivery system and is intended to strengthen the successful integration and implementation of partner programs in the Michigan Works! Service Centers.

Consistent with Michigan's commitment to universal labor exchange services, Michigan Works! Agencies are required to ensure that any job seeker or employer who encounters barriers in using computer-based labor exchange services will be assisted and provided services. Under State policy, registration for work is now defined as, "having an active, searchable profile in the Talent Connect system." Pure Michigan Talent Connect is the State of Michigan's official labor exchange system and is designed to be a one-stop website for job seekers, employers, and career explorers. Talent Connect brings together educators, employers, and talent. Talent Connect features information and tools that job creators and job seekers need to make educated decisions about hiring, career choices, and other talent-related efforts.

Michigan Training Connect, our newly redesigned Eligible Training Provider List is housed within Pure Michigan Talent Connect and provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry. Michigan is currently in the process of updating its Eligible Training Provider policy to incorporate additional requirements under the WIOA.

The Michigan Works! Service Centers provide one-stop access to key workforce programs and partners, promoting seamless delivery to employers, students, persons with disabilities, public assistance recipients, veterans, migrant and seasonal farmworkers, ex-offenders, persons eligible for Adult Education, persons referred from the Friend of the Court, employed, unemployed, and underemployed individuals.

Access to services is provided through the Michigan Works! Service Centers or through referral to the following programs:

- Adult, Dislocated Worker, and Youth;
- Partnership. Accountability. Training. Hope. (PATH);
- Food Assistance Employment and Training;
- Wagner–Peyser Employment Services;
- Trade Act Programs;
- Vocational Rehabilitation (Michigan Rehabilitation Services and Bureau of Services for Blind Persons);
- Career and Technical Education;
- Adult Education and Literacy and State Adult Education;
- Unemployment Insurance;
- Veterans Employment Services;
- Migrant and Seasonal Farm Workers, where available;
- Senior Community Service Employment Program;
- Job Corps;
- Jobs for Veterans State Grant;
- Indian and Native American Programs;
- Community Services Block Grant Employment and Training; and
- Housing and Urban Development Employment and Training, where available.

A core set of services will be available at each Michigan Works! Service Center location, free of charge, to all who seek them.

The local Workforce Development Board has discretion within the requirements of the State's certification policy to determine the local service delivery structure. Service Centers may be supplemented with satellite offices offering career and training services. Local service delivery structure can be comprised of service centers and satellite offices that make use of various approaches to service that permit expansion of service delivery to every community and all customers.

Per the WIOA, States are required to identify planning regions. In Michigan, our ten Governor's Prosperity Regions fulfill this requirement. The Workforce Development Agency Policy 15-11, Change 1, issued July 1, 2015 and updated on June 21, 2016, provides the necessary guidance regarding the designation of local areas in Michigan. The policy:

- Explains the process of the initial two-year designation of local workforce development areas and the discretionary designation of workforce development areas that were not designated as local areas under the Workforce Investment Act;
- Provides incentive funding criteria for awards to local areas that are designated under discretionary designation;
- Provides guidelines regarding transitional operation;
- Outlines the criteria for subsequent designation; and
- Describes the local area appeals process.

Per the WIOA, local workforce development boards and chief elected officials are required to engage in a regional planning process that results in the development of a regional plan. Further, each workforce development board is also responsible for developing a local plan in partnership with the chief elected official. Michigan has issued guidance to local areas regarding the development and submission of regional and local plans within the requirements of the WIOA.

**Per the WIOA, a memorandum of understanding must be executed between the local board and each of the required one-stop partners. A draft policy for the execution of memorandums of understanding, including memorandums to address infrastructure funding, was issued to local boards for review and comment shortly before the release of the WIOA Final Regulations. The draft policy identifies with whom the memorandums of understanding must be developed and entered into; the process for the memorandum of understanding's development and implementation; the memorandum's content, including service provision and coordination and funding to support the ongoing operations of the one-stop delivery system in accordance with the WIOA and Regulations; and the process to follow when negotiations have reached an impasse. A template which includes all required elements is included as part of the State's policy. The State is currently reviewing the WIOA Final Regulations and making necessary changes to the draft policy. Once changes are complete, the draft policy will go back out for review before being finalized. The final policy will include appropriate deadlines for submission of MOUs and notification of impasse.**

Generally speaking, Michigan's process for the development of policies and guidance for one-stop partner programs involves State consultation with partnering agencies and local areas for input to develop policy. The draft policy is submitted to partnering agencies and local areas for review and comment. The comments, as appropriate, are incorporated into the policy or guidance. If the comments involved a substantial change to the policy or guidance, a second review and comment period occurs. Once the policy or guidance is finalized, it is sent to the Governor's Workforce Investment Board for review and approval.

## B. DATA-COLLECTION AND REPORTING PROCESSES USED FOR ALL PROGRAMS AND ACTIVITIES, INCLUDING THOSE PRESENT IN ONE-STOP CENTERS\*.

Integration of services is ensured through the use of the One–Stop Management Information System. The One–Stop Management Information System is a database system with numerous key features and components. Each component makes use of a single applicant record that contains all of the information about that person. The One–Stop Management Information System is web–based, enabling it to be accessed from any site that has an internet connection. A login process maintains security for the system. Service providers enter services to customers into the One–Stop Management Information System database as they are provided. Data can only be entered by, and is only displayed to, users who have permission to see and use the information. Information entered is available immediately after entering the data. The One–Stop Management Information System tracks all services provided to an participant regardless of the provider or the provider’s location. It is a flexible system that allows for the adding of modules or features with relative ease. Enhancements to the components of the One–Stop Management Information System are implemented on a continuous basis to include U.S. Department of Labor–Employment & Training Administration reporting modifications and to simplify data entry and tracking for all programs.

\* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

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The Michigan Works! Agencies participate in designated interstate and intrastate job order clearance activities, administer the local component of the Employment Service Complaint System, and provide local administration of the Fidelity Bonding Program.

Wagner–Peyser funded services are fully integrated and collocated within all Michigan Works! Service Centers.

- The Michigan Works! Agencies provide local operation and oversight of the Pure Michigan Talent Connect.
- The Michigan Works! Agencies deliver to the public all levels of labor exchange services.
- The Michigan Works! Agencies provide special re–employment services to Unemployment Insurance claimants.
- The Michigan Works! Agencies provide Unemployment Insurance claimants with resources regarding the filing of Unemployment Insurance claims, which includes access to office equipment to reach the Unemployment Insurance Agency and fact sheets provided by the Unemployment Insurance Agency.
- The Michigan Works! Agencies fully participate in the Unemployment Insurance Work Test by assuring that unemployment claimants register for work by entering their profiles on the Pure Michigan Talent Connect. The Michigan Works! Agencies also immediately report all incidents of claimant non–compliance to the Unemployment Insurance Agency. Claimant non–compliance includes being unable, unavailable, failing to seek full–time work, and refusing offers of suitable work.
- The Michigan Works! Agencies assure that veteran's preference and priority are strictly observed by giving covered persons (eligible veterans and eligible spouses) employment and training opportunities ahead or instead of non–covered persons in accordance with the requirements of Priority of Service. In addition, veterans, transitioning service members, and eligible spouses may be qualified for intensive services provided by Disabled Veterans Outreach Program (DVOP) Specialists. Both DVOP Specialists and Local Veterans Employment Representatives (LVER) are integral, collocated partners in the Michigan Works! Service Centers.
- The Michigan Works! Agencies assure that services to Migrant and Seasonal Farm Workers are equal to those provided to non–Migrant and Seasonal Farm Workers. Migrant and Seasonal Farmworker outreach staff are located in the Michigan Works! Service Centers.



In accordance with Section 8(b) of the Wagner–Peyser Act, as amended, Michigan Works! Agencies promote employment opportunities for persons with disabilities and provide job counseling and placement of persons with disabilities. The Workforce Development Agency will cooperate and maintain a written agreement with the state Vocational Rehabilitation Agency to provide services to persons with disabilities.

(See bolded information in response to b.1.A. for information that addresses the requested revision.)

### 3. STATE PROGRAM AND STATE BOARD OVERVIEW

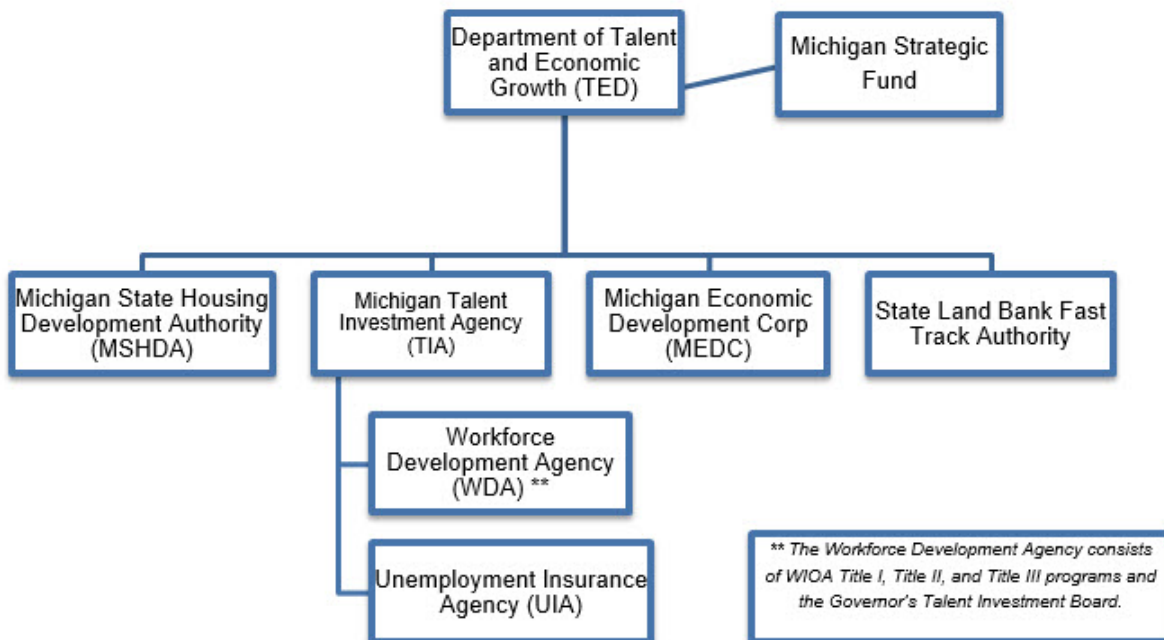
#### A. STATE AGENCY ORGANIZATION

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

Executive Order 2014–12, effective March 15, 2015, created the Michigan Department of Talent and Economic Development, and within the Department, the Michigan Talent Investment Agency. By putting all job creation and economic development efforts under one new department, it allows Michigan to leverage its ability to build talent that possesses in-demand skills while helping our state's businesses grow. Under this newly created structure, the three pillars of economic development – talent development, community development, and business development – are all part of one organization sharing the same vision and goals.

The Michigan Department of Talent and Economic Development brings together the Michigan Economic Development Corporation, the Michigan State Housing Development Authority, the Michigan Strategic Fund, and the Michigan Talent Investment Agency. The Michigan Talent Investment Agency consists of the Workforce Development Agency and the Unemployment Insurance Agency. The Workforce Development Agency includes the WIOA Title I, the WIOA Title II, and the WIOA Title III programs. The new department will ensure that the state can efficiently and effectively develop, administer, and coordinate Michigan's talent, economic, and housing development initiatives and programs.

Talent Investment Agency Organizational Structure:



The Talent Investment Agency is responsible for all programs within the executive branch of government related to talent, including job preparedness, career-based education, skilled trades

training, incumbent worker training, employment assistance, Science, Technology, Engineering, and Math training programs, and programs targeted at the structurally unemployed.

The Talent Investment Agency functions as the clearinghouse for all communications with the U.S. Department of Labor and the U.S. Department of Education relating to talent services and programs, and as the coordinating office for state departments with responsibilities relating to talent services and programs available through the Michigan Works! system, including, but not limited to, Michigan Rehabilitation Services within the Department of Health and Human Services, the Michigan Veterans Affairs Agency within the Department of Military and Veterans Affairs, the Bureau of Services for Blind Persons within the Department of Licensing and Regulatory Affairs, and the Prisoner Reentry Program and the Community Support Services Program that are administered by the Michigan Department of Corrections.

Coordinating functions include, but are not limited to, unified and/or combined state plans, development of performance metrics, identification of high-demand jobs at the state level, coordination of talent services and program funding opportunities on a state and regional basis, and employer outreach.

Strategies for spurring economic development and securing meaningful and rewarding employment for Michigan residents are interdependent. This realignment creates the ability to deliver customer service, talent development, and economic development programs in a more comprehensive and cohesive way. Aligning staff, resources, and program-based initiatives brings about better customer service and ensures that skilled talent is available for the continued growth of Michigan's economy.

The Workforce Development Agency is comprised of the following divisions:

- Executive Office: We want to drive innovation and performance from all levels of the agency, and to do this, we are inclusive of all our divisions in our strategic planning processes.
- Office of Michigan Industry Cluster Approach: A cluster is a geographic concentration of related employers, industry suppliers, and support institutions in a product or service field. Through extensive labor market research, the agency has initially identified five state priority industry clusters: Agriculture, Energy, Health Care, Information Technology, and Manufacturing. The agency's cluster team works with these as well as other industry clusters to connect to local resources and Michigan Works! business teams, thereby meeting the demand and skill needs of these industries. The Office serves as our Business/Demand Team and includes the Skilled Trades Training Fund, Michigan Advanced Technician Training program, and the Community College Skilled Trades Equipment Program.
- Education and Career Success: The Education and Career Success Division promotes access to, retention in, and completion of individual students' goals in quality comprehensive secondary and post-secondary services. The Education and Career Success Division oversees the WIOA Title II activities and programs. We seek to create a thriving Michigan economy with a balance between labor and education allowing businesses and residents to reach their full potential. The division provides opportunities for students to receive education and training, resulting in a 21st century workforce inclusive of Michigan's diverse population.

The Office of Adult Education, located within the Education and Career Success Division, is eager to collaborate on many levels to bring a seamless service delivery system to adult learners. The greatest contribution Michigan Adult Education can make to the partnership, and more importantly,

to the adult learners it serves, is to provide opportunities for them to develop the literacy skills necessary to qualify for postsecondary education, job training, better employment, and to reach their full potential as family members, productive workers, and citizens.

- **Office of Information Technology Services:** The Office of Information Technology Services oversees all Information Technology activities required to fully support the Workforce Development Agency. Responsibilities include project planning and tracking, actively prioritizing and managing enhancement and maintenance requirements for statewide applications including Pure Michigan Talent Connect, and the One–Stop Management Information System and the Michigan Adult Education Reporting System. Internal organizational responsibilities include management of agency websites and hardware, including personal computers, printers, cellphones and mobile devices. External responsibilities include management, procurement, and negotiation of vendor contracts supporting external staffing requirements, hardware\software purchases, and data hosting needs.
- **Office of Field Services:** The Office of Field Services includes the Veterans' Services Division.

In accordance with the Jobs for Veterans State Grant program, the Veterans' Services Division delivers intensive employment services to a targeted veteran population as an integrated partner with Michigan Works! Agencies across the state and in collaboration with other partners and resources.

**Office of Audit and Finance:** The Office of Audit and Finance is responsible for the financial compliance monitoring of the federal and state employment and training funds awarded by the Workforce Development Agency to the 16 local Workforce Development Boards across the State of Michigan. Each Workforce Development Board in Michigan is reviewed annually in three cycles for compliance with the federal uniform administrative requirements and the federal cost principles. Monitoring is conducted on–site at the administrative offices of the Workforce Development Boards (a.k.a. Michigan Works! Agencies) and at the locations of their sub recipients.

- **Office of Talent Policy and Planning:** In support of Michigan's demand–driven workforce system, the Office of Talent Policy and Planning provides the administration and oversight of the state's workforce development programs to meet and support the overall employment and training objectives of the State of Michigan.

The Office of Talent Policy and Planning is responsible for oversight of the Workforce Development Agency's Workforce Innovation and Opportunity Act (WIOA) Title I and III programs, which provide employment and training services to meet the needs of employers and job seekers throughout the state. The Office also includes Trade Adjustment Assistance, Welfare Reform, and the Supplemental Nutrition Assistance Employment and Training programs. The Office provides staffing support to the Governor's Talent Investment Board, a business–led board serving as a catalyst for talent enhancement and economic development. Consistent with the Governor's Talent Investment Board's vision and mission and federal and state requirements, the Office develops strategic policy to ensure a pipeline of talent that will attract and retain businesses in Michigan.

## B. STATE BOARD

Provide a description of the State Board, including—

The Governor's Talent Investment Board is the principal private–sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals.

Created by Executive Order 2015–11, the Governor’s Talent Investment Board is Michigan’s federally required workforce investment board and its representation is consistent with the provisions of the WIOA and the draft regulations issued pursuant to the Act.

The Governor’s Talent Investment Board plays a vital role in bringing citizen involvement, engagement, and oversight to the state’s talent enhancement efforts. This business–led, business–majority board serves as a catalyst for talent enhancement and economic development entities and recommends policies to the Governor and state departments that guide workforce investment and training at both the state and local levels.

The purpose of the Governor’s Talent Investment Board is to convene state, regional, and local workforce system partners to:

- Enhance the capacity and performance of the workforce development system and align and improve the outcomes and effectiveness of Federally–funded and other workforce programs and investments, and through these efforts, promote economic growth.
- Engage workforce system representatives, including businesses, education providers, economic development, labor representatives, and other stakeholders to help the workforce development system achieve the purpose of the WIOA.
- Assist with achieving the state’s strategic and operational vision and goals.

The Governor’s Talent Investment Board will work with the Talent Investment Agency to meet the following regulatory responsibilities as prescribed by federal statute and regulation:

- The development, implementation, and modification of Michigan’s Unified Plan for workforce development (Michigan’s workforce investment strategy), and other grants, plans, statistics, cost allocation formulas for employment and training activities and infrastructure funding, and performance accountability measures related to the workforce system.
- The development, review, and implementation of a statewide career pathway strategy that addresses current and future demand.
- The development, review, and adoption of strategies for and effective outreach to improve access for individuals and employers related to in–demand industry sectors and occupations.
- The adoption of high–performing board criteria to support the development and review of strategies for continuous improvement of the workforce investment system, including the role the Governor’s Talent Investment Board will play in the ongoing process of continuous improvement of local boards, one–stop operators, one–stop partners, and providers that supports effective service delivery to workers, job seekers, and employers through the engagement of state and local leaders.
- The development and updating of comprehensive state performance accountability measures to assess the effectiveness of core programs.
- The identification and dissemination of best practices for effective operation of one–stop centers, relating to the use of business outreach partnerships and service delivery strategies, effective local boards, and technological improvements to improve quality of services.

- Advocating and promoting Michigan's Talent System.
- Review of statewide policies and programs, and provide recommendations on actions taken by the State to align workforce development programs.
- Development of a statewide workforce labor market information system.
- Review Michigan's Annual Report for the U.S. Department of Labor.

## 1. MEMBERSHIP ROSTER

Provide a membership roster for the State Board, including members' organizational affiliations.

The WIOA requires each state to establish a state workforce investment board to oversee workforce development activities. The Governor's Talent Investment Board was created as an advisory body within the Talent Investment Agency and is charged with advising and assisting the Governor regarding compliance with the WIOA and the state's overall talent development strategy. The Governor's Talent Investment Board is a thirty-one (31) member board with representation consistent with the provisions of the WIOA Section 101.

Membership of the Governor's Talent Investment Board is as follows:

1. The Governor
2. A member of the Michigan House of Representatives
3. A member of the Michigan Senate
4. Twenty-eight (28) members appointed and serving at the pleasure of the Governor, consisting of the following:
  - a. A majority of the board (14) are representatives of businesses in Michigan who:
    - i. Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority, and who, in addition, may be members of a local workforce development board established by the Michigan One-Stop Service Center System Act of 2006, Michigan Compiled Laws §408.111-123, or its successor
    - ii. Represent businesses or organizations representing businesses that provide employment opportunities that include emerging and in-demand occupations in Michigan
    - iii. Are individuals nominated by business organizations and business trade associations in Michigan
  - b. A minimum of two (2) representatives of individuals who are elected chief executive officers of a city or a county
  - c. Not less than 20 percent of the board (6) shall be representatives of the workforce in Michigan who—

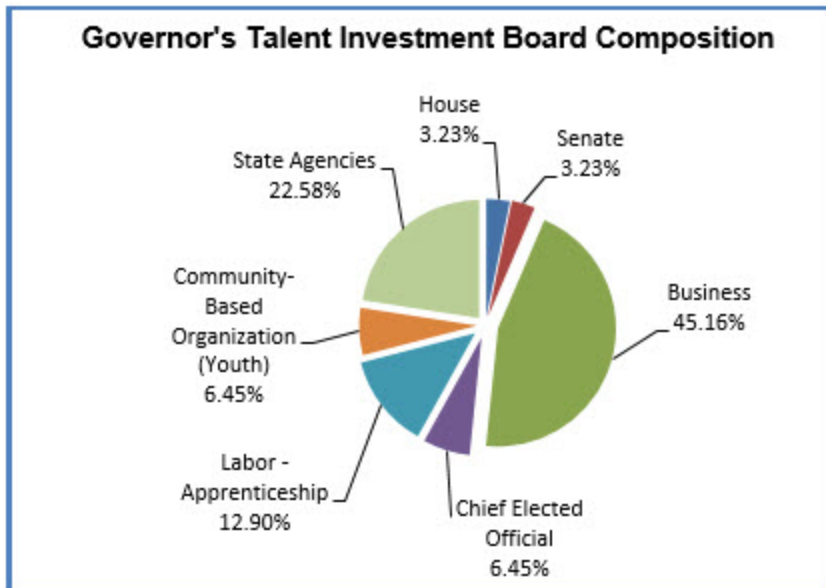
- i. Shall include representatives of labor organizations, who have been nominated by labor federations in Michigan
  - ii. Shall include a representative of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in Michigan, such a representative of an apprenticeship program in Michigan
  - iii. May include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities
  - iv. May include representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth
- d. The lead state officials (2) with primary responsibility for the administration of core programs as defined by Section 3(12)–(13) of the WIOA

In addition to the aforementioned members, the following state department directors (6) serve in an ex-officio capacity on the board as non-voting members. Their participation does not count for the purpose of establishing a quorum.

1. Director of the Department of Agriculture and Rural Development
2. Director of the Department of Health and Human Services
3. Director of Licensing and Regulatory Affairs
4. Director of the Talent Investment Agency
5. Director of the Unemployment Insurance Agency
6. The Superintendent of Public Instruction.

In accordance with regional diversity requirements for state workforce development boards under Section 101(b)(2) of the WIOA, the Governor consulted with representatives of each of Michigan's ten Prosperity Regions as a part of the process of making appointments to the Board.

Governor's Talent Investment Board Composition:



#### Membership Roster

Mark Alyea, Chair

Alro Steel Corporation

(Business)

Dennis Argyle, Vice Chair

Vice President and Chief Financial Officer

Knight Facilities Management, Inc.

(Business)

Paul Arsenault, President

Concepts Consulting

(Business)

Stephanie Beckhorn, Director

Workforce Development Agency

(State Agency- core programs)

Thomas Begin



Consumers Energy

(Business)

Kenyatta Brame, Executive Vice President

Cascade Engineering

(Business)

Michael Brownfield, Deputy Director of Strategy

Office of Governor Rick Snyder

(Governor Snyder Designee)

Jamie Clover Adams, Director of Dept. of Agriculture

Department of Agriculture and Rural Development

(State Agency- ex-officio)

Tony Day, Council Sergeant at Arms

Nottawaseppi Huron Band of the Potawatomi's Pine Creek Reservation

(Business)

Helen Dietrich

Ridgeview Orchards, LLC

(Business)

Shelly Edgerton, Director

Department of Licensing and Regulatory Affairs

(State Agency- ex-officio)

Abdul Haidous, Wayne County Commissioner

Wayne County District 11

(Chief Elected Official)

Mike Hansen, President

Michigan Community College Association

(Advisor)

Senator Ken Horn, State Senator (R-Frankenmuth)

Michigan State Senate, 32nd District

(State Senator)

Suzanne Howell, Director

Michigan Rehabilitation Services

(State Agency-core programs)

Representative Brandt Iden, State Representative (R-Portage)

Michigan House of Representatives, District 61

(Michigan House of Representatives)

Marcus James, Owner

StableInc, LLC

(Business)

Darcy Kerr

Accident Fund Holdings, Inc.

(Business)

Nick Lyon, Director

Department of Health and Human Services

(State Agency- ex-officio)

Sharon Moffett-Massey, Director

Unemployment Insurance Agency

State of Michigan

(Advisor)

John Moll, CEO

Gemini Group

(Business)

Donald O'Connell, Executive Director

Operating Engineers Local 324

(Labor/Apprenticeships)

Jason Palmer, Bureau Director

Bureau of Labor Market Information and Strategic Initiatives, Department of Technology,  
Management, and Budget

(Advisor)

Douglas Parkes

Kellie's Hallmark Shop

(Business)

William Peterson

United Auto Workers

(Labor/Apprenticeships)

Tony Retaskie, Executive Director

Upper Peninsula Construction Council

(Labor/Apprenticeships)

Brad Rusthoven, Human Resources Manager

Franchino Mold and Engineering

(Business)

Conan Smith, Washtenaw County Commissioner

Washtenaw County District 9

(Chief Elected Official)

Wanda M. Stokes, Director

Talent Investment Agency

(State Agency- ex-officio)

Zane Walker, President

Michigan State Building and Construction Trades Council

(Labor Organization)

Brian Whiston, State Superintendent

Michigan Department of Education

(State Agency- ex-officio)

Gregory Winter, President

Omni Metalcraft Corporation

(Business)

Elaine Wood, Chief Executive Officer

Networks Northwest

(Community Based Organization)

Vacant:

(Youth organizations)

(Business)

The By-Laws, adopted by the overnor's Talent Investment Board, provide the membership requirements; duties and operations; quorum, voting and attendance requirements; and conflict of interest requirements under the WIOA.

## 2. BOARD ACTIVITIES

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

## 4. ASSESSMENT AND EVALUATION OF PROGRAMS AND ONE-STOP PROGRAM PARTNERS

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### A. ASSESSMENT OF CORE PROGRAMS

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

Detailed guidance is pending from one or more federal partners regarding data definitions, sources, validation, and submission requirements. The Workforce Development Agency, which oversees the WIOA Title I Adult, Dislocated Worker, and Youth programs, the WIOA Title II Adult Education and Family Literacy Act Program, and Title III Wagner–Peyser Act Program, will work with the Michigan Department of Health and Human Services and Licensing and Regulatory Affairs which oversee the WIOA Title IV Vocational Rehabilitation Program (Michigan Rehabilitation Services and Bureau of Services for Blind Persons, respectively) to adopt joint performance reporting requirements as outlined in WIOA Section 116. Joint performance measures for the WIOA will consist of six customer outcomes specific to core indicators of performance and employer (customer) satisfaction by program.

State level reports detailing performance on all performance measures are published quarterly for all local areas. These reports allow the state and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. Furthermore, performance data is available at the contractor level. Baseline performance data will be collected in the first two years as pertinent for negotiating levels of performance.

In addition, dashboards were implemented by Governor Snyder to provide a quick assessment of the state's performance in key areas, including economic strength, health and education, value for money, government, quality of life, and public safety. The Michigan Talent Dashboard includes information on our employment environment and other key initiatives related to our workforce investment system. The dashboard can be accessed at:  
<http://www.michigan.gov/midashboard/0,4624,7-256-59624---,00.html>.

The Office of Adult Education will ensure that Title II is administered in a manner that maintains the intent of the law, which is to provide access to educational services for adult learners through the One–Stop delivery system, particularly for those with barriers to employment. Performance benchmarks will be negotiated to the extent possible to take into account the percentage of low-level learners served in adult basic education and English language acquisition programs. The percentage of the population receiving adult education services that are not in the labor force, including those in correctional facilities, will also be taken into account to the extent possible. The WIOA performance accountability measures in Section 116(a)(2) will be used to assess the effectiveness of adult education statewide and ensure continuous improvement in the service delivery system. In an effort to increase awareness, accuracy, and transparency, quarterly performance reports will be published for each region. These reports will allow the state and regions to track and monitor performance regularly. The Office of Adult Education will target programs for technical assistance that fail to meet the state performance benchmarks. Failure to meet the performance benchmarks for two consecutive years may result in the reduction or elimination of funding. The Office of Adult Education will evaluate the collaboration between adult education providers and the other core partners within the region based on the percentage of participants co–

enrolled among the core programs, and will set targets for continuous improvement. Providers will also be evaluated based on the percentage of individuals served with barriers to employment, including low literacy skills.

## B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

One-stop delivery system core partner programs will use the same performance outcome measures. However, each program will negotiate its own statewide and local standards.

State level reports detailing performance on all performance measures are published quarterly for all local areas. These reports allow the state and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action.

Additional partner programs, such as Trade Adjustment Assistance and Welfare Reform, will use their own performance measures, standards, and monitoring for program compliance.

The State has issued WIOA regional and local planning guidance to the one-stop system. This guidance includes an emphasis on using performance outcome data to make data-driven decisions regarding providers and to promote continuous improvement. As such, program assessment is a key part of the regional and local planning process on an ongoing basis. Further, local areas are required to modify the strategies included in their local plans in an effort to meet local performance goals.

## C. PREVIOUS ASSESSMENT RESULTS

Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of an assessment of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

During the previous three program years under the Workforce Investment Act, Michigan exceeded all 17 Workforce Investment Act Title I negotiated performance measures. Our Workforce Investment Act Annual Reports are accessible through the Library of Michigan at <http://governingmichigan.org/>.

During the previous three program years, Vocational Rehabilitation met its performance measures. Copies of Annual Reports can be obtained by contacting the Workforce Development Agency or Michigan Rehabilitation Services.

## D. EVALUATION

Describe how the state will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core

programs; and, further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

Our Michigan Workforce System Dashboard provides information on key performance measures, in aggregate, and then further broken out by each of our local service delivery areas. Key measures include:

- Jobs filled;
- Percentage of placements prepared for demand jobs;
- Visitors to service centers (including individuals served, total visits, and employers served);
- Federal performance measures (for Workforce Investment Act and Temporary Assistance for Needy Families);
- Customer satisfaction (broken out by employers and job seekers); and
- Unemployment rate.

The State of Michigan recognizes that performance data alone is not a true measure of a program's effectiveness. The State will conduct evaluations and research projects on activities under the WIOA core programs. As part of Michigan's efforts toward assessment and evaluation of programs, the Workforce Development Agency has begun preliminary discussions with the Bureau of Labor Market Information and Strategic Initiatives to further develop our plan for program assessment and evaluation. Our plan also includes working closely with our Workforce Longitudinal Data System partners across multiple State Agencies such as the Unemployment Insurance Agency and the Department of Education, in addition to our core program partners.

As we only have one year of WIOA data, our plan is to first approach the quantitative questions, then the qualitative. Possible research questions for evaluation that are currently under consideration include:

- What is the level of WIOA implementation in each local area? An evaluation would be based on the lessons learned?
- What are training outcomes for those who received training versus those who did not?
- What percentage of participants receiving services that require registration are individuals with barriers to employment? How does this compare to with the percentage of such individuals in the general population?
- What is the return on investment for each of our WIOA programs?
- How do outcomes for individuals receiving services that require registration compare with outcomes for individuals that do not require registration?
- Is the percentage of participants who receive services from multiple workforce programs increasing over time? (Assumes a multi-year study to determine trend patterns).

- Does physical co-location of programs impact the level of participant co-enrollment in such programs?
- What are the key characteristics of local service delivery areas that organize their service centers by function versus by program?
- Do dislocated workers who attend a worker orientation meeting access the services available through a Michigan Works! Service Center at a greater rate than dislocated workers who did not attend a worker orientation meeting?

When determining which evaluations and research projects to pursue, the State will coordinate with the Secretary of Labor and the Secretary of Education to avoid duplication of efforts. The State will examine federal evaluation and research priorities and look to connect with efforts already underway before undertaking evaluations and research projects on our own. Further, the State will readily share the results of any pertinent evaluations and research projects undertaken on our own with our federal partners.



## 5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

### A. FOR TITLE I PROGRAMS

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

#### 1. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3),

Formulas

The State of Michigan uses federal formulas to distribute funding for the Adult, Dislocated Worker, and Youth programs. Within those formulas there are possibilities for the Governor, with the approval of the State Workforce Investment Board and the Secretary of Labor via the State Plan, to incorporate additional factors.

State of Michigan Adult and Youth Programs Formula

In allocating Adult and Youth funds to local areas, the State shall allocate:

1. 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
2. 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
3. 33 1/3 percent on the basis of the relative number of disadvantaged adults or disadvantaged youth.

However, in lieu of making the Adult or Youth allocation as previously described, the State may distribute a portion equal to not less than 70 percent of the funds as described above with the remaining portion of the funds allocated on the basis of a formula that incorporates additional factors relating to excess adult or youth poverty in urban, rural, and suburban local areas. This discretionary formula allocation methodology must first be approved by the State Workforce Investment Board and by the Secretary of Labor as part of the State Plan approval process.

For both Youth and Adult funds, each region is guaranteed to receive an allocation percentage for a year that is no less than 90 percent of the average allocation percentage of the local area for the prior two years.

The State of Michigan has chosen not to utilize the optional 30 percent discretionary formula for distributing Adult and Youth employment and training funds to local areas.

#### 2. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3),

Formulas

The State of Michigan uses federal formulas to distribute funding for the Adult, Dislocated Worker, and Youth programs. Within those formulas there are possibilities for the Governor, with the approval of the State Workforce Investment Board and the Secretary of Labor via the State Plan, to incorporate additional factors.

#### State of Michigan Adult and Youth Programs Formula

In allocating Adult and Youth funds to local areas, the State shall allocate:

1. 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
2. 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
3. 33 1/3 percent on the basis of the relative number of disadvantaged adults or disadvantaged youth.

However, in lieu of making the Adult or Youth allocation as previously described, the State may distribute a portion equal to not less than 70 percent of the funds as described above with the remaining portion of the funds allocated on the basis of a formula that incorporates additional factors relating to excess adult or youth poverty in urban, rural, and suburban local areas. This discretionary formula allocation methodology must first be approved by the State Workforce Investment Board and by the Secretary of Labor as part of the State Plan approval process.

For both Youth and Adult funds, each region is guaranteed to receive an allocation percentage for a year that is no less than 90 percent of the average allocation percentage of the local area for the prior two years.

The State of Michigan has chosen not to utilize the optional 30 percent discretionary formula for distributing Adult and Youth employment and training funds to local areas.

### 3. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED.

The Governor establishes the formula for allocating dislocated worker funds to the local areas. The allocation formula must include the following six factors:

1. Insured unemployment data;
2. Unemployment concentrations data;
3. Plant closing and mass layoff data;
4. Declining industries data;
5. Farmer–rancher economic hardship data; and
6. Long–term unemployment data.

In addition, the Governor may include additional factors at his discretion. The State of Michigan has included an additional factor, excess unemployment, as a seventh factor in the Dislocated Worker formula.

The Governor determines the weight for each factor to be used in the allocation formula.

The weights are as follows:

1. Insured unemployed data weighted at 5 percent.
2. Unemployment concentrations data weighted at 30 percent.
3. Plant closing and mass layoff data weighted at 5 percent.
4. Declining industries data weighted at 5 percent.
5. Farmer–rancher economic hardship data weighted at 5 percent.
6. Long–term unemployment data weighted at 20 percent.
7. Excess unemployment data weighted at 30 percent.

Each region is guaranteed to receive an allocation percentage for a year that is no less than 90 percent of the average Dislocated Worker allocation percentage of the local area for the prior two years.

## B. FOR TITLE II:

### 1. MULTI-YEAR GRANTS OR CONTRACTS

Describe how the eligible agency will award multi-year grants or contracts on a competitive basis to eligible providers in the State, including how eligible agencies will establish that eligible providers are organizations of demonstrated effectiveness.

The Office of Adult Education will award a continuation grant with current providers for Program Year 2016-17, and will conduct a new competition in PY 2016-17 to select highly qualified and experienced providers of adult education and literacy services that meet the eligibility requirements in Section 203(5). The new providers will begin operating effective July 1, 2017. The two-year grants will be awarded through an open competition that meets all state and federal procurement requirements and is based on the 13 considerations identified in Section 231, including alignment between adult education and the one-stop partners, strong linkage with employers, contextualized education, integrated education and training, and integration of digital literacy. The Office of Adult Education will be awarding only one grant per Prosperity Region to regionalize adult education services in the state and more closely align state and federal funding for adult education. Each Prosperity Region will be required to provide comprehensive services, including adult basic education, adult secondary education, English language acquisition, integrated education and training, and family literacy services within each region. To be considered for funding, eligible providers will be required to demonstrate past effectiveness based on the prior years' NRS performance data for previous providers, or verifiable data supporting participant educational gains,

job attainment, and enrollment in post-secondary education or training for new providers. The Office of Adult Education will be developing a standardized form and/or process to facilitate the local board's review of the Title II applications to ensure alignment between the application and the local plan's strategies and goals.

## 2. ENSURE DIRECT AND EQUITABLE ACCESS

Describe how the eligible agency will ensure direct and equitable access to all eligible providers to apply and compete for funds and how the eligible agency will ensure that it is using the same grant or contract announcement and application procedure for all eligible providers.

The Office of Adult Education ensures direct and equitable access to all eligible providers by publishing the grant announcement on the State of Michigan and Workforce Development Agency websites. Formal announcement of the Request for Proposals (RFP) will be widely circulated via press releases, agency distribution lists, and any other means available. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies will be notified. All applications are treated the same in terms of review and evaluation.

## C. TITLE IV VOCATIONAL REHABILITATION

In the case of a State that, under section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The Michigan Rehabilitation Services and the Bureau of Services for Blind Persons directors mutually agree on the distribution of funds as follows: Eighty-five (85) percent to Michigan Rehabilitation Services and 15 percent to Bureau of Services for Blind Persons for the General Fund; and 88 percent to Michigan Rehabilitation Services and 12 percent to the Bureau of Services for Blind Persons for Supported Employment funds. The Michigan Rehabilitation Services and Bureau of Services for Blind Persons directors agree this distribution of funds allows both entities to serve vocational rehabilitation customers in the most fair and effective way.

## 6. PROGRAM DATA

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### A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

#### 1. DESCRIBE THE STATE'S PLANS TO MAKE THE MANAGEMENT INFORMATION SYSTEMS FOR THE CORE PROGRAMS INTEROPERABLE TO MAXIMIZE THE EFFICIENT EXCHANGE OF COMMON DATA ELEMENTS TO SUPPORT ASSESSMENT AND EVALUATION.

In addition to utilizing the WIOA performance accountability system, Michigan dashboards were implemented by Governor Snyder to provide a quick assessment of the state's performance in key areas, including economic strength, health and education, value for money, government, quality of life, and public safety. The Michigan Talent Dashboard includes information on our employment environment and other key initiatives related to the state's workforce investment system. The dashboard can be accessed at: <http://www.michigan.gov/midashboard/0,4624,7-256-59624-00.html>. Additionally, the Michigan Workforce System Dashboard provides information on key performance measures, in aggregate, and then further broken out by each of our local service delivery areas. Key measures include:

- Jobs filled;
- Percentage of placements prepared for demand jobs;
- Visitors to service centers (including individuals served, total visits, and employers served);
- Federal performance measures (for the WIOA and Temporary Assistance for Needy Families);
- Customer satisfaction (broken out by employers and job seekers); and
- Unemployment rate.

#### 2. DESCRIBE THE STATE'S PLANS TO INTEGRATE DATA SYSTEMS TO FACILITATE STREAMLINED INTAKE AND SERVICE DELIVERY TO TRACK PARTICIPATION ACROSS ALL PROGRAMS INCLUDED IN THIS PLAN.

The State uses a single integrated data collection system, known as the One-Stop Management Information System. This ensures that all local providers collect, report, and maintain the same data elements. Participant data entered into the One-Stop Management Information System will be included as a part of the annual WIOA programmatic reviews and the Data Validation process. Any local area that does not achieve a minimum 80 percent pass rate is required to receive technical assistance from the state and provide a plan on how they will improve their Data Validation performance.

To be certified as a Michigan Works! Service Center, local Michigan Works! Agencies must meet criteria included in the State policy "Certification Criteria for Michigan Works! Service Centers".

Collocation of service providers and the integration of services to the fullest extent possible are the priorities of the Michigan Works! Service Centers. The Michigan Works! Service Centers comprise a comprehensive subsystem within the state's workforce investment system of publicly and privately funded programs and services that address employers' needs for skilled workers and help job seekers and other individuals find new jobs, retain employment, and advance their skills. A comprehensive strategy is used to break down barriers to promote the establishment of a service delivery system that is responsive to the needs of its customers. The Michigan Works! Service Centers provide services from the state's major workforce development programs that are accessible in a manner that is seamless to the customer. A single delivery system at the local level provides customers access to services in an integrated, rather than fragmented, manner.

Instances of coordination include:

- The use of a common, statewide 1-800 telephone number by the local system as a method for initial customer contact with the system;
- The Michigan Works! Service Center's physical layout is consumer-driven with services by function rather than program;
- Effective marketing of the Michigan Works! brand as part of the American Job Center branding to create awareness in the marketplace and establish expectations among Michigan Works! customers concerning the types of services provided at Michigan Works! Service Centers. Only certified service centers may incorporate the Michigan Works! Service Center and American Job Center names and logos as a common statewide identifier;
- Each office location must have a trained staff person positioned at the entrance of the Michigan Works! Service Center to direct customers upon entry and assist them in accessing various employment, workforce development, and related community services;
- A system of management and staff development must be in place that supports service integration and collocation principles; and
- Local Memoranda of Understanding, as required by the WIOA, to set forth provisions that describe the services to be provided by the One-Stop provider, how the costs of such services and operating and infrastructure costs will be funded, and the methods of referral of individuals between the One-Stop operators and the One-Stop partners, which define how the coordination of services between the partners will be attained.

Michigan's One-Stop Management Information System: The State utilizes an integrated data system called the One-Stop Management Information System. This internet based system allows for collection of WIOA and Wagner-Peyser and other program data from all local workforce areas. Registration information is shared across programs, which allows service delivery, including case management and performance management between the local programs.

Michigan Adult Education Reporting System: The Office of Adult Education requires monthly entry of information about every Adult Education participant in Michigan. The Michigan Adult Education Reporting System is a web-based, centralized electronic database that is updated each time new

data is entered. The same central system is being used to track the progress of participants in other career development programs such as the WIOA Title I and Partnership. Accountability. Training. Hope. (PATH) Program.

All state and Federally-funded Adult Education and literacy programs will use the National Reporting System format to report student performance data. As part of the annual strategic implementation process, the agency will continue to monitor and report program results and other relevant information to the U.S. Department of Education Office of Career, Technical, and Adult Education.

The Michigan Adult Education Reporting System includes instructional hours' analysis, the number of participants completing Michigan approved pre-and post-instruction assessments, the percentages of cohorts attaining outcomes, and the percentage of participants achieving educational gain.

Bridges System: Temporary Assistance for Needy Families participants are tracked through a combination of the Michigan Department of Health and Human Services Bridges System and the One-Stop Management Information System. All Partnership. Accountability. Training. Hope. (PATH) referrals are sent by Bridges. Bridges generates an automated PATH referral to the One-Stop Management Information System, as well as generating a PATH appointment notice to the participant.

Upon successful completion of the Application Eligibility Period, Family Independence Program participants are entered into the PATH program. Michigan Works! Agencies enter all participant information and activity data into the One-Stop Management Information System to track work participation requirements.

Michigan Workforce Longitudinal Data System: Michigan was awarded \$1 million in U.S. Department of Labor Employment & Training Administration funds to create a Workforce Longitudinal Data System and to link the Workforce Longitudinal Data System to Michigan's State Longitudinal System. The Workforce Longitudinal Data System allows Michigan to collect, make available, and use privacy-protected educational data across the early childhood, K-12, post-secondary, and workforce continuum. This system is providing essential data to Michigan stakeholders, including students/parents, teachers, legislators, workforce/education policymakers, taxpayers, and employers.

From the workforce perspective, the system can link data from the following:

- The WIOA Title I – Adult, Dislocated Worker, and Youth
- The WIOA Title II – Adult Education
- The WIOA Title III – Wagner Peyser
- The Trade Adjustment Assistance Program
- The Unemployment Insurance Wage Record System
- The Unemployment Benefits System

- The Temporary Assistance for Needy Families Program Partnership. Accountability. Training. Hope. (PATH) – (Michigan Department of Health and Human Services)
- New Hire System (Michigan Department of Treasury)

Michigan's Workforce Development Agency received its second Workforce Data Quality Initiative grant award during June 2015. We will be adding partner agencies and their data to our existing educational, wage, and workforce information to provide even more longitudinal results/feedback on a larger population for our stakeholders. The linking of database records longitudinally allows comprehensive analysis of the relationship between education and training programs, the provision of employment services, and employment within Michigan. The additional funding brings new partnerships that will expand the population in the Michigan Workforce Longitudinal Data System (WLDS) beyond those served by workforce programs and provide a statewide population to aggregate the study.

Continuing Workforce Longitudinal Data System efforts are being made to link data from the following:

- Expanded Unemployment Insurance Records (via the Michigan Department of State/Secretary of State)
- Pure Michigan Talent Connect and Michigan Training Connect
- Title IV – Vocational Rehabilitation
- Career and Technical Education Records
- General Educational Development Testing
- Occupational Licensing Systems (Michigan Department of Licensing and Regulatory Affairs).

Working with our partners, the Workforce Development Agency will be expanding the scope of data and track the achievement of students/workers from training into the workforce. This enhanced, more robust data will be used by stakeholders to make informed decisions about training and education, policy, and programming to improve our return on investment.

The Workforce Longitudinal Data System partners with the Michigan Department of Education, Center for Educational Performance and Information, the Department of Technology, Management, and Budget's Bureau of Labor Market Information and Strategic Initiatives, and the Unemployment Insurance Agency to merge data from separate systems to allow outcome analysis. Currently available reports include:

- Average industry wage by education level
- Average wage by education level
- Time between highest education level and employment
- Time between training and work in a related field



- Average wage and time to employment by Michigan Merit Examination proficiency
- Average wage and time to employment by Michigan Merit Examination subject proficiency
- Highest education status
- Students working where they graduate

The Workforce Longitudinal Data System public portal is available on [www.mischooldata.org](http://www.mischooldata.org). The portal offers information about:

- Early childhood programs that provide education and services to Michigan Children from birth through age eight,
- Information about student test results, school operational information, graduation and dropout rates, and more for Kindergarten through twelfth grade;
- Enrollment and longitudinal student tracking information for Michigan's public colleges and universities as well as independent colleges that participate in data collection efforts;
- Workforce reports and workforce data;
- Performance reports for each district and service area for special education programs under the Individuals with Disabilities Education Improvement Act (IDEA) 2004; and
- Michigan's Annual Education Report which provides detailed information about the status of education in Michigan's public schools, public school academies, districts, and statewide performance.

The State is currently engaged in a multi-phased project to enhance and integrate the MIS systems of the workforce and adult education programs within the WDA. Project management practices and software development practices, each of which includes the participation of local offices across the state, are being used to identify opportunities to redesign the flow of program participant information in a manner that reduces duplication of registration data, resulting in more efficient assessments and enrolments.

Through the implementation of techniques and features such as case management, single sign on and client tracking technologies, the State will be able to provide participant information, across and between MIS applications whether workforce or education data.

The State's efforts on this multi phased project will enable registration-type data be gathered one time and distributed or populated to various programs' enrollment tables as needed; providing data accuracy and efficiency among applications.

Following guidance provided in PIRL documents, the State plans to provide electronic files containing required information in USDOL prescribed formats and intervals. Currently methods of reporting, with respect to different formats and frequency, will continue until such a time exists that USDOE and USDOL require identical reports. Until that time, OSMIS and MAERS will be modified to collect data in such a manner that will enable more consistent reporting when required.

## Data Alignment and Integration – Vocational Rehabilitation Programs:

Accessible Web–based Activity Reporting Environment (AWARE): The two Michigan Vocational Rehabilitation Agencies (Michigan Rehabilitation Services and the Bureau of Services for Blind Persons), utilize internal case management systems. Michigan Rehabilitation Services utilizes the Accessible Web–based Activity and Reporting Environment and the Bureau of Services for Blind Persons utilizes Libera System 7. These systems are able to produce a wide spectrum of supply and demand reports. Customers who are ready for employment are placed in a “Job Ready” category in the Michigan Rehabilitation Services automated case management system (Accessible Web–based Activity Reporting Environment) where they can be easily identified and connected to jobs in–demand. Other reports pertain to metrics that are associated with case load activity by individual and group and provide information on such areas as retention and completion rate of customers (Adjusted Rehabilitation Rate), and the number of individuals who successfully attain competitive employment for a period of not less than 90 days (Successful Rehabilitation Rate).

Tableau: Michigan Rehabilitation Services has invested in new software which provides a direct interface with and integration of data points stored within the Accessible Web–based Activity Reporting Environment case management system. Tableau has the ability to integrate data to provide a variety of reports not currently available through the Accessible Web–based Activity Reporting Environment database. The Tableau system can construct highly customized reports to address where skills gaps occur and where there are viable opportunities for reemployment. Michigan Rehabilitation Services is piloting the functionality of this software in identifying supply and demand information. Tableau shows excellent potential for accuracy and ease of use. The Tableau software system can easily help to track Michigan Rehabilitation Services staff’s interaction with businesses in a variety of ways: date, location, Standard Occupational Code (SOC) and/or by the Standard Industrial Code (SIC). Establishment of this software system is a priority as we continue to keep up quick response rate to businesses that have been asking for qualified applicants.

Talent Acquisition Portal: The Talent Acquisition Portal is a national resource that assists Vocational Rehabilitation with acquiring acquisition information. The Talent Acquisition Portal is an online system which includes both a national talent pool of Vocational Rehabilitation candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities, including veterans. The Talent Acquisition Portal is supported by the National Employment Team which includes Vocational Rehabilitation Business Consultants in every state who can partner and provide support services to businesses at the national, state, and local level. The Talent Acquisition Portal was built for Vocational Rehabilitation and business to work together for the success of hiring individuals with disabilities.

Michigan Rehabilitation Services is continuing to enhance and expand supply and demand reporting as it relates to tracking metrics that will assist Michigan’s Vocational Rehabilitation system to obtain more specific information such as:

- Tracking the number of customers who obtain employment after completion of training programs in specific labor market areas.
- Identifying labor market areas that are experiencing skill shortages. In addition, Michigan Rehabilitation Services is working on a national level with entities such as the National Employment Team to obtain current labor market metrics and information relevant to Michigan to proactively prepare training programs to meet the ever–changing needs of today’s market place.

- The number of customers who attain competitive employment in small, medium, and large companies by Prosperity Region consistent with the Governor's plan for improved employment goals within the state.

Michigan Rehabilitation Services is continuing to pilot reporting/tracking systems that will provide additional and essential information relevant to areas such as business services, youth, and hard-to-serve populations. In addition, other areas where gaps in metrics are indicated are also being assessed and prioritized for future service delivery and as required by the WIOA.

The Bureau of Services for Blind Persons will continue to access existing state and national data that identifies employment trends, workforce needs, and the skill sets required. Bureau of Services for Blind Persons counselors will work with individuals who are blind in the area of identifying vocational goals in their Individualized Plans for Employment that are consistent with labor market trends.

In identifying the skill levels of individuals with disabilities, the measurement tools (i.e., Work Keys or similar tools) must be accessible to this population. The ability to accurately assess the skill level of an individual with a disability is dependent on the measurement tools being accessible. Universal design that reflects the needs of individuals with disabilities will be incorporated into all aspects of the Talent System. Vocational Rehabilitation will explore the development of a comprehensive assessment across the State of Michigan. Vocational Rehabilitation offers an individualized approach to people and their unique strengths and challenges, which has been an effective model for assessment. Vocational Rehabilitation has both skills and resources to help with the disability and socioeconomic barriers that confront people.

Vocational Rehabilitation will explore the development of a common or connecting intake system with other core partners. Vocational Rehabilitation counsellors and stakeholders bring expertise in guidance and counselling accommodations and assistive technology that is beneficial to the intake process and to other aspects of the Talent System.

Vocational Rehabilitation's Business Network Unit has begun discussions with the One-Stop delivery system regarding providing accessibility evaluations, inclusive of assistive technology devices and services. Windmills disability awareness training, which is aimed at raising awareness of the limitations often imposed on people with disabilities due to a lack of knowledge or low expectations will also be offered.

**3. EXPLAIN HOW THE STATE BOARD WILL ASSIST THE GOVERNOR IN ALIGNING TECHNOLOGY AND DATA SYSTEMS ACROSS REQUIRED ONE-STOP PARTNER PROGRAMS (INCLUDING DESIGN AND IMPLEMENTATION OF COMMON INTAKE, DATA COLLECTION, ETC.) AND HOW SUCH ALIGNMENT WILL IMPROVE SERVICE DELIVERY TO INDIVIDUALS, INCLUDING UNEMPLOYED INDIVIDUALS.**

**4. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2)).**

Michigan is dedicated to developing a plan towards greater data alignment and integration, and is in the process of researching centralized and federated methods to track, share, manage, and report performance data over the medium term, but is doing so in a manner that appreciates the complexity of the task at hand, while improving on previous methods of extracting data.

Michigan provides workforce and education services through decentralized service delivery structures, including K-12 schools, school districts, public schools and community colleges, and local boards overseeing approximately 70 one-stops.

Most programs operating in this largely decentralized service delivery network have the similar requirements, data needs, or program goals. Some of the relevant data systems are operated by local government. Some are operated by state government. All have existing case management, data-collection, and reporting legacy systems which have been designed with both their program specific needs and their client population characteristics in mind.

All of these programs have existing relationships with Michigan's One-Stop Management Information System, some have vendors, and many are party to legally binding contracts for the provision of case management, data collecting, and reporting services. Given this context, the State is approaching the matter of data-sharing and the building of integrated data systems with the following principles in mind:

- Form meets function. The technological architecture for interoperable data-systems should be crafted to serve the policy objectives of the programs they are designed for and should not unduly constrain or predetermine the policy choices of program administrators and operators in a way that limits the capacity for policy innovation.
- Data-sharing and data integration efforts make the most sense where there is a commonality of interest, need, or purpose and a set of shared goals. Any efforts to develop data-sharing agreements or, where appropriate, move towards data- integration will proceed on the basis of value-added partnership such that all partners gain something from the partnership. • Agreements will need to recognize and take into account the varied needs of different programs and client populations, the varying privacy requirements of different programs, recognition of data-ownership by program operators, and the need to work collaboratively to craft shared solutions that serve both the programs being operated, and more importantly, the members of the public receiving services.
- Any data-sharing and data integration will be developed in order to meet state and federal privacy and security standards as well as those of each participating agency.

Operating from the foregoing policy perspective, the State will work with workforce partners to create a "Data-Sharing and Performance Accountability Workgroup" to assist the Governor in aligning technology across core programs and One-Stop mandatory partners with the goal of improving service delivery to individuals.

In addition to the technology aspect of the workgroup, they will also focus on enhancing the customer experience by identifying opportunities for process creation/improvement by providing service delivery reporting that provides root cause and tracking information that identifies when and how a record was last changed.

Representatives from all WIOA core programs, the community college system, K-12 education, and Temporary Assistance to Needy Families will all participate in the workgroup, with representatives meeting with State WIOA staff either collectively or program to program.

We will exchange information about common data elements that support assessment and evaluation, exchange information about data systems in-use and existing performance reporting

processes, and share information on WIOA performance metrics, reporting requirements, regulations, and guidelines.

We will adjust the current State of Michigan workforce metrics dashboard that includes information on participant outcomes from community colleges, career and technical education, eligible training providers, WIOA Title I (Adults and Dislocated Workers) and Title II (Adult Education), as well as Trade Adjustment Assistance and state apprenticeship programs.

We will discuss challenges to implementing WIOA performance reporting requirements, review approaches to data sharing and workforce reporting systems (including dashboards).

We will develop a forum to explore ways to integrate data systems to facilitate intake and service delivery and to track participation and performance across programs.

Michigan will meet all requirements pertaining to fiscal and management accountability information systems as specified in Section 116 of the WIOA and based upon guidelines being established by the Secretaries of Labor and Education.

Working from preliminary PIRL documents in the beginning and more recently with the final version of PIRL issued from the USDOL June 30, 2016, Michigan is reviewing the specifications and comparing them to our existing OSMIS and MAERS systems. Where clarification is necessary, we are in communication with our USDOE and USDOL contacts to resolve our questions.

Once understanding is achieved we begin modification of our existing OSMIS and MAERS applications with the development assistance of the Michigan Department of Technology, Management and Budget.

Through iterative rounds of modifications and testing, these applications will be modified to enable the new WIOA reporting requirements.

Ongoing communication between Workforce Development Agency staff and contacts in the USDOE and USDOL will ensure that OSMIS and MAERS application changes are in place prior to reporting deadlines.

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. Separately, the Departments of Labor and Education anticipate working with States to inform future guidance and possible information collection(s) on these accountability systems. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

## B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance.

Michigan recognizes that it is only through the collective efforts of the various agencies that touch workforce development that the best outcomes can be achieved. Coordination, communication, leveraging of resources, and partnerships are stressed throughout the state. Assessment of effectiveness measures will also be developed to allow the State and local workforce development boards to make more informed decisions about programming and the use of funds. The State will develop additional performance measures to the degree they provide meaningful and actionable information and data can feasibly be collected.

The State will measure performance of the core programs using WIOA performance metrics and will further assess the overall effectiveness of the workforce system and those educational programs that support and work with it on the basis of these programs' collective ability to produce industry-valued, recognized postsecondary credentials and apprenticeship enrollments. The State Board will also work with non-core programs to align performance measurement for state-funded workforce and education programs for which the Michigan Department of Education has mandated performance reporting.

Specifically, the State will emphasize "demand-driven skills-attainment" in the policies it sets pertaining to local and regional workforce planning goals and program performance goals will be consistent with this policy direction. For example, in setting performance standards for local boards, the State will give great weight to WIOA performance measures related to skills attainment, program completion, and credential attainment (including, when relevant, high school diplomas), and will validate the labor market value of relevant programs by examining the employment and wage outcomes of the individuals served using relevant WIOA performance metrics.

The purpose of this overall approach to program assessment is to facilitate the attainment of marketable skills that ultimately will improve the labor market outcomes (employment rates and wages) of the individuals being served. The focus on labor market relevant skills attainment (as measured by the production and receipt of industry-valued credentials) is intended to work in tandem with and reinforce the performance assessment system required by WIOA, so as to increase the performance outcomes of local service providers by requiring investments that actually develop the workforce skills of the individuals they serve. If local providers make training-related investments calibrated to the needs of their local and regional labor markets, their performance numbers should benefit.

The State will also work with regionally organized local boards and other partners to determine the extent to which persons receiving training and education services aligned with regional industry needs are actually obtaining employment in occupations and sectors directly related to their programs of study. Developing this capacity will require creativity and the development of an operational plan for collecting relevant information. The State will work with local areas, and partners to build this capacity and will consider alternative approaches to measuring how well local providers are calibrating training and education offerings to regional labor market trends, given the current limits of occupation and industry sector information contained in relevant wage records.

Finally, the State will work with local partners and relevant stakeholders to conduct program evaluation and research that examines program impacts on wages and employment, using rigorous statistical methodology to compare the labor market outcomes of individuals who participate and complete relevant programs with similar individuals who do not participate and complete these programs.

Michigan's Workforce Development Agency has data sharing agreements in place enabling the use of wage records for follow-up reporting. Michigan will be able to report employment status and wage related information for each of the intervals required in the PIRL. Michigan also plans to use wage records as follow-up employment measurement after adult education credentials have been obtained, eliminating the need for education providers to manually follow up with individual participants.

This transmission of wage record data is managed under the controls of data sharing agreements that preserve the confidentiality of sensitive information. These methods of handling the data and the signed agreements are existing methods which have received review and consent from the appropriate agencies in State government.

### C. USE OF UNEMPLOYMENT INSURANCE (UI) WAGE RECORD DATA

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Michigan's Workforce Development Agency received its second Workforce Data Quality Initiative grant during June 2015. Partner agencies, along with their data, are being added to our existing educational, wage, and workforce information to provide additional results. The efforts to link data between programs includes Vocational Rehabilitation, Career and Technical Education, General Educational Development systems, and quarterly Unemployment Insurance wage record data.

### D. PRIVACY SAFEGUARDS

Describe the privacy safeguards incorporated in the State's workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Michigan requires signed agreements from all local areas and from state staff who have access to confidential data. These agreements restrict access and the use of such data to those employees who require that information in the official performance of their job duties. The agreements require users to maintain data confidentiality and prohibits the disclosure of any confidential data to a third party, unless previously authorized in writing to do so. Each local area director signs a confidentiality agreement by which they acknowledge their obligation and commitment to keep confidential data secure and to use such data solely for the purposes related to their job duties.

Michigan follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, the WIOA, the Michigan Employment Security Act, and other applicable federal and state laws and regulations.

The One-Stop Management Information System and the Michigan Adult Education Reporting System are role-based systems with specific permissions granted, depending on an individual's role. Confidential information is protected within the systems by restricting access to view, enter, or edit data to specific security roles or specific security privileges. Access to these systems is granted by users with specialized administrative rights and administrative users' accounts are monitored periodically to ensure that rights have been granted to only appropriate staff.

## 7. PRIORITY OF SERVICE FOR VETERANS

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Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program's Disabled Veterans' Outreach Program (DVOP) specialist.

### Priority of Service for Veterans

Pursuant to 38 United States Code (U.S.C). 4215, all Employment and Training Administration workforce programs provide priority of service to veterans and certain spouses of veterans who qualify as "covered persons." Under the WIOA, as was the case under the Workforce Investment Act, veterans and eligible spouses receive priority of service in all U.S. Department of Labor-funded employment and training programs. Consistent with TEGL 26-13, the definition of "eligible spouse" includes same-sex spouses.

Priority of service is in effect at all times, not just when funds are limited. Priority is given in the following order:

1. First, to veterans and eligible spouses who are also funded in the groups given statutory priority for the WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority of services with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA's priority groups.
3. Third, to veterans and eligible spouses who are not included in the WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under the WIOA.

The statutory requirement applies to Adult program funds for individualized career and training services. Funds allocated for the Dislocated Worker program are not subject to this requirement.

Priority of service is monitored as part of the State's WIOA programmatic reviews. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems of the Michigan Works! Agency achieve quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. This program review is in addition to the WIOA fiscal compliance monitoring and thereby ensures the state will meet program design requirements, as required by the WIOA.

### Jobs for Veterans' State Grant Referral Process:

The Jobs for Veterans' State Grant provides funding to support Disabled Veterans' Outreach Program specialists and Local Veterans' Employment Representatives. Disabled Veterans' Outreach Program Specialists provide intensive, one-on-one employment services exclusively to program-eligible veterans and spouses who possess a significant barrier to employment and/or are part of a



population group identified as eligible. The purpose of the Disabled Veterans' Outreach Program Specialists' services is to assist the client in becoming job ready so they can secure employment utilizing the public workforce system. Disabled Veterans' Outreach Program Specialists do not interact with employers nor engage in direct placement, and rely on their Michigan Works! Agency One-Stop partners to assist their job ready clients to secure appropriate employment.

It is the responsibility of the Michigan Works! Service Center, Employment Services/Wagner-Peyser staff to actively identify eligible veterans and spouses at the point of entry, and to formally refer them to a Disabled Outreach Program Specialist while continuing to provide all other appropriate services and programs in accordance with priority of service requirements. If a veteran or eligible spouse is interested in pursuing Disabled Veterans' Outreach Program services, Michigan Works! Service Center staff must immediately provide that customer with a copy of the Disabled Outreach Program application form.

Michigan Works! Service Center staff will promptly review all completed Disabled Veterans' Outreach Program application forms to determine Disabled Veterans' Outreach Program eligibility. All veterans or spouses found to be eligible for the Disabled Veterans' Outreach Program will be formally referred to the appropriate Disabled Veteran's Outreach Specialist. This referral consists of 1) entering an appropriate "Referral to Supportive Service" activity in the One-Stop Management Information System, and 2) providing the completed Disabled Veterans' Outreach Program application form to the appropriate Disabled Veterans' Outreach Program Specialist. The Disabled Veterans' Outreach Program Specialist will then contact the customer to begin providing services or schedule an appointment to begin providing services. For all veterans or spouses found not to be eligible for the Disabled Veterans' Outreach Program, the Michigan Works! Service Center staff will continue to provide the customer with all other appropriate services and programs as with any other customer, in accordance with the requirements of Priority of Service.

It is acceptable and encouraged that eligible veterans and spouses be co-enrolled in any and all appropriate programs while simultaneously enrolled in the Disabled Veterans' Outreach Program.

The Local Veterans' Employment Representative's principal duty is to facilitate employment, training, and placement services furnished to all veterans in the state under the applicable state employment service delivery systems. Local Veterans' Employment Representatives operate at the regional level to accomplish these duties by building partnerships with appropriate employer groups, agencies, and service providers and promote the efficient and effective integration of all employment services provided to veterans. They will also provide recommendations and technical assistance to Michigan Works! Agency partners to aid in the facilitation of services to all veterans. Local Veterans' Employment Representatives are fully integrated with local and regional business services teams. Local Veterans' Employment Representatives operate at the regional level and do not provide direct services to any veterans or spouses of veterans.

The Jobs for Veterans State Grant is a fully integrated partner in the Michigan Works! system. All veterans and spouses of veterans seeking services at our One-Stop Centers will receive appropriate services from all One-Stop partners as would any other job seeker, but with priority of service for veterans and eligible spouses applied. Prior to receiving services from the Jobs for Veterans State Grant staff, a veteran or spouse of a veteran is first assessed by a non-Jobs for Veterans State Grant One-Stop staff member prior to referral.

## 8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

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Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one-stop center certification policy, particularly the accessibility criteria.

### Accessibility

Michigan Works! Service Centers must be inclusive of all customers to be effective. Inclusion honors and accommodates diversity. A universally accessible system requires meeting the diverse customer needs that exist within the local delivery area, which includes the needs of individuals with disabilities, people of different cultures, and persons with barriers to employment. Where inclusion abounds, centers are welcoming, inviting, accommodating, and accessible to everyone.

As recipients of federal funds, Michigan Works! Agencies are required to comply with various regulations relating to non-discrimination, equal opportunity, and inclusion. The most critical of these regulations are:

- Section 188 of the WIOA.
- Section 504 of the Rehabilitation Act of 1998, as amended.
- Titles I and II of the Americans with Disabilities Act (ADA).
- The Americans with Disability Act Accessibility Guidelines or the Uniform Federal Accessibility Standards.

In addition, priority will be given to assuring that throughout the system, persons with physical, mental, cognitive, and sensory disabilities will have programmatic and physical access to all Michigan Works! Service Center services and activities. Such actions include, but are not limited to:

- Providing reasonable accommodations for individuals with disabilities.
- Making reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination against persons with disabilities.
- Administering programs in the most integrated setting appropriate.
- Communicating with persons with disabilities as effectively as with others; and
- Providing appropriate auxiliary aids and services, including assistive technology devices and services where necessary to afford individuals with disabilities an opportunity to participate in and enjoy the benefits of the program or activity.

## Staff Professional Development

Michigan's certification criteria for its Michigan Works! Service Centers requires that a system of management and staff development must be in place in the local area that supports service integration and collocation principles as well as informed, professional, and customer friendly service.

High quality Michigan Works! Service Centers train and equip staff via an ongoing learning process with the knowledge, skills, and motivation to provide superior service to job seekers, including those with disabilities, and business in an integrated, regionally focused framework of service delivery. Michigan Works! Service Center staff are cross-trained, as appropriate, to increase staff capacity, expertise, and efficiency. Cross-training allows staff from differing programs to understand every program and to share their expertise about the needs of specific populations so that all staff can better serve customers. Michigan Works! Service Center staff are routinely trained and keenly aware of how their particular function supports/contributes to the overall vision of the local Workforce Development Board.

Each year, the Workforce Development Agency, in conjunction with the Michigan Works! Association, hosts a Multi-State Equal Opportunity Officers training seminar. Representatives from the U.S. Equal Employment Opportunity Commission and the U.S. Department of Labor Civil Rights Center conduct the training. The training focused on social media and employment discrimination, discrimination complaint, investigative techniques, asking telling, using and storing disability related information, recognizing hidden disabilities and identifying strategies to assist individuals, assistive technologies, and web accessibility guidelines.

