State of Michigan Unified State Plan

2022 Mid-Cycle Modification

Workforce Innovation and Opportunity Act

(WIOA)Program Years 2020-2023

MICHIGAN DEPARTMENT OF
LABOR & ECONOMIC
OPPORTUNITY

EMPLOYMENT
& TRAINING

WORKFORCE
DEVELOPMENT

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OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each state must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the state's workforce development system. The publicly-funded workforce development 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 job seekers 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~~ fosters ~~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 focus 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 the 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.

OPTIONS FOR SUBMITTING A STATE PLAN

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 Family Literacy Act program (Title II), and
- the Wagner-Peyser Act Employment Service program (authorized under the Wagner-Peyser Act, as amended by Title III),
- the Vocational Rehabilitation program (authorized under 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 State 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-IV of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the 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, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) [1]
- Reintegration of Ex-Offenders program (programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

[1] 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 out by the Department of Housing and Urban Development 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.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

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,
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the WIOA Unified and Combined State Plan Requirements. The Departments are not seeking comments on these particular requirements).

When responding to Unified or Combined State Plan requirements, states must identify specific strategies for coordinating programs and services for target populations.[2] States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

Paperwork Reduction Act: The Paperwork Reduction Act of 1995 (PRA) provides that an agency may not conduct, and no person is required to respond to, a collection of information unless it displays a valid OMB control number. Public reporting burden for this information collection is estimated to be 86 hours per state; including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. Responding to this collection is required to obtain or retain the federal grant benefit. In addition, responses to this information collection are public, and the agencies offer no assurances of confidentiality. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Labor, Office of Workforce Investment, and reference OMB control number 1205-0522. Note: Please do not return the completed plan to this address.

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

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

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, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs.

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below.

This is a ~~unified plan~~ Unified State Plan.

COMBINED PLAN PARTNER PROGRAM(S)

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, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) (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 (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))

No

B. PLAN INTRODUCTION OR EXECUTIVE SUMMARY

The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

Executive Summary

Michigan's Unified State Plan Mid-Cycle Modification meets the requirements described in the WIOA, the WIOA Regulations, and other published federal guidance. A four-year strategy for the core programs is outlined in the Plan, with inclusion of modifications to the Plan to reflect changes in labor market and economic conditions, and other factors affecting the implementation and of the Unified State Plan. 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 major content areas of the Plan identify the State's efforts to support the State's strategic vision, mission to expand economic opportunity and prosperity for all, and goals as identified in the Strategic Planning Elements section.

The State's charge is to ensure strategic and operational coherence across the state's economic development, workforce development, and labor functions and to ensure these functions are responsive to the needs of the labor market. The State's priorities include key actions necessary to improve equity and access to workforce programming resulting in greater opportunities for economic mobility for our state's citizens. These analyses, as prepared by the Department of Technology, Management and Budget's Bureau of Labor Market Information and Strategic Initiatives team, support the State's workforce development programs to support economic growth.

The State's vision is to promote a flexible, innovative, and effective workforce system within the State of Michigan, while making Michigan a place where all people, businesses , and communities have the educational and economic means to reach their full potential. To accomplish this, the State must ensure continued development of data-driven goals for preparing an educated and skilled workforce; expand economic opportunity, prosperity, and

partnerships for our state's citizens; and continue to promote activities that support its strategic goals to support ongoing program and economic development and coordination.

The diversity of Michigan's people is one of the state's greatest strengths. When the State acts inclusively, it benefits from the satisfaction of its employees, improved workplace relationships, and through increased productivity and health outcomes. Michigan is firmly committed to strengthening and developing equal opportunities.

State government has long provided for equal opportunity for employment in the state classified service without discrimination and based on merit, efficiency, and fitness. Discrimination based on sexual orientation, gender identity or expression in State employment, and prohibiting discrimination based on sexual orientation must be tackled head-on. State government has an obligation to all Michigan residents to maintain its leadership position and should be open for business to all. The policies and practices of the State of Michigan will continue to promote public confidence in the fairness and integrity of state government.

The State is a model of equal opportunity; it has been a leader in expanding opportunities for all citizens. Michigan has long provided for equal opportunity for employment in the State classified service without discrimination. State policies and procedures encourage non-discriminatory and equal treatment providing desirable models for local governments and the private sector.

II. STRATEGIC ELEMENTS

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 to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

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 DEMAND INDUSTRY SECTORS AND OCCUPATIONS

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 (A)(i) and (ii), 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) requires that the Unified State Plan include "an analysis of the economic conditions in the state." (WIOA, Section 102(b)(1)(A)) This should include "an analysis of the current workforce, employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment, including individuals with disabilities." (WIOA, Section 102(b)(1)(B)) In addition, this analysis should include information on "existing and emerging in-demand industry sectors and occupations" and "the employment needs of employers, including a description of the knowledge, skills, and abilities needed in those industries and occupations." (WIOA, Section 102(b)(1)(A)(i)(ii))

Part A: Economic Analysis

(A) *Economic Analysis*. The Unified 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:

1. Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.
2. Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.
3. Employers' Employment Needs. With regard to the industry sectors and occupations identified in (A)(i) and (ii), provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Existing and Emerging Demand Industries and Occupations
In the current analysis, we define "existing" as industries or occupations that show a strong short-term rate of job expansion (over the past three years) and/or display a high number of job openings today. We define "emerging" as industries or occupations projected to show significant long-term job gains.

Existing Demand Industries

One way to gauge existing demand industries is by looking at ~~the~~ recent payroll employment growth (over the past three years). Figure 1 shows ~~15~~ 16 industries that employ more than 10,000 persons, have ~~been growing~~ dropped less than 1.7 percent employment between 2017 and 2020 ~~above the all-private-industry average rate of 4.6 percent between 2015 and 2018~~, and pay above the average weekly wage of ~~$1,032 in 2018~~ $1,142 in 2020. Among

these ~~15~~ 16 existing in-demand industries, ~~10~~ 7 are goods-producing: ~~three~~ two industry groups are in the *Construction* sector, and ~~seven~~ four are in *Manufacturing*.

Figure 1: Michigan's Top Existing / Current In-Demand Industries by Recent Job Growth					
Industry and Code	**2017 Employment**	**2020 Employment**	**Numerical Change**	**Percent Change**	**2020 Average Weekly Wages**
00 -Total, All Industries - Private	3,734,392	3,427,092	(307,300)	-8.2%	$ 1,142
237 -Heavy and Civil Engineering Construction	16,938	18,912	1,974	11.7%	$ 1,643
339 -Miscellaneous Manufacturing	23,674	25,570	1,896	8.0%	$ 1,407
523 -Financial Investment & Related Activity	12,514	13,363	849	6.8%	$ 2,883
551 -Management of Companies and Enterprises	66,034	70,411	4,377	6.6%	$ 2,436
522 -Credit Intermediation & Related Activity	77,303	81,794	4,491	5.8%	$ 1,676
524 -Insurance Carriers & Related Activities	57,563	60,062	2,499	4.3%	$ 1,558
236 -Construction of Buildings	38,540	40,154	1,614	4.2%	$ 1,229
335 -Electrical Equipment and Appliances	13,450	13,767	317	2.4%	$ 1,705
562 -Waste Management and Remediation Service	12,331	12,568	237	1.9%	$ 1,193
221 -Utilities	20,196	20,423	227	1.1%	$ 2,503
423 -Merchant Wholesalers, Durable Goods	98,098	98,582	484	0.5%	$ 1,598
325 -Chemical Manufacturing	29,259	29,057	(202)	-0.7%	$ 1,778
238 -Specialty Trade Contractors	106,425	105,049	(1,376)	-1.3%	$ 1,254
322 -Paper Manufacturing	12,166	11,973	(193)	-1.6%	$ 1,351
488 -Support Activities for Transportation	15,069	14,813	(256)	-1.7%	$ 1,145
541 -Professional and Technical Services	292,424	287,334	(5,090)	-1.7%	$ 1,782
Source: Quarterly Census of Employment and Wages (QCEW), Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management and Budget					

~~Another metric of existing demand industries is the volume of job vacancies posted. The Bureau of Labor Market Information and Strategic Initiatives currently conducts a quarterly job vacancy survey (JVS) to identify the distribution of job postings by major industry groups. Figure 2 shows that, in the second quarter of 2019, there were about 179,340 job openings in Michigan. About a quarter of these openings were in *Educational and Health Services*, and another quarter in *Trade, Transportation, Warehousing, and Utilities*. A quarter of these openings required a bachelor's degree or higher, and a little over a third (38 percent) required at least one year of experience.~~

Existing Demand Occupations

~~The Michigan JVS found about a quarter of vacancies during the second quarter of 2019 were in *Service* occupations, around 16 percent in *Sales and Related* careers, and about 10 percent in *Education, Legal, Community Services, Arts, and Media*.~~

Burning Glass Technologies, the Conference Board Help Wanted OnLine® Data Series provide more detailed information of job advertisements posted online. Figure 2 shows the distribution of job advertisements across Michigan industry sectors of the nearly 776,000 available online job postings in the 12 months since October 2020. More than a quarter of these job advertisements were considered part of the *Educational and Health Services*

industry sector. Following behind were the *Trade, Transportation & Utilities* and *Manufacturing* sectors with 20 and 12 percent of the total job postings, respectively. (Figure 2)

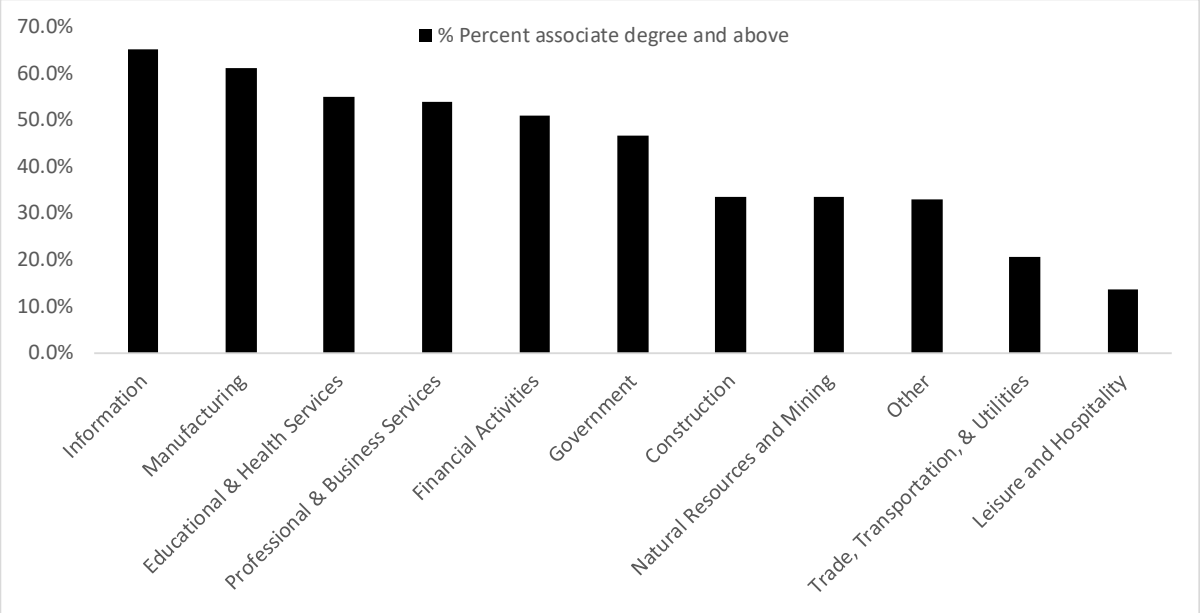
Figure 2: Michigan's In-Demand Industry Sectors based on Job Advertisements, October 2020-September 2021

Industry Super Sector	Available Job Openings	Distribution
Total	775,929	100.0%
Educational and Health Services	217,028	28.0%
Trade, Transportation, & Utilities	154,520	19.9%
Manufacturing	95,007	12.2%
Professional & Business Services	89,109	11.5%
Leisure and Hospitality	86,021	11.1%
Financial Activities	65,866	8.5%
Information	19,179	2.5%
Government	17,539	2.3%
Other Services	16,210	2.1%
Construction	12,005	1.5%
Natural Resources and Mining	3,445	0.4%

Source: Burning Glass Technologies, Help Wanted Online

Burning Glass Technologies has information on the minimum education specified within online job advertisements and this can be displayed by industry sector as well. Nearly 70 percent of the open job advertisements in the *Information* sector specified a minimum education requirement of an associate degree or higher. On the lower end of the spectrum, the *Leisure and Hospitality* sector specified a need for an associate degree or higher in just under 14 percent of all online job openings. (Figure 3)

Figure 3: Michigan's In-Demand Industry Sectors with Education Distribution based on Job Advertisements, October 2020-September 2021



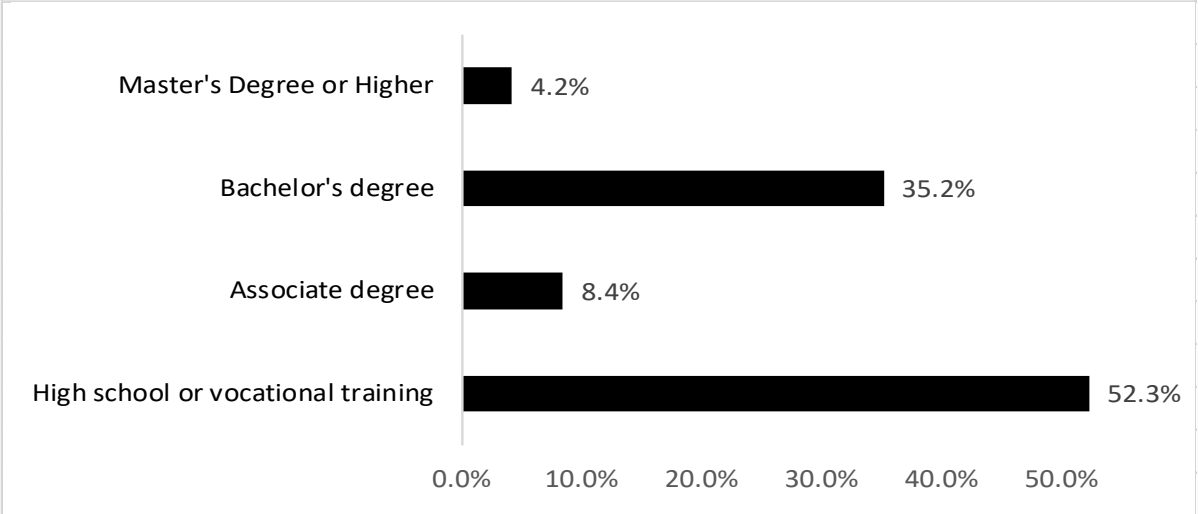
Source: Burning Glass Technologies, Help Wanted Online

During the ~~second quarter of 2019~~ third quarter of 2021, there were ~~135,~~000 246,000 new online job postings in the state of Michigan. ~~*Registered Nurses*~~ *Retail salespersons* were the most frequent job ads over the period. At ~~6,087~~ 8,969 new ads over the quarter, they represented ~~4.5~~ 3.6 percent of all ads. Rounding out the next top five job ads in terms of volume were ~~for~~ four occupations that ~~do not require high levels of education~~ require varying levels of education: ~~*Heavy and Tractor-Trailer Truck Drivers, Supervisors of Retail Sales Workers, Customer Service Representatives*, and *Retail Salespersons*~~ *Registered nurses, First-Line supervisors of retail sales workers, Customer service representatives, Computer occupations, all other*. (Figure 4)

Figure 4: Michigan's Top Existing/Current In-demand Occupations by Volume of Online Ads	
Occupation Title	**Volume**
Retail Salespersons	8,969
Registered Nurses	8,597
First-Line Supervisors of Retail Sales Workers	6,504
Customer Service Representatives	5,844
Computer Occupations, All Other	5,429
Software Developers, Applications	5,271
Managers, All Other	5,117
Sales Representatives, Wholesale and Manufacturing	5,026
Combined Food Preparation and Serving Workers	4,225
Heavy and Tractor-Trailer Truck Drivers	4,064
Janitors and Cleaners, Except Maids	4,024
Laborers and Freight, Stock, and Material Movers, Hand	3,998
Maintenance and Repair Workers, General	3,194
Food Service Managers	3,120
Nursing Assistants	2,704
Source: Burning Glass Technologies, Help Wanted Online	

More than ~~35~~ 52 percent of jobs advertised online could typically be filled with a high school degree or vocational training ~~or some college, no degree~~. Jobs typically requiring a bachelor's degree made up the second largest educational cohort, representing ~~30.8~~ 35 percent of jobs. Occupations with lower educational requirements typically have higher employee turnover and are well represented in job ads. (Figure 5)

Figure 5: Distribution of Michigan's Online Job Postings by Typical Education Requirements



Source: Burning Glass Technologies, Help Wanted Online, Third Quarter 2021

Emerging Demand Industries

Figure 6 shows ~~22~~ 24 detailed Michigan industries (*utilizing 3-digit drill-down code specific to industry title*) employing at least 10,000 people in ~~2016~~ 2018 that fall into this category. Unlike the list of existing demand industries, emerging industries are predominantly in the service-providing domain. ~~In fact, almost 70 percent such industries (15 of 22) are in service sectors.~~ The top two are in ~~*Health Care and Social Assistance*~~ *Miscellaneous manufacturing* and *social assistance*; they are projected to grow by ~~more than 25 percent over the decade, translating into an average annual growth of over 2.0 percent.~~ 19.3 and 17.7 percent respectively over the 10-year period.

Figure 6: Projected High-Growth and Sizeable Demand Industries in Michigan (2018–2028)

Industry Title	2018 Employment	2028 Employment	10-Year Numeric	10-Year Percent
Total All Industries	4,672,450	4,675,200	2,750	0.1%
Miscellaneous Manufacturing	26,460	31,580	5,120	19.3%
Social Assistance	72,600	85,470	12,870	17.7%
Couriers and Messengers	14,340	15,770	1,430	10.0%
Private Households	14,160	15,560	1,400	9.9%
Ambulatory Health Care Services	207,500	225,660	18,160	8.8%
Construction of Buildings	41,430	44,460	3,030	7.3%
Warehousing and Storage	21,030	22,540	1,510	7.2%
Specialty Trade Contractors	109,540	116,150	6,610	6.0%
Nursing and Residential Care Facilities	105,740	111,600	5,860	5.5%
Truck Transportation	47,500	49,300	1,800	3.8%
Heavy and Civil Engineering Construction	17,980	18,640	660	3.7%
Educational Services	377,470	388,870	11,400	3.0%
Waste Management and Remediation Service	12,520	12,860	340	2.7%
Miscellaneous Store Retailers	27,430	28,100	670	2.4%
Plastics and Rubber Products Manufacturing	42,880	43,720	840	2.0%
Professional, Scientific, and Technical Services	299,160	305,150	5,990	2.0%
Hospitals	251,620	256,640	5,020	2.0%
Support Activities for Transportation	15,480	15,780	300	1.9%
Administrative and Support Services	279,320	284,450	5,130	1.8%
Management of Companies and Enterprises	68,760	69,840	1,080	1.6%
Food Services and Drinking Places	336,190	341,060	4,870	1.4%
Chemical Manufacturing	30,340	30,470	130	0.4%
Electrical Equipment, Appliance, and Component M	13,650	13,700	50	0.4%
Real Estate	40,670	40,840	170	0.4%

Source: Long-term Industry Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

Emerging Demand Occupations

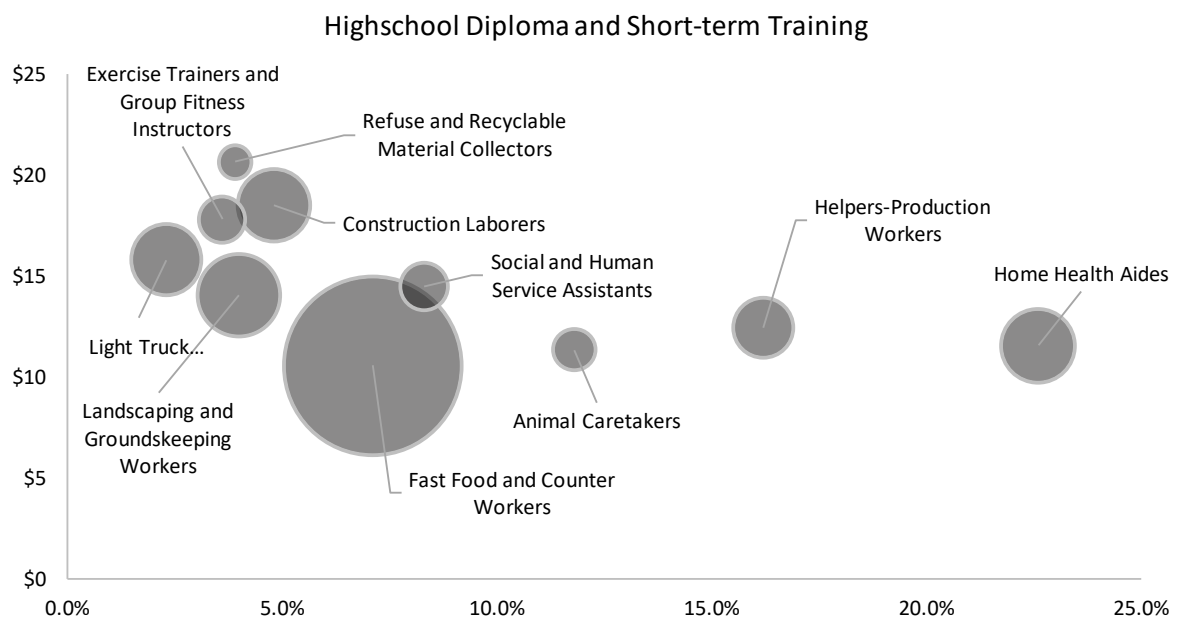
In ~~2018~~ 2020, the Bureau of Labor Market Information and Strategic Initiatives completed the ~~2016–2026~~ 2018-2028 long-term employment projections for over 800 detailed occupations. Based on these projections, a list of Hot 50 occupations was created. These "high-demand, high-wage" occupations presented a favorable mix of educational

requirement, positive projected growth (numeric and percent), sizable annual openings, and an above-average hourly wage. Occupations were ranked on three criteria (equally weighted), including the three types of annual openings (exit, transfer, and change), the projected employment growth rate, and the median wage. Training beyond high school was a requirement, and the wage had to be above the all-occupation average pay. Also, an occupation had to have a minimum employment of 1,000.

Of the Hot 50 emerging occupations in Michigan, ~~36~~ 38 require a bachelor's degree or more. There are ~~14~~ 12 occupations which demand more than a high school but less than a bachelor's degree. ~~Ten (10)~~ Seven (7) of Michigan's Hot 50 occupations are Science, Technology, Engineering, and Mathematics (STEM), while another 10 are in professional trades.

While the Hot 50 list is useful, the Bureau of Labor Market Information and Strategic Initiatives recognizes that the list is significantly dominated by occupations that require a high level of formal education ~~(7 in 10 call for a bachelor's degree or higher)~~. However, this is not the full story concerning in-demand occupations in Michigan. In fact, at every level of education and training, there exist many careers that are projected to be in high demand between ~~2016 and 2026~~ 2018 and 2028. Figure 7 shows the top 10 such emerging occupations by educational requirement:[1]

Figure 7a: Top 10 Emerging Demand Occupations by Education and/or Training Requirements

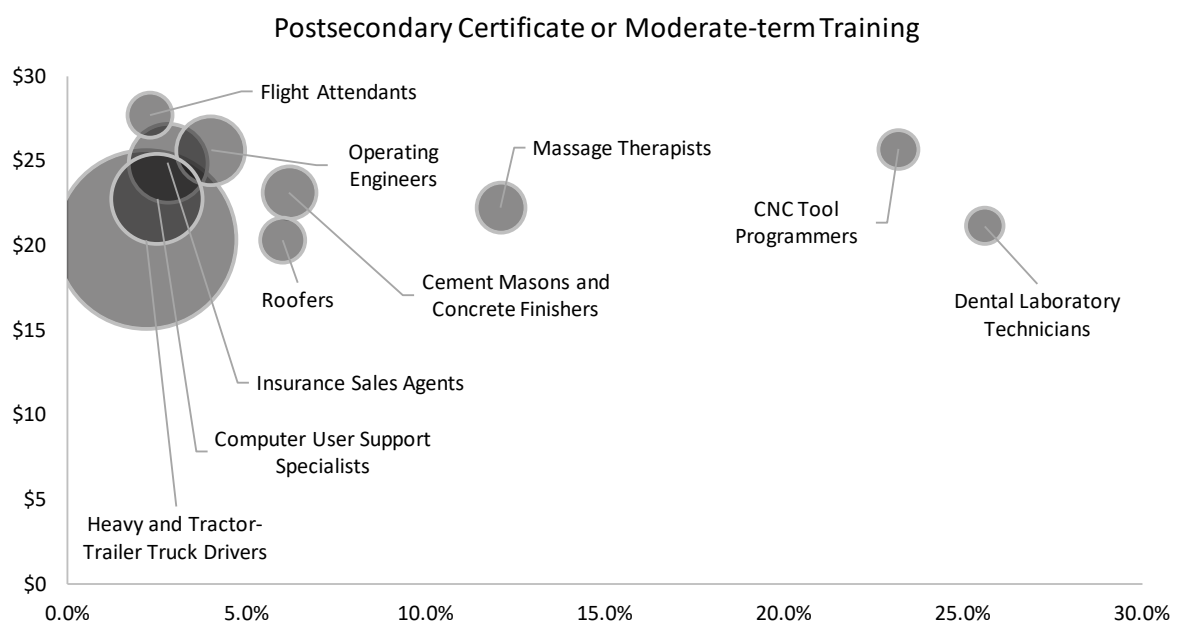


Source: Long-term Occupational Employment Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

High-demand occupations requiring a high school diploma or equivalent and short-term training are predominantly in services. Examples include Food Preparation and Servicing Workers and Supervisors, Home Health Aides, and others. Although in high demand, some careers in this group pay below the all-occupation average. For example, the occupation of

Home Health Aides is projected to grow by ~~44~~ 23 percent over the ~~2016–2026~~ 2018 – 2028 period but paid only $11.58 an hour in ~~2018~~ 2020. That is $7 below the state's all-occupation average hourly wage.

