

**Governor's Talent Investment Board (GTIB) Meeting**

**June 20, 2016**

**10:00 a.m. – 1:00 p.m.**

Mid-Michigan Community College

2600 South Summerton Road

Mt. Pleasant, Michigan

MEMBERS PRESENT

Mark Alyea, Chair	Sharon Moffet-Massey
Dennis Argyle, Vice Chair	John Moll
Paul Arsenaault	Jason Palmer
Stephanie Beckhorn	Doug Parkes
Kenyatta Brame	Bill Peterson
Mike Brownfield (for Governor Snyder)	Adriana Phelan (for Mike Hansen)
Stephanie Comai	Tony Retaskie
Tina Fullerton (for Suzanne Howell)	Brad Rusthoven
Al Haidous	Zane Walker
Senator Ken Horn	Gordon Wenk (for Jamie Clover-Adams)
Marcus James	Greg Winter
Darcy Kerr	Brian Whiston
Geralyn Lasher (for Nick Lyon)	Elaine Wood

MEMBERS ABSENT

Tony Day	Representative Brandt Iden
Helen Dietrich	Don O'Connell
Shelly Edgerton	Conan Smith

WELCOME AND OPENING REMARKS

Mark Alyea, Chair, called the meeting to order and stated a quorum was present. Mr. Alyea provided a few opening remarks. He thanked Mid-Michigan Community College for hosting the meeting, and congratulated Stephanie Beckhorn in her new role as the Director of the Workforce Development Agency (WDA) and GTIB member, and also mentioned that Shelly Edgerton is now the Director of the Department of Licensing and Regulatory Affairs (LARA), replacing Mike Zimmer who is now Governor Snyder's Cabinet Director.

Mr. Alyea asked the GTIB members to think about metrics. A GTIB performance indicator chart was created last year that includes the following six metrics:

- Jobs filled through Michigan Works! Services
- # of adult learners achieving/earning H.S. diploma or GED
- # of work-based learners
- # of enrollments in high school CTE programs

- % of employers served by the workforce system
- # of students requiring remediation to attend college

These metrics will serve as a starting point, but suggestions for additional metrics are requested and can be forwarded to Frank and Sue Ann.

#### ACTION ITEM: CONSENT AGENDA

The consent agenda items included the March 14, 2016 meeting minutes and Designation of the Workforce Development Areas under the Workforce Innovation and Opportunity Act (WIOA) policy issuance 15-11, Change 1.

A MOTION was made by GTIB member Douglas Parkes and SUPPORTED by GTIB member Greg Winter to approve the Consent Agenda items. The MOTION was approved unanimously.

#### TOP 10 IN 10 YEARS

State Superintendent Brian Whiston gave an overview of the Michigan Department of Education Top 10 in 10 Years strategy. Highlights of his presentation included:

- There must be investment in education as a state;
- Poverty matters but not as an excuse;
- There needs to be a change in the assessment system: students must be able to work in teams, as individuals, problem solve, think critically, and be able to write proficiently;
- The education system in urban schools must be reinvented;
- More options should be available to students, above the college track and Career and Technical Education (CTE);
- Education must be connected to jobs;
- Need better professional development for teachers that is not a one size fits all approach;
- Empower parents and families to help design an education system that meets their needs;
- Increasing internship opportunities to help students figure out what they want to do;
- The MDE needs to provide assistance to struggling school districts;
- Providing access to Advanced Placement (AP) and International Baccalaureate (IB) programs to all students;
- Having appropriate measures in place to compare to other states and countries; and
- The appointment of a 21<sup>st</sup> Century Learning Commission to assist with becoming a top ten state in the next ten years.

Superintendent Whiston took questions from the GTIB members:

Q: What teams are in being put in place to address these goals?

A: Will have by September 1 a strategic plan that outlines this clearly; currently being worked on, as well as identifying resources to support the plan once it is in place; new funding is not needed; will be looking at how the current funds are spent and prioritize; the department is also currently working with struggling districts and working on teacher training, which is a key component.

Q: How did Michigan end up in the bottom third and when did this happen?

A: Due in part by poverty numbers jumping from 30% to closer to 50% with no adjustments in teaching methods in schools; working with a different type of student that sometimes does not have the support at home; also have not reacted quickly enough to changes.

Q: A great vision and strategy can be in place but change won't happen without a culture change. How do you make that happen?

A: The team is working to get this accomplished by working with Intermediate School Districts and school leadership to get everyone on the same page; several pieces are being worked on to get this done structurally; need public relations to help people understand why change is needed.

Q: Is the State Board of Education still a strength or not so much? Are individual boards a barrier?

A: Some urban boards are not making the necessary changes needed which has to be done even if it is not popular; supportive of local control but accountability is needed against that Board if the district is not improving; governance in some areas is part of the problem.