## 9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR ENGLISH LANGUAGE LEARNERS

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Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.

Local Workforce Development Boards are responsible for improving access to and the effectiveness of One–Stop and program services. The Workforce Development Agency certifies Michigan Works! Service Centers every three years using criteria developed in consultation with the Governor’s Talent Investment Board, local Chief Elected Officials, and local Workforce Development Board Chairs. Our policy regarding the certification criteria for Michigan Works! Service Centers requires that Michigan Works! Service Centers provide all customers access to high–quality One–Stop Centers that connect customers with the full range of services available.

Michigan Works! Service Centers must be inclusive of all customers to be effective. Inclusion honors and accommodates diversity. A universally accessible system requires meeting diverse customer needs that exist within the local service delivery area, which includes the needs of individuals with disabilities, people of different cultures, and persons with barriers to employment.

As recipients of federal funds, Michigan Works! Agencies are required to comply with various regulations relating to non–discrimination, equal opportunity, and inclusion. The certification criteria is consistent with the requirements of WIOA, which ensures that each One–Stop Center is able to meet the needs of limited English proficient individuals, including:

- The provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures as well as any additional performance information relating to the area’s One–Stop delivery system; and
- The provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including:
  - o Child care;
  - o Child support;
  - o Medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program, benefits under the Supplemental Nutrition Assistance Program, assistance through the Earned Income Tax Credit, and assistance under a State program for Temporary Assistance for Needy Families and other supportive services and transportation provided through that program.

The State ensures that each one-stop center is able to meet the needs of English language learners. High-quality Michigan Works! Service Centers reflect a welcoming environment to all customer groups who are served. All staff are courteous, responsive and helpful to jobseekers, businesses, and others who visit, either in person, or by telephone and/or e-mail. Certified Michigan Works! Service Centers must present and promote a professional, businesslike and accessible setting.

Michigan Works! Service Centers must be inclusive of all customers to be effective. Inclusion honors and accommodates diversity. A universally accessible system requires meeting the diverse customer needs that exist within the local service delivery area, which includes the needs of individuals with disabilities, people of different cultures including English language learners, and persons with barriers to employment. Service Centers must provide adequate staff assistance in both English and the participant's native language, whenever requested. Michigan Works! Agencies are required to comply with various regulations related to non-discrimination, equal opportunity, and inclusion.

High quality Michigan Works! Service Centers provide career services that motivate, support, and empower customers, including individuals with disabilities and English Language learners, to make informed decisions based on local and regional economic demand and effectively attain their personal employment and education goals. The provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as additional information related to the area's One-Stop delivery system is required. Career services include English language acquisition and integrated education and training programs.

High-quality Michigan Works! Service Centers ensure meaningful access to all customers. Michigan Works! Service Centers must be physically and programmatically accessible to all customers. In doing so, Michigan Works! Service Centers use principles of universal design and human-centered design, such as flexibility in space usage; the use of pictorial, written, verbal, and tactile modes to present information for customers with disabilities or limited English proficiency; providing clear lines of sight to information for seated or standing users; providing necessary accommodations; and providing adequate space for the use of assistive devices or personal assistants.

The Michigan Works! Service Center certification criteria policy provides guidance on accessibility of our One-Stop delivery system and our Wagner-Peyser Employment Services Manual provides information about the requirements of posters and other materials to be displayed at Michigan Works! Service Centers.

Workforce Development Agency staff monitor Service Centers for compliance with certification criteria as part of WIOA programmatic reviews. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems of the Michigan Works! Agency achieve quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. This program review is in addition to the WIOA fiscal compliance monitoring, and thereby ensures the state will meet program design, as required by the WIOA.

The Michigan Works! Association coordinates professional development activities for Employment Service front line-staff. The training provided is designed to enable staff to provide high-quality services to job seekers and employers. The activities sponsored by the Michigan Works! Association, educate, inspire and train staff to meet the demands of Michigan's demand-driven system.

#### IV. COORDINATION WITH STATE PLAN PROGRAMS

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Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

At the state level, Michigan's Unified State Plan was developed in collaboration and coordination with representatives from all core programs. In addition, input was also sought at the state level from required One-Stop program partners as well as individuals representing additional partnering programs.

Following enactment of the WIOA, an implementation team was formed with the purpose of reviewing the Act for policy implications and potential costs involved to implement the WIOA. The Workforce Development Agency's Office of Talent Policy and Planning, acting as the implementation team lead, pulled together representatives from all core programs including Adult Education, Wagner-Peyser, and Vocational Rehabilitation, individuals representing the Bureau of Labor Market Information and Strategic Initiatives, Michigan Works! Agencies, and representatives from other required One-Stop partner programs. Weekly meetings were held during the months of August 2014 through December 2014.

In January 2015, a WIOA Unified Planning Team was established to develop and submit for approval an integrated, aligned, and actionable WIOA Unified State Plan. The Team, with the Workforce Development Agency as the lead, includes representatives from all core partner programs, the Bureau of Labor Market Information and Strategic Initiatives, and representatives from required One-Stop partner programs. The Plan was collaboratively developed and placed into public review and comment on December 18, 2015. Appendix II contains a list of stakeholders and other interested parties that received notification regarding the availability of the draft plan for review and comment.

## V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

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The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board; Yes

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities; Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3); Yes

7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable; Yes

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA); Yes

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes



## VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

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PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND  
YOUTH ACTIVITIES UNDER TITLE I-B

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The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

## A. GENERAL REQUIREMENTS

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### 1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

#### A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.

Regions and Local Workforce Development Areas:

Regional Approach: In the past, the workforce system has not been uniformly aligned with the economic developers in a particular area and there has not been a consistent measure of success across regions. In order to maximize workforce resources and create a nimble and responsive system, it is critical that the regional workforce system be aligned with economic development and community partners. This alignment between workforce services, economic development, and community partners can be achieved through both coordinated regional planning and regional industry alliances. Tying this effort together will be regional metrics – measures of success – that share commonality between workforce and economic efforts, and are also comparable across different regions.

Michigan has numerous regional entities, including regional planning and development organizations, metropolitan planning organizations, and workforce boards, resulting in overlapping goals and competing priorities. Michigan's Regional Prosperity initiative empowers local governments within a region to better determine and affect the factors that drive economic prosperity. This initiative recognizes that local partners, who are well-informed and well-resourced, are in a better position to make those decisions and creates the opportunity for them to do so. This formal regional collaboration also provides opportunity for shared service delivery and technical assistance for local communities from their regions. In addition, by creating a strong regional strategy for economic prosperity, local partners will be better able to compete locally in an increasingly global economy.

The Regional Prosperity Initiative was signed into law as part of Michigan's Fiscal Year 2014 budget, establishing ten Prosperity Regions throughout the state. The initiative encourages local private, public, and non-profit partners to create vibrant regional economies.

The ten regions and their corresponding workforce development areas (Michigan Works! Agencies) are as follows:

#### 1. Upper Peninsula Region

- UPWARD Talent Council

#### 2. Northwest Region

- Networks Northwest

#### 3. Northeast Region

- Northeast Michigan Works!

- Michigan Works! Region 7B Consortium
4. West Michigan Region
    - West Central Michigan Works!
    - West Michigan Works!
  5. East Central Michigan Region
    - Great Lakes Bay Michigan Works
    - Michigan Works! Region 7B Consortium
  6. East Michigan Region
    - Genesee Shiawassee Thumb (GST) Michigan Works!
    - Macomb/St. Clair Workforce Development Board Michigan Works!
  7. South Central Region
    - Capital Area Michigan Works!
  8. Southwest Michigan Region
    - Kinexus
    - Michigan Works! Southwest
  9. Southeast Michigan Region
    - Southeast Michigan Community Alliance (SEMCA) Michigan Works!
    - Southeast Michigan Consortium
  10. Detroit Metro Region
    - Detroit Employment Solutions Corporation
    - Macomb / St. Clair Workforce Development Board Michigan Works!
    - Oakland County Michigan Works! Workforce Development Division
    - Southeast Michigan Community Alliance (SEMCA) Michigan Works!

**B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA**

FOR “PERFORMED SUCCESSFULLY” AND “SUSTAINED FISCAL INTEGRITY” IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS.

Process and Criteria for Identification of State Regions:

Process: The Governor’s process to identify the State’s Prosperity Regions was inclusive and deliberate. The Governor convened a group of subject matter experts, stakeholders from local government associations, state departments, economic development organizations, universities and policy research organizations.

- This group included the Workforce Development Agency, Michigan’s Labor Market Information Office, the Michigan Association Regions, Michigan Municipal League, Michigan Association of Counties, Michigan Townships Association, Upjohn Institute, Michigan State’s Land Use Policy Institute, the Citizens Research Council, and many more.
- Representatives were diverse, representing all areas of the state – both urban and rural, practitioners and policy specialists, etc.

For more than one year, the group reviewed multiple presentations, considering hundreds of economic factors, regional indicators and assets. Participants were asked to identify critical aspects of an economic region. This process led to criteria, data, and other information used to create Michigan’s regional prosperity boundaries. Recommendations formulated by this group informed the Governor’s final decision on regional designations. The creation and purpose of these regions was announced in a press release from the Governor’s Office.

Participants reviewed multiple presentations and considered hundreds of economic factors, regional indicators, and assets. The participants were then asked to identify critical aspects of an economic region, which provided the basis for the seven criteria used to identify the regions. Recommendations formulated by this group informed the Governor’s final decision on regional designations, with the creation and purpose of the regions announced in a press release from the Governor’s Office.

Criteria:

As part of our work to implement the WIOA, hundreds of factors were taken into consideration during the deliberation and creation of Michigan’s prosperity regions. Seven categories and their sub-points acted as key considerations during the deliberation and decision process.

- Movement of People and Goods
  - a. Transportation infrastructure needs and services were assessed
    - i. Average daily traffic counts, personal and commercial were assessed

ii. Additional transportation assets reviewed included air service, harbors, intercity passenger rail, commercial rail, intercity bus systems

b. Labor sheds were closely reviewed

i. Job flows (number, percentage, and ratio) in and out by county line

ii. Jobs held (percentage) by county residents

• Centers of Commerce and Regional Assets

a. There are 14 major Centers of Commerce and Culture (Metropolitan Statistical Areas – MSAs), all in the lower half of Michigan’s Lower Peninsula.

i. Detroit, Grand Rapids, Lansing, Ann Arbor, Flint, Kalamazoo, Holland, Saginaw, Muskegon, Niles, Jackson, Monroe, Battle Creek, Bay City

ii. Four extended beyond Michigan’s borders, but include Michigan Communities (South Bend/Elkhart, Toledo, Detroit/Windsor, and Port Huron/Sarnia).

b. There are many small urban clusters that serve as Centers of Commerce in largely rural areas

i. Iron Mountain, Sault Ste. Marie, MI/Sault Ste. Marie, Ontario

c. Characteristics of commerce centers reviewed and included:

i. a core city with traditional city services

ii. a higher job to population ratio than others within its region

iii. a cultural/entertainment center

iv. a major provider of social services

v. have/be creating a public transportation system

vi. highest population of density

vii. major hospitals

viii. major retail anchors

ix. major post-secondary educational institutions

x. creative class employment

xi. highest educational attainment

xii. highest entrepreneurial activity measures

xiii. most service businesses in the region

xiv. largest airport

xv. be served by a major highway

- Functional Size

a. Maximum desirable size for a region (one side to the other) is about two to two and a half hours of driving time

ii. Some regions were divided into sub-regions

iii. (Detour in the Eastern Upper Peninsula to Ironwood in the Western Upper Peninsula is 351 miles and takes approximately six and a half or 13 hours to drive the distance round trip)

b. The number of units of government should not be too large (trying to avoid more than ten to eleven counties) so as to avoid dysfunctional governance or dissolution of a region

i. Region four has chosen to operate as one region and include 13 counties. That is the largest region in the State.

c. County boundaries should not / will not be split (even though travel patterns may indicate otherwise)

- Concentration/Density of People and Business, Attention to Urban and Urban Business Areas

a. 1,000 people per square mile, adjacent to a core selection to census urban area – 500 to 999 people per square mile, population for urban areas of 50,000, for urban clusters of 2, 500, and or areas adjacent to core selection for urban business area of 200 jobs per square mile

b. Local economic development on the map data identifies business / employment concentrations within that border urban areas. This data was used to add those areas to Urban Areas creating “urban business areas.”

i. 186 urban business areas in and outside of Michigan

1. 116 in Michigan (six cross State lines)

2. 70 in surrounding states (within 60 miles)

ii. 51 county dominant urban business areas

c. 83 community (city and township) dominant urban business areas.

- Natural Landscape Distributions and Rural Impact

a. Land Cover Map – or natural resources present in a county or region, etc.

b. Publicly-owned land

i. Town line in 16 counties continues to be an important natural regional boundary

- Regional Identity

a. People and businesses should readily identify themselves as being in the region, because their daily lives and businesses take place there

b. Proxies for this measurement include

i. Regional and local newspaper circulation data in 2004 and 2009

ii. Television markets

- Governor's Vision, Historical Efforts, and Likelihood of Success

a. Governor's vision and current state investment

i. Collaborative Development Council of Statewide Economic Developers

1. Built with this ongoing effort in mind as well as more as a focus on more coordinated economic development efforts

ii. Regional transit efforts

1. Mindful of the impact that any boundaries may have on the I-94 corridor, the New International Trade Crossing and the historic Regional Transit Authority efforts in the Metro Detroit Region

b. Historical Efforts

i. Mindful of previous attempts to create effective regional bodies over the last 80 years

1. History of trying to create effective regions in Michigan by Governors dates back to the 1930's

2. Remained cognizant of where they succeeded and failed and hold no regions – old or new – sacred

c. Propensity for success

i. Political realities and federal limitations

1. In order to succeed in dog years, we need local, state, and regional partners. We have worked diligently to build coalitions and consensus towards a new regional model, with an eye towards future prosperity and change



The regions have two key purposes:

- To create a platform for collaboration and alignment of all state programs and services; and
- To complement the creation of the Governor's Regional Prosperity Grant Initiative, a voluntary and competitive grant program that provides local and regional partners funding to strengthen regional collaboration and planning. As part of the grant application process, local and regional partners were provided opportunities to provide recommendations for additional courses of action related to geographic boundaries for their regions. Workforce Agencies, deemed critical to economic development are a required partner for any grant application. To date, all ten regions have applied, with all Michigan Works! Agencies participating in the effort.

To provide timely and clear information about the regions to our local and regional partners, a team of staff from the Executive Office and several state departments, including the Director of the Workforce Development Agency, travelled throughout the state, visiting each region and meeting with local stakeholders, including Michigan Works! Agencies and their leadership (Chief and Local Elected Officials).

Governor Snyder is confident that these ten regions represent the state's natural economic basins and is heartened by the work that is already being done by our local partners, and that the effort will increase collaboration and strengthen Michigan's competitiveness.

To better serve our employer customers, the State of Michigan has developed a Prosperity Regions Talent Map, a web-based tool designed for workforce, economic development and education/training stakeholders to connect, collaborate, and create. The Talent Map provides information such as regional and labor market information about growth for industries and businesses, initiatives, and upcoming events such as talent fairs within the region.

The Regional Prosperity Initiative will ensure that the State of Michigan is investing in the success of our regions, their local communities, and our economy in ways that are meaningful to the people who are working, playing, and doing business there every day. This will ensure that our finite resources are being used wisely. As a result of collaborative efforts for regional prosperity, the state will also be better equipped to attract and retain talent that is so essential to remaining globally competitive. Finally, strong regions will give the state a new avenue by which to delivery state services that is more efficient and responsive to the needs of the regional economy. As federal dollars become scarcer, this helps to ensure that available resources have the greatest impact possible for both job creators and residents.

Local Area Designations:

Based on the aforementioned data driven process, the transition from local area designation as a Workforce Investment Act local area to a WIOA local area occurs, using two distinct methods:

- Designation of workforce areas that were designated as a local area to a WIOA local area – Initial Two-Year Designation:

The Governor approves the request if, for the two (2) program years preceding the date of enactment of the WIOA, the following criteria were met:

- o Was designated as a local area for purposes of Workforce Investment Act;

- o Performed successfully, meaning the local area met or exceeded all levels of performance and the local area has not failed any individual measure for the last two (2) consecutive program years prior to the enactment of WIOA; and

- o Sustained fiscal integrity, meaning that the secretary has not made a formal determination that either the grant recipient or the administrative entity of the area mis-expended funds due to willful disregard of the requirements of the provision involved, gross negligence, or failure to comply for the two (2) years preceding the determination.

Regardless of whether a local workforce development area meets the criteria for initial two-year designation, it is up to the Chief Elected Official (CEO) to review and determine if a change in local area composition would be beneficial for job seekers, workers, and businesses being served using the criteria established under the WIOA. Initial designation applies for the balance of Program Year 2015 and all of Program Year 2016.

- Designation of workforce development areas that were not designated as local areas under the Workforce Investment Act – Discretionary Designation:

A local area that does not meet the criteria for submitting a request for initial two-year designation must request discretionary designation. The Governor approved requests for discretionary designation from the CEO of a local area that was not designated under the Workforce Investment Act that:

- o Is consistent with labor market areas;

- o Is consistent with regional economic development areas;

- o Has available the Federal and non-Federal resources necessary to effectively administer the WIOA activities;

- o Has appropriate education and training providers; and

- o Is consistent with the geographical boundaries of the Regional Prosperity Initiative.

Statewide Activities funding was designated for incentive funding and awarded to local areas that were designated under the discretionary designation, so long as they were consistent with the following incentive criteria:

- o The new local area included, at minimum, to former local areas that were designated under the Workforce Investment Act;

- o The new local area aligned with the Regional Prosperity Initiative Map;

- o The new local area designation was completed by October 1, 2015, including the execution of a new inter local agreement (PA 7 or PA 8), creation of the new Local Elected Official board, designation of a fiscal agent, appointment of the new Workforce Development Board, and identification of staff to assist the local board. The designated fiscal agent and identified board staff could be the same as those who served in the same or similar capacity under the Workforce Investment Act or they could be newly identified.

To allow time for local areas that did not qualify for initial designation or local areas that qualified for initial designation but are consolidating under discretionary designation to align with the Regional Prosperity Initiative, are allowed to operate on a transitional basis for Program Year 2015. For areas that are seeking discretionary designation where transition was not completed by October 1, 2015, where a transition period is necessary, the Workforce Development Agency identified the fiscal agent. The transitional fiscal agent has all of the rights and responsibilities for the financial management administration of awards made to the local area.

### C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

Appeals Process:

If a local area was denied initial two-year or subsequent designation, the Chief Elected Official (CEO) may submit an appeal to the State consistent with the current Workforce Development Agency Grievance and Complaint Policy.

After the initial two-year designation period, the State will approve requests for subsequent designation from the CEO and the local Workforce Development Board if the following criteria are met during the two (2) years of initial designation:

- o The local area performed successfully;
- o The local area sustained fiscal integrity; and
- o In the case of a local area in a planning region, the local area met the planning requirements described in the WIOA Section 106(c)(1) and operated in a manner consistent with the Regional Prosperity Initiative and the Talent District Charter.

Subsequent designation does not apply to areas that received discretionary designation.

The Workforce Development Agency Grievance and Complaint Policy establishes a process for grievances filed by participants, sub-grantees, subcontractors, service providers, employees, One-Stop partners, providers of training services, and other interested parties. The policy also establishes a process for appeals filed by local grant recipients regarding non-designation of a local area, monitoring findings, single audit resolution findings / issues, and other matters.

Appeals to the Workforce Development Agency are to be filed no later than 30 days from receipt of the WDA's decision to not approve initial or subsequent designations. All appeals were to be submitted by certified mail to the Workforce Development Agency, with return receipt requested.

The Workforce Development Agency may take any of the following actions:

1. Reject the Appeal: An appeal may be rejected and a final determination issued for any of the following reasons:
  - a. It lacks merit.
  - b. The appeal does not state a grievable issue.

c. There is no relief that can be granted.

d. The petitioner fails to comply with the applicable procedures (e.g., the 30 day filing requirement).

2. Hearing: An opportunity for a hearing must be provided unless the appeal is rejected by the Workforce Development Agency, if the parties agree to waive a hearing, or if the appellant withdraws the appeal. If a hearing is to be held, it is to be conducted within 30 days of the receipt of the appeal.

a. Hearing Notice: The parties will be provided a written notice of the date, time, and place of the scheduled hearing and of the opportunity to present evidence, including witnesses. The notice of hearing shall indicate the issues to be decided. Notice is to be given not less than ten days prior to the scheduled hearing date.

b. Hearing Process: At a minimum, the hearing process shall include:

i. A hearing officer.

ii. An opportunity for each party to present witnesses (subpoenas are not authorized under this policy) and evidence.

iii. An opportunity for each party to ask questions of all witnesses providing testimony at the hearing.

iv. A record of the hearing and a list of all evidentiary exhibits presented at the hearing. At the discretion of the hearing officer, there may be an opportunity to exchange evidentiary information prior to the hearing.

Decision: A written decision is issued not later than 60 days after the filing of the appeal. The decision of the Workforce Development Agency is final. The local grant recipient may appeal non-compliant grievance procedures of the Workforce Development Agency to the

Secretary of the U.S. Department of Labor within 60 days of the receipt of the WDA decision by certified mail, with a return receipt requested. A copy of the appeal must be simultaneously provided to U.S. Department of Labor's Regional Administrator and the Workforce Development Agency.

#### **D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.**

Development and implementation of local level Memorandums of Understanding assists local partners with effective coordination and collaboration of programs, services, and governance structures. In collaboration with the One-Stop Operator, each local partner is a partner to the local memorandum of understanding and shares responsibility in its development, incorporating all required information as outlined in the WIOA at Section 121(c)(2).

In development of the section of the memorandum of understanding on One-Stop infrastructure funding, the local board and Chief Elected Official are responsible for the following:

1. Ensure that the One-Stop partners adhere to all One-Stop infrastructure funding guidance.

2. Work with One–Stop partners to achieve consensus and informally mediate any possible conflicts or disagreements among One–Stop partners.

3. Provide technical assistance to new One–Stop partners and local grant recipients to ensure that those entities are informed and knowledgeable of the elements contained in the memorandum of understanding and the One–Stop infrastructure costs arrangement.

In the local One–Stop infrastructure funding mechanism, One–Stop partner programs can determine what funds they will use to fund infrastructure costs. The use of these funds must be in accordance with all applicable requirements, with the relevant partner's authorizing statutes and regulations, including, for example, prohibitions against supplanting non– federal resources, statutory limitations on administrative costs, and all other applicable legal requirements. There are no specific caps on the amount or percent of overall funding a One–Stop partner may contribute to fund infrastructure costs under the local One–Stop funding mechanism, except that contributions for administrative costs may not exceed the amount available for administrative costs under the authorizing statute of the partner program. However, amounts contributed for infrastructure costs must be allowable and based on proportionate use by or benefit to the partner program, taking into account the total cost of the One–Stop infrastructure as well as alternate financing options, and must be consistent with all applicable cost principles.

In addition to infrastructure cost, the Memorandums of Understanding must also include other shared operational costs relating to the operation of the One–Stop, which must include applicable career services as outlined in Section 678.760 of the Proposed Rules. These shared costs must be allocated according to the proportion of benefit received by each of the partners consistent with applicable federal law and cost principles.

Additionally, One–Stop partners may jointly fund shared services to the extent consistent with their programs' Federal authorizing statutes and other applicable legal requirements. The costs must be reasonable, necessary and allocable. Shared services' costs may include the costs of shared services that are authorized for and may be commonly provided through the one–stop partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other one–stop partners, and business services. Shared operating costs may also include shared costs of the local board's functions. Any shared costs agreed upon by the One–Stop partners must be included in the memorandum of understanding.

The Memorandums of Understanding must specify how the shared costs associated with the One–Stop delivery system are to be apportioned amongst the various partners. Some costs may be 'pooled' and apportioned by means of a formula consistent with 'Generally–Accepted Accounting Principles,' while others may be charged to the partners based upon an agreed–upon formula that reflects each respective program's fair share. Cost–sharing may be applied to services that are of common benefit to all partners, such as customer intake and referral, as well as to the expenses of the local board's functions. Cost allocation plans determined by either method must take into consideration the rules, regulations, and prohibitions of partner funding sources so as to produce no conflict between the program's contribution to the One–Stop delivery system and the partner's programmatic requirements, as specified in the WIOA, Section 678.760, paragraphs (a), (b), and (c).

The memorandum of understanding may include an interim infrastructure funding agreement, including as much detail as the local board has negotiated with One–Stop partners, if all other parts of the memorandum of understanding have been negotiated, in order to allow the partner programs

to operate in the One–Stop centers. The interim infrastructure agreement must be finalized within six months of when the memorandum of understanding is signed. If the interim infrastructure agreement is not finalized within six months, the local board must notify the Governor regarding the delay in finalizing the plan. Once the final infrastructure costs plan is approved, the local board and One–Stop partners must amend the memorandum of understanding to include the final plan for funding infrastructure costs.

If, after July 1, 2016, and each subsequent July 1, the local board, Chief Elected Officials, and One–Stop partners do not reach consensus on methods of sufficiently funding local infrastructure through the local infrastructure cost funding mechanism, and include that consensus agreement in the signed memorandum of understanding, then the local board must notify the Governor and the Governor must administer funding through the State’s One–Stop funding mechanism.

- 1.) Referral Strategies: The methods of referral of individuals between the One–Stop Operator and the One–Stop partners for appropriate services and activities.
- 2.) Inclusion Strategies: The methods employed to ensure the needs of workers and youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in the provision of necessary and appropriate access to services, including access to technology and materials, made available through the One–Stop delivery system.
- 3.) Other Provisions: Any other provisions determined to be appropriate for inclusion by the parties signing the memorandum of understanding
- 4.) Duration: The duration of the memorandum of understanding and the procedures for amending the memorandum of understanding, and assurances that the memorandum of understanding will be reviewed at least once every three years, in accordance with Section 121(c)(2) of the WIOA, to ensure appropriate funding availability and delivery of services.

The Memorandums of Understanding must be re–executed whenever a local board is reorganized, consolidated, divided, or in any other situation in which the local board for the local service delivery area ceases to be the same local board as the one who originally executed the Memorandums of Understanding currently in place.

Local areas may incorporate required memorandum of understanding language into their service provider contracts in lieu of executing a formal memorandum of understanding. All memorandum of understanding content requirements as outlined above must be embedded within the contracts in such cases in order to meet the requirements of this policy issuance and signed by all three required individuals (Chief Elected Official, Workforce Development Board chair and partner).

In cases where the Workforce Development Agency has granted a Michigan Works! Agency a waiver allowing for direct delivery of services for a specific program(s), a memorandum of understanding is not required for that program. This exemption will cease to apply upon expiration of the waiver.

#### Memorandum of Understanding Impasse

The local board must report to the State Board, Governor and relevant state agencies when memorandum of understanding negotiations with One–Stop partners have reached an impasse. The local board and partners must document the negotiations and efforts that have taken place in the

memorandum of understanding. The Governor may consult with relevant partners, including appropriate federal agencies, to address impasse situations related to issues other than infrastructure funding after attempting to address the impasse. Impasses related to infrastructure cost funding must be resolved using the State One–Stop infrastructure funding mechanism described in Section 678.730 of the Proposed Rules. If the state cannot assist the local board in resolving the impasse, the Governor must report the failure to the Secretary of Labor and to the head of any other federal agency with responsibility for oversight of a partner’s program.

In the State One–Stop infrastructure funding mechanism, the Governor, after consultation with the chief elected officials, local boards, and the State Board, determines one–stop partner contributions, based upon a methodology where infrastructure costs are charged to each partner in proportion to relative benefits received and consistent with the partner program’s authorizing laws and regulations, including the federal cost principles, and other applicable legal requirements.

The State Board will develop an allocation formula to allocate funds to local areas to support the infrastructure costs for local One–Stop centers for all local areas that did not use the local funding mechanism. The allocation formula must take into account the number of one–stop centers in a local area, the population served by such centers, the services provided by such centers, and other factors relating to the performance of such centers that the State Board determines are appropriate and that are consistent with federal cost principles.

## 2. STATEWIDE ACTIVITIES

### A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES.

Statewide activities funds are being used and prioritized to carry out the following required activities:

- Operating a fiscal management and accountability system. The State of Michigan has established, in accordance with the WIOA section 116(i), fiscal control and fund accounting procedures that are necessary to ensure the proper disbursement of, and accounting for, funds paid to the state through allotments made for adult, dislocated worker, and youth programs to carry out workforce investment activities under chapters 2 and 3 of subtitle B.

The Workforce Development Agency administers numerous federally funded programs providing training, employment, and reemployment services. In 2011, the state’s workforce development functions and programs were consolidated with the Michigan Strategic Fund. The Michigan Strategic Fund Finance and Administrative Services functions as the cognizant/oversight agency and is responsible for budget, procurement, office service, and accounting support. In its effort to provide efficient and effective services to its customers, the Workforce Development Agency focuses heavily on performance management.

- Dissemination of the State’s list of Eligible Training Providers. The Workforce Development Agency, in coordination with the Michigan Department of Technology, Management and Budget, has rebuilt and renamed the Career Education Consumer Report. The new name, Michigan Training Connect, is embedded in Pure Michigan Talent Connect. Michigan Training Connect has a new look and updated features, greater functionality and accessibility via mobile applications, and linkages to features available through Pure Michigan Talent Connect. The robust system will provide up–to–date

information about in-demand occupations, training programs that the skill needs of employers, and information about available jobs and occupations.

- Technical and Regional Assistance to local areas. The state will continue to publish and disseminate performance outcomes on a quarterly basis for all local areas. These reports allow the state and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. Furthermore, performance data is available at the contractor level. The WIOA program staff will monitor performance, identify issues, and provide technical assistance, as needed.

The Workforce Development Agency is moving forward in a coordinated effort to improve the quality and consistency of its monitoring and oversight activities, while relying on and providing opportunities for Workforce Development Agency Coordinators to bring their professional judgments and experience to the process. The Workforce Development Agency staff will continue to conduct programmatic reviews to ensure effective grant monitoring and oversight utilizing a comprehensive set of monitoring and oversight activities, including on-site monitoring, quarterly desk reviews, and ongoing technical assistance and training.

Use of the Workforce Development Agency Monitoring Guides by Workforce Development Agency Coordinators is required, although Workforce Development Agency staff is encouraged to modify and enhance guides as needed to meet the specific needs of each review. In addition, Workforce Development Agency Monitoring Guides are living documents that will be updated regularly to reflect changes in law, regulation, and/or policy, as well as to include any improvements which will make the guides easier and more effective to use. The Workforce Development Agency Coordinators are encouraged to discuss and provide feedback and suggestions for such improvements to their unit managers.

- High Concentrations of Youth. In accordance with the WIOA Section 129(b)(1)(F), the Workforce Development Agency has allocated the WIOA Statewide Activities funding to provide additional assistance to local areas that have a high concentration of the WIOA eligible youth. The local areas selected to receive funding were chosen based upon evaluation of 2010 census data regarding the percentage of eligible youth as compared to the total population of youth in each local service delivery area. A statewide average was then determined and any local area that exceeded the statewide average for eligible youth was selected to receive funding.

The funds were awarded in order to carry out the following activities:

- o Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, including a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants.

- o Develop service strategies for each participant that are directly linked to one or more of the indicators of performance described in the WIOA Section 116(b)(2)(A)(ii), and that identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant, taking into account the assessment.

- o Provide: 1. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; 2. Preparation for postsecondary educational training opportunities; 3. Strong linkages between academic instruction and occupational education



that lead to the attainment of recognized postsecondary credentials; 4. Preparation for unsubsidized employment opportunities as appropriate; and 5. Effective connections to employers in in-demand industry sectors and occupations of the local and regional labor markets.

- o Local programs are required to include each of the fourteen program elements as options available to all youth participants.

- Evaluations. The State of Michigan will continue to conduct evaluations in order to establish and promote methods for continuously improving such activities to achieve high-level performance within, and high-level outcomes from, the statewide workforce investment system. Evaluations include analysis of customer feedback, outcome and process measures for the workforce investment system, as required.

Evaluation is a critical component of program services. Michigan will continue to evaluate the effectiveness of local programs by conducting comprehensive programmatic reviews for the entire Michigan Works! System. Programmatic reviews ensure that the Michigan Works! System achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. The WIOA programmatic reviews will provide guidance and direction to local programs in order to assist in providing quality workforce development services to our customers and provide a framework for continuous improvement efforts under the WIOA. Program reviews also offer the opportunity for disseminating information about effective program practices to the entire Michigan Works! System.

Michigan is investing time and resources to analyze existing workforce data through utilization of a dashboard system. The Michigan Talent Dashboard includes information on our employment, environmental, and other key initiatives related to our workforce investment system. The Michigan Works! System Dashboard provides information on key performance measures in aggregate form and then, further broken out by each of our local service delivery areas.

In addition to funding the above referenced WIOA mandated activities, statewide activities funds are being used for those activities deemed most essential to the basic functions of the workforce investment system, including oversight of the local workforce investment boards and the WIOA programs. Statewide funds are being used to carry out the following allowable activities:

- State Level Administration. Includes the following functions:

- o Staff costs for program oversight and monitoring.

- o One-Stop Management Information System and related staff costs: The state uses a single integrated data collection system, known as the One-Stop Management System. This ensures that all local providers collect, report, and maintain the same data elements. The current One-Stop programs represented in the One-Stop Management Information System are:

1. The Wagner-Peyser funded services
2. The Welfare Reform Programs
3. The WIOA Programs,
- and 4. The Trade Adjustment Assistance

- o Department of Information Technology costs associated with maintenance and system upgrades to the One-Stop Management Information System, the Management of Awards to Recipients System, the Michigan Adult Education and Reporting System, and Michigan Training Connect (Michigan's Eligible Training Provider List) system upgrades.

- Michigan Works! Service Center Operations. The Workforce Development Agency has allocated the WIOA Statewide Activities funding to provide funds to be used in support of Michigan Works! Service Center Operations. The allocation for each Michigan Works! Agency is based on a formula derived from the relative size of the local area's labor force; however, the number of customers served by the service center(s) and the number of service centers in the local area, both full service centers and satellite centers, were taken into account in determination of the final awards.

Service center operation funds may be used in support of all activities to improve customer service, inform and educate the public about service centers and upgrade facilities. The use of service center funding to purchase or maintain participant reporting systems or job matching systems that duplicate those provided by the state is prohibited.

- Memorandum of Understanding with Office of Labor Market Information and Strategic Initiatives. The Workforce Development Agency has entered into a memorandum of understanding with the Michigan Department of Technology, Management, and Budget's Office of Labor Market Information and Strategic Initiatives. The memorandum of understanding provides for the collection, development, and analysis of economic, demographic, and labor market information in support of initiatives designed to strengthen Michigan's workforce and talent systems and address the immediate and long-term talent needs of employers. The information is intended to provide customized information in order to provide an adequate basis for effective decision-making, program management, and review of workforce / talent development efforts in the state.

- Special Projects Funding. Funds have been set aside for yet-to-be-determined special projects generated by the Workforce Development Agency. Special projects could include, but are not limited to, workforce and economic information and data needs, support for statewide planning activities around the WIOA, support for regional and local activities, surveys, evaluations, and additional enhancements to the Michigan Training Connect (Michigan's eligible training provider list). Funds may also be utilized to provide additional support for service center operations, commensurate with the level of any remaining set aside funds.

- Capacity Building and Professional Development Funds to Michigan Works! Agencies. To most efficiently and effectively utilize these funds to benefit the entire Michigan Works! System, funds are allocated using a regional approach.

Activities supported by these funds assist in addressing the goals of local strategic plans and the needs of local employers for a skilled workforce. The funding is awarded regionally, but benefits the entire workforce system.

Funds may be utilized for, but not limited to, supporting state and local partnerships, enhancing system capacity to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, developing and improving local program performance and goals, and assisting ongoing system development and proficiency, including professional development and technical assistance. In addition, a dedicated portion of the funding must be used to support Lean training.

**B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE**

## ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

### Rapid Response Funds:

The Workforce Development Agency is responsible for providing Rapid Response services and serves as the recipient of plant closings / mass layoff notices required under the Worker Adjustment and Retraining Notification (WARN) Act.

Rapid Response is a key component to Michigan's strategy to create a unified local approach to working with employers and providing a comprehensive array of services to employers. As a business service, Rapid Response promotes a full range of services available to help companies in all stages of the economic cycle. Michigan promotes Rapid Response as a positive, proactive, business-friendly service, rather than just a reactive service. Early intervention facilitates a relatively quick and unencumbered transition to employment or training, following either a permanent closure or mass layoff, or a natural (or other) disaster resulting in mass job dislocation.

Rapid Response activities are carried out by the WIOA Title I Section, located within the Workforce Development Agency. A WIOA state coordinator is assigned to a geographic territory with the responsibility for the coordination of rapid response activities between the state and the local areas. The Rapid Response Team process involves a unique mix of state agencies and local service providers, together with the private sector and organized labor. The goal of all concerned parties is to provide support as well as technical assistance that will enable dislocated workers to make a successful transition to reemployment. The WIOA state coordinators participate in cross training on programs and services most relevant to each local area or region. State coordinators provide information and assistance on available federal, state, and private grants and funding resources to assist employer with their workforce needs. With the input and support of all parties involved, our process ensures that Michigan continues to administer one of the best dislocated worker programs in the country. A managed Rapid Response process addresses plant closings and mass layoffs, including worker re-training, job placement, and related needs. Local and state roles are clearly defined. Generally, plant closings and mass layoff events involving less than 50 workers are referred to the local Michigan Works! Agencies for assistance. Coordinators gather information, give company representative(s) an overview of Dislocated Worker program services, and provide contact information for the nearest Michigan Works! Agency. The Michigan Works! Agency coordinates worker orientation meetings to provide affected workers with information about unemployment and reemployment services.

The state has a comprehensive procedure to serve customers using the WIOA Rapid Response, the WIOA Dislocated Worker, and Trade Adjustment Assistance Programs. The Rapid Response team begins the process by interacting with companies that have, or plan to, lay off workers. Information regarding WIOA Dislocated Worker and Trade Adjustment Assistance are provided to the company, and if applicable, union officials at this early stage. Worker meetings are planned at this point to discuss the available workforce programs in more detail.

Demand-driven strategies target industries based on an area's perceived comparative advantages and create relationships with key stakeholders in those industries. Ideally, demand-driven strategies help industries by improving operations, as well as enhancing industry development. Currently, many demand-driven programs identify shortages of skilled workers as a major impediment to growth.

To ensure high quality and maximum effectiveness, successful Rapid Response strategies must include at least the following:

- Convening, facilitating, and brokering connections, networks and partners;
- Strategic planning, data gathering and analysis designed to prepare for, anticipate, and manage economic transition;
- Informational and direct reemployment services for workers; and
- Solutions for businesses in transition, growth, and decline.

The planning and information gathering necessary for effective Rapid Response also establishes an awareness of and familiarity with the talent needs of a region, and allows the workforce system the ability to strategically meet the needs of both hiring employers and those facing layoffs. Providing an environment to engage industry leadership on a broad range of workforce issues facilitates the identification of necessary resources. Convening employers, and when appropriate, partners and other resources, allows comprehensive dialogue between employers and training institutions, resulting in collaborative problem-solving; creating unique approaches to career pathways; addressing curriculum strategies and ultimately enhancing competitiveness and reducing the potential for future layoffs.

The aforementioned strategies are all part of a demand-driven system and a key component of a comprehensive layoff aversion strategy.

**C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.**

In Michigan, all Federal Emergency Management Agency services are coordinated through the Michigan State Police, Emergency Management and Homeland Security Division, Federal Emergency Management Agency, the U.S. Small Business Administration and local officials. In the event of a natural disaster, the Workforce Development Agency will work with a local area to determine if applying for a National Dislocated Worker Grant is the appropriate action to secure additional funding to service affected workers.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

The state has a comprehensive procedure to serve customers using the WIOA Rapid Response, the WIOA Dislocated Worker, and Trade Adjustment Assistance programs. A Rapid Response team begins the process by interacting with companies that have, or plan to, lay off workers. As soon as company closure or layoff information is known, this information is disseminated to Trade Adjustment Assistance state staff. Coordination begins at an early stage for consideration of a Trade Adjustment Assistance petition. Information regarding the WIOA Dislocated Worker and Trade Adjustment Assistance are provided to the company, and if applicable, union officials at this early stage. During this process, the Trade Adjustment Assistance program is introduced and a Trade Adjustment Assistance petition is given to the company (and union if applicable) officials. Contact information for the state Trade Adjustment Assistance petition expert is provided as well. The state can provide assistance in filing the petition, or file the petition on the behalf of workers.

Worker meetings are planned at this point to discuss the workforce program available in more detail, including the Dislocated Worker program. The Trade Adjustment Assistance worker benefit orientation meetings occur when, and if, certification occurs. The Trade Adjustment Assistance worker benefit orientation meetings expand upon the Rapid Response worker meeting and provide detailed information on all Trade Adjustment Assistance benefits and services. The integration of the State's Rapid Response and Trade Adjustment Assistance programs ensures workers will receive prompt and accurate information to make informed career and employment decisions.

The Michigan Works! Agencies are encouraged to co-enroll Trade Adjustment Assistance customers into the WIOA Dislocated Worker programs as applicable. The Trade Adjustment Assistance State Manual states "In accordance with federal regulations, each Michigan Works! Agency shall provide a full range of reemployment services, including mandated services, to eligible workers. These services include case management, training, job search/relocation allowances and other dislocated worker programs administered by the Michigan Works! Agency to maximize program efficiency and prevent duplication of services."

Trade Adjustment Assistance funds are used as the first funding source for training, but co-enrolled participants can receive the WIOA services unavailable in the Trade Adjustment Assistance program. Co-enrollment is strongly encouraged, and is consistently discussed at Michigan Works! Agency training seminars and Trade Adjustment Assistance program reviews.

State Trade Adjustment Assistance staff will coordinate with the WIOA employer-based training initiatives that support the demand-driven model and coordination of Trade Adjustment Assistance and the WIOA Dislocated Worker programs.

In addition, the state is committed to understanding the reasons why Trade Adjustment Assistance–certified workers use or do not use their Trade Adjustment Assistance benefits. After an extensive outreach and reengagement effort was completed, the state will continue efforts to engage previously certified workers.

## B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

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1. IF THE STATE IS UTILIZING WORK-BASED TRAINING MODELS (E.G. ON-THE-JOB TRAINING, INCUMBENT WORKER TRAINING, TRANSITIONAL JOBS, AND CUSTOMIZED TRAINING) AS PART OF ITS TRAINING STRATEGY AND THESE STRATEGIES ARE NOT ALREADY DISCUSSED IN OTHER SECTIONS OF THE PLAN, DESCRIBE THE STATE'S STRATEGIES FOR HOW THESE MODELS ENSURE HIGH QUALITY TRAINING FOR BOTH THE PARTICIPANT AND THE EMPLOYER.

### Work-Based Training Models

Work-based training is employer-driven, with the goal of unsubsidized employment after participation. Generally, work-based training involves a commitment by an employer or employers to fully employ successful participants after they've completed a training program. Customized training, on-the-job training, incumbent worker training, transitional jobs, and registered apprenticeships are all identified as work-based training services. Each of these work-based training models can be effectively used to target different job seeker and employer needs.

Michigan Works! Agencies are required to have a local policy in place that includes a strategy for providing work-based training services. The work-based training policies for each of the work-based training services may be under separate cover or may be included in the Michigan Works! Agency's WIOA comprehensive plan. Local training policies and contracts will be reviewed during the WIOA programmatic reviews.

### Customized Training

Customized training is designed to provide local areas with the flexibility to ensure that training meets the unique needs of job seekers and employers or groups of employers. Customized training is to be used to meet the special requirements of an employer or group of employers and conducted with a commitment by the employer to employ all individuals upon successful completion of training.

Employers pay a significant portion of the training costs, as determined by the local board, taking into account the size of the employer and other factors that may include the number of employees participating in training; the wage and benefit levels of the employees (at present and anticipated upon completion of the training); the relation of the training to the competitiveness of the participant; and other employer-provided training and advancement opportunities.

For employed workers to qualify for customized training, the employee must not be earning a self-sufficient wage as determined by local board policy, and the aforementioned requirements must be met. The training must incorporate new technologies, processes, or procedures, skills upgrades, workplace literacy, or other appropriate purposes as identified by the local board.

### On-the-Job Training

On-the-job training is primarily designed to provide a participant with the knowledge and skills necessary for the full performance of the job. On-the-job training is a critical tool that can help job seekers enter into successful employment. The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- Provides knowledge or skills essential to the full and adequate performance of the job;
- Provides reimbursement to the employer of up to a percentage of the wage rate of the participant for the extraordinary costs of providing the training and additional supervision related to the training; and
- Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Participant Eligibility Prior to approving an on-the-job training, the local area must assess the potential participant to ensure suitability for the training. The assessment, at a minimum, shall include the relevant occupation's specific skill requirements, the participant's academic and occupational skill level, prior work experience and the Individual Employment Plan or Individual Service Strategy. The Individualized Education Program must reference the lack of skills and the need for an on-the-job training. The results of the assessment will be used, in part, to determine the appropriateness of and suitability for the on-the-job training, along with determining the duration of the training.

#### Employer Eligibility

On-the-job training is provided under an agreement with an employer in the public, private non-profit or private sector. Prior to entering into an on-the-job training agreement with an employer, the local Michigan Works! Agency shall conduct a pre-screening to ensure that the employer meets the minimum standards and can provide both training and long-term employment to an on-the-job training participant.

A local Michigan Works! Agency may not enter into an on-the-job training contract with an employer who has previously exhibited a pattern of failing to provide on-the-job training participants with continued long-term employment. Training positions covered by an on-the-job training contract must not have been created by the displacement of employed workers in the same or similar position.

A local Michigan Works! Agency may not enter into an on-the-job training contract with employers who have relocated their business or part of their business from any location in the United States, in the past 120 days, that has resulted in any employee losing his or her job at the original location.

Employers must offer wages, benefits, and working conditions that are equal to those provided to regular employees who have worked for a similar length of time and are doing the same type of work. The employer must comply with all applicable federal, state, and local laws and regulations providing safe and clean working conditions.

If a union is present at the worksite, a union concurrence is required as part of the contract.

Local areas should target priority industries identified by local Workforce Development Boards consistent with a demand-driven workforce system. Occupations targeted for on-the-job training should be defined in the local on-the-job training policy and should align and support the Michigan Industry Cluster Approach. Targeted outreach should then occur within those industries.

#### On-the-Job Training and Staffing Agencies



Many job openings are filled by “host employers” using staffing or personnel agencies. Staffing agencies are usually the employer of record. They provide pay and benefits and are responsible for payroll taxes and workers’ compensation. The host employer is usually responsible for providing the work and work space. Training can be the responsibility of the host employer, the staffing agency, or both.

When formula WIOA funds are used for an employment situation involving a staffing agency, several factors must be considered prior to approving on-the-job training funding:

- Turnover pattern
- Pay and benefits • Documentation
- The Reimbursement check

#### On-the-Job Training and Employed Workers

An on-the-job training contract may be written for eligible employed workers when the following circumstances are met:

- The employee is not earning a self-sufficient wage, as determined by local board policy;
- Requirements in Section 683.700 of the WIOA proposed rules are met; and
- On-the-job training relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to a new job that requires additional skills, workplace literacy, or other appropriate purposes as identified by the local board.

#### Employer Reimbursement

Payments to employers are deemed to be compensation for the extraordinary costs associated with training participants and potentially lower productivity of the participation while in the on-the-job training. Employers are not required to document such extraordinary costs. However, they are understood to include costs resulting from:

- More intensive supervision;
- Above average material waste;
- Abnormal wear on tools;
- Down time; and
- Lower rates of production.

The reimbursement is not a wage subsidy. Expectations are that the participant will continue working even after the payments to the employer end and that the participant will continue to receive compensation and benefits commensurate with the job performance.

Reimbursements are limited to 50 percent of the wage rate of an on-the-job training participant. Under certain conditions, the on-the-job training reimbursement rate may be raised to 75 percent of the wage rate when taking into account the following factors:

- The characteristics of the participants taking into consideration whether they are “individuals with barriers to employment” as defined in the WIOA Section 3(24);
- The size of the employer, with an emphasis on small businesses;
- The quality of employer-provided training advancement opportunities, for example if the on-the-job training contract is for an in-demand occupation and will lead to an industry-recognized credential; and
- Other factors the local board may determine to be appropriate, which may include the number of employees participating, the wage and benefit levels of the employees (both present and after on-the-job training completion), and relation of the training to the competitiveness of the participant.

Local boards must document the factors used when deciding to increase the wage reimbursement levels above 50 percent up to 75 percent.

Local areas may decide that the reimbursement, or a portion of the reimbursement, will be withheld and dispensed upon retention. Local policy should clearly state the requirements for reimbursement and any exceptions to such (i.e., if the trainee quits or is fired for just cause). On-the-job training reimbursements cannot exceed the amount obligated in the training plan, or any subsequent modifications.

#### Incumbent Worker Training Programs

Incumbent worker training is designed to ensure that employees of a company are able to gain the skills necessary to retain employment or avert a layoff, and must increase both the participant's and a company's competitiveness. An ideal incumbent worker training is one where a participant acquires new skills allowing the participant to move into a higher skilled and higher paid job within the company, thus allowing the company to hire a jobseeker to backfill the incumbent worker's position. Incumbent worker training is designed to meet the special requirements of an employer (including a group of employers in partnership with other entities) to retain a skilled workforce, or to avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

To qualify as an incumbent worker, the incumbent worker needs to be employed, meet the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for six months or more. An Incumbent Worker does not necessarily have to meet eligibility requirements for career and training services for adults and dislocated workers under the WIOA.

The employer, or group of employers, must pay for a portion of the cost of providing the training to incumbent workers. The portion of the training cost is the non-federal share of the cost of providing the training.

Michigan Works! Agencies utilizing incumbent worker training are required to have a local Incumbent Worker Training (IWT) policy in place. The policy may be under separate cover or may be included in the Michigan Works! Agency's WIOA Comprehensive Plan.

The local policy must include a description of local and/or regional layoff aversion strategy being utilized including:

- Strategies and services employed by the local area. Examples may include:
  - o Establishing an early warning network,
  - o Economic trend monitoring,
  - o Asset mapping,
  - o Prefeasibility studies, and
  - o Succession planning.
- How the local Workforce Development Board will employ Incumbent Worker Training as part of its demand-driven strategy.
- How the local Workforce Development Board will ensure that Incumbent Worker Training directly provides skill attainment activities for the participating workers.
- Identification of any locally defined "at risk" indicators.

The local Workforce Development Board must use the following criteria when deciding on utilizing funds for incumbent worker training with the employer:

- The characteristics of the participants in the program;
- The relationship of the training to the competitiveness of a participant and the employer; and
- Other factors the local board determines appropriate, including the number of employees trained, wages and benefits including post training increases, and the existence of other training opportunities provided by the employer.

Employers are required to contribute their share of the training costs, using the following sliding scale:

- No less than 10 percent of the cost for employers with 50 or fewer employees,
- No less than 25 percent of the cost for employers with 51 to 100 employees, and
- No less than 50 percent of the cost for employers with more than 100 employees.

Calculation of the non–federal share of the training cost may include the wages paid by the employer to a worker while the worker is attending a training program. The employer share may be cash or in–kind, fairly evaluated.

Local policies and contracts for incumbent worker training will be reviewed during the WIOA Programmatic Reviews.

### Transitional Jobs

Transitional jobs are a way for adults and dislocated workers with barriers to employment, who are experiencing chronic unemployment or have an inconsistent work history, to develop a work history and basic skills essential to keeping a job. Transitional jobs are time–limited, subsidized employment in the public, private, or non–profit sectors. Comprehensive career and supportive services must be made available to transitional jobs participants. Transitional jobs can be effective solutions for individuals to gain the necessary work experience that they would otherwise not be able to get through training or an on–the–job training. The goal is to establish a work history for the individual, demonstrate work success, and develop skills that lead to entry into unsubsidized employment. The difference between a transitional job and an on–the–job training contract is that in a transitional job there is no expectation that the individual will continue his or her hire with the employer after the work experience is complete. Local areas may use up to 10 percent of their combined total adult and dislocated worker allotments for transitional jobs.

## 2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

### State Strategy

In 2014, the WDA launched MI-AIM (Apprenticeship, Internship and Mentoring): The Path to Work-based Learning Career Opportunities in Michigan. MI-AIM provides a comprehensive outreach and communications strategy, resources and technical assistance with the “aim” of creating more Registered Apprenticeships while promoting other types of work-based learning. MI-AIM is a statewide collaborative launched in partnership with more than 70 stakeholders from the workforce system, community colleges, universities, secondary education, business associations, unions, and others.

Some of the early outcomes of this initiative include having leveraged the MI-AIM partner network to produce a Funding and Resources Guide which identifies a number of federal, state and private funding sources which can be leveraged to support apprenticeships, and providing input to the Governor’s Skilled Trades campaign, which is designed to promote in-demand opportunities in the skilled trades. In addition to the special web pages on [mitalent.org](http://mitalent.org) that feature facts to clear up some misperceptions regarding skilled trades, educational resources, and videos by Mike Rowe and Tom Daldin have been designed to show K-12 students the benefits of selecting the skilled trades as a career option, including both traditional and emerging industries and occupations all of which are apprenticeable.

Finally, during the American Apprenticeship grant solicitation the MI-AIM partner network was engaged to advise and inform the WDA on a state-level proposal which culminated in the development of its Michigan Apprenticeship Success Network concept. MASN proposes establishing “Apprenticeship Success Coordinators” (ASCs) within each of the ten Prosperity Regions. These ASCs will be able to serve as local resources, acting as an extension of USDOL Office of

Apprenticeship field staff to help promote Registered Apprenticeship. Although the WDA's proposal was not funded, the work produced through this collaboration has served as a blueprint for creating a foundation that can leverage existing infrastructure and partners to establish a statewide apprenticeship network.

MASN will be built upon a foundation of substantial investment and numerous progressive initiatives which have created a positive climate for Registered Apprenticeships. The initiatives have helped to elevate apprenticeship as a proven and cost effective training model, which is in turn helping the state achieve its goals related to job creation, and increasing opportunities for individuals to access in-demand education and training opportunities.

No doubt, two key partners who play a critical role in helping expand apprenticeship are the U.S. DOL Office of Apprenticeship and the Michigan Works! Agencies that make up Michigan's workforce system. One approach that WDA has had success with is aligning state-level initiatives and funding with these key partners to increase the uptake of new Registered Apprenticeship. For example, the Skilled Trades Training Fund provides funding for businesses toward the first year of training and for the establishment of US Department of Labor registered apprenticeships. The STTF application process requires that an employer work through their local MWA and that any STTF-funded apprenticeships be registered with the U.S. DOL. This has helped to introduce many new employers to the Michigan Works! system while ensuring that the MWA can evaluate whether there are opportunities to leverage other workforce programs/funding to support the apprenticeship. STTF funded over 180 new apprenticeships in fiscal year 2015. For fiscal year 2016 the STTF has already funded 338 new apprenticeships and the plan is to double the amount of STTF set-aside for supporting U.S. DOL Registered Apprenticeship to \$2M in FY17.

The WDA is in the process of rolling out a similar approach with its Michigan Advanced Technician Training (MAT2) program, an educational model that allows companies to "grow their own" employees and ensure a future pipeline of qualified talent. It is a working partnership between the WDA, industry leaders, and colleges to directly involve employers in creating highly skilled, capable and readily employable graduates. Across the 4 occupational areas for which MAT2 has programs (mechatronics, technical product design, information technology and computer numeric controls) there are currently more than 130 students with 46 sponsoring companies. This past year MAT2 expanded outside of Southeast Michigan for the first time when the mechatronics program was offered at Baker College of Cadillac and MAT2 added its fourth occupational program with the launch of CNC at Kalamazoo Valley Community College.

WDA just received State Administrative Board approval to move forward with offering MAT2 Employer Training Grants which will provide \$5,000 per new employee to establish USDOL Registered Apprenticeships for MAT2 companies willing to sponsor employee(s) in one of the targeted MAT2 occupational programs for cohort year 2016. The grant would cover 50% of the first year tuition for most MAT2 programs. For MAT2 companies with MAT2 employees, in cohort 2015, who are not yet registered for an USDOL Apprenticeship, and are in the second program year, the company may be eligible for a grant of \$3,000 per employee. For MAT2 companies with MAT2 employees, who are in cohort 2014 or 2013, who are not yet registered for an USDOL Apprenticeship, and are beginning the third program year or will finish the training as of the end of August 2016, the company may be eligible for a grant of \$2,000 per employee.

The purpose of the MAT2 Employer Training Grants is threefold: 1) recruit more employers for the MAT2 program; 2) increase the number of MAT2 companies registering their programs with the U.S.

DOL Office of Apprenticeship; and 3) better integrate MAT2 with the broader workforce and talent system.

The Governor's Talent Investment Board has continued to play a prominent role in exploring strategies for apprenticeship expansion including having established a specific committee focused on increasing work-based learning opportunities for students 16 years of age and older. An initial approach adopted by this committee has been to focus on the Michigan Department of Education's ongoing efforts to remove barriers that are preventing 16 and 17 year olds from participating in work-based learning opportunities through state approved CTE programs. Any potential solutions or preliminary recommendations resulting from this work could then be applied toward increasing Youth apprenticeship through CTE/Early College programs. For example, there is an opportunity to align MAT2 (which utilizes the apprenticeship training model) with existing CTE/Early College programs to drill down further into the K12 system. Potentially, students could start the MAT2 program as juniors or seniors--creating a continuous stream of prospective applicants, cut down on the time and money it takes to produce a current MAT2 graduate, which will in turn help to maximize the considerable investment the state has already made in this program.

The Career Jump Start (CJS) initiative was launched in 2013 by the Michigan Economic Development Corporation (MEDC) in response to employer feedback gathered during the inaugural Governor's Economic Summit. The event identified a need for additional resources to help promote, and better connect young people to in-demand education and career opportunities, including Registered Apprenticeship.

With the ultimate goal of directing more high school graduates into high demand jobs to help close the skills gap in Michigan, the original intent of the CJS initiative was to provide funding to establish "career liaison" positions within each of the ten (10) Prosperity Regions as well as additional resources to support related statewide marketing efforts. In accordance with "Reinventing Michigan: Governor Snyder's Model for Growing Michigan's Economy", the career liaison(s) are encouraged to identify and support those activities that align with key initiatives, such as create more and better jobs; keep our youth – our future – here; restore our cities; enhance our national and international image; revitalize our educational system; and winning in Michigan through relentless positive action. Since the initiative's inception, career liaisons have been responsible for connecting high school students, parents, and educators with information about high demand careers and training programs with a focus on building awareness of shorter-term credentials, associate's degrees, and apprenticeships where there is documented employer demand.

When MEDC Talent Enhancement was phased out as a result of the recent state-level reorganization, which established the Department of Talent and Economic Development and created the new Talent Investment Agency, the decision was made to move remaining talent programs over to the WDA. With the WDA now responsible for the day-to-day administration of CJS, MAT2, and other work-based learning initiatives, there is an opportunity to better align and integrate these programs with other components of the talent system to ensure their long-term success and sustainability.

### Registered Apprenticeships

For eligible participants, local WIOA Adult and Dislocated Worker funds may be used for:

- Pre-apprenticeship training, such as remediation and/or basic job skills training, to prepare an individual for a Registered Apprenticeship program;

- Case management, prior to, and during a Registered Apprenticeship program;
- On-the-job training, in the form of employer reimbursement for the extraordinary costs of training;
- Related training instruction in the form of tuition assistance, books, supplies, etc., when the training provider is on Michigan Training Connect;
- Supportive services, including transportation and child care assistance, and
- Follow-up services.

Registered Apprenticeship programs will remain on the Michigan Training Connect as long as they remain registered, and are not subject to the same performance reporting requirements as other training programs, thereby streamlining requirements and facilitating the design and delivery of work-based training opportunities.

Michigan is supporting the expansion of Registered Apprenticeships, and promoting the placement of Registered Apprenticeships programs on Michigan Training Connect into our strategy and services.

#### Pre-Apprenticeship Training

For workers who may not have the fundamental skills to succeed in a Registered Apprenticeship program and youth who are exploring career options, pre-apprenticeship training programs act as a bridge. These training programs, which are operated by education, community or faith-based organizations, can help apprenticeship candidates decide on an occupational track, develop foundational skills, and improve productivity once employed. Pre-apprenticeship programs operate an approved plan under which candidates participate in a short, intensified training period in a school or training center, with the intent to place them into Registered Apprenticeships upon completion or soon after completion of the program.

Pre-apprenticeship describes a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program, and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

- Training and curriculum based on industry standards and approved by the documented Registered Apprenticeship partner(s) that will prepare individuals with the skills and competencies needed to enter one or more Registered Apprenticeship program(s).
- Strategies that increase Registered Apprenticeship opportunities for under-represented, disadvantaged or low-skilled individuals, such that upon completion they will meet the entry requirements, gain consideration, and be prepared for success in one or more Registered Apprenticeship program(s).
- Access to appropriated support services.
- The use of the Registered Apprenticeship program as a preferred means for employers to develop a skilled workforce and to create career opportunities.

- Meaningful hands-on training that accurately simulates the industry and occupational conditions of the partnering Registered Apprenticeship sponsor(s), while observing proper supervision and safety protocols.
- Facilitated entry and/or articulation.

Pre-apprenticeships may be used to provide work experiences that can help participants obtain the skills needed to be placed into a Registered Apprenticeship. Pre-apprenticeship programs provide training to increase math, literacy, and other vocational skills needed to gain entry to a Registered Apprenticeship program. A pre-apprenticeship program, funded with an Individual Training Account (ITA), must have at least one apprenticeship partner; such pre-apprenticeship programs must possess, or develop, a strong record of enrolling their pre-apprenticeship graduates into a Registered Apprenticeship program. Pre-apprenticeship programs must be on the state's eligible training provider list in order for participants to utilize an Individual Training Account.

Pre-apprenticeship programs are added to the list of work experiences for youth under the WIOA. Local youth programs must coordinate pre-apprenticeship programs to the maximum extent feasible with Registered Apprenticeship programs, and require at least one documented partnership with a Registered Apprenticeship program. Quality pre-apprenticeship programs play a valuable role in preparing entrants for a Registered Apprenticeship and contribute to the development of a diverse and skilled workforce. Pre-apprenticeship programs can be adapted to meet the needs of participants, the various employers and sponsors they serve, and the specific employment opportunities available in the local market. Pre-apprenticeship training programs have successfully demonstrated that obstacles, such as low math skills, poor work habits, lack of access to transportation, and the lack of knowledge of sector opportunities can be overcome when coordinated training and support are provided.

### 3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

During Program Year 2015, the Workforce Development Agency redesigned the Career Education Consumer Report, the state's Eligible Training Provider List (ETPL). The state's new Eligible Training Provider List is now housed within Pure Michigan Talent Connect and is known as Michigan Training Connect. The newly redesigned Michigan Training Connect has a new look, new features, and greater overall functionality, and is accessible to via mobile applications.

During November and December 2015, initial eligibility was determined for all training providers on Michigan Training Connect. All training providers listed on the former Career Education Consumer Report that wished to maintain their eligibility on the Michigan Training Connect were notified during the month of October 2015 that they would be required to update their information through a reapplication procedure in order to maintain their eligibility. Training providers that did not respond within the timeframe allowed, and programs that were updated but did not meet the WIOA continued eligibility criteria were removed from the list effective December 31, 2015. Training providers that did not meet the deadline, but wished to remain on the list, could reapply after the transition from the Career Education Consumer Report to the Michigan Training Connect was completed.



Training programs that were determined initially eligible under the enactment of the WIOA were automatically transitioned over to the Michigan Training Connect. Subsequent eligibility for training programs will be determined on an annual basis.

Active outreach to all U.S. Department of Labor Registered Apprenticeships Programs located within the State of Michigan for placement on the Michigan Training Connect is scheduled to begin during early 2016.

**4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDING BY THE ADULT FORMULA PROGRAM.**

Priority of service is in effect at all times, not just when funds are limited. Priority is given in the following order:

1. First, to veterans and eligible spouses who are also funded in the groups given statutory priority for the WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority of services with WIOA adult formula funds.
2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA's priority groups.
3. Third, to veterans and eligible spouses who are not included in the WIOA's priority groups.
4. Last, to non-covered persons outside the groups given priority under the WIOA.

The statutory requirement applies to Adult program funds for individualized career and training services. Funds allocated for the Dislocated Worker program are not subject to this requirement.

Priority of Service is monitored as part of the state's WIOA programmatic reviews. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems of the Michigan Works! Agency achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. This program review is in addition to the WIOA fiscal compliance monitoring, and thereby ensures the state will meet program design, as required by the WIOA.

**5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.**

Our Governor has allowed all local areas to transfer up to 100 percent of their allocations between the Adult and Dislocated Worker programs without a waiver, thereby allowing local areas with the flexibility to provide services in the areas of greatest need. Local areas are required to submit Budget Information Summaries to the Workforce Development Agency to effect any transfers between the Adult and Dislocated Worker programs.

## C. YOUTH PROGRAM REQUIREMENTS

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With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS.\*

\* Sec. 102(b)(2)(D)(i)(V)

Workforce Development Agency Policy Issuance 16-01, issued on March 15, 2016, provides the state-developed criteria for local boards to award grants for youth activities.

Local boards must identify eligible providers of youth workforce investment activities in the local area by awarding grants or contracts on a competitive basis, based on the recommendation of the youth standing committee, if the local board chooses to establish a standing youth committee. The local board then must assign the committee that function. If such committee is not established for the local area, the responsibility then falls to the local board.

The local board will award grants or contracts on a competitive basis to providers of youth workforce activities identified, based on criteria in the State Plan, while taking into consideration the ability of providers to meet performance accountability measures based on the primary indicators of performance for the youth program, as described in the WIOA Section 116(b)(2)(A)(ii) as required in the WIOA Section 102(b)(2)(D)(i)(V), and conduct oversight with respect to such providers.

Where the local board determines there is an insufficient number of eligible providers of youth workforce investment activities in the local area, (such as a rural area), the local board may award grants or contracts on a sole source basis.

The requirement that eligible providers of youth services be selected by awarding a grant or contract on a competitive basis does not apply to the design framework services when these services are more appropriately provided by the grant recipient / fiscal agent. Design framework services include intake, objective assessments and the development of individual service strategies, case management, and follow-up services.

The Workforce Development Agency has determined that three of the fourteen required services, per WIOA Section 129(c)(2) may be provided by the grant recipient / fiscal agent. These services include:

- Follow-up services for not less than 12 months after completion of participation;
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- Supportive services.

In addition, the Workforce Development Agency has issued Policy Issuance 15-12, which establishes State requirements and highlights federal requirements for procurement. The information provided in the policy is intended to aid grantees and subgrantees in administering Workforce Development Agency funded formula grants and, as applicable, other Workforce Development Agency grants. It is not intended to unduly supplant or replace federal or state regulations and requirements contained in applicable federal and state statutes. The policy requires grantees and subgrantees to establish, maintain, and follow written procurement standards and procedures that are in compliance with all applicable local, state, and federal laws and regulations.

**2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.**

Every youth participant is to have an Individual Service Strategy, updated as needed, and directly linked to one or more indicators of performance, such as credential attainment, that identifies appropriate career pathways that include education and employment goals and activities, while considering career planning and the results of the objective assessment, and that prescribes appropriate achievement objectives and services for the participant.

The intent of the WIOA is not necessarily to use WIOA Youth funds for every youth element; rather, the WIOA Youth program is intended to act as an intermediary, partnering with various publicly and privately funded organizations to ensure that all 14 youth program elements are available to all youth participants. Local grant recipients can rely on partner programs to provide some of the elements if such services are available for all eligible youth in the local area. If an activity is not funded with WIOA Title I funds, the local area must ensure that those activities are closely connected and coordinated within the WIOA system. Ongoing relationships should be established with providers of non-WIOA funded activities either through coordinated case management strategies, memorandums of understanding, or an alternate, similar method.

Strong partnerships help to leverage resources and increase opportunities for youth. They can enhance the ability of the workforce investment areas to access information and data, improve services, and increase efficiencies with regard to recruitment processes, referrals, and case management. Creating strong partnerships is critical to providing the most effective, targeted, and appropriate services for youth to maintain progress along a successful career pathway.