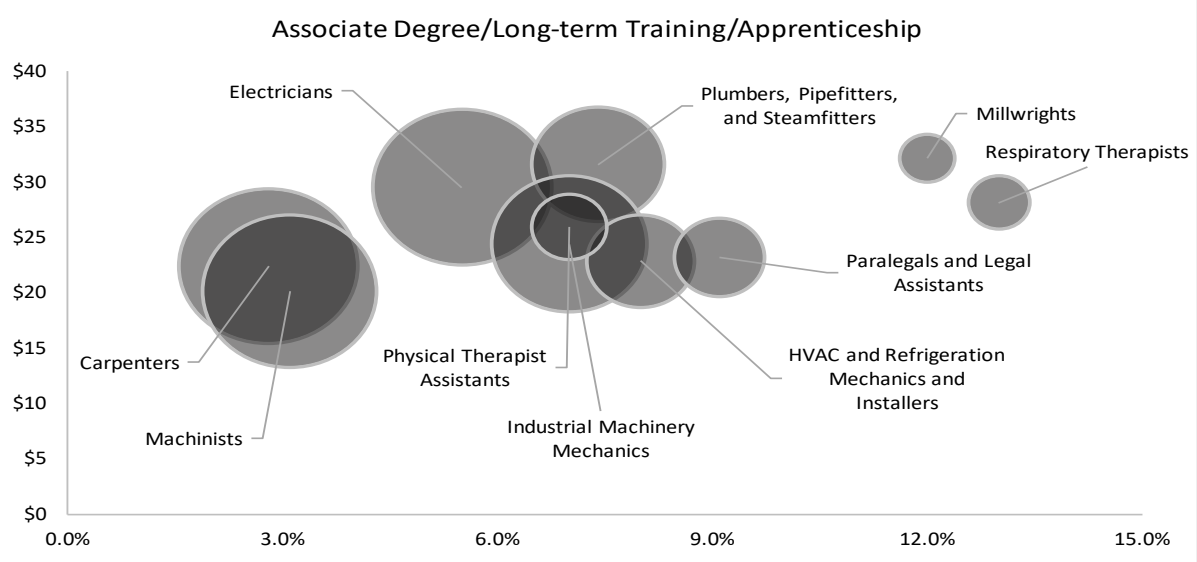
Figure 7b: Top 10 Emerging Demand Occupations by Education and/or Training Requirements



Source: Long-term Occupational Employment Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

High-wage, high-demand careers calling for a post-secondary certificate or moderate training are concentrated in construction (e.g., Cement Masons and Concrete Finishers), transportation (e.g., Heavy and Tractor-Trailer Truck Drivers), services (~~Police and Sheriff's Patrol Officers~~ Dental Laboratory Technicians), and production (CNC Machine Tool Programmer, Metal and Plastic). These occupations pay above all-occupation average wage of ~~$18.08 in 2018~~ $19.67 in 2020. With the exception of Dental Laboratory Technicians (~~36~~ 26 percent) and ~~Massage Therapists~~ CNC Tool Programmers (23 percent), which are projected to expand, most other demand careers in this category display growth rates that are below 20 percent.

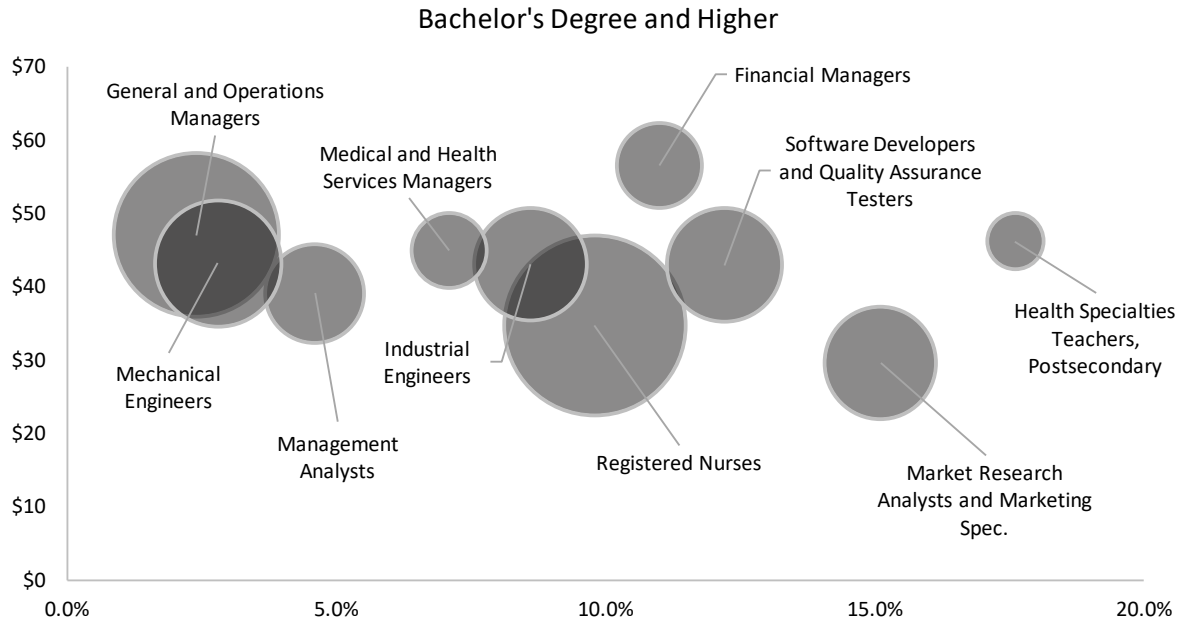
Figure 7c: Top 10 Emerging Demand Occupations by Education and/or Training Requirements



Source: Long-term Occupational Employment Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

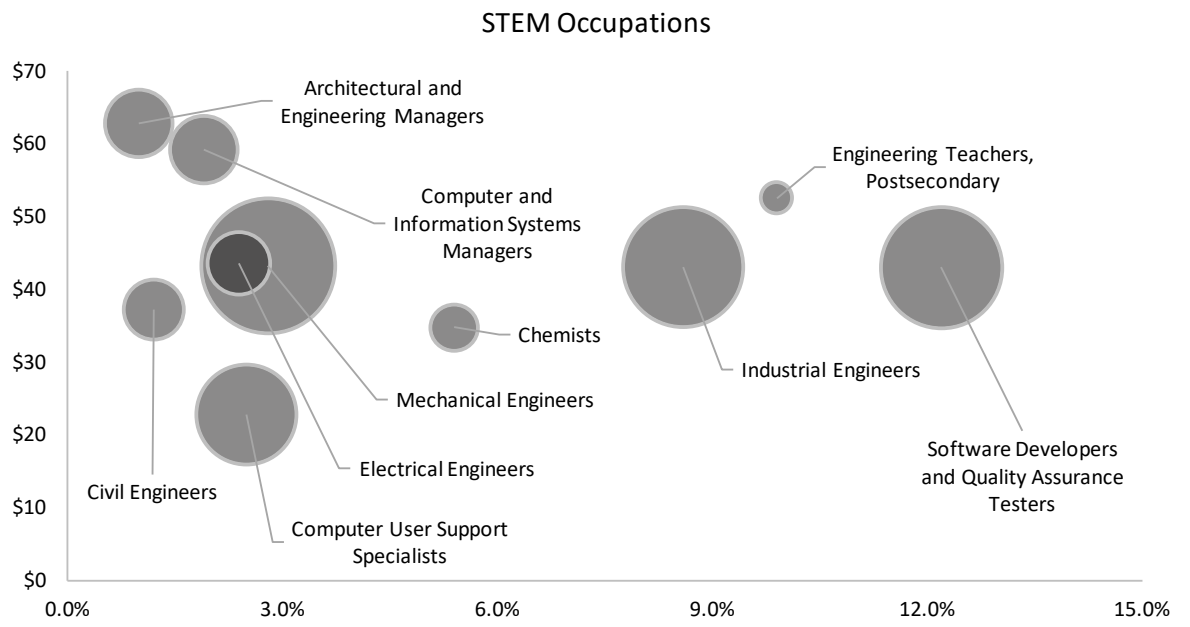
Emerging high-wage, high-demand occupations requiring an associate degree, long-term training, or apprenticeships are dominated by professional trades (Electricians; Plumbers, Pipefitters, and Steamfitters; Machinists; HVAC and Refrigeration Mechanics and Installers; Millwrights, etc.). They all pay above the all-occupation average ~~$18.08 in 2018~~ $19.67 in 2020), and some of them are projected to grow by as high as ~~31~~ 13 percent between ~~2016 and 2026~~ 2018 and 2028 (example: ~~Physician Therapist Assistants~~ Respiratory Therapists).

Figure 7d: Top 10 Emerging Demand Occupations by Education and/or Training Requirements



Source: Long-term Occupational Employment Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

Figure 7e: Top 10 Emerging Demand Occupations by Education and/or Training Requirements



Source: Long-term Occupational Employment Projections, 2018–2028, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

Most of the emerging high-wage, high-demand occupations requiring a bachelor's degree or more and high-wage, high-demand STEM occupations are in computer sciences, engineering, health sciences, and management. They are projected to grow the most through ~~2026~~ 2028 and display higher pay scales than occupations in the previous three groups (high school or equivalent, post-secondary certification/long-term training/apprenticeship, and associate degree or some college).

The next section presents an analysis of the Knowledge, Skills, Abilities, and Tools and Technologies (KSATs) needed in the emerging occupations. The required certifications and licenses are presented where available.

Employers' Employment Needs

Regarding in-demand industry sectors and occupations identified, the Unified State Plan asks to provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

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

It is critical to understand what knowledge, skills, and abilities and what tools and technologies and certifications (if available) are expected of successful job candidates in demand occupations for the next decade.

Shared Knowledge, Skills Abilities, and Tools (KSATs)

Demand 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. Some KSATs are common to all in-demand occupations identified above. All in-demand occupations in Michigan 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.

- Knowledge shared by all groups include customer and personal service, clerical, computers and electronics, mathematics, and building and construction.
- Skills that are common to all groups comprise speaking, active listening, reading comprehension, critical thinking, service orientation, and writing.
- Abilities that cut across all groups are near vision, oral comprehension, oral expression, speech clarity, written comprehension, problem sensitivity, information ordering, and deductive reasoning.
- Common Tools and Technologies to all groups of emerging demand occupations are database user interface and query software, enterprise resource planning software, graphics or photo imaging software, medical software, operating system software, analytical or scientific software, computer-aided design software, and map creation software.

Top Five KSATs and Technologies Specific to In-demand Occupations by Educational and Training Requirements

High-demand Occupations Requiring a High School Diploma or Equivalent and Short-term Training

Knowledge

~~Food Production~~

~~Sales and Marketing~~

~~Clerical~~

~~Personnel and Human Resources~~

~~Law and Government~~

Customer and Personal Service

Administration and Management

Clerical

Public Safety and Security

Sales and Marketing

Skills

~~Coordination~~

~~Social Perceptiveness~~

~~Monitoring~~

~~Management of Personnel Resources~~

~~Operation and Control~~

Active Listening

Speaking

Service Orientation

Social Perceptiveness

Critical Thinking

Abilities

~~Speech Recognition~~

~~Static Strength~~

~~Trunk Strength~~

~~Manual Dexterity~~

~~Multi-limb Coordination~~

Oral Comprehension

Oral Expression

Speech Clarity

Speech Recognition

Near Vision

Tools ~~and Technologies~~

~~Point of Sale Software~~
~~Bar Code Reader Equipment~~

~~Commercial Use Deep Fryers~~

~~Commercial Use Food Choppers or Cubers or Dicers~~

~~Commercial Use Food Warmers~~

Personal Computers

Desktop Computers

Cash Registers

Special Purpose Telephones

Ladders

Technologies

Spreadsheet Software

Office Suite Software

Word Processing Software

Operating System Software

Electronic Mail Software

High-wage, High-demand Careers Demanding a Post-secondary Certificate or Moderate Training

Knowledge

~~Mechanical~~

~~Public Safety and Security~~

~~Administration and Management~~

~~Sales and Marketing~~

~~Transportation~~

Customer and Personal Service

Mathematics

Mechanical

Production and Processing

Public Safety and Security

Skills

~~Troubleshooting~~

~~Operation Monitoring~~

~~Social Perceptiveness~~

~~Negotiation~~

~~Equipment Maintenance~~

Active Listening

Speaking

Critical Thinking

Reading Comprehension

Monitoring

Abilities

~~Control Precision~~

~~Manual Dexterity~~

~~Arm-Hand Steadiness~~

~~Multi-limb Coordination~~

~~Far Vision~~

Near Vision

Oral Comprehension

Oral Expression

Manual Dexterity

Arm-Hand Steadiness

Tools ~~and Technologies~~

~~Power Saws~~

~~Pullers~~

~~Customer Relationship Management Software~~

~~Flatbed Trailers~~

~~Lifts~~

Personal Computers

Notebook Computers

Desktop Computers

Screwdrivers

Forklifts

Technologies

Spreadsheet Software

Office Suite Software

Word Processing Software

Electronic Mail Software

Enterprise Resource Planning (ERP) Software

Most in-demand occupations in these two educational and training categories are physically demanding. Examples include Construction Laborers, Heavy Truck and Trailer-Tractors Drivers, Food Preparation and Serving Workers, Home Health Aides, and others.

Knowledge such as food production, sales, and marketing; skills such as equipment maintenance; and abilities such as multi-limb coordination are needed. They also comprise first-line supervisory positions in the fields of mechanics and installation, construction, production, and others which require some management skills and abilities. Knowledge of tools and technologies used in construction, retail trade, food preparation such as lifts, power saws, point of sale software, and others are needed.

High-wage, High-demand Occupations Requiring an Associate Degree, Long-term Training, Or Apprenticeships

Knowledge

~~Design~~

~~Production and Processing~~

~~Medicine and Dentistry~~

~~Psychology~~

~~Telecommunications~~

Mechanical

Mathematics

Customer and Personal Service

Design

Building and Construction

Skills

~~Judgment and Decision Making~~

~~Repairing~~

~~Equipment Maintenance~~

~~Coordination~~

~~Quality Control Analysis~~

Critical Thinking

Active Listening

Operations Monitoring

Speaking

Troubleshooting

Abilities

~~Arm-Hand Steadiness~~

~~Control Precision~~

~~Visualization~~

~~Finger Dexterity~~

~~Inductive Reasoning~~

Problem Sensitivity

Near Vision

Oral Comprehension

Manual Dexterity

Oral Expression

Tools ~~and Technologies~~

~~Levels~~

~~Analytical or Scientific Software~~

~~Calipers~~

~~Computer Aided Manufacturing Software~~

~~Power Saws~~

Personal Computers

Desktop Computers

Screwdrivers

Power Drills

Power Saws

Technologies

Spreadsheet Software

Office Suite Software

Word Processing Software

Computer Aided Design (CAD) Software

Electronic Mail Software

Emerging in-demand careers in this group are heavily concentrated in professional trades (Electricians; Plumbers, Pipefitters, and Steamfitters; Machinists; HVAC and Refrigeration Mechanics and Installers; Millwrights, etc.) and technical occupations (Dental Hygienists, Physical Therapist Assistants, Respiratory Therapists, and others). They require knowledge in design, dentistry, production, and processing; skills in equipment maintenance and quality control; abilities in inductive reasoning and visualization; and the use of tools and technologies such as calipers, computer-aided manufacturing software, and others.

High-wage, High-demand Occupations Requiring a Bachelor's Degree or More

Knowledge

~~Education and Training~~

~~Engineering and Technology~~

~~Personnel and Human Resources~~

~~Economics and Accounting~~

~~Physics~~

Customer and Personal Service

Mathematics

Administration and Management

Education and Training

Psychology

Skills

~~Complex Problem Solving~~

~~Systems Analysis~~

~~Programming~~

~~Systems Evaluation~~

~~Instructing~~

Active Listening

Speaking

Reading Comprehension

Critical Thinking

Social Perceptiveness

Abilities

~~Manual Dexterity~~

~~Control Precision~~

~~Visualization~~

~~Mathematical Reasoning~~

~~Information Ordering~~

Oral Comprehension

Written Comprehension

Oral Expression

Problem Sensitivity

Deductive Reasoning

Tools ~~and Technologies~~

~~Development Environment Software~~

~~Cardiac Output (CO) Monitoring Units or Accessories~~

~~Diagnostic or Interventional Vascular Catheters or Sets~~

~~Business Intelligence and Data Analysis Software~~

~~Object or Component-oriented Development Software~~

Notebook Computers

Personal Computers

Desktop Computers

Photocopiers

Scanners

Technologies

Spreadsheet Software

Word Processing Software

Office Suite Software

Presentation Software

Electronic Mail Software

High-wage, High-demand STEM Occupations

Knowledge

~~Engineering and Technology~~

~~Telecommunications~~

~~Education and Training~~

~~Physics~~

~~Communications and Media~~

Mathematics

Engineering and Technology

Design

Computers and Electronics

Physics

Skills

~~Complex Problem Solving~~

~~Systems Analysis~~

~~Systems Evaluation~~

~~Programming~~

~~Persuasion~~

Reading Comprehension

Active Listening

Critical Thinking

Complex Problem Solving

Speaking

Abilities

~~Inductive Reasoning~~

~~Information Ordering~~

~~Speech Recognition~~

~~Mathematical Reasoning~~

~~Number Facility~~

Written Comprehension

Oral Comprehension

Deductive Reasoning

Problem Sensitivity

Inductive Reasoning

Tools ~~and Technologies~~

~~Web Platform Development Software~~

~~Database Management System Software~~

~~Program Testing Software~~

~~Operating System Software~~

~~Semiconductor Process Systems~~

Personal Computers

Notebook Computers

Desktop Computers

Digital Cameras

Spectrophotometers

Technologies

Spreadsheet Software

Office Suite Software

Presentation Software

Word Processing Software

Database User Interface and Query Software

Emerging demand occupations requiring a bachelor's degree or higher or a STEM degree are mostly cerebral. They comprise a broad range of fields of studies and careers including

(but not limited to*)* Architecture and Engineering, Information Technology, Health Care Practitioner and Technical, Business and Financial, as well as Management.

Architecture and Engineering Occupations

- *Architecture and Engineering* occupations are 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.
- Many *Architecture and Engineering* occupations are expected to employ tools and technologies targeted at improving quality and reducing defects or inefficiencies, such as Quality Assurance and Six Sigma aimed at quality improvement.

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.
- *Computer* occupations have many 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, such as SQL, Java, and Linux.

Health Care Practitioner and Technical Occupations

- Knowledge of the information and techniques needed to diagnose and treat human injuries and diseases are important in all critical health care occupations. This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventative health care measures.
- Tools and technologies related to Health Care 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.

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.

- Most of the occupations in this category will need to use office productivity software such as 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 such as Generally Accepted Accounting Principles.

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.
- 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 email software as well as the delivery platforms such as smartphones, tablets, and others.

~~***Occupational Licensing***~~

~~*Licensure has increasingly become a key feature of the nation's job market. Five percent of the United States (U.S.) workforce held an active occupational license in the 1950s, but by 2018 that figure had risen to 21.4 percent. Similarly, the share of Michigan's workforce that was licensed averaged 21.8 percent between 2015 and 2017.[2] The purposes of occupational licenses include:*~~

- ~~A certification that individuals employed in certain jobs have the skills, knowledge, and experience necessary to perform their duties;~~
- ~~An attempt to improve the health and safety of the employed license holder, other workers, consumers, and the public;~~
- ~~A standard set of prerequisites to try to minimize workplace risks such as injuries, illnesses, or deaths;~~
- ~~A general framework of standards for the licensed occupation; and~~
- ~~A signal to consumers about the skill levels and qualifications of available providers.~~

~~The agency that issues the most licenses in Michigan is the Department of Licensing and Regulatory Affairs' (LARA) Bureau of Professional Licensing (BPL), which handles licenses in health care and general occupational professions. Other authorities regulate licenses that usually fall under their area of emphasis. For example, the Michigan Department of Education issues teaching licenses, while the Michigan Department of Agriculture and Rural Development issues livestock dealer licenses. Overall, there are more than 20 agencies responsible for licensing in Michigan.~~

~~Data from LARA's BPL indicate a count of more than 500,000 occupational licenses spread across several different professions, as of January 2019. The ten professions with the most~~

~~licenses make up over half of the occupational licenses tracked by the BPL. The professions with the highest number of awarded licenses are *Registered Nurses* (156,102), *Cosmetologists* (71,950), and *Medical Doctors* (39,128), while those with the lowest counts include *Natural Hair Culturists* (54), *Personnel Agents* (40), and *Oral Pathologists* (7).~~

~~Some indications suggest that Michigan's licensed occupations will experience faster long-term employment growth and exhibit higher median wages relative to the state overall. From 2016 to 2026 the total employment level for 35 selected[3] licensed occupations is expected to increase by 9.8 percent; almost 3 percentage points above the projected all-occupation average growth rate of 7.0 percent. Similarly, the selected occupations are projected to make up nearly 9 percent of the 547,120 total annual openings estimated statewide for 2016 to 2026. Finally, of the 35 selected licensed occupations where data was available, 23 had a 2018 median wage that exceeded the $18.08 per hour median wage of all Michigan occupations.~~

Apprenticeship

Several careers, particularly in professional trades, required some level of apprenticeship. In 2020 ~~2018~~, there were ~~nearly 18,900~~ more than 19,100 active apprentices across Michigan, spread over ~~1,100~~ 1,200 programs. These apprenticeship programs are largely confined to three regions of the state. West Michigan claims ~~29~~ 30.6 percent of all programs. This is followed by the Detroit Metro and Southwest Michigan regions at ~~19.6~~ 21.9 percent and ~~14~~ 15 percent, respectively. While West Michigan is home to the largest number of active programs, it is responsible for the third largest share of active apprentices at ~~13.2~~ 13.3 percent. The Detroit Metro region is home to a significant share at ~~44.8~~ 42.2 percent, followed by the East Michigan region at ~~16.9~~ 15.6 percent.

Much of the apprentice population resides among two industries, called traditional apprenticeships. These apprenticeships include the industries of Construction and Manufacturing. Among ~~2018~~ 2020 active apprentices, these industries combined to make up ~~78.5~~ 81.8 percent of all active apprentices in the State of Michigan, with Construction making up the larger share.

The occupations most associated with apprenticeships are rather unsurprising. Electricians lead the way in terms of share of active apprentices at ~~22~~ 19.8 percent. Construction Laborers make up the second largest share with ~~15.1~~ 14.4 percent. Among others are Carpenters (~~8.8~~ 8.7 percent) and Plumbers, Pipefitters, and Steamfitters (~~7.3~~ 8.2 percent).

~~Along with these occupations, it is possible to track the wage progression while they are completing the apprenticeship, and it is also possible to see the one-year-after wage among those who were able to find employment (among 2017 completers). *Electricians*, for example, see significant progression in their apprenticeship wages. At the start of the apprenticeship, these apprentices earn a median starting wage of $13.55. This bumps up to a median wage of $27.74 during the last year of their apprenticeship. This wage increases for those who are employed one year later, as they earn a median wage of $36.17. This wage at the start of employment is more than $15 greater than that of the 25th percentile starting wage ($20.69) as determined by 2018 Occupational Employment Statistics (OES). Many of the large occupations among apprentices see similar wage progression as well.~~

Along with these occupations, it is possible to see the employment outcomes of those who complete an apprenticeship in these occupations (among 2019 completers). Overall, 2019 completers had an employment percentage one-year-after completing their program of 95.9 percent. Among larger occupations, Electricians (97.1 percent), Plumbers, pipefitters, and steamfitters (99.3 percent), and Construction laborers (87.5 percent) all boasted high employment percentages. For all 2019 completers, the median hourly one-year-after wage was $32.22. This wage at the start of employment for completers of apprenticeship programs was significantly higher than statewide median wage ($19.67) for all occupations

The demographical make up of underrepresented groups is another important aspect to consider among apprentices. Tracking the shifts in these populations among new apprentices allows for analysis of the changing diversity. From 2008 to 2017, just 5.8 percent of new apprentices were women. From 2018 to 2020, this share has increased to 15.4 percent. Similarly, the share of new apprentices who are people of color has increased from 9.8 percent in 2008–2014 to 12.8 percent in 2015–2020. [2]

~~In the 2008–2015 period, women only made up 6.4 percent of all newly registered apprentices. Outside of a spike in 2014 to 14.6 percent, this share never reached greater than 7.3 percent. By the 2016–2018 period, this share reached 11.3 percent, again seeing a spike to 20.7 percent in 2018.~~

~~There also has been a rise in newly registered apprentices among people of color. In the earlier period, this share sat at 10.3 percent. From 2016 to 2018, this increased to 13.1 percent. It is important to note, however, the large portion of this population have an unknown racial background, making up over 15 percent of new apprentices. [4]~~

[1] A complete list of Michigan's Career Outlook can be downloaded from the Bureau of Labor Market Information and Strategic Initiatives website: ~~https://milmi.org/Research/michigans-career-outlook-through-2026~~ https://milmi.org/Publication/Research/Michigans-Career-Outlook-through-2028.

~~[2] Closner, Catherine and Leighton, Tyler. 2019. "Occupational Licensing in Michigan." Michigan's Labor Market News, Vol. 74, Issue 12. Lansing, MI: Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget.~~

~~[3] Closner, Catherine and Leighton, Tyler. 2019. "Occupational Licensing in Michigan." Michigan's Labor Market News, Vol. 74, Issue 12. Lansing, MI: Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget.~~

[2~~-4~~] Gandhi, Nick. 2019. "Registered Apprenticeships in Michigan." Michigan's Labor Market News, Vol. 75, Issue 9. Lansing, MI: Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management and Budget.

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[4]. This population must include individuals with disabilities among other groups[5] in the state and across regions identified by the state. This includes—

[4] 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 two years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

[5] 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'.

Part B: Workforce Analysis
(B) *Workforce Analysis*. The Unified State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in Section 3 of the WIOA[1]. This population must include individuals with disabilities among other groups[2] in the State and across regions identified by the State. This includes:

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

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

3. Education and Skill Levels of the Workforce. Provide an analysis of the educational and skill levels of the workforce.

4. Skill Gaps. Describe apparent "skill gaps."

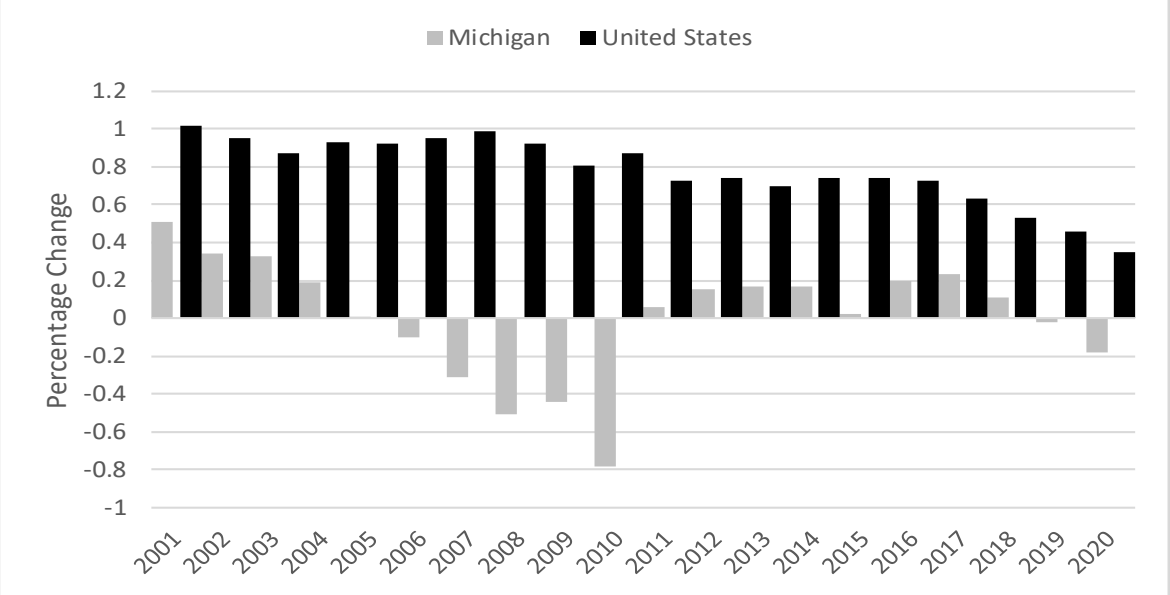
Population, Employment, Unemployment, and Labor Force Trends
The Unified State Plan calls for an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State. Levels of employment and unemployment are highly dependent on the trends in the population and its characteristics.