Q: Quality of education can vary by zip code. What states are you looking at that are doing better? Are their issues the same?

A: Comparison to other states is hard due to many different variables, such as the amount of money spent. The differences need to be understood.

Q: Teacher professional development can be a big opportunity for our state. Professional development should be tied to employers; teachers could go out in the community more when they have the time in between school years by doing talent tours and engaging with employers; teachers would then know what is happening in the real world and open opportunities with employers; this would mean expanding what it means to take part in professional development.

A: Agree this would be a great opportunity and would make professional development more relevant; love the idea.

Q: We are seeing a decline in the Upper Peninsula in building trades; some districts seem to teach on subjects that are assessed, so if there are not any assessments for CTE there is no investment in CTE programs; how can we change this?

A: There are tests and assessments but kids need to see the relevance and districts need to change their mindset; there are different ways of doing assessments.

Q: Do we need to change the way we finance schools to be a top 10? More funding would help.

A: More funding is needed but not to just dump into the current system; additional funding would help design a new system; current funding should be prioritized.

Q: If you could import something from the other states that are successful, what would it be?

A: Focus on doing things differently in the classroom and how students are taught, like in Massachusetts; from Florida I would take the 3<sup>rd</sup> grade reading component and focus on reading and writing across the board; from Tennessee the partnerships and working together to solve problems.

Q: There is a need for more trained counselors to discuss options with kids; Macomb Community College does a 5 year Early Middle College (EMC) program that seemed successful then funding fell short; would like to also see support for Manufacturing Day in high schools and National Apprenticeship week.

A: Agree with everything that was said; we do need more trained counselors to help with the student to counselor ratio; Utica, a large school district, pulled out of the EMC program at Macomb because they

thought they would lose funding; we have to help these districts doing innovative programs so it doesn't impact their budget; would like to promote apprenticeships and support Manufacturing Week.

Q: How can we better align CTE programs with in-demand jobs?

A: The department is addressing this and requiring new programs to be linked to in-demand jobs; existing programs will take more time to change.

Q: How can we teach work ethic? How do we get parents involved? How can we give college value on ROI? What are we doing to teach entrepreneurship?

A: Soft skills is an important adjustment to make; opportunities for entrepreneurship are there; we do need to adjust with respect to literacy though, and work with parents and guardians so kids can see a pathway out of poverty; would like to see kids visit businesses at a younger age to learn about options and jobs available.

Q: Back in the 1990's kids had six career pathways to think about and work with counselors to eventually select one pathway; it was a simple and inexpensive way to show relevance to careers; can career pathways be resurrected to help get other things in motion?

A: Career Pathways survey in middle schools are still occurring; agree this must be relevant and not just filling out a survey; we need to do a much better jobs at this.

### COMMITTEE ACTION PLANS

GTIB Committee Action Plans were reviewed. GTIB members were asked to make notes on what they thought were important actionable items from the committees, and identify low hanging items that could be accomplished relatively soon, and also long term items. Staff would collect the forms containing this information to be used for a post meeting survey to guide/make changes to the committee structure if needed.

#### **Committee 1- Increase career options for students**

Main strategy: increase awareness of Michigan career opportunities

Actionable items include marketing materials, career immersion activities, and education and outreach.

Designing a pre-effort survey to establish a baseline public understanding of career options was discussed as a potential next step. Discussion ensued on where the in-demand jobs data comes from, which is provided to the local Michigan Works! Business Services team from the state Labor Market Information (LMI) team.

#### **Committee 2- Align Training Funding with Employer Demand**

Main strategy: establish a mechanism for GTIB to lead in improving employer collaboration with education and support, where appropriate, the State Superintendent's Top 10 in 10 Years goals and participation in the CCSO project.

Discussion followed on motivating students, and allowing students and parents create an education plan that is flexible.

#### **Committee 3 – Improving Work-Based (WBL) Opportunities**

Main strategy: Provide recommendations for state policy and/or law to allow students age 16 and older to participate in WBL positions in the private sector that include hands-on job activity; Work with job providers to develop list of hands-on job activities to be fixed and common essential skills/core competencies needed; work with State and US Dept. of Labor/OSHA to identify changes to be made; Build strategy around current CTE infrastructure that emphasizes employer engagement and allows flexibility; Create and increase opportunities for high school students to have both career and college exploration as part of core competencies/curriculum; Increase opportunities for career cruising tools for students.

Discussion on recent activities of the committee that include looking at best practices from other states on youth apprenticeship programs. Kentucky partners with a staffing agency to eliminate liability by being the official employer of record, in early stages so not much information on results yet. Want to be provide flexibility so kids aren't pigeon-holed into one career track; think some of this can be addressed by providing more career exploration opportunities. Want to think in terms of core competencies and skill sets rather than career tracks, and common essential skills needed along with career exploration. In addition, want to ensure that kids can work at a place of business and change any laws if possible, however there is plenty a student can do without actually running equipment; need to understand safety laws are in place for a reason.