The Workforce Development Agency has established partnerships to leverage and align core programs by establishing and strengthening partner relationships. For example, the Workforce Development Agency has partnered with the Michigan Developmental Disabilities Council, Michigan Department of Education, Michigan Department of Health and Human Services, Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration to develop a 'Super' Memorandum of Understanding (MOU) to implement a plan for seamless transition to employment for students and youth with disabilities. The parties to this agreement share a common responsibility, philosophy, and goal of increasing the number of transition age students and youth with disabilities who successfully transition to competitive integrated employment and recognize that Michigan starts with the presumption that everyone, with the appropriate preparation and support, can enter and succeed in competitive integrated employment.

Michigan has traditionally and will continue to provide Wagner-Peyser Employment Services alongside Title I programming within our one-stop centers. The Workforce Development Agency will be hosting a meeting with the Michigan Works! Association and the Michigan Association of Community and Adult Education (MACAE) to further establish effective referral, co-enrollment, and handoff processes for participants who may benefit from both Title I and Title II services. In this and future meetings, we will outline the Workforce Development Agency's vision and expectations under WIOA; provide an overview of each of the core programs; discuss opportunities for collaboration, such as employer engagement, joint professional development, and integrated education and training; and share the status of local Memorandum of Understanding and infrastructure cost agreements. Regular meetings will be scheduled to continue the valuable conversation and foster the partnership both at the state level and local level among core programs.

### 3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED.\*

\* Sec. 102(b)(2)(D)(i)(I)

The WIOA funds enable the delivery of a comprehensive array of youth services that prepare youth for post-secondary educational and employment opportunities, attainment of educational and / or skills training credentials, and obtainment of employment with career opportunities. This is accomplished by assessing the participant's skills, interests, needs and personal goals; creating customized service plans in collaboration with the participant; and expanding the participant's connection to and understanding of the local economy, educational opportunities, and available community services. This process is organized and coordinated around the fourteen WIOA youth program elements, which must be made available to every participant.

Make available means that each Workforce Development Board must ensure that all fourteen program elements are available in all areas served. While this does not mean that an individual service provider must deliver all fourteen elements, the service provider must identify partnerships to ensure availability by referral. Local areas have the discretion to determine which specific services a youth will receive based upon the youth's informal interview, objective assessment, and individual service strategy.

Each program year, the Workforce Development Agency updates and distributes the list of eligible providers of youth activities based on information received from the local areas. These providers have traditionally been entities that the local Michigan Works! Agencies have competitively procured to provide WIOA youth services, broken out by in-school versus out-of-school youth. With clarification from 20 CFR Section 681.400, some local agencies may now choose to directly provide an array of the elements. The submissions in response to the required list of eligible providers, including local agencies, must detail services provided by each entity.

If not providing services directly, local areas are required to monitor their contractors to ensure all 14 program elements as described in WIOA Section 129(c)(2) are made available and effectively implemented.

As part of the monitoring process, State staff conduct comprehensive programmatic reviews for the entire Michigan Works! System. Programmatic reviews ensure that the Michigan Works! System achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations. Staff conducts both interviews and file reviews to ensure that all 14

program elements are made available to youth program participants, are effectively implemented, and catered to suit the needs of each participant on an individual basis.

WIOA programmatic reviews provide guidance and direction to local programs in order to assist in providing quality workforce development services to our customers and provide a framework for continuous improvement efforts under the WIOA. Program reviews also offer the opportunity for disseminating information about effective program practices to the entire Michigan Works! System.

Strong partnerships help to leverage resources and increase opportunities for youth. They can enhance the ability of workforce investment areas to access information and data, improve services, and increase efficiencies with regard to recruitment processes, referrals, and case management. Creating strong partnerships is critical to providing the most effective, targeted, and appropriate services for youth to maintain progress along a successful career pathway. While local grant recipients can rely on partner programs to provide some of the elements if such services are available for all eligible youth within the area, ongoing relationships will also be established with providers of non-WIOA funded activities, either through coordinated case management strategies, memorandums of understanding, or an alternate, similar method.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR “REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR “REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT” CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII).

A youth who needs additional assistance is a person between the ages of 14 and 24 and requires additional assistance to complete an education program or to secure and hold employment. Local areas are to define “requires additional assistance” criterion in their local plans.

The state’s WIOA Manual, our official policy guidance provides examples of individuals who require additional assistance.

Examples include, but are not limited to:

- Have repeated at least one secondary grade level or are one year over age for their grade;
- Have a core grade point average of less than 1.5;
- For each year of secondary education, are at least two semester credits behind the rate required to graduate from high school;
- Are emancipated youth;
- Have aged out of foster care;
- Are previous dropouts, have been suspended five or more times, or have been expelled;
- Have court/agency referrals mandating school attendance;

- Are deemed at risk of dropping out of school by a school official;
- Have been referred to or are being treated by an agency for a substance abuse related problem;
- Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional;
- Have serious emotional, medical, or psychological problems as documented by a qualified professional;
- Have never held a job;
- Have been fired from a job within the 12 months prior to application; or
- Have never held a full-time job for more than 13 consecutive weeks.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE “NOT ATTENDING SCHOOL” OR “ATTENDING SCHOOL” INDICATE THAT IS THE CASE.

Because the Michigan Department of Education has not defined “not attending school” or “attending school,” the Workforce Development Agency refers to the definitions of In-School youth and Out-of-School youth to determine enrollment status at the time of participant registration.

School status is based on participant status at the time of enrollment. If the youth is between grades within high school and enrolled in the WIOA during the summer months, they are considered In-School youth as long as they are still enrolled in school and will be returning for the next school year. As for youth who have graduated from high school, if the youth enrolls in “WIOA in the summer, is enrolled in post-secondary education, and will be attending in the fall; their school status is In-School youth. If the youth has not yet enrolled in post-secondary education, and is only planning to attend, their school status is Out-of-School youth.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

Michigan utilizes the WIOA definition of basic skills deficient. The term “basic skills deficient” means, with respect to an individual:

- Who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- Who is a youth or adult; that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society.

The WIOA requires all eligible youth to be provided with an objective assessment which includes a review of academic skill levels. If a youth has been assessed for basic skills deficiency in the previous six months, staff may use those results in lieu of re-testing; however, the results of the alternative test must be verifiable and documented. Additionally, the same test format must be

available and administered for post–testing at a later date. Michigan Works! Agencies are required to provide reasonable accommodations as applicable, when assessing youth with disabilities.

Michigan Works! Agencies are required to administer one of the following assessments:

- Test for Adult Basic Education;
- Comprehensive Adult Student Assessment System;
- Wonderlic General Assessment of Instructional Needs; or
- Massachusetts Adult Proficiency Test.

If the participant computes or solves problems, reads, writes, or speaks English at or below the 8th grade level, the participant is determined to be basic skills deficient and will require post–testing. Participants who are determined not to be basic skills deficient based on pre–test results, are excluded from post–testing requirements.

Basic skills deficient participants receiving services for more than one year must be post–tested prior to the participant’s anniversary date (the date of the first youth program service) of each year, through year three of participation. Assessment results are required to be incorporated into the participant’s Individual Service Strategy.

#### D. SINGLE-AREA STATE REQUIREMENTS

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In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must also include:

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)
2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)
3. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

Single-area State does not apply to Michigan.



## E. WAIVER REQUESTS (OPTIONAL)

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States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;
2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;
3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;
4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:
  - A. SUPPORTING EMPLOYER ENGAGEMENT;
  - B. CONNECTING EDUCATION AND TRAINING STRATEGIES;
  - C. SUPPORTING WORK-BASED LEARNING;
  - D. IMPROVING JOB AND CAREER RESULTS, AND
  - E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.
5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND
6. DESCRIBES THE PROCESS USED TO:
  - A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;
  - B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;
  - C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;
  - D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.
  - E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

Michigan is not applying for any waivers at this time.

## TITLE I-B ASSURANCES

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The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes
2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes
4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes
6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. Yes
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes
9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

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**PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM  
(EMPLOYMENT SERVICES)**

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All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

## A. EMPLOYMENT SERVICE PROFESSIONAL STAFF DEVELOPMENT.

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### 1. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

Michigan is creating and implementing new policy directives for the Wagner-Peyser program in order to address the challenges employers encounter in obtaining highly-skilled talent. The demand-driven system Michigan is creating benefits the job seeker by directing individuals to prepare for jobs that are in-demand and matching talent to those jobs which are in-demand. In addition, new and stronger partnerships are being created and renewed in order to improve service delivery, to avoid duplication of services and to enhance service coordination, including co-locating agencies within the Michigan Works! Agencies one-stop centers and sharing data across programs.

Employment Service Professional Development: The Michigan Works! Association coordinates professional development activities for Employment Service front line–staff. The training provided is designed to enable staff to provide high–quality services to job seekers and employers. The activities sponsored by the Michigan Works! Association educates, inspires and trains staff to meet the demands of Michigan’s demand driven system. Two certifications that are utilized throughout the Michigan Works! Agencies are the Business Solution Professional and the Business Solution Professional Global Career Development Facilitator (GCDF). The Business Solution Professional training provides employment service staff with a level of knowledge and expertise required to support job creators in the areas of training grants, business consultation, tax–related incentives, Lean or Six–Sigma and educational programs. Business Solution Professional s are trained to make use of a vast array of business and economic assets. The Global Career Development Facilitator training assists employment service staff in helping job seekers meet their career goals. This training provides basic career facilitating skills, including productive interpersonal relationships; labor market and occupational information and trends; formal and informal career development assessments; job search strategies and placement techniques.

The Workforce Development Agency provides the following program specific training opportunities to both state administrative and local area front line staff:

Pure Michigan Talent Connect [www.mitalent.org](http://www.mitalent.org):

- Pure Michigan Talent Connect is the heart of Michigan’s Labor exchange system. Pure Michigan Talent Connect connects talent to in–demand job opportunities, 24/7–365 days a year and is the launch pad for new jobs, careers, and talent.
- All Unemployment Insurance claimants are required to register for work by entering a Profile in the Pure Michigan Talent Connect.
- Pure Michigan Talent Connect is much more than just an electronic job matching system. It provides Career Exploration, which includes Skill Assessments, Skill Development, Career Spotlight, calendar of job fairs and the eLearning soft skills program.
- Training for Pure Michigan Talent Connect, is delivered, on–demand, in–person, through webinars, and on–line tutorials.

- Training includes how to use and navigate the system for the most efficient and positive results.

#### Fidelity Bonding Program:

A fidelity bond is a business insurance policy that insures an employer against employee theft, forgery, larceny, and embezzlement. Fidelity Bonding provides an incentive for employers to hire job seekers who are qualified, but are considered high risk due to a factor in their personal background. The Fidelity Bonding Program diminishes the risk for employers and reduces the barriers to employment faced by job seekers. The training that is provided by the State Bonding Coordinator includes how to promote the program, features of the program, who is eligible, and how to process the paperwork.

#### Veterans Preference and Priority of Service:

The Veteran Employment Services Division routinely provides training on preference and priority of service for Veterans. This insures Michigan's returning heroes receive the quantity and quality of services of which they are entitled.

The Veterans Services team also provides guidance to Service Center staff on how to identify and refer a Veteran to a Disabled Veteran Outreach Worker for Intensive Case Management Services.

#### Employment Service Complaint Training:

The State Monitor Advocate provides training when needed, but at least annually on the Employment Service Complaint System. Attendees learn how to recognize a complaint, the types of complaints, how to properly resolve or refer complaints, properly documenting the complaint process, record retention and distribution.

#### Wagner–Peyser Employment Service Policy and Program Change Events:

The State Employment Service specialists provide the following learning opportunities as needed:

- Overview of the Employment Service Program
- The Work Test America's Job Center Staff Responsibilities
- Policy and procedure instruction
- New program rollout preparation

#### One–Stop Management Information System–Wagner–Peyser Training:

The One–Stop Management Information System is the electronic reporting data–base in Michigan. Data, services, and activities collected in this system are used to compile the Federal reports. Training is provided when modifications are made to the One–Stop Management Information System, or when reporting requirements and definitions have changed.

#### Workforce Development Agency University (WDA–U):

The Workforce Development Agency has implemented two different professional development pathways for state staff. Each trajectory is uniquely designed to complement the core competencies assigned to each employees job designation.

The three professional development tracks are:

- **Leadership Academy:** The Leadership Academy is designed to promote training opportunities and supplemental resources for current and emerging leaders. Employees build on their current strengths, sharpen skills, and demonstrate behaviors that are consistent with identified leadership traits and core values.
- **UPWARD (Understanding Potential While Accomplishing Rewarding Development):** UPWARD is a combination of classroom training and e-learning training. All Workforce Development Agency employees are responsible for scheduling, attending, and participating in 4 required classes per year.

Training of local Michigan Works! Migrant and Seasonal Farmworker Outreach Staff: Every year the local Michigan Works! Migrant and Seasonal Farmworker outreach staff spends a minimum of four days in pre and post season in-service training devoted to professional development. Some of the subjects covered during these sessions are: wage and hour topics, Occupational Safety and Health Administration issues and safety in the field, human trafficking, how and where to make referrals for those customers who face barriers to employment. Barriers addressed include: child care, healthcare, legal issues, education attainment and emergency needs resources.

## 2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

When it comes to the attention of Wagner-Peyser-One-Stop Service Center Staff that an Unemployment Insurance Claimant is not able, available or seeking full-time work, they report this to the Unemployment Insurance Agency (UIA). For claimants involved in the Reemployment Services and Eligibility Assessment program, issues are directly entered into the One-Stop Management Information System (OSMIS) for review by UIA and determined whether the claimant had "good cause". For the remaining claimants, staff contacts UIA with the claimant's information to investigate and determine whether or not the claimant had "good cause".

During 2016, the UIA in conjunction with the Workforce Development Agency (WDA), will provide additional Eligibility Issues Training for Employment Services staff. Reporting eligibility issues will be a new requirement for WIOA staff. The Eligibility Issue training will be available as needed and periodic updates will be delivered. This training will consist of three modules:

1. The Importance of Identifying and Reporting Eligibility Issues
2. How to Identify Eligibility Issues
3. How to report Eligibility Issue

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE.

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The Workforce Development Agency is collaborating with the Unemployment Insurance Agency to provide meaningful assistance to claimants filing for unemployment through the one-stop centers. The Unemployment Insurance Agency is developing a live interactive chat system for Unemployment Insurance Agency claimants to access while applying for unemployment benefits or while in their Michigan Web Account Manager. The system would provide a pop up chat box asking the claimant if they require assistance. This assistance would be available Mon-Fri from 7am – 6pm beginning in spring 2016. The Unemployment Insurance Agency will also be able to connect to the claimant's desk top in order to see what page they are on and where they are seeking assistance. The Michigan Works! Agency staff will be provided a desk guide in order to assist claimants with this feature.

A toll free number has been established for claimants. This line is staffed by operators who will screen calls by priority of service. The Unemployment Insurance Agency will be placing a phone line in each Michigan Works! Service Centers that provides a direct line to an Unemployment Insurance Agency Representative.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

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The Reemployment Services and Eligibility Assessment program provides services to claimants selected by the Unemployment Insurance Agency. Claimants selected to participate in this initiative are those most likely to exhaust their unemployment benefits and all of our returning veterans who file an Unemployment Compensation for Ex-Service Members claim. This program provides one-on-one services to selected claimants who will most likely exhaust their unemployment benefits before obtaining employment. This program will provide a more guided approach to accessing employment and training services offered by the Michigan Works! Agencies to assist the claimant in returning to work quickly. The services offered include employability workshops, creating a job search plan, providing labor market information (LMI), connections to employers through job fairs and the featured "Employer of the Day event."

These same services are available to all unemployed individuals, free of charge, who access the one-stop, but in a less structured environment.



D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE, INCLUDING THE FOLLOWING:

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1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

Each Michigan Works! Service Center has a resource room which contains computers, Internet access, telephones, printers, fax machines, Unemployment Insurance Information, and a variety of job search and career exploration aids. The Unemployment Insurance claimant may access these assets via self-service, facilitated or intensive service. These services are available to all job seekers utilizing the Service Center but in a less structured environment.

The Michigan Works! Service Center staff have access to the Michigan Integrated Data Automated System, which is an electronic data reporting system used by the Unemployment Insurance Agency. The Workforce Development Agency is modifying the One-Stop Management Information System to enable both systems to interact and communicate with one another.

Assistance can be provided at the local level to assist Unemployment Insurance Agency and Workforce Development Agency customers to navigate the system. As the Unemployment Insurance Agency and Workforce Development Agency collaborate on more programs, weekly conference calls with Michigan Department of Technology Management and Budget will be scheduled to work through program developments and communication issues. Our collaboration efforts have been recognized. The Workforce Development Agency, the Unemployment Insurance Agency and the Department of Technology Management and Budget were awarded the 2015 Michigan Excellence in Technology award for Best Information Technology Collaboration.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Unemployment Insurance claimants must register for Work at a Michigan Works! Service Center. This is accomplished by the claimant entering their profile on the Pure Michigan Talent Connect website – Michigan's labor exchange system. The profile consists of the claimant's career type, desired position level, education level, location preference and their top skills. Employers are able to search and view information stored in the claimant's profile to locate the best candidates for an interview.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

The Unemployment Insurance Agency Work Test is administered to claimants to ensure they are able to work, seeking work, and has not refused suitable work. This is completed when the claimant registers for work at a Michigan Works! Agency by entering their profile on the Pure Michigan Talent Connect – Michigan's labor exchange system; along with asking a set of eligibility questions to ensure the claimant is able to work, seeking work and has not refused suitable work. If an eligibility issue is discovered this is reported to the Unemployment Insurance Agency via the Michigan Integrated Data Automated System. This automatically opens an issue on the Unemployment Insurance claimant for further investigation. Employability services are offered to Unemployment

Insurance claimants, that include job search tools, resume development, interviewing techniques and career guidance.

#### 4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Wagner–Peyser services are aligned with Adult and Dislocated Worker services, in the Michigan Works! Services Centers, to refer job seekers for training, support services and a more intensive level of service which Wagner–Peyser dollars do not fund. Adult and Dislocated Worker providers have established relationships with local community colleges and universities to provide training in high–demand occupations.

Employment Service staff routinely refer job seekers to training for high–demand high wage occupations. Recently Michigan has instituted a skilled trades training fund. This will provide employers with the talent they need and job seeker with the jobs they desire.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE--

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## 1. ASSESSMENT OF NEED

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Agricultural Outreach Plan: Michigan's Governor Rick Snyder, in delivering the 2015 State of the State Address, noted:

"Michigan's food and agriculture is critically important. Agriculture has been a shining star for us during the difficult years and continues to shine brighter. We set a new hallmark, a new benchmark that many people didn't think we would achieve in terms of the size of the industry; such as, this last year, it was announced that the food industry in the state of Michigan has now exceeded hundreds of millions of dollars in economic activity."

A. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE.

### Assessment of Agricultural Activity

Critical to Michigan's economy in terms of production, processing, and the revenue it generates, the agriculture industry in Michigan continues to produce over 300 commodities on a commercial basis and remains second only to California in its diversity of crops. The latest data available cites Michigan as having 51,600 farms, approximately 10 million acres of farmland, and leading the nation in the production of 18 crops, including blueberries, tart cherries, cucumbers and squash. The National Agricultural Statistics Service (NASS) for the Great Lakes Region for 2014, estimates that there were 31,850 seasonal and 17,400 migrant farmworkers in Michigan; however, the actual number of migrant and seasonal farm workers employed in Michigan is a bit lower than these numbers, because the farm worker may have worked on more than one farm during the season.

Farm labor is generally utilized in the agricultural regions that boarder Lake Michigan. These are the areas where labor-intensive crops are grown. Table 1 identifies Michigan's top five, labor-intensive crop activities, with the months of the heaviest activity, geographical area of prime activity, and data indicating the number of migrant and seasonal farm workers that are employed in each crop.

Table 1 Primary Crop Activity by Region, Heavy Activity Months, Geographic Area, and Estimated Employed:

Primary Crop Activity by Region	Heavy Activity Months	Geographic Area Prosperity Region	Estimated Migrant and Seasonal Farm Workers / Employed by Region
Apple	Mid-August - Mid November	West Michigan Prosperity Alliance	23,961
	Pruning February - April	Northwest Prosperity Region	
Asparagus	April - Early June	West Michigan Prosperity Alliance	23,961
		Northwest Prosperity Region	
Blueberries	Mid-July - Late August	Southwest Prosperity Region	25,792
		West Michigan Prosperity Alliance	
Cherries (Sweet & Tart)	Early July - Early September;	Southwest Prosperity Region	37,951
		Pruning February - April	
	West Michigan Prosperity Alliance		
Vegetables (cucumbers, squash, & pumpkins)	Early July - Late October	Southwest Prosperity Region	17,973
		GST Prosperity Region	

#### Assessment of Agricultural Employer Needs

Several regions in Michigan experienced farm labor shortages during Program Year 2014 and a spike in H-2A activity. The lack of Migrant Seasonal Farm Worker labor in the top five commodities (apples, asparagus, blueberries, vegetables, and cherries) is attributed to longer growing seasons, increases in fruit and vegetable yield, and Migrant Seasonal Farm Worker families that are reluctant to remove children from school early and arrive late to their home – base state school.

During a recent Agricultural Labor meeting held by the Workforce Development Agency (WDA) and the Michigan Department of Agricultural and Rural Development, grower representatives from around the state indicated they were experiencing an 8 to 15 percent deficit in available farm labor. Strategies used to offset the labor shortages include planting fewer acres and switching to less labor intense crops incorporating mechanical aids/pickers. If no solution was attainable, growers were forced to leave crops in the fields without harvest. The labor shortage, whether a temporary or permanent situation, has numerous growers supplementing their labor needs via the H-2A program, while many more are strongly considering this solution. This is reflected in the 48 percent increase in H-2A applications. Figures A and B demonstrate the increase in H-2A activity in Michigan.

Figure A H-2A Positions Requested and Certified:

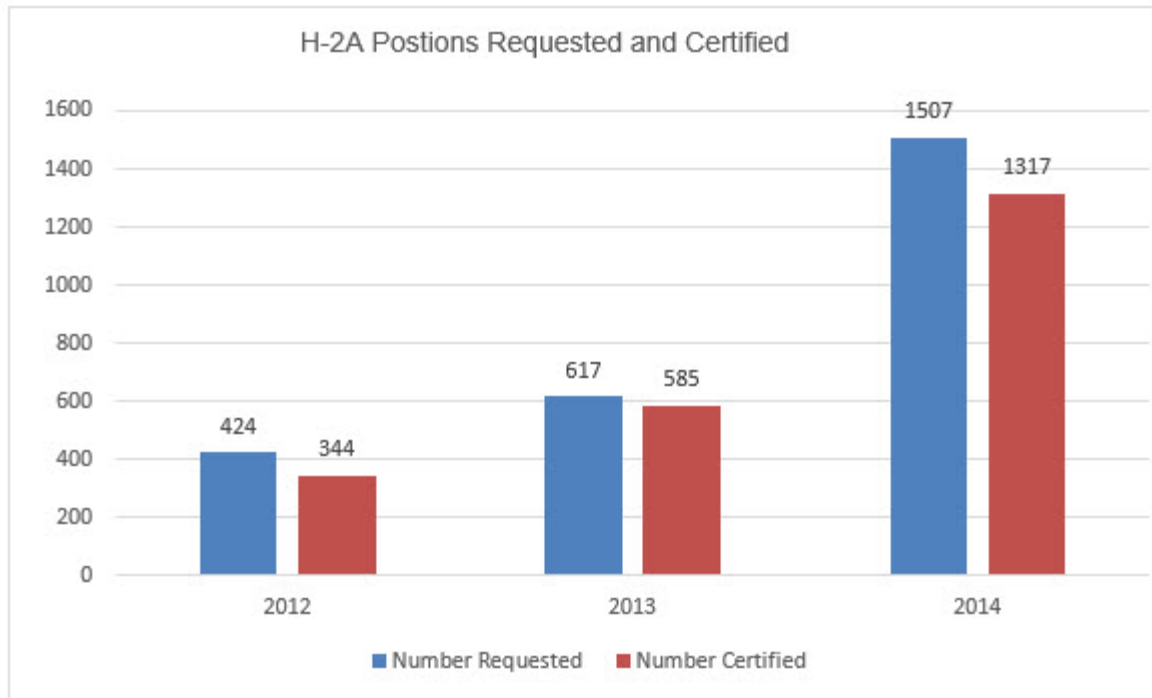
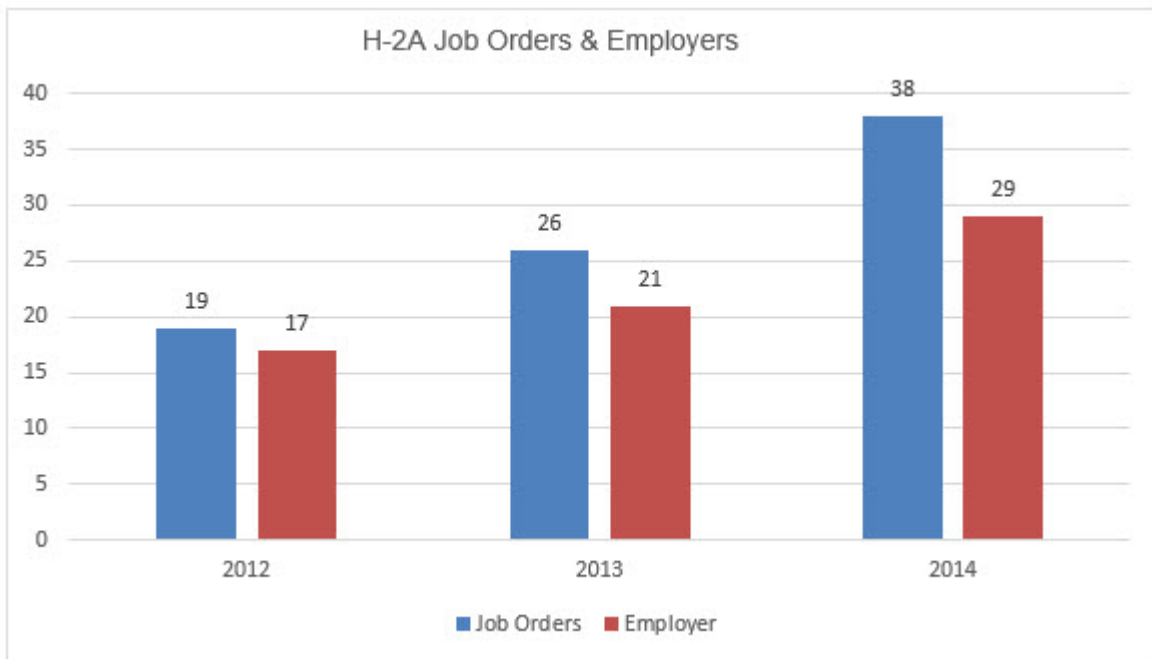


Figure B H-2A Job Orders and Employers:



B. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN

COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION.

Assessment of Migrant Seasonal Farm Worker Needs Migrant and Seasonal Farm Workers are vital to Michigan's agricultural and economic growth. This talent pool is most critical during the months of April thru November. Michigan's Migrant Seasonal Farm Workers predominately speak Spanish and have ancestral lineage from Mexico. Most travel to Michigan from the states of Texas and Florida. Other key characteristics of this workforce are speed, stamina, endurance and adaptability as workers move seamlessly from one crop activity to another. Their abilities and work ethic continue to support Michigan's effort to compete globally in the agricultural marketplace. Limitations or needs for this labor force continue to be the seasonality of the work, English language proficiency, and access to health care benefits. Once they reach Michigan, some migrants are in need of food and shelter, assistance with basic needs such as tires for their vehicles, gas to get to a job since many spent their limited funds driving to Michigan for work. Others are in need of child care so that every available worker in the family can begin work once they arrive. All these factors impact the availability of a reliable labor pool. During the season, local Agricultural Employment Specialists staff attempt to resolve many of these issues to ensure that this workforce is able to work with as few worries as possible. While Migrant and Seasonal Farm Workers are working in Michigan, local Agricultural Employment Specialist staff will provide direct assistance or refer the worker to a partnering agency to remove barriers Migrant Seasonal Farm Workers encounter.

## 2. OUTREACH ACTIVITIES

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

### Migrant Seasonal Farmworker Outreach

Michigan's Workforce Development Agency continues to fund the Migrant Seasonal Farm Worker Outreach Program at a level that will support vigorous outreach to Migrant Seasonal Farm Workers in those areas with significant offices. With Michigan's improving economy, the annual award of Wagner-Peyser funding to Michigan has decreased. The Workforce Development Agency is constantly exploring innovative methodologies that will allow the quality and quantity of employment services to remain unchanged, even when funding decreases. The decrease in funding has affected all Wagner-Peyser funded programs, including MFSW outreach. Funding limitations have required Agricultural Employment Specialists to physically cover larger geographic areas. However, local Migrant Seasonal Farm Worker outreach staff is strategically located in areas where the Migrant and Seasonal Farm Worker population is the largest. In addition, the local Michigan Works! Service Centers assist with walk-in clients which help to ensure staff remain focused on outreach during peak season.

## A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

The majority of Migrant and Seasonal Farm Workers are not reached through normal office intake activities. Michigan is committed to providing equitable services to the Migrant and Seasonal Farm Worker population and attempts to reach as many Migrant and Seasonal Farm Workers as possible during the peak farming season. The Agricultural Employment Specialists are dedicated to working with Migrant Seasonal Farm Workers and spend the majority of their time conducting outreach in order to make contact with those who otherwise would not utilize the employment and career services available at the Michigan Works! Service Centers.

When the Agricultural Employment Specialist makes contact with a Migrant Seasonal Farm Worker, they explain all of the services available at Michigan Works! Service Centers which includes: employment counseling, testing, career guidance and referrals to employment, training, and supportive services. The Migrant Seasonal Farm Worker is also provided an oral summary of the Employment Service Complaint System and farmworker rights, with respect to the terms and conditions of employment.

Agricultural Employment Specialist provide Migrant and Seasonal Farm Workers with a packet of printed materials that is explained and distributed during outreach meetings. Each packet contains the following printed materials:

- Listing of all Agricultural Employment Specialist staff with contact information,
- Listing of One–Stop services,
- Workforce Development Agency Form 330 B, “Notice to Applicants,” which is a bilingual pamphlet that informs Migrant and Seasonal Farm Workers of all employment services, including [mitalent.org](http://mitalent.org) (Michigan’s online labor exchange system),
- Migrant Resource Council Brochure,
- Additional local information, such as announcements for parent nights, bilingual classes, food distributions, etc.,
- Farmworker Legal Services calendar (if available), and
- United States Department of Labor Farm Worker Rights Card.

When the explanation has been completed, the Migrant Seasonal Farm Worker is encouraged to visit the local Michigan Works! Service Center to receive the full range of services. However, if the Migrant and Seasonal Farm Worker is unable to travel to a Service Center, Agricultural Employment Specialists provide the following services off–site:

- Preparation of registration and resume assistance,
- Referral to specific employment opportunities currently available or job development services,
- Recommendation of employment opportunities available after the current employment ends,

- Assistance to preparing Employment Service or non–Employment Service related complaints,
- Referral to supportive services, and
- When necessary, make appointments and arrange transportation to and from the One–Stop, or other locations where integrated workforce development services are provided.

Off–site services are made possible as a result of mobile equipment provided to local Migrant Seasonal Farm Worker outreach staff such as smartphones with hotspot capabilities and wireless laptops. This technology allows for immediate and easy access to documents and Websites including current job postings and applications for employment, approved migrant housing inspection lists, registrations, and access to supportive services. This technology also provides for quicker response times to sensitive documents, such as complaints and apparent violations.

Other outreach activities include providing instruction on the utilization of the Pure Michigan Talent Connect system to encourage Migrant and Seasonal Farm Workers to investigate employment opportunities independently. Distribution of flyers at restaurants, stores, and at Spanish and English media outlets such as radio stations and newspapers, promote the Migrant Seasonal Farm Worker Outreach Program and announce events to even reach an even a broader audience than possible with face–to–face outreach. “Project Respeto” remains a constant feature of the outreach program. With full support from the Michigan State Police, joint visits to migrant camps are made by the Agricultural Employment Specialist staff, the Michigan State Police, and county sheriff officers. During these informal and friendly visits, Agricultural Employment Specialists and law enforcement officers provide information regarding Michigan laws that may differ from those of their home state.

The Workforce Development Agency will employ eight state merit-based migrant service workers to provide services under the Migrant and Seasonal Farm Worker Outreach Program. The assignment of a migrant service worker is not a reliable indicator of whether or not a local office has been deemed significant. Migrant service workers have been assigned to areas based upon a centralized methodology which allows for the most efficient approach to provide outreach. Offices are deemed significant migrant and seasonal farm worker local offices when migrant and seasonal farm workers account for ten percent or more of annual applicants. Whether or not a migrant service worker has a home office in a designated significant office or another location, migrant service workers will still provide vigorous outreach in the areas covered by a significant office. All Michigan Works! one-stop centers have a mandate to provide services that are equitable, or in other words, of the same quantity and quality as those services provided to non-migrant and seasonal farm workers. This includes services provided in a language readily understood by the migrant and seasonal farm worker.

Table 2 displays the data used to determine significant offices. The data was obtained from the Labor Exchange Reporting System (LERS) 9002 A and represents the previous four quarters to the date ending September 30, 2015.

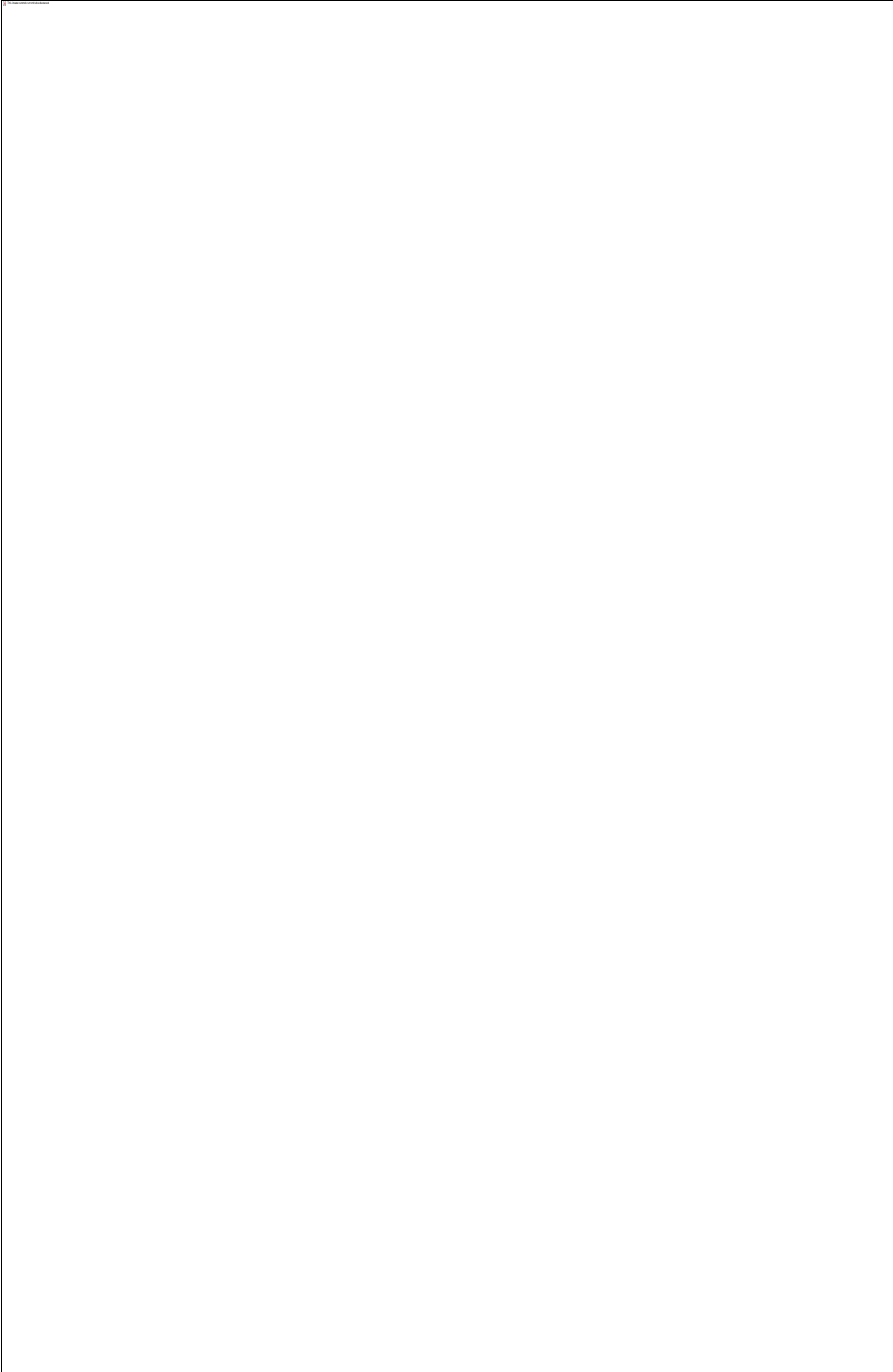
Table 2 Data Used to Determine Significant Offices:



Office Location	Total Participants Registered	Migrant and Seasonal Farm Workers	Non-Migrant and Seasonal Farm Workers	Percentage of Migrant and Seasonal Farm Workers
Dowagiac	1,265	314	951	29%
Fremont	1,752	474	1,278	28%
Holland	7,458	1,339	6,119	18%
Lapeer	5,215	677	4,538	13%
Ludington	1,572	203	1,369	13%
Paw Paw	3,584	1,413	2,171	39%
Shelby	3,395	1,560	1,835	46%
Sparta	1,746	1,176	570	67%
Traverse City	7,141	924	6,217	13%

Table 3 indicates the office by city, county location of the Michigan Works! Agency(s), Prosperity Region(s) covered and the counties the migrant service worker will cover. This table specifies the outreach staff positions, the respective home office location, and the offices that are designated Significant.

Table 3 Office by City, County, Prosperity Regions Covered, Significant Office, and Outreach Staff:



Note: It may appear that certain staff are assigned a very heavy workload. Please be aware that Regions 1, 3, 7 and 10 are not currently utilizing migrant and seasonal farm workers for agricultural labor. Michigan's reasoning for including all areas of the state is twofold, 1) to show we have a plan to cover the entire state if needed and 2) Michigan will be able to respond quickly if the use of agricultural labor changes.

### Agricultural Employer Outreach

The Agricultural Employment Specialist conducts presentations at various grower shows and local Migrant Resource Councils meetings to explain services provided to Migrant and Seasonal Farm Workers. Also, the State Monitor Advocate presents at various meetings to explain the complaint system. Agricultural Employment Specialists in partnership with Michigan State Extension Services and other local partners, will continue to participate in various grower shows. The purpose in attending these events is to provide an opportunity to reach out and connect with employers by providing valuable information which includes: topics related to the labor force, camp and housing requirements, and the I-9 process. Agricultural Employment Specialist generally present services available through the Michigan Works! Service Centers and explain how the Michigan Works! Agency can assist employers with locating labor via Pure Michigan Talent Connect.

An emphasis continues to be placed on conducting outreach visits to employers during the non-peak season, in order to build strong and trusting relationships. By having strong relationships, employers are more apt to contact and rely on the Agricultural Employment Specialist for referrals to not only the hand harvesting jobs, but also to other higher-paying, higher skilled positions. Migrant and Seasonal Farm Workers have recently been hired as truck drivers, fork lift operators and supervisors.

### Agribusiness Economic Development

Information for this section was obtained from the Michigan Economic Development Website from an article entitled "Casting seeds for a thriving enterprise" dated March 1, 2016.

Housed under the auspices of Talent and Economic Development and sister agency to WDA, the Michigan Economic Development Corporation (MEDC) serves as a catalyst for the state's agribusiness community. MEDC was among the economic development team that attracted Clemens Food Group to Coldwater, where the new pork-processing plant will stimulate a \$255.7 million private investment and create a projected 810 jobs. As a result of economic incentives Arauco announced a \$325 million dollar investment and the expected hiring of 250 employees at its new particle-board plant in Grayling.

Economic development activities in Michigan have contributed to the elevation of agricultural output in Michigan, which represents about half of the world's corn, 10 percent of global wheat production, and 20 percent of the world's beef, pork and lamb supply. The results of other economic development activities include:

- Sponsorship of the Pure Michigan Agricultural Summit in Grand Rapids which attracted 285 agribusiness companies and led to new agricultural sales of nearly \$1 million.
- The Dairy Farmers of America located in Cass City invested \$40 million and created 10 jobs.
- The Continental Dairy in Coopersville invested \$48.6 million and created 10 jobs.

- New and improved local Farmers Markets which includes, Flint's all new Farmers Market, Detroit's Eastern Market and last but not least Port Austin's congregation of farmers from the Thumb area. Michigan ranks fourth in the nation for the number of farmers markets.

**B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.**

#### Technical Assistance, Training and Professional Development for Agricultural Employment Specialists

The Workforce Development Agency is committed to providing professional development opportunities for their employees, contractors and partners. Taking an honest interest in someone builds loyalty; loyal employees are more engaged and engaged employees are more productive. The Workforce Development Agency currently provides training to internal staff and external partners as part of technical program assistance, in accordance with the issuance of new or revised policies and procedures or related job-specific activities. The four components of the WDA-U training materials are housed on the WDA intranet page. All WDA employees are able to access and target training initiatives among sections which allow us to better serve our customers. The Internal/External Training component will also share training opportunities available for WDA employees from external sources (outside of the WDA). Specific training is provided to Agricultural Employment Specialists twice yearly with pre-and post-season training.

Topics include:

Role of the Outreach Worker,

Migrant Seasonal Farm Worker Registrations,

Writing Agricultural Local Job Orders,

Writing an Interstate Clearance Job Order (Form ETA 790),

Completing Form 2524 (Referral to Agricultural Job),

Completing Log of Daily Outreach Activities,

Processing Migrant Seasonal Farm Worker,

ES and Non-ES Related complaints,

Identifying and reporting Apparent violations,

H-2A, Order Holding Office/Applicant Holding office responsibilities,

Out of state calls,

SMA/Outreach Worker communication,

Referring Migrant Seasonal Farm Workers beyond reasonable commuting distance,

MDARD Housing Inspection list,

Migrant Seasonal Farm Worker Referral to Support Services, and

Distribution of Migrant Seasonal Farm Worker Recruitment Flyers. Other specialty topics are included as appropriate. The following online modules are utilized, they include:

#### Agricultural Outreach Workers Training Module

This module trains Agricultural Employment Specialists on Federal regulations, partner agency and migrant service organization roles, and focuses on procedures for outreach to migrant and seasonal farm workers.

#### Business Services Units-Computer-Based Training Module

This module covers procedures regarding engaging and meeting the needs of agricultural employers. Participants will learn about the kind of services provided to agricultural employers through the American Job Centers.

Job Service Complaint System for American Job Center front line staff- Computer-based training module This interactive computer-based module provides a high level overview of the Job Service Complaint system. This overview includes a review of the complaint process and what constitutes a valid complaint, how to identify when a written complaint is necessary, how to identify both Job Service related and non-Job Service related complaints and the actions to take on them, describes how to report apparent violations, and describes the appeals/hearing process.

### **C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES.**

For the first time, During Program Year 2015, the Workforce Development Agency will offer these trainings to all staff of the Michigan Works! One-Stop Service Centers. In addition, the Unemployment Insurance Agency will provide comprehensive training on Identifying and Reporting Unemployment Insurance Eligibility issues to all staff of Michigan Works! Service Centers. The State Monitor Advocate is integral in determining and delivering training on the preceding topics.

### **D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.**

Other specialty topics are included as appropriate.

The following online modules are utilized:

- Agricultural Outreach Workers Training Module This module trains migrant service workers on Federal regulations, partner agency and migrant service organization roles, and focuses on procedures for outreach to migrant and seasonal farm workers.
- Business Services Units-Computer-Based Training Module This module covers procedures regarding engaging and meeting the needs of agricultural employers. Participants will learn about the kind of services provided to agricultural employers through the American Job Centers.
- Job Service Complaint System for American Job Center front line staff- Computer-based training module This interactive computer-based module provides a high level overview of the Job Service Complaint system. This overview includes a review of the complaint process and what constitutes a valid complaint, how to identify when a written complaint is necessary, how to identify both Job Service related and non-Job Service related complaints and the actions to take on them, describes how to report apparent violations, and describes the appeals/hearing process.

The State Monitor Advocate is integral in determining and delivering training on all of the preceding topics.

#### E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

Of the 10,000 Migrant and Seasonal Farm Worker contacts estimated for Program Year 2015, approximately 900 will be contacted through joint outreach efforts, especially with Telamon Corporation National Farmworker Jobs Program, the Michigan Department of Health and Human Services, and Health Clinics. Partner entities for 2014 (data reported by partners may be by calendar, program or fiscal year depending on program requirements), provided the following information as to how many Migrant and Seasonal Farm Workers received services from their respective agencies:

- Telamon Corporation (National Farmworker Jobs Program 167 grant recipient): 322 participants
- Migrant Head Start program also operated by Telamon Corporation: 1,271 children
- Federally Qualified Health Center (2014): 15,151 migrant agricultural workers or dependents served
- Michigan Migrant Education Program: 4,809 children (ages 0–21)
- Michigan Department of Human Services (DHS): 15,681 recipients and 4,085 cases

Telamon, the Michigan 167 grant recipient and valued partner, operates Migrant Head Start programs, the National Farmworker Jobs Program, and provides the following employment and training services:

- Work Experience and On-the-Job Training activities;
- Summer Internship Program;

- English as a Second Language instruction;
- GED instruction;
- Agricultural Skill Upgrades, such as attaining a Commercial Driver's License, Equipment Maintenance Certification, etc.;
- Pesticide Safety Training; and
- Job Placement Assistance.

There are nine Migrant Resource Councils (MRCs) in the state that are located in Michigan's main agricultural regions. The Migrant Resource Councils are comprised of representatives from state and local agencies, non-profit service providers, farmworker legal groups, and growers. As members of their local Migrant Resource Councils, local Migrant Seasonal Farm Worker Outreach Agricultural Employment Specialist staff exchange information regarding services available, make and receive referrals for services, identify unmet needs, and strategize with other members to maximize outreach activities and address Migrant and Seasonal Farm Worker needs. Local Migrant Seasonal Farm Worker Outreach Agricultural Employment Specialist staff will continue to partner with these agencies, either through referral of Migrant and Seasonal Farm Workers or active participation on outreach. Michigan has numerous stable and growing partnerships with many organizations that provide employment and quality-of-life services to Migrant and Seasonal Farm Workers. Some of the partners are located in the Michigan Works! Service Centers, allowing for easy access by Migrant and Seasonal Farm Workers. For agencies not located within the Michigan Works! Service Centers, a referral process is established with partners to ensure that the full range of employment, training, and supportive services are delivered.

#### Partnering Agencies by Services Provided:

##### Childcare

- Telamon Corporation Head Start Programs

##### Healthcare:

- District Health Departments (Local)
- Michigan Health Centers and Community Health Centers
- Michigan Primary Care
- Michigan Health Promotion
- Mercy Health Hospital
- Intercare Community Health Network of Benton Harbor

##### Food, Clothing, Housing and Utility Assistance:

- Michigan Department of Health and Human Services
- Love Inc.
- TruNorth
- Salvation Army
- Good Samaritan Ministries
- Holland Rescue Mission
- Ottawa County Community Action Agency
- Community Action House
- Allegan County Resources Development Committee
- Holland Rescue Mission

Economic Development:

- Michigan Economic Development Corporation

English Proficiency:

- Michigan Literacy Coalitions and Councils, including English Language Acquisition training
- Western Michigan Hispanic Service Center
- Mott Community College
- Zeeland/Holland Adult Ed

Employment:

- Telamon (National Farmworker Jobs Program, Section 167 Grantee)

Educational Resources:

- Michigan State University
- College Assistance Migrant Program (CAMP)
- High School Equivalency Program (HEP)
- Lakeshore Ethnic Diversity Alliance (Migrant Mentoring Program)



- Western Michigan University College Assistance Migrant Program (CAMP)
- Michigan Migrant Education Programs

Employment and Legal Protections:

- Michigan Migrant Legal Assistance Project (MMLAP)
- Farmworker Legal Services
- Justice for our Neighbors (Immigration Services)
- Michigan State Police
- United States Department of Labor, Wage & Hour Division.

Family Support Services:

- Bethany Christian Services

Other:

- Hispanic/Latino Commission of Michigan
- Fremont Area Foundation (annual grant for Farmworker Appreciation Day)
- Kent District Library
- Hispanic Ministry
- Whirlpool Hispanic Network (Hispanic Whirlpool Employees Christmas Basket project)

Agricultural Employer Partners:

- Michigan Department of Agriculture and Rural Development (MDARD)
- Michigan Farm Bureau
- Michigan Asparagus Advisory Board
- Michigan Blueberry Growers
- Michigan State University – Extension Services

### 3. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM.

Describe the State agency's proposed strategies for:

(A) PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

- I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS;
- II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

#### Services Provided at the One–Stop Service Centers

##### Services to Migrant Seasonal Farm Workers

Michigan Works! Service Centers provide the basic career services to Migrant and Seasonal Farm Workers, with bilingual services provided, as needed. Services are provided in a manner that is equal in quantity and quality as services provided to non–Migrant Seasonal Farm Workers. Services include comprehensive employment services such as job referral and placement, resume writing assistance, career guidance, skill assessment, and referral to training. Additionally, assistance with Michigan’s online labor exchange system, Pure Michigan Talent Connect, is also provided.

Agricultural Employment Specialist staff are knowledgeable of the various training programs available through the Michigan Works! Service Centers and thoroughly explain the programs to Migrant and Seasonal Farm Workers prior to making referrals based upon customer request. Agricultural Employment Specialists encourage Migrant and Seasonal Farm Workers to enter training programs in order to acquire skills that may lead to higher paying employment. While doing so, they remain sensitive to those who may not want to leave the migrant stream, which is taken into consideration prior to making referrals.

In addition to the aforementioned services, the following services and programs are offered to Migrant and Seasonal Farm Workers through the Michigan Works! Service Centers:

- Work Registration, needed to collect Unemployment Insurance benefits.
- Computer & Internet access for job searches, Unemployment Insurance Agency registration, and other work related business,
- Telephones, fax & copy machines,
- Partnership. Accountability. Training. Hope (PATH [Partnership. Accountability. Training. Hope.]) for job seekers receiving state cash assistance,
- Employment services and vocational counseling, provided by Michigan Rehabilitation Services for job seekers with disabilities,
- Veterans Employment Services,
- Dislocated Worker programs,

- Youth programs,
- Learning Labs for English Language Acquisition, General Educational Development, & computer skills classes,
- Test of Adult Basic Education (TABE) & Work Keys testing,
- Career building assistance,
- On the job training programs,
- Work experience programs,
- Emergency Supportive Services,
- Job Fairs, Employer of the Day Interviews, and Temporary Employment Agencies, and
- Local Labor Market Information.

#### Services to Agricultural Employers

Michigan Works! Service Center staff provide employment services to agriculture employers. Services delivered in the One–Stop Service centers include assistance with writing job orders and job descriptions and the referral of workers. Employers may also receive assistance in the use of Pure Michigan Talent Connect to post job openings to locate qualified talent.

The Business Service Teams who work in the local Michigan Works! Offices are composed of highly trained staff who are Business Solution Professionals (BSPs). They are problem solvers skilled at matching businesses with all the services they need. BSPs are not confined to only satisfying an employer’s talent needs through job matching.

### (B) MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

#### Marketing

##### Marketing the Employment Service Complaint and the Agricultural Recruitment Systems

Distribution of flyers at restaurants, stores, and at Spanish and English media outlets such as radio stations and newspapers, to promote the Employment Service Complaint and the Agricultural Recruitment Systems.

During an outreach contact every Migrant Seasonal Farm Worker will learn about the Employment Service Complaint System. Service Centers will displays the poster "If you have a complaint"

Continued attendance at grower shows and other venues farmers frequent. To communicate the value of the Agricultural Recruitment System.

Providing overview training for all staff and partners so they can help spread the word.

(C) MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

4. OTHER REQUIREMENTS

(A) COLLABORATION

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

The State of Michigan currently has one Memorandum of Understanding. This Memorandum of Understanding establishes protocol between Telamon Corporation, Michigan Department of Health and Human Services – Migrant Services Division, and the Workforce Development Agency. The Memorandum of Understanding addresses cooperation by the three entities. In particular it covers how referrals are made, information sharing, collaboration between the three agencies, collaboration on special projects, and the frequency of joint staff meetings.

Formed in 1972, the Interagency Migrant Services Council (IMSC) is the longest running interagency group for coordination of services to migrant and seasonal farm workers in the nation. The Interagency Migrant Services Council is a forum for statewide coordination of service delivery to farmworkers, encompassing employment, education, health care, public benefits, legal services and other assistance. Membership is comprised of state and federal agencies that provide direct or indirect services to this population, non-profits and education institutions, research groups, and representatives of grower interests.

As our principle partners and chief collaborators, the Interagency Migrant Services Council provides technical assistance and mutual support to member agencies in their work with farmworkers/farm labor issues through cross education, promotes exchange of information between the Interagency Migrant Services Council and Migrant Resource Councils, makes recommendations to policy makers regarding migrant programs, and educates the general public and policy makers about farmworkers and farm labor issues.

We will continue to pursue additional collaborations throughout the plan period.

(B) REVIEW AND PUBLIC COMMENT.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to

comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

#### Review and Public Comment

The State's Unified Plan, which includes the Agricultural Outreach Plan, was posted to Workforce Development Agency's website to solicit comments from interested agencies, partners and groups who serve Migrant and Seasonal Farm Workers. The following is a list of entities that were afforded the opportunity to review and provide comment on the Plan.

- Telamon Corporation (167 NFJP grantee),
- Michigan Department of Health and Human Services,
- Michigan Department of Agriculture and Rural Development,
- MI Migrant Head Start / Telamon Corporation,
- Michigan Primary Care Association
- Michigan Farm Bureau,
- Migrant Health Promotion,
- Michigan Primary Care Association,
- Michigan Department of Civil Rights,
- Michigan Department of Community Health,
- Michigan Department of Education – Migrant Education,
- Michigan Occupational Safety and Health Administration,
- Michigan Department of Licensing and Regulatory Affairs,
- Hispanic Center of Western Michigan,
- United States Department of Homeland Security,
- Michigan Migrant Legal Assistance Project,
- Farmworker Legal Services,
- Michigan State University College Assistance Migrant Program and High School Equivalency Programs,
- Julian Samora Research Institute,

- Hispanic Latino Commission of Michigan,
- United States Department of Agriculture – Rural Development,
- United States Department of Labor – Wage and Hour Division, and
- Social Security Administration.

All comments will be incorporated into the Unified State Plan. All commenting parties will be informed whether their comments were incorporated, and if not, the reasons therefore.

### (C) DATA ASSESSMENT.

Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

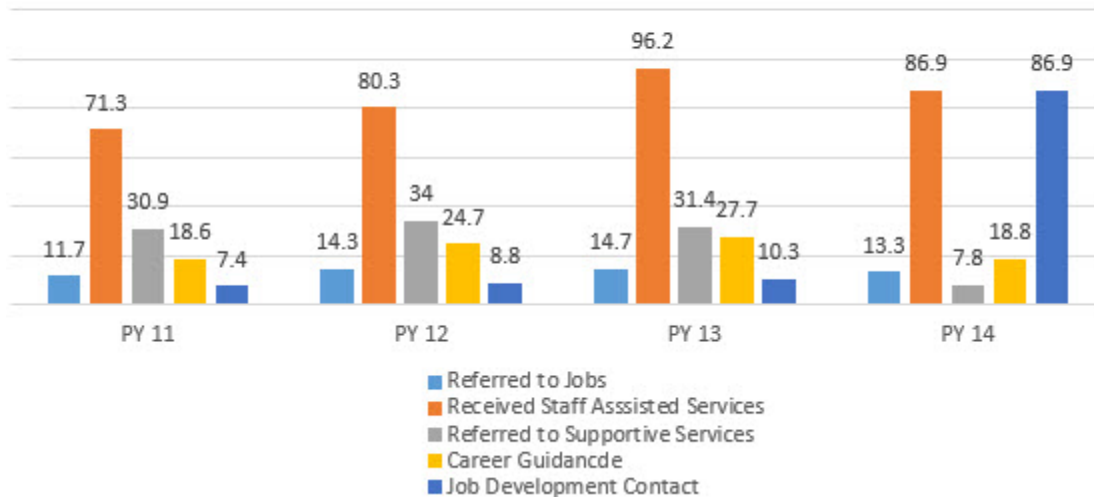
#### Data Assessment and Assessment of Progress

A review of the previous four program years of Wagner-Peyser data reports shows that the State of Michigan has met or exceeded its goals to consistently provide migrant and seasonal farm workers quantitatively proportionate services as compared to non-migrant and seasonal farm workers. Michigan met all indicators for all program years, except for the referral to supportive services category in Program Year 2014. We attribute this to an increase in our promotion and collaboration of our partner agencies while on outreach, which often may negate the need for referral. The State will continue to pursue new relationships with more supportive service providers in order to meet or exceed this indicator over the next five years.

Figure C displays Michigan's performance for the previous four years in relation to the Equity Ratio Indicators.

Figure C Migrant and Seasonal Farmworkers Equity Ratio Indicators:

**Figure C**  
**MIGRANT AND SEASONAL FARMWORKERS EQUITY RATIO**  
**INDICATORS**



**(D) ASSESSMENT OF PROGRESS**

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

The migrant and seasonal farm worker goals from the previous Agricultural Outreach Plan were surpassed by increasing migrant service worker outreach hours (Table 4). The slight increase in local staff outreach hours helped the Migrant Services Service Workers achieve more through the utilization of referrals while overshadowing reductions due to budget constraints. Michigan is committed to the continued collaboration with partner agencies.

Table 4 Program Year 2014 Goals – Projected and Actual:

<b>PY 14 Goals</b>	<b>Projected</b>	<b>Actual</b>
Migrant and Seasonal Farm Worker contacts	10,000	9,237
Outreach Days	800	760
Partner Outreach	900	2,519

**Migrant and Seasonal Farm Worker Outreach Contacts:**

Migrant and seasonal farm worker outreach contacts were projected at 10,000, while the actual number of contacts were 9,237; 763 short of the projected goal. Migrant Service worker staff was reduced by two due to a retirement and a transfer to other state department. The reduction in staff was from the same significant office having the shortfall in meeting the projected number of contacts. The State will evaluate geographical areas with large concentration of migrant and seasonal farm

workers and will centralize the location of migrant service workers in an effort to contact a larger number of the migrant and seasonal farm worker population through outreach efforts.

#### Number of Migrant and Seasonal Farm Worker Outreach Days:

The number of migrant and seasonal farm worker outreach days were projected at 800 days, while the actual days of outreach were 760; 40 days less the projected number of days. As noted in above comment, migrant service worker staff was reduced by two. Through reassignment of geographical coverage area for migrant service worker staff, the projected number of outreach days will be achieved.

#### Number of Migrant and Seasonal Farm Worker Contacts with Cooperating Agencies:

The number of migrant and seasonal farm worker contacts with cooperating agencies were projected at 900, while the actual number of contacts with cooperating agencies were 2,519. Migrant service worker staff are encouraged to conduct outreach with other migrant and seasonal farm worker service providers. In the past, migrant service worker staff expressed that the limited migrant and seasonal farm worker contacts were due to safety reasons in certain migrant labor camps. The team outreach approach proved to be very successful and a Memorandum of Understanding will be developed to ensure continued success.

#### Number of Agricultural job Orders Received:

There was no specific number projected for the number of agricultural job orders received. The Actual number received was 767. A total of 7,838 agricultural positions were posted in the state's labor exchange system, Pure Michigan Talent Connect (PMTTC). A total of 817 food processing/production positions were filled, 162 hand harvesting were filled, and 47 agricultural equipment operators/mechanics were filled. There were 884 agricultural job orders received. The types of agricultural job orders received vary from hand harvesting to equipment mechanics.

Migrant service workers continue to practice successful outreach strategies such as: evening outreach in conjunction with partners, evening outreach, distribution of flyers to announce events, posting notices of service delivery locations and contact information at restaurant and stores, providing public service announcements in Spanish and English media outlets, continued participation in local Migrant Resource Councils for the dissemination of information on training, worker rights and labor laws, planning and/or participating in sponsored events, and making group and/or individual presentations on employment opportunities (both seasonal and year-round).

The Workforce Development Agency projects that an estimated 17,400 migrant and 30,000 seasonal farm workers will actively seek agricultural employment in Michigan during Program Year 2016. This specialized labor force will support approximately 1,945 fruit farms, 1,140 nurseries/greenhouses and 580 vegetable operations.

In Program Year 2016 migrant service workers will contact 10,000 migrant and seasonal farm workers with a projected 800 outreach days.

Key to the continued success of the Agricultural Outreach Program is migrant service workers' ingenuity, passion for the work and commitment to both the migrant and seasonal farm worker and the agricultural employer.



## (E) STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

### State Monitor Advocate Certification

The State Monitor Advocate has reviewed, provided input, and approves the Michigan Program Year 2016 Agricultural Outreach Plan.

## F. WAGNER-PEYSER ASSURANCES

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The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

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## PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

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The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

## A. ALIGNING OF CONTENT STANDARDS

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Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Office of Adult Education has adopted the College and Career Readiness Standards (CCRS). Michigan's rigorous Michigan Merit Curriculum aligns with CCRS and also incorporates the Common Core.

The Office of Adult Education requires all adult education providers in the state to align their curriculum to the CCRS. Professional development opportunities will be provided to ensure program administrators fully understand the standards and are able to implement these standards program-wide. The Office of Adult Education will also continue to provide targeted and specific teacher training on these standards at all levels – adult basic education, adult secondary education, and English language acquisition.

## B. LOCAL ACTIVITIES

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Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

### ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  2. Is for the purpose of educational and career advancement.

Adult education provides an opportunity for mature students to achieve education levels equivalent to those of high school graduates. More than 30,000 students are enrolled in adult education programs in Michigan each year. While adult students average 30 years of age, each student must be more than 16 years old with education competencies below the level of high school graduates.

In Michigan, adult education and training has been delivered through a decentralized process. This decentralization was put in place to allow local communities to address their specific needs. At the time these programs were established, Michigan's economy was booming, funding was plentiful, and little attention was given to a decentralized process. Today, funding is limited; the mission of adult education has changed; and a greater emphasis is placed on collaboration rather than isolation. There is a need to ensure that adult education and training programs provide cost-effective and non-duplicative services designed to prepare workers with the education and training needed to land family sustaining jobs and to supply industry with a skilled, flexible workforce that will help move Michigan's economy forward.

As the changing economy presents greater challenges to job seekers, adult learners and dislocated workers need a streamlined system that helps them move from basic skills training to relevant credentials and into good jobs. To ensure our state prospers in the changing economy, the Office of Adult Education will encourage adult education services to incorporate career pathways into the delivery of services as a critical step in meeting this goal. Special consideration will be given to programs building strong career pathways.

The career pathway approach connects progressive levels of education, training, support services, and credentials for specific occupations in a way that optimizes the progress and success of individuals with varying levels of abilities and needs. This approach is not about implementing a new program or idea, but it is a new way of doing business. It reorients existing education and workforce services from a myriad of disconnected programs to a structure that focuses on the needs of employers and individuals in need of education and training to be successful on their career paths.

The career pathway approach benefits all learners – traditional and non–traditional – but is especially beneficial for adult learners that have difficulty navigating the various systems and making the transition from secondary to post–secondary education.

One aspect of career pathways that Michigan is ahead of the curve on is contextualized curriculum. Over the last ten years, the Office of Adult Education has developed contextualized curriculum for adult learners that is available free of charge to all local providers. The Preparing Workers for 21st Century Employment was developed to offer adult content reading materials targeting learners at the 4th–6th grade reading level in an effort to improve reading ability while simultaneously addressing the employment related topics identified by Michigan employers as critical to employee effectiveness.

The Office of Adult Education held a series of employer focus group meetings to gather feedback from Michigan employers on the reading skills required for entry–level work and the skill gaps of potential or current employees. The input from employers was the basis for the 42 reading selections depicting real–life workplace scenarios. Because of the success and overwhelmingly positive feedback from both teachers and administrators, Preparing Workers for 21st Century Employment math and writing components were also developed.

The materials are designed to be a supplement to classroom instruction and have been found to be engaging for students and increase retention. The materials are being used by programs across the state in ABE, ASE, and English language acquisition classrooms, and have been found to be effective with all learners.

The Office of Adult Education also created contextualized curriculum for financial literacy, parenting, healthy lifestyles, hospitality and retail, clerical and office support, and for home health aides.

The foundation of the career pathway approach is robust partnerships, and adult education providers will be required to build and maintain collaborative partnerships within the region. Literacy councils and community organizations with a proven track record of working with and advancing the lowest level learners should be at the regional planning table. These organizations play a vital role in many communities and should be an integral part of the service delivery system for low functioning and illiterate adults.

The Michigan Works! Agencies should be utilized to identify regional employer needs through established employer engagement, labor market information, and real–time data. Local providers may utilize the Michigan Works! Agencies for workforce preparation activities as well as to create opportunities for integrated education and training for higher level learners.

Local providers will be required to work with Michigan Works!, Michigan Rehabilitation Services, and other community agencies to remove barriers to learning, including but not limited to, transportation, child care, screening for learning disabilities, stable housing, domestic violence, mental illness, and substance abuse. Access to comprehensive support services is key to the success of many adult education participants, especially low–level learners.

The Office of Adult Education will require eligible providers to:

- Utilize postsecondary partnerships to clearly define postsecondary education offerings locally and the education and skill level entry requirements.

- Ensure alignment between adult education programs exit requirements to post–secondary and workforce program entry requirements.
- Incorporate research and proven strategies for effectively educating adult learners.
- Contextualize curricula for all levels of instruction.
- Offer quality career planning for all learners.
- Utilize dual enrollment and integrated education and training programs when appropriate to accelerate participant learning.

The competition to select the eligible providers of adult education and literacy services will ensure that providers meet the above requirements, as well as the following considerations per Section III.(b)(5)(B):

- Are responsive to regional needs and serving those in the community that are most in need of adult education and literacy services;
- Have the ability to serve individuals with disabilities;
- Demonstrated effectiveness to meet state performance benchmarks, especially serving those at the lowest literacy levels;
- Demonstrated alignment between proposed activities and one–stop partner services;
- Offer sufficient intensity and quality to achieve substantial learning gains;
- Effectively use technology to increase the amount and quality of learning;
- Deliver activities by well–trained instructors, counselors, and administrators and have access to high–quality professional development;
- Whether there is a demonstrated need for English language acquisition programs and civics education.

In each Prosperity Region, eligible providers will be required to ensure the following services are available:

- Adult basic education and literacy activities (ABE);
- Adult secondary education (ASE);
- High school completion (HSC) and/or high school equivalency (HSE);
- English as a Second Language (ESL);
- Integrated English literacy and civics education;

- Workforce preparation activities; and
- Opportunities for Integrated Education and Training (IET) in high-demand industries or occupations.

Workplace literacy and family literacy are optional services that may be delivered in each Prosperity Region. Workplace literacy and family literacy will be highly encouraged and the state office will build capacity in collaboration with other core partners and stakeholders for the delivery of these services.

Workforce preparation activities will be required to be delivered at all levels – ABE, ASE, and ESL – and may be delivered concurrently with the adult education instruction.

IET may be delivered concurrently for adult learners functioning at higher levels (e.g., ASE), when appropriate. Concurrent delivery of services will be strongly recommended for advanced learners because it will engage interest, accelerate learning, and shorten the length of time required to complete programming, however, prior pilot projects focused on dual enrollment in adult education and postsecondary education or training highlighted the fact that this model is not a good fit for all learners. Guidance and best practices will be shared with programs on student placement strategies to ensure learners are evaluated on an individual basis and placed in programs appropriately.

State policy will be modified to allow for remediation for adults who have a high school diploma but do not have the education level of a high school graduate. Adult education service providers have advocated for this change based on the significant number of adults that walk thru their doors that in the extreme example cannot even read their own diploma. Many adults over time have lost some of the skills once learned in high school, where as some adults never mastered the content and graduated because of social promotion.

Eligible local providers will be required in their application for funding to describe the curriculum and instructional materials used for each program offering, and how those materials align to the CCRS. As previously stated, high school completion must align to the Michigan Merit Curriculum. Workforce preparation materials shall be aligned with OCTAE's Employability Skills Framework. For IET, eligible providers must detail in the application how the instructional materials are contextualized and verify that specific occupational or industry training component is an in-demand industry in the region and the training meets industry standards.