Population Trends

In ~~2018~~ 2020, the U.S. Census Bureau estimated the population of Michigan at ~~9,996,000~~ 9,967,000. This represents a growth rate of ~~1.2~~ 0.9 percent (~~+118,380~~ 89,000) since 2010, putting the current state population a little over the 2000 levels by ~~0.4 percent or 43,465~~ 0.1 percent or 11,600 residents. In contrast, the U.S. population has shown impressive growth, up ~~17,841,300 (+5.8 percent) since 2010 and 45,005,000 (+16.0 percent) since 2000~~ 20,157,000 (+6.5 percent) since 2010 and 47,318,000 (+16.8 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 until recent years. (Figure 8)

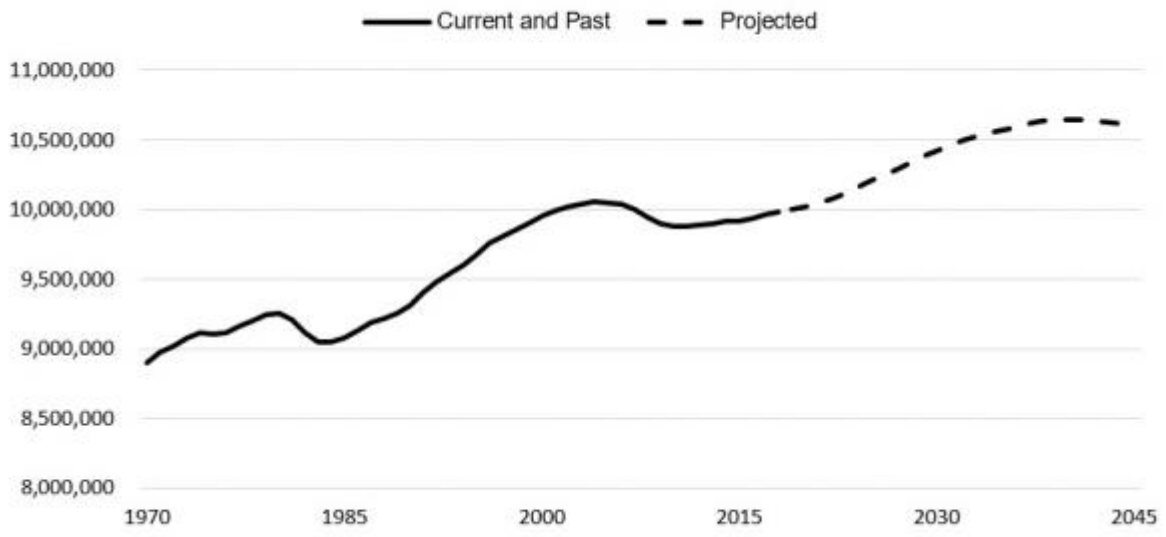
Figure 8: Annual Michigan Population Growth, 2000-2020



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

An analysis of the population trends (past, current, and future) by the Bureau of Labor Market Information and Strategic Initiatives[3] shows that Michigan's population is particularly susceptible to economic downturns as far back as the 1970s. During recessions, Michigan tends to lose population to other states. According to the study referenced previously, migration into Michigan is expected to expand for the next decade as workers move to the state to fill job openings left by retiring baby boomers. Michigan's population is expected to increase to around 10,646,000 by about 2040 and then decline through 2045 as the baby boomer generation shrinks. (Figure 9)

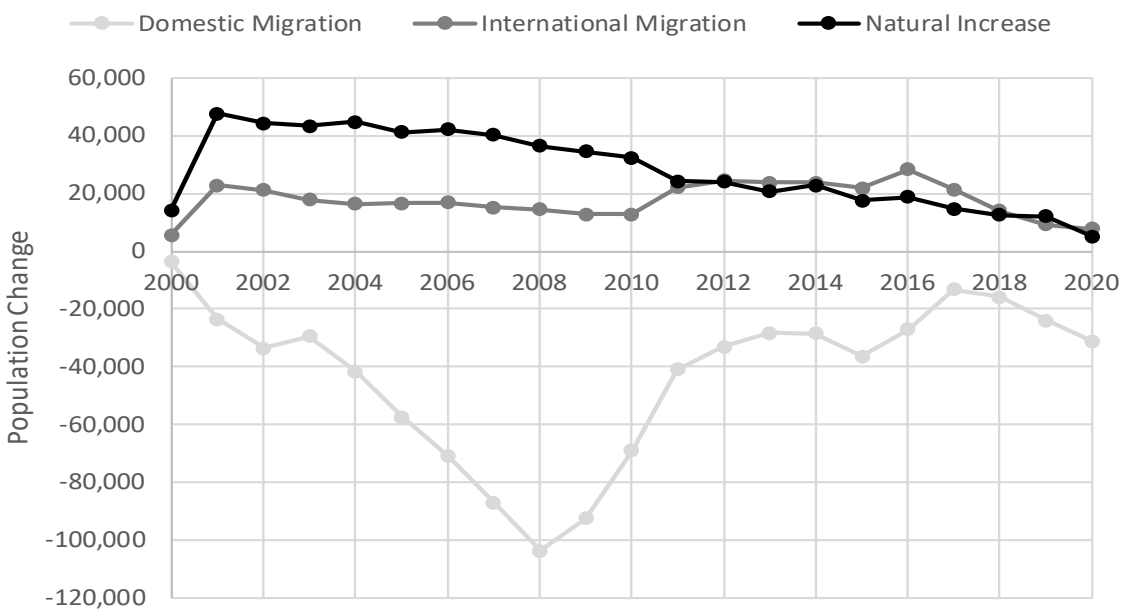
Figure 9: Michigan Population Trends, 1970–2045



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

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 20 years and beyond, as the fertility rate continues to fall, and the population continues to age. Gains in international migration also lessened from 2000 to 2011 but ticked upward through 2018. In fact, between 2011 and 2015, international migration and natural increase are estimated to have equally contributed to the Michigan population gains. Since then, international migration contributes more to the population expansion in Michigan than natural increase (Figure 10).

Figure 10: Michigan Components of Population Annual Change, 2000 -2020



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

Unlike natural population increase and international migration, domestic migration has been negatively impacting Michigan's population since 2000 and continues to do so to date (2018). 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 about ~~16,800 in 2018~~ 31,200 in 2020. (Figure 10)

~~Domestic migration affected virtually all population subgroups, but the impact on certain population segments has been more pronounced:~~

- ~~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.~~
- ~~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.~~
- ~~Domestic out-migration was more prevalent among 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.~~

Population projections produced by the Bureau of Labor Market Information and Strategic Initiatives indicate that around 2030, the number of deaths will outpace the count of births in Michigan. The growth of the population will only be possible through domestic and international migration.

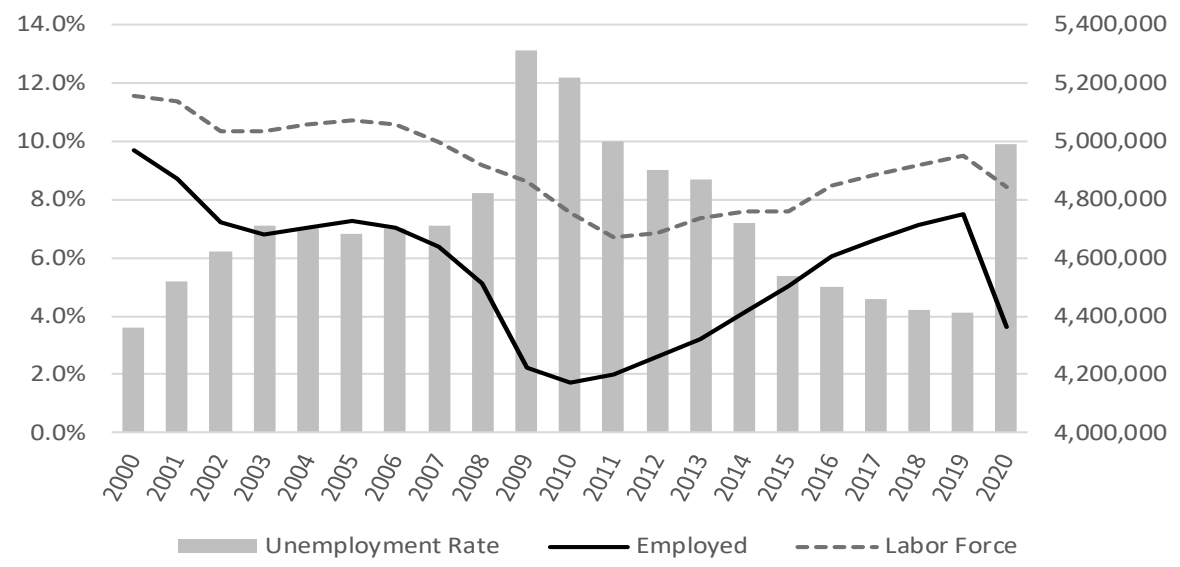
These migration patterns greatly influence the state's labor pool. These demographic shifts have implications on the future productivity of Michigan's labor force. The poor economic

conditions in the state during most of the first decade of the millennium not only contributed to a declining population, but also a shrinking workforce.

Employment, Unemployment, and Labor Force Trends

Michigan's labor market ~~has~~ had ~~made~~ a strong recovery since the Great Recession. In 2009, Michigan had the highest unemployment rate in the country at 13.7 percent. Since then, the state's jobless rate has continued to fall—down to 4.1 percent in ~~2018~~ 2019 before rising in 2020 to 9.9 percent. ~~Employment levels have also bounced back strongly after reaching a low of 4,194,000 in 2010~~. Employment levels had continued to recover through 2019 (4,748,000) before dropping in 2020 to 4,363,000. ~~Since that time, Michigan has added 505,000 employed persons to its economy. The state's labor force has also edged up slightly since 2012, advancing by 229,000 through 2018. 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 11)

Figure 11: Labor Market Status of Michigan's Workforce 2010-2020



Source: Bureau of Labor Market Information and Strategic Initiatives (LAUS), Michigan Department of Technology, Management and Budget

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 5.9 percent (November 2021 seasonally adjusted). Far more striking are the long-term massive losses in labor force and employment levels over this period. ~~In 2018, Michigan's labor force was 4,902,000, a large drop of 261,000 since 2000~~ In 2019, Michigan's labor force was 4,949,000 or roughly a drop of 208,000. The same is true for employment, which is still 221,000 below the 2000 levels (Figure 11). 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 ~~61.4 percent in 2017~~ 61.9 percent in 2019. This decline can partially be explained by an aging population, leading to more people of legal working age exiting the workforce.

~~More recently, the Michigan workforce continues to improve. Seasonally adjusted labor market statistics show the state labor force improving by 47,000 and employment improving by 35,000 over the first eight months of 2019. The seasonally adjusted unemployment rate oscillated between 4.0 and 4.3 percent. But there are still some areas of concern despite this general labor market recovery.~~

- ~~In 2019, 17.9 percent of the state's unemployed were without work for over 26 weeks, compared to just 3.2 percent in 2001. A detailed analysis of the long-term unemployed is provided later in this report as one of the groups of persons with barriers to employment.~~

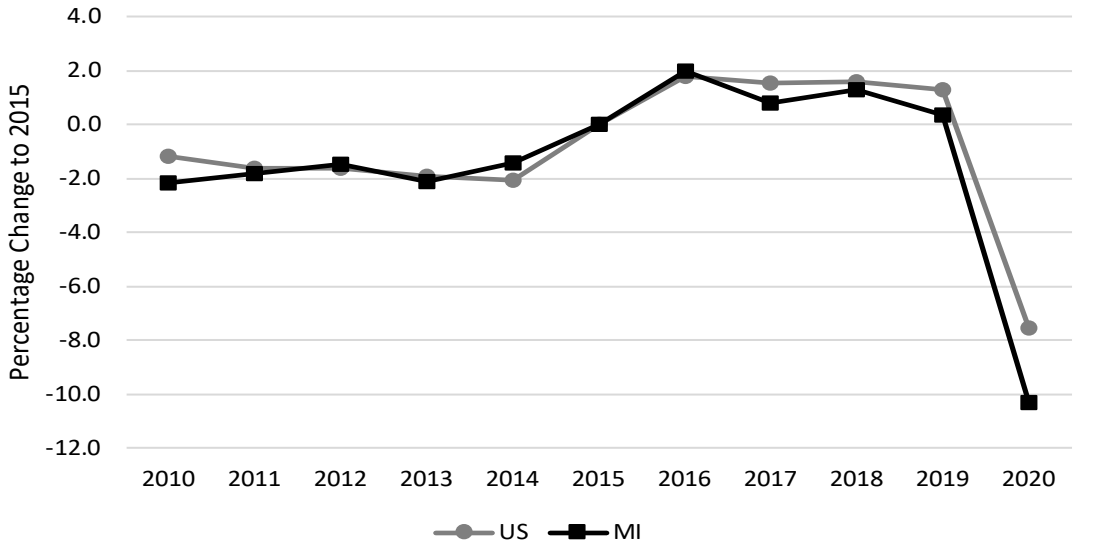
- ~~The U.S. Department of Labor, Bureau of Labor Statistics publishes six measures of labor underutilization rates for states. The broadest measure, the U6 underutilization rate, includes the unemployed (people without a job but actively looking for one and available to work), marginally attached workers (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 June 2019 showed a U6 labor underutilization rate for Michigan of 7.6 percent, which was tied with New York and North Carolina for the 17th highest in the nation. Michigan's official U3[4] unemployment rate was 4.1 percent over the same period.~~

More recently, the Michigan workforce has been heavily impacted by the pandemic. With unemployment rates more than doubling the annual average of 2019 (4.1 percent) to 9.9 percent in 2020. This, however, is only one metric displaying the annual impact of the pandemic. Labor force levels dropped significantly as well down 108,000 individuals over the year. Employment levels dropped 385,000 or roughly 8 percent. April 2020 was the bottom for the labor economy with unemployment reaching 23.6 percent. Since then, rates have dropped and are now approaching rates seen in the years prior to the pandemic although employment and labor force levels are recovering more slowly.

Labor Market Trends
The Unified State Plan also calls for providing an analysis of key labor market trends, including across existing industries and occupations.

Michigan's Payroll Jobs Trends
~~Michigan's economy never fully recovered from the substantial number of *Manufacturing* layoffs that occurred at the turn of the millennium, largely attributed to outsourcing. In fact, by 2007, Michigan had lost an additional 407,600 payroll jobs, with a loss of 278,600 in *Manufacturing* alone.~~

Figure 12: Total Payroll Employment Index (Base year = 2015)



Source: U.S. Bureau of Labor Statistics (BLS); Current Employment Statistics (CES), Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

~~The impact of the late 2008 financial crisis which 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. As of 2018, Michigan's total nonfarm employment is more than 257,000 below the 2000 levels.~~

~~Michigan's payroll employment dropped faster than the nation's during the Great Recession of 2008-2009. Michigan lost about 9 percent of its payroll employment (a little over 397,000 jobs), while the nation's industry employment fell by 5 percent (-6.7 million).~~

~~Since the official end of the recession in the second half of 2009, Michigan's payroll employment recovery has followed the U.S. However, unlike the U.S., which had surpassed the 2007 pre-recessionary levels by 2014, industry jobs in Michigan remained two (2) percentage points below the 2007 levels (or -86,400). (Figure 12) Fortunately, payroll jobs continued to show strong expansion in Michigan and by 2016 had surpassed the 2007 levels by 1.2 percent (+51,600). Today in 2018, the state's total nonfarm payroll employment is 150,500 above the 2007 pre-recessionary levels.~~

Figure 13: Percent Change in Payroll Jobs Prior to and During Pandemic

Source: Current Employment Statistics (CES), Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology Management & Budget

~~*Manufacturing* was the hardest hit sector in Michigan during the recession with a job reduction of 25.0 percent (-152,700). However, the sector has recorded the fastest job recovery since the end of the recession (+38.4 percent or 174,700).~~

~~Jobs in *Professional and Business Services* declined by approximately 14 percent (-80,900) during the recession. Employment has grown by 29.5 percent (+150,300) since the end of recessionary period.~~

~~Two private sectors, *Education Services* and *Health Care and Social Assistance*, recorded job gains during the recession (+2.1 percent or 12,600 workers, combined). After the recession, jobs in private *Health Care and Social Assistance* continued to expand (+14.0~~

~~percent or 74,400), while employment in private *Education Services* dropped by 5.9 percent (-4,700) between 2009 and 2018. As the economy expands and job availability increases, the opportunity cost of going to school increases. In other words, more people prefer working over going back to school.~~

~~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 6.2 percent (-40,300) over the 2009–2018 period.~~

Nearly every industry sector recorded growth from 2015 through 2019. Of the 12 industry sectors only three recorded declines including Mining and Logging and Information which are the two smallest in the state. The third declining industry was Other Services which is the fourth smallest industry sector and only declined 0.4 percent.

Meanwhile, the larger industries saw growth over the same period. Construction well outpaced other growth roaring ahead with 17.1 percent growth. Meanwhile Total Nonfarm Payroll Jobs advanced 4.6 percent. Financial Activities grew 8.2 percent while both Manufacturing and Healthcare and Social Assistance each recorded 5.2 percent growth.

The pandemic brought a 9.2 percent decline in Total Nonfarm Payroll Jobs. No sector was spared as all 12 receded. Financial Activities saw the least decline, dropping 0.8 percent. Meanwhile, Leisure and Hospitality dropped 25.8 percent. (Figure 13)

Current Distribution of Michigan's Payroll Jobs

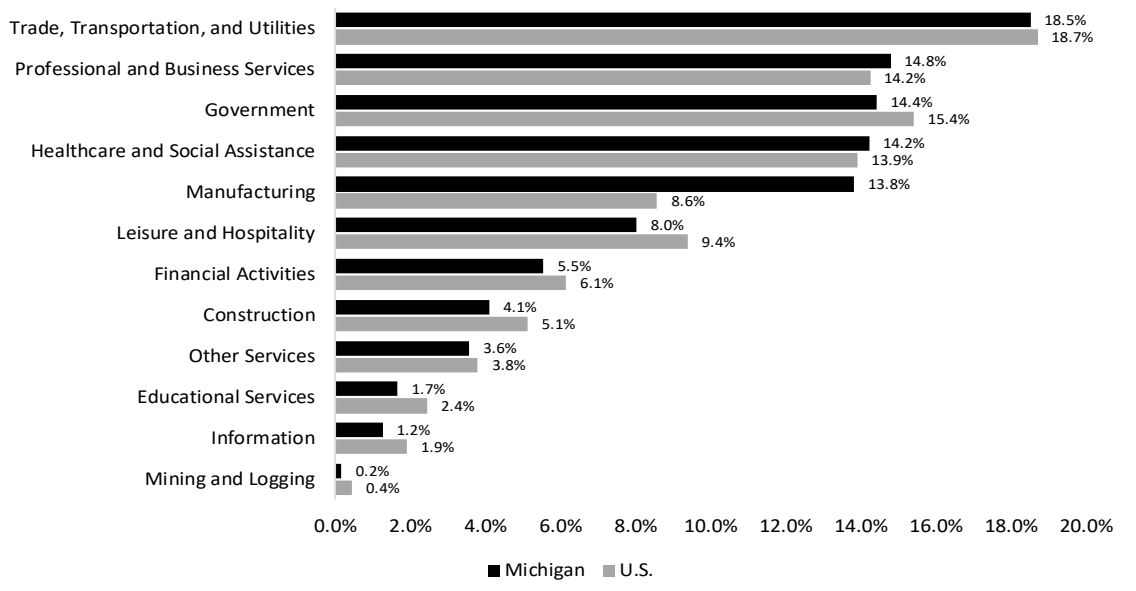
Although Michigan (like the U.S.) continues to display a shift toward a service-based economy, the share of Manufacturing in Total Nonfarm Payroll Employment in Michigan (13.8 percent) was ~~almost double the proportion nationwide in 2018 (14.3 versus 8.5 percent)~~ still well above the nation (8.6 percent). Manufacturing was the ~~third~~ fourth largest ~~employer~~ industry in Michigan in ~~2018~~ 2020, with a job level of ~~629,800.~~ 557,100.

The top two broad industry sectors in terms of overall jobs were classified in the service-providing category. At the top of the list is Trade, Transportation, and Utilities, which accounts for a little over ~~18.6~~ 18.5 percent of industry employment in Michigan (or ~~791,400~~ 746,500). ~~A third of the jobs in this sector are in Retail trade.~~

Professional and Business Services ~~recorded the third largest rate of job gain since the end of the recession at 29.5 percent~~ is the second largest sector in Michigan (14.8 percent of employment). This sector is 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 subsectors of Architecture and Engineering, Legal Services, Accounting, and others. (Figure 14)

~~Private *Health Care and Social Assistance Services* experienced steady growth, even during the Great Recession. This sector has nearly as many jobs as *Government* and is the fifth largest sector in Michigan (604,500 in 2018). Employment expansion in this sector has been a result of an increasing demand for health care services by an aging population and continuously improving medical technology.~~

Figure 14: Distribution of Michigan's Total Nonfarm Payroll Jobs across Sectors, 2020



Source: Current Employment Statistics (CES), Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management and Budget; U.S. Bureau of Labor Statistics

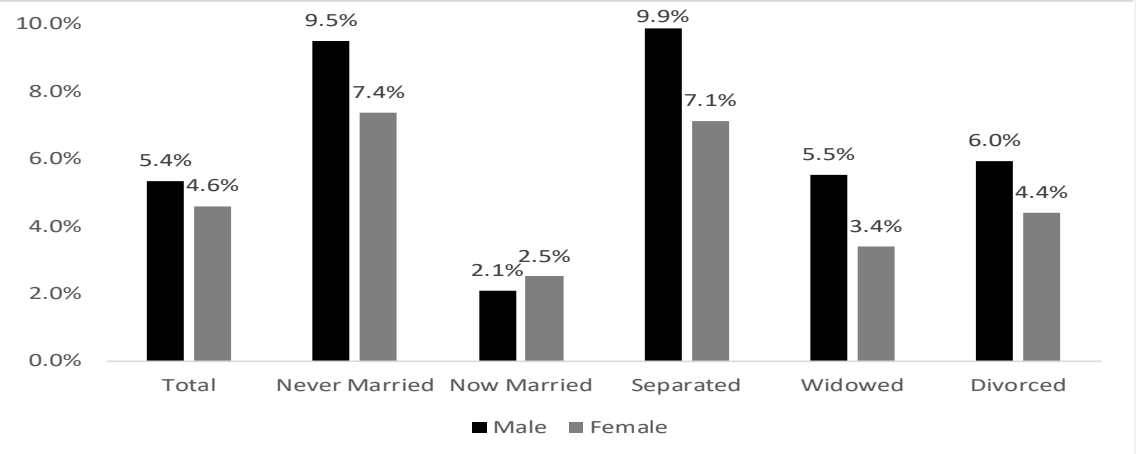
Demographics, Education, and Skill Levels of the Michigan Workforce

In addition to the analysis of the current workforce, employment and unemployment data, and labor market trends, the workforce analysis of the Unified State Plan must also provide an analysis of the educational and skill levels of the workforce.

The characteristics of the Michigan workforce are constantly evolving. Economic and workforce conditions have varying impacts on demographic groups within Michigan. Workforce strategies should align with the economic conditions facing specific subgroups of the Michigan labor market.

Jobless Rates by Demographic Categories

Figure 15: Michigan Jobless Rate by Marital Status and Sex, 2019

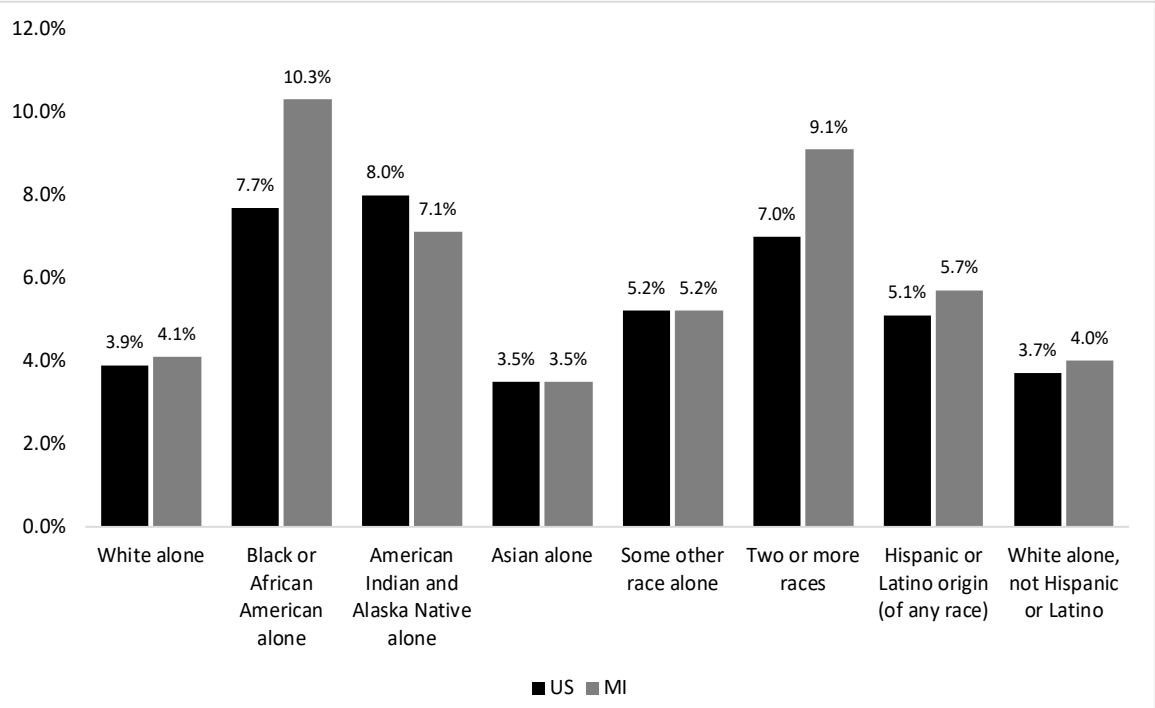


Source: 2019 American Community Survey 1-Year Estimates (Table B12006), U.S. Census Bureau

Unemployment rates in ~~2017~~ 2019 were reasonably similar for men and women in Michigan, but marital status made a difference. The ~~2017~~ 2019 jobless rates for men and women in the Michigan labor force were somewhat similar at 5.4 and 4.6 percent, respectively. However, individuals who were married had significantly lower unemployment rates. Married men with a spouse present had a jobless rate of just ~~2.7 percent in 2017~~ 2.1 percent in 2019, and married women with a spouse present had a jobless rate of ~~3.0~~ 2.5 percent, both significantly lower than either gender as a whole. On the other hand, those who were never married, separated, ~~widowed,~~ or divorced experienced noticeably higher jobless rates. (Figure 15)

The labor participation rate of married men (69 percent) was over 10 percentage points higher than that of married women (57 percent). ~~Stay-at-home parenthood is likely to be higher among married couples~~. On the other hand, separated and divorced men and women experienced similar rates of labor participation (around 60 percent). The lowest proportion of labor force participation was among those individuals who were widowed, as they were more likely to be in the retirement age and out of the labor force (~~80~~ 22 percent participation for men and ~~84~~ 17 percent for women). (American Community Survey, Table B12006)