#### **Committee 4- Aligning and Integrating Curriculums**

Main strategy: Incentivize greater continuity between HS and CC curriculums, with a focus to scale up, expand and leverage dual enrollment statewide.

Actionable items include creating an inventory on what is occurring and being financed statewide, removing financial policies that are barriers and could discourage school districts from implementing innovative programs, and engaging employers in CTE and E/MC program development.

Next steps for the committee consists of better understanding the E/MC college models and what programs exist around the state, and getting a better handle on the funding sources, specifically the 61b \$10 million and additional \$5 million that is available. Also need to bring employer input into the dual enrollment model. Discussion on the integration piece, which is more than just career days, and the role of the State Board of Education, if there is opportunity for employer input there.

#### **Committee 5- Sharing State Purchased Assets**

Main strategy: Provide language to include in State of Michigan RFPs and policies ensuring equipment purchased with state funding is shared and include best practices when formulating the RFPs and policies.

Next steps for the committee include assembling a stakeholder group responsible for developing the language for policies and RFPs.

#### **Committee 6 – Expanding CTE-Type Training**

Main strategy: Encourage expansion of broadband access in Michigan, particularly rural areas, research CTE, and create a new connection between CTE and E/MC and dual enrollment not working.

Discussion followed on the 61b funding and how it is tied to employer demand and enrollments.

#### **Committee 7- Expediting the Return to Work**

Main strategy: Short term- Identify and assess top 10 states in returning UI claimants to work; Long term- Pilot UIA Augmented reemployment Integrated Services; explore automated systems/technology solutions; gather employer feedback on UI interview candidates.

Discussion on UI claimants that utilize Michigan Works! system and tracking the % of this as a possible metric. Key to the committee's work are the structural reasons why the numbers of these individuals is not high and recommendations for policies that could address this. In addition, data needs to be looked at regarding resources that are either helping this or not. Southeast Michigan Community Alliance (SEMCA) recently surveyed UI claimants to increase the numbers in their Michigan Works! Service Centers, however the data gathered still needs to be analyzed and evaluated.

Information on a Work Ethic Diploma from the State of Kentucky was shared as a best practice. Clarification on the number of E/MC programs statewide increased from 66 to 90, with 26 wall to wall E/MC high schools. One challenge to E/MC programs is the difference between HS and CC school years. CTE programs must also weigh student interest which isn't always high demand fields, and students with learning disabilities must also be considered. In addition, kids need to be exposed to non-traditional fields or they won't pursue those. The need for more school counselors and advisors is not a new problem for Michigan.

#### COMAI'S CORNER

Stephanie Comai, Director for the Talent Investment Agency (TIA) provided an update on current TIA priorities and initiatives. Talent development remains a priority for the Fiscal Year 2017 budget. Ms. Comai provided the following examples:

- \$5.3 million more for the Skilled Trades Training Fund
- \$8.8 million for Statewide Data System Integration to replace the current workforce reporting system
- CTE equipment upgrades that includes \$3 million for a competitive grant program for schools districts to improve their capital infrastructure for CTE programs
- \$9 million for CTE/Early Middle College
- \$25 million for Adult Education that keeps it maintained at current year funding. However, eligibility is expanded to include an under-served population of any adult over the age of 18 and also allows for remediation to continue to the 12<sup>th</sup> grade

Ms. Comai also talked about the Skilled Trades Training Fund and gave the following updated numbers as of May 2016:

- \$13 million awarded up from nearly \$9 million in FY 2015
- 349 companies benefitting up from 333 in FY 2015
- 3,122 jobs created up from 2,855 in FY 2015
- 10,055 jobs retained up from 6,800 in FY 2015
- 93% 6 month employment retention rate, up from 90% in FY 2015, and
- 330 new apprenticeships funded, up from 163 in FY 2015

She also stated some improvements have been made to the program, based on customer feedback.

Ms. Comai also mentioned the Workforce Development Agency would receive a \$200,000 US Department of Labor (USDOL) grant to help expand apprenticeship efforts.

#### CLOSING REMARKS

Mr. Alyea provided an opportunity for public comment and there was none. Dennis Argyle, GTIB Vice Chair, reminded GTIB members of the Michigan Apprenticeships, Internships and Mentoring (MI-AIM)

meeting and MI Hidden Talent Workshop they were invited to attend, and the next GTIB meeting on September 19, 2016 which would be held in Jackson.

There being no further comments the meeting was adjourned at 1:00 p.m.