Eligible local providers will be required in their application for funding to detail how services are aligned within the program to ensure seamless transitions and better prepared participants for the next step in their educational journey. This means that ESL must be aligned with ABE services and ASE instruction. ASE, HSE, and HSC offerings should be aligned with postsecondary and/or workforce entrance requirements within the region. The adult education providers should be working closely with community colleges, Michigan Works! Agencies, and employers within the region to identify the skill requirements needed for graduates to be successful in the next phase, whichever path it may be, and ensure the curriculum and instruction are adequate to meet the identified needs.

### SPECIAL RULE

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency



may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

## C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

### **Corrections Education and Other Education of Institutionalized Individuals**

In 2016-2017, the State of Michigan plans to conduct an open competition for the 2017-2018 Section 225 Institutional funds recipients. The competition will be open to all eligible providers in the same manner and process as adult education and literacy activities funded under Section 231. The Office of Adult Education will award a continuation grant with current providers for Program Year (2016-17) and will conduct a new competition in PY 2016-17 for the multi-year grant process beginning in PY 2017-18 to select highly qualified and experienced providers of adult education and literacy services that meet the eligibility requirements in Section 203(5). The new providers will begin operating effective July 1, 2017. The multi-year grants will be awarded through an open competition that meets all state and federal procurement requirements and based on the 13 considerations identified in Section 231 and Section 108, including alignment between adult education and the one-stop partners, strong linkage with employers, contextualized education, integrated education and training, and integration of digital literacy.

The Office of Adult Education will be awarding only one grant per prosperity region to regionalize adult education services in the state and more closely align state and federal funding for adult education. Each prosperity region will be required to provide comprehensive services, including adult basic education, adult secondary education, English as a second language, integrated education and training, and career pathways.

To be considered for funding, eligible providers will be required to demonstrate past effectiveness based on the prior years' NRS performance data for previous providers, or verifiable data supporting participant educational gains and effectiveness in helping learners obtain a high school equivalency credential for new providers. Eligible providers must also have community partners in place to help their participants who are exiting a corrections institution to transition to other adult education

services or to postsecondary employment or training/education, and align exit points from adult education services provided in the institution to entry points for further education and/or training services in the community.

The Office of Adult Education will be developing a standardized form and/or process to facilitate the local board's review of the Title II applications to ensure alignment between the application and the local plan's strategies and goals.

The Office of Adult Education ensures direct and equitable access to all eligible providers by publishing the grant announcement on the State of Michigan and WDA websites. Formal announcement of the request for proposals (RFP) will be widely circulated via press releases, all WDA distribution lists, and any other means available. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies will be notified of grant opportunities.

In PY 2016-17, the Office of Adult Education will continue to work closely with the Michigan Department of Corrections to align corrections education and community adult education programs and ensure that incarcerated individuals have access to educational services that prepare them for employment, economic self-sufficiency, family roles, and responsible citizenship upon their release. The Department of Corrections is currently funded through an Interagency Agreement, but as stated above, this funding will be competitively bid via open competition for PY 2017-18.

The Michigan Department of Corrections Prisoner Reentry Education Section is an integral part of overall prisoner employment readiness. The Education Section provides academic, career technical, and workplace skills training for prisoners housed in the Michigan Department of Corrections. This is accomplished within a continuous quality improvement environment to ensure cost containment, while providing the most effective programs.

The Michigan Department of Corrections operates schools at 31 facilities and provides educational opportunities to over 7,500 prisoners each day. Prisoners within two years of parole eligibility have the highest priority of service, and those beyond two years are to be on a waiting list and enrolled by earliest release date, as applicable. A brief description of the available programs that may be supported with AEFLA funds is outlined below:

**Academic Education** - MCL 791.233 (PA 320) requires prisoners to obtain a General Education Development (GED) prior to parole. Adult Basic Education (ABE) and GED programs allow prisoners the opportunity to earn a GED while incarcerated. The curriculum is based on accepted content standards. Classes are open entry/open exit in order to meet the students' needs. All classes are taught by certified teachers.

**English Language Acquisition** - This program is offered to prisoners for whom English is not their native language and who are functioning below a 5th grade level in reading, as measured by the state-approved assessment tools.

**Special Education Services** - Special Education Services are provided as required by the federally mandated Individuals with Disabilities Education Improvement Act. Eligible students whom are under the age of 22 receive services. All special education classes are taught by certified special education teachers.

Following are other programs or services available through the Michigan Department of Corrections Prisoner Reentry Education Section that adult education participants may be concurrently enrolled in but are supported with other state funding:

**Career and Technical Education** – Career and Technical Education programs provide prisoners with trade specific instruction, technical skills, and soft- skill competencies critical to finding and maintaining employment. These programs offer a state or national certifications that are transferable and can be used in future employment or in future educational opportunities. Career and Technical Education programs offer open entry /open exit enrollment. Each program is filled to a maximum and waiting lists are kept minimal so that each prisoner can achieve educational goals as efficiently and economically as possible. Trade programs are responsive to labor market demands, collaborative with Michigan State Industries, articulated with Community Colleges, and supportive of career readiness certifications. The following trade classes are currently being offered:

- Auto Mechanics
- Building Trades
- Building Trades Masonry - Concrete
- Building Trades Plumbing - Electrical
- Custodial Maintenance
- Food Technology
- Horticulture
- Machine Tool
- Optical Dispensing
- Printing
- Welding

**Employment Readiness** - This course introduces prisoners to skills needed to gain and retain employment. They include: financial literacy, soft skills competencies, employment preparedness, job search tools, life skills, and community resources. A collaboration of community and facility resources are used to enhance learning outcomes, including job fairs. Prisoners create a portfolio, including a resume, which can be used upon release. Prisoners are provided with the opportunity to participate in Employment Readiness programming starting at reception and continuing throughout their incarceration. The focus is on the last two years before release.

**State Correctional Opportunities for Rehabilitation and Education/Prison Build** - Prisoners gain valuable building experience while constructing wood cabins, cabinets, and housing components for state agencies and nonprofit organizations, such as Habitat for Humanity. Horticulture students gain skill growing landscaping plants for Habitat projects, and native plants and trees for the Department of Natural Resources.

**WorkKeys Testing** - The WorkKeys assessment is offered to every prisoner that is paroling. This nationally recognized work skills assessment is used by employers, educators and workforce developers to measure work readiness in applied mathematics, locating information and reading for information. Prisoners that score at a silver level or above will receive a National Career Readiness Certificate.

Michigan will continue to use up to ten percent of our federal allocation available under Section 222(a)(1) to support adult education and literacy activities in correctional and other institutional facilities.

The Michigan Department of Corrections Policy Directive regarding educational programs for prisoners can be found at the following location:

[http://www.michigan.gov/documents/corrections/05\\_02\\_112\\_515776\\_7.pdf](http://www.michigan.gov/documents/corrections/05_02_112_515776_7.pdf)

## D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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### 1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

The integrated English literacy and civics education program aligns with the career pathways approach Michigan is implementing. The career pathways service delivery approach has multiple entry and exit points to meet learners at the level of their educational abilities and connects progressive levels of education and training to prepare all learners for meaningful employment and relevant post-secondary credentials.

This is a new approach for many English language acquisition programs that were often stand alone, even from other adult education services. Local programs are aligning English language acquisition programs to adult basic and adult secondary education programs for a seamless transition for learners.

Local providers have begun conversations and analysis of the types of jobs their skilled and unskilled English language learners are interested in or generally acquire as natural starting points for integrated education and training options. The other strategy is to explore current programs that may be expanded to include English language learners, such as secondary career and technical education programs.

Adult education providers in Michigan have raised concerns around the ability to offer integrated education and training opportunities to undocumented immigrants that do not have a social security number. The Office of Adult Education will look to USDOE, Office of Career, Technical, and Adult Education for further guidance on this issue.

The Office of Adult Education has been and will continue to assist English language acquisition programs with establishing integrated English literacy and civics education programs through high-quality professional development and sharing of resources, research, and evidence-based practices.

Local eligible providers will be required in the application for funding to describe how they plan to provide English language acquisition and civics education concurrently and contextually, and identify the components of civics education that are integrated into the curriculum. At a minimum, the rights and responsibilities of citizenship and an overview of U.S. government at the federal, state, and local level must be provided.

Local eligible providers will also be required in the application for funding to describe how workforce preparation activities are incorporated into the IELCE program. The workforce preparation activities shall align with OCTAE's Employability Skills Framework.

Local eligible providers must identify the local and regional needs for IELCE services, as well as the opportunities in the region to integrate basic skills education with training in in-demand occupations. Eligible providers must identify the specific curricula that will be used and demonstrate how such curricula will be contextualized at all levels so that it aligns with regional in-demand occupations and meets industry standards.

Eligible providers should also describe their partnership with the local Michigan Works! Agency, and how the MWA will help participants to transition from IELCE services to employment or further training or education.

## 2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

Michigan's allocation for Integrated English Literacy and Civics Education (IELCE) program will be distributed through continuation grants with current providers for PY 2016-17. For PY 2017-18, Michigan's allocation for IELCE will be distributed regionally through a new competition process to select highly qualified and experienced providers of adult education and literacy services that meet the eligibility requirements in Section 203(5). The new providers will begin operating effective July 1, 2017.

The multi-year grants will be awarded through an open competition during PY 2016-17 that meets all state and federal procurement requirements and is based on the 13 considerations identified in Section 231, to eligible providers that can demonstrate high-quality programs designed to prepare English language learners for employment in in-demand industries and that are integrated with workforce preparation activities.

The Office of Adult Education will be awarding only one grant per prosperity region to regionalize adult education services in the state and more closely align state and federal funding for adult education. Eligible local providers must identify in the application for funding the demonstrated need in the prosperity region for ESL and civics education programs using labor market information.

To be considered for funding, eligible providers will also be required to demonstrate past effectiveness based on the prior years' NRS performance data for previous providers, or verifiable data supporting participant educational gains, job attainment, and enrollment in postsecondary education or training for new providers.

The Office of Adult Education will be developing a standardized form and/or process to facilitate the local board's review of the Title II applications to ensure alignment between the application and the local plan's strategies and goals.

The Office of Adult Education ensures direct and equitable access to all eligible providers by publishing the grant announcement on the State of Michigan and WDA websites. Formal announcement of the request for proposals (RFP) will be widely circulated via press releases, all WDA distribution lists, and any other means available. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies will be notified of grant opportunities.

## E. STATE LEADERSHIP

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### 1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA.

The Office of Adult Education will utilize State Leadership funds to carry out the activities required in Section 223 as follows:

(1) Alignment of adult education services with core programs. Michigan will use funds to align adult education and literacy services with other core partners and one-stop partners in each region through the identified career pathway approach, in order to help all Michiganders succeed and successfully obtain family-sustaining employment. The Office of Adult Education will utilize professional development opportunities to share the common vision for career pathways with key stakeholders, strategies and research-based promising practices for contextualizing and integrating basic skills instruction and workforce preparation, and building and maintaining effective partnerships.

(2) Establishment of a high-quality professional development system. Michigan will increase the capacity of its existing professional development system through regional training institutes focused on the improvement of instruction for adult learners, and establishing venues in each Prosperity Region. The Office of Adult Education will complement face-to-face training with webinars and online resources and toolkits, as appropriate. Topics for training will be based on a survey of local program needs, areas of lowest performance statewide, and new required activities or policies as applicable. The Office of Adult Education will ensure adequate professional development offerings for all staff, including administrators, teachers, counselors, and support personnel.

(3) Technical assistance. The Office of Adult Education will provide technical assistance regionally to inform and train the field on their role as one-stop partners, current adult education policies and procedures, and entry of participant data into the Michigan Adult Education Reporting System (MAERS). Best and promising practices will be shared with the field and core partners via webinars and the Office of Adult Education website.

(4) Monitoring and evaluation. The Office of Adult Education will continue to monitor and evaluate all programs annually through desk audits, and up to 20% of programs through targeted on-site monitoring visits.

### 2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

The Office of Adult Education will utilize State Leadership funds for permissible activities under Section 223 (a)(2) that meet the needs and goals identified by the State in order to increase program performance, improve the quality of teaching and instruction, assist the integration of adult education into the One-Stop system, and/or to pilot and disseminate new and innovative approaches to the delivery of adult education services.



## F. ASSESSING QUALITY

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Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

### Monitoring and Technical Assistance

The Office of Adult Education will assess the quality of services delivered by adult education providers by conducting on-site monitoring visits for up to 20% of all federal sub-recipients annually to ensure compliance with federal and state rules and regulations, and support program improvement. Nonetheless, all programs (100%) will be reviewed annually through desk audit.

In addition, technical assistance will be available, especially targeting low-performing sub-recipients to ensure knowledge of current policies, procedures, and requirements. The scope and depth of technical assistance provided will be based on the needs and resources available, and will be reviewed and determined by the Office of Adult Education each year.

Statewide trends and patterns of weaknesses identified will be addressed through professional development in order to improve the quality of adult education and literacy services in Michigan.

### Evaluating Professional Development

The Office of Adult Education will continue to evaluate the effectiveness of all professional development offerings through participant feedback and surveys. This feedback will be reviewed and incorporated into decisions on future offerings and workshops, including topics, content, and mode of delivery.

The Office of Adult Education shall institute evaluation of the effectiveness of professional development that is incorporated into classroom instruction, specifically at the ABE level where Michigan has historically underperformed. Michigan developed the Top 25 in 5 plan with the goal of Michigan being in the top 25 states for educational gains for ABE participants in 5 years. In order to increase educational gain rates, a mechanism is needed to ensure quality instruction at the ABE level in all Michigan classrooms that is based on best practices derived from rigorous research and effective educational practice. The Office of Adult Education is proposing to support regional instructional coaches to evaluate teachers and classroom instruction to ensure quality of services delivered.

## CERTIFICATIONS

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States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

## CERTIFICATION REGARDING LOBBYING

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### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization    **Workforce Development Agency**

Full Name of Authorized Representative:    **Stephanie Beckhorn**

Title of Authorized Representative:    **Acting Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to OCTAE\_MAT@ed.gov

## ASSURANCES

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The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes
3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes
4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes
5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

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PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION  
(GENERAL)

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The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan\* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

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\* Sec. 102(b)(D)(iii) of WIOA

## A. INPUT OF STATE REHABILITATION COUNCIL

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All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

### 1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The State Rehabilitation Council in Michigan, known as the Michigan Council for Rehabilitation Services serves as the State Rehabilitation Council to both the general designated state unit, Michigan Rehabilitation Services and the designated state unit for the Blind, Bureau of Services for Blind Persons. The designated state agency for Michigan Rehabilitation Services is the Department of Health and Human Services and the designated state agency for Bureau of Services for Blind Persons is the Department of Licensing and Regulatory Affairs. This attachment is focused on how the Michigan Council for Rehabilitation Services worked to achieve the eight federal mandates with Michigan Rehabilitation Services during Fiscal Year 2015 and our resulting recommendations to Michigan Rehabilitation Services for Fiscal Years 2017 – 2020.

1. Review, analyze, and advise the Grantor regarding its performance in determining eligibility, order of selection, effectiveness, scope and provision of services, and functions of the Grantor that affect, or potentially affect, the ability of persons with disabilities to achieve rehabilitation goals and objectives.

This mandate was achieved through active participation in the following Michigan Rehabilitation Services activities/work teams along with review and analysis of information received related to their service system: (1) Appeals Hearings Redacted Reports (2) Consultations with the Hearings Manager (3) Consultation with the Client Assistance Program (4) Policy Cadre (5) Customer Input (6) Customer Satisfaction Survey Reports for Fiscal Year 2014, at Plan and Closure (7) Idea Stream Team, including a presentation to a Michigan Rehabilitation Services District Office (8) Follow-up Meeting to Fiscal Year 2014 Comprehensive Statewide Needs Assessment Report (9) Marketing Team and subgroups related Marketing Champions, Online Orientation and the annual Champion Awards event (10) State Plan (11) Focus Groups for Customers of Michigan Rehabilitation Services (12) Michigan Rehabilitation Services Staff and (13) Michigan Rehabilitation Services System Data.

Resulting Impact: The Council offered input from the customer perspective with regard to each of the above activities.

2. In partnership with the Grantor, provide advice in the preparation of statewide goals and priorities.

During the State Plan Fiscal Year 2017 – 2020 process meetings, the Council was involved with the review, redesign and/or update of the Michigan Rehabilitation Services goals and priorities.

Resulting Impact: The goals and priorities were reviewed during the Fiscal Year 2017–2020 Michigan Rehabilitation Services State Plan process and should continue to keep the Designated State Unit focused as they strive for excellence in their service system.

3. In partnership with the Grantor, conduct a review and analysis of the effectiveness and consumer satisfaction with vocational rehabilitation services and employment outcomes, including employment benefits.

Customer satisfaction information was collected by the Michigan Council for Rehabilitation Services through various activities: (1) Consultation with both Client Assistance Program and the Hearings Manager (2) Data review (3) Customers of Michigan Rehabilitation Services Focus Groups (4) Customer Satisfaction Survey Reports at Plan and Closure and (5) Public Comment.

Resulting Impact: The Michigan Council for Rehabilitation Services is pleased to be included in the review and redesign (as needed) of the customer satisfaction survey tools. The membership did raise the issue of wanting to know the themes from the percentage of those customers who responded to the surveys indicating that they were not satisfied with the Michigan Rehabilitation Services experience. We were pleased to see that the Fiscal Year 2014 Reports provided the information, analysis and recommendations regarding the unsatisfied customers at plan and closure. We look forward to future discussion with Michigan Rehabilitation Services about how they intend to utilize these findings. It is important to note that the satisfaction rate reported by Customers of 86.2 percent is the highest rating received in recent Michigan Rehabilitation Services history. As reported by the Hearings Manager, the number of customer complaints have dropped significantly with fewer Hearings scheduled.

At the State Director's suggestion, the Council fully embraced, designed and implemented a Focus Group project during the last half of the fiscal year. The stimulus questions were created to gain input about the customer's experiences with Michigan Rehabilitation Services, involvement with the local Center for Independent Living), and their needs related to gaining and retaining employment. Information obtained was from two local communities. A Council Work team is analyzing the information so that recommendations can be made to Michigan Rehabilitation Services. On a preliminary basis, one of the consistent themes which attendees identified as being the 'best part of their experience with Michigan Rehabilitation Services' was their relationship with their Counselor. A low response rate occurred with the focus groups scheduled at the end of the fiscal year. The member's commitment to this project is seen as they continue in discussion about the strategies needed for the future planning of gaining customer input through local focus groups and/or other mechanisms.

4. Assist in the preparation of the State Plan, Plan amendments, reports, needs assessments, and evaluation required by the Rehabilitation Act.

With the passage of the Workforce Innovation and Opportunity Act (WIOA), the State Plan process was redesigned quite effectively by the Michigan Rehabilitation Services Staff who manage this effort. The Council was involved in all meetings so that the customer voice was present and involved in discussions and decision making for the new plan. The final draft of the Michigan Rehabilitation Services State Plan was shared with the membership for review, input and support.

The membership was afforded the opportunity to learn about the WIOA through a number of in-person trainings and the expected impact on the Michigan Rehabilitation Services system. The trainings emphasized the significant service changes regarding Transition Aged Youth and Supported Employment that the designated state unit are now required to implement without the addition of financial resources.



The Council was actively involved in the Comprehensive Statewide Needs Assessment meetings which resulted in the Fiscal Year 2014 report. A follow up meeting was scheduled during this fiscal year which provided the opportunity for work team members to determine what worked well and/or what needed improvement as the planning begins in Fiscal Year 2016.

Resulting Impact: The Michigan Council for Rehabilitation Services was actively involved in the Michigan Rehabilitation Services Fiscal Year 2017–2020 State Plan process, offering customer perspective as relevant. The membership's educational opportunities with the WIOA have provided a knowledge base that will enhance future monitoring efforts by the Council.

5. Prepare and submit an annual report to the Governor and the Commissioner of Rehabilitation Services Administration on the status of the general vocational rehabilitation program operated within the State.

Michigan Rehabilitation Services data and other program information were provided to the Michigan Council for Rehabilitation Services so that the Fiscal Year 2014 report was completed and submitted to the governmental and federal authorities as required.

6. Coordinate with other state councils, including but not limited to the Statewide Independent Living Council, the Special Education Advisory Council under Individuals with Disabilities Education Act, the Developmental Disabilities Council, the State Mental Health Planning Council, and the Governor's Talent Investment Board.

**Statewide Independent Living Council:** Coordinated activities included (1) members appointed to represent the respective councils (2) Michigan Council for Rehabilitation Services reports for Statewide Independent Living Council business meeting packets, Statewide Independent Living Council reports for Michigan Council for Rehabilitation Services business meeting packets (3) Michigan Council for Rehabilitation Services/Statewide Independent Living Council Member representation at the Statewide Independent Living Council quarterly meetings and Michigan Council for Rehabilitation Services/Statewide Independent Living Council representation at the six Michigan Council for Rehabilitation Services Business Meetings. The other mandated partnerships which include: Special Education Advisory Committee; the Michigan Developmental Disabilities Council; the State Mental Health Planning Council; and the Governor's Talent Investment Board have been managed through members who represent these organizations and/or at Executive Team direction.

Resulting Impact: The partnerships listed above provided great opportunity for networking with organizations that are working with similar customer populations, while the Michigan Council for Rehabilitation Services role, responsibilities and involvement with Michigan Rehabilitation Services can provide the Vocational Rehabilitation perspective. It is expected that these relationships will continue to develop.

7. Facilitate coordination and working relationships between the Grantor, the Statewide Independent Living Council and centers for independent living throughout the state.

In Michigan, the Center for Independent Living trade association, Disability Network/Michigan and the Statewide Independent Living Council have a long established working partnership with Michigan Rehabilitation Services. The Michigan Council for Rehabilitation Services members continue their focus on working to enhance the partnership by continually advocating on behalf of the independent living needs of customers of Michigan Rehabilitation Services.

The customers of Michigan Rehabilitation Services focus groups utilized a sample of customers from various stages in the Vocational Rehabilitation process, along with joint customers of the local Center for Independent Living and Michigan Rehabilitation Services office. Stimulus questions utilized at the focus groups include some as designed in partnership with the Statewide Independent Living Council about the customer experience with their local center.

Resulting Impact: The Michigan Council for Rehabilitation Services involvement with the Center for Independent Living network in Michigan has continued at the statewide level. The focus groups provided a beginning opportunity to work with some local Centers for Independent Living, with hope for expansion in the future.

8. Perform other functions consistent with the purpose of the Rehabilitation Act.

Highlights of other Michigan Council for Rehabilitation Services Functions:

**Business Meeting Schedule:** During Fiscal Year 2015, the Michigan Council for Rehabilitation Services increased their business meetings to bi-monthly meetings with a newly designed agenda. The one day meeting agendas included: in person work team meetings prior to the start of the Business Meetings, (11:00 – 3:30 p.m.) The business meeting agendas included operational updates, two times for public comment, work team reports, partner reports, and reports from both designated state units and the staff report. The last two hours of each meeting are dedicated to an educational session about emerging topics and/or Comprehensive Statewide Needs Assessment populations identified as underserved or unserved.

Resulting Impact: The six meetings scheduled during Fiscal Year 2015 resulted in great opportunities to uphold the Mission and Strategic Plan of the Michigan Council for Rehabilitation Services as work teams held in person meetings, the business of the Council was effectively managed and the membership was afforded educational opportunities regarding emerging issues, such as the passage of the WIOA. This new system has kept members better informed and focused on the efforts needed to achieve the mandates of the Michigan Council for Rehabilitation Services.

Advisory Work Teams Functions:

The Advisory Executive Team held twice monthly meetings as well as two day long strategic planning meetings. The agendas focus on the strategic plan goal and activities, emerging issues and other education relevant to the daily business operations of the Council staff.

Advisory Customer Experience and Regulatory Guidance Teams have been successful in achieving their work plans along with absorbing new work assignments throughout the year. Highlights include: the annual report, the design and implementation of focus groups, the review of Michigan Rehabilitation Services data, creating a dashboard to track the various levels of data within each designated state unit, the State Plan, education about the WIOA, and the review of the customer satisfaction survey reports.

Resulting Impact: The work teams benefitted from the monthly meeting schedule as held in person or by teleconference. The work of the Michigan Council for Rehabilitation Services is managed within each work team so that they can then inform the full membership on work efforts taking place, have discussion on relevant topics and/or take action as needed. Work plans were tweaked throughout the year as new assignments emerged so that there was greater impact on the Michigan

Council for Rehabilitation Services outcomes. The teams continue to develop a cohesive approach as they work to achieve their responsibilities.

**Membership:** At the end of this fiscal year (2015), the Michigan Council for Rehabilitation Services had two vacancies: the Governor's Talent Investment Board category and a representative of business, industry and labor. It is expected that these will be managed at the end of the calendar year when the Michigan Council for Rehabilitation Services appointment terms are scheduled to roll over.

Statewide Activities (focused on strengthening partnerships):

The Michigan Council for Rehabilitation Services continued participation in the following statewide activities: (1) Two Americans with Disability Act Anniversary Celebration Events (2) Michigan Rehabilitation Services Champion Awards event (3) The annual re:con convention, a statewide rehabilitation conference held each Fall where the Michigan Council for Rehabilitation Services serves as a primary partner, is on the program committee, facilitates workshops and hosts an exhibit (4) Michigan Association of Rehabilitation Organization's Spring Leadership Training Conference in Traverse City (5) Michigan Rehabilitation Association Membership, with the Michigan Council for Rehabilitation Services Executive Director serving on the Michigan Rehabilitation Association board and (6) Statewide Independent Living Council Business Meetings.

Resulting Impact: The above activities serve to strengthen relationships within the disability and business community. Most importantly it provides a mechanism for the Council to cross paths with designated state unit staff and educate them about our role and responsibility as we work with public Vocational Rehabilitation. As networking takes place across the state (within the public and private sector) we have seen increased awareness of the Council's role with citizens with disabilities and partners.

**National Activities:** Michigan Council for Rehabilitation Services Staff Members are members of the National Rehabilitation Association.

The Michigan Council for Rehabilitation Services is a founding member of the National Coalition of State Rehabilitation Councils. Participation included teleconferences for nationwide National Coalition of State Rehabilitation Council meetings and monthly National Coalition of State Rehabilitation Councils Board of Directors meetings. The Executive Director served as the president of the National Coalition of State Resource Councils, while the Assistant Director provided expertise and technical support through management of the website, list serves and conference registration as supported by the Michigan Council for Rehabilitation Services.

The Chair and Vice Chair attended the April 2015 National Coalition of State Resource Councils, Council of State Administrators of Vocational Rehabilitation and National Council of State Agencies for the Blind Conferences held in Bethesda, MD. This included partnering with our other designated state unit – the Bureau of Services for Blind Persons staff to conduct Capitol Hill visits to educate some of the Michigan Delegation on the value of the public vocational rehabilitation service system in Michigan and the positive impact it has on the Michigan economy. They also informed officials about the continuing challenge Michigan Rehabilitation Services has in garnering enough state match to be able to access the federal allotment for Michigan general Vocational Rehabilitation Services.

Resulting Impact: The involvement of the Michigan Council for Rehabilitation Services in the various national activities continued to enhance the reputation of this State Rehabilitation Council as being one of the best models across our country. The knowledge gained through this involvement serves to strengthen the work activities of our Council.

#### MISCELLANEOUS INFORMATION – DAILY BUSINESS OPERATIONS: FISCAL AND OPERATIONAL MANAGEMENT:

**Fiscal Agent:** In an effort to uphold the intent of the Rehabilitation Act, to assure the autonomy and independence of the State Rehabilitation Council operations and staff, Michigan Rehabilitation Services has contracted with the Michigan Association of Rehabilitation Organizations since 2004 (prior to that a contract with another state wide organization held the contract from 1996 – 2003). The Council agrees that this contract provides the mechanism needed for a fiscal agent to serve as the employer of record for Michigan Council for Rehabilitation Services staff, along with accounting services for payroll and operational expenses. This contract has continued due to the outstanding accounting talents of the Michigan Association of Rehabilitation Organization's staff person that has resulted in ten clean financial reviews and services that were provided in a professional, flexible manner. The Michigan Council for Rehabilitation Services expects that this contract will continue to be supported by Michigan Rehabilitation Services, assuring the stability of the Council's future.

**Michigan Council for Rehabilitation Services Budget:** The Michigan Council for Rehabilitation Services Resource Plan and Budget for Fiscal Year 2015 was approved by the membership and then negotiated with the designated state unit to ensure financial solvency for the Michigan Council for Rehabilitation Services beginning October 1, 2014. The grant between the Michigan Association of Rehabilitation Organizations and Michigan Rehabilitation Services was signed by Department of Human Services for the entire fiscal year. The Fiscal Year 2016 Resource Plan and Budget was created by the Executive Team and approved by the membership for submission to the designated state unit/designated state agency.

**Michigan Council for Rehabilitation Services Staff:** The staff of the Council include: the Executive Director and the Assistant Director. The staff role is to assure the membership's achievement of the State Rehabilitation Council federal mandates along with other activities related to Vocational Rehabilitation and employment as determined by the Council.

Resulting Impact: The Michigan Council for Rehabilitation Services staff efforts have assured the success of the Council as they achieved the federal mandates related to Michigan Rehabilitation Services.

**In Closing:** The Michigan Council for Rehabilitation Services maintains a focus of the 'customer's best interest' throughout all levels of their work. We look forward to our continued work on behalf of people with disabilities, in partnership with Michigan Rehabilitation Services as they strive to be one of the leaders of public vocational rehabilitation in our country.

#### Recommendations:

The following recommendations were designed to reflect customer input and results from our analysis and review of the Michigan Rehabilitation Services system.

1 – We recommend that the Council receives the Michigan Rehabilitation Services program and financial data on a quarterly basis following the submittal of their 113 reports to Rehabilitation

Services Administration. We recognize the value of this information as we work to review, analyze and advise Michigan Rehabilitation Services about their service system. Michigan Rehabilitation Services has provided this information at each business meeting with a verbal report, but members have indicated it is difficult to ask questions and have discussion about the information without a written document to review ahead of time.

2 – We recommend that the Customers of Michigan Rehabilitation Services Focus Group final report, which will include findings and recommendations from the Council, be utilized to inform staff and the Michigan Rehabilitation Services service system about the customer perspective regarding both the successes and the challenges reported with regard to the customer experience.

## 2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

1 – We recommend that the Council receives the Michigan Rehabilitation Services program and financial data on a quarterly basis following the submittal of their 113 reports to Rehabilitation Services Administration. We recognize the value of this information as we work to review, analyze and advise Michigan Rehabilitation Services about their service system. Michigan Rehabilitation Services has provided this information at each business meeting with a verbal report, but members have indicated it is difficult to ask questions and have discussion about the information without a written document to review ahead of time.

**Response:** Michigan Rehabilitation Services agrees that the Council shall receive the Michigan Rehabilitation Services program and financial data on a quarterly basis, in a reasonable amount of time following the submittal of the Michigan Rehabilitation Services 113 reports to the Rehabilitation Services Administration.

2 – We recommend that the Customers of Michigan Rehabilitation Services Focus Group final report, which will include findings and recommendations from the Council, be utilized to inform staff and the Michigan Rehabilitation Services service system about the customer perspective regarding both the successes and the challenges reported with regard to the customer experience.

**Response:** Michigan Rehabilitation Services agrees that the final report provided by the Customers of Michigan Rehabilitation Services Focus Group should be shared with staff. The final report will be reviewed by Michigan Rehabilitation Services Executives and Managers, and then shared with staff within context.

## 3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

N/A

## B. REQUEST FOR WAIVER OF STATEWIDENESS

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When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

### 1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

Michigan Rehabilitation Services will continue to develop and maintain specific targeted agreements with local agencies in Fiscal Year 2017 to match federal funds and augment state General Fund/General Purpose funds.

Michigan Rehabilitation Services has developed a policy for the development of activities to be carried out under a waiver of statewideness, which is applied when the nonfederal share of the cost of the services is met from funds provided by an interagency cash transfer agreement or as part of a third party cooperative arrangement. This policy is based on Section 101(a) of the Rehabilitation Act and 34 CFR 361.26 and 361.28 regulations. The Michigan Rehabilitation Services state policy includes the following criteria:

- (1) The non-federal share of the cost of these services is met from funds provided by a local public agency, including funds contributed to a local public agency by a private agency, organization, or individual;
- (2) The goal of the provision of services is to promote the vocational rehabilitation of substantially larger numbers of individuals with disabilities or of individuals with disabilities with particular types of impairments or from particular ethnic populations that have traditionally been underserved by Michigan Rehabilitation Services, and other target populations identified in the Rehabilitation Act (for example, students with disabilities needing transition services);
- (3) Michigan Rehabilitation Services requests a waiver of statewideness on an annual basis in order to provide services to such target groups as described above.

### 2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

Michigan Rehabilitation Services policy requires each agreement to:

- Describe the services to be provided to individuals;
- Contain written assurances signed by the local public agency that it will make available to Michigan Rehabilitation Services the non-federal share of funds;
- Contain written assurance that Michigan Rehabilitation Services approval will be obtained for each proposed service before it is put into effect; and

- Contain written assurance that the agreement will comply with all State plan requirements for services approved under the waiver, including the state's Order of Selection for Services requirements.

### 3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Services under the waiver of statewideness, used to promote the vocational rehabilitation of substantially larger numbers, may include any of the following services:

- Assessment for determining eligibility, and determining vocational rehabilitation needs, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;
- Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice;
- Information and referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies;
- Vocational and other training services, including personal and vocational adjustment training; advanced training in a field of science, technology, engineering, or mathematics (including computer science), medicine, law, or business; books, tools, and other training materials;
- Maintenance;
- Transportation in connection with the provision of any vocational rehabilitation service;
- Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing;
- Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- Supported employment services;
- Personal assistance services in accordance with the definition of that term in Sec. 361.5(c)(38);
- Post-employment services;
- Occupational licenses, tools, equipment, initial stocks, and supplies;
- Rehabilitation technology including vehicular modification, telecommunications, sensory, and other technological aids and devices;
- Transition services;

- Services for self–employment or telecommuting or establishing a small business operation as an employment outcome;
- Customized employment in accordance with the definition of that term in Sec.361.5(c)(11);
- Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.



## C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

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Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

### 1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

- A) Cooperation with Michigan Department of Health and Human Services, and other disability advocacy organizations to carry out the Ticket to Work/Work Incentives Improvement Act.
- B) Cooperation with Social Security Administration and Michigan Rehabilitation Services regional and local district offices to assist joint customers receiving disability benefits in the use of Social Security work incentives and return to work efforts. Each Michigan Rehabilitation Services office has a dedicated champion to assist its staff for the purpose of addressing unique needs of Social Security Administration recipients. These include Michigan Rehabilitation Services' internal (online) E-Learn system which contains a plethora of information regarding the Social Security Administration's Ticket to Work program and work incentives; resource and referral available through the Social Security Administration's Work Incentive Planning and Assistance project in serving Michigan communities; referral to Beneficiary Access and Support Services as contracted with the Social Security Administration; Social Security Administration Work Incentive Liaisons available through local Social Security Administration offices; and Michigan Rehabilitation Services fee-for-service vendors.
- C) Michigan Rehabilitation Services continues involvement in State use (Set Aside) contracting programs to support employment of persons with disabilities. A Michigan Rehabilitation Services representative is a participant on the state's disability set-aside committee to ensure that community rehabilitation programs identified by Michigan Rehabilitation Services are given priority in certain types of contracts set aside for such organizations under State law.
- D) Michigan Rehabilitation Services has a Letter of Agreement that establishes the principles, terms, and conditions under which the United States Department of Labor- Employment and Training Administration, Apprenticeship Training, and Employer & Labor Services develop, promote and coordinate strategies that lead to increased career opportunities for individuals with disabilities in the skilled trades.
- E) Michigan Rehabilitation Services continues two contracts for university-based research and evaluation with Michigan State University. The first addresses the Bureau's need for comprehensive needs assessments and continuous improvement measures (Project Excellence). The second is for the management and continuous improvement to an on-line learning and knowledge system ("E-Learn") to provide staff with training and development.
- F) Michigan Rehabilitation Services maintains an agreement with the Michigan Student Financial Aid Association to facilitate maximum use of student financial aid resources for Michigan Rehabilitation Services customers who will attend post-secondary education. The memorandum of understanding describes the roles and responsibilities of financial aid officers in Michigan's institutions of higher education and Michigan Rehabilitation Services counselors in coordinating student financial aid for Michigan Rehabilitation Services customers while avoiding financial aid over-awards. It provides for the use of common forms in communicating financial need and financial aid awards offered to

student–customers by each of the parties, consistent with the requirements of the Higher Education Act and the Rehabilitation Act.

G) Michigan Rehabilitation Services continues the memoranda of understanding with all public institutions of higher education in the State. This memorandum of understanding provides for the coordination of services for students of a public Institution of Higher Education who are also eligible customers of Michigan Rehabilitation Services. It addresses the responsibilities of each party under the laws that condition services for each. It stipulates that Michigan Rehabilitation Services is responsible for the provision of vocational rehabilitation services under the Section 103 (a) of the Rehabilitation Act as amended, and that the Institution of Higher Education is responsible for the determination of what constitutes reasonable accommodation to its programs, and for the provision of the same. The agreement addresses financial responsibilities of the parties, and sets forth methods of resolving interagency disputes, consistent with the requirements of Section 101(a)(8) of the Act.

H) Michigan Rehabilitation Services has an interagency cash transfer agreement with Michigan State University that allows for a Michigan Rehabilitation Services counselor to be housed in the Career Services Network and the Resource Center for Persons with Disabilities in order to provide vocational rehabilitation services to students with disabilities on the campus of Michigan State University. The goal of the project is to improve access to vocational rehabilitation services in postsecondary settings and to improve employment outcomes for this population. This is a four year pilot project. Partners include Michigan Rehabilitation Services, Career Services Network, and the Resource Center for Persons with Disabilities and the Rehabilitation Counseling Program at Michigan State University.

I) Michigan Rehabilitation Services continues the agreement with the Veterans Administration to provide coordinated services to returning veterans with disabilities. The agreement stipulates that services not be duplicated, but are complimentary in assisting eligible veterans achieve meaningful employment, in accordance with the laws and regulations governing each entity. Bureau liaisons are identified to assist in coordinating cooperative employment plans. Cross training has been provided to ensure understanding of both federal programs.

J) Michigan Rehabilitation Services continues the agreement with the Michigan Department of Education to support the seamless transition of students from school to adult life that facilitates the development and completion of their Individualized Education Program under section 614(d) of the Individuals with Disabilities Education Act. The agreement addresses key items identified in Individuals with Disabilities Education Act and the Rehabilitation Act and includes information about the purpose, the authority and scope, foundations of the partnership, roles and responsibilities, confidentiality, student documentation, student eligibility, Michigan Rehabilitation Services attendance at Individualized Education Program team meetings, seamless transition services, coordination of resources, resolution of differences, data reporting, 504 students and termination and changes. Michigan Rehabilitation Services and the Michigan Department of Education are planning to update this agreement this year to align with the WIOA requirements.

K) Michigan Rehabilitation Services continues a Strategic Alliance Plan with Disability Network of Michigan (representing Centers for Independent Living), the Michigan Council for Rehabilitation Services, and the Michigan Statewide Independent Living Council to transform our service delivery systems into a holistic approach for the employment and independence of individuals with disabilities throughout Michigan.

L) Michigan Rehabilitation Services continues the memorandum of understanding with the Hannahville Indian Community Vocational Rehabilitation Program's Project Vision. The Project Vision and Michigan Rehabilitation Services memorandum of understanding provides rehabilitation services under Section 121 of Title I of the Rehabilitation Act, of 1973 as amended, and Title I of the Rehabilitation Act of 1973, as amended, respectively. This memorandum of understanding represents the cooperation, coordination, and collaboration necessary to create an effective service delivery partnership designed to increase employment opportunities for those served by both our programs. Michigan Rehabilitation Services expects to continue to collaborate with the Consortia of Administrators for Native American Rehabilitation to promote this memorandum of understanding as a best practice.

M) Michigan Rehabilitation Services has entered into an interagency agreement with the Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population.

## 2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

In collaboration with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Assistive Technology Act Grant recipient, Michigan Rehabilitation Services' Assistive Technology Consultant is developing an Assistive Technology consideration framework to be adopted as a standardized approach for use throughout the vocational rehabilitation process. Key framework components for Michigan Rehabilitation Services will include:

- Consideration Model: Adopt a valid model for Assistive Technology Consideration.
- Electronic Assistive Technology Consideration Tool: Develop and implement an electronic Assistive Technology. Consideration tool for use by vocational rehabilitation counselors and aligned with aforementioned model. Expected completion date is Fiscal Year 2016.
- Training: Deliver training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin Fiscal Year 2016.

Michigan Rehabilitation Services' Assistive Technology Consultant sits on the Assistive Technology Advisory Council for Michigan's Assistive Technology Act's program.

## 3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

N/A

#### 4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Michigan Rehabilitation Services has numerous cooperative relationships in which the program is not designed to work with out-of-school youth; however out-of-school youth are being served. Michigan Rehabilitation Services will work toward identifying and developing a cooperative relationship with a non-educational agency that is focused on serving out-of-school youth.

#### 5. STATE USE CONTRACTING PROGRAMS.

N/A

## D. COORDINATION WITH EDUCATION OFFICIALS

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Describe:

### 1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

Michigan Rehabilitation Services updated the Memo of Understanding with Michigan Department of Education on January 23, 2015. This agreement lays out how Michigan Rehabilitation Services and education collaborate to provide a coordinated set of activities to facilitate a seamless transition of students with disabilities from school to employment or postsecondary training and education.

The agreement focuses on the mandates for transition services described in the Rehabilitation Act, as amended in 1998 and the Individuals with Disabilities Education Act (2004) including how Michigan Rehabilitation Services and the Michigan Department of Education work together to fulfill those mandates. Key elements of the partnership are stated in the agreement and include: the purpose, authority and scope; foundations of the partnership; roles and responsibilities; confidentiality; student documentation; student eligibility; Michigan Rehabilitation Services attendance at Individualized Education Program Team meetings; seamless transition services; coordination of resources; resolution of differences; data reporting; 504 students; and termination and changes. The Michigan Department of Education and Michigan Rehabilitation Services Interagency Agreement is designed to act as a template or guide for the subsequent development or strengthening of agreements between local Michigan Rehabilitation Services district offices and local education agencies. Local education agencies specify target populations; identify goals and objectives; describe roles and responsibilities and state expectations for data sharing in the provision of vocational rehabilitation services to Students with Disabilities.

After the passage of WIOA on July 22, 2014, Michigan Rehabilitation Services updated the Transition policy including changing the definition of Youth to align with the WIOA definition and providing guidance for the provision of Pre-Employment Transition Services.

**“Student with a Disability”**: Individual with a disability age 14–26 at application and **Enrolled** in the K–12 education system including traditional public schools, intermediate school districts, private schools, charter schools (public school academies), alternative schools, schools for individuals with disabilities such as the Michigan School for the Deaf, 504 students, home-schooled students and students in education programs in correctional facilities.

**“Youth with a Disability”**: Individual with a disability age 14 –24 at application and **Not** enrolled in the K–12 education system including traditional public schools, intermediate school districts, private schools, charter schools (public school academies), alternative schools, schools for individuals with disabilities such as the Michigan School for the Deaf, 504 students, home-schooled students and students in education programs in correctional facilities.

Michigan Rehabilitation Services is beginning to implement the requirement to provide pre-employment transition services to students with disabilities prior to exit from secondary education by establishing a mechanism to track the provision of pre-employment transition services provided by

Michigan Rehabilitation Services, coordinated, arranged or purchased. Michigan Rehabilitation Services has completed a pilot and is now implementing the pre– employment transition services tracking system statewide.

Michigan Rehabilitation Services is working with education partners to expand the provision of pre– employment transition services by connecting with Michigan’s 13 Centers for Independent Living and developing a program to deliver pre–employment transition services in local communities. This project is under development.

**Department of Natural Resources and Michigan Rehabilitation Services Summer Project** – Going into the fourth year of implementation this allows for approximately 150 Students with Disabilities per year to participate in an eight week paid work experience during the summer months to gain employability skills and work experience.

**Project SEARCH** – Michigan currently has 13 Project Search sites impacting approximately 156 Students with Disabilities per year. Project Search is a business led model allowing Students with Disabilities in their last year of secondary education to attend school in a business in their community and participate in three unpaid internships. As a result of the Mental Health and Wellness Commission 2013 Report recommending expansion of Project Search, a minimum of 3 new sites will be added each year.

**Michigan Rehabilitation Services and Michigan Transition Services Association Collaborative Project** – The Michigan Transition Services Association generously donates \$40,000 per year to Michigan Rehabilitation Services which allows Michigan Rehabilitation Services to draw down \$108,148 in federal matching funds resulting in a total budget of \$148,148. Five projects are funded per year, one in each Michigan Transition Services Association region, to provide Pre–Employment Transition Services to Students with Disabilities.

**Postsecondary Education Rehabilitation Program** – The Postsecondary Education Rehabilitation and Transition Program is a one week comprehensive vocational and independent living assessment in a semi–structured residential environment at Michigan Career and Technical Institute on Pine Lake in Plainwell, Michigan that serves approximately 135 Students with Disabilities per year from all over the state. The campus of Michigan Career and Technical Institute offers a variety of amenities, all encompassed in one building for easy accessibility. Students reside in dormitories while participating in the program. After completion of the program, students return to their local school districts where information that they have learned from the program is integrated into their Individualized Education Program.

**Pathways to Potential** – Pathways 2 Potential is a human services business model which focuses on three critical elements: 1) going into the community to where the individual is located; 2) working one on one with families to identify and remove barriers and then serve as connectors to a network of services; and 3) engaging community partners and school personnel in efforts to help families find their pathway to success. Michigan Rehabilitation Services partners with Pathways 2 Potential to connect Students with Disabilities and their family members with disabilities to vocational rehabilitation services leading to competitive integrated employment.

**Adjudicated Youth Project** – This project is designed to deliver an evidenced–based service delivery model resulting in lower rates of recidivism and increased education and employment outcomes for adjudicate youth returning to the community. The Department of Health and Human Services contributes non–federal share to secure federal matching funds through an Interagency

Cash Transfer Agreement. The resulting funds support the provision of allowable vocational rehabilitation services as elements in a broader program design. The general framework consists of the following phases and activities:

1. In–Reach (6 months pre–release)

- Relationship Building
- Vocational Assessments
- Work Skill Training (Soft/Hard)
- Trial Work Experiences

2. Release (1 month pre/post release)

- Community Connections
- Independent Living Skills I
- Employment or Education

3. Out–Reach (2–12 months post–release)

- Maintain Engagement (Employment/Education)
- Independent Living Skills II
- Assessment – progress/behaviors

#### Staff Development

Michigan Rehabilitation Services is providing staff development to Transition Counselors to update them on changes to the Transition Policy, Accessible Web–based Activity Reporting Environment and expectations as a result of WIOA. In addition, Michigan Rehabilitation Services is collaborating with the Michigan Transition Outcomes Project, the Bureau of Services for Blind Persons and Career and Technical Education to provide the Spring Transition Institute – Strengthening Interagency Collaboration and Systems Alignment, the Institute will improve interagency transition supports across special education, career and technical education, and vocational rehabilitation to improve employment outcomes for students.

#### Continuous Research on Evidence Based Practices

Michigan Rehabilitation Services and Project Excellence at Michigan State University (Project Excellence–Michigan State University) are implementing a research project called Michigan Transition for the 21st Century Project (MT–21). Phase One of the project (Discovery) was completed in 2013. During this phase, transition data was collected and analyzed from five best performing district offices with transition youth customers. Michigan Transition for the 21st Century Project ranked Michigan Rehabilitation Services district offices in terms of performance achieving

employment outcomes with transition youth. Michigan Rehabilitation Services staff and their educational partners (e.g., transition coordinators, special education teacher) from these offices participated in a research process to identify and document promising and emerging transition practices throughout Michigan. The initial findings have been disseminated to Michigan Rehabilitation Services staff as well as educational partners.

The Michigan Transitional for the 21st Century project is now in Phase Two which is the implementation phase. The goal of this phase is to build a systemic, working base of knowledge that will be utilized to create job aids, influence policy, and identify programs or initiatives to promote increased employment outcomes. Among other promising practices reported in the Phase One study, the Michigan Transitional for the 21st Century project team selected “Work– Based Learning programs” as the most effective practice that would lead to successful employment outcomes. The emphasis on pre–employment services for transition youth of the most recently amended Rehab Act (i.e., the WIOA) was also used in supporting our decision.

During Fiscal Year 2014, Michigan Rehabilitation Services and Project Excellence–Michigan State University conducted a survey designed for each site to do a self–assessment in terms of their interagency collaboration with educational partners and other agencies in the community as well as the ongoing Work–Based Learning programs as the promising practices. The results served as baseline data at the state level and were used for a follow–up case study on the Work– Based Learning programs. A case study with a couple of successfully prevailing programs (e.g., Project Search, Michigan Rehabilitation Services –Department of Natural Resources, Michigan Transition Services Association projects) will be done in summer of Fiscal Year 2015.

In addition, development of a handbook of Work–Based Learning programs is in progress and will be completed by September, 2015. In the end of the Phase Two, district offices will be encouraged to use the protocol/handbook when they want to develop Work–Based Learning programs. Detailed implementation plans will be developed after the second phase. Project Excellence–Michigan State University will be tracking transition outcomes to see if the practices prove to improve transition youth employment outcomes.

Additional study (Individualized Education Program–Individualized Plan for Employment alignment study) is to be launched. This study was designed based on the case study conducted during the discovery phase which reported disconnection of vocational goals specified in the Individualized Education Program and the Individualized Plan for Employment. Baseline data analysis, IRB application, and contact for data collection were already complete. Michigan State University researchers will visit a Michigan Rehabilitation Services site office to collect the data in April and May, 2015. The purpose of this study is to investigate whether transition youth’s goals between Individualized Education Program and Individualized Plan for Employment are aligned and whether the alignment status is associated with employment outcomes among transition youth customers.

#### Early Involvement – Individualized Plan for Employment Prior to Exit

Michigan Rehabilitation Services develops the student’s Individualized Plan for Employment at the earliest possible time during the transition planning process that Michigan Rehabilitation Services are appropriate. Through early involvement and coordination of student transition activities with education, Michigan Rehabilitation Services is able to develop student Individualized Plans for Employment prior to the students exit from secondary education. Michigan Rehabilitation Services made significant gains from the last Rehabilitation Services Administration monitoring cycle to the present time regarding compliance in developing Individual Plans for Employment with eligible



Transition Youth prior to their exit from secondary education. Michigan Rehabilitation Services has also implemented a new tool in the Accessible Web-based Activity and Reporting Environment case management system to better measure whether or not counselors are developing Individualized Plans for Employment prior to exit from secondary education. Because of this new tool, Michigan Rehabilitation Services will be able to follow the progress of fulfilling the Rehabilitation Services Administration mandate to develop plans prior to exit.

## 2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

### A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

The Department of Education is engaging in a continuous improvement process designed to obtain input from stakeholders in the targeted area of transition and has sought participation and input from Michigan Rehabilitation Services. In turn, Michigan Rehabilitation Services has assigned staff to provide technical assistance and consultation at the state level on two groups: the Michigan Transition Outcomes Project and the Special Education Advisory Committee.

The Michigan Transition Outcomes Project is led by a diverse group of transition professionals comprised of state and local leadership from education, families and community agencies. The Michigan Transition Outcomes Project develops and supports the implementation of policy and practice that improves the quality and effectiveness of Transition services across the state for students with disabilities. Priority activities include implementing research-based transition practices; improving outcomes data collection for the state performance plan indicators and planning for improvement; monitoring state data on graduation rates, dropout rates and post-school outcomes; and addressing the impact of the new Michigan Merit Curriculum and the Personal Curriculum option on students with disabilities.

The Special Education Advisory Committee is a mandated advisory council that consists of 25 governor appointed delegates representing 25 organizations and 8 at-large appointments. A Michigan Rehabilitation Services Representative participates in this group as an ex-officio member providing regular updates regarding the bureau.

### B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Transition planning occurs between the student/family/guardian, education staff and Michigan Rehabilitation Services staff to enhance the development of Individualized Education Programs. The Michigan Department of Education and Michigan Rehabilitation Services Memo of Understanding as well as local interagency cash transfer agreements encourage the participation of Michigan Rehabilitation Services staff in the Individualized Education Program process. Efforts are being made between Michigan Rehabilitation Services and the Michigan Transition Outcomes Project to better align the Individualized Education Program and the Individualized Plan for Employment processes.

### C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Training and technical assistance regarding the role, function and requirements of the vocational rehabilitation program in coordinating transition services with schools is an ongoing process. The Michigan Department of Education and Michigan Rehabilitation Services Memo of Understanding clarifies the roles and responsibilities of each party including: convening parties annually to assess, review, address and facilitate progress and resolution of concerns relating to the terms of the Agreement; assigning staff to be responsible for implementing the Agreement; establishing structures and mechanisms for communication, coordination and collaboration between statewide, regional, and local participating agencies; advocating for the rights and interests of students with disabilities in all education, human service, and workforce reform initiatives implemented at the state level including access into Career and Technical Education programs and Michigan Works! and outreach to any underserved populations; and supporting systems for collection and use of meaningful data that include demographics, service delivery patterns, and outcomes resulting from the provision of services and support.

Meeting the individual needs of youth dually eligible for special education services and Michigan Rehabilitation Services requires resource sharing and coordination. This will drive alignment of local policies, programs, and practices which support a seamless transition system. The Michigan Department of Education and Michigan Rehabilitation Services agree that quality student-centered planning requires shared responsibility and coordination of resources. When Michigan Rehabilitation Services resource sharing options are utilized, they are not to be used to replace services that are the responsibility of the Michigan Department of Education/Office of Special Education as directed by the Individuals with Disabilities Education Act. Personnel and financial resources are shared among Michigan Rehabilitation Services and local education agencies to address the transition employment needs of youth with disabilities under three defined options:

**Transfer of Funds (Cash Match) Agreements** – Established using non-federal local dollars as contribution for the purpose of capturing additional federal vocational rehabilitation funds to expand and enhance vocational rehabilitation services to students with disabilities. These agreements must include assurances required by the U.S. Department of Education, Office of Special Education and Rehabilitation Services and the Rehabilitation Services Administration;

**Third Party Cooperative Staffing Arrangements (Certified Expenditures)** – Agreements which entail the use of cooperating agency staff provided by the partner as a contribution to Michigan Rehabilitation Services. The partner documents that specific expenditures have been incurred, such as wages for cooperating agency staff or supplies and Michigan Rehabilitation Services uses that value for match. The vocational rehabilitation services provided by this arrangement must not be the statutory obligation of the partner; and

**Donations and Gifts** – Contributions received by Michigan Rehabilitation Services from private individuals or organizations. These funds are used by Michigan Rehabilitation Services for cost sharing or matching. Donations and gifts cannot use in-kind contributions as an allowable source of matching funds and carry certain stipulations regarding conditions for use.

Agreements between local education agencies and local Michigan Rehabilitation Services districts may specify target students, goals and objectives, specific vocational rehabilitation services to be provided and data sharing activities. Significant gains were made last year in to improve the quality,

consistency and clarity of these agreements and to better articulate the return on investment to educational partners. This continues to be a priority and an ongoing effort. The Intermediate school district/local education agencies provides services as required under Individuals with Disabilities Education Act and Michigan Rehabilitation Services provides services to eligible student as required for the student to participate in the rehabilitation process and services specified in their Individualized Plan for Employment.

Michigan Rehabilitation Services and the educational agency will continue to provide statewide training to promote understanding of the legal mandates for transition services and effective practices to improve collaboration. This training will include key stakeholders both as trainers and as learners and will also be conducted at independent statewide conferences and at Michigan Rehabilitation Services sponsored workshops designed to meet the training needs of Michigan Rehabilitation Services Rehabilitation counselors.

Partnerships at the state level between the Michigan Department of Education and Michigan Rehabilitation Services are critical. In addition to the Memo of Understanding, Michigan Department of Education provides grant funding to intermediate school districts to support transition activities, and it is anticipated that this funding will continue. The Michigan Transition Outcomes Project is funded through the Michigan Department of Education and works with community partners, including Michigan Rehabilitation Services, to build capacity at the community level. Data is collected as required by the U.S. Department of Education – Office of Special Education Programs and is part of the State Performance Plan and the Annual Performance Report that is reported back to the Office of Special Education Programs. Results are compiled and used to improve transition provisions in Michigan.

Both local education agencies and Michigan Rehabilitation Services will continue to establish strong relationships with employers to support the employment of individuals with disabilities. The Career Preparation system links not only schools, Michigan Rehabilitation Services and workforce investment agencies, but also routinely includes employers in the planning and implementation of the Career Preparation system.

Michigan Rehabilitation Services continues to create partnerships, resources and capacity to support the provision of vocational rehabilitation services in postsecondary training when appropriate for students. Michigan Rehabilitation Services and the Michigan Transition Services Association have entered into a collaborative arrangement where the Michigan Transition Services Association has donated funds to Michigan Rehabilitation Services allowing Michigan Rehabilitation Services to capture federal funds resulting in a fund source for work– based learning programs. Michigan Rehabilitation Services representatives also serve on the Michigan Transition Services Association board.

The Michigan Rehabilitation Services and Michigan State University Collaborative Careers Project is an innovative model to support joint customers of Michigan Rehabilitation Services and Michigan State University. The provision of postsecondary education and training by Michigan Rehabilitation Services has been on the decline over the past several years. This pilot project is designed to address systemic barriers to accessing Michigan Rehabilitation Services and improve employment outcomes for students with disabilities that participate in postsecondary education and training. Historically, access to Michigan Rehabilitation Services has occurred in the county in which an applicant resides. This project increases ease of access by placing a Michigan Rehabilitation Services counselor on the campus of Michigan State University. Planned for implementation in

Fiscal Year 2015, it capitalizes on a synergistic team approach to service coordination/delivery between the following:

- Michigan State University Resource Center for Persons with Disabilities
- Michigan State University Career Services Network
- Michigan State University Rehabilitation Counseling Program
- Michigan Rehabilitation Services Counselor
- Michigan Rehabilitation Services Business Network Unit

A primary feature of this pilot is an Interagency Cash Transfer Agreement with Michigan State University resulting in a Michigan Rehabilitation Services counselor co-locating on campus and serving students from around the state. Students with disabilities will benefit from the shared expertise and resources put forth by the team that would otherwise be more limited or challenging to access. The team's collective supports are strengthened by the individual assets of each other. Secondary benefits include access to a deep pool of potential employers through Michigan State University alumni, a research component involving the Rehabilitation Counseling Program, and diverse work-based learning opportunities available on campus. If successful, Michigan Rehabilitation Services plans to replicate this model at other institutions of higher education in the state.

Adjudicated youth has been identified as an underserved population for Michigan Rehabilitation Services and a pilot project has been developed to better serve this group. Michigan Rehabilitation Services is hiring two staff to serve as navigators to assist adjudicated youth as they transition from residential treatment into the community and employment. The navigators will connect with youth while they are still in residential care and provide vocational rehabilitation services such as orientation to Michigan Rehabilitation Services, vocational assessment and possibly work-based learning depending upon the restrictions of the youth's placement. Emphasis will be placed on assisting the individual to stay connected to Michigan Rehabilitation Services as they transition to their home community.

#### **D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.**

Transition Counselors are connected to Transition Coordinators in every Intermediate School District in the state where such a position exists and works with Transition Coordinators to identify students that are in the most need of services. In schools that do not have a Transition Coordinator, Michigan Rehabilitation Services staff connect with other staff people such as special education teachers, school counselors or school workers.

504 students are still given information about Michigan Rehabilitation Services through a variety of ways such as, informational meetings, one-on-one meetings and the Individualized Education Program process. Michigan Rehabilitation Services coordinates with school personnel to identify students that meet the Michigan Rehabilitation Services eligibility criteria. After students are determined eligible, Michigan Rehabilitation Services works with the student and the family/guardian as appropriate; and education to move the student through the rehabilitation process and into employment.

All Michigan Rehabilitation Services district business plans include a description of identification and outreach strategies, community development plans, and capacity building. Michigan Rehabilitation Services monitors and assures that district office plans address outreach to students with disabilities, young adults and underserved populations such as minorities and at risk populations. Data and management reports are provided to support the development of business plans that result in improved outcomes for all youth, with emphasis on improved outcomes for minority and at risk youth.

Michigan Rehabilitation Services routinely participates in outreach activities through the creation and dissemination of marketing brochures and booklets, regular informational presentations, exhibits and poster sessions, and presence at education and other related conferences.

Michigan Rehabilitation Services has developed a quarterly newsletter entitled, The Transition Bulletin, which has a distribution list of over 1,500 readers, including Michigan Rehabilitation Services and community stakeholders. The Transition Bulletin provides a wide array of information on transition-related trends, practices, and resources. Michigan Rehabilitation Services also entered into an informal agreement with Adult Education to provide guidance and technical assistance to educators working with adults with disabilities who are in the Adult Education system on how they can access vocational rehabilitation services.

## E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

In establishing cooperative agreements with private non-profit vocational services providers, the State Unit, consistent with 34 Code of Federal Regulation 361.31, 361.32 and 361.51 requires accessibility of facilities, personnel standards, and the prevention of fraud, waste and abuse.

Michigan Rehabilitation Services continues to establish relationships with private non-profit and for profit entities that are community rehabilitation providers, medical services providers, and providers of other services and supports that are required by Michigan Rehabilitation Services customers to achieve the goals in their Individualized Plans for Employment. Michigan Rehabilitation Services district staff develops relationships in the community to meet the needs of their customers and to provide choice of providers to their customers. Any cooperative agreements Michigan Rehabilitation Services establishes with private nonprofit vocational rehabilitation service providers will take into consideration the Comprehensive Statewide Needs Assessment.

Services provided by the community rehabilitation providers include medical and psychological assessments and services, job development and employer services, job coaching and facilitation, accommodations and ergonomics, independent living services to support employment goals, follow up services, and other services especially for individuals with significant disabilities. The agreements vary from information and referral relationships to fee-for-service relationships.

Michigan Rehabilitation Services follows State of Michigan contractual processes when establishing cooperative agreements. Usual, customary and reasonable rates of payment are applied.

## F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

In 2009 the Bureau of Services for Blind Persons, the Michigan Department of Community Health and Michigan Rehabilitation Services entered into a state level interagency agreement for the purpose of endorsing and promoting competitive integrated employment of people with disabilities, served jointly by vocational rehabilitation (The Bureau of Services for Blind Persons or Michigan Rehabilitation Services) and the Michigan Department of Community Health. This agreement was updated in November of 2014, but is in a DRAFT form, is being reviewed at Michigan Department of Health and Human Services and has not been signed or implemented. The main differences from the old agreement to the new DRAFT agreement was to change the agreement to be between Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration and Michigan Department of Health and Human Services/Michigan Rehabilitation Services and to insert language that is consistent with the Workforce Innovation and Opportunity Act (WIOA). The new agreement proposes that Michigan Department of Community Health/ Behavioral Health and Developmental Disabilities Administration and Michigan Rehabilitation Services create Annual Implementation Plans to achieve the goals and objectives of the agreement. In addition, the new agreement addresses that Behavioral Health and Developmental Disabilities Administration carries out responsibilities for the specialty Medicaid services delivered through the Community Mental Health Services Programs. Once the agreement is finalized and signed, Michigan Rehabilitation Services plans to update the current Frequently Asked Questions Supported Employment Document to be a more general Frequently Asked Questions document regarding how the Michigan Department of Community Health/ Behavioral Health and Developmental Disabilities Administration and Michigan Rehabilitation Services work together to assist joint customers into competitive integrated employment.

In 2010 The Bureau of Services for Blind Persons/Michigan Department of Community Health/Michigan Rehabilitation Services entered into a Data Sharing Agreement to measure progress of the goals and objectives of the Bureau of Services for Blind Persons/Michigan Department of Community Health/Michigan Rehabilitation Services Interagency Agreement by sharing data. Obtaining current and accurate data to inform planning and assess progress has been a challenge for several reasons. The Michigan Department of Community Health and Michigan Rehabilitation Services have different definitions of successful competitive integrated employment. Another issue is that pulling data by matching social security numbers via the Department of Technology, Management and Budget is a cumbersome and time consuming task. Once the new agreement is finalized, the Michigan Department of Community Health/ Behavioral Health and Developmental Disabilities Administration and Michigan Rehabilitation Services will work together to find more effective ways to share data.

In 1998, the Michigan Department of Community Health and Michigan Rehabilitation Services jointly issued a set of guidelines for the provision of supported employment services. In brief, the agreement stipulates that Michigan Rehabilitation Services is responsible for time limited supported employment services, and community mental health providers are responsible for extended supported employment services. The policies and collaboration were reconfirmed in Fiscal Year

2000 to staff and providers. Guidelines were jointly developed and distributed to assist communities in the development and expansion of supported employment services.

Michigan Rehabilitation Services has maintained a long-standing relationship with the Michigan Department of Community Health for the provision of extended follow-along services for individuals with the most significant disabilities. The relationship includes persons with developmental disabilities and intellectual disabilities and is operationalized at local levels through the implementation of specific local partnership agreements between Community Mental Health Service Providers, Michigan Rehabilitation Services and may also include community rehabilitation organizations and local school districts. These agreements often include funds from Community Mental Health Service Providers to Michigan Rehabilitation Services which allow Michigan Rehabilitation Services to capture federal funds which are used to provide supported employment services to the specific population served by the Community Mental Health Service Providers. These agreements include goals and objectives, roles and responsibilities often including expectations about extended services.

With the move by the Michigan Department of Community Health to managed care contracts with local community mental health boards, there has been substantial change in the funding structure and eligibility criteria for mental health consumers. Agreements between local Community Mental Health Service Providers and Michigan Rehabilitation Services district offices have had to adapt which have had the effect of shifting some of the costs for supported employment from local mental health entities to Michigan Rehabilitation Services. Michigan Rehabilitation Services continues to address these changes by engaging local Community Mental Health Service Providers in dialogue, in order to stop a decline in supported employment extended support services for customers with most significant disabilities.

Michigan Rehabilitation Services will be adjusting the service delivery system to allocate 50 percent of the federal supported employment allotment on supported employment services for eligible youth with the most significant disabilities. Michigan Rehabilitation Services will also provide non-federal expenditures in an amount that is not less than 10 percent of the total expenditures made with the reserved funds for the provision of supported employment services to youth with the most significant disabilities, including extended services.

Policy will be changed to allow for the provision of extended services to youth with the most significant disabilities up to 4 years as well as increasing extended services from 18 to 24 months as stated in the WIOA. Customized Employment will be added to policy as a vocational rehabilitation service option.



## G. COORDINATION WITH EMPLOYERS

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(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

### 1. VR SERVICES; AND

Michigan Rehabilitation Services has been identified by the Commission on Mental Health and Wellness as the fiduciary for Project SEARCH expansion in Michigan. As a result, Michigan Rehabilitation Services is working with Project SEARCH staff to provide training to local communities that are interested in developing Project SEARCH programming which includes education, community rehabilitation organization providers, community mental health providers and business. Thirteen Project SEARCH sites are implemented in Michigan in thirteen businesses and several additional sites are preparing for implementation in the fall of 2016.

Both Local Education Agencies and Michigan Rehabilitation Services also work to establish strong relationships with employers to support the employment of individuals with disabilities.

### 2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The Career Preparation system links not only schools, Michigan Rehabilitation Services and workforce investment agencies, but routinely includes employers in the preparation and planning of programs that help to advance students from school to work.

Michigan Rehabilitation Services will continue to work on establishing strong relationships with employers to support the employment of individuals with disabilities to include pre-employment transition services for students and youth with disabilities. Michigan Rehabilitation Services has trained staff from each district office to work more successfully with employers in developing job opportunities and on-the-job training opportunities.

## H. INTERAGENCY COOPERATION

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Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

### 1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

For the past several years, Michigan Rehabilitation Services has engaged in a cooperative agreement with the state agency responsible for the Medicaid program, the Medical Services Administration, in order to coordinate the utilization of Medicaid and vocational rehabilitation services for individuals with the most significant disabilities who are eligible for both Medicaid and Michigan Rehabilitation Services.

### 2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

For the past several years, Michigan Rehabilitation Services has engaged in a cooperative agreement with the state agency responsible for providing services for individuals with developmental disabilities; i.e. the Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration that focuses on supporting and promoting competitive and integrated employment of people with disabilities including those with the most significant disabilities jointly served by both organizations. This agreement also serves to facilitate the coordination of services including extended/follow-along services for individuals that receive Medicaid that are eligible for both Behavioral Health and Developmental Disabilities Administration and Michigan Rehabilitation Services.