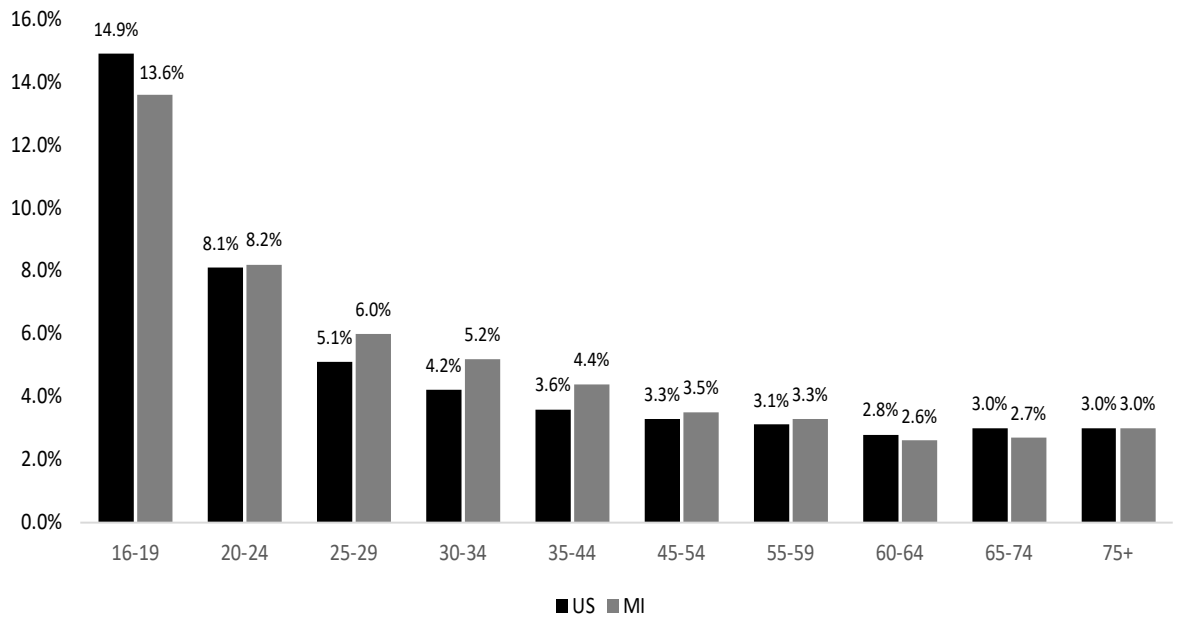
Figure 16: Michigan Jobless Rate by Race/Ethnicity, 2019



Source: 2019 American Community Survey 1-Year Estimates (Table S2301), U.S. Census Bureau

Unemployment remained elevated for African Americans in 2019, despite improvements since the Great Recession. The rate for African Americans (~~13.6~~ 10.3 percent) in Michigan was more than double the rate for all workers (~~5.9~~ 5.0 percent) and ~~over three times~~ well more than double the rate of Whites, non-Hispanic (~~4.2~~ 4.1 percent). The jobless rate for individuals of Hispanic or Latino ethnicity was ~~around average~~ slightly above the rate for all workers (~~6.0~~ 5.7 percent ~~in 2017~~). Asian ~~and non-Hispanic Whites tied for~~ individuals had the lowest unemployment rate in 2017 (~~4.2~~ 3.5 percent). (Figure 16)

Figure 17: Michigan Jobless Rates by Age Category, 2019



Source: 2019 American Community Survey 1-Year Estimates (Table S2301), U.S. Census Bureau

Jobless rates were generally inversely related to age in Michigan and the U.S. Teens and young adults faced the highest unemployment rates in the state in ~~2017~~ 2019 at ~~18.4~~ 13.6 percent and ~~9.6~~ 8.2 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 tend to decrease with age down to a low of ~~3.9~~ 2.6 percent for those age ~~45 to 54~~ 60 to 64 years old. The unemployment rates for older cohorts continue to decline but so are the proportions at which they participate in the workforce. For people 55 to 59 years of age, for example, the jobless rate is ~~3.9~~ 3.3 percent, but their labor force participation rate falls ~~by about 9 percentage points to~~ ~~67.5~~ to 71.6 percent. The participation rate drops by another 16 percentage points for the 60-64 years old individuals to 51.0 percent. Only about a fifth of individuals in the 65-74 age bracket still participate in the workforce and around 6 percent of those 75 years of age and over participate. (Figure 17)

Full versus Part-time Employment

Figure 18: Full versus Part-time Labor Market Status for the Population 16 to 64 Years of Age, 2019				
	United States	**Distribution**	**Michigan**	**Distribution**
Total	209,460,133	100%	6,329,504	100.0%
Male:	104,451,878	49.9%	3,157,055	49.9%
Worked in the past 12 months:	84,923,488	81.3%	2,548,926	80.7%
Worked full-time, year-round	62,738,726	60.1%	1,812,853	57.4%
Worked less than full-time, year-round	22,184,762	21.2%	736,073	23.3%
Did not work in the past 12 months	19,528,390	18.7%	608,129	19.3%
Female:	105,008,255	50.1%	3,172,449	50.1%
Worked in the past 12 months:	77,556,865	73.9%	2,359,304	74.4%
Worked full-time, year-round	48,054,357	45.8%	1,353,319	42.7%
Worked less than full-time, year-round	29,502,508	28.1%	1,005,985	31.7%
Did not work in the past 12 months	27,451,390	26.1%	813,145	25.6%
Source: U.S. Census Bureau, 2019 American Community Survey 1-Year Estimates (Table C23022)				

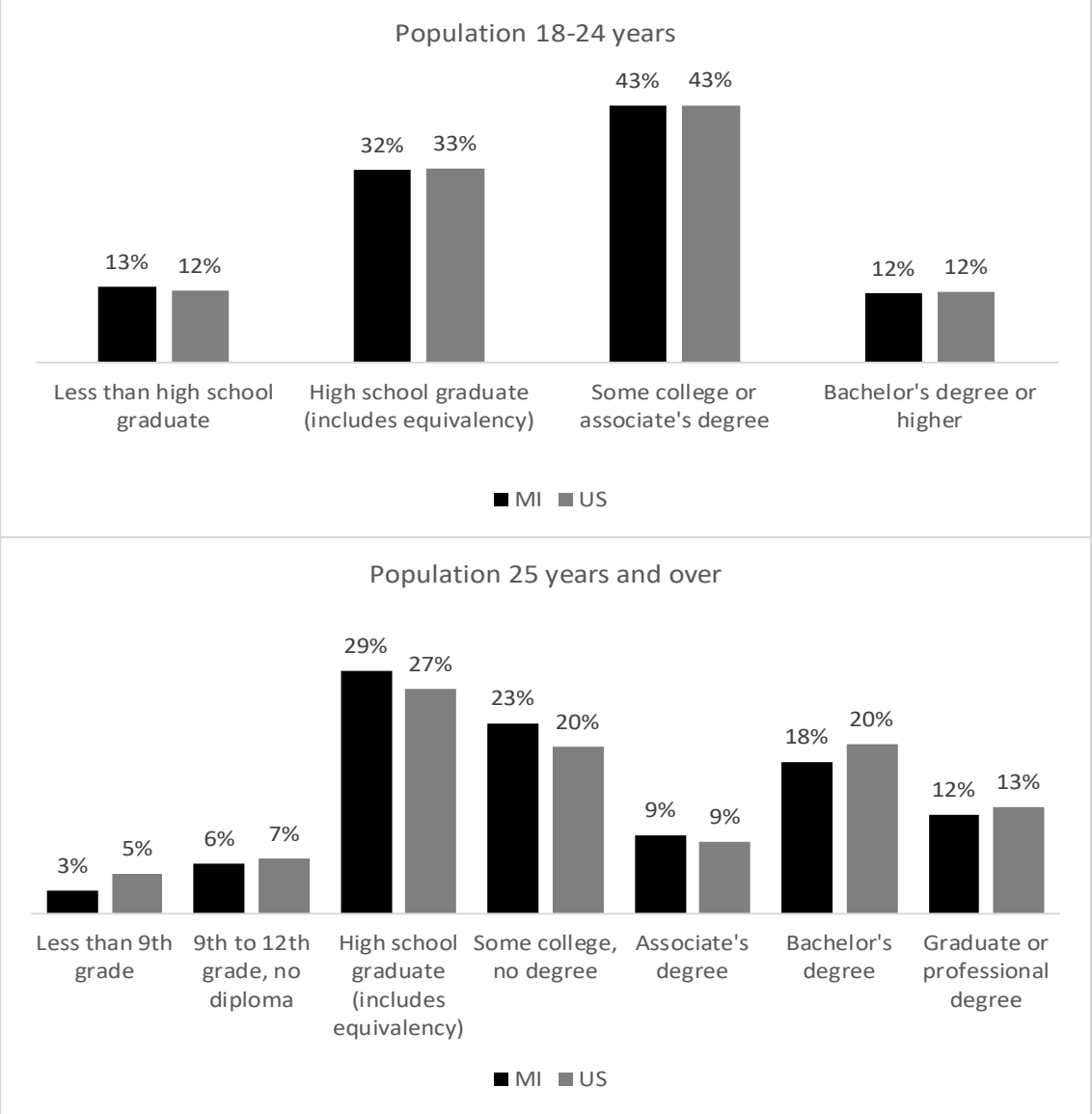
Women make up a larger share of the Michigan part-time workforce than men. In Michigan, women comprised about 58 percent of part-time workers in 2019 ~~2017~~, but accounted for only around ~~42~~ 43 percent of full-time workers. Of the men who worked that year, ~~70.1~~ 71.1 percent did so full-time, year-round (35 hours plus a week and 50-52 weeks a year); only ~~55.9~~ 57.3 percent of working women were in this category. (Figure 18)

Educational Attainment of the Michigan Workforce

The educational distribution of individuals ages 18 to 24 in Michigan is similar to that of the U.S. Understandably, this age group displays a high proportion of individuals still in college or having an associate degree (about ~~45~~ 43 percent in both areas). In both Michigan and the nation, about ~~11~~ 12 percent of individuals in this age group have a bachelor's degree or higher; almost 32 percent have a high school diploma or equivalent, and 12 to 13 percent have less than a high school diploma. (Figure 19)

Compared to national averages, Michigan had a slightly higher share of the adult population (25 years or older) who had attained a high school degree, had some college but no degree, or had an associate degree in ~~2017~~ 2019. The state had a smaller proportion of persons with less than a ninth-grade education level than the nation (~~2.8 vs 5.1~~ three (3) vs five (5) percent). Michigan lagged behind the nation in the share of residents with bachelor's degrees (~~17.6 vs 19.7~~ 18 vs 20 percent) or graduate or professional degrees (~~11.5 vs 12.3~~ 12 vs 13 percent). (Figure 19)

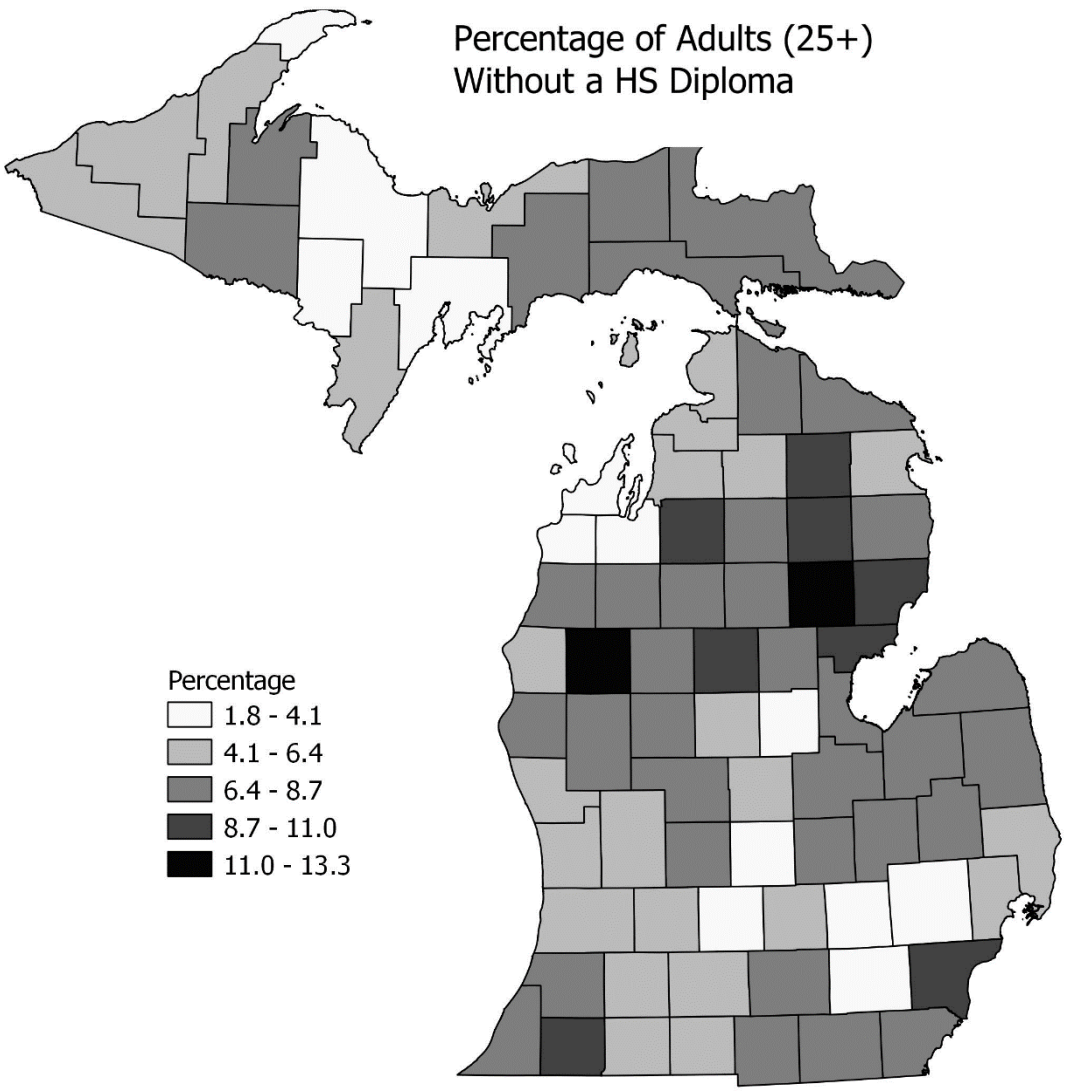
Figure 19: Educational Attainment of the Population, 2019



Source: 2019 American Community Survey 1-Year Estimates (Table S1501), U.S. Census Bureau

The distribution of individuals with less than a high school diploma or equivalent across the state reveals strong disparities with many counties in the northern Lower Peninsula recording more than 10 percent of the population older than 25 lacking this level of education. Meanwhile several counties in the south, northwest, and Upper Peninsula have four percent or less of the population without a high school diploma or equivalent. (Figure 20) ~~that Wayne County displays the largest number of persons in this category (169,107 or 14.4 percent of the county's adult population age 25 or older). This puts Wayne County in fifth place in terms of the proportion of individuals with less than a high school or equivalent in the county's total adult population, after Lake, Oscoda, Clare, and Ogemaw counties. (Figure 20)~~

Figure 20: Distribution of Adult Population with Less than a High School Diploma or Equivalent, 2019



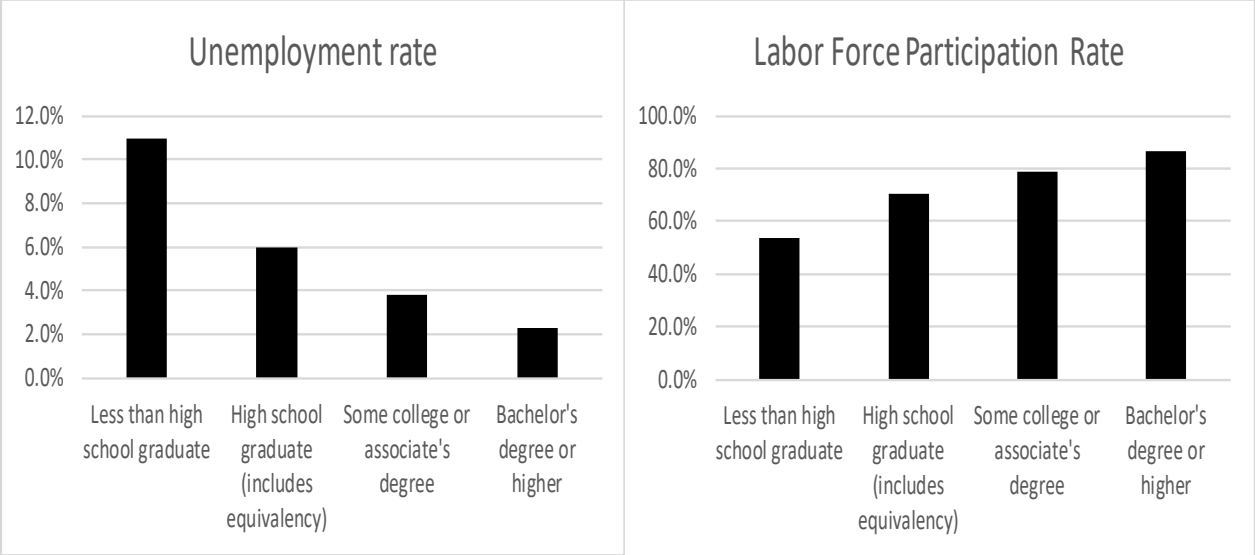
Source: U.S. Census Bureau, 2019 ACS 5-year Estimates

Education has significant implications on labor market outcomes. Individuals with higher educational degrees tend to experience less unemployment, higher labor force participation, higher earnings, and lower rates of poverty.

Michigan's unemployment rates in ~~2017~~2019 were inversely related to educational levels. Individuals with a less than a high school graduate level of education had the highest jobless rate at ~~12.5~~ 11.0 percent. Unemployment rates generally decline with higher educational attainment levels to a low of just 2.3 percent for individuals with a bachelor's degree or higher. Individuals with higher education are more likely to participate in the labor market. In ~~2017~~2019, ~~86.0~~84.8 percent of those with a bachelor's degree or more were active in the

labor market, while only slightly over half (~~52.5~~ 53.6 percent) of people with less than a high school diploma did so. (Figure 21)

Figure 21: Unemployment and Labor Force Participation Rates by Educational Attainment (Population 25-64 Years Old), 2019



Source: 2019 American Community Survey 1-Year Estimates (Table S2301), U.S. Census Bureau

Nearly all education levels registered reduced unemployment rates from ~~2015 to 2017~~ 2017 to 2019 in Michigan, ranging from ~~a reduction of 0.4 percentage points~~ no change for Michigan residents with a bachelor's degree or above to a fall of 1.5 percentage points for persons with less than a high school diploma.

People in all categories of educational attainment recorded labor market improvement between ~~2015 to 2017~~ 2017 to 2019. The greatest advance was seen by persons with ~~a~~ less than a high school diploma or equivalent. The labor force participation rate for individuals in this group rose by ~~2.1~~ 1.1 percentage points to ~~69.5~~ 53.6 percent; their employment rate rose by ~~3.4~~ 1.7 percentage points to ~~65.0~~ 47.7 percent. ~~The unemployment rate dropped by 2.1 percentage points.~~ (Figure 21)

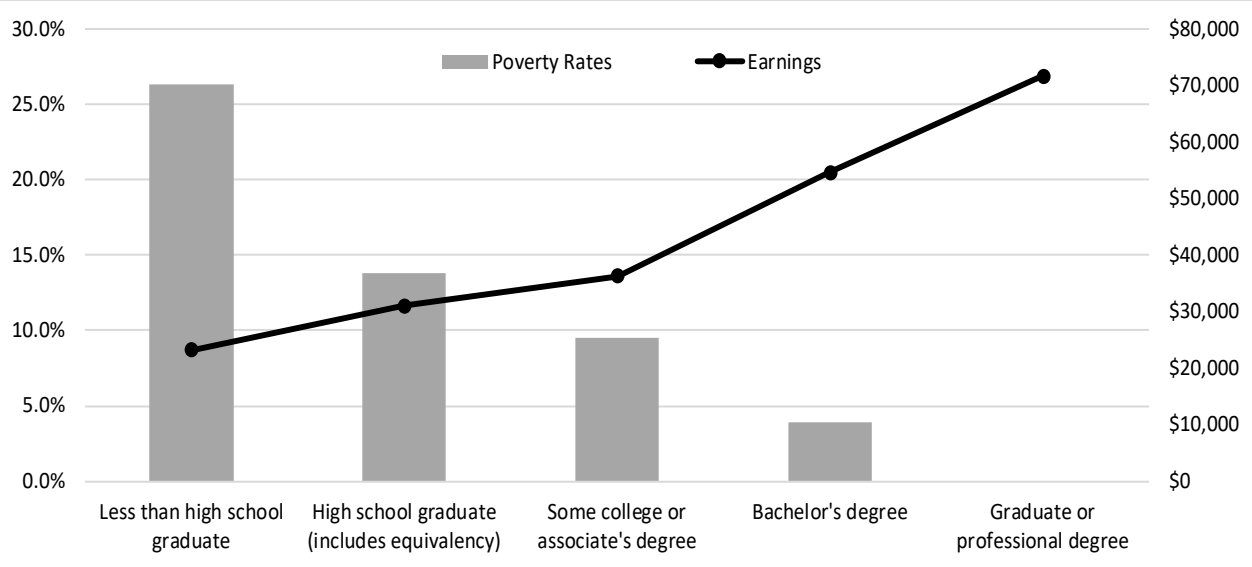
Poverty rates were inversely related to educational attainment in Michigan in ~~2017~~2019. Poverty rates in ~~2017~~2019, ranged from 28.5 percent for persons with less than a high school education to 4.7 percent for residents with a bachelor's degree or higher. (Figure 22)

As the economy continues to expand, more job opportunities open for people of all skills and education. Between ~~2015 to 2017~~ 2017 to 2019, poverty rates for all educational attainment groups decreased, with people in the category of less than high school registering the greatest drop of ~~1.8~~ 0.9 percentage points.

Higher education levels were clearly related to higher median earnings in Michigan. In ~~2017~~2019, individuals with less than a high school diploma had median earnings in the past 12 months of just ~~$21,773~~ $23,192, which was ~~$16,343~~ $17,258 below the statewide median income of ~~$38,116~~ $40,450. Income was highest for those with advanced education. In ~~2017~~ 2019, people with a bachelor's degree in Michigan had median earnings of ~~$51,527~~ $54,634, and people with a graduate or professional degree recorded median earnings of

~~$70,518~~ $71,623. Between ~~2015 to 2017~~ 2017 to 2019, median earnings rose for all. However, those with a ~~graduate or professional degree and high school graduates or equivalent saw the greatest earnings improvement with $3,938 and $3,230, respectively.~~ bachelor's degree saw the largest earnings growth adding $3,107 at the median. (Figure 22)

Figure 22: Poverty Rates and Median Annual Earnings by Educational Attainment (Population 25-64), 2019



Source: 2019 American Community Survey 1-Year Estimates (Table S1501), U.S. Census Bureau

Labor Market Status of Individuals with Barriers to Employment

Besides the demographic characteristics of Michigan's workforce (employment, unemployment, and labor force participation across gender, race/ethnicity, age, and others), there are other population groups that the act identifies as facing particularly challenging employment barriers.

Individuals with a Disability

Disability increases with age and is one of several factors that can lead to poverty and other forms of economic distress. Disability conditions included in the U.S. Census Bureau's American Community Survey are hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and independent living difficulty. In ~~2017, 14.1 percent of Michigan's population (or 1,390,310 persons)~~ 2019, 14.3 percent of Michigan's population (or 1,411,000) self-identified as having one or more types of disability.

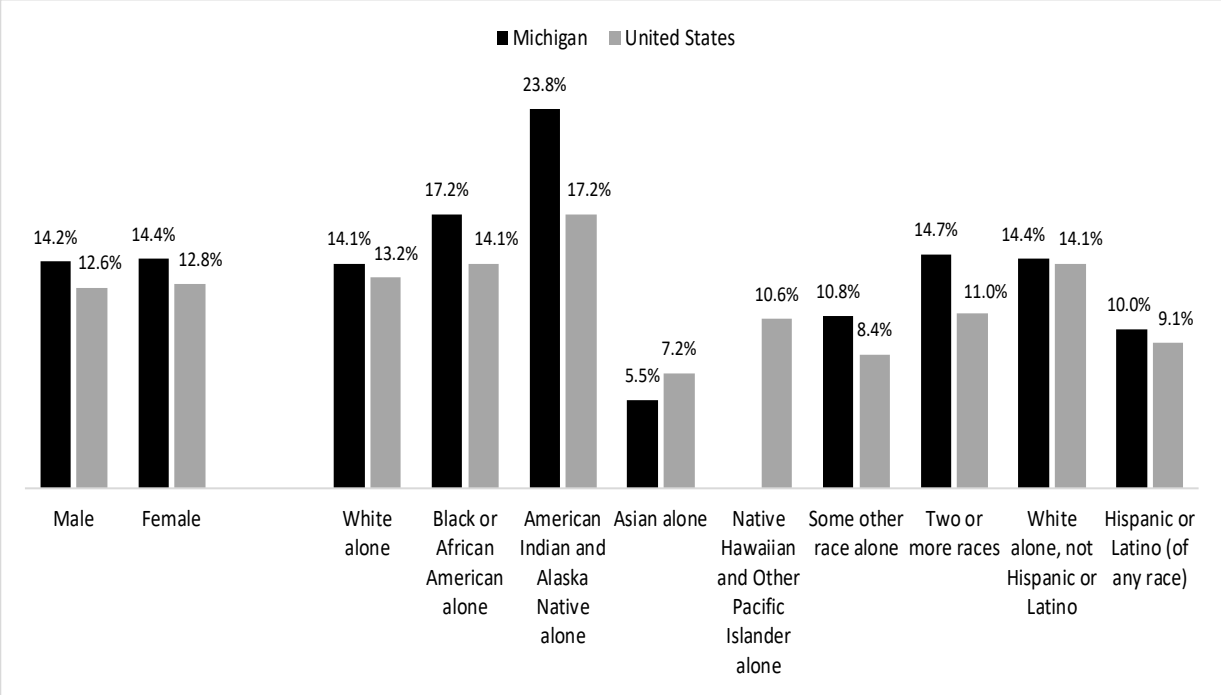
Demographics of Persons with a Disability in Michigan

Gender, Race/Ethnicity, Age, and Educational Attainment

In ~~2017~~ 2019, individuals with a disability were equally distributed across genders in both Michigan and the U.S. About 14 percent of the population in Michigan self-identified as having some type of disability. Michigan presented a higher proportion of persons with a disability than the nation by a full percentage point.