### 3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

For the past several years, Michigan Rehabilitation Services has engaged in a cooperative agreement with the state agency responsible for providing mental health services; i.e., the Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration that focuses on supporting and promoting competitive and integrated employment of people with disabilities including those requiring mental health services.

The State entity responsible for these programs has changed to the Michigan Department of Health and Human Services. Even though Michigan Rehabilitation Services is part of the Michigan Department of Health and Human Services, Michigan Rehabilitation Services is currently engaged in negotiating a new agreement with the Michigan Department of Health and Human Services to ensure that vocational rehabilitation and Medicaid services continue to be coordinated, align with the WIOA requirements and develops opportunities for community-based employment in integrated settings, to the greatest extent practicable. The agreement is in a final draft format and is awaiting final approval at the department.

## I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

### 1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

#### A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Michigan Rehabilitation Services is committed to maintaining Comprehensive System of Personnel Development standards as set forth in Section 101(a) of the Rehabilitation Act and 34 Code of Federal Regulation 361.18. To this end, Michigan Rehabilitation Services has established procedures and supporting activities to help ensure that the administration of a comprehensive system of personnel development is designed to provide an adequate supply of qualified rehabilitation personnel including professionals and paraprofessionals.

The Executive Team, Michigan Rehabilitation Services' Human Resource Liaison, and the Human Resource staff within our Designated State Entity communicate regarding Michigan Rehabilitation Services' priority hiring needs and the maintenance of civil service policies and procedures for ensuring Comprehensive System of Personnel Development criteria are met. In addition, Michigan Rehabilitation Services' management staff are actively involved in tracking and communicating hiring needs as well as recruiting candidates to ensure new personnel are qualified.

The academic achievements of candidates are gathered from official transcripts that have been submitted as part of the hiring process. Transcripts are reviewed to determine whether the indicated degree meets Michigan Rehabilitation Services' standard for qualified vocational rehabilitation counselor.

Furthermore, hiring and replacement of vacancies are prioritized through the use of a Resource Allocation Model, which calculates the number of work-aged individuals with disabilities estimated to be in a given area of the state and recommends a number of staff proportionate to the demographic area. Consideration is then given to Bureau specific personnel needs. In addition, the Michigan Rehabilitation Services Executive Team regularly reviews caseload sizes and other triggers to target filling open counselor positions. (Please note, Michigan Rehabilitation Services prioritizes filling professional counseling positions over other vacancies, whenever possible and monitors staffing levels as necessary to reassess projections as needed).

Qualified Personnel Needs –

As of September 30, 2015, Michigan Rehabilitation Services has the following full-time equivalent positions to meet the needs of the bureau's customers:

- 264 Rehabilitation Counselors
  - 233 actively providing services
  - 3 on medical leave
  - 15 in process
  - 6 Business Network Unit counselors
  - 5 Michigan Career and Technical Institute counselors
  - 2 Adjudicated Youth counselors
- 22 Site Managers
- 65\* Rehabilitation Assistants

\*These numbers include 9 Student Assistant positions performing Rehabilitation Assistant functions. Michigan Rehabilitation Services will continue to hire non-caseload carrying staff in Fiscal Year 2016-2017.

Michigan Rehabilitation Services is in process of hiring 15 counselors. Michigan Rehabilitation Services plans on filling another 40 counselor positions in Fiscal Year 2016-2017.

The ratio of counselors to customers is 1:84 (this number was achieved by dividing the number of open cases [19,576] in 2015 by the total number of counselors [236]). The staff ratio of 1 counselor to 90 customers is anticipated in Fiscal Years 2016-2017.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

Forty (40) counselors have departed from 10/1/2014 to 9/30/2015. Reasons for the departures include retirements, transfers, resignations, and medical layoffs.

Current Vacancies are:

— Rehab Counselor (master's degree) — 16

— Rehab Educators (Voc. Tech Center instructors) — 9

— Site Managers — 1

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

While it is difficult to predict the turnover rate of staff because of a variety of factors such as potential State of Michigan retirement incentives, hiring freezes and the state's recovering economy, Michigan Rehabilitation Services averages about 20 staff losses a year.

Below are the number of anticipated vacancies for the period of Fiscal Years 2015 through 2020. Forty (40) counselors have departed from 10/1/2014 to 9/30/2015. Reasons for the departures include retirements, transfers, resignations, and medical layoffs.

- Rehab Counselor (master's degree) — 100
- Rehab Educators (Voc. Tech Center instructors) — 10
- Site Managers — 15

## B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Michigan has a total of three university Rehabilitation Counseling programs. These programs prepare master's degree, Commission on Rehabilitation Counselor Certification eligible Rehabilitation Counselors. All three of these universities house doctorate programs in Rehabilitation Counselor Education.

The following is a list of the three Council on Rehabilitation Education accredited rehabilitation counseling programs in Michigan.

- Michigan State University
- Wayne State University
- Western Michigan University

When Michigan Rehabilitation Services observes that the current pool of candidates from Council on Rehabilitation Education Rehabilitation Counseling Programs is insufficient to meet Michigan Rehabilitation Services' demand for Rehabilitation Counselors, the following protocols are followed:

- Communication with the Council on Rehabilitation Education rehabilitation programs and closely aligned general university counseling programs regarding the option of Michigan Rehabilitation Services as an internship placement site.
- Engagement in a statewide recruitment program for outreach to students in both general counseling and rehabilitation counseling programs. Recruitment materials include a DVD, information packet and talking points for presenters.
- Promotion of a process to hire candidates with alternative human services degrees (such as Social Work or Special Education) who are lacking one or two classes needed for the rehabilitation counselor designation. Outreach includes information regarding Michigan Rehabilitation Services' commitment to assist in payment for classes to fulfill required qualifications.
- Sharing of recruitment information with our Designated State Entity to include in their respective job candidate recruitment efforts. This leverages Michigan Rehabilitation Services' ability to market the vocational rehabilitation profession far beyond our traditional audience of counselor candidates.

- Design, develop and implementation of an extensive training program for new counselors to develop and maintain the highest standards. Topics include: Michigan Rehabilitation Services policy, casework practices, assistive technology, various disabilities, job development and motivational interviewing. This program extends over several weeks and core courses from the Michigan Rehabilitation Services Online Learning Center which complements the face-to-face training.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

The following is the current enrollment at the three Council on Rehabilitation Education accredited rehabilitation counseling programs in Michigan.

- Michigan State University — 19 students enrolled
- Wayne State University — The Master of Arts in Rehabilitation Counseling and Community Inclusion program usually accepts, on average, 15 students per year and typically has approximately 60 to 90 full and part-time students enrolled in the program. Attempts were made to confirm students enrolled, with nil results.
- Western Michigan University — 5 students enrolled

All three of these universities house doctorate programs in Rehabilitation Counselor Education.

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Michigan Rehabilitation Services was able to identify 10 students graduated during the previous year (2015) from the in-state universities listed below with credentials consistent with academic preparedness to meet national certification requirements.

- Michigan State University — 10
- Wayne State University — \*
- Western Michigan University — 0

\*Wayne State – Rehabilitation Counseling Program -- The Master of Arts in Rehabilitation Counseling and Community Inclusion program usually accepts, on average, 15 students per year and typically has approximately 60 to 90 full and part-time students enrolled in the program. The Rehabilitation Counseling and Community Inclusion program graduates approximately 6 to 11 students per academic year. Attempts to confirm the number of graduates for 2015 were made, with nil results. The number of graduates during 2012, which is the most recent data available, was 2.

## 2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Michigan Rehabilitation Services has established strategies for the recruitment, preparation and retention of qualified personnel. Plans are in place that reflect continual needs assessment and quarterly review of strategies and interventions for recruitment. Michigan Rehabilitation Services, in collaboration with Michigan Council for Rehabilitation Services, values and cultivates a culture of diversity and inclusion. This is demonstrated in proactive efforts to recruit personnel from various racial and ethnic minority backgrounds and persons who are individuals with disabilities. Michigan Rehabilitation Services recruitment and marketing materials honor these values.

Michigan Rehabilitation Services assesses and monitors the enrollment of Rehabilitation Counselor graduate students at the state's institutions of higher education with the goal of facilitating the visibility of Michigan Rehabilitation Services. This is accomplished by:

- Convening regular meetings with the Council on Rehabilitation Education universities' faculty members for joint planning and recruitment strategies.
- Allowing Michigan Rehabilitation Services personnel to serve on university curriculum committees and as adjunct faculty and guest lecturers.
- Continuing to be the most utilized internship and placement site by the institutions of higher education and raising awareness that all employment opportunities with Michigan Rehabilitation Services are posted on the Internet.
- Continuing to use an integrated recruitment packet including PowerPoint presentation and a facilitator's guide. The recruitment packet describes employment opportunities and benefits of working for Michigan Rehabilitation Services and of residing in Michigan. To achieve this goal, we utilize specially trained field office personnel to present pertinent information to potential candidates who may be in a variety of educational programs and community partner organizations.
- Continuing to encourage Michigan Rehabilitation Services counselors to explore Rehabilitation Counseling as a viable Individualized Plan for Employment goal for some of their customers.
- Distributing recruitment brochures to attendees at the re:con The Convention of New Beginnings, the Michigan Rehabilitation Counseling Educator's Association, the Michigan Association of Multicultural Rehabilitation Concerns and other organizations as appropriate.

#### Preparation of Qualified Staff

To ensure bureau personnel have a 21st understanding of the labor force and the needs of individuals with disabilities, staff avail themselves to many resources, strategies and tools. One such tool is Open Options®. Open Options® is a computer based program that provides labor market information on many occupations, earnings and job outlook, training and education, hiring trends of private and public sector employers, wages and salary information and career guidance. In conjunction with this tool, Michigan Rehabilitation Services' Business Network Unit consists of professionals with expertise ranging from vocational evaluation, occupational therapy, accommodations, ergonomic evaluations, hard of hearing assessments, assistive technology, job development and building employer relationships, support Michigan Rehabilitation Services counselors in developing the skills necessary to most effectively work with individuals with disabilities in meeting their specific employment needs. Moreover, the bureau's 5-yr investment in the enhancing Employment Outcomes project have prepared staff to maximize employment opportunities for people with disabilities contained in the "hidden job market" by understanding how

to mutually meet the needs of both employers and vocational rehabilitation customers. Additionally, the bureau's internal consultants share expertise and serve as facilitators to field staff in helping them acquire knowledge necessary to meet the needs of the disability community through innovative projects and processes. Furthermore, Michigan Rehabilitation Services staff make frequent use of resources such as the Job Accommodations Network (JAN) and Great Lakes Americans with Disabilities Act. Lastly, Michigan Rehabilitation Services has been identified by the Governor of Michigan and a Michigan Supreme Court Justice to lead an initiative designed to maximize the employment of persons with disabilities in public and private sector jobs.

Because Michigan Rehabilitation Services is committed to ensuring that personnel have 21st understanding of the needs of individuals with disabilities, the Staff Development Unit along with multiple community agencies and rehabilitation practitioners deliver many technical trainings to staff annually. Michigan Rehabilitation Services utilizes multiple methods for identifying the training needs and priorities of staff. These needs are further considered by the Michigan Rehabilitation Services Training Advisory Group which is comprised of individuals who reflect the demography of the bureau. The Training Advisory Group considers staff perceptions, community needs, personnel development data, training evaluations and other information as appropriate and necessary to help ensure staff can avail themselves to multiple opportunities for professional preparedness, growth and development. All of these resources, tools and strategies help Michigan Rehabilitation Services personnel render significant and effective employment services to vocational rehabilitation customers.

The information below summarizes some of the specific training areas that are targeted on an ongoing basis:

- The training provided in Fiscal Year 2014 and planned for the upcoming fiscal year include topics such as Motivational Interviewing, Enhancing Employment Outcomes, vocational needs assessment, substance abuse, Social Security work incentives, ethics, Transition, case management, vocational counseling and assistive technology in addition to information about specific disabilities and services to specific populations such as ex-offenders.
- The Staff Developmental Unit manager and training consultants subscribe and share, as appropriate, knowledge from organizations such as the Institute on Rehabilitation Issues whose mission it is to enhance the knowledge of rehabilitation professionals. Information is most readily distributed using email and the agency's Knowledge Management System and Online Learning Center known as E-Learn.
- New counselors attend internal trainings conducted over a 6 week period or more by the Staff Developmental Unit and other subject matter experts on a host of vocational rehabilitation related topics to help them develop a basic operational understanding of federal regulations, bureau policy and the implementation of various bureau practices and processes during their initial training year. These topics include: medical and psycho-social aspects of various disabilities, case management, advocacy to mitigate attitudinal and environmental barriers, assessment of vocational rehabilitation customers' skills and abilities to obtain and maintain employment, rehabilitation technology, developing employer relationships, Americans with Disabilities Act and the WIOA.
- Michigan Rehabilitation Services redesigned its on-boarding materials to help newly hired counseling staff become better acclimated to the organization's vision, mission, values, culture and operations.



- While working collaboratively with one of the three Council on Rehabilitation Education universities in Michigan to better facilitate the transition of Rehabilitation Counselor graduate students into Vocational Rehabilitation internships, Michigan Rehabilitation Services is designing short-term seminars and workshops toward the goal of helping interns have a more comprehensive public vocational rehabilitation experience prior to graduation.
- All newly hired counselors who do not meet Comprehensive System of Personnel Development requirements must complete requisite course work in theories and techniques of counseling during their 12-month probationary period. Staff who have not fulfilled this requirement risk termination. Michigan Rehabilitation Services assists with tuition payments, books, and in-state travel to facilitate counselors attaining the Comprehensive System of Personnel Development standards.
- Site Managers, are expected to successfully complete clinical supervision training which is offered every 2 years. In addition, newly promoted Vocational Rehabilitation managers participate in training and development activities that focus on helping them transition into their new role. The core curriculum for new managers address topics such as emotional intelligence, communication, coaching, collaboration, team work and goal setting. For experienced managers, the curriculum includes: delegation, engagement/ motivation, performance, listening skills, coaching, leadership, strategic thinking, presentation skills and an assortment of trainings offered by the Department of Civil Service.
- Site managers assume primary responsibility for identifying and remediating performance gaps in counselors and support staffs' respective work. They have many options to avail themselves to including the assistance of the Staff Developmental Unit.
- All staff are expected to complete Professional Development Plans (PDPs) that identify vocational rehabilitation training needs. These plans may also specify needs for mentoring, coaching, job shadowing or other activities that will enhance the professionalism of staff. All staff professional development plans are created in coordination with managers' input.

#### Retention of Qualified Staff

As part of its comprehensive statewide training program, Michigan Rehabilitation Services supports a wide range of learning activities for all classification of employees. Staff view professional growth and development activities as a benefit that enhances retention.

The focus continues on retention and engagement of qualified staff through various activities including:

- Encouraging staff involvement in professional and disability advocacy associations and their respective conferences to foster networking, professionalism, and leadership development.
- Utilizing statewide employee engagement survey results to assess the overall culture of the work environment at Michigan Rehabilitation Services. The State of Michigan launched this initiative in 2013 as part of the Governor's reinvention of state government. The survey helps ensure a customer-focused government and a work culture in which employees are highly engaged, respected, and valued; and have the opportunity to express and explore views on issues related to their jobs.

- Articulating Michigan Rehabilitation Services' State Director's efforts to further cultivate professional alignment around the Bureau's new Vision and Values.
- Investing in staff growth and development by providing training opportunities through various teaching modalities.
- Engaging all counseling staff and managers in extensive Motivational Interviewing training which has been shown to improve staff satisfaction as well as customer outcomes in other state vocational rehabilitation programs. (Michigan Rehabilitation Services is in the final year of the Rehabilitation Services Administration Quality Award for Motivational Interviewing and job placement).
- Offering structured management and leadership development activities to all staff as part of succession planning.
- Ongoing promotion of a work group called the "Idea Stream Team" which encourages all staff to submit ideas to improve processes and procedures to promote efficiency and effectiveness in the delivery of vocational rehabilitation services.
- Continuing to invest in leadership and capacity building through the agency's leadership program known as School for Leadership. School for Leadership engages 20 diverse Michigan Rehabilitation Services staff members from all levels of the organization in a broad range of leadership development activities over a 12 month period.
- Offering a series of training programs for newly promoted managers.
- Encouraging staff to attend statewide conferences related to the rehabilitation profession. When appropriate, staff are supported as subject-matter experts in presenting on a variety of rehabilitation topics which develops staff skills. Staff have the opportunity to facilitate and provide content for multiple sessions. Conferences offered include the annual Michigan Rehabilitation Association sponsored re:con, the Michigan Association of Rehabilitation Organizations Employment and Training Spring Management Conference, Michigan Transition Conference, Michigan Conference of Rehabilitation Educators, and the Michigan Association of Multicultural Rehabilitation Concerns.
- Engaging in succession planning efforts to preserve the integrity and sustain the viability of public vocational rehabilitation. Succession planning is integrated into all staff development, Comprehensive System of Personnel Development and retention strategies to minimize vocational rehabilitation program disruptions due to staff departures and reassignments.
- Expanding current succession planning strategies and building a comprehensive approach that ranges from onboarding new staff to assisting experienced staff with developing skills to assume greater responsibility.
- Implementing a peer-to-peer mentoring program.
- Continuing fair and equitable practices in personnel selection.
- Promoting diversity in staff, ideas and approaches.

- Encouraging personal responsibility of all staff to access and participate in developmental opportunities.
- Collecting and analyzing data regarding potential retirements, key positions and skills.
- Using cross–functional bureau teamwork to offer expanded learning opportunities.
- Recruiting statewide work team members to reflect more diverse participation from Michigan Rehabilitation Services.
- Committing to provide individualized coaching and job shadowing to staff interested in learning about future promotional opportunities.
- Offering Alternative Work Schedules (AWS) to allow for flexible work weeks as they allow staff to specify their preferred work schedules without diminishing services to Michigan Rehabilitation Services customers or adversely affecting operations.

### 3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

#### A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Civil Service, through Michigan Rehabilitation Services, has established the following standards for a qualified rehabilitation counselor or vocational technical teacher:

A qualified rehabilitation counselor is defined as a counselor with a minimum of a master's degree in rehabilitation counseling, counseling, or a counseling related field such as psychology, social work, or special education. Newly employed counselors with a master's degree in counseling or a counseling related field who do not have documented graduate level coursework with a primary focus in theories and techniques of counseling must complete such coursework/training during their 12 month probationary period. The above courses must be provided by an accredited University (through on–line or classroom training). The cost is covered by Michigan Rehabilitation Services. Michigan Rehabilitation Services standards remain consistent with national standards for rehabilitation counselors and have been approved by Rehabilitation Services Administration and Michigan Civil Service. Michigan Rehabilitation Services continues to monitor licensure and certification trends in other state vocational rehabilitation agencies.

**B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.**

To assure that qualified staff are hired and current staff attain required qualifications, Michigan Rehabilitation Services has taken the following steps for staff who need additional coursework:

- Monitor a comprehensive system for tracking and funding the required course, Theories and Techniques of Counseling.
- Provide funding for existing staff seeking to take needed coursework to attain the level of “qualified” counselor.
- Provide information to managers when hiring staff who need coursework about Bureau responsibilities related to it.
- Newly employed counselors with a master’s degree in counseling or a counseling related field who do not have documented graduate–level coursework with a primary focus in theories and techniques of counseling must complete such coursework/training during their 12–month probationary period through an accredited University (on–line or classroom training) to remain employed.
- All newly hired managers who are from a different agency and/or who have not worked for Michigan Rehabilitation Services or other State vocational rehabilitation programs within the last 2 years must attend new counselor training, policy training, and complete the following courses in E–learn: Informed Choice, vocational counseling and Eligibility and various disability–related units.

All but two of Michigan Rehabilitation Services’ 252 counselors currently meet all Comprehensive System of Personnel Development standards.

A vocational technical teacher or instructor employed by Michigan Rehabilitation Services at Michigan Career and Technical Institute must demonstrate they are qualified in their respective field by having the appropriate educational degree or work experience, teaching methodology course work or seminar as required by Civil Service and the state technical school’s accrediting agencies. Also, such teachers must attend, at least every five years, an in–service training program on disability sensitivity, informed choice and acquisition of needed reasonable accommodations or modifications to meet the disability–related needs of vocational rehabilitation customers.

**4. STAFF DEVELOPMENT.**

Describe the State agency’s policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

**A. SYSTEM OF STAFF DEVELOPMENT**

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation

technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Michigan Rehabilitation Services' Staff Developmental Unit manager and training consultants are rehabilitation professionals qualified to analyze, design, develop, implement and evaluate Title I training activities which meet the needs of the Michigan Rehabilitation Services workforce, Comprehensive System of Personnel Development standards, and Commission on Rehabilitation Counselor Certification standards.

During Fiscal Year 2013–2014, the State Designated Unit obtained certification on 60 training programs.

Michigan Rehabilitation Services provides integrated learning systems to disseminate significant knowledge from research and other sources. This is accomplished through classroom learning, distance education, teleconferencing, printed materials and video conferencing.

#### Program Enhancement

Michigan Rehabilitation Services is engaged in two systems change projects which are expected to improve rehabilitation outcomes, as well as staff satisfaction and retention. These two projects are Motivational Interviewing (MI) and job development and placement. This two–pronged approach focuses on vocational rehabilitation customers' internal motivation for change and enhancing the bureau's placement and development strategies. The project is largely funded by a Rehabilitation Services Administration 5–year Quality Award and supplemented with Title I dollars.

All Michigan Rehabilitation Services staff have been trained in Motivational Interviewing (MI). At the end of Fiscal Year 2014, approximately 443 staff have participated in MI training. This year, Michigan Rehabilitation Services has added training for MI Coaches and Coders. This will facilitate the overall sustainability of the systems change project.

The initiative on improving job development and placement training has been completed. Managers are required to report on implementation progress as part of their district operations.

The aim of this project is to enhance counselors' abilities to more effectively develop stronger relationships with employers in both the public and private sectors.

#### Comprehensive Statewide Needs Assessment

Staff Developmental Unit staff continue to explore training opportunities for staff to help them appreciate the cultural differences associated with Hispanic/Latino, Native Americans, Arab Americans and Hmong minority groups.

Working with rehabilitation practitioners in the community, Michigan Rehabilitation Services continues to offer a bi–annual one–day seminar featuring experts in various disabilities who provide agency staff with the latest research, treatment protocols and accommodations needs of individuals with Traumatic Brain Injury, Persons with Epilepsy, as well as mental illness, substance abuse, kidney disease, and Autism Spectrum disorders. Staff Developmental Unit staff continue to explore the needs of individuals with allergy syndromes.

## Assistive Technology

Technical Assistance and Continuing Education provided Michigan Rehabilitation Services with a TECH POINTS course developed by Pathfinder Associates. Michigan Rehabilitation Services has reviewed the course, which looks at assistive technology over the course of the vocational rehabilitation process.

Michigan Rehabilitation Services' Assistive Technology Consultant is developing an assistive Technology consideration framework to be adopted as a standardized approach for use throughout the vocational rehabilitation process. This undertaking is in partnership with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Michigan's Assistive Technology Act's program. Key framework components for Michigan Rehabilitation Services will include:

- Consideration Model: Adopt a valid model for assistive Technology Consideration.
- Electronic Assistive Technology Consideration Tool: Develop and implement an electronic Assistive Technology Consideration tool for use by vocational rehabilitation counselors and aligned with aforementioned model. Expected completion date is Fiscal Year 2016.
- Training: Deliver training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin Fiscal Year 2016.

Michigan Rehabilitation Services' Assistive Technology Consultant sits on the Assistive Technology Advisory Council for Michigan's Assistive Technology Act's program.

Michigan Rehabilitation Services' Business Network Unit provides technical guidance, training and evaluations to Michigan Rehabilitation Services customers, field staff and employers on assistive technology and accommodations. The Business Network Unit continues to explore how technology can be used most effectively to enhance employee skills. Business Network Unit staff models technology options for all customers and stakeholders (i.e., Dragon Naturally Speaking, Tablets, etc.).

## Assessment and Training Opportunities for Persons with Disabilities

Michigan Rehabilitation Services works with the Business Network Unit and the Innovation Unit to increase counselor understanding of non-traditional means to acquire job-related skills in addition to college training. Counselors will understand the role of apprenticeships, on-the-job evaluations and on-the-job training opportunities to assist customers in achieving competitive integrated employment.

## B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

Michigan Rehabilitation Services is consistently researching and sharing the latest findings on various disability topics, best practices and intervention possibilities. This research is distributed to staff through internal and external training, webinars, E-Learn and rehabilitation articles and journals. Disability-related training includes general medical aspects and implications regarding

functional capacities and/or ergonomics and assistive technology. Training modules placed into Michigan Rehabilitation Services E-Learn routinely utilize the findings gained from research and other credible sources.

Furthermore and to ensure staff strive for consistency as rehabilitation practitioners, the Staff Developmental Unit and Policy Unit promptly address findings resulting from internal and external reviews and audits conducted by various agencies.

## 5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Michigan Rehabilitation Services hires qualified counselors who are bi-lingual in American Sign Language, Spanish and Arabic if the local community has a large population of ethnic groups who require them in order to receive vocational rehabilitation services. Each office has also posted Michigan Rehabilitation Services information in English, Spanish, or Arabic, clarifying which bilingual counselors and program materials are available in the customer's native language. Materials are available in Braille and other accessible formats, as requested by customers. Qualified sign language interpreters are contracted on an as needed basis as are interpreters for speakers of Spanish, Arabic and Kurdish. Interpreters are available for additional languages supported by refugee resettlement programs on a contractual basis

## 6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Michigan Rehabilitation Services has a long standing partnership with the Michigan Department of Education/Office of Special Education including a formalized interagency agreement between the Michigan Department of Education/Office of Special Education and Michigan Rehabilitation Services. This interagency agreement was recently revised, updated and signed on March 1, 2011, and is reviewed each year.

Michigan Rehabilitation Services has operationalized transition services to youth and has continued to work on improving the quality of those services. To support this, the Michigan Rehabilitation Services Consultant assigned to Transition from the Program Innovation Unit and the Staff Development Unit partner to develop and deliver training to Michigan Rehabilitation Services counselors. Some of this training is provided in collaboration with the Michigan Transition Outcomes Project and the Michigan Transition Services Association.

The MT-21 project [see Attachment 4.8(b)(2)] has provided Michigan Rehabilitation Services with information about best and emerging transition practices that are being utilized by Michigan Rehabilitation Services to identify training needs related to strengthening the provision of transition services to youth. It is also being used to identify areas of focus for joint training opportunities for staff from Michigan Rehabilitation Services, Bureau of Services for Blind Persons, educators, and other youth services providers.

## J. STATEWIDE ASSESSMENT

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(Formerly known as Attachment 4.11(a)).

### 1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

#### A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Michigan Rehabilitation Services, in collaboration with the Bureau of Services for Blind Persons and Michigan Council for Rehabilitation Services, contracted with the Michigan State University Office of Rehabilitation and Disability Studies, to perform the 2014 Comprehensive Statewide Needs Assessment, which is performed every 3 years. The final 2014 Comprehensive Statewide Needs Assessment was released in.

Michigan Rehabilitation Services is addressing the rehabilitation needs of individuals with disabilities, which were identified in the 2014 Comprehensive Statewide Needs Assessment.

**Individuals with the most significant disabilities, including their need for supported employment services:** In 2012, 98 percent of Michigan Rehabilitation Services customers determined to be eligible for services were consistently those significantly or most significantly disabled; 71 percent were most significantly disabled. The majority of the individuals with most significant disabilities were referred by secondary schools or physicians/medical personnel and were provided services through Community Mental Health and Community Rehabilitation Organizations.

In Fiscal Year 2012, 815 customers specified an employment outcome/vocational goal in a supported employment setting in their Individualized Plan for Employment. The majority of these customers had either mental illness (39%) or intellectual disabilities (33%) as the primary disability reported. An additional 7 percent of these customers were reported as having autism as their primary disability. Forty four percent of the customers who received supported employment services exited Michigan Rehabilitation Services with an employment outcome. In relation to the primary disabilities of customers with a supported employment goal, 53 percent of the customers with autism, 45 percent of the customers with mental illness, 43 percent of the customers with learning disabilities, and 43 percent of the customers with intellectual disabilities achieved an employment outcome.

#### B. WHO ARE MINORITIES;

Minority groups include: Hispanic/Latino residents specifically in the mid- and southwestern section of Michigan; Native Americans in the Upper Peninsula and Northern Michigan; and Asian or Pacific Islanders specifically Arab and Arab Americans and Hmong residents in the southeastern part of the state. African American residents apply for services at higher rates than their proportion in the population, but are statistically less likely to be determined eligible for services. White and Asian customers are statistically more likely to close with an employment outcome while Native Americans were least likely to have a successful outcome.



In Fiscal Year 2012, Michigan served 8,634 minorities who exited the vocational rehabilitation program. The federal requirement for service rate of all individuals with disabilities is .80. Therefore, the 2012 minority service rate exceeds the .80 federal requirement.

Needs addressed include more qualified interpreters or bilingual counselors for Hispanics and extended services for refugees. More outreach efforts and appropriate services were recommended for Native Americans, especially those who live on reservations. Although not an underserved population, African Americans demonstrated lower eligibility for services than other minority groups.

### C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

In 2014, the Comprehensive Statewide Needs Assessment did not identify any unserved populations. No group, based on disability, was unserved in Michigan. However, the Comprehensive Statewide Needs Assessment did identify numerous underserved populations.

#### Autism Spectrum Disorders

The 2014 Comprehensive Statewide Needs Assessment identified youth with Autism Spectrum Disorders as the primary emerging population reported as either currently, or to be, an underserved population. The number of customers with Autism Spectrum Disorders as their primary disability applying for services has been steadily increasing (416 in 2011; 518 in 2012; 553 in 2013). The special education data also support the fact that this population is constantly growing in all age categories (ages 6 to 21 years: 12,924 in 2009; 13,636 in 2010; 14,135 in 2011). Especially noteworthy is the fact that over 10 percent of those ages 18–21 years were diagnosed with autism in 2011, which indicates that adult agencies should be prepared for helping those students to achieve employment outcomes with seamless transition services through ongoing collaboration between schools and Michigan Rehabilitation Services.

Concern was expressed at all levels about the job readiness preparation this group will have as they exit school, the preparedness of the adult vocational rehabilitation agency staff to provide services, and the availability of supported employment services for this population. In addition, despite an increase in numbers, no data provided information about level of severity and its association with outcomes. As the diagnosis (i.e., spectrum) indicates, there are variations in terms of functional limitations and severity of symptoms. It is crucial to ensure that all vocational rehabilitation counselors have the knowledge and skills necessary to provide appropriate and effective vocational rehabilitation and independent living services for transition youth and young adults with Autism Spectrum Disorder.

#### Mental Illness

Michigan adult residents with mental illness who need mental health services and supported employment services were the number one population identified as underserved. Although the proportion of Michigan residents with mental illness served by Michigan Rehabilitation Services has remained relatively stable over the last three years, the availability of community mental health services has continued to diminish in the state over the last five years. Community mental health does not have the resources necessary to provide mental health services and/or supported employment services to individuals with severe diagnoses, unless the person presents as a risk to self or others.

Of 22,708 customers who exited Michigan Rehabilitation Services in Fiscal Year 2012, 7,397 (32.6%) reported having mental illness as their primary or secondary disability. Compared to Michigan Rehabilitation Services customers with other types of disabilities, a higher proportion of customers with mental illness were Black or African American. Most of the customers (90%) with mental illness disability were not working at application, and over half of the customers (53%) had a high school diploma level of education.

Compared to other disability groups, a higher proportion of customers with mental illnesses reported being unemployed at application and having high school diploma or equivalency. As observed earlier, the eligibility rate (83.5%), plan rate (69.7%) and the adjusted rehab rate (38.8%) of this disability group was low, compared to others (85.6%, 80.1%, and 57.2%, respectively).

### Transition Youth

Based on Michigan Merit Curriculum impacts on graduation rates, dropout rates, and the employability of students with disabilities, Transition Youth with severe disabilities are another underserved population the Michigan School District report indicates that 2011– 2012 graduation rates were 76.2 percent for students without disabilities and 53.5 percent for students with disabilities, while dropout rates were 10.7 percent and 15.2 percent respectively.

Michigan Rehabilitation Services defines transition youth (TY) as students between the ages of 14 and 26 at application and enrolled in a secondary school. In 2012, 4,598 TY customers exited Michigan Rehabilitation Services, representing approximately 20 percent of all Michigan Rehabilitation Services customers. However, a low proportion (27%) of TY as compared to adult (37%) customers achieved employment outcomes. For reference, the adjusted employment rates for TY and adult customers were 38 percent and 58 percent, respectively. It is also noted that male TY customers were more likely than female TY customers to have a successful employment outcomes; adult customers showed the opposite trend.

A lack of social skills, the receipt of Supplemental Security Income benefits, and loss of respite and nursing services at age 21 were identified as barriers for youth with disabilities to obtain employment at an individual level. Also, the need for early involvement and better community outreach were raised. A key indicator addressed was interagency collaboration in terms of overcoming financial or other institutional barriers. Many key informants expressed a strong need for Michigan Rehabilitation Services presence in the schools, including transition meetings, Individualized Education Program meetings, orientations, or one-on-one customer visits, which would facilitate a smoother transition process.

Michigan Rehabilitation Services' next Comprehensive Statewide Needs Assessment will reflect data for Youth with a Disability and Student with a Disability.

Michigan Rehabilitation Services has updated the Transition policy including changing the definition of Youth to align with the WIOA definition and providing guidance for the provision of Pre-Employment Transition Services.

**“Student with a Disability”:** Individual with a disability age 14–26 at application and **Enrolled** in the K–12 education system including traditional public schools, intermediate school districts, private schools, charter schools (public school academies), alternative schools, schools for individuals with disabilities such as the Michigan School for the Deaf, 504 students, home-schooled students and students in education programs in correctional facilities.

**“Youth with a Disability”:** Individual with a disability age 14 –24 at application and **Not** enrolled in the K–12 education system including traditional public schools, intermediate school districts, private schools, charter schools (public school academies), alternative schools, schools for individuals with disabilities such as the Michigan School for the Deaf, 504 students, home–schooled students and students in education programs in correctional facilities.

#### D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The extant data (i.e., Workforce Investment Act (WIA) State Annual Report, Wagner–Peyser Act data) indicated that non–vocational rehabilitation WIA related programs (e.g., Michigan Works!) are providing services to a very limited number of people with disabilities in Michigan. The MRS and the WDA are consulting to increase the positive relationship between individuals with disabilities, public employment services, and employers. As part of the WIOA, Vocational Rehabilitation will be a core program to assist individuals with disabilities into the workforce services for which they are eligible.

The needs assessment analyzed outcomes for Adults, Dislocated Workers, and Youth with disabilities that exited the WIA in Program Year (PY) 2010 to 2011. During PY 2011, 188 adults with disabilities of all exiters (245) entered new employment, resulting in an employment rate of 76.7 percent. Retention and Employment/Credential Rates were consistent with the Entered Employment Rate. The 2011 rate of earnings change in six months was \$14,954 (=\$2,766,553/185). A comparison of the 2011 WIA outcome rates by special population groups shows the outcome rates of individuals with disabilities and public assistance recipients were generally low.

As part of the One–Stop services delivery system, Wagner–Peyser employment services focuses on providing a variety of employment–related labor exchange services including job search assistance, job referral, and placement assistance for job seekers, re–employment services to unemployment insurance claimants, and recruitment services to employers with job openings.

During PY 2011, 20,778 (3.9% out of a total of 527,279 job seekers) individuals with disabilities received employment services through funding under the Wagner–Peyser Act.

#### E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

To be provided when our next Needs Assessment is done. The next Comprehensive Statewide Needs Assessment will take place in 2017.

#### 2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

To be provided when our next Needs Assessment is done. The next Comprehensive Statewide Needs Assessment will take place in 2017.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

To be provided when our next Needs Assessment is done. The next Comprehensive Statewide Needs Assessment will take place in 2017.

## K. ANNUAL ESTIMATES

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(Formerly known as Attachment 4.11(b)). Describe:

### 1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

Michigan estimates 26,000 individuals will be eligible for services in Fiscal Year 2017. This figure is calculated using the number of individuals that were served during the fiscal year and also had an Individualized Plan for Employment as reflected on the Rehabilitation Services Administration 113 reports, Lines C1 and C2. Michigan is estimating that it will be able to serve 26,000 individuals in Fiscal Year 2017 as outlined in Section 4.11(c)(3).

### 2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

#### A. THE VR PROGRAM;

The estimated number of eligible individuals who will receive services in Fiscal Year 2017 under the VR Program is 25,634 .

#### B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The estimated number of eligible individuals who will receive services in Fiscal Year 2017 under the Supported Employment Program is 366.

#### C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

Category 1 — VR — Most Significantly Disabled

Category 1 — Supported Employment — Most Significantly Disabled

Category 2 — VR — Significantly Disabled

Category 3 — VR — Not Significantly Disabled

### 3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

All individuals eligible for services will receive services, as Michigan Rehabilitation Services has not closed any categories.

### 4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

The estimated cost in Fiscal Year 2017 to serve all eligible individuals is \$34,398,000. Michigan Rehabilitation Services expects to have available 34,398,000 to serve approximately 26,000 eligible customers.

The Average Cost of Services per priority category is as follows:

Priority Category 1, VR, Title I, Most Significantly Disabled: Estimated Number to be served -- 12,155; Average Cost of Services -- \$1,866

Priority Category 1, VR, Title VI, Most Significantly Disabled: Estimated Number to be served -- 366; Average Cost of Services -- \$1,838\*

Priority Category 2, VR, Title I, Significant Disabled: Estimated Number to be served -- 4,381; Average Cost of Services — \$1,768

Priority Category 3, VR, Title I, Not Significantly Disabled: Estimated Number to be served -- 2,217; Average Cost of Services -- \$1,624

Totals -- Estimated Number to be Served 19,119\*\*; Average Cost of Services \$1,774

\*because the Supported Employment grant continues to decrease annually, funding for Supported Employment cases is supplemented through other funding sources and is not reflected in this total.

\*\*includes customers not yet assigned a disability priority code.

Estimates were obtained by using "authorized/cost services". The difference between the 26,000 estimate of individuals to be served and the 19,119 estimate of individuals documented in this narrative reflects customers served by comparable benefits and/or other services.

## L. STATE GOALS AND PRIORITIES

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The designated State unit must:

### 1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

In Fiscal Year 2014, Michigan Rehabilitation Services, in collaboration with Michigan Council for Rehabilitation Services developed a 3-year strategic plan based on a multitude of data including the Comprehensive Statewide Needs Assessment, customer satisfaction feedback, assorted state audits, environmental scanning with partners and advocacy groups, program evaluation studies, and other state and federal research. Because of the transition from the Department of Human Services to the Department of Health and Human Services, the implementation of the WIOA and the need for finalized Regulations, Michigan Rehabilitation Services will carry forward the current Goals but has updated the Priorities. As new priorities evolve, Michigan Rehabilitation Services will update this section of the Michigan Rehabilitation Services State Plan.

### 2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

**GOAL 1** – Strong Fortified Partnerships.

**GOAL 2** – Motivated Enthusiastic Staff.

**GOAL 3** – Excellent Customer Service.

**GOAL 4** – High Producing Vocational Rehabilitation, Nationally.

In addition to these strategic plan activities, Michigan Rehabilitation Services will focus on the following additional priorities necessitated by emerging circumstances;

**Priority 1:** Actively seek resources to capture full federal award and state and local matching funds.

Measure: Full federal award is allotted.

**Priority 2:** Continue to effectively manage and actively seek resources.

Measure: Resources managed to optimize budget and staff.

**Priority 3:** Promote and maintain a culture of quality innovative programs that stimulate continuous program improvements.

Measure: At least 2 major quality projects will be undertaken utilizing appropriate methodology and evaluation tools resulting in improved efficiency and/or effectiveness as defined by the goals of the projects.

**Priority 4:** Michigan Rehabilitation Services will continue to demonstrate program effectiveness and substantial compliance in the provision of its State Plan; Standards/Performance Indicators; and the Strategic Plan.

Measure: Meeting performance accountability measures, once published, as identified in the WIOA.

**Priority 5:** Michigan Rehabilitation Services will continue to implement aspects of “Better off Working”.

Measure: More individuals with disabilities working.

**Priority 6:** Implementation of the WIOA. (a) Transition (b) Supported Employment (c) Business Services (d) collaboration with the Workforce Development Agency in service to customers.

Measure: Incremental changes in policies and practices.

### 3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

#### A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

Michigan Rehabilitation Services ensures that Goals and Priorities are based on an analysis of the Comprehensive Statewide Needs Assessment including any updates.

#### B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Michigan Rehabilitation Services ensures that Goals and Priorities are based on an analysis of the State's performance under the prior standards and indicators. As the performance accountability measures are implemented and Michigan Rehabilitation Services develops processes for gathering data, Michigan Rehabilitation Services will ensure that goals and priorities are based on the new performance accountability measures.

#### C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

Michigan Rehabilitation Services ensures that Goals and Priorities are based on an analysis of customer satisfaction feedback, assorted state audits, environmental scanning with partners and advocacy groups, program evaluation studies and other state and federal research, including reports received from the State Rehabilitation Council.



## M. ORDER OF SELECTION

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Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

Description of Priority categories

Individuals are assigned to the highest priority category for which they are eligible at the time eligibility is decided.

The Michigan Rehabilitation Services priority categories are as follows:

Category 1 — Most Significantly Disabled:

A) Individuals with a severe physical or mental impairment that seriously limits **three or more** of the seven functional capacities in terms of an employment outcome; **and**

B) Whose vocational rehabilitation can be expected to require **three or more** vocational rehabilitation services over at least six months.

Category 2 — Significantly Disabled:

A) Individuals with a severe physical or mental impairment that seriously limits **two** of the seven functional capacities in terms of an employment outcome; **and**

B) Whose vocational rehabilitation can be expected to require **three or more** vocational rehabilitation services over at least six-months.

An eligible Social Security Disability Insurance or Supplemental Security Income recipient is automatically considered to be, at least, an individual with a significant disability. A Social Security Disability Income or Supplemental Security Income recipient could be considered most significantly disabled, if Michigan Rehabilitation Services receives medical documentation that indicates the individual is eligible for Category 1.

Category 3 — Not Significantly Disabled:

A) An individual with a physical or mental impairment that seriously limits **one** of the seven functional capacities in terms of an employment outcome; **and**

B) Whose vocational rehabilitation does not require multiple services over six months. The codes to be used for priority categories are as follows:

1. Most Significantly Disabled

## 2. Significantly Disabled

## 3. Not Significantly Disabled

Written notification will be provided to all individuals who are placed on the waiting list for vocational rehabilitation services. The notification will include information about available resources and services the individual may contact for assistance with locating employment, including information about the nearest Michigan Works! office established per the Workforce Investment Act of 1998.

### B. THE JUSTIFICATION FOR THE ORDER.

Michigan Rehabilitation Services established an order of selection in August of 2012, in anticipation of projected funding and staffing reductions. Michigan Rehabilitation Services experienced a reduction in our work force, increased program costs as well as the loss of a major interagency cash transfer agreement. Michigan Rehabilitation Services has a significant reliance on local match through interagency cash transfer agreements, third party cooperative agreements and private contributions. The loss of the major cash transfer agreement along with the other budget and staffing impacts required Michigan Rehabilitation Services to prepare for closing categories and restricting services. This action was headed off with a one-time infusion of state funds by the designated state agency. The increased funding allowed Michigan Rehabilitation Services to match the funds federally and delay the closing of priority categories.

In Fiscal Year 2017, Michigan Rehabilitation Services anticipates increased funding and the ability to fill all staff vacancies. Michigan Rehabilitation Services must continue to seek interagency cash transfer agreements, third party arrangements and private contributions as appropriate to secure the full federal award. Michigan Rehabilitation Services will continue to utilize and monitor the Accessible Web-based Activity Reporting Environment Referral Module for any concerns about tracking individuals in the Referral Module ensuring they move to Application status within 30 days. Additionally Michigan Rehabilitation Services continues to monitor the other red flag indicators.

### C. THE SERVICE AND OUTCOME GOALS.

Priority Category — Most Significantly Disabled

Number of Individuals to be served — 13,413

Estimated number of individuals who will exit with employment after receiving services — 4,011

Estimated number of individuals who will exit without employment after receiving services — 8,053

Cost of services — \$23,814,000

Priority Category — Significantly Disabled

Number of Individuals to be served — 6,000

Estimated number of individuals who will exit with employment after receiving services — 2,295

Estimated number of individuals who will exit without employment after receiving services — 3,083

Cost of services — \$7,938,000

Priority Category — Not Significantly Disabled

Number of Individuals to be served — 2,000

Estimated number of individuals who will exit with employment after receiving services — 544

Estimated number of individuals who will exit without employment after receiving services — 317

Cost of services — \$2,646,000

Total

Number of Individuals to be served — 26,000

Estimated number of individuals who will exit with employment after receiving services — 6,850

Estimated number of individuals who will exit without employment after receiving services — 11,453

Cost of services — \$34,398,000

**D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.**

Priority Category — Most Significantly Disabled

Time within which goals are to be achieved — 18.7 months

Priority Category — Significantly Disabled

Time within which goals are to be achieved — 17.2 months

Priority Category — Not Significantly Disabled

Time within which goals are to be achieved — 9.4 months

Total

Time within which goals are to be achieved — 15.7 months

**E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND**

Priority of categories to receive vocational rehabilitation services under the order

The Order of Selection was established to ensure that individuals with the most significant disabilities are selected first for the provision of vocational rehabilitation services. Those with significant disabilities are selected second and not significantly disabled is the third priority.

The determination to establish the Order of Selection is based on a reduction in projected funding for the fiscal year. The Order of Selection is statewide and does not select one disabling condition over another disabling condition. The order is not based on age, sex, marital status, religion, race, color, national origin, political affiliation, or the vocational goal of the individual with a disability. Factors that relate to the significance of the disability are the only factors used in the order.

The following factors are indicators that would signal the need to consider closing priority categories:

- A reduction in available case service funds that exceeds 5 percent.
- An increase in counselor caseload average size that exceeds 115 cases.
- The inability of Michigan Rehabilitation Services to fill position vacancies that extends beyond 60 days.
- An increase in days that it takes customers to move from referral to orientation that exceeds 30 days.
- An increase in the number of days it takes customers to move from application to eligibility that exceeds 45 days.
- An increase in the number of days that it takes customers to move from eligibility to plan that exceeds 90 days.
- A significant increase in the average amount of eligible customers served by Michigan Rehabilitation Services exceeding 30,000 eligible customers.
- An increase in customer complaints that focus on the inability to access vocational rehabilitation services.

## 2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

As of the writing of this State Plan, Michigan Rehabilitation Services Order of Selection for Services policy has not been updated in regard to serving eligible individuals who require specific services or equipment to maintain employment. This Attachment will be amended as changes are made to the Michigan Rehabilitation Services policy on Order of Selection for Services.

## N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

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### 1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

Michigan Rehabilitation Services will continue to offer supported employment services to individuals with the most significant disabilities throughout the state. Agreements with schools and community mental health service providers form the basis of most Michigan Rehabilitation Services supported employment services.

The entire Title VI–B award for Fiscal Year 2015 has been distributed to district offices in the form of case service funds. The funds will be used primarily to purchase job coaching and transitional employment related services from private, non–profit community rehabilitation programs and psychosocial programs.

The size of Title VI–B awards to individual Michigan Rehabilitation Services district offices is based on the percentage of work aged individuals with disabilities in each community. The Michigan Rehabilitation Services goal is to achieve equity in resource and program availability throughout the State based on this work aged disability population. This is complicated by the lack of sufficient partner resources or commitment for long term supports. Michigan Rehabilitation Services is collaborating with partners, especially the Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration in resource sharing and development, and program improvements to assure equitable access across the state to Supported Employment options. The size of a local supported employment program is largely dependent upon consumer demand for the service, as well as the community's ability to fund the long–term supports necessary to maintain consumers in supported employment. As budgets are reduced at state and local levels, creative resource sharing options are being explored.

The agreement with Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration includes measurable goals and objectives for increased supported employment services and outcomes as follows:

#### Goal

Support and promote competitive and integrated employment of people with disabilities jointly served by both organizations by developing an Annual Implementation Plan that specifies activities, deliverables and long–term issues to be addressed.

#### Objectives

1. Improve competitive integrated employment outcomes for joint customers.
2. Increase effectiveness of interagency cash transfer agreements.
3. Support and promote local teams to identify referrals for services.
4. Support and promote local teams to identify referrals to Behavioral Health and Developmental Disabilities Administration services.

5. Improve interagency collaboration at the state and local level by increasing understanding of the mission and scope of the parties to this agreement, strengthening local agreements, and maximizing resources.
6. Provide guidance regarding data sharing and program evaluation at the local level.
7. Promote and disseminate innovative and emerging practices.
8. Identify long-term issues to be addressed.

Michigan Rehabilitation Services will be adjusting the service delivery system to allocate 50 percent of the federal supported employment allotment on supported employment services for eligible youth with the most significant disabilities. Michigan Rehabilitation Services will also provide non-Federal expenditures in an amount that is not less than 10 percent of the total expenditures made with the reserved funds for the provision of supported employment services to youth with the most significant disabilities, including extended services.

The state unit goals and priorities regarding the distribution of Title VI Part B funds are:

- Equity in the distribution of the funds;
- Technical assistance to districts about the appropriate use of the funds; and
- Monitoring to ensure that the funds are being correctly utilized.

**2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:**

**A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND**

Michigan Rehabilitation Services will be changing policy to allow for the provision of extended services to youth with the most significant disabilities up to 4 years as well as increasing extended services from 18 to 24 months as stated in the WIOA. Customized Employment will be added to policy as a vocational rehabilitation service option.

**B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.**

MRS is working to leverage other public and private funds by working strategically with Michigan businesses to expand the array of services to business through innovative approaches. Proposed strategies include: deployment of staff who will be assigned to specific businesses to provide customized services. As services expand, Michigan businesses have expressed interest in providing funding towards supporting these positions. In addition, these positions will work to expand community work experience options for youth with significant disabilities that are in transition. MRS is also working strategically to align the business community with education partners to provide more

resources, funds and innovative programming through cooperative agreements and MOUs. These approaches will also assist us in leveraging resources for extended services and expanded supported employment.

## O. STATE'S STRATEGIES

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Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

### 1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

Many of the Strategies identified below are duplicated in more than one goal, as they represent values shared across all four goals.

GOAL 1 – Strong Fortified Partnerships.

**Strategy 1:** Michigan Rehabilitation Services is continuing to expand services/programs in partnerships with Community Rehabilitation Organizations and Centers for Independent Living which will provide a more comprehensive and supportive service system to mutual customers.

Measure: Expansion of service with our partners which will result in more individuals with disabilities placed into employment with customized supports from the partnerships to obtain and maintain successful employment.

**Strategy 2:** Michigan Rehabilitation Services is continuing to take a leadership role through collaboration and implementation of partnership agreements at the federal, state and local levels to promote the highest level of self-sufficiency of individuals with disabilities across the state.

Measure: Achievement of goals related to Better Off Working implementation plan.

**Strategy 3:** Michigan Rehabilitation Services will continue to focus on the development of strategic alliances to promote and expand the vocational rehabilitation services delivery system throughout Michigan as appropriate.

Measure: Implement two of three program areas sponsored by the strategic planning council. The fourth program is being facilitated and lead by State of Michigan's Health and Human Services and we are participating as one of the 18 members of the council.

**Strategy 4:** Through meaningful dialogue with partners, describe detailed core values, principles and priorities in order to craft a productive working alliance. Continue to utilize resources efficiently, maximizing service delivery to Michigan Rehabilitation Services customers. Continue to work closely with all essential partners such as the Centers for Independent Living and Community Rehabilitation Organizations.

Measure: Strength of working alliances between Michigan Rehabilitation Services and partners as it relates to service delivery and customer outcomes

**Strategy 5:** Michigan Rehabilitation Services, Business Service Initiative is being integrated at many levels both internal to the State of Michigan and externally with Michigan businesses across the state. Using the Governor's Business-to-Business Summit as a foundation, major Michigan



businesses were initially brought together in order to strive to understand and address the current workforce demands, hiring practices and advancement strategies of business for persons with disabilities. Out of the summits that were held over a three to four year period, Michigan Rehabilitation Services in partnership with the Governor's office has jointly created a blueprint for government and business to work together to develop business solutions, identify best practices, and outline steps that can be put in place to increase employment and retention of individuals with disabilities. Additionally, Lt. Governor Brian Calley and Justice Bernstein are continuing to travel across the state on the "Hidden Talent Tour" to talk with businesses about the "hidden workforce." Michigan Rehabilitation Services is continuing to play a predominant role in reaching out to businesses across the state to provide business solutions.

Michigan Rehabilitation Services in conjunction with the Governor's Executive Directive will continue to play a primary role in advancing the hiring of individuals with disabilities within the state as well. All State of Michigan employees will participate in training to increase cultural competencies in working with individuals with disabilities. Additionally, Michigan Rehabilitation Services will work with each department within the state through a needs assessment process to identify job opportunities, needed training, and supports to meet the work force demands within the state. As part of this initiative, Michigan Rehabilitation Services will work with each department to implement a coordinated hiring process within the state consistent with civil services rules and practices.

Measure: Increase/track employment outcomes, services to businesses and meeting the needs of external business customers across the state, as well as SOM departments.

**Strategy 6:** Michigan Rehabilitation Services has entered into an interagency cash transfer agreement with Detroit Wayne Mental Health Authority (DWMHA). The pilot program proposes to transition 30 persons enrolled with Community Living Center (CLS) who perform some level of sheltered work into competitive integrate work. The resulting interagency cash transfer agreement funds shall be used to purchase, provide, or coordinate allowable vocational rehabilitation services to persons with Intellectual/Developmental Disabilities (I/DD) seeking competitive integrated employment. Examples of likely vocational rehabilitation services may include, but are not limited to the following:

- Assessment for determining vocational rehabilitation needs
- Benefits planning • Customized employment
- Job-related services, including job search and placement assistance
- Supported employment services
- Transportation necessary to achieve an employment outcome
- Vocational and other training services, including job coaching
- Vocational rehabilitation counseling and guidance

An Individualized Plan for Employment will define the nature and scope of vocational rehabilitation services.

Measure: All participants will reduce time spent in sheltered work at an overall average of 80 percent. One hundred percent of the employment occurring outside the workshop will occur in integrated work settings. Participants are directly hired by a business and earn the prevailing wage for a given job. Participants generally work the same schedule and hours as co-workers in similar positions. All participants will increase time spent “on the job” in the community.

**Strategy 7:** LEAN – Michigan Rehabilitation Services has been selected to work on a team sponsored by the Michigan Department of Health and Human Services, Licensing and Regulatory Affairs, and Office of Services to the Aging to create a process for improved coordination across State agencies to streamline access to information and services related to long-term care in Michigan. The project focus is on the initial entry point from those who need long-term care. The team is working to create a process that encourages a coordinated system where individuals only have to share “their story” once and are then connected to a broader system of services.

Measure: Improved customer experience, process for coordinating across different agencies, recommendations for streamlined eligibility, continued data sharing efforts that will aid expectations.

**Strategy 8:** Governor Snyder has provided seed money to the Department of Health and Human Services to fund a Michigan Career and Technical Institute Community Expansion program. This project builds on a successful community expansion program that the Michigan Career and Technical Institute piloted in partnership with Michigan Works!, Association, Department of Health and Human Services, and Michigan Rehabilitation Services. The program utilized Michigan Career and Technical Institute’s expertise in working with individuals with disabilities, to launch a community-based Certified Nursing Assistant training program targeting Temporary Assistance for Needy Families recipients in Benton Harbor. The tuition is being paid by the Department of Health and Human Services. Most of the customers were determined eligible for services. The Benton Harbor site has since trained 2 additional cohorts. Program has also been replicated in Detroit (2nd cohort).

Measure: The Michigan Career and Technical Institute will provide community-based Certified Nursing Assistant training in selected “prosperity regions” to 250 Department of Health and Human Services/Michigan Rehabilitation Services Customers in Fiscal Year 2015–2016. Of the 250:

- o 225 will graduate from the program
- o 180 will obtain Certified Nursing Assistant licensing
- o 144 will maintain employment for 90 days.

**Strategy 9:** Michigan Rehabilitation Services desires to align their efforts to support individuals with disabilities toward an Employment First approach. Employment First will facilitate the full inclusion of people with the most significant disabilities in the workplace and community. Michigan Rehabilitation Services is participating in an Office of Disability Employment Policy grant with: Michigan Developmental Disabilities Council (lead agency), Department of Community Health, Department of Education, Community Rehabilitation Organizations, Michigan Protection and Advocacy Service, and Bureau of Services for Blind Persons. The purpose of the grant is full inclusion of individuals with disabilities through provider education and transformation. Michigan Rehabilitation Services is also participating in Community Living Service (CLS) to facilitate increased competitive integrated employment options for people with the most significant disabilities.

Measure: (a) All participants will reduce time spent in sheltered work at an overall average of 80 percent (b) One hundred percent of the employment occurring outside of the workshop will occur in integrated work settings (c) All participants will increase time spent “on the job” in the community.

**Strategy 10:** Pathways to Potential – The Pathways to Potential program places the Department of Health and Human Services caseworkers in schools to help families overcome barriers to academic success for students with a mental illness, substance use disorder or developmental disability. The Department of Health and Human Services funds will be utilized as match to draw down federal funds to provide services to transition aged students in the high schools as well as to family members with disabilities interested in employment. Services may include, but are not limited to: diagnostic services, vocational assessment, on–the–job evaluation, work experience, work adjustment training, post–secondary vocational training, on–the–job training, internships, assistive technology, job placement support, and job coaching.

Measure: (1) Provide individualized vocational rehabilitation services to transition aged students and/or family members with disabilities. (2) Successful vocational rehabilitation outcomes.

**Strategy 11:** Pathways to Potential/DNR – Michigan Rehabilitation Services has 27 work–based learning sites where students with disabilities work for pay in the summer to gain work experience in collaboration with the Department of Natural Resources.

Measure: (1) Provide individualized vocational rehabilitation services to transition aged students and/or family members with disabilities. (2) Successful vocational rehabilitation outcomes.

**Strategy 12:** Project SEARCH — Michigan Rehabilitation Services has been selected by the Governor’s Commission on Mental Health and Wellness to lead expansion activities related to Project SEARCH sites throughout Michigan. This will be done in collaboration with Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, Department of Education, Department of Community Health, Community Rehabilitation Organizations, Centers for Independent Living and host businesses. Currently Michigan Rehabilitation Services has 11 Project SEARCH work–based learning sites. Goal is to teach people various work habits, behaviors and skills.

Measure: Increased opportunities for youth in employment post–graduation. Increase number of Project SEARCH sites in Michigan. Expand services in existing Project SEARCH sites.

**Strategy 13:** Michigan Rehabilitation Services has an existing Interagency Agreement with the U.S. Department of Veteran Affairs. Michigan Rehabilitation Services has been collaborating with Michigan Veterans Affairs Agency and other statewide veteran support agencies. The Michigan Veterans Affairs Agency implemented Veteran Community Action Teams, which is a community specific collaboration with local support. Veteran Community Action Teams is comprised of multiple organizations to assist veterans from a holistic perspective: quality of life, education, healthcare and employment. Through this relationship with Veteran Community Action Teams, Michigan Rehabilitation Services provides vocational rehabilitation services to veterans with disabilities.

Measure: Increased collaboration and participation with veterans’ agencies and veterans’ services toward better use of comparable benefits and customer outcomes.

**Strategy 14:** Michigan Rehabilitation Services has developed a WIOA Strategic Team to implement Regulatory changes and resulting policy and procedure. Additionally Michigan Rehabilitation

Services is included as a Core Workforce Development Program and is working closely with the other Core Programs: Adult, Youth and Dislocated Worker; Adult Education; and Wagner–Peyser.

Measure: Updated memorandum of understanding and continued integration of Core programs.

GOAL 2 – Motivated Enthusiastic Staff.

**Strategy 1:** Set consistent expectations for staff performance in various aspects of work.

Measure: Staff meets performance goals in production, fiscal stewardship, participating in constructive culture, understanding of the application of policy, motivational interviewing, and placement as described in annual performance reviews with overall proficiency in providing quality customer service to individuals with disabilities, internal and external partners, and employers.

**Strategy 2:** Regularly evaluate alliances for return on investment – make adjustments when and if appropriate.

Measure: Time spent on internal and external partnerships that are appropriate to the mission of Michigan Rehabilitation Services.

**Strategy 3:** Train staff in negotiations, motivational interviewing, and mutual gains. Continued implementation and support for business services training with continued support for job placement training. Support use of those skills, through mentoring, and skill building using cross–functional district and division groups. Training in and use of MI is now included in staff performance reviews.

Measure: All staff trained in MI and have acquired proficiency in use of MI.

**Strategy 4:** Staff Mentoring. Michigan Rehabilitation Services has completed mentor training and is implementing mentoring in 2015.

Measure: Michigan Rehabilitation Services will implement mentoring.

GOAL 3 – Excellent Customer Service.

**Strategy 1:** Improve customer satisfaction by analyzing the data from customer satisfaction surveys and target areas for intervention. Local district office strategies using Motivational Interviewing and other individualized local strategies have been identified and implemented.

Measure: Michigan Rehabilitation Services will evaluate percentage of customers indicating overall success as well as number of customer appeals and hearings.

**Strategy 2:** Increase the Adjusted Rehabilitation Rate

Measure: Evaluation will be consistent with the WIOA Regulations.

**Strategy 3:** Increase the percentage of employment outcomes for priority customer groups, including minority populations, Transition Youth/Young Adults, Autism Spectrum Disorder, Veterans, Social Security Administration Recipients, Developmental and Intellectual Disabilities, Deaf and Hard of Hearing.

Measure: More individuals from these target groups are successfully employed.

**New Strategy 4:** Michigan Rehabilitation Services Business Service initiative has dedicated a state-wide business services unit of 11 consultants and 14 lead district business resource specialists (staff) to provide business solutions to Michigan businesses statewide. All Michigan Rehabilitation Services vocational rehabilitation counselors and managers will continue to provide and expand business solutions to Michigan businesses. Michigan Rehabilitation Services is coordinating business outreach in partnership with community rehabilitation organizations, Michigan Works! and community mental health agencies by way of the established Governor's prosperity regions.

Measure: Michigan Rehabilitation Services will continue to expand business solutions to Michigan businesses and promote the dual-customer concept. Michigan Rehabilitation Services will implement a proprietary customer relationship management software system tracking agency services provided to support businesses who are intentional with recruitment, hiring, and retaining individuals with disabilities.

GOAL 4 – High Producing Vocational Rehabilitation, Nationally. — Outcomes

**Strategy 1:** Actively seek resources to capture full federal award and state and local matching funds.

Measure: Full federal award is allotted.

**Strategy 2:** Continue to effectively manage and actively seek resources.

Measure: Resources managed to optimize budget and staff.

**Strategy 3:** Develop/improve an accountability process to improve bureau compliance with federal and state laws, regulations and policy.

Measure: Conduct case reviews and evaluate the degree to which new Accessible Web-based Activity Reporting Environment case review report demonstrates improved compliance.

**Strategy 4:** Develop/ improve systemic practices and process which promote quality services and outcomes.

Measure: Improve Bureau performance management through consistent casework review and evaluation of systemic components staff proficiencies.

**PRIORITIES AND UPDATES:** Michigan Rehabilitation Services focused on the following additional priorities necessitated by emerging circumstances.

**Priority 1:** Actively seek resources to capture full federal award and state and local matching funds.

Measure: Full federal award is allotted because of receipt of state funding and matching funds from local agreements.

**Priority 2:** Continue to effectively manage budget and staffing.

Measure: Resources managed to optimize budget and staff.

**Priority 3:** Promote and maintain a culture of quality innovative programs that stimulate continuous program improvements.

Measure: At least 2 major quality projects will be undertaken utilizing appropriate methodology and evaluation tools resulting in improved efficiency and/or effectiveness as defined by the goals of the projects.

**Priority 4:** Michigan Rehabilitation Services will continue to demonstrate program effectiveness and substantial compliance in the provision of its State Plan; Standards/Performance Indicators; and the Strategic Plan.

Measure: Meeting performance accountability measures, once published, as identified in the WIOA.

**Priority 5:** Michigan Rehabilitation Services will continue to work in alignment with state of Michigan on the concept of Employment First.

Measure: More individuals working in competitive integrated employment.

**Priority 6:** Implementation of the WIOA. (a) Transition (b) Supported Employment (c) Business Services (d) collaboration with the Workforce Development Agency in service to customers.

Measure: Incremental changes in policies and practices. Michigan Rehabilitation Services is tracking the amount of joint programming that is occurring.

## 2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

Technical Assistance and Continuing Education provided Michigan Rehabilitation Services with a TECH POINTS course developed by Pathfinder Associates. Michigan Rehabilitation Services has reviewed the course, which looks at assistive technology over the course of the vocational rehabilitation process.

Michigan Rehabilitation Services' Assistive Technology Consultant is developing an assistive technology consideration framework to be adopted as a standardized approach for use throughout the vocational rehabilitation process. This undertaking is in partnership with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Michigan's Assistive Technology Act's program. Key framework components for Michigan Rehabilitation Services will include:

- Consideration Model: Adopt a valid model for assistive technology consideration.
- Electronic Consideration Tool: Develop and implement an electronic assistive technology consideration tool for use by vocational rehabilitation counselors and aligned with aforementioned model. Expected completion date is Fiscal Year 2016.
- Training: Deliver training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin Fiscal Year 2016.

Michigan Rehabilitation Services' Assistive Technology Consultant sits on the Assistive Technology Advisory Council for Michigan's Assistive Technology Act's program.

Michigan Rehabilitation Services' Business Network Unit provides technical guidance, training and evaluations to Michigan Rehabilitation Services customers, field staff and employers on assistive technology and accommodations. The Business Network Unit continues to explore how technology can be used most effectively to enhance employee skills. Business Network Unit staff models technology options for all customers and stakeholders (i.e., Dragon Naturally Speaking, Tablets, etc.).

### 3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

Following are results from the 2014 Comprehensive Statewide Needs Assessment regarding underserved populations and Michigan Rehabilitation Services strategies to address them:

- Michigan Residents with Mental Illness
- Meetings with the Department of Community Health to develop a statewide memorandum of understanding
  - o Interagency cash transfer agreements with community mental health resulting in Supported Employment and other specialized models to achieve employment
  - o Implementation of Motivational Interviewing
- Autism Spectrum Disorders
  - o Specialized training for Michigan Rehabilitation Services Counselors and Managers
  - o Participation on the Michigan Autism Council – Adult Services Work Group resulting in findings and recommendations.

### 4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

- Transition Youth
  - o State memorandum of understanding with Michigan Department of Education, and Michigan Rehabilitation Services and local interagency cash transfer agreements
  - o Work-based learning programs during the school year and in the summer

- o Adjudicated youth specific program and funding
- o Pathways 2 Potential expansion and implementation
- o Project SEARCH training and supports and dedicated funding to expand
- o Strong partnerships and collaboration at the state level resulting in joint trainings, improved systems of support and more seamless processes for students and families
- o Partnership with Michigan State University Project Excellence to identify and implement best practices

Description of methods used to improve and expand vocational rehabilitation services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of vocational rehabilitation services, postsecondary education, employment, and pre-employment transition services).

Michigan Rehabilitation Services values the achievement of competitive integrated employment so that people with disabilities can be independent. Postsecondary education and job training beyond secondary education is critical to the achievement of independence for many people with disabilities. Through the provision of pre-employment transition services which allows for a continuum of developmental experiences, Michigan Rehabilitation Services will be able to help students (and their guardians) be better informed and prepared to choose their career direction and select the best training environment and supports to ensure success.

#### 5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

Michigan Rehabilitation Services has identified strong, fortified partnership meetings as a priority. Plans have been implemented to strengthen and fortify local partnerships. Meetings have taken place to strengthen local partnerships with Centers for Independent Living and community rehabilitation organizations.

#### 6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

As of the writing of this 2017–2020 State Plan, performance accountability measures are still being developed and implemented. This section will be amended after strategies have been determined.

#### 7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

Michigan Rehabilitation Services is meeting with the Department of Health and Human Services and with the Workforce Development Agency to improve services to Temporary Assistance for Needy Families recipients with disabilities in the Partnership, Accountability, Training, and Hope (PATH) program. Michigan Rehabilitation Services continues its partnership with the state's One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning for



the WIOA and participated in the submission of two grants to improve services to individuals with disabilities in the One–Stop system.

## 8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

### A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Michigan Rehabilitation Services strategies were designed to utilize the goals: strong, fortified partnerships; motivated, enthusiastic staff; excellent customer service; high producing vocational rehabilitation, nationally leading to enhanced opportunities for individuals toward competitive integrated employment.

### B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Michigan Rehabilitation Services will reserve and use a portion of the funds allotted to the state under Section 110 of the Rehabilitation Act for the support of the funding of the State Rehabilitation Council, Michigan Council for Rehabilitation Services, through a contractual arrangement between Michigan Rehabilitation Services and a statewide trade association for community rehabilitation programs, MARO, which serves as the fiduciary to the Council and employer of record, consistent with the resource plan developed by the Designated State Unit and the Council. The Michigan Council for Rehabilitation Services and MARO have an Operations Agreement for this arrangement.

Michigan Rehabilitation Services will reserve and use a portion of the funds allotted to the state under Section 110 of the Rehabilitation Act for the support of the funding of the Statewide Independent Living Council through a contractual arrangement between Michigan Rehabilitation Services and the Michigan Statewide Independent Living Council, a 501(c)(3) corporation which serves as the fiduciary to the Council, consistent with the resource plan developed by the designated state unit and the Council. The Statewide Independent Living Council and Michigan Statewide Independent Living Council have an Operations Agreement for this arrangement.

### C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Michigan Rehabilitation Services will work with Michigan Council for Rehabilitation Services to review the Bureau's Interagency Cash Transfer Agreements and their outcomes to determine the impact of overall program integrity and equitable participation and funding. In conjunction with Michigan State Universities' Project Excellence, Michigan Rehabilitation Services will review access, participation and outcomes of individuals across: disabilities, geography, minority/ethnicity, gender, age and other characteristics to evaluate and improve program services.

## P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

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Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

The following goals and strategies are included in the 2014–2016 Michigan Rehabilitation Services Long–Term Plan (Strategic Plan). This plan describes Michigan Rehabilitation Services’ mission, vision, internal values, principles, goals, strategies, and expected outcomes for fiscal year 2016. Regular discussion of progress and adjustments were completed by Michigan Rehabilitation Services with the Michigan Council for Rehabilitation Services.

This section describes the progress achieved and impediments encountered in achieving these goals.

GOAL 1 – Strong Fortified Partnerships.

**Strategy 1:** Continue to actively seek and strengthen resources to capture full federal award, including: 1) educate and inform the legislature 2) efforts to increase match and private contributions consistent with Rehabilitation Services Administration criteria and guidance.

**Strategy 2:** Effectively manage resources at State and Local levels.

Measures: Michigan Rehabilitation Services will –

- Meet or exceed bureau goals for Match acquisition
- Provide quarterly reports to Michigan legislature to meet legislative requests and to demonstrate fiscal accountability
- Implement approved cost reduction strategies

Progress:

- Worked toward bureau goals for Match acquisition, but did not achieve our goal.
- Provided quarterly reports to Michigan legislature to meet legislative requests and to demonstrate fiscal accountability.
- Examined a variety of cost cutting strategies and progressed in the implementation of mobile workers and hearing aid purchase with a cooperative.

Examples of additional cost cutting strategies that were previously examined:

- Financial Needs Test
- Fee schedules

Cost cutting strategies implemented:

- Combined Michigan Rehabilitation Services district offices
- Co-located Michigan Rehabilitation Services offices within Department of Health and Human Services offices

GOAL 2 – Motivated Enthusiastic Staff.

**Strategy 1:** Set consistent expectations for staff performance in alliance: statistical, budget, customer service.

**Strategy 2:** Regularly evaluate alliances for return on investment – make adjustments when and if appropriate.

**Strategy 3:** Train staff in negotiations, motivational interviewing, and mutual gains. Continued implementation and support for job placement training through the Employment Outcomes Program method. Support use of those skills, through mentoring, and skill building using cross-functional district and division groups.

**Strategy 4:** Have dialogues with partners that describe in detail the core values, principles and priorities of both partners in the working alliance. Create a mutual understanding of where both entities intersect. Discuss mutual gains and how to braid resources to maximize service delivery to Michigan Rehabilitation Services customers. Continue to strengthen partners such as Centers for Independent Living and Michigan Associations for Rehab Organizations.

Measures:

Michigan Rehabilitation Services will regularly evaluate –

- Alliances for return on investment (performance statistics, demographic information, budget, and satisfaction surveys) for both performance indicators 2.1 and 2.2
- Number of staff successfully completing training such as Motivational Interviewing, EEO, and mutual gains (successfully completed = demonstration of knowledge and application)
- Strength of working alliances between Michigan Rehabilitation Services and partners as it relates to service delivery and customer outcomes

Progress:

- Fiscal Year 2014 MI training continued to be expanded to gain greater proficiencies. Approximately 50 people are currently participating in expanded MI training. MI training has shown to contribute to an increased Adjusted Rehabilitation.

- Michigan Rehabilitation Services continues to strengthen and fortify strategic alliances and partnerships with Centers for Independent Living; the Michigan Association of Rehabilitation Organizations; Michigan Department of Education (Michigan Department of Education); Adult Education; Bureau of Services for Blind Persons; Adult, Youth and Dislocated Worker Services; Wagner–Peysner; the Workforce Development Agency; and Michigan Works! One–Stop Service Centers to name a few.

### GOAL 3 – Excellent Customer Service.

**Strategy 1:** Improve customer satisfaction by analyzing the data from customer satisfaction surveys and target areas for intervention. Local district office strategies using Motivational Interviewing and other individualized local strategies have been identified and implemented.

**Strategy 2:** Increase the Adjusted Rehabilitation Rate

**Strategy 3:** Increase the percentage of employment outcomes for priority customer groups, including minority populations, Social Security Administration Recipients, Transition Youth/Young Adults, Autism Spectrum Disorder, Veterans, Developmental Disability, Intellectual Disabilities, Deaf and Hard of Hearing.

Measures:

Michigan Rehabilitation Services will evaluate the –

- Percentage of customers indicating overall success
- Number of customer appeals and hearings
- Adjusted Rehabilitation Rate of 55.8 percent

Progress:

Successful Rehabs Fiscal Year 2012 — 7,134

Successful Rehabs Fiscal Year 2013 — 6,681

Successful Rehabs Fiscal Year 2014 — 6,618

In Fiscal Year 2013, 74 customer appeals were requested and 5 customer hearings were completed. Consequently, Michigan Rehabilitation Services implemented more effective measures for educating and communicating to customers their options for resolving concerns or disputes before it rises to the level of an appeal. As a result, there has been a significant decline in customer appeals. Michigan Rehabilitation Services received 29 customer appeals in Fiscal Year 2014 and 5 hearings were completed from these appeals.

Adjusted Rehabilitation Rate:

Fiscal Year 2012

Social Security Administration Recipients — 32.5%

Transitional Youth — 37.7%

Veterans — 59.7%

Autism — 41.5%

Mental Illness — 40.3%

Deaf and Hard of Hearing — 85.6%

Developmental Disability — 43.5%

Minority — 45.6%

Fiscal Year 2013

Social Security Administration Recipients — 33.8%

Transitional Youth — 39.9%

Veterans — 56.9%

Autism — 45.5%

Mental Illness — 41.4%

Deaf and Hard of Hearing — 85.5%

Developmental Disability — 44.9%

Minority — 45.5%

Fiscal Year 2014

Social Security Administration Recipients — 39.2%

Transitional Youth — 43.9%

Veterans — 64.8%

Autism — 55.3%

Mental Illness — 42.4%

Deaf and Hard of Hearing — 86.5%

Developmental Disability — 48.6%

Minority — 49.9%

GOAL 4 — High Producing Vocational Rehabilitation, Nationally.

**Strategy 1:** Develop/improve an accountability process to improve bureau compliance with federal and state laws, regulations and policy.

**Strategy 2:** Develop/ improve practices and process which promote quality services and outcomes.

Measures:

Michigan Rehabilitation Services will –

- Conduct case reviews and evaluate the degree to which Accessible Web-based Activity Reporting Environment reports demonstrate improved compliance
- Improve Bureau performance management through consistent casework review and evaluation of staff proficiencies.

Progress:

- Michigan Rehabilitation Services responded to the legislature regarding various audits and reviews. Individual district offices developed an operational plan to include a process improvement goal and evaluation measures for Fiscal Year 2014.
- Implemented revisions to policies and procedures in response to corrective action audit findings.
- In Fiscal Year 2014, the case review tool was reorganized as a result of feedback and review from initial reviews completed in Fiscal Year 2013. Analysis of the initial reviews was impeded due to programming issues and format of the review. The ability to analyze the reviews completed has been further developed/refined.
- In Fiscal Year 2014, conducted quarterly targeted reviews in the six casework areas associated with 2012 audit findings.

**PRIORITIES AND UPDATES:** Michigan Rehabilitation Services focused on the following additional priorities necessitated by emerging circumstances.

**Priority 1:** Continue to actively seek resources to capture full federal award, including: (1) educate and inform the designated state agency and the Michigan legislature (2) efforts to increase match and private contributions consistent with Rehabilitation Services Administration criteria and guidance.

**Priority 2:** Effectively manage resources at State and Local levels.

Measure: Cost reduction strategies are approved and implemented.

Examined a variety of cost cutting strategies and implemented the ones that seemed to be most viable without compromising quality vocational rehabilitation services. Examples of cost cutting strategies examined:

- Bulk Hearing Aid Purchase
- Financial Needs Test
- Fee schedules
- Mobile workers

Cost cutting strategies implemented:

- Closed Michigan Career and Technical Institute East which was in Detroit (Fiscal Year 2012)
- Combined Michigan Rehabilitation Services district offices
- Co-located Michigan Rehabilitation Services offices within Department of Health and Human Services offices
- Discontinued the practice of setting aside General funds for specific purposes such as: Innovation, Small Business, High Cost Cases and Independent Living services. Funds were returned to the overall General budget to serve all customers. The Internship grant, which provided a stipend for rehabilitation counseling interns who interned within Michigan Rehabilitation Services offices, was also discontinued.

**Priority 3:** Promote and maintain a culture of quality innovation that stimulates continuous program improvements.

Measure: At least 2 major quality projects will be undertaken using the new Michigan Rehabilitation Services quality methodology and quality tools resulting in improved efficiency and/or effectiveness as defined by the Aim of the projects.

At least 2 major innovation projects/pilot tests launched with evaluation design and related resources.

Michigan Rehabilitation Services resources and processes will align with these priorities.

**B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.**

N/A

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Support and promote competitive and integrated employment of people with disabilities jointly served by both organizations by developing an Annual Implementation Plan that specifies activities, deliverables and long-term issues to be addressed.

Strategies:

- Improve competitive integrated employment outcomes for joint customers.
- Increase effectiveness of interagency cash transfer agreements.
- Support and promote local teams to identify referrals for Michigan Rehabilitation Services.
- Improve interagency collaboration at the state and local level by increasing understanding of the mission and scope of the parties to this agreement, strengthening local agreements, and maximizing resources.
- Provide guidance regarding data sharing and program evaluation at the local level.
- Promote and disseminate innovative and emerging practices.
- Identify long-term issues to be addressed.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

N/A

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

The Federal Performance Measures were substantially achieved. Michigan Rehabilitation Services met or exceeded all but one of the seven federally mandated performance measures for Fiscal Year 2014. Michigan Rehabilitation Services attained the following performance measures:

**Number of Employment Outcomes** — Goal for Fiscal Year 2014 — 6,681 – MRS Attainment in FY 2014 — 6,618

**Percent Employed** – Goal for Fiscal Year 2014 — 55.8 – MRS Attainment in FY 2014 — 56.0

**Employed Competitively** – Goal for Fiscal Year 2014 — 72.6 – MRS Attainment in FY 2014 — 94.67



**Significant Disability** – Goal for Fiscal Year 2014 — 62.4 – MRS Attainment in FY 2014 — 83.24

**Earnings Ratio** – Goal for Fiscal Year 2014 — .52 – MRS Attainment in FY 2014 — .54

**Self-Support** – Goal for Fiscal Year 2014 — 53.0 – MRS Attainment in FY 2014 — 68.624%

**Minority Ratio** – Goal for Fiscal Year 2014 — .80 – MRS Attainment in FY 2014 — .871%

These performance measures include individuals who received supported employment services.

#### 4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

Fiscal Year 2014 Innovation and Expansion (I&E) Expenditures consistent with our Comprehensive Statewide Needs Assessment and Long Term plan were:

– Michigan Transition Services Association — \$57,694.57

– State Independent Living Council — \$256,886.65

– Postsecondary Education Rehab Transition Program — \$69,489.00

– Motivational Interviewing (The Institute for Individual and organizational Change Casey Jackson & A. Anderson) — \$75,765.42

– Michigan Council for Rehabilitation Services — \$273,438.00

– Department of Natural Resources (DNR) — \$195,555.56

Total I & E Expenditures — \$928,829.20

## Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

### 1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Michigan Rehabilitation Services offers a variety of supported employment services to individuals with the most significant disabilities throughout the state to assist with the achievement of competitive integrated employment. Michigan Rehabilitation Services will be adding customized employment to the list of vocational rehabilitation service options under supported employment.

Person-centered planning is used to assist individuals referred by mental health programs in selecting an employment goal; needed services and supports; and service providers that are needed to reach the supported employment goal. Services that are provided include, but are not limited to individual community-based placement; trial work experiences; psychosocial rehabilitation via clubhouse programs; job coaching; job referral; job development; job placement; and long-term follow along (including natural supports). Supported employment services are provided in integrated community settings to the maximum extent possible. Michigan Rehabilitation Services provides extended services until the customer has stabilized on their job. Following job stabilization, Michigan Rehabilitation Services closes the customer file and the local Community Mental Health Services Programs or natural supports are utilized to provide extended services.

Michigan Rehabilitation Services will be adjusting the service delivery system to allocate 50 percent of the federal supported employment allotment on supported employment services for eligible youth with the most significant disabilities.

The Michigan Department of Education, Michigan Department of Health and Human Services including Michigan Rehabilitation Services will continue to collaborate to improve supported employment resources and services for youth at the state and local levels. Specific strategies and support services are used for students with the most significant disabilities, such as longer job coach utilization; assistive technology; specific job development approaches; and implementation of effective employment models.

Due to the Mental Health Wellness Commission Report recommendations and subsequent funding allocation, Project SEARCH (PS) is a specific employment model for students with disabilities with the most significant disabilities that is expanding in Michigan. PS is an employer driven model that offers a year of work-based learning experiences for transition students prior to their exit from secondary education. The goal of PS programming is employment at the host employer or at another employer consistent with the student's interests, strengths and abilities. At the present time there are eleven Project SEARCH programs in Michigan. In the fall of 2015, three additional Project SEARCH programs will be added. All of the programs have Michigan Rehabilitation Services, education and host business as collaborative partners. Some of the programs also have Bureau of Services for Blind Persons and community mental health as additional partners.

Michigan Rehabilitation Services has developed a commitment letter to be used with Project SEARCH partners. The goal of this letter is to promote consistency around the state in Project SEARCH contracts, in implementation of practices (including fees) and in measuring outcome data/return on investment. Another goal of the letter is to clarify Michigan Rehabilitation Services'

interests, roles and responsibilities in Project SEARCH programs. Existing Project SEARCH programs and future programs will use this letter with Project SEARCH partners in lieu of Project SEARCH contracts.

## 2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Michigan Rehabilitation Services will be changing policy to allow for the provision of extended services to youth with the most significant disabilities up to 4 years as well as increasing extended services from 18 to 24 months as stated in the WIOA. Customized Employment will be added to policy as a vocational rehabilitation service option.

## CERTIFICATIONS

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Name of designated State agency or designated State unit, as appropriate **Michigan**  
**Department of Health and Human Services**

Name of designated State agency

Full Name of Authorized Representative: **Janie Soliz**

Title of Authorized Representative: **Centralized Grants Management Analyst for Director Nick Lyon**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA\*, and its supplement under title VI of the Rehabilitation Act.\*\* Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;\*\* Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

## FOOTNOTES

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### Certification 1 Footnotes

\* Public Law 113-128.

\*\* Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

### Certification 2 Footnotes

\* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\*\* No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\*\*\* Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

### Certification 3 Footnotes

\* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

\*\* Applicable regulations, in part, include the citations in \*\*\* under Certification 2 footnotes

## ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

## CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

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Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization     **Michigan Department of Health and Human Services**

Full Name of Authorized Representative:     **Janie Soliz**

Title of Authorized Representative:     **Centralized Grants Management Analyst**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT\_OCTAE@ed.gov

## CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

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Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization     **Michigan Department of Health and Human Services**

Full Name of Authorized Representative:     **Janie Soliz**

Title of Authorized Representative:     **Centralized Grants Management Analyst**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).



## ASSURANCES

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The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

### 1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

### 2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

### 3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-

FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **No**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **No**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above **No**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14) OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

- I. HAS DEVELOPED AND WILL IMPLEMENT,
  - A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
  - B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION

SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

- I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT
- II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

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PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION  
(BLIND)

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The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan\* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

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\* Sec. 102(b)(D)(iii) of WIOA

## A. INPUT OF STATE REHABILITATION COUNCIL

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All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

### 1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

**OVERVIEW:** The State Rehabilitation Council (SRC) in Michigan, known as the Michigan Council for Rehabilitation Services (MCRS) serves as the SRC to both the general designated state unit (DSU), Michigan Rehabilitation Services (MRS) and the DSU for the Blind, Bureau of Services for Blind Persons (BSBP). The designated state agency (DSA) for MRS is the Department of Health and Human Services (DHHS) and the DSA for BSBP is the Department of Licensing and Regulatory Affairs (LARA). This attachment focuses on how the MCRS worked to achieve the eight federal mandates with BSBP during fiscal year 2015 and our resulting recommendations to BSBP for FY 2017 – 2020.

1. Review, analyze, and advise the Grantor regarding its performance in determining eligibility, order of selection, effectiveness, scope and provision of services, and functions of the Grantor that affect or potentially affect the ability of persons with disabilities to achieve rehabilitation goals and objectives. This mandate was achieved through active participation in the following BSBP activities/work teams along with review and analysis of information received related to their service system: (1) Consultation with the Client Assistance Program (CAP) (2) Public Comment (3) Customer Satisfaction Survey (CSS) Report for FY 2014 (4) Follow-up meeting to FY 2014 Comprehensive Statewide Needs Assessment (CSNA) Report (5) State Plan (6) BSBP Staff and (7) BSBP System Data.

**Resulting Impact:** The Council offered input from the customer perspective with regard to each of the above activities.

2. In partnership with the Grantor, provide advice in the preparation of statewide goals and priorities. During the State Plan FY 2017 – 2020 process meetings, the Council was involved with the review and update of the BSBP goals and priorities.

**Resulting Impact:** The goals and priorities were reviewed during the FY 2017–20 BSBP State Plan process. The Council will look forward to future opportunities to establish processes with the DSU for monitoring progress.

3. In partnership with the Grantor, conduct a review and analysis of the effectiveness and consumer satisfaction with vocational rehabilitation services and employment outcomes, including employment benefits. Customer satisfaction information was collected by the MCRS through various activities: (1) Consultation with CAP (2) Data review (3) CSS Report and (4) Public Comment.

**Resulting Impact:** As BSBP and MCRS continue to develop their partnership, the data sources listed above and reports at business meetings have provided the membership with a general sense of the

service system. The MCRS has embraced the opportunity to work with BSBP staff to facilitate the design and implementation of a BSBP CSS Survey Project in FY 2016.

4. Assist in the preparation of the State Plan, Plan amendments, reports, needs assessments, and evaluation required by the Rehabilitation Act. The Council was involved in State Plan meetings so that the customer voice was present and involved in discussions and decisions. The final draft of the BSBP State Plan was shared with the membership for review, input and support.

The membership was afforded the opportunity to learn about the Workforce Innovation and Opportunity Act (WIOA) through a number of in-person trainings and the expected impact on the BSBP system. The trainings emphasized the significant service changes regarding transition aged youth and Supported Employment that the DSUs are now required implementing without the addition of financial resources.

The Council was actively involved in the Comprehensive Statewide Needs Assessment (CSNA) meetings which resulted in the FY 2014 report. A follow-up meeting was scheduled during this fiscal year which provided the opportunity for work team members to determine what worked well and/or what needed improvement as the planning begins in FY 2016.

Resulting Impact: The MCRS was involved in the BSBP FY 2017–2020 State Plan process, offering customer perspective as relevant. The membership's educational opportunities with WIOA have provided a knowledge base that will enhance future monitoring efforts by the Council. The Council also looks forward to working with BSBP as they expand their services to business and employers with regard to new WIOA mandates.

5. Prepare and submit an annual report to the Governor and the Commissioner of Rehabilitation Services Administration (RSA) on the status of the general vocational rehabilitation program operated within the State. BSBP data and other program information were provided to the MCRS so that the FY 2014 report was completed and submitted to the governmental and federal authorities as required.

6. Coordinate with other state councils, including but not limited to the Statewide Independent Living Council, the Special Education Advisory Council under IDEA, the Developmental Disabilities Council, the State Mental Health Planning Council, and the Governor's Workforce Development Board.

Statewide Independent Living Council (SILC): Coordinated activities included (1) members appointed to represent the respective councils (2) MCRS reports for SILC business meeting packets, SILC reports for MCRS business meeting packets (3) MCRS/SILC Member representation at the SILC quarterly meetings and MCRS/SILC representation at the 6 MCRS Business Meetings. The other mandated partnerships which include Special Education Advisory Committee; the Michigan Developmental Disabilities Council; the State Mental Health Planning Council; and the Governor's Workforce Development Board have been managed through members who represent these organizations and/or at Executive Team (ET) direction. Resulting Impact: The partnerships listed above provided great opportunity for networking with organizations that are working with similar customer populations, while the MCRS role, responsibilities and involvement with BSBP can provide the VR perspective. It is expected that these relationships will continue to develop.

7. Facilitate coordination and working relationships between the Grantor, the Statewide Independent Living Council and centers for independent living throughout the state. In Michigan, the SILC has a



long established working partnership with BSBP. The MCRS members continue their focus on working to enhance the partnership by continually advocating on behalf of the independent living needs of customers of BSBP.

Resulting Impact: The MCRS involvement with the Michigan SILC has continued at the statewide level.

8. Perform other functions consistent with the purpose of the Rehabilitation Act.

Highlights of other MCRS Functions:

**Business Meeting Schedule:** During FY 2015, the MCRS increased their business meetings to bimonthly meetings with a newly designed agenda. The one day meeting agendas included in-person work team meetings prior to the start of the business meetings (11:00 – 3:30 p.m.). The business meeting agendas included operational updates, two times for public comment, work team reports, partner reports, and reports from both DSUs and the staff report. The last two hours of each meeting are dedicated to educational sessions about emerging topics and/or CSNA populations identified as underserved or unserved.

**Resulting Impact:** The six meetings scheduled during FY 2015 resulted in great opportunities to uphold the Mission and Strategic Plan of the MCRS as work teams held in-person meetings, the business of the Council was effectively managed and the membership was afforded educational opportunities regarding emerging issues, such as the passage of WIOA. This new system has kept members better informed and focused on the efforts needed to achieve the mandates of the MCRS.

**Advisory Work Teams Functions:** The Advisory Executive Team held twice monthly meetings as well as two day long strategic planning meetings. The agendas focused on the strategic plan goal and activities, emerging issues and other education relevant to the daily business operations of the Council staff.

**Advisory Customer Experience and Regulatory Guidance Teams** have been successful in achieving their work plans along with absorbing new work assignments throughout the year. Highlights include: the annual report, review of BSBP data, creating a dashboard to track the various levels of data within each DSU, the State Plan, education of WIOA and review of the Customer Satisfaction Survey report.

**Resulting Impact:** The Work Teams benefitted from the monthly meeting schedule as held in person or by teleconference. The work of the MCRS is managed within each work team, so that they can then inform the full membership on work efforts taking place, have discussion on relevant topics and/or take action as needed. Work plans were tweaked throughout the year as new assignments emerged so that there was greater impact on the MCRS outcomes. The teams continue to develop a cohesive approach as they work to achieve their responsibilities.

**Membership:** At the end of this fiscal year (2015), the MCRS had two vacancies: the Governor's Workforce Board category and a representative of Business, Industry and Labor. It is expected that these will be managed at the end of the calendar year when the MCRS appointment terms are scheduled to roll over. **Statewide Activities (focused on strengthening partnerships):** The MCRS continued participation in the following statewide activities: (1) Two celebration events for the 25th Anniversary of the Americans with Disabilities Act (2) The annual re:con convention, a statewide rehabilitation conference held each Fall where the MCRS serves as a primary partner, is on the

program committee, facilitates workshops and hosts an exhibit (3) MARO Spring Leadership Training Conference in Traverse City (4) Michigan Rehabilitation Association (MRA) Membership, with the MCRS Executive Director (ED) serving on the MRA board and (5) SILC Business Meetings. Resulting Impact: The above activities serve to strengthen relationships within the disability and business community. Most importantly, it provides a mechanism for the Council to cross paths with DSU staff and educate them about our role and responsibility as we work with public VR. As networking takes place across the state (within the public and private sector), we have seen increased awareness of the Council's role with citizens with disabilities and partners. National Activities: MCRS Staff Members are members of the National Rehabilitation Association.

The MCRS is a founding member of the National Coalition of State Rehabilitation Councils (NCSRC). Participation included teleconferences for national NCSRC meetings and monthly NCSRC Board of Directors (BoD) meetings. The ED served as the President of the NCSRC, while the Assistant Director (AD) provided expertise and technical support through management of the website, listservs and conference registration as supported by the MCRS.

The Chair and Vice Chair attended the April 2015 NCSRC, Council of State Administrators of Vocational Rehabilitation and National Council of State Agencies for the Blind Conferences held in Bethesda, MD. This included partnering with BSBP staff to conduct Hill Visits to educate some of the Michigan Delegation on the value of the public vocational rehabilitation (VR) service system in Michigan and the positive impact it has on the Michigan economy.

Resulting Impact: The involvement of the MCRS in the various national activities continued to enhance the reputation of this SRC as being one of the best models across our country. The knowledge gained through this involvement serves to strengthen the work activities of our Council.

#### MISCELLANEOUS INFORMATION – DAILY BUSINESS OPERATIONS: FISCAL AND OPERATIONAL MANAGEMENT:

Fiscal Agent: In an effort to uphold the intent of the Rehabilitation Act, to assure the autonomy and independence of the State Rehabilitation Council operations and staff, BSBP has contracted with MARO since 2012. The Council agrees that this contact provides the mechanism needed for a fiscal agent to serve as the employer of record for MCRS staff, along with accounting services for payroll and operational expenses. This contract has continued due to the outstanding accounting talents of the MARO staff person that has resulted in ten clean financial reviews and services that were provided in a professional, flexible manner. The MCRS expects that this contract will continue to be supported by BSBP, assuring the stability of the Council's future.

MCRS Budget: The MCRS Resource Plan and Budget for FY 2015 was approved by the membership and then negotiated with the DSU to ensure financial solvency for the MCRS beginning October 1, 2014. The grant between MARO and MRS was signed by the Department of Human Services (DHS) for the entire fiscal year; the grant between MARO and BSBP was also signed by the Department of Licensing and Regulatory Affairs for the entire fiscal year. The FY 2016 Resource Plan and Budget was created by the ET and approved by the membership for submission to the DSUs/DSA. MCRS Staff: The staff of the Council includes the Executive Director and the Assistant Director. The staff role is to assure the membership's achievement of the SRC federal mandates along with other activities related to VR and employment as determined by the Council. Resulting Impact: The MCRS staff efforts have assured the success of the Council as they achieved the federal mandates related to BSBP.

In Closing: The MCRS maintains a focus of the 'customer's best interest' throughout all levels of their work. We look forward to our continued work on behalf of people with disabilities, in partnership with BSBP as they strive to implement new requirements in WIOA.

Recommendations:

The following recommendations were designed to reflect customer input and results from our analysis and review of the BSBP system.

1 – We recommend that the Council receive the BSBP program and financial data on a quarterly basis following the submittal of their 113 reports to Rehabilitation Services Administration (RSA). We recognize the value of this information as we work to review, analyze and advise BSBP about their service system. This information will be included in the applicable Business Meeting packets, as members look forward to receiving BSBP data in print format for review and discussion at business meetings.

2 – We recommend that BSBP designs and implements a Succession Plan that will strengthen and ensure the future availability of experienced and prepared employees for management and direct service positions.

3 – We recommend that BSBP conduct a Strategic Plan session with an outside facilitator to create a new plan with goals and strategies for their Bureau, to include the vocational rehabilitation and supported employment components. The Council looks forward to being involved in this process and believes that a new plan will strengthen the BSBP operations in a manner which results in an increase in successful outcomes.

4 – In consultation with the MCRS, and with regard to new WIOA requirements, we recommend that BSBP evaluate, update, and implement changes to their policies and procedures that impact all applicants and those determined eligible to receive VR services.

5 – We recommend that BSBP review the contents of their web site and incorporate current program and data information along with success stories for perusal by the public which provides transparency of their service system. As well, a brief description about the MCRS with a link to our website should be part of the BSBP website.

## 2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

Response to Recommendation 1: BSBP will consistently submit quarterly reports including 113 data, in order to ensure that both the council and the bureau are in compliance with Federal requirements.

Response to Recommendation 2: State and Civil Service Rules prohibit pre-selection, which in turn limits our ability to participate in detailed succession planning. However, BSBP always considers talent and skills within the bureau and has demonstrated by action our commitment to recognizing that talent when opportunities for succession and advancement present themselves. BSBP will continue to do so.

Professional development opportunities are consistently made available that encourage the development of leadership skills. An example of this dedication is participation in the National Rehabilitation Leadership Institute program, in which the majority of our managers have participated.

Response to Recommendation 3: BSBP will partner with the council to determine a strategic

planning process that will enhance our ability as a bureau to better serve blind consumers in Michigan and support our bureau and its staff in our mission. Response to Recommendation 4: BSBP is also committed to this goal and is currently updating and revising policies and procedures to reflect regulatory changes as a result of WIOA and will continue to do so as rule making changes are released. Response to Recommendation 5: BSBP agrees with this recommendation and is currently working with bureau staff and departmental staff to make necessary changes.

### 3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The DSI and the council are in agreement with the recommendations.

## B. REQUEST FOR WAIVER OF STATEWIDENESS

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When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

### 1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

The Bureau of Services for Blind Persons (BSBP) is requesting a waiver of statewideness. The following interagency cash transfer agreements (ICTA), not to be confused with third party cooperative agreements, were in effect during FY 2015 and will continue for FY 2016: Allegan Intermediate School District (ISD), Berrien ISD, Eaton ISD, Kent ISD, Macomb ISD, Ottawa ISD, Sanilac ISD, St. Joseph ISD, and Van Buren ISD.

The following interagency cash transfer agreements (ICTA), not to be confused with third party cooperative agreements, are new for FY 2016.

There are currently no new agreements for FY 2016, and the interagency cash transfer agreement (ICTA) with Lewis–Cass ISD is no longer valid.

Services under the waiver of statewideness, used to promote the vocational rehabilitation of substantially larger numbers, may include any of the following services: Assessment for determining eligibility, and determining vocational rehabilitation needs, including, if appropriate, an assessment by personnel skilled in rehabilitation technology; Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice; Information and referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies; Vocational and other training services, including personal and vocational adjustment training; advanced training in a field of science, technology, engineering, or mathematics (including computer science), medicine, law, or business; books, tools, and other training materials; Maintenance; Transportation in connection with the provision of any vocational rehabilitation service; Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing; Job–related services, including job search and placement assistance, job retention services, follow–up services, and follow–along services; Supported employment services; Personal assistance services in accordance with the definition of that term in Sec. 361.5( c)(38); Post–employment services; Occupational licenses, tools, equipment, initial stocks, and supplies; Rehabilitation technology including vehicular modification, telecommunications, sensory, and other technological aids and devices; Transition services with an emphasis on pre–employment transition services; Services for self–employment or telecommuting or establishing a small business operation as an employment outcome; Customized employment in accordance with the definition of that term in Sec.361.5(c)(11); Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

### 2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

BSBP policy requires each agreement to contain written assurance that BSBP approval will be obtained for each proposed service before it is put into effect.

### 3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

BSBP policy requires each agreement to contain written assurance that the agreement will comply with all State Plan requirements for services approved under the waiver, including the state's Order of Selection for Services (OSS) requirements

## C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

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Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

### 1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce investment system with respect to • Federal, state, and local agencies and programs; • State programs carried out under section 4 of the Assistive Technology Act of 1998; • If applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; • Noneducational agencies serving out-of-school youth; and • If applicable, state use contracting programs.

BSBP, through its collaborative agreements with a variety of state and local agencies, provides comprehensive rehabilitation services to individuals who are blind and visually impaired. BSBP has agreements with the Developmental Disabilities Council and the Department of Health and Human Services (DHHS) to provide comprehensive services to persons with developmental disabilities to assist in job placement and follow-along services. DHHS and BSBP work collaboratively through cooperative agreements to expand services to individuals who are eligible for community mental health services to obtain job placement and follow-along services. Community mental health agencies also work with the Bureau in providing auxiliary services to many of BSBP's supported employment consumers. BSBP has established an agreement with the Veterans Administration Vocational Rehabilitation and Employment (VA-VRE) to provide vocational services to veterans. The emphasis in the agreement is to provide services to veterans that are returning from current conflicts. The agreement outlines the referral process and the vocational and job placement services that are available through the Bureau. The collaborative agreement between BSBP and the Michigan Department of Health and Human Services (DHHS) provides services that enable families and individuals to move toward independence. BSBP may refer consumers to the DHHS for determination of eligibility for a variety of services including the Family Independence Program (FIP-cash assistance); Food Assistance Program (FAP); Child Day Care (CDC); Medical Assistance (MA); State Emergency Relief (SER); Adult Services which includes – Adult Protective Services, Independent Living Services and Adult Community Placement Services. BSBP and DHHS have collaborated and developed an amendment to the agreement to provide services to individuals in need of state disability services prior to becoming eligible for SSI or SSDI. These individuals will work with BSBP and DHHS to develop an individualized plan for employment (IPE) in order to be a recipient of State Disability Assistance (SDA). BSBP and DHHS will collaborate to reduce dependence on permanent disability benefits and promote opportunities for individuals with disabilities to actively participate in their communities and workforce by maximization/coordination of government, private agency and business resources to assist individuals with disabilities to enter or re-enter the workforce; improving the health and well-being of individuals with disabilities by promoting work participation; de-emphasizing disability as a de facto public assistance program; and refocusing efforts on assisting as many individuals with disabilities, as well as transitioning youth to enter or return to the workforce. BSBP's objective in working with the transportation authorities is to ensure that the needs of blind and visually impaired individuals are included in planning for accessible transportation services for employment and leisure activities. BSBP participates in the Ticket to Work program and utilizes the reimbursement process for vocational individuals who are seeking employment and are recipients of Supplemental Security Income (SSI) and Social Security

Disability Insurance (SSDI). The Bureau has worked with Institutions of Higher Education (IHE) to develop cooperative agreements that outline the responsibility of BSBP and the IHE as it relates to the requirements found in Section 103 (a) of the Rehabilitation Act as amended regarding dispute resolutions, financial responsibilities, accommodations, and service provisions. The agency supports many of its consumers in their endeavors to obtain training in a variety of occupational areas through institutions of higher education. BSBP has agreements with all public institutions of higher education and maintains a presence on many of the major college and university campuses.

BSBP will conduct a Comprehensive Statewide Needs Assessment (CSNA) to assist the bureau in identifying gaps in service and serve as a building block to address those gaps. The information acquired from the CSNA will also assist the bureau in strategically planning future goals for service provision to blind citizens of Michigan.

BSBP staff will educate employers regarding the skills and abilities of a hidden work force, working in tandem with the Governor's initiatives to employ individuals with disabilities. BSBP will utilize existing systems such as the Talent Acquisition Portal and Michigan's Talent Connect. BSBP will coordinate and collaborate with Michigan's ten Prosperity Regions; network with employers regionally to identify opportunities for competitive integrated training as well as work experiences; and, coordinate with Michigan's state departments to hire individuals with disabilities.

BSBP staff will educate employers regarding the skills and abilities of a hidden work force; work in tandem with the Governor's initiatives to employ individuals with disabilities; utilize existing systems such as The Talent Acquisition Portal and Michigan's Talent Connect; coordinate and collaborate with Michigan's 10 Prosperity Regions; network with employers regionally to identify opportunities for competitive integrated employment and work experiences; and coordinate with Michigan's State Departments to hire individuals with Disabilities (3) BSBP, the Michigan Department of Community Health (MDCH) and Michigan Rehabilitation Services (MRS) entered into a state level interagency agreement for the purpose of endorsing and promoting competitive integrated employment of people with disabilities, served jointly by vocational rehabilitation (BSBP or MRS) and MDCH. This agreement was updated in November of 2014, but is in a DRAFT form, is being reviewed at Michigan Department of Health and Human Services (MDHHS) and has not been signed or implemented. The main differences between the old and new DRAFT agreements was to change the agreement to be between Michigan Department of Community Health/Behavioral Health and Developmental Disabilities Administration (MDCH/BHDDA) and MDHHS/BSBP and to insert language that is consistent with the Workforce Innovation and Opportunity Act (WIOA). The new agreement proposes that MDCH/BHDDA and BSBP create Annual Implementation Plans to achieve the goals and objectives of the agreement. In addition, the new agreement addresses that BHDDA carries out responsibilities for the specialty Medicaid services delivered through the Community Mental Health Services Programs. Once the agreement is finalized and signed, BSBP plans to generate a FAQ document regarding how MDCH/BHDDA and BSBP work together to assist joint customers into competitive integrated employment. BSBP will re-initiate our inclusion with MDCH/BHDDA and MDHHS/MRS to explore how BSBP can be included in the above data sharing agreement.

## 2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

BSBP currently refers consumers to the Assistive Technology loan fund which is administered through United Cerebral Palsy Michigan (UCP), and will need to collaborate with UCP of Michigan AT Loan fund in order to develop a partnership.



### 3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

The Michigan Department of Transportation (MDOT) and BSBP continue to share information regarding grants that the department distributes to local transportation authorities for capital outlay as well as for expanded transportation services throughout the state for BSBP consumers. BSBP staff works with local advisory councils (LAC) and boards within their areas to provide input to the local transportation authorities, regarding transportation assistance to persons who are disabled and especially for individuals who are blind and visually impaired. By working collaboratively with the LACs and boards, staff becomes aware of grants to increase transportation services in rural areas as well as in townships and cities. BSBP's objective in working with the transportation authorities is to ensure that the needs of blind and visually impaired individuals are included in planning for accessible transportation services for employment and leisure activities.

### 4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

We do not have an agreement with noneducational agencies serving out-of-school youth.

### 5. STATE USE CONTRACTING PROGRAMS.

We do not have an agreement with state use contracting programs.

## D. COORDINATION WITH EDUCATION OFFICIALS

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Describe:

### 1. DSU'S PLANS

The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.

BSBP continues to develop cooperative agreements with intermediate school districts and local education authorities throughout the state for the provision of transition services for blind and visually impaired students. These agreements outline specific objectives to be included in transition plans for blind and visually impaired in school transition students in the districts served under each agreement. They provide for development of individual skills for pre-employment, as well as secondary educational training. BSBP staff, when invited, participate in the Individualized Educational Planning Conference (IEPC) of students who are fourteen years and older to establish eligibility criteria for vocational rehabilitation services. At these meetings, ground work is developed to initiate the Individualized Plan for Employment (IPE) for each individual at age fourteen. An IPE is developed with the transition students and parents to provide vocational exploration and training for all eligible students. The eligibility criteria for services must be met before plan development. Each transition student receives their plan prior to transitioning from school. The IEPC, along with the IPE, are instruments that identify education, transition, and employment goals and objectives. These activities are cooperatively agreed upon by the schools or educational facilities, parent/student, other relevant agencies, as well as the rehabilitation agency; thereby establishing the objectives of the transition plan leading to the transitioning of individuals from high school to employment or secondary education; therefore, all eligible students must have an IPE developed prior to exiting from high school. The Bureau continues to collaborate with education officials to carry out transition activities for blind and visually impaired youth. BSBP has an agreement with the Michigan Department of Education Office of Special Education and Early Intervention Services (OSE/EIS) that outlines the responsibilities of both agencies. The agreement is reviewed to assure that all activities are carried out by the designated parties. BSBP will continue to pursue a formal cooperative agreement with MDE. BSBP acknowledges that MDE-LIO serves blind and visually impaired students in Michigan. BSBP also acknowledges there are many opportunities available to other students in Michigan that are not available to blind and visually impaired students. This is why BSBP continues to push for an agreement with MDE. The Michigan Department of Education Low Incidence Outreach (MDE-LIO) provides technical assistance and resources to enable local school districts to serve and improve the quality of education for students with visual impairments. The Bureau has contributed to MDE-LIO's quarterly newsletter providing valuable information on the Bureau's transition activities and resources. BSBP partners with MDE-LIO and local districts to facilitate the coordination of academic, vocational, independent and community-based curricula. BSBP also provides technical assistance for the establishment of local partnerships designed to aid and empower students who are blind and visual impaired. BSBP is mandated by the federal government to work collaboratively with ISDs and community partners to provide transition services and activities for blind and visually impaired youth.

## 2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

### A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

BSBP establishes agency priorities and goals, provides leadership and consultation to intermediate school districts (ISDs). BSBP demonstrates this by participating in local area transition councils BSBP staff serves on the Michigan Transition Service Association (MTSA) board. MTSA is dedicated to providing support to those who assist students and young adults with disabilities as they transition through school to achieve their post-school goals.

The Bureau participates in the Individual Education Program (IEP) process in tandem with the students' education team and parents in order to consult and advise. These examples illustrate the provision of leadership and direction to these entities regarding the specific needs of blind and visually impaired transition students. The Bureau maintains a statewide client information system that includes the collection of agency programs and data for students who are blind and visually impaired.

### B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

BSBP works jointly with MDE Special Education programs and the intermediate school districts (ISD) to establish agreements to carry out transition planning and activities. The agreements outline the individualized transition plans. Specifically, BSBP initiates programs with the ISD to encourage academic involvement for all visually impaired and blind students. BSBP works with the ISD, students and parents to develop IPE's that provide for the development of soft skills training, work experiences and summer work opportunities. BSBP receives an annual count of blind and visually impaired students from MDE-LIO program. BSBP participates with the Michigan Department of Education's Bureau of Assessment and Accountability Advisory Committee (BAA) with the general education department to identify areas of collaboration to enhance program accessibility for students who are blind and visually impaired. The objective is to maximize resources and minimize barriers that may impact on the educational progress of blind and visually impaired students.

### C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

MDE Special Education Division is responsible for providing educational support to all individuals as it relates to their academic achievements. BSBP provides financial support relating to specialized vocational assessment training and other related services leading to employment outcomes. Through collaboration with the intermediate school districts, BSBP has established Interagency Cash Transfer Agreements to provide the services that are outlined in the individualized transition plan. These services are above and beyond what the intermediate school districts provide.

#### D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

BSBP has adjusted the service delivery system to allocate 15% of the federal allotment for the provision of pre–employment transition services (PETS) to students with disabilities prior to exit from secondary education. BSBP currently provides PETS to students and youth at 14 years and older. This has been an on-going practice and our policies currently align with the Workforce Innovation and Opportunity Act enacted on July 22, 2014. BSBP will continue with past practice of providing PETS and will work with new partners to provide and enhance services to students and youth.

## E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

BSBP has no formal cooperative agreements. However, we partner with several community rehabilitation organizations that provide vocational services.

BSBP, through its collaborative agreements with a variety of state and local agencies, provides comprehensive rehabilitation services to individuals who are blind and visually impaired. BSBP has agreements with the Developmental Disabilities Council and the Department of Health and Human Services (DHHS) to provide comprehensive services to persons with developmental disabilities to assist in job placement and follow-along services. DHHS and BSBP work collaboratively through cooperative agreements to expand services to individuals who are eligible for community mental health services to obtain job placement and follow-along services. Community mental health agencies also work with the Bureau in providing auxiliary services to many of BSBP's supported employment consumers. BSBP has established an agreement with the Veterans Administration Vocational Rehabilitation and Employment (VA-VRE) to provide vocational services to veterans. The emphasis in the agreement is to provide services to veterans that are returning from current conflicts. The agreement outlines the referral process and the vocational and job placement services that are available through the Bureau. The collaborative agreement between BSBP and the Michigan Department of Health and Human Services (DHHS) provides services that enable families and individuals to move toward independence. BSBP may refer consumers to the DHHS for determination of eligibility for a variety of services including the Family Independence Program (FIP-cash assistance); Food Assistance Program (FAP); Child Day Care (CDC); Medical Assistance (MA); State Emergency Relief (SER); Adult Services which includes – Adult Protective Services, Independent Living Services and Adult Community Placement Services. BSBP and DHHS have collaborated and developed an amendment to the agreement to provide services to individuals in need of state disability services prior to becoming eligible for SSI or SSDI. These individuals will work with BSBP and DHHS to develop an individualized plan for employment (IPE) in order to be a recipient of State Disability Assistance (SDA). BSBP and DHHS will collaborate to reduce dependence on permanent disability benefits and promote opportunities for individuals with disabilities to actively participate in their communities and workforce by maximization/coordination of government, private agency and business resources to assist individuals with disabilities to enter or re-enter the workforce; improving the health and well-being of individuals with disabilities by promoting work participation; de-emphasizing disability as a de facto public assistance program; and refocusing efforts on assisting as many individuals with disabilities, as well as transitioning youth to enter or return to the workforce.

## F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The BSBP Supported Employment program continues to provide rehabilitation services to individuals with multiple impairments. These individuals receive customized services based on the criteria for supported employment. Each case record has documentation to support the individual's participation in the Supported Employment program. Individuals who are determined eligible for the Supported Employment program participate in extensive assessments and work experiences to determine the feasibility of rehabilitation services. Generally, the applicants for the Supported Employment program are able to acquire specific training and supported services that will enable them to obtain integrated competitive employment, including customized employment, within the community in a variety of occupations. Supported employment consumers can be provided follow along services while still receiving VR services up to four years prior to case closure. Through BSBP's collaborative efforts with Department of Health and Human Services (DHHS), an agreement is being developed and will be implemented to provide long term supports. This agreement will provide for extended supports to assist consumers in maintaining their employment. This agreement could provide services such as job coaching, development of natural supports, and on-going follow along to enable the consumer to maintain competitive integrated employment. BSBP and local community mental health agencies will be working to develop agreements to support long term follow-up services to enhance the employment activities of consumers, as well as the need for auxiliary aids to improve their daily living skills and employability. BSBP is aware that 50% of the grant allotment for supported employment should be utilized to provide services to youth or students with disabilities and of that 50%, 10% of those funds need to be matched by non-federal dollars. Youth is defined as anyone age 14 to 21 who is not in a secondary education program. Student is defined as anyone age 14 and older who is currently in a secondary education program, up to the age of 26. In 2010 BSBP/MDCH/MRS entered into a Data Sharing Agreement to measure progress of the goals and objectives of the BSBP/MDHHS/MRS Interagency Agreement by sharing data. Obtaining current and accurate data to inform planning and assess progress has been a challenge for several reasons. MDHHS and VR have different definitions of successful competitive integrated employment. Another issue is that pulling data by matching social security numbers via the Department of Technology, Management and Budget (DTMB) is a cumbersome and time consuming task. A concern is that gathering data via DTMB is a difficult task which should be addressed in the new agreement. Once the new agreement is finalized, MDHHS/BHDDA and VR will work together to find more effective ways to share data.

## G. COORDINATION WITH EMPLOYERS

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(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

### 1. VR SERVICES; AND

This DSU will engage in job development processes such as utilizing community rehabilitation organizations, state and local governments, employers with federal contracts, employer accounts as developed by our vocational rehabilitation staff for both competitive and supported employment opportunities, and the services and programs that enhance employability skills for blind and visually impaired individuals.

### 2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Generating work based learning opportunities which could lead to competitive, integrated employment, programs such as Project Search which can also result in competitive, integrated employment, and the utilization of services and programs that enhance employability skills of transition aged youth and students who are blind or visually impaired. These can include, but are not limited to, interagency cash transfer agreements with Intermediate School Districts, both summer and year round programs facilitated by the DSU to address the specific needs of blind and low vision transition populations, and individualized job development and placement services.

## H. INTERAGENCY COOPERATION

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Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

### 1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

Currently the DSU is coordinating with Medicaid program providers to determine the best way to utilize those services to enhance the support of individuals served by both VR and Medicaid. We expect to develop a more specific outline of how these systems can work together more effectively.

### 2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The DSU is coordinating with the Department of Health and Human Services in Michigan as well as the general agency, to determine an agreement that will outline how VR and DHHS can effectively work together to serve mutual consumers.

### 3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The BSBP Supported Employment program continues to provide rehabilitation services to individuals with multiple impairments. These individuals receive customized services based on the criteria for supported employment. Each case record has documentation to support the individual's participation in the Supported Employment program. Individuals who are determined eligible for the Supported Employment program participate in extensive assessments and work experiences to determine the feasibility of rehabilitation services. Generally, the applicants for the Supported Employment program are able to acquire specific training and supported services that will enable them to obtain integrated competitive employment, including customized employment, within the community in a variety of occupations. Supported employment consumers can be provided follow along services while still receiving VR services up to four years prior to case closure. Through BSBP's collaborative efforts with Department of Health and Human Services (DHHS), an agreement is being developed and will be implemented to provide long term supports. This agreement will provide for extended supports to assist consumers in maintaining their employment. This agreement could provide services such as job coaching, development of natural supports, and on-going follow along to enable the consumer to maintain competitive integrated employment. BSBP and local community mental health agencies will be working to develop agreements to support long term follow-up services to enhance the employment activities of consumers, as well as the need for auxiliary aids to improve their daily living skills and employability.

BSBP is aware that 50% of the grant allotment for supported employment should be utilized to provide services to youth or students with disabilities and of that 50%, 10% of those funds need to be matched by non-federal dollars. Youth is defined as anyone age 14 to 21 who is not in a secondary education program. Student is defined as anyone age 14 and older who is currently in a secondary education program, up to the age of 26.

In 2010 BSBP/MDCH/MRS entered into a Data Sharing Agreement to measure progress of the goals and objectives of the BSBP/MDHHS/MRS Interagency Agreement by sharing data. Obtaining current and accurate data to inform planning and assess progress has been a challenge for several reasons. MDHHS and VR have different definitions of successful competitive integrated



employment. Another issue is that pulling data by matching social security numbers via the Department of Technology, Management and Budget (DTMB) is a cumbersome and time consuming task. A concern is that gathering data via DTMB is a difficult task which should be addressed in the new agreement. Once the new agreement is finalized, MDHHS/BHDDA and VR will work together to find more effective ways to share data.

## I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

### 1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

#### A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

BSBP currently has 32 full-time employees authorized and funded by the department to provide VR services. These are comprised of 13 Vocational Rehabilitation Counselors (VRC), 5 VRCs who are also Vision Rehabilitation Therapists, 8 support staff, 5 regional managers and 1 division administrator. The number of individuals served is 1,259. The ratio is approximately 70:1; some caseloads will vary according to population density such as Detroit Metropolitan Area vs. Michigan's Upper Peninsula.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

We currently have thirteen Vocational Rehabilitation Counselor (VRC) positions, one vacancy and two individuals who are or will be eligible to retire within five years. We currently have five positions for Vocational Rehabilitation Counselor/Vision Rehabilitation Therapists, two vacancies and one eligible to retire in the next five years. Currently, there are eight Support Staff positions, with two vacancies and one eligible to retire in the next five years. We have five regional managers, no vacancies and two who are or will be eligible to retire within five years. Finally, we have 1 division administrator who is not eligible to retire and will not be eligible within five years. Current speculation is that the number of persons with significant visual impairments will increase as the population ages. This could mean an increase in the need for services across the state. BSBP will monitor the trends in service requests and will communicate those trends and potential need for additional staff to the department in order to adjust the number of FTEs needed.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Please see response to ii - the number of personnel who are employed by the State agency.

## B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

Michigan State – Rehabilitation Counseling

Wayne State – Rehabilitation Counseling

Western Michigan – Orientation & Mobility (for adults and children), Rehabilitation Teaching, Rehabilitation Counseling and Teaching Children with Visual Impairments.

BSBP participates in the development of vocational rehabilitation professionals by providing opportunities for mentoring and supervising vocational rehabilitation practicum and internship experiences. BSBP staff participates on admission panels at Western Michigan University to provide guidance as to the skills and abilities the field of rehabilitation requires.

BSBP initiates annual communication with the programs above allow us to gather statistical data needed to address this topic. BSBP staff are periodically requested to provide in-service training in this program of study.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

Institution Students enrolled Employees sponsored by BSBP or RSA Grads sponsored by BSBP or RSA Grads from the previous year Michigan State 19 0 2 10 Wayne State 89 0 3 16 Western Michigan 14 0 9

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

A total of 29 students graduated during the previous year (2015) from the in-state universities listed below with credentials consistent with academic preparedness to meet national certification requirements. Michigan State – Rehabilitation Counseling; Graduates for 2015: 19 Wayne State – Rehabilitation Counseling; The Master of Arts in Rehabilitation Counseling and Community Inclusion program usually accepts on average 15 students per year and typically has approximately 60 to 90 full and part-time students enrolled in the program. The RCI program graduates approximately 6 to 11 students per academic year. Attempts to confirm the number of graduates for 2015 were made, with nil results. Number of graduates during 2012, which is the most recent data available, was 2. Western Michigan – Teaching: Orientation & Mobility (for adults and children), Rehabilitation Teaching, Rehabilitation Counseling and Teaching Children with Visual Impairments. Graduates from 2015: 33; Counseling graduates from 2015: 3.

## 2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

This DSU partners with educational institutions in our state in addressing current and projected needs for qualified personnel by providing practicum experiences and internships. Individuals on staff also serve on boards and interview committees for admission.

## 3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

### A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Michigan Department of Civil Service has established the following standards for a qualified rehabilitation counselor or vocational rehabilitation teacher:

A qualified rehabilitation counselor is defined as a counselor with a minimum of a master's degree in rehabilitation counseling, counseling, or a counseling related field such as psychology, social work, or special education. All BSBP VR counselors are masters level education and eligible to be certified as Rehabilitation counselors by the Commission on Certified Rehabilitation Counselor Certification(CRCC).

### B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

All counselors in the agency must have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. BSBP counselors are provided opportunities for in-service training and participation in and attendance at other training programs focusing on job development, job placement, and labor market analysis. New hires will receive basic information on this topic within six months of being hired. From that point on and for more experienced counselors, the need to maintain that understanding will be an on-going activity through continued training and maintenance of knowledge.

BSBP is investigating opportunities for technical assistance and education via the identified technical assistance providers. BSBP is aware that although the TACE centers no longer exist, technical

assistance is available through entities such as WINTAC and ICI. BSBP will be receiving technical assistance in the area of diversity from WINTAC this summer. A survey regarding technical assistance was provided by RSA and has been completed and submitted by BSBP.

Counselors and other staff attend three major in-state conferences each year. One is the statewide rehabilitation conference which typically has about 400-500 participants from all across the state from a wide range of rehabilitation programs and businesses. Another is the conference designed primarily for rehabilitation teachers, the MAER Conference, and the third one is the conference sponsored by the non-profit, Michigan Transition Services. All three of these programs provide an excellent chance for new and experienced counselors, teachers, managers, support staff, and others to learn the latest trends in employment, the newest developments in technologies, changes in the laws, etc. and to network with other rehabilitation professionals.

Staff participate in a myriad of webinars, in-services and online training related to implementation of best practices, as well as education regarding WIOA which will prepare us to implement the legislation enacted in 2014.

#### 4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

##### A. SYSTEM OF STAFF DEVELOPMENT

a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

This DSU makes available to staff continuous opportunities for professional development that enhances skills. Adaptive technology remains a continuous and on-going need for professional development which the DSU recognizes will always be a goal for professional development and training. The DSU acknowledges that opportunities for this type of training are always a challenge that we understand is our responsibility. We utilize resources such as online webinars, frequently used vendors provides training, a.k.a. Freedom Scientific, Humanware, etc.

##### B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

BSBP management and staff consistently research and share the latest findings on various disability topics, best practices and intervention possibilities.

## 5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Interpreter services, including sign language and oral interpreter services are provided as needed.

## 6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

BSBP has an agreement with the Michigan Department of Education Office of Special Education and Early Intervention Services (OSE/EIS) that outlines the responsibilities of both agencies. The agreement is reviewed to assure that all activities are carried out by the designated parties. BSBP will continue to pursue a formal cooperative agreement with MDE. BSBP acknowledges that MDE-LIO serves blind and visually impaired students in Michigan. BSBP also acknowledges there are many opportunities available to other students in Michigan that are not available to blind and visually impaired students. This is why BSBP continues to push for an agreement with MDE. The Michigan Department of Education Low Incidence Outreach (MDE-LIO) provides technical assistance and resources to enable local school districts to serve and improve the quality of education for students with visual impairments. The Bureau has contributed to MDE-LIO's quarterly newsletter providing valuable information on the Bureau's transition activities and resources. BSBP partners with MDE-LIO and local districts to facilitate the coordination of academic, vocational, independent and community-based curricula. BSBP also provides technical assistance for the establishment of local partnerships designed to aid and empower students who are blind and visual impaired. BSBP is mandated by the federal government to work collaboratively with ISDs and community partners to provide transition services and activities for blind and visually impaired youth. BSBP establishes agency priorities and goals, provides leadership and consultation to intermediate school districts. The Bureau maintains a statewide client information system that includes the collection of agency programs and data for students who are blind and visually impaired. BSBP works jointly with MDE Special Education programs and the intermediate school districts (ISD) to establish agreements to carry out transition planning and activities. The agreements outline the individualized transition plans. Specifically, BSBP initiates programs with the ISD to encourage academic involvement for all visually impaired and blind students. BSBP works with the ISD, students and parents to develop IPE's that provide for the development of soft skills training, work experiences and summer work opportunities. BSBP receives an annual count of blind and visually impaired students from MDE-LIO program. BSBP participates with the Michigan Department of Education's Bureau of Assessment and Accountability Advisory Committee (BAA) with the general education department to identify areas of collaboration to enhance program accessibility for students who are blind and visually impaired. The objective is to maximize resources and minimize barriers that may impact on the educational progress of blind and visually impaired students. MDE Special Education Division is responsible for providing educational support to all individuals as it relates to their academic achievements. BSBP provides financial support relating to specialized vocational assessment training and other related services leading to employment outcomes. Through collaboration with the intermediate school districts, BSBP has established Interagency Cash Transfer Agreements to

provide the services that are outlined in the individualized transition plan. Please see 3B - the establishment and maintenance of education and experience requirements.

## J. STATEWIDE ASSESSMENT

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(Formerly known as Attachment 4.11(a)).

### 1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

#### A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

The Michigan State University (MSU) Office of Rehabilitation and Disability Studies (Project Excellence) conducts the Comprehensive Statewide Needs Assessment (CSNA) every three years. The CSNA was conducted in FY 2014 jointly with the BSBP, Michigan Council for Rehabilitation Services, Michigan Rehabilitation Services (MRS), and Michigan Statewide Independent Living Council (MiSILC). The results were made available to the agency in FY2014 and the bureau continues implementing the recommendations of the assessment.

#### B. WHO ARE MINORITIES;

Three minority populations were identified by multiple quantitative and/or qualitative data as being underserved by BSBP in relation to their proportion in the population: Hispanic/Latino residents specifically in the mid- and southwestern section of Michigan; Native Americans in the Upper Peninsula and Northern Michigan; and Asian or Pacific Islanders specifically Arab and Arab Americans and Hmong residents in southeastern part of the state. Agency staff strives to understand diverse cultural backgrounds among persons with disabilities. This enables staff to be more effective in assisting these individuals in obtaining their employment and independent living goals. In comparison to the 2011 American Community Survey [1] report (20.3% of Michigan residents with disabilities as being African American), African Americans are not considered underserved in BSBP (27%); however, it indicated that African Americans demonstrated lower eligibility rate for services and VR outcomes than other minority groups. BSBP is aware of the need to increase services and has established a goal to continue outreach activities for the three minority populations.

#### C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

BSBP will continue to focus on minorities, specifically Hispanic/Latinos, African Americans and Native Americans to increase employment outcomes. BSBP continues to collaborate with minority businesses that are located in the community in order to develop relationships that lead to employment opportunities. The objective is to improve the effectiveness of service delivery to minorities. BSBP continues to develop brochures in alternative formats for outreach purposes to unserved and underserved populations.

The utilization of community partners, employers and consumers assists BSBP with achieving its primary goals and priorities. BSBP develops workgroups to address consumer services provision issues as they arise. BSBP has strategic teams that assist in the planning process to achieve the agency's goals and priorities. These teams make recommendations for evaluation and assessment of the agency's services, timeliness of services, identifying unserved and underserved populations, and providing the agency with information regarding new and innovative technology equipment and programs. These teams are comprised of agency staff and community partners, with future consideration of consumer involvement.



#### D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

This DSU is in the process of determining from our case management who have been served by other WIOA partners. This information is not currently readily available. However the goal of this plan and subsequent tasks will be to clearly outline provide this information.

#### E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

To be provided when our next Needs Assessment is done. The next Comprehensive Statewide Needs Assessment will take place in 2017.

#### 2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

With the WIOA initiative, the DSU concentrates to partner with community rehabilitation organizations (CRO) to assist in the development of strong relationships that encourage appropriate service to persons with disabilities, specifically blindness, that can result in competitive, integrated employment outcomes. These relationships will also result in the CROs and the DSU having a better and more comprehensive understanding of established goals.

#### 3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

BSBP has an agreement with the Michigan Department of Education Office of Special Education and Early Intervention Services (OSE/EIS) that outlines the responsibilities of both agencies. The agreement is reviewed to assure that all activities are carried out by the designated parties. BSBP will continue to pursue a formal cooperative agreement with MDE. BSBP acknowledges that MDE-LIO serves blind and visually impaired students in Michigan. BSBP also acknowledges there are many opportunities available to other students in Michigan that are not available to blind and visually impaired students. This is why BSBP continues to push for an agreement with MDE. The Michigan Department of Education Low Incidence Outreach (MDE-LIO) provides technical assistance and resources to enable local school districts to serve and improve the quality of education for students with visual impairments. The Bureau has contributed to MDE-LIO's quarterly newsletter providing valuable information on the Bureau's transition activities and resources. BSBP partners with MDE-LIO and local districts to facilitate the coordination of academic, vocational, independent and community-based curricula. BSBP also provides technical assistance for the establishment of local partnerships designed to aid and empower students who are blind and visual impaired. BSBP is mandated by the federal government to work collaboratively with ISDs and community partners to provide transition services and activities for blind and visually impaired youth. BSBP establishes agency priorities and goals, provides leadership and consultation to intermediate school districts. The Bureau maintains a statewide client information system that includes the collection of agency programs and data for students who are blind and visually impaired. BSBP works jointly with MDE Special Education programs and the intermediate school districts (ISD) to establish agreements to carry out transition planning and activities. The agreements outline the individualized transition

plans. Specifically, BSBP initiates programs with the ISD to encourage academic involvement for all visually impaired and blind students. BSBP works with the ISD, students and parents to develop IPE's that provide for the development of soft skills training, work experiences and summer work opportunities. BSBP receives an annual count of blind and visually impaired students from MDE-LIO program. BSBP participates with the Michigan Department of Education's Bureau of Assessment and Accountability Advisory Committee (BAA) with the general education department to identify areas of collaboration to enhance program accessibility for students who are blind and visually impaired. The objective is to maximize resources and minimize barriers that may impact on the educational progress of blind and visually impaired students. MDE Special Education Division is responsible for providing educational support to all individuals as it relates to their academic achievements. BSBP provides financial support relating to specialized vocational assessment training and other related services leading to employment outcomes. Through collaboration with the intermediate school districts, BSBP has established Interagency Cash Transfer Agreements to provide the services that are outlined in the individualized transition plan.

BSBP has adjusted the service delivery system to allocate 15% of the federal allotment for the provision of pre-employment transition services (PETS) to students with disabilities prior to exit from secondary education. BSBP currently provides PETS to students and youth at 14 years and older. This has been an on-going practice and our policies currently align with the Workforce Innovation and Opportunity Act enacted on July 22, 2014. BSBP will continue with past practice of providing PETS and will work with new partners to provide and enhance services to students and youth.

## K. ANNUAL ESTIMATES

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(Formerly known as Attachment 4.11(b)). Describe:

### 1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

The total population of individuals in Michigan who have vision difficulty between 14 and 64 years of age based on information from the U.S. Census Bureau 2010 census is 27,230 (3.2% of the total number of individuals with disabilities). BSBP uses a factor of .045% of the individuals who have vision difficulty to identify the number of individuals who are blind (12,254) and would be eligible for services.

### 2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

#### A. THE VR PROGRAM;

The agency projects that we will serve between 1,300 and 1,500 VR consumers annually over the next three years.

#### B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Of the 12,254 eligible individuals, 67% (8,210) are not employed either because they are unemployed (1,560 or 19%) or not in the labor force (6,650 or 81%). Based on the 2010 data from the U.S. Census Bureau, BSBP estimates serving the entire unemployed population (1,560) plus 12% (798) of the individuals not in the labor force for a total of 2,358 individuals. Of that amount, BSBP will serve 2,318 individuals under Title IV and 40 individuals under Title VI.

#### C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

This DSU is currently not under an order of selection.

### 3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

N/A – This DSU is currently not under an order of selection.

### 4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

N/A – The DSU is currently not in an order of selection.

## L. STATE GOALS AND PRIORITIES

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The designated State unit must:

### 1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

Yes. The goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council.

### 2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

BSBP and the State Rehabilitation Council (Michigan Council of Rehabilitation Services (MCRS)) jointly developed and agreed to the goals and priorities listed in Attachment 4.11(c). The agency and the council also reviewed and agreed to revisions made to the goals and priorities.

According to the Comprehensive Needs Assessment, BSBP will implement the recommendation to increase eligibility for the African Americans population. The agency will continue to emphasize the need to expand minority outreach to the African Americans, Hispanic/Latinos, Arab Americans, Native Americans, as well the Hmong population. BSBP will continue to provide effective service delivery to minority populations, establish community relationships, work with its technology vendors to make sure that staff and consumers are familiar with new and emerging technologies and their applications, provide professional development, partner with other agencies to increase employment outcomes, expand transition activities to include individuals with autism and improve informational access through collaboration with the Braille and Talking Book Library (BTBL).

Goal 1 - BSBP has established a goal to monitor, through data collection over the next three years, the successful completion of VR program/services for African Americans. The Comprehensive Statewide Needs Assessment has identified the need to increase eligibility of African Americans who are referred for vocational rehabilitation services.

Goal 2 - BSBP will research and monitor outreach activities throughout the state to determine what methods are producing new referrals from underserved populations. BSBP's strategic plan emphasizes the need to increase rehabilitation services to Latino/Hispanic Americans, African Americans, Native Americans, Arab Americans and Hmong populations. BSBP will identify best practices for each minority group and initiate implementation of such practices statewide.

Goal 3 – BSBP will continue to develop relationships with community rehabilitation organizations, specifically community mental health in order to enhance service delivery. Each region will continue to explore collaborative relationships, as defined by the statewide agreement, to increase referrals and expand opportunities for BSBP consumers. BSBP staff will make a minimum bi-annual contact with local CMH agencies.

Goal 4 – BSBP's goal is to continue to work with its technology vendors to make sure that staff and consumers are familiar with new and emerging technologies and their applications. The Bureau provides staff with opportunities to gain additional technology skills throughout the year in a variety

of training venues such as webinars and virtual classroom training. Staff also receives training on the latest adaptive and/or technology equipment. BSBP will initiate communication with the Michigan Disability Rights Coalition (MDRC) in order to design an agreement which would allow BSBP and MDRC to officially facilitate referrals to the Assistive Technology Loan Fund.

Goal 5 - BSBP acknowledges the on-going need for professional development. Staff is provided many opportunities to enhance their continuing education. BSBP is committed to ensuring that staff has the additional knowledge and skills necessary to work with blind and visually impaired individuals.

Goal 6 - The BSBP goal is to increase competitive integrated employment for individuals with visual impairment and blindness. BSBP, through its collaboration with Workforce Development Agency (WDA), other community partners and employers, has established a goal to meet and exceed by at least 1 rehabilitation over the previous year.

Goal 7 – BSBP will collaborate with the Department of Education in order to identify students with disabilities who are eligible or potentially eligible for BSBP services, ages 14 to 26. BSBP will expand our services to include pre-employment transition services (PETS), including job exploration counseling, work-based learning experiences, counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education, workplace readiness training to develop social skills in independent living and instruction in self advocacy.