At about one ~~in five (22 percent)~~ in four (23.8 percent), American Indians and Alaska Natives are more likely to live with a disability in Michigan. The ratio is one in six ~~(17 percent)~~ (17.2 percent) nationwide. The proportion of Blacks with a disability in Michigan ~~(almost 18 percent)~~ (17.2 percent) is about ~~four~~ three percentage points above the national average. In fact, nationwide, Blacks and Whites display similar rates of disability ~~(14 percent)~~ (14 and 13 percent, respectively). (Figure 23)

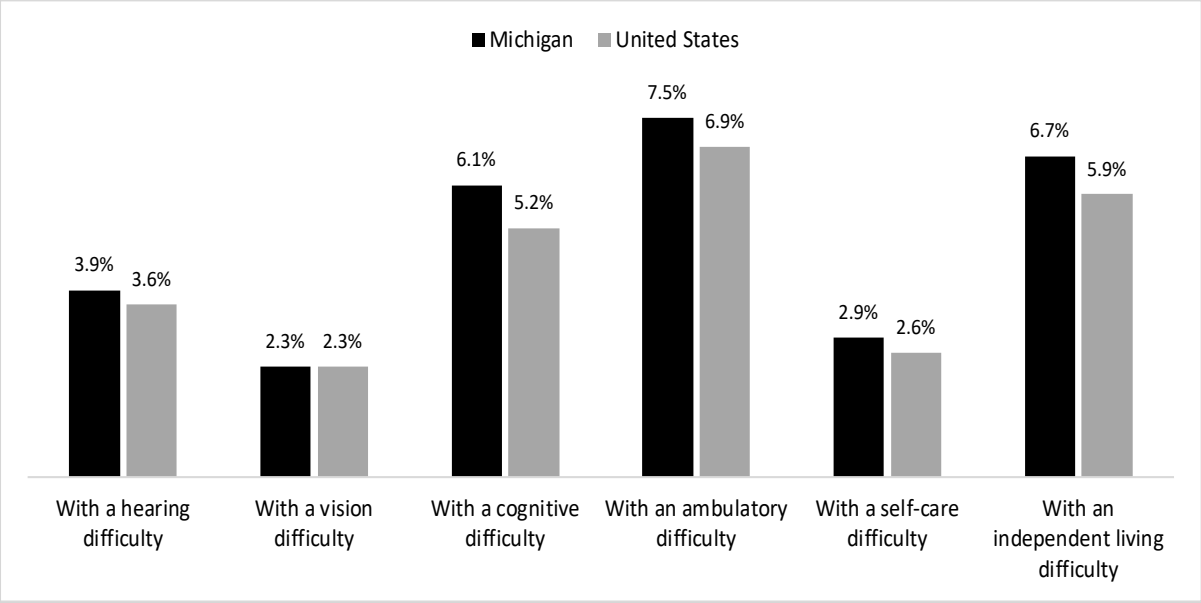
Figure 23: Persons with a Disability by Sex and Race/Ethnicity, 2019 (Percent of Total Noninstitutionalized Population)



Source: 2019 American Community Survey 1-Year Estimates (Table S1810), U.S. Census Bureau

Ambulatory difficulty is by far the most common disability reported. In Michigan, ~~almost eight~~ over seven percent of the noninstitutionalized population (about ~~721,400~~ 699,900 persons in ~~2017~~ 2019) self-identified as having an ambulatory impairment.~~; a full percentage point above the national average in this category~~. The next most common disability is independent living difficulty (~~6.5~~ 6.7 percent in Michigan and ~~5.8~~ 5.9 percent nationwide). ~~Around~~ Just above six percent of Michigan's noninstitutionalized population (~~5.1~~ 5.2 percent nationwide) reported having some cognitive difficulty. In both Michigan and the nation, almost four percent of the noninstitutionalized population had a hearing difficulty, nearly three percent a self-care difficulty, and around two percent a vision difficulty. (Figure 24)

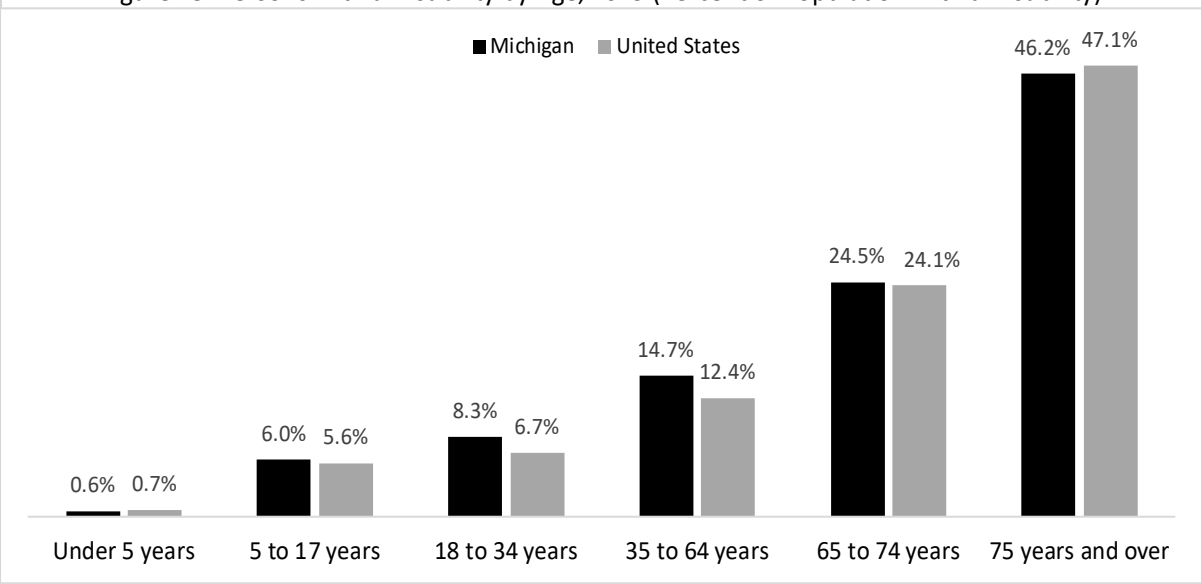
Figure 24: Persons with a Disability by Type, 2019 (Percent of Total Noninstitutionalized Population)



Source: 2019 American Community Survey 1-Year Estimates (Table S1810), U.S. Census Bureau

The incidence of disability classification increases as people age. About half of all individuals with a disability in ~~2017~~ 2019 were 75 years or older; around a quarter of this population was in the age bracket of 65 to 74 years, while nearly 15 percent were 35 to 64 years old. (Figure 25)

Figure 25: Persons with a Disability by Age, 2019 (Percent of Population with a Disability)



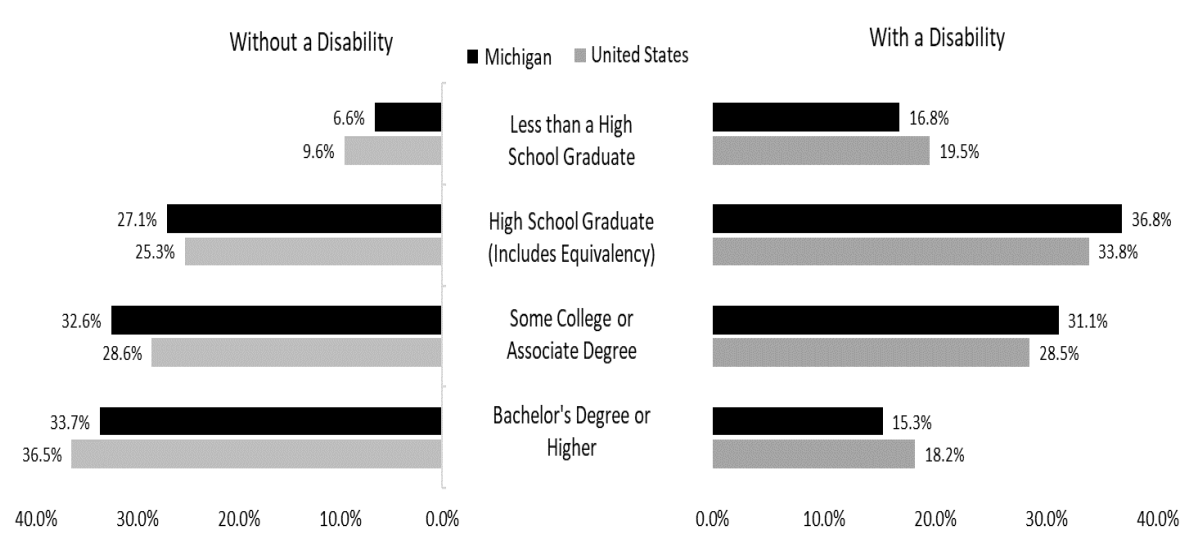
Source: 2019 American Community Survey 1-Year Estimates (Table S1810), U.S. Census Bureau

The educational attainment of individuals with a disability differs significantly from that of people with no disability in both Michigan and the nation. While the share of individuals with some college or an associate degree are similar for both groups (with or no disability), the

proportion of individuals with no disability who have a bachelor's degree or higher is more than double the ratio of persons with a disability in the same educational category. On the other hand, persons with a disability display much higher percentages in the educational categories of high school or equivalent or less than individuals with no disability. The lower level of educational attainment for individuals with a disability may have a direct negative impact on their earnings as we present it in the next section.

Between ~~2015 and 2017~~ 2017 and 2019, the average educational attainment of people with a disability in Michigan has remained below that of those without a disability. The two groups have experienced marginal changes, but educational attainment is essentially unchanged over the two years. For both groups, the percentages of individuals with a high school diploma or equivalent ~~(or less)~~ slightly ~~declined~~ increased between ~~2015 and 2017~~ 2017 and 2019. The distribution of individuals who held some college, but no degree and an associate degree rose moderately for persons with a disability while ~~remaining flat~~ falling slightly for those without a disability. However, the share of individuals with a bachelor's degree or more rose slightly for both groups. (Figure 26)

Figure 26: Educational Attainment of Individuals with a Disability in Michigan, 2019



Source: American Community Survey, 2019 1-year Estimates (Table S1811), U.S. Census Bureau

Distribution of the Population with a Disability Across the State

We mentioned earlier, as age increases, so does the incidence of disability. As such, counties with higher proportion of older individuals also display higher shares of individuals with a disability in general, and with a vision impairment in particular. Most of the counties in Northeast Michigan and the Upper Peninsula fall in this category. (Figures 27 and 28)

Figure 27: Distribution of Individuals with a Disability by County, 2019

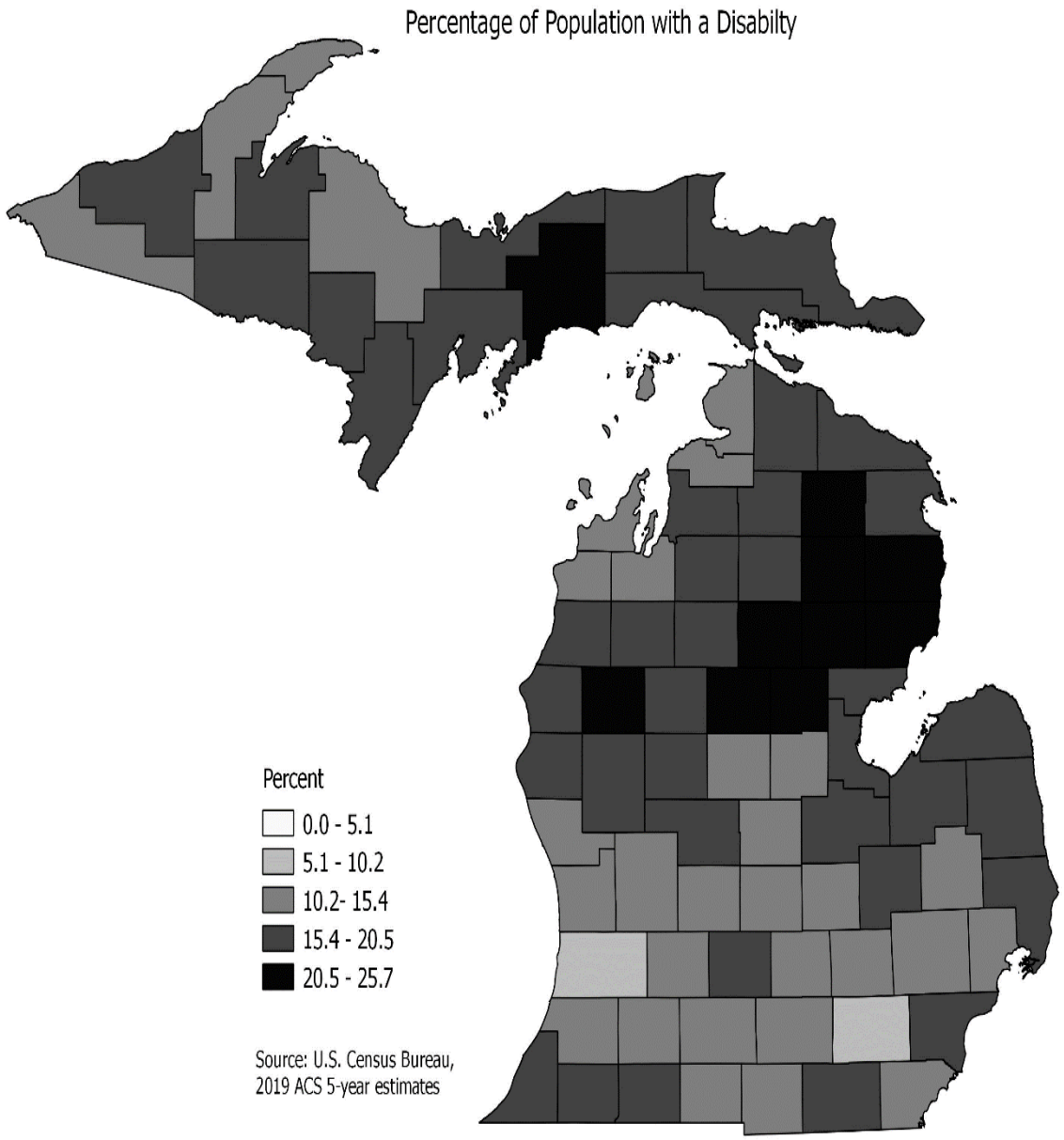
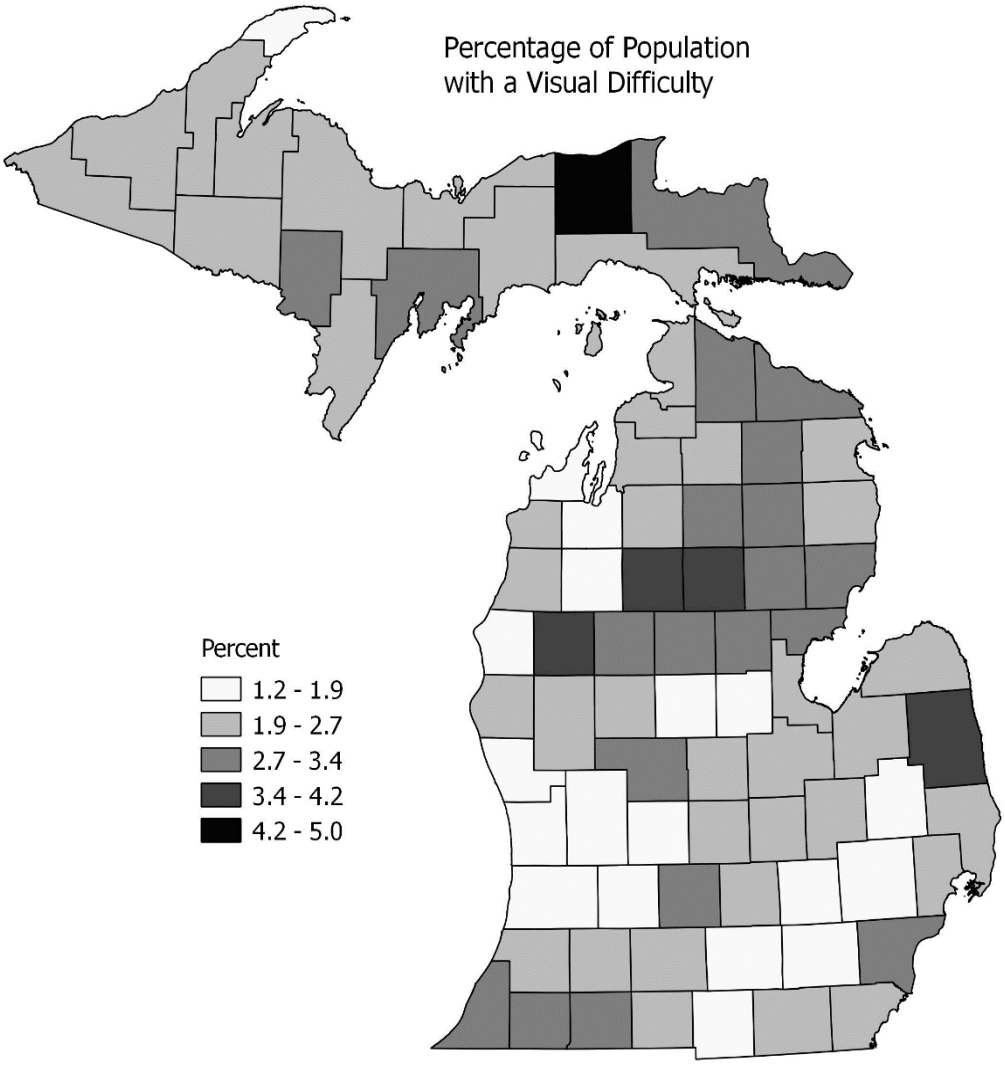


Figure 28: Distribution of Visually Impaired Individuals by County 2019



Economic Characteristics of Persons with a Disability in Michigan

Employment, Unemployment, and Labor Force Participation

Michigan and the nation displayed similar labor market conditions for persons with a disability in ~~2017~~ 2019. About a quarter of individuals with a disability participated in the labor force in both areas, with an employment rate of ~~22 to 24~~ 24 to 25 percent and a jobless rate of around ~~11~~ 10 to 12 percent. (Figure 29)

Figure 29: Individuals with Disability Employment, Unemployment, and Labor Force Participation, 2019 (Population 16+ Years Old)

Source: American Community Survey, 2019 1-Year Estimates (Table S1811), U.S. Census Bureau

The labor market status of people with a disability ~~has~~ improved slightly in Michigan between ~~2015 and 2017~~ 2017 and 2019~~, as the economy of the state continues to expand~~. In ~~2015~~ 2017, about ~~1,323,000~~ 1,305,000 individuals aged 16 or older identified themselves as having some type of disability. That number ~~dropped~~ rose by ~~18,000~~ 26,000 in ~~2017~~ 2019 to ~~1,305,000~~ 1,331,000. The labor force participation rate of individuals with a disability advanced by more than a full percentage point to ~~25.1~~ 26.8 percent in ~~2017~~ 2019, while the unemployment rate ~~reduced by over 3 percentage points~~ remained the same, ~~from 14.9 percent in 2015 to 11.7 percent~~ at 11.6 percent. The ratio of the employed over the total number of people eligible for work (age 16 and older) ~~substantially~~ increased by ~~2.6~~ 1.5 percentage points to 21.6 percent. It is important to note that the labor status of persons without a disability also displays the same trend over the ~~2015 to 2017~~ 2017 to 2019 period. (Figure 29)

The labor force participation rate for individuals with a disability rises to ~~39~~ 42 percent if one considers the working-age group of 18 to 64 years. That is equivalent to ~~280,795~~ 307,448 who were either employed or unemployed out of a total of ~~721,451~~ 738,803.

Of those between the ages of 18 and 64, ~~117,103~~ 117,372 individuals recorded having some visual impairment in ~~2017~~ 2019. Out of those, ~~42~~ 46 percent had a career; 5 percent were actively looking for a job (therefore classified as unemployed); and ~~53~~ 49 percent were out of the labor force. (ACS, ~~2017~~ 2019 1-year estimates, Table B18120)

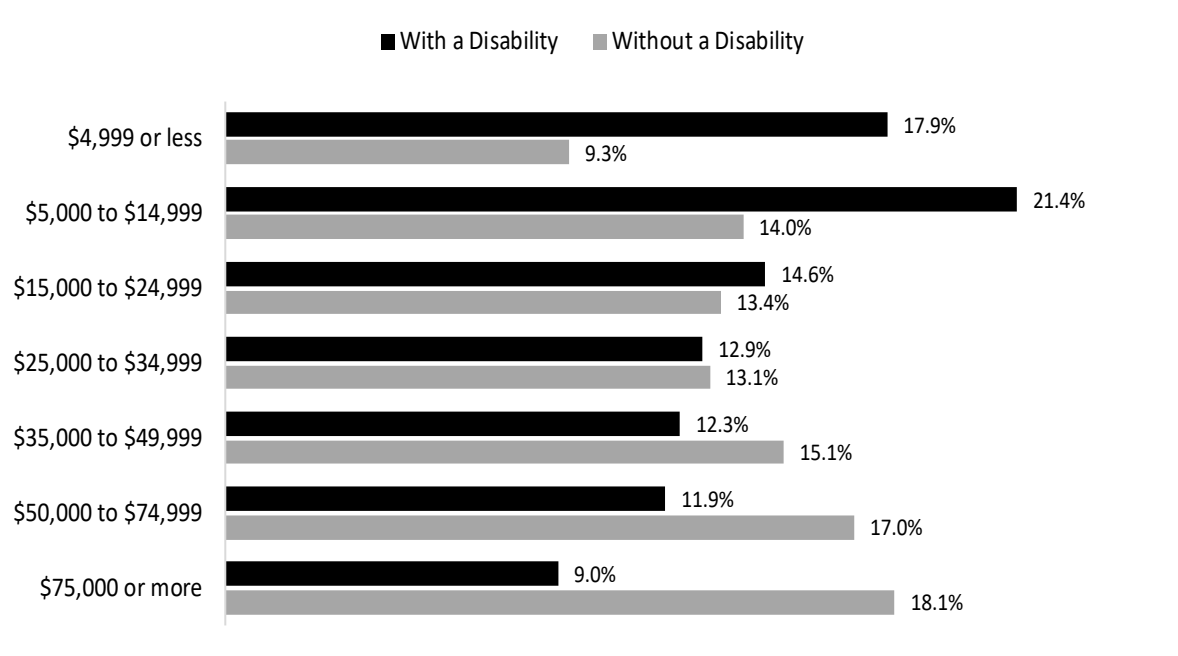
Disability and Earnings

Having a disability often means mobility limitations in the search for better job opportunities. When this is combined with the fact that educational attainment among persons with a disability is likely to be lower than those with no disability, the impact on wages for this group becomes apparent. Persons with a disability in both Michigan and the U.S. are over-represented among low income-earner groups (below $15,000 a year). In ~~2017~~ 2019, ~~18.0~~ 17.9 percent of people with a disability in Michigan (about ~~63,413~~ 68,500) earned less than

$5,000; ~~21.5~~ 21.4 percent (or ~~75,743~~ 81,900 persons with a disability) had an income between $5,000 and $15,000.

On the other end of the income distribution, ~~11.8~~ 11.9 percent of people with a disability (or ~~41,570~~ 45,500) earned an income between $50,000 and $75,000, and only ~~9.4~~ 9.0 percent (a little over ~~33,000~~ 34,400 persons with a disability) earned $75,000 or more, in Michigan in ~~2017~~ 2019. (Figure 30)

Figure 30: Annual Earnings of Persons with a Disability in Michigan, 2019



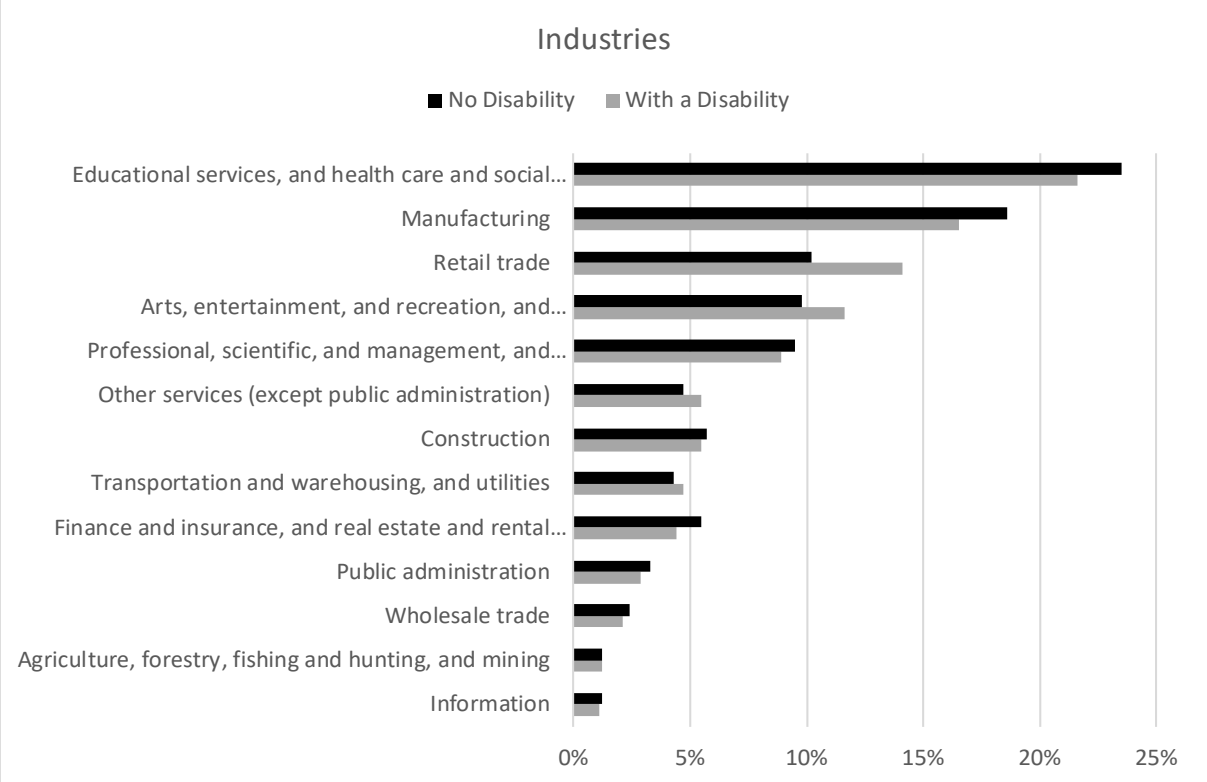
Source: American Community Survey, 2019 1-year Estimates (Table S1811), U.S. Census Bureau

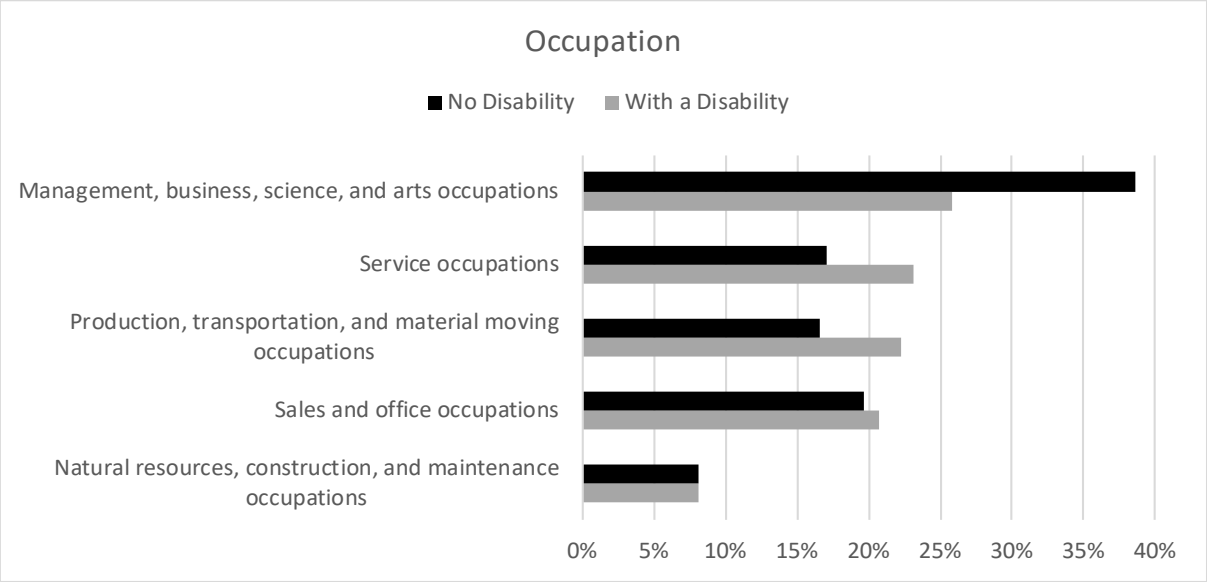
Industry and Occupational Employment

The employment distribution of people with a disability across industries in Michigan is like that of people with no disability. In ~~2017~~ 2019, the top five employers of both groups listed Educational Services, and Health Care and Social Assistance (22 percent of persons with a disability versus ~~23~~ 24 percent otherwise), Manufacturing (~~18~~ 17 versus 19 percent), Retail Trade (~~13~~ 14 versus ~~11~~ 10 percent), Arts, Entertainment, and Recreation, and Accommodation and Food Services (~~10~~ 12 versus ~~9~~ 10 percent), and Professional, Scientific, and Management, and Administrative and Waste Management Services (nine (9) versus 10 percent). (Figure 31)