Goal 8 - The VR staff and the library staff collaborate to ensure that consumers are aware of the services and how to access the materials in their preferred format. This increased collaboration provides additional avenues for consumers who are pursuing vocational and secondary training.

BSBP will continue to work with current standards and indicators knowing that WIOA will drastically change performance standards for vocational rehabilitation.

BSBP's goals in serving consumers appropriate for supported employment include:

- BSBP will need to identify strategies in working with community mental health agencies that will encourage partnership and therefore increase opportunities that would lead to increased referrals and the identification of potentially eligible individuals especially transition youth and students.
- Collaboration with local community mental health organizations to identify potentially eligible individuals who can benefit from employment services.
- Partner with community mental health and other funding sources such as Medicaid in order to identify follow along services that will allow consumers to receive the needed supports in order to maintain employment. These follow along services are essential to successful placements and maintenance of employment. The solidification of the funding is crucial to a positive outcome.
- Identify and partner with employers utilizing a dual customer philosophy in order to customize employment opportunities for individuals who are appropriate for supported employment.
- Enhance successful competitive and integrated employment outcomes by ensuring to the extent possible that BSBP, along with community mental health and other sources of support are in place prior to BSBP closing the case.

### 3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

#### A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

The Michigan State University (MSU) Office of Rehabilitation and Disability Studies (Project Excellence) conduct the Comprehensive Statewide Needs Assessment (CSNA) every three years. The CSNA was conducted in FY 2014 jointly with the BSBP, Michigan Council for Rehabilitation Services, Michigan Rehabilitation Services (MRS), and Michigan Statewide Independent Living Council (MiSILC). The results were made available to the agency in FY2014 and the bureau continues implementing the recommendations of the assessment. The specific data collection methods used included a review of extant data (e.g., RSA 911 data, American Community Survey data, Special Education data, etc.), Key Informant interviews, and a series of surveys conducted with MRS, BSBP and MiSILC staff as well as the directors of MARO member community rehabilitation organizations. In addition, electronic surveys were developed to collect needs assessment information from Michigan residents with disabilities and family and friends of people with disabilities. The 2014 CSNA recommended that VR agencies need to ensure that all VR counselors have the knowledge and skills necessary to provide appropriate and effective vocational rehabilitation and independent living services/supports for transition youth and young adults with Autism Spectrum Disorder. BSBP will continue to provide training for staff to increase their knowledge regarding autism spectrum disorder for transition youth and adults. Three minority populations were identified by multiple quantitative and/or qualitative data as being underserved by BSBP in relation to their proportion in the population: Hispanic/Latino residents specifically in the mid- and southwestern section of Michigan; Native Americans in the Upper Peninsula and Northern Michigan; and Asian or Pacific Islanders specifically Arab and Arab Americans and Hmong residents in southeastern part of the state. Agency staff strives to understand diverse cultural backgrounds among persons with disabilities. This enables staff to be more effective in assisting these individuals in obtaining their employment and independent living goals. In comparison to the 2011 American Community Survey [1] report (20.3% of Michigan residents with disabilities as being African American), African Americans are not considered underserved in BSBP (27%); however, it indicated that African Americans demonstrated lower eligibility rate for services and VR outcomes than other minority groups. BSBP is aware of the need to increase services and has established a goal to continue outreach activities for the three minority populations. Many key informants suggested MRS, BSBP, and CILs could do a better job of community outreach or marketing; in other words, the community visibility of all three agencies was felt to be lacking statewide. Lack of knowledge on how to access services and where to seek assistance was reported as problematic across the state. The Bureau continues to collaborate with its community partners to improve awareness of the various services that the agency provides to persons who are blind and visually impaired in order to increase vocational outcomes. Michigan adult residents with mental illness who need mental health services and supported employment services were the one population identified as underserved with low outcomes. BSBP customers are individuals with blindness or visual impairments, approximately 1% of them reported having mental illness as their secondary condition. BSBP staff (38%) indicated that 'Affordable Mental Health Services' in their service areas were unavailable and/or insufficient to meet the needs of people with mental illness in their communities. The CSNA recommended that in order to increase the availability of supported employment (SE) services for this population. BSBP will continue to work with the local CMH's to increase and/or develop alternative SE service options at the local level via agreements with Community Rehabilitation Organizations (CROs). The assessment mentions the statewide Workforce Investment System as it relates to WIA legislation and the Title IV Rehabilitation Act, as amended in 1998. It indicated that Michigan Works! is

providing services to a very limited number of people with disabilities in Michigan. The findings may suggest that people with disabilities are not disclosing their disability status to Michigan Works! when they are applying for services and/or that Michigan Works! is underserving Michigan residents with disabilities. BSBP continues to review its Memorandums of Understanding with the workforce investment system (Michigan Works!) to ensure access to programs; such as, computer training, vocational evaluations, and interest inventories, resume writing and virtual interviews. BSBP co-sponsors employer days and employer fairs with the Michigan Works! and is present in several Michigan Works! offices on an itinerant basis. The Bureau's familiarization with the Michigan Works! programs enable them to more effectively assist blind and visually impaired consumers who are seeking employment in the competitive labor market. The overall customer satisfaction rates for BSBP (93%) in 2013 indicate that the majority of customers served by the agency were satisfied or very satisfied with the services they received. The 2017 CSNA will reflect data for students and/or youth with disabilities. BSBP will work with MSU to ensure that blind and visually impaired individuals are adequately represented in this survey.

#### B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

This DSU aware of the performance objectives and will be working to put measures in place so that we can effectively respond to them.

#### C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

OVERVIEW: The State Rehabilitation Council (SRC) in Michigan, known as the Michigan Council for Rehabilitation Services (MCRS) serves as the SRC to both the general designated state unit (DSU), Michigan Rehabilitation Services (MRS) and the DSU for the Blind, Bureau of Services for Blind Persons (BSBP). The designated state agency (DSA) for MRS is the Department of Health and Human Services (DHHS) and the DSA for BSBP is the Department of Licensing and Regulatory Affairs (LARA). This attachment is focuses on how the MCRS worked to achieve the eight federal mandates with BSBP during fiscal year 2015 and our resulting recommendations to BSBP for FY 2017 – 2020.

1. Review, analyze, and advise the Grantor regarding its performance in determining eligibility, order of selection, effectiveness, scope and provision of services, and functions of the Grantor that affect or potentially affect the ability of persons with disabilities to achieve rehabilitation goals and objectives. This mandate was achieved through active participation in the following BSBP activities/work teams along with review and analysis of information received related to their service system: (1) Consultation with the Client Assistance Program (CAP) (2) Public Comment (3) Customer Satisfaction Survey (CSS) Report for FY 2014 (4) Follow-up meeting to FY 2014 Comprehensive Statewide Needs Assessment (CSNA) Report (5) State Plan (6) BSBP Staff and (7) BSBP System Data.

Resulting Impact: The Council offered input from the customer perspective with regard to each of the above activities.

2. In partnership with the Grantor, provide advice in the preparation of statewide goals and priorities. During the State Plan FY 2017 – 2020 process meetings, the Council was involved with the review and update of the BSBP goals and priorities.

Resulting Impact: The goals and priorities were reviewed during the FY 2017–20 BSBP State Plan process. The Council will look forward to future opportunities to establish processes with the DSU for monitoring progress.

3. In partnership with the Grantor, conduct a review and analysis of the effectiveness and consumer satisfaction with vocational rehabilitation services and employment outcomes, including employment benefits. Customer satisfaction information was collected by the MCRS through various activities: (1) Consultation with CAP (2) Data review (3) CSS Report and (4) Public Comment.

Resulting Impact: As BSBP and MCRS continue to develop their partnership, the data sources listed above and reports at business meetings have provided the membership with a general sense of the service system. The MCRS has embraced the opportunity to work with BSBP staff to facilitate the design and implementation of a BSBP CSS Survey Project in FY 2016.

4. Assist in the preparation of the State Plan, Plan amendments, reports, needs assessments, and evaluation required by the Rehabilitation Act. The Council was involved in State Plan meetings so that the customer voice was present and involved in discussions and decisions. The final draft of the BSBP State Plan was shared with the membership for review, input and support.

The membership was afforded the opportunity to learn about the Workforce Innovation and Opportunity Act (WIOA) through a number of in–person trainings and the expected impact on the BSBP system. The trainings emphasized the significant service changes regarding transition aged youth and Supported Employment that the DSUs are now required implementing without the addition of financial resources.

The Council was actively involved in the Comprehensive Statewide Needs Assessment (CSNA) meetings which resulted in the FY 2014 report. A follow–up meeting was scheduled during this fiscal year which provided the opportunity for work team members to determine what worked well and/or what needed improvement as the planning begins in FY 2016.

Resulting Impact: The MCRS was involved in the BSBP FY 2017–2020 State Plan process, offering customer perspective as relevant. The membership’s educational opportunities with WIOA have provided a knowledge base that will enhance future monitoring efforts by the Council. The Council also looks forward to working with BSBP as they expand their services to business and employers with regard to new WIOA mandates.

5. Prepare and submit an annual report to the Governor and the Commissioner of Rehabilitation Services Administration (RSA) on the status of the general vocational rehabilitation program operated within the State. BSBP data and other program information were provided to the MCRS so that the FY 2014 report was completed and submitted to the governmental and federal authorities as required.

6. Coordinate with other state councils, including but not limited to the Statewide Independent Living Council, the Special Education Advisory Council under IDEA, the Developmental Disabilities Council, the State Mental Health Planning Council, and the Governor’s Workforce Development Board.



Statewide Independent Living Council (SILC): Coordinated activities included (1) members appointed to represent the respective councils (2) MCRS reports for SILC business meeting packets, SILC reports for MCRS business meeting packets (3) MCRS/SILC Member representation at the SILC quarterly meetings and MCRS/SILC representation at the 6 MCRS Business Meetings. The other mandated partnerships which include Special Education Advisory Committee; the Michigan Developmental Disabilities Council; the State Mental Health Planning Council; and the Governor's Workforce Development Board have been managed through members who represent these organizations and/or at Executive Team (ET) direction. Resulting Impact: The partnerships listed above provided great opportunity for networking with organizations that are working with similar customer populations, while the MCRS role, responsibilities and involvement with BSBP can provide the VR perspective. It is expected that these relationships will continue to develop.

7. Facilitate coordination and working relationships between the Grantor, the Statewide Independent Living Council and centers for independent living throughout the state. In Michigan, the SILC has a long established working partnership with BSBP. The MCRS members continue their focus on working to enhance the partnership by continually advocating on behalf of the independent living needs of customers of BSBP.

Resulting Impact: The MCRS involvement with the Michigan SILC has continued at the statewide level.

8. Perform other functions consistent with the purpose of the Rehabilitation Act.

Highlights of other MCRS Functions:

Business Meeting Schedule: During FY 2015, the MCRS increased their business meetings to bimonthly meetings with a newly designed agenda. The one day meeting agendas included in-person work team meetings prior to the start of the business meetings (11:00 – 3:30 p.m.). The business meeting agendas included operational updates, two times for public comment, work team reports, partner reports, and reports from both DSUs and the staff report. The last two hours of each meeting are dedicated to educational sessions about emerging topics and/or CSNA populations identified as underserved or unserved.

Resulting Impact: The six meetings scheduled during FY 2015 resulted in great opportunities to uphold the Mission and Strategic Plan of the MCRS as work teams held in-person meetings, the business of the Council was effectively managed and the membership was afforded educational opportunities regarding emerging issues, such as the passage of WIOA. This new system has kept members better informed and focused on the efforts needed to achieve the mandates of the MCRS.

Advisory Work Teams Functions: The Advisory Executive Team held twice monthly meetings as well as two day long strategic planning meetings. The agendas focused on the strategic plan goal and activities, emerging issues and other education relevant to the daily business operations of the Council staff.

Advisory Customer Experience and Regulatory Guidance Teams have been successful in achieving their work plans along with absorbing new work assignments throughout the year. Highlights include: the annual report, review of BSBP data, creating a dashboard to track the various levels of data within each DSU, the State Plan, education of WIOA and review of the Customer Satisfaction Survey report.

Resulting Impact: The Work Teams benefitted from the monthly meeting schedule as held in person or by teleconference. The work of the MCRS is managed within each work team, so that they can then inform the full membership on work efforts taking place, have discussion on relevant topics and/or take action as needed. Work plans were tweaked throughout the year as new assignments emerged so that there was greater impact on the MCRS outcomes. The teams continue to develop a cohesive approach as they work to achieve their responsibilities.

Membership: At the end of this fiscal year (2015), the MCRS had two vacancies: the Governor's Workforce Board category and a representative of Business, Industry and Labor. It is expected that these will be managed at the end of the calendar year when the MCRS appointment terms are scheduled to roll over. Statewide Activities (focused on strengthening partnerships): The MCRS continued participation in the following statewide activities: (1) Two celebration events for the 25th Anniversary of the Americans with Disabilities Act (2) The annual re:con convention, a statewide rehabilitation conference held each Fall where the MCRS serves as a primary partner, is on the program committee, facilitates workshops and hosts an exhibit (3) MARO Spring Leadership Training Conference in Traverse City (4) Michigan Rehabilitation Association (MRA) Membership, with the MCRS Executive Director (ED) serving on the MRA board and (5) SILC Business Meetings. Resulting Impact: The above activities serve to strengthen relationships within the disability and business community. Most importantly, it provides a mechanism for the Council to cross paths with DSU staff and educate them about our role and responsibility as we work with public VR. As networking takes place across the state (within the public and private sector), we have seen increased awareness of the Council's role with citizens with disabilities and partners. National Activities: MCRS Staff Members are members of the National Rehabilitation Association.

The MCRS is a founding member of the National Coalition of State Rehabilitation Councils (NCSRC). Participation included teleconferences for national NCSRC meetings and monthly NCSRC Board of Directors (BoD) meetings. The ED served as the President of the NCSRC, while the Assistant Director (AD) provided expertise and technical support through management of the website, listservs and conference registration as supported by the MCRS.

The Chair and Vice Chair attended the April 2015 NCSRC, Council of State Administrators of Vocational Rehabilitation and National Council of State Agencies for the Blind Conferences held in Bethesda, MD. This included partnering with BSBP staff to conduct Hill Visits to educate some of the Michigan Delegation on the value of the public vocational rehabilitation (VR) service system in Michigan and the positive impact it has on the Michigan economy.

Resulting Impact: The involvement of the MCRS in the various national activities continued to enhance the reputation of this SRC as being one of the best models across our country. The knowledge gained through this involvement serves to strengthen the work activities of our Council.

#### MISCELLANEOUS INFORMATION – DAILY BUSINESS OPERATIONS: FISCAL AND OPERATIONAL MANAGEMENT:

Fiscal Agent: In an effort to uphold the intent of the Rehabilitation Act, to assure the autonomy and independence of the State Rehabilitation Council operations and staff, BSBP has contracted with MARO since 2012. The Council agrees that this contact provides the mechanism needed for a fiscal agent to serve as the employer of record for MCRS staff, along with accounting services for payroll and operational expenses. This contract has continued due to the outstanding accounting talents of the MARO staff person that has resulted in ten clean financial reviews and services that were

provided in a professional, flexible manner. The MCRS expects that this contract will continue to be supported by BSBP, assuring the stability of the Council's future.

**MCRS Budget:** The MCRS Resource Plan and Budget for FY 2015 was approved by the membership and then negotiated with the DSU to ensure financial solvency for the MCRS beginning October 1, 2014. The grant between MARO and MRS was signed by the Department of Human Services (DHS) for the entire fiscal year; the grant between MARO and BSBP was also signed by the Department of Licensing and Regulatory Affairs for the entire fiscal year. The FY 2016 Resource Plan and Budget was created by the ET and approved by the membership for submission to the DSUs/DSA. **MCRS Staff:** The staff of the Council includes the Executive Director and the Assistant Director. The staff role is to assure the membership's achievement of the SRC federal mandates along with other activities related to VR and employment as determined by the Council. **Resulting Impact:** The MCRS staff efforts have assured the success of the Council as they achieved the federal mandates related to BSBP.

**In Closing:** The MCRS maintains a focus of the 'customer's best interest' throughout all levels of their work. We look forward to our continued work on behalf of people with disabilities, in partnership with BSBP as they strive to implement new requirements in WIOA.

## M. ORDER OF SELECTION

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Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

This DSU does not plan to implement an order of selection.

B. THE JUSTIFICATION FOR THE ORDER.

N/A - This DSU does not plan to implement an order of selection.

C. THE SERVICE AND OUTCOME GOALS.

N/A - This DSU does not plan to implement an order of selection.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

N/A - This DSU does not plan to implement an order of selection.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

This DSU is currently not utilizing Order of Selection and individuals with significant disabilities are being served without reservation.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT.

This DSU does not have an established order of Selection and services are provided to eligible individuals according to the vocational direction and skills and abilities of the consumer being served. Services provided are designed to obtain, maintain and advance in competitive integrated employment.

## N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS.

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### 1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES.

BSBP serves the more severely disabled individuals who are blind and visually impaired, as well as individuals who are deaf/blind through the Supported Employment program. The agency continues to develop working relationships with its community partners and intermediate school districts to obtain appropriate referrals for vocational exploration and rehabilitation services to promote integrated competitive employment opportunities for individuals appropriate for supported employment. BSBP and the DHHS will be pursuing an agreement that will expand opportunities to increase involvement with local CMH's. This agreement will contain provisions for natural supports and long term follow along services, incorporating WIOA legislation. The goal will be to evaluate current numbers of referrals received by BSBP and increase that amount by 5% annually, resulting in an increase in the number of individuals served which could result in more employment outcomes. During the three year period (2017–2020) that this state plan covers, BSBP will monitor how many individuals can be served by utilizing the supported employment grant, taking into consideration WIOA requirements to expend 50% of the total grant on transition youth. The Bureau is also exploring possible Customized Employment and work based learning opportunities. BSBP will partner with Community Rehabilitation Organizations to generate referrals for individuals who can benefit from competitive integrated employment in their communities. BSBP will be adjusting the service delivery system to allocate 50% of the federal supported employment allotment on supported employment services for eligible youth with the most significant disabilities. BSBP will also provide non-Federal expenditures in an amount that is not less than 10% of the total expenditures made with the reserved funds for the provision of supported employment services to youth with the most significant disabilities, including extended services. Policy will be changed to allow for the provision of extended services to youth with the most significant disabilities up to 4 years as well as increasing extended services from 18 to 24 months as stated in WIOA. Customized Employment has been added to policy as a vocational rehabilitation service option.

### 2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

#### A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

BSBP is partnering with Medicaid programs, follow along services, mental health and other appropriate services. We are working to generate memorandums of understanding that would provide continued support in transitioning past four years.

#### B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

BSBP consumers who are eligible for Medicaid funding through local community mental health agencies utilize those funds to provide services that may include job readiness skills training and follow along supports. When appropriate, BSBP refers consumers to community mental health to

allow them to access additional services. BSBP is a key partner in the Office of Disability Employment Policy (ODEP) grant designed to provide students with the most significant impairments additional access to employment opportunities.

## O. STATE'S STRATEGIES

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Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

### 1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

The utilization of community partners, employers and consumers assists BSBP with achieving its primary goals and priorities. BSBP develops workgroups to address consumer services provision issues as they arise. BSBP has strategic teams that assist in the planning process to achieve the agency's goals and priorities. These teams make recommendations for evaluation and assessment of the agency's services, timeliness of services, identifying unserved and underserved populations, and providing the agency with information regarding new and innovative technology equipment and programs. These teams are comprised of agency staff and community partners, with future consideration of consumer involvement. BSBP provides assistive technology services and devices to its consumers through the provisions of individual plans for employment (IPE). The IPE specifies the types of services, technology training and devices that will be necessary to assist the individual in achieving their desired vocational goal throughout the rehabilitation process. The BSBP Training Center has a comprehensive technology training program that is equipped with the most progressive technology training and equipment for persons who are blind & visually impaired. The program staff researches evolving best practices in computer instruction, identifies access technology that will assist consumers in achieving competitive integrated employment outcomes and provides comprehensive instruction to training center students. With the support of its technology vendors, BSBP educates its staff and consumers on new technologies and their applications. The agency has developed a process to assess new assistive technology vendors through members of the Technology Committee, as well as update experienced vendors' expertise. As a result, a number of assistive technology vendors have been identified as approved providers of adaptive technology services to consumers who are blind and visually impaired. A list of approved vendors will be added to BSBP's website. BSBP collaborates with community agencies and organizations to ensure that their programs and services are accessible to blind and visually impaired consumers. BSBP makes available technology training to staff and consumers on the latest technology and adaptive equipment that assist individuals in the workforce and with daily living skills.

BSBP participates biannually in a technology fair known as VISIONS, which is sponsored in part by BSBP and the Library for the Blind and Physically Handicapped in Ann Arbor. At the technology fair more than 50 vendors display equipment to enhance knowledge, independence, education, employment, and daily living skills. This event is open to consumers and BSBP encourages their attendance. BSBP encourages staff to participate in technology events so they can assist their consumers with technology in all aspects of their lives. BSBP will collaborate with school districts, transition teams and LIO (Low Incidence Outreach) to determine appropriate assistive technology services that address the needs of transition students and youth.

BSBP's priority is to expand outreach activities to unserved and underserved populations. BSBP's goal is to increase integrated competitive employment outcomes for Latino/Hispanic Americans, African Americans, Native Americans and Hmong populations. BSBP will pursue training activities for staff that will enhance their ability to address the employment and independent living needs of these individuals. BSBP staff participates in various events to provide information regarding BSBP

services. The staff is involved with the SER Metro agency which is the local Michigan Works! one stop provider. This is an example of a collaboration that enhances employment outcomes. BSBP has established a working relationship with Native Americans at the Hannahville Reservation and at the Sioux Reservation. Due to collaboration with the health center and reservations, the agency receives referrals throughout the year for rehabilitation assistance. BSBP has an agreement with the Hannahville Indian Community Vocational Rehabilitation Program, (121 Project Visions). The agreement outlines procedures and practices utilized by both entities to increase service delivery to consumers within the program. Through staff involvement in tribal activities, BSBP increases its opportunity to receive referrals for vocational rehabilitation services. BSBP continues to work with urban school districts to improve outcomes for the African American population. The Rehabilitation Counselor programs continue to explore avenues to increase relationships with the African American population that will result in more employment outcomes. BSBP continues to explore innovative counseling approaches to work more effectively with the urban population to identify practices that will enable counselors to utilize techniques to achieve successful outcomes. BSBP is working with urban school districts to implement educational programs that will focus on at risk students to assist them in obtaining a high school diploma or general education degree (GED). BSBP has established contact with individuals in the Hmong population to inform them of the services that BSBP provides to assist blind and visually impaired individuals in achieving their vocational goals. Through collaboration with the Hmong population, BSBP will continue to participate in informational sessions that will allow for exchange of ideas and cultural awareness. BSBP is collaborating with community rehabilitation organizations such as local community mental health agencies to expand opportunities for competitive integrated employment and work based learning. The emphasis on serving youth and students in transition increases the need to collaborate with community rehabilitation organizations to provide pre-employment transition services (PETS) which will increase competitive integrated employment outcomes. The Bureau is working with local transportation boards, authorities and advisory councils to identify ways to improve transportation services for persons with disabilities that will enable them to participate in employment and leisure time activities. BSBP encourages both staff and consumer participation with their geographical location. BSBP, along with its community partners, continues to collaborate on ways to improve delivery of services to its constituents to enhance the opportunities to acquire appropriate work skills for obtaining competitive employment. BSBP will continue to work with current standards and indicators knowing that WIOA will drastically change performance standards for vocational rehabilitation. Once the final regulations are published, BSBP will review, evaluate and implement the performance expectations accordingly.

BSBP will work with statewide workforce development agencies by evaluating and educating consumers on labor market information and regional employment trends. Additionally, BSBP will partner with the WDA and local employers to generate work based learning experiences for youth and students in transition.

BSBP staff and consumers can utilize resources such as Pure Michigan Talent along with local MI Works! job readiness programs to assist consumers in identifying job leads that can yield competitive integrated employment outcomes.

Strategy for Goal 1 – BSBP will monitor the number of African American applicants who apply for services and compare to the number that complete eligibility. The Bureau will work with local educational systems and community rehabilitation organizations to make available educational opportunities for individuals who meet the requirements for appropriate training. System data will be reviewed quarterly to determine the success of the goal and effectiveness of the strategy. Strategy for Goal 2 – BSBP's priority is to expand outreach activities to unserved and underserved populations. BSBP's goal is to increase integrated competitive employment outcomes for



Latino/Hispanic Americans, African Americans, Native Americans and Hmong populations. BSBP will pursue training activities for staff that will enhance their ability to address the employment and independent living needs of these individuals. BSBP staff participates in various events to provide information regarding BSBP services. The staff is involved with the SER Metro agency which is the local Michigan Works! one stop provider. This is an example of a collaboration that enhances employment outcomes. BSBP has established a working relationship with Native Americans at the Hannahville Reservation and at the Sioux Reservation. Through collaboration with the health center and reservations, the agency receives referrals throughout the year for rehabilitation assistance. BSBP has an agreement with the Hannahville Indian Community Vocational Rehabilitation Program, (121 Project Visions). The agreement outlines procedures and practices utilized by both entities to increase service delivery to consumers within the program. Through staff involvement in tribal activities, BSBP increases its opportunity to receive referrals for vocational rehabilitation services. BSBP staff will continue to meet with the American Indian Health and Family Services (AIHFS) of Southeast Michigan, Inc. leaders in the individual tribes to provide information regarding BSBP's programs. BSBP continues to work with urban school districts to improve outcomes for the African American population. The Rehabilitation Counselor programs continue to explore avenues to increase relationships with the African American population that will result in more employment outcomes. BSBP continues to explore innovative counseling approaches to work more effectively with the urban population to identify practices that will enable counselors to utilize techniques to achieve successful outcomes. BSBP is working with urban school districts to implement educational programs that will focus on at risk students to assist them in obtaining a high school diploma or general education degree (GED). BSBP has established contact with individuals in the Hmong population to inform them of the services that BSBP provides to assist blind and visually impaired individuals in achieving their vocational goals. Through collaboration with the Hmong population, BSBP will continue to participate in informational sessions that will allow for exchange of ideas and cultural awareness. The Bureau will continue collaborative efforts with the community rehabilitation organizations, eye care providers including the annual Michigan Optometric Association conference, CMH providers, employers etc. Strategy for Goal 3 – BSBP provides exposure, information and training for community partners at the BSBP Training Center. The objective of this training is to assist community partners in becoming more effective in providing their services for persons who are blind or visually impaired in their local areas. BSBP values our community relationships and actively participates in numerous boards, partnership meetings and advisory councils. BSBP will continue our presence with Michigan Transition Services Association (MTSA), American Association of Retired Persons (AARP) and Office of Disability Employment Programs (ODEP) to name a few. BSBP is collaborating with its community partners to assist in the agency's expansion of vocational training, resources and employment outcomes. BSBP is pursuing an agreement with DHHS which will assist in providing these service opportunities to individuals with developmental disabilities and mental illness. The agreement would allow BSBP to continue to work with the community mental health agencies to identify appropriate individuals for vocational training and job placement services. The Bureau has established agreements with the Centers for Independent Living to provide services for persons who are blind and visually impaired in achieving employment and self-sufficiency. BSBP will continue to participate with local CILs as well as the SILC to ensure that BSBP consumers are able to benefit from services provided in their area. The agency encourages staff and consumers to participate on the local advisory council of transportation providers within their geographical location. BSBP's strategy is to continue to share information and resources that will assist consumers in maintaining a productive way of life. Strategy for Goal 4 – BSBP participates in a technology fair which is sponsored in part by BSBP and the Library for the Blind and Physically Handicapped in Ann Arbor, (Visions) and is held every other year. At the technology fair more than 50 vendors display equipment for blind and visually impaired individuals to enhance their knowledge, independence, education, and daily living and employment skills. BSBP participates in the program by providing information regarding services as it relates to employment and independence. This event is open to

consumers and BSBP encourages their attendance. The staff is encouraged to participate in this technology event in order that they may be able to assist their consumers with technology in all aspects of their lives. The Braille and Talking Book Library (BTBL) provides a technology event (Libraries Without Walls) biannually that is open to the general public where participants can become familiar with an array of assistive technology that can be used in individuals' daily lives. The BTBL also provides a monthly forum that is available online and in person for the purpose of educating individuals on relevant topics related to technology. The BSBP Training Center's technology lab includes a wide range of assistive technology for persons who are blind and visually impaired in Michigan. The training center continues to provide instruction in the use of access technology to its consumers. The program staff researches evolving best practices in computer instruction, identifies access technology that will assist consumers in achieving successful employment outcomes and provides comprehensive instruction to training center students. The training center, in collaboration with field staff, will continue to provide technology training for community rehabilitation partners, staff and vendors. This training will provide an opportunity to further educate participants in the area of assistive technology. BSBP provides assistive technology services and devices to its consumers through the provisions of the individual plans for employment (IPE). The IPE specifies the types of services, technology training and devices that will be necessary to assist the individual in achieving their desired vocational goals throughout the rehabilitation process. Strategy for Goal 5 – BSBP participates in annual professional training conferences: Michigan Association for the Education and Rehabilitation of the Blind and Visually Impaired (MAER), Association of Education for Rehabilitation (AER), the Rehabilitation Conference (re:con) and the Michigan Transition Services Association (MTSA); as well as a variety of professional training – Hadley School for the Blind, National Rehabilitation Leadership Institute (NRLI), Mississippi State University Blindness Certificate Program, American Foundation for the Blind (AFB) Leadership Conference, Mid-American Conference of Rehabilitation Teachers (MACRT), Canadian Association of Supported Employment (CASE) training and National Secondary Transition Technical Assistance Center (NSTTAC). BSBP will identify additional training opportunities to address current trends in the field of rehabilitation and ways to improve service delivery to persons who are blind and visually impaired. The agency requires staff to register for professional training programs. The training coordinator collects data on participants and through the analysis of the data, recommendations are made to the agency's rehabilitation services director for approved training. Each of these conferences emphasizes the importance of rehabilitation professionals to gain knowledge in their prospective fields. BSBP supports staff participation in these conferences. Further, the two consumer groups, the Michigan Council for the Blind and Visually Impaired (MCBVI) and the Michigan Chapter of the National Federation of the Blind (NFB of Michigan), provides a statewide conference annually that enables BSBP staff to hear current issues that are pertinent to persons that are blind and visually impaired. Strategy for Goal 6 – BSBP collaborates with the employment community by serving as a resource for providing qualified talent for job openings as well as retention of existing employees who may develop a visual impairment. BSBP consults with employers on matters regarding job accommodations, ADA and technology issues related to blindness. BSBP will encourage consumers to register with Michigan Works! and to utilize the full range of services available. BSBP staff works with Michigan Works!, National Employment Team (NET), employers, and employment fairs to increase the percentage of employment outcomes in order for consumers to market their skills. These activities underscore the efforts of the Bureau to provide services to individuals as well as those that receive services through the Supported Employment program. BSBP's priority is to seek out new opportunities within the community each year and to establish meaningful partnerships with its community partners in order to expand employment outcomes for blind and visually impaired individuals. BSBP consumers continue to receive training that provides them with skills to obtain competitive employment with benefits. \*\*\* BSBP will continue to actively participate in the Governor's Summit on the Employment of People with Disabilities and the prosperity regions local employment initiatives. These goal of these initiatives is to increase hiring of people with disabilities by

participating employers. BSBP will also work with the ADA Coordinator for the State of Michigan to streamline the process for hiring BSBP consumers for state government employment.

BSBP's priority is to develop cooperative working relations with the Office of Service to the Aging (OSA) and the Area Agencies on Aging (AAA) to improve and expand services to seniors and other vocational consumers who are visually impaired. The development of this partnership will expand vocational training opportunities statewide for individuals who are legally blind and ready to enter the world of work. BSBP will continue to collaborate with OSA and AAA to improve referrals and to increase training and employment opportunities. BSBP will continue to focus on minorities, specifically Hispanic/Latinos, African Americans and Native Americans to increase employment outcomes. BSBP continues to collaborate with minority businesses that are located in the community in order to develop relationships that lead to employment opportunities. The objective is to improve the effectiveness of service delivery to minorities. BSBP continues to develop brochures in alternative formats for outreach purposes to unserved and underserved populations. BSBP's managers continue to work closely with staff to design a rehabilitation process that consists of a comprehensive assessment of rehabilitation needs (CARN). Utilizing vocational and interest assessments, the consumer is able to gain an understanding of the correlation between current labor market trends and their chosen vocational objective. This will provide the necessary information needed to create the individualized plan for employment (IPE). The IPE will continue to be jointly developed between the consumer and the BSBP counselor, outlining services to be provided. As outlined for the use of Title I funds, the BSBP provides documents in accessible formats and languages which includes brochures, as well as captions and description on videos and DVD's. BSBP distributes materials for outreach activities to a variety of agencies and organizations to inform them of the types of services that BSBP provides to persons with disabilities and specifically to those who are blind and visually impaired. BSBP collaborates with community partners, as well as rehabilitation agencies, colleges and universities and other training facilities to provide information on assistive technology services. BSBP provides employers with technology assessments for prospective employees and works with employers to determine the appropriate technology that may be necessary for specific job duties. The Bureau utilizes Title I funds to develop and expand business services to establish relationships with employers. Through marketing activities, the Bureau is assisting employers in finding qualified talent to meet their employment needs. The Bureau receives job leads from the National Employment Team to increase opportunities for blind and visually impaired individuals to obtain employment from national companies. The vocational rehabilitation counselors (VRC) are an intricate part of BSBP's rehabilitation process. VRCs also provide employers with an array of services to assist companies in maintaining and retaining qualified employees. The Bureau's staff is working collaboratively with small business owners to assess and assist with employment needs in order that job-ready consumers will be considered for positions within their businesses. BSBP partners with a variety of community organizations to provide work based learning and vocational training, including community based assessments. Through collaboration with DHHS, an agreement will be developed to mitigate gaps in services to persons with mental impairments and developmental disabilities. This agreement emphasizes the need to increase services for supported employment consumers. BSBP's objective is to work with the local CMH's to increase referrals and employment outcomes. The Bureau collaborates with statewide workforce investment system (Michigan Works!) to increase program development that will provide assessments, vocational training and job placement services. BSBP is aware of the importance of partnering with Michigan Works! in order to increase employment opportunities for the population that it serves. The development of these working relationships with Michigan Works! will enable the agency's consumers to utilize their services and their employment search. The purpose of the BSBP Training Center is to provide eligible individuals with the tools necessary to enable them to achieve successful employment outcomes. In addition to its comprehensive course of instruction in the skills of blindness, the Training Center has developed a

powerful curriculum entitled Career Planning (CP) which is completed by every VR consumer who attends the Center. Strategy for Goal 7 – The transition initiative is a top priority of BSBP. BSBP will be a partner in transition by participating in state and local initiatives. BSBP counselors and teachers will be present and participate in transition activities such as the Michigan Transition Services Association (MTSA) conference and the 2020 Federal Youth Transition Plan. It is also necessary to partner with the Department of Education to generate timely referrals of potentially eligible students within local districts who can benefit from VR and/or Youth Low Vision services. BSBP will work to establish an MOU that will clearly define the role of VR and education in the delivery of fully inclusive services. District wide programs and services that are available to students who are not disabled should also be available to students with disabilities. BSBP, through its collaborative efforts with intermediate school districts in various locations of the state, continues to develop transition agreements which include summer transition programs. These agreements, in addition to other local partnerships, will focus on providing PETS activities for transition students as well as potentially eligible students. One of the mechanisms that BSBP utilizes in the transition process is the Youth Low Vision program which provides evaluations and head-borne devices. The Youth Low Vision Program allows staff to identify eligible youth with visual impairments at age 14 to determine eligibility and develop the individual plan for employment (IPE). Another initiative that BSBP is utilizing is transition collaboration with Low Incidence Outreach (LIO) within the Department of Education. The basis for this partnership began with the annual American Printing House (APH) data to identify mutual students who are blind and visually impaired. This collaboration is providing an opportunity to promote working relations between the Bureau, LIO, and the intermediate school districts to increase awareness of transition activities and improve referrals. Yearly, the agency provides several transition programs for students throughout the state. The Bureau continues to explore ways to meet the needs of all transition students who are blind and visually impaired. Increased participation in Project Search is one way BSBP can increase work opportunities for supported employment students. The Bureau will continue to work with the Department of Education, Office of Special Education to improve data sharing regarding the number of ungraded students throughout the state. BSBP transition age youth are actively participating in the Detroit Employment Solutions' year round youth program. One program goal is to carry forward the lessons learned by transition aged youth from their paid work experiences during the summer in employment settings. Strategy for Goal 8 – The VR staff and the Braille and Talking Book library staff collaborate to ensure that consumers are aware of services and how to access the materials in their preferred format. The library will continue to provide audio books and Braille materials. In addition, they will assist in recording materials appropriate for the BEP such as ServSafe. This increased collaboration will provide additional avenues for consumers who are pursuing vocational and secondary training. The library's technology staff provides technical assistance and training in the use of the computer and assistive technology devices for consumers with the latest adaptive technology. These services are provided to individuals who are blind and visually impaired; therefore, Title I funds are used to provide service to this group. BSBP's staff benefits from the working relationship with the library because of its knowledge and experience in regard to the various types of technology that enables BSBP's staff to receive information and training to assist visually impaired and blind individuals. Each year, the library provides approximately eighteen different trainings on a variety of the latest technology equipment that is available for staff, intermediate school districts and eligible blind and visually impaired individuals.

## 2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS.

Consumers are assessed to determine their need and capacities as they relate to assistive technology. The DSU works very closely to determine these specific needs with the consumer and the counselor, thus ensuring that individuals with disabilities are able to access employment opportunities commensurate with their sighted peers.

## 3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM.

BSBP will continue to focus on minorities, specifically Hispanic/Latinos, African Americans and Native Americans to increase employment outcomes. BSBP continues to collaborate with minority businesses that are located in the community in order to develop relationships that lead to employment opportunities. The objective is to improve the effectiveness of service delivery to minorities. BSBP continues to develop brochures in alternative formats for outreach purposes to unserved and underserved populations.

## 4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES).

The DSU facilitates case opening at age 14 for eligible individuals which allows the provision of comprehensive and progressive services such as independent living skills training, work based learning, peer support and advocacy, as well as job readiness and vocational training. Examples of the services provided in the above mentioned categories are the implementation of Skills of Blindness Training throughout the postsecondary program, including but not limited to, opportunities at our training center during summers and continued provision of this training during the school year in order to encourage assimilation of these skills to prepare students for postsecondary experiences. Work-based learning, which has typically been a practice geared toward later secondary education, nearer to completion, is being expanded to assist students in achieving work skills that will allow them to pursue post-secondary training and to provide blind students the opportunity to understand more comprehensively, vocational choices available to them. Career planning services are also being provided earlier in the education process. Again, to facilitate the comprehension and understanding of the options available to students as they prepare for postsecondary transition. The coordination with transition teams within the schools while students are engaged in study to expand education and training assists not only vocational rehabilitation but education in more comprehensively serving students as they work toward graduation and postsecondary transition. The utilization of the resources available to vocational rehabilitation via workforce development is also a focus of this process. The resources available to vocational rehabilitation include tools to assist in the career development process. Examples could be career assessments, interest testing and the opportunity to partner in utilizing those services that are also available to students while in secondary education. Our ability to serve individuals at younger ages strengthens the opportunity for successful outcomes.

## 5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

With the WIOA initiative, the DSU concentrates to partner with community rehabilitation organizations (CRO) to assist in the development of strong relationships that encourage appropriate service to persons with disabilities, specifically blindness, that can result in competitive, integrated employment outcomes. These relationships will also result in the CROs and the DSU having a better and more comprehensive understanding of established goals.

## 6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

The strategy is that the state will work to more effectively understand and utilize WIOA partners and resources that will allow us to effectively measure and report the information being requested as a result of those performance measures. As we know, there are six essential performance measures as noted below: The percentage of participants, who are in unsubsidized employment during the second quarter after exit from the program; The percentage of participants, who are in unsubsidized employment during the fourth quarter after exit from the program; At this time, BSBP has negotiated an agreement with UIA so that we can compare our closure data with second and fourth quarter retention data as reported by UIA. We realize that individuals who are successfully employed in small business or whose company of domain is not in the State of Michigan will need to be tracked using another method such as contacting those individuals to verify employment as UIA does not report employment for companies not in Michigan or for those individuals whose wages are not reported to UIA.

Median earnings of participants, who are in unsubsidized employment during the second quarter after exit from the program; Currently, BSBP is working with our case management system a/k/a Libera, Inc., in order to determine second and fourth quarter retention data for which we will verify median earnings.

The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized post-secondary credential within 1 year from program exit; At this time, BSBP is evaluating existing data within our case management system and working with Libera, Inc. to assist us with a metric to accurately measure this objective.

The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment. BSBP is working with our case management system to refine this metric in order to capture the postsecondary education and training for all BSBP consumers. BSBP is currently educating in college or other vocational programs at least 250 consumers per year, just in community college or university settings.

Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA. Michigan acknowledges that in order to meet the needs of the employer we need to understand those needs. The workforce agencies in Michigan, including VR, have engaged in activities such as round table discussion, Workforce Prosperity Region meetings,

summits and other activities where employers come together to educate the work force agencies about the employers they need in order to assist in making effective placements.

Michigan's hidden talent tour has been a strategy that educates employers and community partners about the abilities of persons with disabilities and a hidden workforce that employers have available to them.

The State of Michigan submitted an executive directive, stating that state departments need to consider hiring individuals who have disabilities. BSBP staff has met with the office of Civil Service and we are currently writing procedure for field staff to refer applicants for consideration via state government for jobs they are qualified for. BSBP VR Division Director has met with directors of human services to discuss the opportunity of hiring individuals who are blind for state positions. A result of that has been that the VR director has been asked to present at the Reasonable Accommodation Committee to share job accommodations for persons who are blind and begin establishing relationships with decision makers on the state level.

These are examples of strategies designed to increase employer engagement and work to establish a duo customer philosophy.

#### 7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

Maintaining one-stop presence, cultivation and generation of memorandums of understanding, promotion of a mutual awareness of the capacities of the DSU and our partners, continued understanding of the requirements of WIOA with our state and local partners.

#### 8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

##### A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

Evaluate the needs assessment to help us design our course in continuing to serve appropriately the areas that we do well and address the needs of those areas that need to improve, such as reaching out to unserved and underserved populations, by way of utilizing partnerships with CROs and having presence in communities where our services are needed.

##### B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Yes. Innovation and Expansion Activities: Michigan Council of Rehabilitation Services (MCRS) contribution amount is \$58,245.00.

##### C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

The DSU provides community education and support both on a state and local level to assist potential employers in understanding the opportunities of a hidden workforce.



## P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

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Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

### A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Goal 1 – BSBP has established a goal to monitor, through data collection over the next three years, the successful completion of VR program/services for African Americans. The Comprehensive Statewide Needs Assessment has identified the need to increase eligibility of African Americans who are referred for vocational rehabilitation services.

Strategy and achievement: In 2014, BSBP had 144 African American applicants and 105 were determined eligible for services. In 2015, BSBP had 155 African American applicants and 120 were determined eligible for services. BSBP utilizes existing knowledge regarding motivational interviewing. Although BSBP had intended to revisit motivational interviewing skill building, as a result of the dissolving of the previously existing TACE centers, we were not able to do this. However, as noted from the data above, BSBP has seen an increase in service to individuals who are African American in the past two years. This is a result of a commitment to reach out to this population, knowing and understanding the need to serve this historically underserved population.

Goal 2 - BSBP will expand minority outreach efforts by establishing town hall meetings and informational sessions with each group. BSBP will monitor the activities to determine if the methods are producing new referrals. BSBP is aware of the need to channel resources in the area of underserved populations. BSBP's strategic plan emphasizes the need to increase rehabilitation services to Latino/Hispanic Americans, African Americans, Native Americans, Arab Americans and Hmong populations.

Strategy and achievement: The data indicates that there has been an increase in referral and eligibility of consumers who are African American, Asian, Pacific Islander and Hispanic, which correlates with the concentrated effort of BSBP through community outreach and awareness. However, we still note a decline in our service to individuals who are Native American and understand the need for increased community awareness of this population regarding our services. We do participate in events coordinated with the 121 Project as well as community health fairs and other events in the Native American culture around the state of Michigan.

Goal 3 - The Bureau will develop relationships with community rehabilitation organizations, mental health agencies with emphasis on individuals with mental illness, housing authority, local centers for independent living (CIL), and transportation sources to assist in providing expanded services for consumers. Each region will continue to collaborate with community mental health agencies to enhance relationships that may result in appropriate referrals as well as to continue to expand opportunities with local and statewide rehabilitation agencies. BSBP will continue to communicate with local CMH's in regard to the statewide agreement to encourage collaboration and cooperation.



Strategy and achievement: BSBP is coordinating with the Department of Health and Human Services to develop a Memorandum of Understanding that will guide the process of facilitating referrals from local community mental health organizations to BSBP. Unfortunately, many funding cuts have limited the mental health services to consumers and therefore, have resulted in less opportunity for referrals. However, BSBP continues to pursue serving consumers by networking with local CMH organizations. Counselors are participating on committees that share job leads, Project Search committees and IEPs where consumers can be receiving both mental health and VR services. BSBP also refers and facilitates eligibility determination by CMH when consumers are being served by BSBP and we feel can also benefit from mental health services, but are not receiving them.

Goal 4 – BSBP's goal is to continue to work with its technology vendors to make sure that staff and consumers are familiar with new and emerging technologies and their applications. The Bureau provides staff with opportunities to gain additional technology skills throughout the year in a variety of training venues; such as webinars and virtual classroom training. Staff also receives training on the latest adaptive and/or technology equipment.

Strategy and achievement: BSBP provides a yearly workshop available to all staff that provides hands on demonstration and tools to assist in navigating the latest adaptive technology. BSBP co-sponsors a Visions event that provides opportunity for vendors to promote their products to staff and consumers for the purpose of providing hands on experience with the latest technology. Webinars and online tutorials such as those offered by Hadley School for the Blind are also available to staff and consumers to enhance skill development. The BSBPTC has a technology team that also provides in-service training to staff and at times community partners in order to assist them in acquiring and updating their skills. The training center provides comprehensive technology training to consumers who are part of the personal adjustment programs in order to prepare them for vocational training and/or placement. This goal will remain constant as the need for knowledge regarding technology only continues to be a need for BSBP in order to facilitate the education and placement of blind consumers.

Goal 5 - BSBP will continue to provide its professional staff opportunities to further their knowledge in the field of rehabilitation and blindness. BSBP is committed to ensuring that all counselors have the additional knowledge and skills in working with blind and visually impaired individuals.

Strategy and achievement: BSBP promotes professional development as a part of our culture. BSBP encourages staff participation in the state rehabilitation conference each year, a typical attendance is between 30 and 40. BSBP also encourages staff participation in the AER conference and typically has at least 12 staff attending. Currently, we have two staff participating in the Blindness and Low Vision Program at Mississippi State University. Staff also attend Michigan Works! conferences and Workforce Development Board meetings. BSBP administrators attend both and CSAVR and NCSAB; staff regularly participate in webinars relating to WIOA, ticket to work and several others.

A statewide staff meeting is held each year with staff being provided the opportunity to focus on team building, cultural diversity and bureau practices. BSBP is also holding monthly meetings with BSBP VR staff to discuss policy changes, procedural changes and WIOA implementation. BSBP managers hold monthly meetings to educate and engage management staff in bureau practices, procedures and facilitation of new legislation such as WIOA.

Goal 6 - The BSBP goal is to increase competitive employment opportunities for individuals with visual impairment and blindness by utilizing its Business Services staff. BSBP, through its

collaboration with community partners and employers, has established a goal to rehabilitate 163 consumers with competitive outcomes.

Strategy and achievement: In FY15, BSBP rehabilitated 181 consumers. BSBP counselors assume as part of their duties, a business service approach. By connecting with employers and learning about their needs and coupling them with the skills and abilities of consumers, successful placements have been made. BSBP has also incorporated a staff person whose skill set can assist with the development of small business with consumers. This is a very effective practice, especially for consumers living in rural areas where transportation and opportunities for community based employment are limited. This resource assists staff and consumers in determining the viability of a small business and the provision of business counseling to assist both staff and consumers in the processes of developing a small business.

Goal 7 – BSBP will identify transitioning youth and work to serve individuals age 14 to 26 years old. BSBP collaborates with the Michigan Department of Education’s Low Incidence Outreach (LIO) program and Intermediate School Districts (ISD) to provide information regarding transition services.

Strategy and achievement: BSBP routinely opens and serves eligible individuals who are age 14 years and older. BSBP utilizes the APH student count information provided by LIO in order to identify transition students. BSBP regularly communicates with and utilizes the services of Low Incidence Outreach. The VR manager meets with the coordinator of LIO to discuss best practice options and how BSBP can effectively continue to work with LIO via the Department of Education. LIO provides technology training to transition youth during summer programs that BSBP coordinates, as well as during the school year.

Goal 8 - The VR staff and the library staff collaborate to ensure that consumers are aware of the services and how to access the materials in their preferred format. This increased collaboration will provide additional avenues for consumers who are pursuing vocational and secondary training.

Strategy and achievement: BSBP educates most, if not all, consumers about Library services and assists those consumers in completing the necessary documentation to become a library patron. This documentation includes the acquisition of the mode of communication which means that VR staff can crosscheck data in the case management system with what is reported to the library to ensure that the information is as accurate as possible.

## **B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.**

The challenges that the DSU continues to struggle with are community and societal acceptance and understanding of persons with disabilities, specifically blind and visually impaired persons, and their talents. The availability of employment opportunities in both state and local environments as well as the need for follow along supports when placements are made. Another challenge is assisting consumers in the belief in their own skills and abilities.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

The goals submitted and approved in the state plan for FY2015 combined the VR and Supported Employment goals and strategies to achieve them. Therefore, the responses to those goals. Please see p.1.A above. The goals for 2017 through 2020 have been refined to include the differences in these programs.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

The challenges that the DSU continues to struggle with are community and societal acceptance and understanding of persons with disabilities, specifically blind and visually impaired persons, and their talents. The availability of employment opportunities in both state and local environments as well as the need for follow along supports when placements are made. Another challenge is assisting consumers in the belief in their own skills and abilities.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

This DSU aware of the performance objectives and will be working to put measures in place so that we can effectively respond to them.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

Innovation and Expansion Activities: Michigan Council of Rehabilitation Services (MCRS) contribution amount is \$58,245.00.

## Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

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Include the following:

### 1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Quality services to supported employment services requires a commitment to identifying and addressing the needs of the persons being served. Blindness specific training allows BSBP to identify the skills of blindness training needed. Knowledge of other disabilities is also needed to know what services are needed to address those challenges. Quality service requires that we be able to acknowledge all disabilities the individual is managing and address them using the specialized training BSBP staff possess. Partnering with community resources such as CMH is necessary to develop a plan to address the needs presented by additional disabilities.

BSBP realizes that serving the whole individual is the best way to ensure that the best rehabilitation plans are designed.

The scope of service can range from skills of blindness training to work based learning experiences, including informational interviews, job shadows and hands on work experiences. These experiences serve to demonstrate the best way to assist a consumer in understanding their skills and abilities and also demonstrating to employers the consumer's capabilities.

BSBP partners with CROs such as mental health to determine the follow along needs of the consumer, including paid and natural supports.

VR needs to remain a part of this process until the consumer and the follow along supports are in place and the placement is solid before exiting service provision.

BSBP is very experienced at serving the most severely disabled individuals, as most of our population meets that criteria.

WIOA legislation requires that youth be considered significantly. Intervention that is early in the education process, i.e., 14 years and older is essential. Working with families, service providers and education staff to encourage a belief that youth and students who have significant disabilities can work and helping them to understand the opportunities as well as the limitations they face is a very large part of this process. Every consumer is worthy of a wage commensurate to their peers. That is a commitment of this Bureau for youth and all other SE consumers we serve. BSBP is aware that 50% of the Federal funds allotted for SE must be spent on youth with 10% of those funds being matched by non-Federal dollars.

### 2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

The DSU will work in tandem with systems that support the needs of the individual in order to make decisions regarding transition to extended service. Contributing factors could be, but are not limited to, the type of employment, the supports required to ensure the success of the employment outcome, the skills and abilities of the individual, and the availability of the follow along support in the individual's community.

This means that BSBP will need to be part of the team working with the individual to provide professional guidance to the process. When the individual has demonstrated that they are able to successfully participate in work based learning activities that have led to employment and the level of support needed to assist the individual in maintaining employment has been determined and a plan for providing those services has been developed, the move toward transition to extended services can occur.

## CERTIFICATIONS

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Name of designated State agency or designated State unit, as appropriate **Bureau of Services for Blind Persons**

Name of designated State agency **Michigan Department of Licensing and Regulatory Affairs**

Full Name of Authorized Representative: **Edward F. Rodgers II**

Title of Authorized Representative: **Bureau Director**

States must provide written and signed certifications that:

1. The **designated State agency or designated State unit (as appropriate) listed above** is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA\*, and its supplement under title VI of the Rehabilitation Act.\*\* Yes
2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the **designated State agency listed above** agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; No
3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;\*\* Yes
4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes
6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes
7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

## FOOTNOTES

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### Certification 1 Footnotes

\* Public Law 113-128.

\*\* Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

### Certification 2 Footnotes

\* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\*\* No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

\*\*\* Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

### Certification 3 Footnotes

\* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

\*\* Applicable regulations, in part, include the citations in \*\*\* under Certification 2 footnotes

## ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

## CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

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Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization    **Michigan Bureau of Services for Blind Persons**

Full Name of Authorized Representative:    **Edward F. Rodgers, II**

Title of Authorized Representative:    **Bureau Director**



SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>). If applicable, please print, sign, and email to MAT\_OCTAE@ed.gov

## CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

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Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

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### STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Applicant's Organization    **Bureau of Services for Blind Persons**

Full Name of Authorized Representative:    **Edward F. Rodgers, II**

Title of Authorized Representative:    **Bureau Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)  
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

## ASSURANCES

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The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:**The State Plan must provide assurances that:**

### 1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

### 2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

### 3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-

FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds **Yes**

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: **Yes**

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **Yes**

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above **Yes**

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14) OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

- I. HAS DEVELOPED AND WILL IMPLEMENT,
  - A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND
  - B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION

SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

- I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT
- II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

## VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

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States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.\* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on [www.regulations.gov](http://www.regulations.gov) for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at <http://www.regulations.gov> by selecting Docket ID number ETA-2015-0006.

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\* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.



## APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

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Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions: Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

**TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	67.00	80.00	67.00	80.00
Dislocated Workers	78.00	85.00	78.00	85.00
Youth	61.00	64.00	61.00	64.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	44.00	64.00	44.00	64.00
Vocational Rehabilitation</	0.00	Baseline	0.00	Baseline

User remarks on Table 1

**TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	67.00	73.00	67.00	73.00
Dislocated Workers	69.00	80.00	69.00	80.00
Youth	58.00	70.00	58.00	70.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	53.00	64.00	53.00	64.00
Vocational Rehabilitation	0.00	Baseline	0.00	Baseline

User remarks on Table 2

**TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	6,108.00	6,108.00	6,108.00	6,108.00
Dislocated Workers	6,532.00	7,000.00	6,532.00	7,000.00
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	4,441.00	5,000.00	4,441.00	5,000.00
Vocational Rehabilitation	0.00	Baseline	0.00	Baseline

User remarks on Table 3

**TABLE 4. CREDENTIAL ATTAINMENT RATE**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	45.00	50.00	45.00	50.00
Dislocated Workers	44.00	58.00	44.00	58.00
Youth	50.00	50.00	50.00	50.00
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

**TABLE 5. MEASUREABLE SKILL GAINS**

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	30.00	41.00	30.00	42.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

Updated negotiated levels for PY 2016 and PY 2017.

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TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

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Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

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TABLE 7. COMBINED FEDERAL PARTNER MEASURES

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Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

User remarks on Table 7



## APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

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### Appendix II: Stakeholder Engagement

Per Section 616.130(c), the State has provided an opportunity to the following stakeholders for public comment on, and input into, the development of the Unified State Plan:

- Local Workforce Development Boards
- Chief Elected Officials
- Businesses
- Labor Organizations
- Community Based Organizations
- Adult Education Providers
- Institutions of Higher Education
- Workforce Development Providers
- Youth Education Providers
- Disability Service Entities Youth Serving Programs
- The General Public including individuals with Disabilities
- Other Stakeholders with an interest in the services provided under the core programs including:
  - o Interagency Migrant Resource Council
  - o Other State Departments including the Departments of Agriculture, Corrections, Education, Health and Human Services, Licensing and Regulatory Affairs, and the Unemployment Insurance Agency.

The plan was posted on the following Web sites:

- The Workforce Development Agency's website at: <http://michigan.gov/wda/0,5303,7-304-64178-00.html>
- Michigan Rehabilitation Services at: [http://www.michigan.gov/mdhhs/0,5885,7-339-73971\\_25392-00.html](http://www.michigan.gov/mdhhs/0,5885,7-339-73971_25392-00.html)

In addition to the posting on our State websites, the Michigan Council for Rehabilitation Services posted the announcement on their website at [www.mcrs.org](http://www.mcrs.org).

In an effort to make the process as inclusive as possible, we requested that stakeholders share the availability of the public comment opportunity with other key stakeholders within their local referral networks.

### Appendix III Public Comments and Responses

Comment/Question: C/Q

Response to Comment: R

C/Q: “Michigan’s unemployment rates in 2013 were inversely related to education level.” When I read this line, I thought it mean the lower the education level, the lower the unemployment rate, which is a true inverse, or opposite, from what would be expected i.e. – lower education levels typically result in higher unemployment rates. I would suggest for consideration something like: “Michigan’s unemployment rates in 2013 show a direct correlation to education level.”

R: The sentence has been reworded as follows. “In general, unemployment declines as educational attainment increases, and Michigan is no exception. In 2013, individuals with a less than a high school graduate level of education had the highest jobless rate at 19.3 percent.”

C/Q: In light of the onerous requirements which mandate that any career skills program must be able to guarantee a job with living wage to every student who completes the program, we have stopped exploring the possibility of incorporating such a program into our Adult Education. Since no one can possibly meet those requirements, it seems likely that our lower-level students will soon not be able to find any Nurse’s Assistant training programs in the area. While the idea of coordinating educational efforts sounds admirable, multiple studies have proven that bigger is not better (see the Gates Foundation’s research on small schools, as one example). It seems like all this bill currently does is add more layers of administrative and bureaucratic expense and reduce the number of options for students. How is that helping our vulnerable population?

R: The intent of career pathway programs and the Workforce Innovation and Opportunity Act (WIOA) overall is to increase access to employment, education, training, and support services for individuals, particularly those with barriers to employment, and to the services they need to succeed in the labor market. All core programs are held to the performance measures, which include employment in the second and fourth quarters after exit and median earnings. However, each state negotiates with the federal agencies the benchmarks or percentage that the state must meet. It is not expected or required that all participants meet the stated performance measures, but programs overall are required to meet or exceed the negotiated benchmark to ensure quality programming that meets the intent of the legislation. The goal is that better integration of programs within the one-stop system and utilizing a regional career pathway strategy with the WIOA and community partners will address participant issues such as barriers to employment, support services, and finding family sustaining employment.

C/Q: The plan states that “Adult Education will provide the following critical services and activities to support adult learners with the goal of improving access to education and training opportunities as well as employment.”

A crucial service that should be provided to all adult learners is Career Planning. In order for them to improve access to postsecondary education, training and employment for self-sufficient, career

goals should be a basic part of adult learners' educational plan. Collaboration with a Michigan Works! Agency can play a key in providing this service.

R: We agree with this comment and expect career planning services to be done in collaboration with multiple partners as part of the career pathway. Quality career planning is a requirement for adult education providers.

C/Q: Within the Section about skills, gaps, the third bullet on the page: "Increasing collaboration between Adult Education, postsecondary education, and Michigan Works!" should include

Michigan Rehabilitation Services in this list of collaborations. The WIOA law identifies them as a key partner. Many of Adult Education's low level learners could greatly benefit from this collaboration, especially if it was encouraged on a state level. There are many resources available in postsecondary institutions for adults with learning disabilities. They cannot gain access to these services without an official diagnosis which is out of cost range for these participants and adult education providers. Encouraging Michigan Rehabilitation Services to provide these evaluations would go far in helping our adult learners meet their postsecondary education and training goals.

R: We agree with this comment and added Michigan Rehabilitation Services as required partners.

C/Q: The Statement – "Expand access to career and technical education type training for rural and other students who currently do not have access to secondary career and technical education programs" – Could the language clarify that this would also include adult education students? The Muskegon pilot is identifying this process. Locally, we had the option to do this but encouragement on a state level to open access to adults who have not completed this secondary education would open more affordable training for our adult education students.

R: No modification to the plan was made, based on this comment. The intent of this bullet is to include adult education students.

C/Q: The Statement – "The Office of Adult Education will target programs for technical assistance that fail to meet state performance benchmarks" – What does this mean? There are several benchmarks. Does this statement mean that programs must meet every single benchmark for two years or their funding will be eliminated?"

R: Programs that do not meet one or more of the negotiated benchmarks will be targeted for technical assistance. Providers that fail to meet the performance benchmarks for two consecutive years may have funding reduced or eliminated.

More guidance will be provided once the final regulations are released and the performance measures are clearly defined.

C/Q: The statement – "As the changing economy presents even greater challenges to job seekers, adult learners and dislocated workers need a streamlined system that helps them move from basic skills training to relevant credentials and into good jobs. To ensure our state prospers in the changing economy, the Office of Adult Education will require Adult Education services to be delivered through career pathways as a critical step in meeting this goal." – The term "require" in the statement "...the Office of Adult Education will REQUIRE Adult Education services to be delivered through career pathways as a critical step in meeting this goal" may not be appropriately used and could lead to misinterpretation.

Career pathways is an intricate process requiring a great deal of high level of collaboration, cooperation, and planning with several entities who have in the past dealt in a heavily siloed system. In a state with decentralized Adult Education and postsecondary systems and Michigan Works! Agency services delivered by contracted entities this collaboration will take an extraordinary amount of study, planning, and coordination to yield fruitful pathways. To require all Adult Education services to be delivered through this one method is unreasonable. I believe in the Career Pathways system and feel that it is a wonderful concept to help our participants achieve self-sufficiency. That being said, I do not believe that one process (career pathways) is enough to meet all the various needs of our learners. I would change the statement to:

“To ensure our state prospers in the changing economy, the Office of Adult Education will encourage Adult Education services to incorporate career pathways into their service delivery as a critical step in meeting this goal. Special consideration will be given to programs building strong career pathways.”

R: The suggested modification was accepted and made as requested.

C/Q: The statement – “The Office of Adult Education will require eligible providers to identify regional employer needs through employer engagement, labor market information and / or real-time data.”

The general push in the new WIOA law is to share resources and eliminate duplication of services and encourage collaboration. The task of employer engagement is definitely a Michigan Works! service. They have the labor market information and have access to the real-time data. Why would the Office of Adult Education require eligible providers with limited resources to take on this task? This statement should be changed to reflect a collaborative approach to incorporating this information when building educational services. Open communication between these two entities would yield much more productive results.

R: We agree with the comment and the Plan was modified accordingly.

C/Q: The statement – “Michigan Works! Agencies are required to administer one of the following assessments: ...” – Adult Education services include administration of these assessments and are geared to provide immediate and individualized remediation. It is a place where collaboration between Michigan Works! and Adult Education could be identified and developed. I believe there are several programs that are already collaborating and providing these services.

R: No modification to the plan based on this comment.

C/Q: Overall, this document does not provide a clear plan to create the tactics needed to reach goals. There seem to be many committees and workgroups identified, but no real plan of action or steps.

R: Comment noted. No modifications to the plan based on this comment.

C/Q: Most importantly, this plan does not acknowledge or address the fact that, according to the 2013 study by the Organization for Economic Co-operation Development (OECD), the ratio of adults in Michigan who have literacy skills (math and reading) too low to participate in programs as you have outlined in one in three, with rates in major urban and remote rural areas even higher. This is double the national ration of one in six. Yet this plan ignores this very large portion – over 30% – of Michigan’s adult population.

R: As stated in the Plan, the Office of Adult Education will ensure that Adult Education and Family Literacy Act (AEFLA) is administered in a manner that maintains the intent of the law, which is to provide access to educational services for adult learners through the one-stop delivery system, particularly for those with barriers to employment, such as low literacy levels. Performance benchmarks will be negotiated to the extent possible to take into account the percentage of low level learners served in adult basic education and English language acquisition programs.

C/Q: This plan does not recognize many individuals with GEDs and high school diplomas, particularly when acquired before the implementation of common core, who still have low literacy skills and will require basic education before qualifying for these employment programs.

R: The following section has been added:

“State policy will be modified to allow for remediation for adults who have a high school diploma but do not have the education level of a high school graduate. Adult education service providers have advocated for this change based on the significant number of adults that walk thru their doors that in the extreme example cannot even read their own diploma. Many adults over time have lost some of the skills once learned in high school, where as some adults never mastered the content and graduated because of social promotion.”

C/Q: This plan does not provide for those who do not have a GED but are otherwise eligible for employment programs. A provision is needed that offers employment for these individuals while they prepare for GED tests.

For employment that requires a GED, consideration must also be given for the increase in both difficulty of the test (changed in 2014) and the cost. For low literacy skilled adults, this has added six to eighteen months of test preparation time to qualify for workforce programs as outlined in this plan.

R: No modification was made to the plan based on this comment.

C/Q: Without inclusion of adult basic education and English Language programs, employers will not be able to fill current or future positions with current Michigan residents. Specifically:

- The Title II section dedicated to Adult Education has no plan to improve basic skills for individuals who currently cannot qualify for these workforce programs.
- Title II fails to define “Family Literacy” and has no metrics associated with this goal, even though studies show the literacy level of parents has great impact on their children’s educational outcomes.
- Most areas of the full plan, including assisting those with disabilities and the incarcerated population, will also be faced with large numbers of individuals who have low basic skills.

R: WIOA requires collaboration between the core programs at all levels – federal, state, and local. Individuals that do not have the basic skills to successfully participate in a workforce program should be referred to a local adult education provider for education services.

Family Literacy is defined in Title II, Section 203 (Definitions) of the Workforce Innovation and Opportunity Act (WIOA). WIOA has identified six common performance metrics across all core programs; there are not separate metrics for each program.

R: No modifications were made to the plan based on this comment.

C/Q: Non-governmental organizations are, and have been, working with this population for years and partner with many employment organizations and colleges to prepare individuals for employment and training, yet they are not mentioned or included as partners or resources in this plan. Under the plan as drafted, these agencies will be asked to increase their programs and services to meet the demand created by this plan and therefore, Reading Works strongly urges they be included in both the planning process and sharing of resources available to meet the WIOA goals.

R: The plan was modified based on this comment. Literacy councils and community organizations with a proven track record of working with and advancing the lowest level learners should be at the regional planning table.

C/Q: Recently, the Workforce Development Agency eliminated their Agricultural Employment Services Unit and decided to contract for these services with local Michigan Works! Agencies. This amounts to an enormous change to how the State will provide agricultural outreach services to farmworkers. Nowhere does the Agricultural Outreach Plan address the change or identify how assurances will be met. According to this page, the Workforce Development Agency must comply with requirements in 20CFR 653.111 which include that the Agricultural Outreach staff be "representative of the racial and ethnic characteristics in the work force." Also, the Workforce Development Agency is required to assure that "State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with the Department of Labor regulations."

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-based employees of the Workforce Development Agency.

C/Q: There is a need to provide current migrant statistics. Data provided was for Program Year 2014 when Program Year 2015 should be readily available.

R: A program year runs from July 1 through June 30. The information provided is for Program Year 2014, which runs from July 1 2014 through June 30, 2015. Therefore, Program Year 2014 is the most recent information that is available.

C/Q: Several Interagency Migrant Services Committee (IMSC) members mentioned that the list of partnering agencies were incorrect and incomplete with others suggesting that it include contact information.

R: Required partners at the State level include Telamon (National Farmworker Jobs Program, Section 167 grantee, and the Michigan Department of Health and Human Services and the Michigan Department of Agriculture and Rural Development. The list of partnering agencies includes, but is not limited to the agencies that were identified. Contact information will not be provided.

C/Q: The web portal, needs to provide information in Spanish, given the large number of farmworkers with limited English proficiency.

R: Michigan Works! Agencies are required to provide information in Spanish, as well as in other languages to individuals with limited English proficiency.