On the other side of the spectrum, the employment distribution of people with a disability across occupations in Michigan is quite different from that of individuals without a disability. Those with a disability are under-represented in high-paying careers of Management, Business, Science, and Arts (~~28~~ 26 versus ~~37~~ 39 percent) and over-represented in Production, Transportation, Material Moving, Service, and Sales and Office Occupations. (Figure 31)

Figure 31: Industry and Occupational Employment of Persons with a Disability in Michigan, 2019





Source: American Community Survey, 2019 1-year Estimates (Table S1811), U.S. Census Bureau

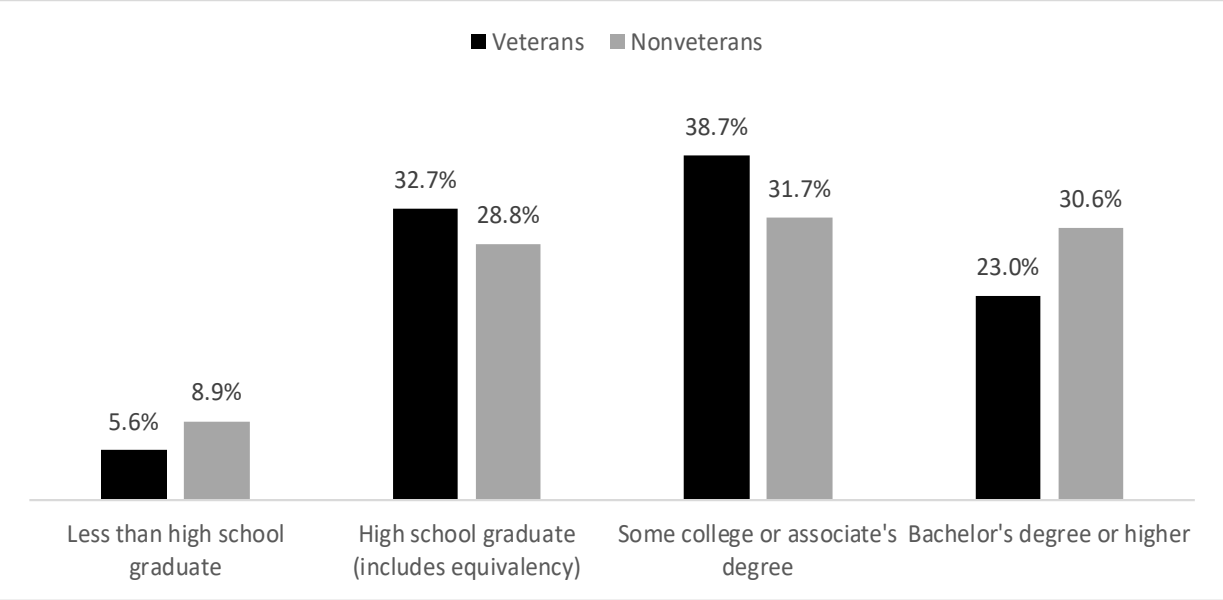
Veterans

There were ~~552,362~~ 520,129 veterans of all wars in Michigan in ~~2017~~ 2019. Vietnam veterans are by far the largest group in both Michigan and the U.S. (38 and 36 percent), followed the two Gulf Wars (~~29~~ 32 percent in Michigan). About ~~9~~ seven (7) percent of all

veterans were from the Korean War and ~~4~~ two (2) percent from World War II. (ACS, ~~2017~~ 2019 1-Year estimates, Table S2101)

The veteran population in both Michigan and the U.S. is predominantly male (~~93~~ 92 and 91 percent) and White (~~85~~ 87 and ~~77~~ 81 percent). About ~~11~~ 10 percent of Michigan veterans are Black or African American and two (2) percent are Hispanic of any race. Over half (55 percent or about ~~304,500~~ 287,800) of veterans in Michigan are age 65 or older. This is in contrast with the non-veteran population, which is much younger, with ~~63~~ 62 percent between the ages of 18 and 54 years.

Figure 32: Educational Attainment of Veterans in Michigan, 2019



Source: American Community Survey, 2019 1-year Estimates (Table S2101), U.S. Census Bureau

Veterans comprise a greater share of individuals with a high school diploma/equivalent, or some college or an associate degree than non-veterans (around 71 versus 61 percent). On the other hand, the proportion of veterans with a bachelor's degree or higher is about 8 percentage points below that of non-veterans in the same category (~~22.3~~ 23 versus almost ~~30~~ 31 percent). (Figure 32). The labor participation rate of veterans is like the rate of non-veterans in both Michigan and the U.S. (between ~~72~~ 73 and ~~75~~ 77 percent in ~~2017~~ 2019). Veterans experienced lower rates of unemployment in ~~2017~~ 2019 in both Michigan and the U.S. (~~4.4~~ about four (4) percent ~~versus~~ compared to ~~between 5.3 and 5.8~~ about five (5) percent).

Veterans earned more than the average income for the civilian population 18 years of age and older. The median income for veterans of ~~$37,156~~ $39,651 in Michigan in ~~2017~~ 2019 was ~~$8,500~~ $8,800 above the median income for non-veterans. Nationwide, veterans earned over ~~$10,500~~ $12,000 more than the non-veterans on average. Consequently, poverty rates were lower among veterans relative to non-veterans (~~7.2~~ seven (7) versus ~~13.0~~ 12 percent in Michigan in ~~2017~~ 2019).

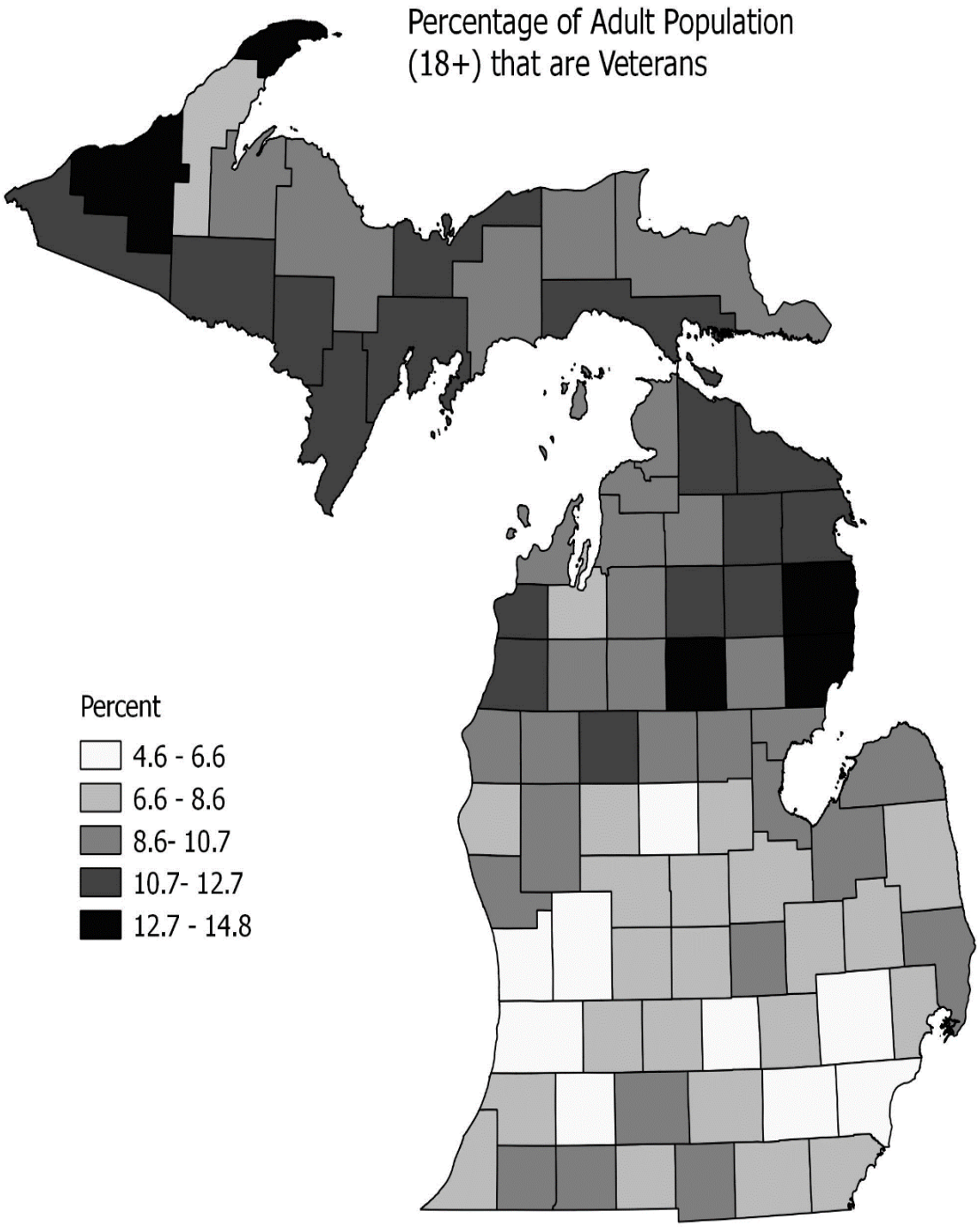
Veterans displayed nearly double the rate of individuals with a disability than non-veterans in ~~2017~~ 2019 in Michigan (~~31.9~~ 31 versus ~~15.7~~ 16 percent). The same pattern is observed

nationwide (~~29.5~~ 30 versus ~~14.2~~ 14 percent). (U.S. Census Bureau, ACS ~~2017~~ 2019 1-Year Estimates, Table S2101)

The numerical distribution of veterans across the state mimics the size of the total population in each county. Consequently, the top ten counties with the largest count of veterans include Wayne, Oakland, Macomb, Kent, Genesee, Washtenaw, Ingham, ~~Ottawa, Kalamazoo, and Saginaw~~ Kalamazoo, Ottawa, and Schoolcraft.

However, in terms of the proportion of veterans in the total population, counties of Northern Lower and Upper Peninsula of Michigan rank at the top (~~Keweenaw, Alcona, Ontonagon, Iosco, Montmorency, Crawford, Presque Isle, Iron, Benzie, and Oscoda~~ Iosco, Alcona, Keweenaw, Ontonagon, Roscommon, Crawford, Montmorency, Presque Isle, Gogebic, and Iron). (Figure 33)

Figure 33: Distribution of Veterans by County, 2019



Source: U.S. Census Bureau, 2019 ACS 5-year estimates

American Indian and Alaska Native, Alone

Figure 34: American Indians and Alaska Natives Labor Force Status, 2017-2019 (Population 16+ Years Old)

Group	Indicators	2017	2019
American Indian and Alaska Native alone	Total	42,762	46,417
	Participation Rate	61.10%	59.20%
	Employed to Population	56.30%	55.00%
	Unemployed Rate	7.80%	7.10%

Source: American Community Survey, 2017 and 2019 1-year Estimates (Table 2301), U.S. Census Bureau

The estimates from the U.S. Census Bureau indicate that Michigan's population of American Indians and Alaska Natives in the working age (16 years and older) rose by ~~3.2~~ 8.5 percent ~~(+1,300~~ ~~+~~3,655) between ~~2015~~ 2017 and ~~2017~~ 2019. The labor participation rate, ~~and~~ the employment-population ratios, and the unemployment rate all ~~grew~~ fell by around ~~3~~ one (1) and two (2) percentage points over the two-year period. ~~as well~~. ~~The unemployment rate fell by 0.8 percentage points over the two-year period.~~ (Figure 34)

Figure 35: Native Hawaiian and Other Pacific Islanders Labor Force Status, 2014-2019 (Population 16+ Years Old)

Group	Indicators	2014	2019
Native Hawaiian and Other Pacific Islander alone	Total	1,569	2,563
	Participation Rate	65.5%	59.0%
	Employed to Population	57.1%	55.6%
	Unemployed Rate	12.8%	4.2%

Source: American Community Survey, 2014 and 2019 5-year Estimates (Table S2301), U.S. Census Bureau

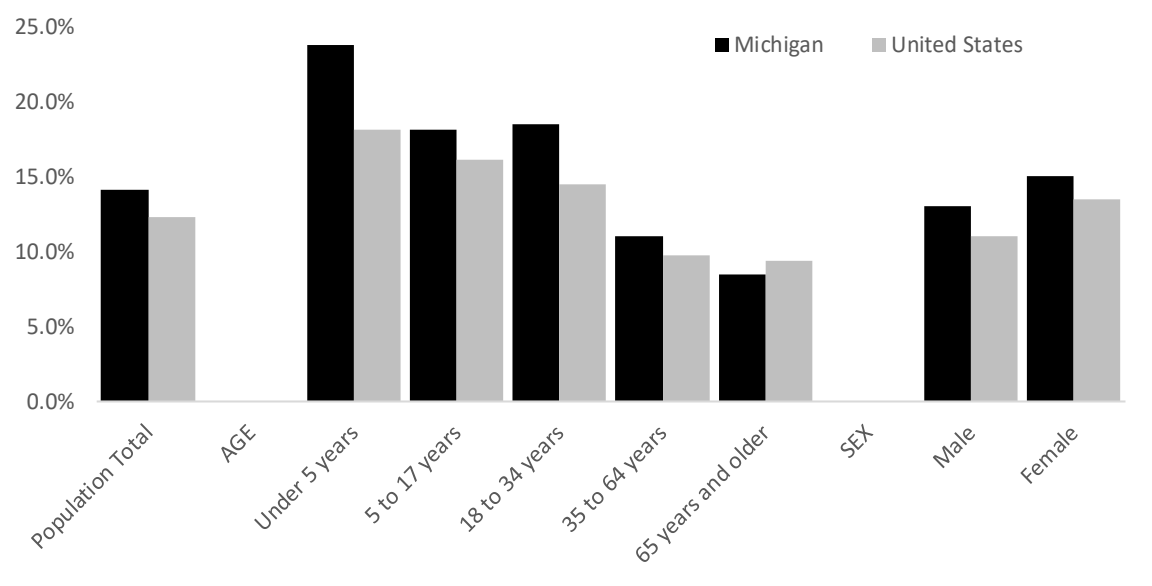
Because this is a small population group in Michigan, only five-year estimates are available for analysis. The group's unemployment rate declined during the period following the Great Recession by about ~~7~~ nine (9) percentage points (from ~~12.2~~ 12.8 percent to ~~5.3~~ 4.2 percent). This decline is mostly due to more people being employed as a result of generally greater job availability overall. The labor force participation rate, however, ~~was up~~ fell by ~~a full~~ 6.5 percentage points and the employment to population ratio ~~increased~~ decreased by ~~two~~ 1.5 percentage points. (Figure 35)

Individuals Living Below the Poverty Line

In ~~2015~~ 2017, ~~15.8~~ 14.2 percent of Michigan's population lived in poverty (a little above the nation's poverty rate of ~~14.7~~ 13.2 percent in the same year). By ~~2017~~ 2019, the rate of individuals living under the poverty line in Michigan had ~~declined by 1.6 percentage points to~~

~~14.2 percent~~ remained steady at 14.2 percent. ~~As the economy of the state continues to expand, more individuals are able to secure jobs and pull out of poverty~~. Children (age 18 and younger) and women are more likely to live in poverty in Michigan and the U.S. (Figure 36)

Figure 36: Poverty Rates by Age and Sex (2019)



Source: U.S. Census Bureau, American Community Survey, 2019 1-year Estimates (Table S1701)

~~The labor market indicators of individuals living below the poverty line display similar patterns in the state and nationwide. In 2015, 51.1 percent of prime working-age individuals living in poverty in Michigan (49.9 percent nationwide) participated in the labor force. About 37.7 percent of these individuals had a job, resulting in an unemployment rate of 26.2 percent. In 2017, many individuals have graduated from poverty as seen earlier (about 95,300). The labor participation rate of those still in poverty has reduced by about 3 percentage points to 48.3 percent (47.5 percent nationwide). The employment ratio also decreased by 1.5 percentage points to 36.2 percent, and the unemployment rate declined by more than 1.2 percentage points to 25.0 percent. (Figure 36)~~ The labor market indicators of individuals living below the poverty line display similar patterns in the state and nationwide. In 2019, within the civilian labor force 16 years and older, about eight (8) percent are classified as below the poverty line in Michigan, compared to seven (7) percent in the U.S. Approximately six (6) percent of labor force participants who are employed were below poverty in Michigan and the U.S. For labor force participants who are unemployed, 32 percent were below poverty in Michigan compared to 28 percent in the U.S. (U.S. Census Bureau, ACS 2019 1-Year Estimates, Table S1701)

Older Individuals

The WIOA defines "older individuals" as those who are 55 and older.

The U.S. Census Bureau estimated that in ~~2017~~ 2019, a little over ~~3.0~~ 3.1 million "older individuals" lived in Michigan (in households and group quarters), up ~~111,000~~ 98,700 from the ~~2015~~ 2017 level. About 1,400,000 were between the age of 55 and 64; ~~978,000~~

1,000,000 between the age of 65 and 74; and ~~687,000~~ 724,600 in the 75 and older age bracket. (U.S. Census Bureau, ACS ~~2017~~ 2019 1-Year Estimates, Table S2301)

An aging population and the Great Recession resulted in workers staying longer in the labor force. The trend continues today, with the labor market status of all groups of older workers showing the same pattern. The labor force participation rate of persons between the ages of 55 and 59 in Michigan continued to rise, from ~~67.5 percent in 2015 to~~ 70.2 percent in 2017 to 71.6 percent in 2019. The proportion of employed individuals in this age group also rose, from ~~64.5 percent in 2015 to~~ 67.5 percent in 2017 to 69.3 percent in 2019. The unemployment rate for this group inched down by 0.6 percentage points to ~~3.9~~ 3.3 percent over the two-year period.

About ~~52.7~~ 53.7 percent of the 60- to 64-year-old individuals still participated in the labor force in 2017 (up ~~3.6~~ 1 percentage point~~s~~ since ~~2015~~ 2017), with an unemployment rate of ~~3.2~~ 2.6 percent (down ~~0.4~~ 0.6 percentage points since ~~2015~~ 2017).

In ~~2017~~ 2019, the labor force participation rate of 65- to 74-year-olds was estimated at ~~21.3~~ 22.7 percent (up ~~0.7~~ 1.4 percentage points from ~~2015~~ 2017). The group's employment-population ratio was also up ~~0.7~~ 1.6 percentage points from the ~~2015~~ 2017 level to ~~20.5~~ 22.1 percent. The unemployment rate was down to ~~3.4~~ 2.7 percent from ~~3.9~~ 3.4 percent two years ~~before~~ prior in ~~2015~~ 2017.

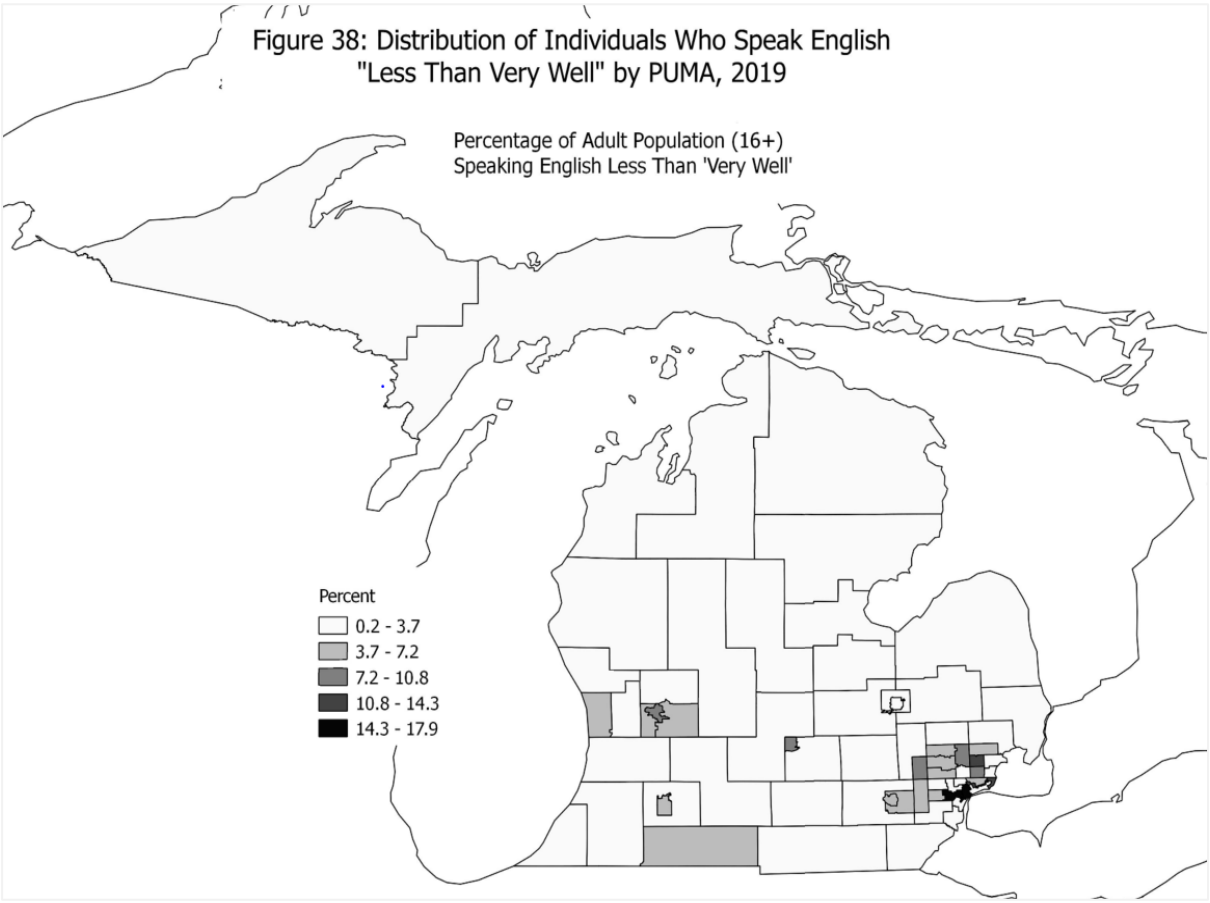
Lastly, about six (6)~~.0~~ percent of ~~687,000~~ 724,600 individuals who were 75 and older in Michigan in ~~2017~~ 2019 continued to stay active in the labor force, with a ~~2.4~~ 3.0 percent unemployment rate. In ~~2015~~ 2017, the labor force participation rate of this age group was also ~~4.8~~ 6 percent (out of ~~662,000~~ 686,900 individuals). (U.S. Census Bureau, ACS ~~2017~~ 2019 1-Year Estimates, Table S2301)

Individuals with Limited English Ability

~~In the population section of this analysis, it was noted that the main factor behind recent population growth in Michigan was international migration. With more people coming to Michigan from foreign countries, it is expected that the number of individuals who speak English "less than very well" will also increase.~~ Since 2016, international migration in Michigan has been on a downward trend. Between ~~2014~~ 2016 and ~~2017~~ 2019, ~~that number rose by 17,700 (+5.8 percent) to a total of about 324,759~~ the number of individuals who speak English "less than very well" fell by 26,400 (-8.0 percent). In ~~2017~~ 2019, about ~~45~~ 43 percent of these individuals who were 16 years and older (about ~~132,600~~ 120,000) did not participate in the labor force, representing a labor force participation rate of ~~54.9~~ 57 percent (up ~~1.3~~ two (2) percentage points since ~~2014~~ 2016). ~~Just as for the general population,~~ The unemployment rate of this group also has shown a significant drop of ~~3.8~~ 3.4 percentage points over the ~~2014~~ 2016 and ~~2017~~ 2019 period . (Figure 37)

Figure 37: Labor Force Status of Individuals with Limited English Ability, 2016-2019				
	Speaks English Less than "Very Well"			
	2016	2019	Numeric Change	Percent Change
Population	330,847	304,493	(26,354)	-8.0%
Population 16 Years and Older	302,891	276,324	(26,567)	-8.8%
Population Younger than 16 Years	27,956	28,169	213	0.8%
Employed	154,718	151,793	(2,925)	-1.9%
Unemployed	10,456	4,546	(5,910)	-56.5%
In the Labor Force	165,174	156,339	(8,835)	-5.3%
Unemployment Rate	6.3	2.9	(3)	
Not in the Labor Force	137,717	119,985	(17,732)	-12.9%
Labor Force Participation Rate	54.5	56.6	2.0	
Source: ACS 1-Year Estimates 1-Year Estimates-Public Use Microdata Sample 2016				

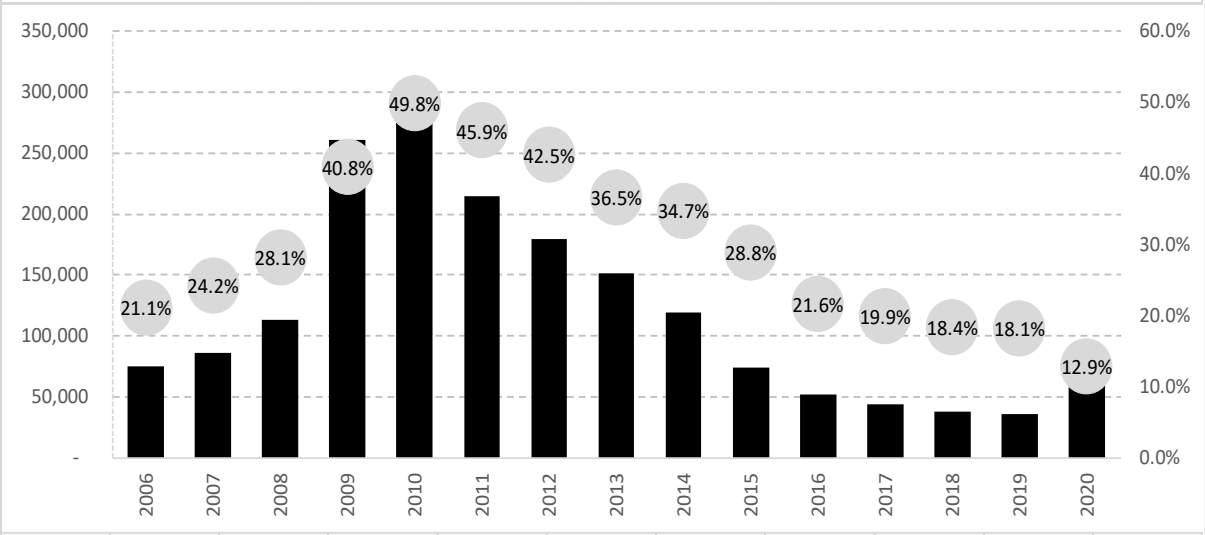
A distribution of individuals who speak English “less than very well” across Michigan shows the top counties in terms of the share of total county adult population (16+ years old) being Kent, Macomb, Ingham, Wayne, and Oakland in ~~2017~~ 2019. In terms of the total number of persons speaking English “less than very well,” Wayne County is at the top of the list, followed by Oakland, Macomb, Kent, Ingham, and Washtenaw counties. These are Michigan counties which count the highest numbers of “New Americans,” who, by definition, might have a first language other than English. (Figure 38)



Long-term Unemployed Individuals

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

Figure 39: Duration of Unemployment In Michigan, 2006-2020



Source: Local Area Unemployment Statistics (LAUS), 12-Month DEMECON, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

In ~~2019~~ 2020 (~~October 2018 – September 2019~~ January 2020 – December 2020), Michigan counted around ~~204,400~~ 478,000 unemployed individuals (i.e., actively looking for a job and available to take up one if offered). Of these individuals, ~~36,600~~ 61,600 (~~17.9~~ 12.9 percent) had been unemployed for 27 weeks or more. This represents ~~a drop~~ an increase of ~~4.9~~ 69 percent (~~-4,200~~ +25,200) from the previous year.

Long-term unemployed as a share of the total number of unemployed peaked in 2010, a year after the Great Recession, when almost half of all unemployed individuals had been so for 27 weeks or more. ~~The 2019 share of long-term unemployed is still almost six times higher than the 2000 ratio of only 3.5 percent of the total number of unemployed~~. The 2020 percent share of long-term unemployed is lower than prior years, however, the number of total unemployed more than doubled since 2019.

In ~~2019~~ 2020, the mean duration of unemployment was ~~19.1~~ 14.4 weeks, while the median was ~~8.8~~ 12.2 weeks. Men continued to experience a longer average period of unemployment with a mean of ~~22.2~~ 15.4 weeks and a median of ~~10.4~~ 12.6 weeks (women: ~~15.5~~ 13.2 and ~~8.1~~ 11.4, respectively). Blacks recorded longer periods of unemployment, with a median duration ~~three~~ nearly one week~~s~~ longer than that of Whites (~~11.1~~ 12.3 versus ~~8.3~~ 11.7). (~~Figure 39~~) (12-Month DEMECON, December 2020)

Workforce Skills Gap Analysis

The Unified State Plan asks to describe apparent “skill gaps” in the state’s labor market. The Bureau of Labor Market Information and Strategic Initiatives conducted a study on occupational demand and supply to identify occupations in supply-demand balance, shortage, or surplus. For this purpose, the study compared job demand (online job postings, annual projected job openings, and projected occupational employment growth rate) to job supply (current employment, recent employment change, program completers, recent program completers change, and Pure Michigan Talent Connect resumes).[5]

The study recognized about ~~220~~ 232 non-degreed occupations (NDOs), of which ~~54~~ 70 occupations (~~25~~ 30 percent) demonstrated some level of shortage; ~~119~~ 120 (~~54~~ 52 percent) NDOs appeared to have supply and demand aligned. The remaining ~~21~~ 18 percent had some level of surplus. The top largest NDOs had aligned demand and supply, including Retail Salespersons, Combined Food Preparation and Serving Workers, including fast food, and Office Clerks, General. Some notable weak shortages in non-degreed occupations include ~~Home Health Aides; Plumbers, Pipefitters, and Steamfitters; Welders, Cutters, Solderers, and Brazers; and Restaurant Cooks~~ Waiters and Waitresses, Stockers and Order Fillers, and Janitors and Cleaners, Except Maids.

The largest major group of NDOs presenting a labor surplus was Production, with ~~more than half of the 48 occupations in the category~~ 19 of the 50 occupations showing some level of surplus. Examples include Multiple Machine Tools; Setters, Operators, and Tenders, Metal and Plastic, Engine and other Machine Assemblers; Grinding, Lapping, Polishing, and Buffing Machine Tool Setters, Operators, and Tenders, Metal and Plastic; and Drilling and Boring Machine Tool Setters, Operators, and Tenders, Metal and Plastic.

Of the ~~146~~ 135 degreed occupations (DOs), ~~56 (38 percent~~ 27 (20 percent) show some level of shortage. Nearly half (~~48~~ 45 percent) of occupations demonstrate alignment between supply and demand. ~~Only 20~~ More than a third of all occupations analyzed ~~(14 percent)~~

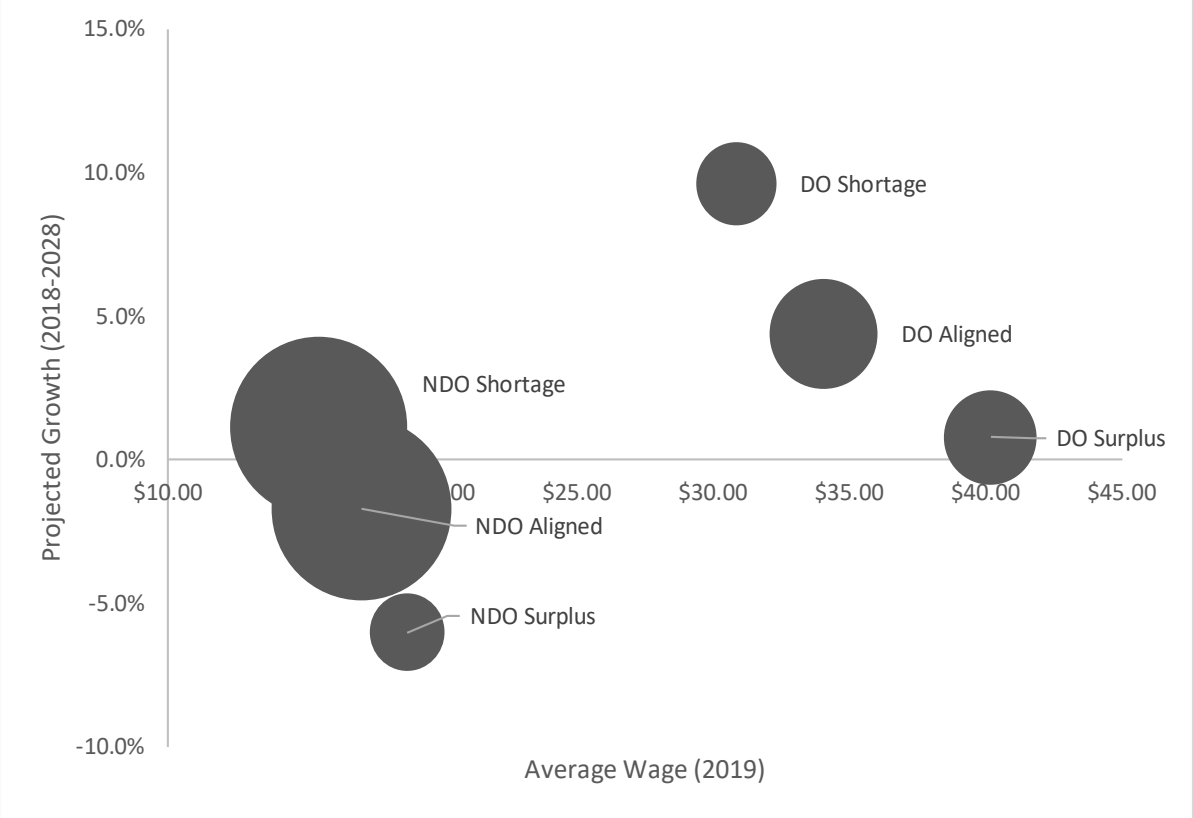
show some level of surplus. Examples of DOs presenting some shortages include ~~Registered Nurses, General and Operations Managers, Mechanical Engineers, and Elementary School Teachers, except special education.~~ Software Developers, Medical Assistants, and Preschool Teachers.

~~Degreed occupations with shortages include many education careers such as *Kindergarten Teachers, except special education*; *Middle School Teachers, except special and career/technical education; Career/Technical Education Teachers, secondary school*; as well as *Librarians*. Many of the most popular health care careers such as *Licensed Practical and Licensed Vocational Nurse*, *Dental Hygienists*, and *Physical Therapists* are expected to be in shortages.~~

Only ~~16~~ 41 (~~11~~ 30 percent) of the ~~146~~ 135 DOs showed a weak surplus. ~~The majority were in the management group (*Chief Executives*, *Administrative Services Managers*, *Industrial Production Managers*, *Architectural and Engineering Managers*, and *Education Administrators, post-secondary*). Some were in the *Business, Social Services, and Arts* career groups.~~ Surpluses were shown in most categories and were largely in line with the number of occupations in each major group. No group had more than half of the occupations with a surplus.

Figure 40 shows that all levels of DOs have higher average wages than any level of NDOs. NDOs are typically larger and have higher rates of turnover leading to more annual openings than DOs. It is also notable that growth rates for DOs that show a surplus have the lowest 10-year growth rate of any DO group, but are projected to grow more quickly (~~5.8~~ 0.8 percent) than aligned NDOs (~~5.2~~ -1.7 percent).

Figure 40: Alignment of All Occupations by Wage and Projected Growth Rate



Source: Occupational Employment Statistics (OES) and 2018- 2028 Employment Projections, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

All occupations continue to have some demand for new workers, but this demand may not line up with supply. New workers are needed to fill holes left by occupational growth or existing employees retiring, moving to new occupations. Overall, this analysis has shown occupations in the Michigan labor market are more often aligned or weakly misaligned but should be analyzed on an individual basis.

[1] 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; farm workers (as defined at Section 167(i) of the WIOA and Training and Employment Guidance Letter No. 35-14); individuals within two years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and

[1] Long-term unemployed individuals.

[2] Veterans, unemployed workers, and youth, and others that the State may identify.

[3] Leach, Alan; Tarver, Ashley; and Guthrie, Eric. 2019. “Michigan’s Population Projections to 2045.” Michigan’s Labor Market News, Vol. 75, Issue 1. Lansing, MI: Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management and Budget.

[4] The U3 unemployment rate is the total unemployed, as a percent of the civilian labor force (official unemployment rate).

[5] Linskey, Evan. ~~2018~~ 2020. “An Analysis of Occupational Supply and Demand in the Michigan Labor Market.” Michigan’s Labor Market News, Vol. ~~74~~ 76, Issue 10. Lansing, MI: Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget.

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 (a)(1)(B)(iii) above, and the employment needs of employers, as identified in (a)(1)(A)(iii) 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 [6] and optional one-stop delivery system partners.[7]

[6] 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.

[7] Workforce development activities may include a wide variety of programs and partners, including educational institutions, faith- and community-based organizations, and human services.

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), directly above.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

Michigan’s economic growth is largely dependent on the talent of its citizens to provide the labor supply to meet talent production demand. A person’s individual talent is critical to their

ability to obtain employment and provide a self-sufficient family income. While Michigan's unemployment is ~~steadily~~ decreasing after an increase initially due to the COVID-19 impact in March of 2020~~and is close to the national unemployment rate~~, there still remains a challenge to match the supply of talent with employer demand. Looking ahead, continued demographic changes, and rapidly advancing technology will bring continued change for our state, meaning many opportunities and challenges are ahead to fill the high-paying jobs that remain unfilled. Individuals who are interested in such jobs frequently do not have sufficient basic foundation literacy and/or job skills to qualify for entry-level jobs and in turn are not able to benefit from training opportunities through the One-Stop centers that lead to better jobs. Pathways to prosperity is key on growing a highly-educated workforce that will give Michigan the edge in the global economy.

The United States Department of Labor's Employment and Training Administration (ETA) conducted COVID-19 Recovery and Reemployment Readiness Consultation calls with key leaders and staff from the Michigan Department of Labor and Economic Opportunity (LEO), as well as leaders and staff from four of our local Michigan Works! Agencies (MWAs) in the late summer of 2021. The purposes of the readiness consultations were to help state and local areas be ready to serve large numbers of job seekers who need help finding jobs and employers who need help finding skilled workers; receive feedback on implementation areas that the ETA could support through technical assistance; collect and share promising practices regionally and nationally; and validate the national capacity to meet a higher demand for American Job Center services.

The ETA's summary report determined LEO and all participating Michigan Works! Agency (MWA) partners to be 'ready' in all 24 areas assessed. The consultations also identified five promising practices. These included, but were not limited to: Expungement of Criminal Records; Rapid response and Job Fairs; and Outreach to Community Partners. This consultation highlighted the MWA partners' continued innovation and dedication to providing excellent customer service to job seekers and businesses throughout our state. ETA also recognized the hard work done at the state and local levels that produced these promising practices and lessons learned.

~~Michigan is in a unique position to address the needs of individuals, employers, and communities to address the educational and economic means to reach their full potential.~~ All ~~four~~ Workforce Innovation and Opportunity Act (WIOA) core programs (Titles I, II, III, and IV) are ~~newly positioned within~~ under the Department of Labor and Economic Opportunity (LEO). ~~Under Executive Order 2019-13, Vocational Rehabilitation (VR) (Title IV) was positioned under LEO and provides all four WIOA Core programs under one State department to allow for greater transparency and partnership.~~ Vocational Rehabilitation ~~continues to closely~~ partners with ~~the State's~~ One-Stop centers to serve ~~system and partners on strategic planning, and ways to collaboratively service our~~ mutual customers (businesses and individuals with disabilities). ~~Colocation at the state level provides effective and efficient services to both employers, job seekers, and others who partner and participate within the workforce system. Our demand-driven strategy involves people, business and community efforts that not only include "smart" partnerships and multiple training career pathways but is measured by "results-driven" data to ensure continued progress towards expanding the economic opportunity and prosperity for all.~~

Michigan's greatest operational and economic challenges are ~~is~~ ensuring that employers have access to the talent they need and enabling Michigan's businesses to grow and thrive

that intensified during the pandemic. Michigan will become more and more dependent on migration for our population and workforce, and we must review how our workforce will fit into the work of the future. Too many jobs don't pay enough, as over one million households are living in working poverty. There aren't enough workers to fill open jobs, and although Michigan's unemployment rate is lower than the national average, our labor force participation has been behind. Also, there are not enough Michiganders with the skills necessary to fill our high-skill jobs. To address the challenges of meeting employer talent needs, tomorrow's high-demand, high-wage jobs will require education and training beyond high school. Michigan must continue to work towards our Sixty by 30 goal that will boost incomes and improve long-term outcomes for working families. Collaborative efforts at both the state and local levels focus on employing several strategies across core programs to boost the education and skill levels of workers, to reach Michigan's long-term unemployed and populations with barriers to employment, to ultimately connect them with available job vacancies.

In support of the Governor's Michigan (MI) New Economy plan, we will tackle big structural changes to grow Michigan's economy, create good-paying jobs and build industries of the future. The goal of this new economic plan is to help grow Michigan's middle class, support small businesses, and invest in communities. This plan focuses on better jobs, better skills, more people re-entering the labor force, and more people staying and/or moving to Michigan. The plan has already recognized that a strong economy isn't only about creating jobs, but that it also requires a focus on the people and communities.

Based on the economic and workforce analyses, Michigan continues to build upon identifying existing demand industry sectors and occupations, emerging demand industry sectors and occupations, employers' employment needs and identification of apparent skills gaps. Michigan will continue to implement new strategies and build upon strategies as ~~previously~~ identified in the Governor's 2021 MI New Economy Plan ~~2019 State of the State address~~.

LEO's guiding principles are based on:

- Data- and evidence-based promotion of opportunity
  - Data informs how we make decisions and measure success.
- Commitment to equity
  - LEO will prioritize equity – specifically closure of opportunity gaps for historically disadvantaged populations, including but not limited to race, gender identification, geography, socioeconomic status, LGBTQ+, disability status, religion, age, and weight.
- Collaboration to achieve unity of purpose and greater success
  - Michiganders will have a seamless experience engaging with the whole of LEO. There is no wrong door when engaging with LEO. LEO will collaborate effectively with each other and with partners.
- People-centered approach
  - LEO will amplify the voices of those we protect and serve and will ensure a focus on people-centered approach in all we do.

Michigan's vision and guiding principles for success are broken down into three "North Stars":

- Asset Limited Income Constrained Employed (ALICE) Rate – Driving down working poverty and at-risk populations by removing barriers to a higher income.
- Post-Secondary Attainment (Sixty x 30 program) – Giving people tools for a better life to drive our state's economic competitiveness with an educated workforce.
- "Good/Promising" Job Creation/placement – Creating pathway jobs to make our economy more diverse.

Michigan's strategic focus areas are in alignment with the Governor's vision and mission and include:

- **PEOPLE:**
  - Close equity gaps
    - Prioritize closure of socioeconomic/demographic opportunity gaps in all decision making
  - Protect and enhance health, safety, and economic security for workers
    - Ensure safe working conditions, fair wages, and labor protections
  - Educate Michiganders and grow the middle class by removing barriers to employment
    - Support education, training, onramps, certifications to make sustaining wages more attainable
    - Address barriers including housing, transportation, healthcare, childcare, language, and placement
    - Address talent shortages in current and future growth sectors in every region of the state

- **BUSINESS:**
  - Create better jobs and support small businesses
    - Become the benchmark of economic development by supporting the creation of good and promising jobs that make Michigan's economy more resilient, while implementing the state's first small business strategy that includes focusing on microbusinesses
    - Address talent shortages in current and future growth sectors in every region of the state

- **COMMUNITY:**
  - Build strong communities and have great places to live
    - Create a strong foundation for communities to grow by making historic investments in broadband, housing, and other critical infrastructure
    - Invest in developing vibrant places with rich amenities

Effective collaboration with State, local, and other partners beyond state government is imperative to build coalitions to effectively drive our strategic focus areas. ~~Several strategies and initiatives work towards achieving Michigan's vision and goals to address both equity and skills gaps, and meeting employer demands. These strategies involve cross coordination and collaboration across several core programs and other partners.~~ These strategies, along with additional strategies and initiatives, are further discussed in Sections II(C)(1) & (2) Strategic Elements and III(a)(2), State Strategy Implementation. ~~Examples include, but are not limited to (MOVED UNDER STATE STRATEGY SECTION)~~:

Michigan's strengths include:

- Through Executive Order 2019-13, the Governor changed the organization of various state agencies and created ~~a *new* State Department,~~ the Department of Labor and Economic Opportunity (LEO). This ~~new~~ agency includes 1~~6~~7 constituent sub-agencies under one umbrella (LEO); these sub-agencies are mission-critical to helping us drive the right outcomes and strategies for the state. Streamlining workforce programs ~~will~~ has helped to provide greater efficiencies and opportunities to engage with job seekers and employers. LEO has ~~will~~ benefited from greater coordination and focus on every Michigander having the opportunity through a path to skills that lead to a good job. Combining economic development and job creation efforts/program areas under one department will allow Michigan to leverage its ability to build talent that possesses in-demand skills while helping our state's businesses grow. Under this ~~newly developed~~ structure, the three pillars of economic development — ~~talent development~~ growing the middle class~~, community development~~ building strong communities, and ~~business development~~ supporting small business — are all part of one organization sharing the same vision and goals.

- ~~The LEO ensures that the state can efficiently and effectively develop, administer, and coordinate Michigan's talent initiatives and programs.~~

- Educational and work-based training initiatives throughout the state that include tuition assistance and/or skills training necessary for self-sustaining employment. These initiatives include, but are not limited to: Sixty by 30; Michigan Reconnect; Futures for Frontliners; Skills to Work digital hub; Michigan Learning and Education Advancement Program; Michigan Registered Apprenticeship Innovation Network, Michigan Youth Apprenticeship Readiness Network; and Michigan Rural Enhanced Access to Careers in Healthcare.

- Our continued collaboration between all of the WIOA funded core programs at both the state and local level in addition to coordination of other U.S. Department of Labor (USDOL), state, and locally funded programs operated within the One-Stop system.

- Similarly, collaborations between adult education providers and post-secondary institutions, the MWAs, Michigan Rehabilitation Services (MRS), and career and technical education are strengthening as more partnerships and promising practices emerge.

- Our continued partnership and collaboration with educational partners and state agencies outside of LEO to implement the Workforce Longitudinal Data System. The system aligns and links data from Michigan's workforce and educational training

programs to assist with analyzing the impact of education, workforce development, and job training services on employment outcomes by helping to collect key data that tracks the achievement of students and workers through programs and into the workforce to better inform policy and programming decisions.

- Integration of the Eligible Training Provider List (Michigan Training Connect [MiTC]) with the One-Stop Management Information System (OSMIS) to share performance data across systems. MiTC shares the Pure Michigan Talent Connect website. The Workforce Longitudinal Data System allows Michigan to collect educational program data to track the achievement of students and workers from training into the workforce. Integration with OSMIS creates consistency across systems to meet WIOA performance requirements.

- Memorandums of Understanding with local and state partners, and Infrastructure Agreements with local partners are completed.

- Core partners share information and resources in regard to the collaborative delivery of business services. While all core partners have reason to do business with employers, it will be done in a collaborative way. The WIOA Core Partners will serve as the lead as providers of services to business, particularly in each programs' area(s) of expertise. Business partner input will be an important consideration in the collaboration and alignment of services and no core partner will be excluded from direct interaction with the business customer, as needed and appropriate. When necessary, collaboration and alignment will drill down to the local level and will consider recommendations from each core partner, as appropriate.

- Continued development of leveraging resources and services among the core WIOA partners including; Title I Workforce and One-Stop centers, Title II Adult Education, Title III Wagner-Peyser, and Title IV Vocational Rehabilitation, on how we will collectively measure and track for WIOA purposes, effective partnerships, and common goals.

- The Vocational Rehabilitation (VR) program employs staff statewide and has specialty counselors and consultants trained to meet the unique employment needs of individuals with disabilities and the talent needs of business. MRS and Bureau of Services for Blind Persons (BSBP) are able to provide the full range of VR services to all eligible individuals in the state who apply for services.

- Continuation to build on statewide efforts to grow Michigan's automotive industry and electric vehicle manufacturing and infrastructure in Michigan, while also building continued momentum around electrification investments and initiatives throughout the state. New innovative mobility initiatives and programs include: the development of the nation's first wireless charging infrastructure on a public road in the U.S. right here in Michigan; the Lake Michigan Electric Vehicle (EV) Circuit to create an EV route and expanded infrastructure network with reliable charging options; and the Michigan Revolution for the Electrification of Vehicles (MiREV) to further enable Michigan's Mobility and EV workforce.

- The adult education system in Michigan is comprised of quality programs with dedicated and highly qualified staff experienced in providing services to low skilled

adults. Adult education services are available in each planning region and nearly all areas of the state. The vast majority of adult education providers are local education agencies, however, a number of community colleges, universities, community and faith-based organizations, literacy councils, and workforce programs deliver adult education services under WIOA Title II.

- ~~In 2014, t~~The state funding for adult education, Section 107 of the State School Aid Act, was regionalized with funding distributed to one ~~I~~intermediate ~~S~~school ~~D~~district (ISD) identified as the fiscal agent for the region. The most significant outcome of the regionalization is that all ten regions meet regularly to discuss challenges and potential solutions for gaps in services, declining enrollment, retention and performance, and regional professional development needs. There is a better understanding of the other programs and services in the region, and greater collaboration among providers. Similarly, collaborations between adult education providers and Michigan Works!, community colleges, MRS, and career and technical education are strengthening as more partnerships and promising practices are emerging.

- The Michigan Science, Technology, Engineering and Math (MiSTEM) regional and statewide efforts that will continue to lead Michigan's STEM learning into 2022. Through 16 regional hubs, MiSTEM encourages learning experiences beyond the physical classroom. With innovative problem-, place- and project-based (3P) learning, students take part in real-world activities that are relevant to their lives, communities, and career development. By increasing STEM learning opportunities in all communities, it will help meet the growing demand for innovative employees in Michigan and foster important social, learning and employment skills such as cooperation, teamwork, problem-solving, responsibility, communication, and leadership. STEM occupations are projected to grow three (3) percent between 2018-2028, and have a higher growth rate than other occupations.

- Under the Governor's Executive Directive 2019-09, LEO's commitment to equality by prioritizing equity through diversity, and inclusion; specifically, closure of opportunity gaps for marginalized populations. This would include, but is not limited to race, gender, geography, socioeconomic status, and LGBTQ+ populations. Michigan's political power must be inherent in its people and state government by instituting for their equal benefit, security, and protection. The State of Michigan must be a model of equal opportunity – reaching out to people, knocking down barriers, treating everyone fairly, and dispelling prejudices that hold Michigan and its residents back.

  This administration is firmly committed to developing and strengthening equal opportunities in the State of Michigan, and the Governor has directed its focus on the following: Equal Employment Opportunities; Prohibited Employment Discrimination; Equal Opportunities in State Contracting and Grant and Loan Programs; Prohibited Discrimination in the Provision of State Services; and Implementation to assist in educating state employees through proactive efforts, utilizing LEO's Equity and Inclusion Officer and monitoring compliance with the requirements of this executive order directive.

Weaknesses or Challenges include:

- Many Michigan households are living in working poverty due to too many jobs that don't pay enough for self-sustaining wages. Further, there aren't enough Michiganders with the skills necessary to fill high-skill jobs. Michigan continues its path forward to meet our Sixty by 30 goal to boost incomes and improve long-term outcomes for working families. Other tuition-path programs have been or are available within our state to assist, such as Michigan Reconnect and Futures for Frontliners. Other means such as Skills to Work, a newly-developed digital hub connecting residents with online learning and training opportunities, and inclusion of wraparound services support for critical necessities, will continue to address this ongoing challenge.

- Michigan's education system is heavily decentralized which has at times been a barrier in implementing major changes. True collaboration and regional service delivery cannot come from a state policy or top-down approach but rather from the ground up. The role of the state is to lead and drive movement as well as to share promising practices, promote current research and resources, fund innovation, and facilitate conversations as needed. Collaboration with our Adult Education providers, Michigan Department of Education, and other non-core partner programs has continued to progress towards the state's goals and visions.

- Michigan lacks a unified data management system but continues to be actively engaged in, and continues to work toward, aligning data systems to measure outcomes ~~across the board~~ for all WIOA core, non-core, and system program partners. ~~While~~ H~~h~~eadway has been made and efforts continue to move forward, but the use of multiple and complex customer employer data systems by state agencies administering WIOA programs persists. Due to confidentiality provisions and the complexity of merging data systems, this continues to be a challenge for partners as we move forward. Workforce Development, MRS, and BSBP ~~have engaged a~~ received technical assistance ~~provider~~ through an Office of Disability Employment Policy (ODEP) grant to ~~assist in~~ identify~~ing~~ ~~areas where data can be shared~~ across system data ~~systems~~ sharing points to enhance performance reporting as well as services to customers. Results have increased accountability.

- ~~Measures of Success - that share commonality between workforce and economic efforts and are also comparable across different regions – continues to be a challenge for partners.~~

- Professional Development – State workforce system employees and MWA staff ~~need~~ have participated in continuous professional development to be educated on current market conditions, as well as the latest initiatives and strategies. In addition, with the creation of LEO, internal and external cross agency staff training ~~would~~ has allowed for increased knowledge of partner programs, creating a more holistic system; however, additional cross-training will be required to ensure continued professional development within all program areas and staff.

- Consistency in Service Delivery -There are continued opportunities to establish more consistency around elements of the service delivery strategies, so customers can

more easily navigate services within the system. Programmatic reviews are conducted on an annual basis and continuation of data validation will assist with consistency in service delivery.~~; however, there is still a need for~~ State policy and continued technical assistance and training has been provided to the local MWAs, ~~sharing of local best practices and successful but~~ and continued strategic ~~implementation~~ review ~~to appropriately implement in~~ for consistent implementation ~~ways~~ throughout the state is forthcoming with the current program year monitoring reviews.

State Workforce Development Capacity:

Michigan's capacity to provide workforce development activities takes into consideration program funding, customer-provided services, and the number and location of One-Stop centers and satellite offices to better serve our customers.