C/Q: Key stakeholders were not included in the development of this plan. Many of the Interagency Migrant Services Committee (IMSC) represent migrant service providers, including Telamon – National Farmworker Jobs Program, the Department of Health and Human Services, Michigan State University, and the Farm Bureau that actively work with the Workforce Development Agency, but none had been part of the development of the Agricultural Outreach Plan. To address this deficiency as well as other concerns already identified, the IMSC requests that those responsible for creating and overseeing the Agricultural Outreach Plan meet with our Policy and Advocacy subcommittee so that we could review and provide adequate feedback on the plan.

R: The public comment period provides the opportunity for stakeholders' input into the development of the State Unified Plan. All comments received during the public comment period are taken into consideration and changes to the plan, resulting from comments received, may be made as appropriate.

C/Q: We recognized the need for reorganization of the Michigan Agricultural Employment Specialists in light of budget realities and the changing demographics of the domestic workforce.

R: No change to the plan in response to this comment is required.

C/Q: The limited resources available should be focused on direct employment goals, with metrics related to jobs filled for employers and job opportunities provided to employees.

R: In addition to the performance goals for core programs, there are several service level indicators of performance that are federally mandated, including indicators related to employment.

The following service level indicators of performance related to employment include:

- The percentage of Migrant and Seasonal Farmworkers placed into a job;
- The percentage of Migrant and Seasonal Farmworkers placed into a job with a wage exceeding the federal minimum wage by at least 50 cents/hour; and
- The percentage of Migrant and Seasonal Farmworkers placed in long-term (150 days or more minimum) in a non-agricultural job.

Equity indicators related to employment include:

- The number of Migrant and Seasonal Farmworkers referred to jobs;
- The number of Migrant and Seasonal Farmworkers provided career guidance; and
- The number of Migrant and Seasonal Farmworkers provided job development contacts.

C/Q: The resources allocated to worker outreach for the extension of services should be considered ancillary or an important, but secondary role to the efforts devoted to securing gainful employment for unemployed/underemployed workers.

R: The Federal Regulations at 20 CFR 653.107 require each state to operate an outreach program in order to locate and to contact Migrant and Seasonal Farm Workers who are not being reached by the normal intake activities conducted by the local offices.

C/Q: Food and agriculture is the second largest industry in the state and those involved, whether prospective employees or employers seeking workers, should have the same access to the benefits of modern communication tools, such as Pure Michigan Talent Connect and be treated no different than other industries involved in the employment process.

R: We agree with your comment. Migrant and Seasonal Farmworkers are encouraged to place their profiles on the Pure Michigan Talent Connect. Both growers and Migrant and Seasonal Farmworkers are using the labor exchange services. Additionally, local Michigan Works! Agencies employ staff to provide business services to all employers, including growers. No change to the plan in response to this comment is required

C/Q: Domestic workforce promotion and recruitment should be directed to all agriculture and agricultural job opportunities, including the filling of full-time farm, as well as food and agribusiness jobs.

R: We agree with your comment. No change to the plan in response to this comment is required

C/Q: On April 27, 2015 ETA published Training and Guidance Letter No. 13-13 "Instructions and Planning Guidance for the Agricultural Outreach Plans" which required that WDA assure that "state agency merit-based public employees provide W-P Act-funded labor exchange activities in accordance with DOL regulations." The stipulation that only State merit staff may provide these federally funded services to Migrant Seasonal Farm Workers is a requirement of ETA found at 20 CFR 652.215, and was reiterated in the settlement agreed to by ETA and then then Michigan Jobs Commission in resolution of Michigan v. Herman, 81 F.Supp. 2nd 840 (W.Dist.Mich.1998). [See also <https://www.law.cornell.edu/cfr/text/20/652.215>]

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-based employees of the Workforce Development Agency.

C/Q: At the November 2015 meeting of the IMSC, the members were notified of an email communication from WDA officials advising of the "Transition of the Agricultural Employment Services Program" to the private Michigan Works! Agencies, which involves transferring the current State-merited outreach staff together with an undisclosed amount of Wagner-Peyser funding. Despite repeated requests, no WDA official has formally communicated, either personally or in writing, with the Interagency Migrant Services Committee (IMSC) to advise its member agencies of its plans regarding this transition which was effective on or about December 4, 2015

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-based employees of the Workforce Development Agency. No funding will be transferred to the Michigan Works! Agencies for Program Year 2016 to operate the Migrant and Seasonal Outreach Program. The Workforce Development Agency will continue to operate and fund the Migrant and Seasonal Farm Worker Outreach Program at a level that will support vigorous outreach to Migrant and Seasonal Farm Workers in those areas with significant offices.



C/Q: On December 21, 2015, the IMSC was notified of the existence of the AOP for PY 16 and offered the opportunity to comment as follows: “Per the Workforce Innovation and Opportunity Act (WIOA) Notice of Proposed Rulemaking 20 CFR Section 676.130(c), the State of Michigan is providing an opportunity for public comment on, and input into, the development of the State’s Unified Plan prior to its submission to the U.S. Department of Labor.” However, this “offer to comment” is hollow and disingenuous given that the 16–pages devoted to the “Wagner–Peyster Act Program (Employment Service)” is devoid of any mention or explanation of WDA’s intended transfer of the Migrant Seasonal Farm Worker outreach program to the private Michigan Works! Agencies.

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit–based employees of the Workforce Development Agency.

Currently, the State of Michigan contains 16 Michigan Works! Agencies functioning within 10 Prosperity Regions. Each Michigan Works! Agency operates as one of the following types of legal entities: PA 7, PA 8, Special Purpose local unit of government, School District, Intermediate School District, or Community College.

These private–public partnerships are governed by local Workforce Development Boards. The local Workforce Development Boards consist of the following types of representation who are appointed by the local Chief Elected Official. The Chief Elected Official also has the final signature authority on all expenditures authorized by the Board.

A majority of the Workforce Development Board (51 percent minimum) are the Business Sector. Not less than 20 percent of the Workforce Development Board shall consist of members from local labor organizations, apprenticeship programs, community–based or youth organizations.

One member each will be from the following groups:

Adult Education/Literacy providers,

Higher Education which includes universities and community colleges,

Economic Development organizations,

An appropriate representative of the programs carried out under Title I of the Rehabilitation Act of 1973 serving the local area.

C/Q: On behalf of our eligible Migrant Seasonal Farm Worker clients, we are particularly concerned that there are no provisions in the Plan specifically how the Workforce Development Agency will ensure and oversee the Wagner–Peyster funded services proposed to be carried out by this private entity.

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit–based employees of the Workforce Development Agency.

The Workforce Development Agency will manage the Migrant and Seasonal Outreach Program and directly supervise the Agricultural Employment Specialists.

C/Q: In the past, all Agricultural Employment Specialist (AES) outreach workers were directly accountable to Workforce Development Agency and its federal mandates as state employees. The new positions will no longer have this linkage of accountability and there are unanswered questions concerning how the AES staff will be held accountable to the federal dictates for the provision of services to Migrant Seasonal Farm Workers (20 CFR Part 653) if the outreach workers are themselves not state employees. It is a total abdication of the State of Michigan's responsibility as a Wagner-Peyser grantee to omit from its Program Year 2016 Agricultural Outreach Plan any mention of its plan to transfer the Migrant Seasonal Farm Worker Outreach Program. As the draft Plan stands currently, in addition to being silent as to the elements of the current transfer, the Plan does not reveal how the Workforce Development Agency will ensure that the local Michigan Works! Agencies timely hire AES outreach staff with the crucial Migrant Seasonal Farm Worker backgrounds and competencies to serve clients with limited English proficiency. Additionally, no specifications are given in the Plan as to how the State of Michigan will ensure "a full range of services" remains available for all migrant and seasonal farmworkers statewide.

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-based employees of the Workforce Development Agency.

Michigan Works! Agencies local merit staff have been responsible for the delivery of Wagner-Peyser Employment Services, and providing Migrant and Seasonal Farm Workers who visit the local One-Stop offices, equal access and the full range of services, while remaining considerate and sensitive to the preferences, needs, and skills of the Migrant and Seasonal Farm Worker since 1998.

The Workforce Development Agency provides the Michigan Works! Agencies with training, technical assistance, monitoring, and when necessary, requires corrective action for those state and federally funded programs administered at the local level.

The Agricultural Employment Specialists are the only staff that are State merit-based employees and their main function is conducting outreach. Outreach is a tool to bring Migrant and Seasonal Farm Workers into the local office so they can receive equal access to the full range of services at the local Michigan Works! One-Stop offices. During an outreach contact an Agricultural Employment Specialist encourages the Migrant and Seasonal Farm Worker to visit the local One-Stop office in order to receive the full range of employment and training services. The main goal of the outreach contact is to invite the Migrant Seasonal Farm Worker to visit the local office to receive the full range of services. If the Migrant and Seasonal Farm Worker is unable or unwilling to visit the local One-Stop office, the Agricultural Employment Specialist will provide as much service as possible in the field.

The Workforce Development Agency will continue to require applicants for Agricultural Employment Specialist positions to have the same skill sets as they have in the past. The Workforce Development Agency will follow the regulations at 20 CFR 653.100(h) when hiring outreach staff.

"For purposes of hiring and assigning staff to outreach duties. State agencies shall seek, through merit system procedures, qualified candidates:

- (1) Who are from Migrant and Seasonal Farmworker (MSFW) backgrounds, and/or
- (2) Who speak Spanish, and/or

(3) Who are racially or ethnically representative of the MSFWs in the service delivery area."

C/Q: In recent years, the Workforce Development Agency has employed as many as 18 Migrant Seasonal Farm Worker outreach workers in strategically-located offices across the state. Pursuant to the Five-Year Strategic State Workforce Investment Plan (2012–2016), sufficient funding has been allocated for the 17 full-time Agricultural Employment Specialist (AES) and two management positions. In contrast, the Agricultural Outreach Plan (AOP) for Program Year 2016 lists only 12 full-time AES positions without specifying the budgetary basis for supporting this drastic reduction in staff or how this reduction would comply with Employment and Training Administration (ETA) regulations requiring equal access, let alone how this could possibly benefit Michigan's Migrant Seasonal Farm Worker population. Taking into account where these AES workers would be located according to the Plan, it seems they will be placed in counties and areas which would render them unable to serve all known Migrant Seasonal Farm Workers equally.

R: As the economy gets stronger and the unemployment rate declines the Wagner–Peyser grant is reduced. Every year Michigan has seen a decline in Wagner–Peyser funding. Likewise, employment–service staffing positions have been eliminated. To buffer the effects of the decrease in staffing positions the Workforce Development Agency has employed several measures utilizing technology that makes the State merit–based Agricultural Employment Specialist more efficient when executing their duties. Because of the efficiencies achieved the Agricultural Employment Specialist is able to cover a greater area.

The Migrant and Seasonal Farm Worker (MSFW) Outreach Program operates from those local offices that have been declared significant Migrant and Seasonal Farm Worker locations by the United States Department of Labor–Employment and Training Administration. Michigan has always operated additional offices deemed significant by the State. It would be impossible to try to locate and contact every Migrant and Seasonal Farm Worker in the state, nor is this a requirement. The object is to make vigorous outreach efforts to penetrate the farm worker community and contact large numbers of MSFWs.

All local One–Stop offices, whether or not a Migrant and Seasonal Farm Worker Outreach program operates from that location, have been directed to provide services to Migrant and Seasonal Farm Workers visiting the local One–Stop office, in a manner that is equal in quantity and quality to the services provided to non–Migrant and Seasonal Farm Workers, while taking into consideration cultural differences and language barriers.

C/Q: For example, according to the county–level data estimates available from the 2013 Migrant and Seasonal Farmworker Enumeration Profiles Study, (EPS) update, the southeastern Michigan area, comprised of the counties of Washtenaw, Monroe and Lenawee, is estimated to have 3,000 Migrant Seasonal Farm Workers, or nearly as many as are indicated in the "Thumb/Bay" area. However, under the current Agricultural Outreach Plan, we assume that the sole Agricultural Employment Specialist (AES) that could potentially be available to this significant population of Migrant Seasonal Farm Workers would be located in Lapeer County, over two hours away by car. The draft Plan acknowledges that "there is limited time to travel to uncovered areas to conduct outreach", meaning that the proposed AES worker in Lapeer would be unable to serve Migrant Seasonal Farm Workers in his/her own coverage area. With so much "uncovered" space on the map, how will the Migrant Seasonal Farm Workers in southeastern Michigan be provided equal access to the employment services guaranteed to them by Wagner–Peyser funding and the Judge Richey Court Order?

R: Agricultural Employment Specialist staffing locations have been modified. There will not be an Agricultural Employment Specialist assigned to Lansing. There will be an Agricultural Employment Specialist assigned to the City of Adrian. A revised staffing chart is included in the Agricultural Outreach Plan.

The Migrant and Seasonal Farm Worker Outreach program is only responsible to contact or reach out to Migrant and Seasonal Farm Workers. When the contact is made the Agricultural Employment Specialist provides as much service as possible in the field, but encourages the Migrant and Seasonal Farm Workers to visit the local One-Stop office to receive the full range of Employment and Training Services.

The Migrant and Seasonal Farm Worker Outreach Program is not required to cover the entire state, only those service delivery areas deemed significant. Offices are assigned significant status when the population of Migrant and Seasonal Farm Workers is substantial in that area.

C/Q: The Agricultural Outreach Plan draft for Program Year 2016 notes a “spike in H-2A activity” in Program Year 2014 and then describes a perceived “reduction in labor of 8 percent–15 percent” reported by grower representatives at one agricultural labor meeting hosted by the Workforce Development Agency and the Michigan Department of Agriculture and Rural Development (MDARD). Various solutions and consequences are then presented in the Plan to combat this “reduction in labor”, with the concluding suggestion that farmers are opting to supplement their workforce with H-2A laborers. From our extensive experience, however, significant – and increasing – barriers to employment for domestic Migrant Seasonal Farm Workers are caused by the recent trend in Michigan to seek H-2A workers. These new barriers arise when H-2A employers require lengthy, specialized experience in a specific field (e.g. asparagus harvesting); and domestic Migrant Seasonal Farm Workers are turned away by growers and H-2A labor brokers due to “insufficient experience”, while newly-acquired, foreign H-2A workers themselves do not satisfy the mandated experience requirements.

R: The Workforce Development Agency does not take a stand on either side of the H-2A issue. The decision of whether to pursue H-2A labor belongs to the agricultural employer, among a plethora of requirements the agricultural employer must show there are no U.S. workers available to do the work at the prevailing wage rate before they are certified to utilize labor through an H-2A visa.

C/Q: The following is another example of how domestic Migrant Seasonal Farm Workers are dislocated in Michigan as a result in the increased reliance on the H-2A visa program. According to a Job Service complain (ETA 8429) filed by the Deputy State Director of an IMSC member agency in August 2015, a migrant service provider inquired of an Agricultural Employment Specialist (AES) on behalf of a Migrant Seasonal Farm Worker client about an H-2A job posting in the area. Allegedly, the AES informed her that the job posting was for “H-2A workers only” and then quickly changed the subject. In addition to this apparent violation of the “preference for US workers” underlying the H-2A program, we believe that removing the AES workers from direct State agency supervision will only serve to increase the number and severity of such complaints. Meanwhile, the Plan is starkly silent in any details, policies or contractual dictates through which WDA proposes to hold the AES program accountable to compliance with Wagner-Peyser regulations following the transfer of the outreach staff, duties and funding to the private Michigan Works! Agencies.

R: When a complaint is made regarding services provided by an Agricultural Employment Specialist, a thorough investigation is initiated and if warranted corrective action is taken.

C/Q: Additionally, we express concerns with the presentation and overall goal of this Plan. The opening statement of the Title III of the Plan states, "Michigan is creating and implementing new policy directives for the Wagner–Peyser program in order to address the challenges employers encounter in obtaining highly skilled talent." While it is undoubtedly beneficial for agricultural employers to have the state's workforce agency committed to serving their labor recruitment needs, this goal is not unitary objective of the federal Agricultural Recruitment System, as expressed through applicable Employment Training Administration regulations and the Judge Richey Court Order. Rather, as required by the dictates of equal protection law, Migrant Seasonal Farm Workers must be provided with equal access to all employment opportunities and services, and not merely become "inputs" in a more efficient agricultural recruitment system. Contrary to the tenor and content of the proposed Agricultural Outreach Plan, federally–funded employment services to Migrant Seasonal Farm Workers do not exist solely to supply agricultural labor to employers; they must first and foremost promote equal access to training, education and improvement of skills, all of which should be reflected in the presentation WDA's Plan for Program Year 2016.

R: The Agricultural Outreach Plan is a subsection of the Title III, Wagner–Peyser section. The rules and methods of doing business via the Agricultural Outreach Plan will not change. We will continue to provide outreach, equal access and the full range of employment and training services to Migrant and Seasonal Farm Workers. If the Migrant and Seasonal Farm Worker desires to settle out of migrant and/or seasonal lifestyle, every effort will be made to assist them in this process.

The WIOA requires the Employment Service to focus and report on services to employers. This is a new requirement. Workforce Development Agencies strategic focus is a demand–driven talent system that supports business growth and a diverse skilled workforce. This focus will in no way diminish services to Migrant and Seasonal Farm Workers or any other jobseeker. We fully expect this approach to enhance services to all our customers.

C/Q: The Plan, as drafted, also contains numerous error and inconsistencies, including obsolete data and references to plans and projections for past years. Due to these discrepancies, it is our understanding that this version of the Plan is now considered as "merely a rough draft" and that is expected that a new, more accurate draft Plan is being prepared by Workforce Development Agency for submission to the Regional Administrator. Therefore, we request an opportunity to review and comment on any finalized version of the Plan before it is submitted. Please notify the undersigned when such a "final draft" is prepared and provide me with a copy to review and comment on at least 15 days prior to submitting to the Regional Administrator.

R: A program year runs from July 1 through June 30. The information provided is for Program Year 2014, which runs from July 1, 2014 through June 30, 2015. Therefore, Program Year 2014 is the most recent information that is available. A copy of the final plan is posted on the Workforce Development Agency's web page.

C/Q: Through regular interactions between Telamon Corporation and the USDOL Regional Office, it has always been apparent that the USDOL expects there to be strong collaboration between local Agricultural Employment Specialists and Telemon staff who are responsible for implementing the National Farmworker Jobs Program (NFJP).

R: We agree with your comment. The Workforce Development Agency intends to continue the collaboration with Telamon and strengthen our current Migrant and Seasonal Farm Worker referral process.

Data can be extracted from the One–Stop Management Information System (OSMIS) regarding the number of Migrant and Seasonal Farm Workers that were referred to Telamon for service. The State Monitor Advocate will provide that information to Telamon on a quarterly schedule.

C/Q: For example, during our 2013 monitoring visit by then Regional Monitor Advocate Eric Hernandez, he expressed the importance of being able to demonstrate that referrals are regularly occurring between our two partner agencies. As a result, Telemon developed a mechanism whereby we could easily track Migrant and Seasonal Farmworkers (Migrant Seasonal Farm Workers) being referred to Agricultural Employment Specialist (AES) staff and ensure that they are receiving necessary services. The referral process has been reciprocated by local AES staff and has strengthened our working relationship while addressing this USDOL priority. I recommend incorporating language that states “Telemon Corporation and AES staff will maintain their current Migrant Seasonal Farm Worker referral process in order to educate farmworkers about available services provided by the two partner agencies. Both the State Monitor Advocate and the National Farmworker Jobs Program (NFJP) Director will track referral in order to address any potential concerns about a lack of collaboration and develop effective service delivery strategies.”

R: No change to the plan was made, based on this comment.

C/Q: Telemon and the WDA have an established Memorandum of Understanding (MOU) that outlines services and outreach activities that will occur. During the most recent program year we included another state agency, the Michigan Department of Health and Human Services (MDHHS) in the MOU. A description of agency services and collaboration agreed to in the MOU include:

- Migrant Seasonal Farm Worker referrals to each respective agency;
- Conducting outreach activities together whenever possible
- Collaboration on employer mailings in order to reduce the number of correspondences received by the employer;
- One joint staff meeting per year; and
- Collaboration on special events and special projects.

I recommend that the activities outlined in the Memorandum of Understanding (MOU) be included in the State’s Agricultural Outreach (AOP) Plan.

R: The Memorandum of Understanding between Telamon and the Department of Health and Human Services, and the Workforce Development Agency continues to be fully supported. In the coming year, the Workforce Development Agency looks forward to exploring new avenues for collaboration, including additional partnerships.

No change to the plan in response to this comment is required.

C/Q: The employment and training service that Telamon offers should be included in the State’s Agricultural Outreach Plan, in particular those services that are benefitting the agricultural community.

These services include:

- Work Experience and On-the-Job Training activities;
- Telamon's Summer Internship Program
- English as a Second Language and GED Instruction at our Telemon Sparta office;
- Agricultural Skills Upgrades such as attaining a Commercial Driver's License, Equipment Maintenance Certification, etc.;
- Pesticide Safety Training; and
- Job Placement Assistance.

R: The Workforce Development Agency has amended the Agricultural Outreach Plan to include the services Telamon offers.

C/Q: Due to the change in organizational structure of the Workforce Development Agency–State of Michigan it will be necessary to include in the State Plan an updated organizational chart for Agricultural Employment Specialist staff and administrative personnel as well as their roles and responsibilities.

Questions that must be addressed include:

- What type of supervisory structure will be in place for local Agricultural Employment Specialist staff?
- How will you ensure uniformity of services? Who has final oversight authority over the Agricultural Outreach Program?
- Who is responsible for conducting Agricultural Employment Specialist staff training and what knowledge do they have about the agricultural industry and the Migrant Seasonal Farm Worker population? Will partner agencies such as Telemon be included in the training so we can continue to collaborate effectively and offer excellent services to the Migrant Seasonal Farm Worker population?
- Will there be one annual staff training that includes all AES staff and Michigan Works! personnel or will it be conducted on a region by region basis?

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-based employees of the Workforce Development Agency. An updated staffing plan has been added to the Agricultural Outreach Plan. The roles, responsibilities oversight and supervision structure of the Agricultural Employment Specialist will remain the same as in previous years.

The State Workforce Administrator, Stephanie Comai, Director of the Talent Investment Agency, has final oversight authority over the Migrant and Seasonal Farm Worker Outreach Program.

The State Monitor Advocate and/or his designee will approve or personally deliver training for staff who work with the Migrant and Seasonal Farm Worker population. The State Monitor Advocate is considered the expert on assistance and service delivery for Migrant and Seasonal Farm Workers and the agricultural industry.

A current training schedule has not been created. The Workforce Development Agency is committed to the engagement and professional development of all staff. When training is needed it will be provided. Partners will be included as appropriate.

C/Q: These comments are submitted in response to your request for comments. It is our office's role to advocate for domestic migrant and seasonal agricultural workers, and we're concerned about how the recent changes to the application Wagner–Peyser funding will affect those workers.

In particular, we support all efforts to maximize outreach and partnering with local organizations to reach as many workers as possible.

Partnering with local organizations who intend to do outreach is an efficient approach that distributes the cost across multiple organizations. However, to do this, interested groups must be kept informed when major changes, such as this one, are made. This far, there have been no communication from the Workforce Development Agency to these stakeholder groups. This may account for the gaps in data and outdated references mentioned in this plan.

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit–based employees of the Workforce Development Agency.

A program year runs from July 1 through June 30. The information provided is for Program Year 2014, which runs from July 1 2014, through June 30, 2015. Therefore, Program Year 2014 is the most recent information that is available.

There should be no change in the partnerships that have been developed and sustained. The Workforce Development Agency is exploring ways to strengthen and expand existing partnerships and the development of new collaborations. All partnerships have proven to be valuable. Everyone wins, especially the customer when we work together to solve problems and provide services. Duplication of effort is minimized, which permits all partners to do more.

C/Q: We are concerned about the emphasis on one–stop centers and online tools, as many of these workers may not know where the centers are, or have reliable internet access. This program states that "Pure Michigan Talent Connect is the heart of Michigan's labor exchange system." While this program may have many features that are helpful for the general workforce, it relies on computer and internet access. The population we're concerned with historically does not have this same reliable access. Furthermore, even if they did have access, the site ([mitalent.org](http://mitalent.org)) is entirely in English, with no option for translation into other languages.

R: The Agricultural Outreach Plan is a subsection of the larger Title III, Wagner–Peyser section of the Workforce Innovation and Opportunity Act State Plan. The statement, "Pure Michigan Talent Connect (PMTTC) is the heart of the labor exchange," was taken from the larger Wagner–Peyser section. The rules, regulations, focus and operation of the Migrant and Seasonal Farm Worker Outreach Program will not change. The Workforce Development Agency will continue to provide



vigorous outreach, equal access, and the full range of employment and training services to Migrant and Seasonal Farm Workers.

The main mission of the Employment Service is to match jobseekers and employers. Pure Michigan Talent Connect is the tool utilized to accomplish that goal. The Employment Service has utilized the three tiers or levels of service delivery since 1998. Services are delivered using self-service, facilitated service, or staff-assisted service depending on the desires and needs of the customer. If the customer needs assistance utilizing the self-service tools, facilitated assistance is provided. When a customer needs intensive services, the staff-assisted approach is utilized.

C/Q: We are concerned about the adequacy of training and retention of the Agricultural Employment Specialists.

The minimum requirement under the proposed rules is that “four days in pre- and post-season in-service training devoted to professional development.” While the example subjects are certainly relevant, it is hard to believe that this would be sufficient to train the Agricultural Employment Specialists on the many concerns of these workers, especially the specific protections offered to the workers under the Migrant and Seasonal Agricultural Worker Protection Act, and the duties that agricultural employers and farm labor contractors have towards these workers, Agricultural Employment Specialists are in a unique place to provide the workers this information upfront, and to do so as an unbiased party. However, there appears to be no requirement that Agricultural Employment Specialists speak the languages of the people they work with. We hope that common sense prevails in the hiring of these Specialists.

R: On July 1, 2016, the implementation date of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be State merit-staff employees of the Workforce Development Agency. The Workforce Development Agency will continue to require applicants for Agricultural Employment Specialist positions to have the same skill sets as in the past. The Workforce Development Agency will follow the regulations at 20 CFR 653.100(h) when hiring outreach staff:

"For purposes of hiring and assigning staff to outreach duties, State agencies shall seek, through merit system procedures, qualified candidates:

- (1) Who are from Migrant and Seasonal Farmworker (MSFW) backgrounds and/or
- (2) Who speak Spanish, and/or
- (3) Who are racially or ethnically representative of the MSFWs in the service delivery area.

The State Monitor Advocate and/or their designee is integral in delivering training to the Agricultural Employment Specialists. The State Monitor Advocate is well versed and considered the Workforce Development Agencies expert on the Migrant and Seasonal Farmworker population and the agricultural industry. Training will be provided when it is needed.

C/Q: We are opposed to any change that directly or indirectly leads to an expansion of the H-2A workforce.

One of our underlying concerns is that any problems with matching domestic Migrant and Seasonal Farmworkers with Michigan farms is that the response will be an increase in H-2A workers. While the H-2A program has the potential to be mutually beneficial to both farmers and the foreign

workers, it is also a program that is open to fraud and abuse. By tying employment to one employer, the worker loses all power to object to unfair, abusive, or fraudulent work conditions. Domestic Migrant and Seasonal Farmworkers have many more protections than the H-2A guest workers, and we are concerned that the recent changes may lead to an expansion of the H-2A workforce.

R: The Workforce Development Agency does not take a stand on either side of the H-2A issue. The decision of whether to pursue H-2A labor belongs to the agricultural employer. Among a plethora of requirements the agricultural employer must show there are no U.S. workers available to do the work at the prevailing wage rate before they are certified to utilize labor through an H-2A visa.

C/Q: Change reference to "One-Stops" throughout to "American Job Centers." This identifier has been in place for a couple of years and most Department of Labor-related communication has typically referred to the workforce system as delivered through American Job Centers. They appear to have dropped the term "one-stops".

R: No modification to the plan, based on this comment, was made. The term "one-stop" is still used by US Department of Labor, as seen in Training and Guidance Letter 4-15, "Vision for the One-Stop Delivery System Under the Workforce Innovation and Opportunity Act, issued August 13, 2015.

C/Q: The plan refers to "Rising Tides". This description could be refined to be more accurate and descriptive. For instance, the program is called "Project Rising Tide." The agencies involved are the three Agencies of the Department of Talent and Economic Development: Talent Investment Agency, Michigan Economic Development Corporation (MEDC), and the Michigan Housing Development Authority (MSHDA). The assistance to be provided will go beyond traditional workforce assistance to include housing and economic development. The last page in this document is an excerpt from the template that all regions will use for their final Action Plan. This could be used to revise the WIOA State Unified Plan.

R: Plan is modified based on this comment. Revisions can be found in Section "Rising Tides".

C/Q: Is the "Talent Connects" described here the Pure Michigan Talent Connect website, or a new communications network? If this is describing a new system for enhancing communication among partners, has it been launched yet? We have not heard of it prior to reading this plan.

R: No modification to the plan based on this comment. the "Talent Connects" described is the Pure Michigan Talent Connect website.

C/Q: "Veterans" and "Native Americans" are categories of people, but are listed here as programs. It would be more appropriate to identify and name the actual program title that serves these individuals.

R: The Plan is modified based on this comment. Language was changed to Jobs for Veterans State Grants and Indian and Native American Programs.

C/Q: The plan states that priority is given to the "needs of disabled veterans." Priority of service applies to all veterans, not only those who are disabled. Disabled veterans are eligible for intensive services provided by a Disabled Veterans Outreach Program (DVOP) (along with veterans who have one of several Significant Barriers to Employment, one of which is disabled.) This is different from priority of service.

R: The Plan is modified based on this comment.

C/Q: The Talent and Economic Development (TED) organizational chart: the location of the Michigan Economic Development Corporation (MEDC) and Michigan Strategic Fund should be switched.

R: The Plan is modified based on this comment. The TED organizational chart was changed to reflect correct location of the MEDC and Michigan Strategic Fund.

C/Q: Under State Agency Coordination, please revise the 3rd paragraph under the coordination of functions to the following "...identification of high demand jobs at the state level,..." WIOA requires that workforce boards identify high demand jobs for the local and regional areas.

R: The Plan is modified based on this comment. Language "... at the state level" was added.

C/Q: Office of Audit and Financial Compliance: regarding the statement that begins "Each Workforce Development Board in Michigan is monitored annually.." Consider adding "in three cycles" immediately following "annually." As currently written the U.S. Department of Labor (USDOL) will likely think that workforce boards are only monitored once per year, which would reflect negatively on the Workforce Development Agency.

R: Plan modified based on this comment. Language "...in three cycles.." was added.

C/Q: The plan indicates the following: Regardless of whether a local workforce development area meets the criteria for initial two-year designation, it is up to the Chief Elected Official (CEO) to review and determine if a change in a local area composition would be beneficial for job seekers, workers, and businesses being served using the criteria established under WIOA. This reads as if the state feels that the local chief elected official is able to determine whether the state's local area designation is valid.

R: No modification to the plan based on this comment. To clarify, the intent of this statement is to recommend the Chief Elected Official of a local area not keep with the status quo, but to make a request for change in a local area composition if he/she determines it would best serve job seekers, workers, and businesses in the local area.

C/Q: It does not appear that the state unified plan reflects the new arrangement for Michigan Works! Agencies to run Migrant Seasonal Farm Worker and Agricultural Outreach services.

R: On July 1, 2016, the implementation of the Agricultural Outreach Plan, the Agricultural Employment Specialists will be merit-based employees of the Workforce Development Agency.

C/Q: Regarding the "Governor's Talent Investment Board" (Executive Order 2015-11): The document states it's "a business majority led board of industry executives, legislatures, labor officials, education leaders, local elected officials, state agency directors and other representatives consistent with the provisions of the WIOA Section 101(b)" (emphasis mine). However, when reading through the details about the make-up of this board, there are no clear "education leaders" listed. This board is stated to be an 'advisory body' and is charged with advising and assisting the Governor regarding compliance with the WIOA and overall talent development- yet based on who they list as members, the closest they come to an 'education leader' is included in section c and reads, "May include representatives of organizations that have demonstrated experience and

expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth.” Considering the board is 28 people— most of whom are either elected officials or business owners/CEOs, education is pretty thinly represented.

R: There will be no modification to the plan based on this comment. In response to the absence of post-secondary representation on the Governor’s Talent Investment Board (GTIB), an advisory member representing the Michigan Community College Association has been added to the GTIB roster.

C/Q: The plan stresses the importance of addressing the skills gap by ensuring that education and training programs are meeting the needs of employers and the workforce. The second bullet states there needs to be a reduction in duplication of services and alignment of investments in basic skills and postsecondary education at the regional level. It goes on to say that regular meetings between leaders in education, workforce and the business community must occur—but it doesn’t say how or who will be involved. Perhaps this is yet to be determined?

R: No modification to the plan was made, based on this comment. To clarify, the structure of Governor Snyder’s Regional Prosperity Initiative and successful Regional Prosperity Grant applicants will help drive this process. Required partners in the grant application process include representatives from local/regional economic development organizations, Workforce Development Boards, adult education providers and representatives from higher education.C/Q: Lastly, this section discusses utilization of the Talent District Career Council to ensure that regional education programs are comprehensive to address the needs of all learners as well as the local economy. It states that membership of the Talent District Career Council ensures representation of local school districts, postsecondary institutions, intermediate school districts, career and technical educators, as well as labor representatives and employers....I was unable to find reference to this council again to determine who the postsecondary representatives are...so perhaps this is not formed yet and is something to watch for in the future...(?) R: No modifications to the plan based on this comment. To clarify, each Prosperity Region is required to have a regional education advisory group known as the “Talent District Career Council.” State policy on Talent District Career Councils can be found at: [https://www.michigan.gov/documents/wda/15-01\\_WDA\\_Talent\\_District\\_Career\\_Councils\\_479022\\_7.pdf](https://www.michigan.gov/documents/wda/15-01_WDA_Talent_District_Career_Councils_479022_7.pdf) C/Q: In Detroit, additional resources should be allocated towards literacy programs for individuals who are low-income, immigrants and refugees. R: No modification to the Plan was made, based on this comment. C/Q: More resources should be allocated and/or leveraged in order to design and create effective, efficient and strategic hardware and software systems focused on career pathways from grades 6 through 12. R: No modification to the Plan was made, based on this comment. C/Q: Federal and state governments should evaluate and use successful best practices of previous workforce programs and policies, as well as adopt a new set of metrics for measuring success in an employer demand-driven system. R: While we agree with this statement, however there are no modifications to the plan based on this comment. To clarify, the requirements of WIOA will help identify best practices, and currently, best practices are identified through the Michigan Works! Association User Groups. In addition, the WIOA Policy Manual contains examples of best practices. States are awaiting guidance from the US Department of Labor regarding new performance measures in a demand-driven system. C/Q: There needs to be greater collaboration between K-12 schools, colleges and workforce development organizations in the design and implementation of a comprehensive career pathway strategy. R: No modification to the Plan was made, based on this comment. C/Q: Accountability and metrics are mentioned, but not how the measurements will be acquired or who will have access to them. I think it would be fair to advocate for transparency in this process, if not for specific shared definitions and

outcomes. R: We agree with this statement, however there are no modifications to the plan based on this comment. Current system metrics are available on the Workforce Development Agency website at <http://www.michigan.gov/wda>. C/Q: Executive Summary: Our first impression of this document was that this plan will drive programs for perhaps several years. We felt that we did not understand who the intended audience was. It was apparent that maybe different people wrote parts of it or it was cut and pasted (which isn't bad). However, this made it not cohesive, unclear and often too vague. R: No modification to the plan was made, based on this comment. To clarify, we agree that this document needs to come across as one cohesive plan, however it is still in draft form and not a finished product. The audience is very broad when you consider the number of workforce stakeholders the plan touches. C/Q: For a stronger executive summary, perhaps the first sentence should not be Michigan is submitting a Unified State Plan; but should be more direct such as "This is Michigan's Unified State Plan", The plan meets the requirements described...The plan outlines a four year strategy for core programs..." R: We agree with this comment. Please refer to the Executive Summary for revisions. C/Q: Under "How the strategies in the Unified State Plan support the State's vision..." You may want to rephrase the State of the State address and remove "River of Opportunity" because of current issues? R: We agree with this comment. "River of Opportunity" has been removed. C/Q: We do not like the term one-stop shopping for veterans. What does "shopping" mean? Education and training and support for barriers is not shopping. R: No modifications to the plan based on this comment. C/Q: Under Skills Gap: Again, we are hoping you will look at the wordsmithing! We are not sure with the word "decent." What does that mean? If you are stating family sustaining wages, than perhaps that should be used throughout? Even that could be more specific, ie. minimum wage, a % above the poverty level.... R: No modifications to the plan were made, based on this comment. To clarify, the intent of "decent" is "family sustaining". C/Q: Giving program "credit" for working with low functioning participants should be considered throughout the document. The effort and resources it takes to serve this part of the population is tremendous and significant to "breaking the cycle" of illiteracy in families, improving employment and other barriers to success. Perhaps part of the state plan is to look at the barriers and set goals as performance measures such as homelessness, learning disabilities and mental health. R: No modifications to the plan based on this comment. To clarify, under WIOA, a regression model will be used to develop metrics and performance measures, so therefore the effort and resources it takes to serve this population will be taken into consideration when measures are developed. States are currently awaiting guidance from the US Department of Labor on performance measures, thus additional metrics will not be added to the plan. C/Q: Our Regional State Plan review team hopes the State spends time to carefully review input from the field and to revise the draft to see that it is clear and cohesive. An education entity should set the bar high when developing any statewide document or plan. It would be embarrassing for an education department to put something out that is not using the best grammar. R: We agree with this statement, and ensuring that the plan is clear and cohesive will be addressed in the final version. C/Q: Spend time defining and review when you look at data sets to have the most valid and reliable and true data. R: We agree with this statement, however there will be no revisions to the plan based on this comment. The data included in the plan is the most current. C/Q: Due to extensive revisions needed, our region recommends the State to allow a second draft review. This would show an effort to develop a strong plan based on inclusiveness and clarity of goals. R: The timeline for submission to the US Department of Labor does not allow for a second comment period. C/Q: The published Draft Unified State Plan PDF was presented in a format displaying the word 'DRAFT' in large bold black letters placed diagonally across every page resulting in the document being inaccessible for some Michigan citizens. R: See the attached response at the end of the Appendix. C/Q: Citizens without electronic access to the Unified State Plan did not have the opportunity to review and/or comment. R: See the attached response at the end of the Appendix. C/Q: In an effort to assure public comment availability to all citizens, in-person statewide public hearings should have been scheduled. R: See the attached response at the end of the Appendix. C/Q: The first section of the Workforce Innovation and Opportunity Act (WIOA) defines

the "purpose" of the Act with 6 points. The Draft Unified State Plan does not seem to include any of those purpose points within the draft. In addition, the plan does not have a clear definition of "competitive integrated employment", which WIOA itself clearly defines. R: See the attached response at the end of the Appendix. C/Q: Core programs address goals, strategies and guidelines for their respective programs, but offer no systems of metrics that would lead to determining future measurable outcomes. R: See the attached response at the end of the Appendix. C/Q: One of the purposes of WIOA is 'to promote improvement in the structure and delivery of services through the U.S. workforce development system to better address the employment and skill needs of workers, job seekers, and employers'. In the Unified State Plan, core programs are presented in silos with little indication of coordination of efforts to reduce gaps in and duplication of services. R: See the attached response at the end of the Appendix. C/Q: Governor's Executive Order 2015-15 assigned the Michigan Council for Rehabilitation Services (MCRS) the responsibility of oversight for implementation of Employment First in Michigan for all state entities that provide programming/services for competitive integrated employment outcomes. As a Council, we look forward to working with the Unified State Plan core programs and other stakeholders to assure that Employment First is successfully implemented. R: No changes to the plan, based on this comment, were made. C/Q: Our comments refer to the electronic pagination in the "pdf" file, as the printed pagination is irregular in some parts of the document. R: See the attached response at the end of the Appendix. C/Q: Accessibility and Process: Document Accessibility: With the "DRAFT" logo across all pages, the draft is not fully accessible to people who use screen readers. The document should be republished in a format that is accessible to individuals with visual impairments and allows them additional time to comment. R: See the attached response at the end of the Appendix. C/Q: Workforce Analysis: The plan includes disaggregated employment numbers and trend analysis for people with disabilities, including labor force participation, employment to population ratio, unemployment rate, and education level. The plan does not include information about part-time employment or underemployment. Nor does it include information about incidence of poverty among people with disabilities, rate of working people with disabilities in poverty, or earned income for people with disabilities, all of which might be relevant in evaluating the prevalence of competitive employment. R: This data is not currently available. Workforce Analysis: The plan also includes a detailed analysis of existing and emerging industries and occupations that will need employees. The analysis includes the necessary knowledge and skills for the "in demand" occupations. Responding to employer demand is a key part of the plan's vision for employment supports in general. R: See the attached response at the end of the Appendix. C/Q: State Strategic Vision and Goals: Within the plan, while discussing the implementation of Employment First in Michigan, the Bureau of Services for Blind Persons (BSBP) does not say how the Bureau will implement the program. R: BSBP will coordinate with Community Rehabilitation Organizations including community mental health to identify and assist individuals who are interested and appropriate for competitive integrative employment. BSBP along with Michigan Rehabilitation Services are engaging with the Department of Health and Human Services to coordinate appropriate Medicaid services for eligible individuals which would provide supports that would encourage consumers to become employed. BSBP because of the specific and unique needs of the blind and visually impaired specialize in assisting in customizing employment in order to provide accommodations specialized training related to Skills of Blindness that are very individualized and will allow BSBP consumers to be able to compete for competitive integrated employment opportunities. BSBP will continue to review our practices as they will be evolving with regulation implementation and the need for policy changes. C/Q: State Strategic Vision and Goals: Michigan Rehabilitation Services (MRS) will be implementing Employment First as it is defined in Executive Order 2015-15, which defines employment as "a job available in the general workforce and in which the employee is included on the payroll of the business, industry, community rehabilitation organization or staffing agency, or is a self-employed business owner. We believe the true definition and intent of Employment First includes: • Using typical or customized employment techniques to secure employment where employees with disabilities are included on the

payroll of a competitive business or industry or are self-employed business owners, • Being the first and preferred outcome for working-age youth and adults with disabilities, • Employment being offered at no less than minimum or prevailing wages and including benefits when available, and • Where opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public. It is our recommendation that the most productive way to take a substantial step in the right direction is to adopt Employment First language as it was intended. R: See the attached response at the end of the Appendix. C/Q: State Strategic Vision and Goals: The MRS vision statement does not clearly align with the Talent Investment Board's vision; rather, it focuses generically on "partnering with individuals and employers" to provide "quality employment outcomes and independence" for people with disabilities". R: See the attached response at the end of the Appendix. C/Q: State Strategic Vision and Goals: WIOA performance measures – does not specify how the goals affecting people with disabilities will be consistent with the overall goals. R: See the attached response at the end of the Appendix. C/Q: State Strategic Vision and Goals: The "Michigan Workforce Dashboard" is a public reporting mechanism for progress in workforce development referenced in the plan; currently, there is no reference to WIOA or any specific reported outcomes for people with disabilities. R: See the attached response at the end of the Appendix. C/Q: State Strategic Vision and Goals: As an additional comment on evaluation, the Department of Health and Human Services' (DHHS') customer survey used in developing the state transition plan for the Medicaid home- and community-based services waiver program was especially helpful in identifying opportunities and challenges facing that system in become more community-focused. The Michigan Protection and Advocacy Service, Inc. (MPAS) recommends that a similar customer survey process be employed in reorienting employment supports to competitive, integrated employment. R: See the attached response at the end of the Appendix. C/Q: Implementation of State Strategy: On its face, services under the plan are "available and accessible to all customers, including individuals with disabilities." The plan does not, however, articulate an expansive vision for competitive, integrated employment for people with disabilities across all employment programs. Instead, the plan describes existing initiatives from each program existing parallel to each other without reference to people with disabilities except through MRS and BSBP services. R: See the attached response at the end of the Appendix. C/Q: Implementation of State Strategy: Connections to educational services for students with disabilities are further split, with linkages to career and technical education programs occurring through local Michigan Works! offices and linkages to special education transition services occurring through MRS. The state plan section on education of a skilled workforce does not include supports for people with disabilities except in one instance with adult education. R: See the attached response at the end of the Appendix. C/Q: Data Alignment and Integration: The plan describes a number of different data systems, including One-Stop Management Information System (MIS), Adult Education Reporting System, Bridges, Michigan Workforce Longitudinal Data System, and the Web-Based Activity Reporting System. It is not clear that they are linked, nor is it clear that BSBP uses the MRS system or some other system. There is an indication that MRS is discussing alignment with the Workforce Development Agency R: See the attached response at the end of the Appendix. C/Q: Accessibility of One-Stops: The plan describes aspirational standards and legal requirements for accessibility of one-stop centers, but does not provide any information showing how Michigan centers actually meet these standards or how compliance is evaluated. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan expresses a general intent by MRS and BSBP to "collaborate on and evaluate the role of vocational rehabilitation in the workforce system." The plan also includes a qualified statement of intent to support competitive, integrated employment: ... The plan continues, however, to describe MRS services in neutral terms without including a focus on competitive, integrated employment. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan describes an interagency agreement between MRS and the Michigan Department of Education which includes an updated reference to transition services incorporating some of the definitions of eligibility found in WIOA. The state interagency agreement is

designed to serve as a template for local agreements, although there is no apparent requirement that local agencies enter into such agreements. As a result, there are no consistent standards, roles, or responsibilities set forth in policy. The plan also describes existing agreements between school districts and MRS without making any reference to competitive integrated employment or WIOA; instead, "based on Rehabilitation Services Administration monitoring findings and subsequent guidance, they were reviewed and modified to meet required standards." BSBP has a similar arrangement in which the standards, roles and responsibilities are set by local agreement and may differ from district to district. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan relies heavily on Project Search as its main vehicle for providing appropriate transition supports for students with disabilities. While the design of Project Search is workplace-based and may provide support for competitive, integrated employment, the project needs oversight to ensure fidelity in implementation and ensure that accommodations are available to people with various types of disabilities. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan does not include explicit coordination with community mental health service providers except to detail existing interagency agreements with MRS which exist to "(a) provide for the continuance of cooperative programs; (b) expand current program activities; and/or (c) respond to rehabilitation needs of individuals with mental illness and developmental disabilities in communities where integrative programs are limited or do not exist." There is one example of a proposed strategy to provide competitive, integrated employment outcomes using federal funds through a provider in the metro Detroit area in conjunction with the Detroit-Wayne Mental Health Authority to 30 individuals, a rather small number in comparison to the number of individuals in sheltered workshops in Wayne County. Other than that example, there is no reference to competitive integrated employment or any indication the existing agreements will be modified to reflect the requirements of WIOA. There is later reference in the plan to a draft agreement between MRS and DHHS to promote competitive, integrated employment in Medicaid programs "to the greatest extent practicable," without clarifying how such a standard is compatible with WIOA. The BSBP guidance suggests that, under a draft agreement with DHHS, the two agencies would engage in planning to meet the objectives of WIOA. Specific guidance for how MRS and BSBP connect to Community Mental Health (CMH) services is critical given the significant regional disparities in how person-centered plans are created and implemented. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan describes existing relationships with private providers in neutral terms, with no specification of the type or location of service provided and no reference to either WIOA or the principles of competitive, integrated employment. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: The plan includes results from a 2014 Comprehensive Needs Assessment. MRS goals and priorities stated in the plan are almost entirely internal and not focused on competitive, integrated employment. Although the plan language suggests that the priorities have been updated to reflect WIOA standards, there is no language reflecting such changes. BSBP goals do include a reference to competitive, integrated employment through collaboration with the Workforce Development Agency, but it also includes as a priority to build relationships with CMHs and community rehabilitation organizations without describing how those organizations will receive support in how to move their own programs to support competitive, integrated employment. One exception is the Office of Disability Employment Policy (ODEP)-funded initiative through the state Developmental Disabilities Council, in which MRS and several CROs are participants. R: See the attached response at the end of the Appendix. C/Q: Vocational Rehabilitation Requirements: MRS' program expansion activities described in the plan consist of agreements with a statewide CRO organization and the Statewide Independent Living Council. (See pdf page 286.) BSBP describes a less formal but similar arrangement: " The Bureau of Services for Blind Persons is collaborating with community rehabilitation organizations such as local community mental health agencies to expand opportunities for competitive integrated employment and work based learning. The emphasis on serving youth and students in transition increases the



need to collaborate with community rehabilitation organizations to provide pre-employment transition services which will increase competitive integrated employment outcomes." R: See the attached response at the end of the Appendix. C/Q: While the plan states it goes through 2020, there is little to no discussion of what these services will look like at the end of the planning period. What is the future vision or goal for these services to be accomplishing by the end of the plan? We certainly acknowledge the need to meet the federal mandates, and can allow that this meets the minimum submission standards. But this is also an opportunity to set clear future visions for program development that is not being taken. We strongly encourage the planning partners to look at developing much stronger vision statements, if not for this plan, then for the next update in 2018. We encourage state agencies to look beyond the minimum compliance required and towards how this process and this document can help shape program improvement. R: See the attached response at the end of the Appendix. C/Q: The state is clearly making a choice to submit a unified state plan as opposed to a combined state plan. Is there a reason for making that election, and if so, what is it? The rationale for not including programs such as those authorized under the Carl D. Perkins Act of 2006 for career and technical education, state unemployment compensation programs, and most especially those supported by Community Service Block Grants would be helpful as we look towards program improvements for the next planning period. Implementing the WIOA in the way that was intended by Congress represents a huge undertaking for the state's talent investment system. New strategic plans must be put into place, new partnerships must be formed, existing partnerships must be expanded, data and fiscal systems must be modified, and new/revised policies and procedures must be written and put into place. All of this is needing to happen in a relatively short period of time and in an environment where needed guidance/direction from the federal level is slow in coming. Given all this, the decision was made that the state would pursue a unified plan under WIOA this first time around. That is not to say that in the future we would not consider doing a combined plan should doing so make sense given the evolution of the talent investment system and our partnerships. Further, keep in mind that collaborating together on a unified plan is more than what we've done in the past. As such, just doing the unified plan was a new experience for all of us as we were essentially bringing together what had been three separate plans in the past under the Workforce Investment Act (WIA). While competitive integrated employment is discussed in a number of the sections of the plan, there is not a consistent definition that is apparent. For the purposes of these programs referenced in the Unified Service Plan, what is competitive integrated employment? It is our belief that the definition that is applied should meet the standards enumerated in WIOA Sec. 404 (5), where an individual with a disability is provided a wage equal to minimum wage or prevailing wage standards for the work done, is eligible for the same benefits package as other employees, and interacts with the community in the manner expected of the position's requirements. R: See the attached response at the end of the Appendix. C/Q: What does success look like at the end of this planning period? Outside of placement goals from the Vocational Rehabilitation program, there is very little in this document that either defines success at the end of the planning period or interim success points in program implementation. There is nothing breaking down agency success metrics, population-based success metrics, or how existing national metrics and requirements are being applied to state programs. Additionally, there is no discussion of where those metrics are even being set. If this is a function of implementing success goals within each prosperity region, then the appropriate regional metrics should be included within the state plan. This lack of metrics to demonstrate success is especially apparent on dealing with individuals with a disability or significant disability. R: See the attached response at the end of the Appendix. C/Q: Why is there no mapping or other representation on the location of the services being provided as covered by this document? Why can we not see where co-located and cooperative services are located around the state? While the descriptions of co-located or cooperative service locations are helpful, visual standards of presentation would allow for the descriptions provided in the planning documents to be much more accessible both for agency partners and the public at large. R: See the attached response at the end of the Appendix. C/Q: While there is a brief discussion on Pre-Employment Transition Services and

the agencies cooperating towards a structure for service provision, there are no details. Who exactly is at the table, what is the timeline for a final program agreement, and what is the administrative oversight towards implementation at the end of the process? If these programs are going to be successful at raising employment rates for students with disabilities within this planning horizon, then the process for getting there must be clearly explained. Otherwise, it will be difficult for agency partners, educators, parents, and students to understand where their talents and attention should be spent to ensure quality programming. R: See the attached response at the end of the Appendix. C/Q: There is no discussion about how a youth with a disability whose Individualized Employment Plan would benefit from a return to secondary education is coordinated between the Vocational Rehabilitation (VR) service provider and the appropriate secondary education entity. What efforts are being made in service provision to allow for that transition to occur? R: See the attached response at the end of the Appendix. C/Q: What does a transition at the end of the VR timeline to CMH supported employment look like? How do the service providers look at carrying forward the goals from the Individualized Employment Plan into the new environment? While we recognize that Medicaid-supported employment does not carry the same rules regarding competitive, integrated employment, if we are going to be serious about the implementation of Executive Order 2015-15 for Employment First then this transition needs to carry forward those same goals. R: See the attached response at the end of the Appendix. C/Q: There does not appear to be a discussion from MRS regarding the provision of assistive technology to support employment outcomes, and certainly not one with the same level of specificity as provided by BSBP. Can MRS elaborate on their provision of assistive technology to employers to support successful competitive integrated employment outcomes? R: See the attached response at the end of the Appendix. C/Q: Even with the acknowledgement in Appendix 1 that the forthcoming regulations implementing the performance measurement are not available at this point in time, there is still an opportunity in this document to lay out the combined goals of the agencies consistent with what is in the law itself. To not have advanced a concept from the state agencies themselves as to what it wants those metrics to be seems to us to be another lost opportunity. We certainly appreciate that the lack of specificity from the federal government makes this sort of metric-setting exercise uncomfortable. However, the exercise of metric-setting ahead of final federal rules, in our opinion, leads to finding new concepts and approaches. R: See the attached response at the end of the Appendix. C/Q: The plan was not accessible. It had DRAFT across the document, which prohibits screen readers from reading it. There were no public comment times/meetings. Materials were only available on-line. R: See the attached response at the end of the Appendix. C/Q: This document is huge and only explains what the current programs are and there is no plan for how the state of Michigan will come into compliance with WIOA. It does not provide any vision for moving forward. R: See the attached response at the end of the Appendix. C/Q: This plan does not clearly illustrate how the federally funded mission of WIOA will be implemented. This is especially important because Michigan has issued an Executive Order with the wrong definition, including segregated settings and service providers within the definition of "Employment First." R: See the attached response at the end of the Appendix. C/Q: The plan uses words like to the greatest extent possible, pre-employment and a continuum of services which is code for doing the same thing as we always have instead of really providing services that actually lead to competitive, integrated employment. R: See the attached response at the end of the Appendix. C/Q: The plan describes standards and legal requirements for accessibility of one-stop centers, but does not provide plans showing how these centers will meet the standards and how compliance is monitored. R: See the attached response at the end of the Appendix. C/Q: The plan does not contain how coordination with community mental health providers will occur other than it describes the current tool of interagency agreements with MRS. There should be other tools explained and implemented. R: See the attached response at the end of the Appendix. C/Q: We, as a state, need to capitalize on this opportunity by creating a state plan that seeks to ensure job opportunities and employment growth will continue for decades to come. Even though some of the questions asked to the states from the Department of Labor were not requesting

specific outcomes and goals, we feel that this is a missed opportunity for Michigan. The state should take the extra step towards addressing employment shortfalls by expanding beyond basic answers to the questions presented. R: See the attached response at the end of the Appendix. C/Q: An additional area of question rest in the state's decision to submit a State Unified Plan (SUP) as opposed to a State Combined Plan (SCP). By utilizing the option of a SCP, it would have given the state greater options to expand smaller or limited programs. R: Implementing the WIOA in the way that was intended by Congress represents a huge undertaking for the state's talent investment system. New strategic plans must be put into place, new partnerships must be formed, existing partnerships must be expanded, data and fiscal systems must be modified, and new/revised policies and procedures must be written and put into place. All of this is needing to happen in a relatively short period of time and in an environment where needed guidance/direction from the federal level is slow in coming. Given all this, the decision was made that the state would pursue a unified plan under WIOA this first time around. That is not to say that in the future we would not consider doing a combined plan should doing so make sense given the evolution of the talent investment system and our partnerships. Further, keep in mind that collaborating together on a unified plan is more than what we've done in the past. As such, just doing the unified plan was a new experience for all of us as we were essentially bringing together what had been three separate plans in the past under the Workforce Investment Act (WIA). C/Q: The plan as presented is not accessible for People with Disabilities (PWD's) due to the "DRAFT" image being located on every page. It would have been extremely beneficial for PWD to have this proposal available in several formats that accommodate special needs. R: See the attached response at the end of the Appendix. C/Q: There was not a public forum for those unable to draft and submit their comments electronically. This has disenfranchised many of the people that will benefit from a thorough, comprehensive implementation of the provisions outlined within WIOA. R: See the attached response at the end of the Appendix. C/Q: The Michigan Developmental Disabilities (DD) Council believes the proposal is a broad analysis of the programs currently in place, how the programs work together, and who provides oversight. However, a thorough explanation of the direction moving forward, how specific goals are set and what will be done to achieve those goals and desired outcomes should be clarified. We recognize that goals and measurable outcomes should be addressed within Appendix 1 when that portion is completed, however, this causes additional steps for comments to be submitted. R: See the attached response at the end of the Appendix. C/Q: There is a strong recognition throughout the SUP on the importance of unification of existing and future programs. However, there are some areas of concern addressed later in these comments. R: See the attached response at the end of the Appendix. C/Q: The Plan stipulates that Michigan Council for Rehabilitation Services "Coordinate with other state councils, including but not limited to the Statewide Independent Living Council, the Special Education Advisory Council under Individuals with Disabilities Education Act, the Developmental Disabilities Council, the State Mental Health Planning Council, and the Governor's Talent Investment Board." The Michigan Developmental Disabilities Council has not been included in this coordination. This signifies a gap in the advisory role that represents people with developmental disabilities. R: It is indicated: "The other mandated partnerships which include: Special Education Advisory Committee; the Michigan Developmental Disabilities Council; the State Mental Health Planning Council; and the Governor's Talent Investment Board have been managed through members who represent these organizations and/or at Executive Team direction." C/Q: The statement "...to ensure that vocational rehabilitation and Medicaid services continue to be coordinated, align with the WIOA requirements and develops opportunities for community-based employment in integrated settings, to the greatest extent practicable." We fail to see how the term "practicable" is a standard applicable to any WIOA guidance. R: This language was provided to all states in a document entitled "Required Elements for Submission of the Unified or Combined State Plan and Plan Modifications under the Workforce Innovation and Opportunity Act" draft 12/09/2015 – OMB Control Number 1205–0522 C/Q: It is written, "The Michigan Department of Community Health and Michigan Rehabilitation Services have different definitions of successful competitive integrated

employment.” This is extremely bothersome that a State Unified Plan (SUP) has been developed without establishing the definition of competitive integrated employment that is uniform between agencies. This definition must be established prior to drafting the SUP. Under the current construct, the state has developed a plan without being able to recognize the plan’s objectives to meet this basic component/definition. We recommend competitive integrated employment be defined as: Individual integrated employment is the first and preferred outcome for individuals with disabilities, regardless of level or type of disability: a. Individual means individual, not as in an enclave b. Integrated means alongside individuals without disabilities c. Employment means a job available in the general workforce and in which the employee is included on the payroll of the business or industry or is a self-employed business owner Employees with disabilities are compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals without disabilities. R: See the attached response at the end of the Appendix. C/Q: The Plan reinforces segregation in employment opportunities for People with Disabilities (PWD) by “The Workforce Development Agency will cooperate and maintain a written agreement with the state Vocational Rehabilitation (VR) Agency to provide services to persons with disabilities.” R: See the attached response at the end of the Appendix. C/Q: Even though the plan does not have a full Employment First definition, nor was it asked for, it would be extremely useful to incorporate a definition to promote clarity between a federal definition and what the state considers to be Employment First. The Michigan DD Council defines Employment First as “individual integrated employment is the first priority and optimal outcome for people with disabilities.” R: See the attached response at the end of the Appendix. C/Q: The data presented is very comprehensive when examining employment. Where the data needs expansion is in the area of employment for Persons With Disabilities (PWD). The data could include PWD working who are still living in poverty, average earned income for PWD, rate of underemployment for PWD, all of which would be extremely beneficial in evaluating the prevalence of employment for PWD. R: This data is not currently available. C/Q: The career pathway steering committee did not include any representation from Bureau of Services for Blind People (BSBP), Special Education, or an advocacy organization representing PWD. R: See the attached response at the end of the Appendix. C/Q: 12–The plan did not address aligning VR services with Talent Connect, Sharing How Access to Resources Powers (SHARE), or other programs to place workers with disabilities into available positions. A comprehensive state plan should include an expansive approach to coordinate all workforce initiatives and programs to include PWD incorporating a one-stop delivery method. R: See the attached response at the end of the Appendix. C/Q: The plan lacks clear guidance on what will occur at the end of Vocational Rehabilitation services and how it will impact a person’s individualized goals of employment outlined in their Person – Centered Plan (PCP) or what the transition will look like to the Prepaid Inpatient Health Plan (PIHP) and Community Mental Health for supports and services. “In addition, the new agreement addresses that Behavioral Health and Developmental Disabilities Administration carries out responsibilities for the specialty Medicaid services delivered through the Community Mental Health Services Programs.” Is this answered in the “DRAFT” plan? R: See the attached response at the end of the Appendix. C/Q: Many of the responses within the State Unified Plan (SUP) to the Required Elements for Submission Guidance questions do not fully answer the questions presented. For example, question, “Assessment of Participant’s Post-Program Success. Describe how lead state agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary education, or entering or remaining in employment. States may choose to set additional indicators of performance. Use of Unemployment Insurance Wage Record Data. Explain how the state will meet the requirements to utilize quarterly Unemployment Insurance wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with federal and state law. (This Operational Planning Element applies to core programs). Response, “Use of Unemployment Insurance Wage Record Data. Explain how the state will meet the requirements to utilize quarterly

Unemployment Insurance wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with federal and state law. (This Operational Planning Element applies to core programs). Another example from the Planning Guidance question is “Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of: a. Vocational Rehabilitation services; and b. Transition services, including pre-employment transition services, for students and youth with disabilities.” This question cannot be answered because there is not an identified definition of competitive integrated employment. R: See the attached response at the end of the Appendix. C/Q: The plan fails to align measurable goals, outcomes, and definitions for successful, competitive, integrated employment through coordinated trainings for Persons with Disabilities (PWD). There should be a clear “road map” that outlines transitions from any point of entry into workforce development support for successful placement into competitive, integrated employment (once that definition has been established). The goal should include a high successful placement percentage as well as a strong emphasis on tracking and analyzing data to ensure successful outcomes. The opportunity to expand on this would be identifying the parameters of the “DRAFT” agreement between (BSBP), Michigan Department of Health and Human Services (MDHHS) / Behavioral Health and Developmental Disabilities Administration, and Michigan Rehabilitation Services. R: See the attached response at the end of the Appendix. C/Q: The Plan segregates PWD in the career and technical education programs. Example: “Secondary and postsecondary career and technical Education programs draw their instructional standards from business and industry experts. In order to keep current, teachers are required to have an advisory committee whose membership consists of local business/industry employers. In this way, they get the most up-to-date information on all aspects of the industry and job openings in their community. For students with disabilities, special education transition services helps students prepare for the next step after high school. They work collaboratively with Vocational Rehabilitation.” R: See the attached response at the end of the Appendix. C/Q: Being that there is a strong link between Home and Community Based Services (HCBS) and WIOA, the state plan must establish goals of success based on analytical data supplied by the recipient of the service. For those needing assistance in the completion of the survey, an independent facilitator with a strong adherence to conflict of interest standards must be in place. As discovered in the survey tools used in the HCBS transition plan, there are glaring discrepancies between the surveys submitted by the beneficiary and those submitted by the service provider. “Customer satisfaction information was collected by the Michigan Council for Rehabilitation Services through various activities: (1) Consultation with both Client Assistance Program and the Hearings Manager (2) Data review (3) Customers of Michigan Rehabilitation Services Focus Groups (4) Customer Satisfaction Survey Reports at Plan and Closure and (5) Public Comment.” R: See the attached response at the end of the Appendix. C/Q: The plan significantly outlines the current status of programs and services in place, however, it does little to address the silos of programs (especially for PWDs) and how these silos will be eliminated. R: See the attached response at the end of the Appendix. C/Q: 19—There needs to be a far greater explanation to address how the state will measure the success and needed areas of improvement on all programs associated with the State Unified Plan. R: See the attached response at the end of the Appendix. C/Q: Adaptive technology is addressed through the BSBP. PWD who need adaptive technology to gain competitive integrated employment will not be able to utilize BSBP unless they have a visual impairment. The State Unified Plan needs to address this so that PWD who do not have a visual impairment will have easy access to adaptive technology through the no-wrong-door process. R: See the attached response at the end of the Appendix. C/Q: Transition services for students are discussed within the State Unified Plan as per the questions asked. However, one item identified is that there are no provisions to reach out to reenroll youth with disabilities who may have left school without receiving a diploma. This outreach could potentially bring youth back into the educational process creating a far greater chance of gaining competitive, integrated employment. R: See the attached response at the end of the Appendix. C/Q: The Plan

fails to acknowledge Michigan Developmental Disabilities Council as the lead agency regarding the Office of Disability Employment Policy grant. R: Refer to Strategy 9: Michigan Rehabilitation Services desires to align their efforts to support individuals with disabilities toward an Employment First approach. Employment First will facilitate the full inclusion of people with the most significant disabilities in the workplace and community. Michigan Rehabilitation Services is participating in an Office of Disability Employment Policy grant with: Michigan Developmental Disabilities Council (lead agency), Department of Community Health, Department of Education, Community Rehabilitation Organizations, Michigan Protection and Advocacy Service, and Bureau of Services for Blind Persons. The purpose of the grant is full inclusion of individuals with disabilities through provider education and transformation. Michigan Rehabilitation Services is also participating in Community Living Service (CLS) to facilitate increased competitive integrated employment options for people with the most significant disabilities. C/Q: We question the release of the State Unified Plan and the extremely short period for the submission of comments when the state is still waiting for guidance of performance data definitions. It is impossible to comment on a non-existent measurement goal. Once these goals are identified, there will be the need for an additional comment period. R: See the attached response at the end of the Appendix. C/Q: The State Unified Plan is an unprecedented opportunity for the state to develop a plan that paves the way to engage the vision of expanding employment that provides meaningful jobs and good wages with the potential for advancement throughout the state. This would include all segments of the population including PWD. The "River of Opportunity" addresses this vision very well however much less for PWD. Every agency that addresses employment should be aligned with each other absent of any barriers. MRS and BSBP are segregated from other agency alignments with different missions and outcomes; isolating the many state agencies and programs from BSBP and MRS exemplifies this problem. R: See the attached response at the end of the Appendix. C/Q: Building on the work done through the Michigan Hidden Talent Tour and make busting stigmas, myths, and misconceptions a key part of Michigan's workforce strategy. We, therefore, recommend that the Michigan's State Plan be amended to include a comprehensive proactive communications/public relations strategy for reducing such stigmas. R: See the attached response at the end of the Appendix. C/Q: Strong Sector Strategies – The need for strategic alignment of workforce development and economic development to expand employment for people with disabilities. R: See the attached response at the end of the Appendix. ATTACHMENT (To address the questions above) Thank you for your comments regarding the WIOA Unified State Plan. MRS staff continue to work diligently on the analysis of the draft WIOA Regulations and all comments received by Rehabilitation Services Administration (RSA), to develop policies and practices consistent with the requirements of WIOA. Also, thank you for your appreciation of the enormity and complexity of the task. We agree the Unified State Plan is in a state of continuous development, and will take your comments into consideration when making revisions. MRS is implementing new programs that specifically address Pre-employment Transition Services for students and youth with disabilities. We are piloting programs that are making daily improvements toward the transformation of services to all individuals with disabilities in the State of Michigan, in keeping with the spirit of Employment First and WIOA. MRS continues to be focused on:

- Competitive integrated employment.
- Maximizing the potential of individuals who have the most significant disabilities.
- Meeting the needs of employers.

When the Regulations are released in June, 2016, MRS will have more information regarding the implementation of WIOA, and will amend the Unified State Plan as appropriate to the guidance received. The comments of our valued partners and stakeholders will be incorporated at that time. One of MRS' core values is "strong, fortified partnerships". Therefore, we are in a continuous state of developing new partnerships and meeting with Workforce Development partners regularly to address more ways to collaboratively serve mutual customers. MRS will ensure that future formatting of this document meets the accessibility needs of our viewers. To assist with this assurance, document formatting requests will be forwarded to our partners prior to receiving the plan. We would request that our partners, when

forwarding this document, follow the same format. Appropriate strategies will be developed to allow for constituent feedback.