Michigan's economic agenda focuses on growing Michigan's middle class, supporting small businesses, and investing in communities to boost the state's economic progress out of the COVID-19 pandemic and set the state up for long-term economic success.

~~Under the Department of Health & Human Services,~~ Previously, some of our Vocational Rehabilitation (VR) partners were relocated to state owned buildings in an effort to reduce operational costs.~~; however,~~ With the transfer to the Department of Labor and Economic Opportunity (LEO), co-location in One-Stop centers is a priority to increase outreach, partnering and co-enrollment opportunities. While some partners are located within One-Stop centers, other partner programs may only be available at the One-Stop centers on an itinerant basis.

The capacity for virtual services, i.e., on-line tools, resources, and options for customers to easily navigate system and basic requirements for services were faced head-on with the challenges that quickly intensified during the pandemic.~~, etc. must progress for Michigan moving forward.~~ Michigan's capacity to expand these services was tested during this economic challenge but focused on state and local assistance to get Michigan back to work. Both virtual and online learning services were brought to the forefront through our MWAs and have had a positive impact on our citizens' participation in WIOA programs and activities. ~~has been limited but will have a greater focus on moving forward with efforts toward development and statewide expansion of these virtual services, including expansion of mobile One-Stop services~~. ~~These~~ Continued efforts toward efficiencies within the online and virtual platforms are continuing within our state and local areas and are still critical to carry out required workforce investment activities throughout all areas of the state, including a greater focus on rural areas and those who wish to perform requirements utilizing online technology.

As some federal and state funds become scarcer, the ability to leverage resources is tantamount to compete locally in an increasing global economy. The talent development efforts with ~~the reorganization of~~ multiple state agencies ~~to~~ that create the LEO, and local and regional partners working in collaboration to better leverage resources in ways most beneficial to customers within planning regions, including increased utilization of technology within the One Stop centers, will all play a vital role in the capacity of providing workforce development activities. Federal grant and funding opportunities such as the federal CARES Act, State Registered Apprenticeship Expansion, Equity and Innovation grants, Going Pro,

Michigan Reconnect, etc. will assist with continued efforts to build a stronger state economy while enabling our workforce with career pathways to high-wage jobs.

In 2004, State funding for adult education in Michigan was cut from $75 million to $20 million. Since then, it has increased slightly to $30 million. Because of the drastic decline in funding, there ~~has been~~ was a natural reduction in the number of adult education providers in the state and adult learners served. Prior to 2004, enrollment in adult education was over 70,000 annually. In recent years enrollment has been under 30,000, whereas there are 562,557 working age adults (18-64) in Michigan without a diploma or equivalency, and 100,136 adults that do not speak English well or at all based on the 2013-2017 American Community Survey 5-year estimate data. The participation rate in adult education is about 4 percent of those in need of adult education services, so Michigan's challenge continues to be to expand the reach of adult education services and increase the numbers served. Enrollment in adult education ~~is down almost eight percent over the last five years, primarily because of the strong economy and ability for low-skilled adults to find employment in the current job market~~ has declined almost 25 percent since the start of the pandemic, so the roughly ~~. There are currently about~~ 120 state and/or federally funded adult education providers in Michigan are focused on increasing enrollment and retention over the next few years~~, so there is capacity to support higher enrollment~~.

~~In spite of limited funds,~~ A~~a~~ll core programs coordinate and collaborate to meet the needs of our dual customers, as applicable. Referrals between programs, dual enrollments, and coordinated referrals of participants to services provided within or outside of the One-Stop system maximizes limited resources.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

~~Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP).~~ The VR program recognizes the need for individualized services and tailors employment plans/services to fit each unique individual. Strengths, resources, priorities, concerns, abilities, capabilities, and interests are all fully explored to ensure services are appropriate, beneficial, and necessary. Individuals exercise informed choice in determining their service providers and are encouraged to provide feedback and recommendations for improving future services. Employment plans and services are adapted throughout the VR process to ensure the individual's needs and goals are continually being addressed.

The VR program employs staff statewide and has specialty counselors and consultants trained to meet the unique employment needs of individuals with disabilities and the talent needs of business. MRS and BSBP are able to provide the full range of VR services to all eligible individuals in the state who apply for services.

B. STATE STRATEGIC VISION AND GOALS

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

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

2. GOALS

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment[8] and other populations.[9]

(B) Goals for meeting the skilled workforce needs of employers.

[8] 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.

[9] Veterans, unemployed workers, and youth and any other populations identified by the State.

3. PERFORMANCE GOALS

Using the tables provided within each Core Program section, 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.)

4. ASSESSMENT

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 Governor's priorities include key actions necessary to strengthen Michigan's foundation because when Michigan is a successful state, we are a state of successful people. In alignment with the Governor's priorities and the Governor's Michigan Workforce Development ~~State~~ Board's priorities, Michigan's vision is:

"*Make Michigan a place where all PEOPLE, BUSINESSES, AND COMMUNITIES have the educational and economic means to reach their full potential.*"

In September of 2021, the Governor announced a newly established $2.1 billion *Michigan (MI) New Economy* plan that included the unveiling of three pillars to tackle big structural changes to grow Michigan's economy, creating good-paying jobs and building industries of the future. To create a clear vision for our state's future, the Governor shared her vision for a stronger, more resilient and more equitable State of Michigan.

The goal of this new economic plan is to help grow Michigan's middle class, support small businesses, and invest in communities. This plan focuses on better jobs, better skills, more people re-entering the labor force, and more people staying and/or moving to Michigan. The plan has already recognized that a strong economy isn't only about creating jobs, but that it also requires a focus on the people and communities. Michigan cannot achieve an equitable economy without vibrant, prosperous communities.

The *MI New Economy* plan will work with key partners, the legislature, and all who want to put Michigan's families, communities, and small businesses first as we make these steps towards our goals.

The three pillars are specific goals that will keep state officials on track of progress:

Pillar 1: *Grow the Middle Class* - No economic vision for the state can be complete if it doesn't focus on eliminating poverty and lifting families into the middle class.

- *Goal: 60 percent of adults with a post-secondary credential by 2030*
- *Goal: Lift 100,000 families out of working poverty during the next five years (FY22-FY26)*
- *Goal: Provide access to low or no cost childcare for 150,000 more families by 2024*

Pillar 2: *Support Small Business* - To supplement the great economic development work our state already does, Michigan needs a focus on creating and growing more Main Street businesses.

- *Goal: Top 10 state for small business job growth and revenue growth from 2022 to 2026*
- *Goal: Top 10 state for household income growth during the next five years (FY22-FY26)*
- *Goal: Top 10 state for growth in venture capital funding over the next five years (2022-2026)*

Pillar 3: *Build Strong Communities* - Michigan's residents deserve to live in vibrant communities with the kinds of services and amenities associated with a high standard of living.

- *Goal: 100 percent access to high-speed internet and 95 percent adoption by households during the next five years, while continually investing in higher quality access (FY22-FY26)*
- *Goal: 75,000 new or rehabilitated housing units in five years (FY22-FY26)*

The *MI New Economy* plan's budget includes critical funding for many programs within LEO. Some LEO-specific highlights include:

- The Going Pro program, which provides grants to employers for job training, will be funded at $40 million gross ($30.5 million General Fund).

- The Michigan Reconnect Program was provided $55 million ($50 million General Fund) for the new fiscal year with 10 full-time equivalent employees approved for operating the program.
- An additional $6 million provided wraparound supports for Michigan Reconnect and the Futures for Frontliners programs.
- An increase of $13.08 million federal funds was provided for workforce development programs. This covers expected increases in funding for the Michigan Learning and Education Advancement Program ($5.95 million), the Gaining Early Awareness and Readiness for Undergraduate Program ($4 million) and H-1B workforce development grants ($3.125 million).

Our vision encompasses key actions related to workforce employment, training, ~~and~~ educational programs, and focuses on the people and communities in our state to tackle big structural changes to grow Michigan's economy, as identified in the Governor's strategy for Michigan's foundation. Key actions include:

- Data and evidence-based promotion of opportunities where *data is the basis* for how we make decisions and measure success;
- Collaboration to achieve unity of purposes and greater success by effectively partnering within LEO, and partners within/beyond state government to build coalitions to effectively drive strategic focus areas;
- Continued ~~C~~commitment by LEO to equality by prioritizing equity through diversity and inclusion; specifically, closure of opportunity gaps for marginalized populations. This would include, but is not limited to race, gender, geography, socioeconomic status, and LGBTQ+ populations;
- Customer focus for all Michiganders, businesses, and communities by incorporating and amplifying the voices of those we protect and serve. To ensure the focus is a people-centered approach in all we do;
- Driving down working poverty by increasing accountability through measuring outcomes and results with sustainable strategies that center equity as a goal;
- Increasing post-secondary attainment rates (degree or certificate) by providing the educational and economic tools necessary to succeed and to fill the current skills gap;
- Develop career pathways for every learner to access a combination of high-quality education, training and other services that lead to recognized credential(s) and prepare an individual to be successful in a high-wage, self-sustaining career to build a skilled workforce;
- Focusing on early childhood education and literacy to improve achievement in Michigan schools by improving efforts to nurture and educate our youth and to expedite skill and career pathway developments for youth;
- 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 local areas to leverage State resources that help create more and better jobs and training, along with career and technical education opportunities;

- Assisting the structurally unemployed by offering services tailored to meet individual needs;
- Investing in communities with key partners who want to put Michigan's families first;
- Providing one-stop shopping for veterans by addressing barriers to employment, placement into employment and retention of employment; and
- Improving employment outcomes for individuals with disabilities and assisting the business community to hire and retain workers from the VR talent pool, schools, adult education, and Michigan Works!

The Governor's Administration is committed to providing a quality education from "Cradle to Career" which will close the economic inequity gap with access and unleash Michigan's economic development potential. From eliminating barriers for those with disabilities who wish to enter the workforce, encouraging career pathways to prosperity, helping small businesses compete, and providing assistance to obtain post-secondary credential(s), the State of Michigan is committed to being a leader in adopting employment and educational practices within our state and government.

This vision and these actions encompass helping all Michiganders and businesses obtain the educational and economic means to reach their full potential, no matter their stage in life. This priority continues to be built upon through collaboration and cooperation with progress towards growing Michigan's middle class, providing support to small businesses, and investing in communities.

LEO is implementing a 5-year Strategic and Operational Plan to encompass and focus our organization on the four key metrics listed under the Governor's Guiding Principles to properly align with the Governor's initiatives.

Specific to workforce development, the four objectives listed in the operational plan include:

- Increase the number of participant in programs
- Increase the number of participants completing training, resulting in an increase in credential obtainment by 25%
- Increase the number of participants in programs resulting in employment
- Increase the median wages earned by program participants

The following key actions and recent initiative successes, included with Michigan's submission of our 2022~~0~~ State Plan, have been accomplished to help Michigan build back successfully.

Key actions include:

- Collaboration within LEO, and partners within/beyond state government to build coalitions to effectively drive strategic focus areas.

- Commitment to inclusion for individuals with any barrier to employment, and increased career opportunities for Michigan's most vulnerable populations.
- Emphasized value of regional and local areas leveraging State resources that address regional workforce needs to advance existing employees through re- and up-skilling, and create~~d~~ better jobs and training opportunities~~, along with~~ through career pathways.
- Workforce development operations work closely ~~have been combined~~ with Vocational Rehabilitation programs to reduce bureaucracy and inefficiency, along with increased focus on assisting individuals with barriers to employment through partnerships.
- Continued ~~P~~partnerships between education and employers ~~have been~~ created to ensure training is not only demand-driven but leads to a recognized post-secondary credential, building a seamless One-Stop system for job seekers.
- LEO is actively engaged in, and continues to work toward, aligning data systems to measure outcomes. Results have increased accountability.

Initiative successes include:

- Michigan established Michigan Reconnect and Futures for Frontliners to put 167,000 Michiganders and counting on a tuition-free path to higher education and skills training. Nearly 23,000 were already enrolled in classes last winter and summer semesters.
- The Governor created the Michigan High-Speed Internet Office to make high-speed internet more affordable and accessible.
- BSBP served 854 participants through employment services, with 62 participants being placed into employment. Meanwhile, 502 participants were served through Independent Living services. For group services, 156 participants were served by the BSBP Training Center; 10,450 patrons were served by the Braille and Talking Book Library; and the Business Enterprise Program saw $7.1 million in sales.
- MRS assisted nearly 5,000 Michigan residents in obtaining and retaining employment - this despite significant and numerous challenges experienced during the pandemic. Nearly 35,000 customers (29,539 Vocational Rehabilitation and 5,076 Pre-Employment Transition Services) were served, largely through virtual services. Nearly 4,000 businesses received support, such as talent acquisition, retention, and incumbent worker training to advance and promote qualified workers with disabilities. More than 800 businesses received technical support from MRS, participated in virtual trainings, or gained subject-matter expertise.
- Michigan Career and Technical Institute (MCTI) - MCTI is now an authorized center for the Manufacturing Skills Institute (MSI). MSI is just one of 15 national certifications recognized by the National Manufacturers Association. MCTI will offer students two certifications: (1) Manufacturing Specialist and (2) Manufacturing Technician 1. The Manufacturing Specialist certification is for entry-level Production and Assembly positions and is the perfect starting point to advance into Registered

Apprenticeships for Industrial Manufacturing Technician. MCTI has served more than 150 students through their Distance Learning Evaluation, with an additional 160 students scheduled to participate during the 2020-2021 school year. This evaluation affords an accessible means and expedited process of evaluating and matching students to potential training programs.

- The U.S. Department of Labor provided Workforce Development with $14.3 million to expand and improve apprenticeship programs. The funds will establish more than 6,000 new apprentices over the next four years, including more than 1,000 youth (including more than 100 youth with disabilities).

- Michigan students enrolled in college Career and Technical Education programs are now eligible to receive food assistance if they meet other eligibility requirements, based on a joint initiative between LEO and the Michigan Department of Health and Human Services. Students are encouraged to apply for food assistance benefits online or on campus.

- Workforce Development was awarded $4 million per year in a U.S. Department of Education Gaining Early Awareness and Readiness for Undergraduate Programs grant to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. The seven-year grant, totaling $28 million, will serve approximately 10,000 students in economically disadvantaged school districts.

- The U.S. Department of Labor awarded Workforce Development a $3.33 million National Dislocated Worker Grant to support the continued reopening of Michigan's economy and to mitigate workforce disruptions related to the ongoing pandemic. Grant funds was used to employ an estimated 110 temporary workers to assist with contact tracing, sanitizing, test-site facilitating, and other jobs directly tied to the State's COVID-19 relief and recovery effort. The grant will also provide employment and/or training services to an estimated 675 dislocated workers, including the previously mentioned temporary workers. Funds improved the delivery of services to dislocated workers through the Michigan Works! system by supporting technology upgrades that will enhance the system's ability to serve customers virtually.

- During the 2020 Program Year, Veterans' Employment Services served 1,100 veterans, addressed 517 barriers to employment, saw 56.6 percent of veterans placed in employment, and had 57.3 percent of placed veterans retaining employment after 12 months.

- Adult education programs and high school equivalency test centers were supported with their transition to virtual learning and testing by modifying state policies to support flexibility locally and sharing of best practices and resources (Michigan.gov/LearnMoreEarnMore). Additionally, the number of adult education providers statewide increased from 86 to 97. Also, to thank essential workers for their contributions during the pandemic, the Futures for Frontliners initiative was launched, featuring a pathway for those without a high school diploma or equivalency to obtain one tuition free and with additional supports in place. Michigan.gov/Frontliners

- Several efforts in 2020 help youth in some capacity; including supporting Jobs for Michigan's Graduates programming (3,292 youth statewide received services focused on dropout prevention, dropout recovery, school-to-career, and school-to-college), implementing the Summer Young Professionals program in a virtual space, and connecting young people to career exploration tools.

- The LEO Deputy Director of Prosperity hosted a session titled, "Poverty to Prosperity: Building Equity into Michigan's Economic Future". The discussion explored the systemic structures and evidence-based research on the impact of race and economic inequity, and the role that public and private sectors can play to create an equitable economic future for Michigan.

- Agricultural and Foreign Labor Services (AFLS) – During the pandemic, the agriculture industry was identified as a critical infrastructure workforce. As a result, members of AFLS were identified as essential workers and provided outreach to migrant and seasonal farm workers and agricultural employers. Between April and September, AFLS staff contacted more than 9,000 workers, registered nearly 3,000 new participants, made 1,200 employer contacts, and referred 1,100 customers to supportive services.

- The Michigan Poverty Task Force released its first set of 35 policy recommendations designed to drive down Michigan's 37 percent ALICE (asset limited, income constrained, employed) rate with sustainable strategies that center equity as a goal.

- Through a $1 million investment, the MI Tri-Share pilot program has helped Michigan families afford childcare by dividing the cost equally between employees, their employer, and the State of Michigan.

- From March 2020 through March 2021, the Michigan Economic Development Corporation launched 23 economic relief programs and deployed nearly $240 million in small business relief across all 83 Michigan counties.

- To address housing needs, the Michigan State Housing Development Authority has financed $637.2 million in housing projects that created or preserved 7,467 units since Fiscal Year 2020.

The Governor's strategic priorities encompass the real work of state government – protecting the public, educating our youth, ~~and~~ working with business, and determining what the business environment will look like post-pandemic to set the state up for long-term economic success. This will include growing Michigan's economy, creating good-paying jobs and building industries of the future with focuses on creating better jobs, better skills, more people re-entering the labor force, and more people staying and/or moving to Michigan. This includes a government that can track progress in our effort to build a stronger and more resilient Michigan.~~works for everyone, a stronger, healthier economy, and a foundation of faith in Michigan's future~~.

Michigan cannot achieve a prosperous, equitable economy without vibrant communities. Investing in core assets like housing and broadband internet are essential to making our state more attractive to both existing residents and the entrepreneurs and workforce of the

future. The following strategic priorities ~~were~~ identified by the Governor include, but are not limited to:

~~Priority 1~~ (Education and Skills): Improve workforce education and reduce skills gap to address the rapidly changing skills we need to compete for good-paying jobs and the requirement that some form of post-secondary education is required for today's jobs.

~~Priority 2~~ (*Sixty by 30*): ~~Newly established~~ S~~s~~tatewide post-secondary education goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030. This goal seeks to build a better Michigan in three ways:

- **Close the skills gap** that poses the single greatest threat to the success of our businesses and our state's prosperity. Jobs requiring skilled employees today, as well as jobs on the horizon, demand greater education and training than ever before. Increasingly, the best jobs require more than a high school diploma.
- **Increase opportunity** and access to the education and skills that create opportunities for better jobs and bigger paychecks.
- **Make Michigan more competitive** for inclusive economic growth.

~~Priority 3~~ (~~Summer~~ Young Professionals Program): Michigan ~~pilot summer~~ young adult employment program to reduce youth unemployment by introducing under-represented young adults, ages 14-24, to the world of work while providing participants and their families with income.

~~Priority 4~~ (Michigan Reconnect): A tuition-free path to community college or private training provider to complete an associate or bachelor's degree or a skills certificate program. Increased training opportunities for adults who have already started their careers and are seeking an in-demand industry certification or associate degree to up-skill and qualify for local in-demand careers. The aim of Michigan Reconnect is to make it easier and more affordable than ever for adults with some or no college experience to earn a post-secondary degree after they have exhausted federal aid (last-dollar scholarship).

~~Priority 5 (Michigan Opportunity): Newly developed scholarship program that will provide last-dollar tuition assistance for two years of tuition assistance at a community college or four-year, not-for-profit college or university for recent high school students who graduate from a Michigan high school with at least a B average.~~

Skills to Work: Newly developed digital hub that connects residents with online learning opportunities and other training resources. More than 75 percent of all Michigan jobs will soon require at least some education beyond high school, and this connects Michigan residents to their opportunity. Whether an individual is looking to return to work, explore in-demand careers, learn new skills, or take the first step toward a degree or certificate, the site has information to help Michigan workers expand their opportunities in an evolving economy. This includes a partnership with Modern States and College Board to increase education opportunities and accelerate Michigan's Sixty by 30 initiative by offering free college credit opportunities now available to Michigan residents.

Futures for Frontliners: A last-dollar state scholarship program for Michiganders without college degrees who worked in essential industries during the state COVID-19 shutdown in spring of 2020 (April 1 – June 30). Frontliners were required to complete a Futures for Frontliners scholarship application by 11:59 pm on December 31, 2020. This scholarship provided frontline workers to pursue a tuition-free pathway to college for essential workers with or without a high school diploma or equivalent, either full-time or part-time while they work.

Wraparound Services Support: In order for our Michiganders to succeed, they need support with critical necessities like housing and food, childcare, transportation, books, and supplies, and more. To address these critical necessities, expansion of Supplemental Nutrition Assistance Program (SNAP) eligibility to college students facing food insecurity, inclusion of more funding in the state's supplemental budget request for wrap around services to support Frontliners and Reconnectors, Leveraging the America Rescue Plan to ensure Reconnectors are connected to this subsidy, and the launch of a Tri-Share Childcare program to divide the cost of childcare equally between employees, their employer, and the State of Michigan are key priorities.

Achievement of these priorities will be accomplished through coordination of LEO-Workforce Development, ~~and~~ the MWAs, and other key partners to administer ~~and~~ strategies that:

- Close the skills gap by increasing opportunity for education and career skill training programs, and attract a talented, qualified, top-notch workforce to connect to Michigan businesses.
- ~~Connect Michigan businesses to qualified candidates for the growing number of jobs that are currently unfilled.~~
- ~~Expand services to place young adults on the right path to gain the skills necessary to achieve lifelong economic self-sufficiency.~~
- Ensure that every Michigander has an opportunity through a career pathway to skills that lead to self-sustaining employment by ~~e~~Expanding access to students who graduate from a Michigan high school and want to continue their education through various career pathways and program opportunities (i.e., college/classroom training or on-the-job/skilled trades training). ~~but:~~
    - ~~Cannot afford to do so, or~~
    - ~~Decide that a four-year college or university is not for them but need skills to get a good job.~~
- Improve local programs for youth/young adults that will provide career preparation, employment opportunities, and support services in partnership with One-Stop centers to achieve lifelong economic self-sufficiency.
- Increase enrollments in workforce programs, including adult education programs.

- Increase access to education and workforce programs, particularly for those most severely impacted by the pandemic. This may include adult learners, dislocated workers, youth, and women.
- Ensure those eligible for Futures for Frontliners-*Path 2* take the next step and enroll in an adult education program by December 1, 2021.
- Support career awareness and exploration, recruitment, education and training and retention that promotes articulated career pathways through credential attainment (Michigan credential transparency, MILEAP).
- Prioritize resources based on industry-led demand analysis and planning, which address current, future, and emerging talent needs (Going Pro Talent Fund, MICA, MIRAIN, MIYARN).
- Fashion available resources for career awareness and exploration, recruitment, education and training and retention designed to attract and engage underrepresented populations including ALICE, youth, women, people of color, persons with disabilities, veterans, individuals without a high school diploma (Going Pro Talent Fund, MISTAIRS).
- Integrate across programs the opportunity for employers to work together in cohorts tackling common workforce issues and developing solutions that benefit an industry sector or geographic area with multiple industries (MICA, Going Pro Talent Fund, MIRAIN, MIYARN).
- Provide veterans with all services they are entitled to. Refer all eligible veterans to Michigan's veterans' program and promote priority of service for them.
- Increase career opportunities for Michigan's most vulnerable populations, such as expanding the number of migrant and seasonal farmworkers, public assistance recipients, returning citizens and other ALICE population members placed in training and work experience to help them gain skills needed to obtain a better job or advance their career.
- Outreach to promote the Michigan Works! One-stop system and increase number of participants served.
- Focus on user experience and increased data security for Michigan IT systems (OSMIS, Pathfinder, PMTC, MiTC) through updates and modernization. Provide on-going, consistent technical assistance and training on IT systems to MWA staff.

Michigan aligns with the Workforce Innovation and Opportunity Act (WIOA) to improve and strengthen the workforce system for all, including those who face significant barriers to employment and youth, place individuals into high-quality careers, and assist employers to hire, train and retain skilled workers. Michigan envisions a public-private partnership designed to combine services that will place all Michiganders on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. The State of Michigan is committed to expand economic opportunity and prosperity for all people, businesses, and communities by providing the educational and economic means needed to reach their full

potential. In keeping with these strategic priorities, the following goals have been established:

Goal 1: All Michiganders will have access to a continuum of high-quality education, training, and career pathway opportunities to obtain self-sustaining wages. Goal to grow the middle class, as no economic vision for the state can be complete if it doesn't focus on eliminating poverty and lifting families into the middle class. Access to a continuum of high-quality education, training, ~~and~~ career pathway opportunities to obtain self-sustaining wages, and growing the middle class will be achieved by:

- Investing in the closure of inequity gaps by prioritizing closure of socioeconomic/demographic opportunity gaps in all decision making.
- Protecting the health, safety, and economic security for workers by ensuring safe working conditions, fair wages, and labor protections.
- Removing barriers to employment including housing, transportation, health care, childcare, language, and placement.
- Building equitable pathways to high-wage careers by supporting education, training, onramps, and certification(s) to make sustaining wages more attainable.
- Attain 60 percent of adults with a post-secondary credential by 2030.
- Lift 100,000 families out of working poverty during the next five years (FY22-FY26).
- Provide access to low or no cost childcare for 150,000 more families by 2024.

Goal 2: Michigan will support business growth by ensuring that employers have access to a diverse and skilled workforce, and opportunities to expand upward mobility, including~~:~~ support of small business with a focus creating and growing more Main Street businesses. This includes:

- Growing skills/credentials to meet current and future employer needs and expanding upward mobility by addressing shortages in growth sectors in every region of the state.
- Enabling Michigan's businesses to grow and thrive by creating the foundation to attract investment, including infrastructure.
- Promoting economic sector diversity by increasing exposure to high-growth, highly resilient sectors.
- Catalyze small business and entrepreneurship by addressing leaks in the entrepreneurship funnel to increase new business starts and economic growth.
- Top ten state for small business job growth and revenue growth from 2022 to 2026.
- Top ten state for household income growth during the next five years (FY22-FY26).
- Top ten state for growth in venture capital funding over the next five years (2022-2026).

Goal 3: Michigan communities to play a vital role in attracting and retaining qualified talent by demonstrating Michigan as a state to live, work, and play. Michigan's residents deserve to live in vibrant communities with the kinds of services and amenities associated with a high standard of living. This includes:

- Developing vibrant communities by developing and preserving the infrastructure, amenities, and arts/culture that make communities vital.
- Make and market Michigan as a state for all to live, work, and play by investing in placemaking, expanding affordable housing, and marketing Michigan to the world.
- 100 percent access to high-speed internet and 95 percent adoption by households during the next five years - while continually investing in higher quality access (FY22-FY26).
- 75,000 new or rehabilitated housing units in five years (FY22-FY26).

These goals reflect Michigan's commitment to customer-focused services by engaging citizens early about education and training opportunities, to focus and attract qualified talent to support business growth and employers, and market Michigan as a place to invest in both personally and professionally.

~~**Performance Goals:**~~

~~With the exception of the Adult Education Measurable Skill Gains, performance data is made up of a rolling four-quarter period, meaning that each measure includes a full year of data, but data crosses program years. Michigan is currently exceeding the performance target for all measures for Title I programs (Adult, Dislocated Worker, and Youth) for which we have measures. Employment for the fourth quarter after exit and credential attainment data will not be available until the end of March.~~

~~The calculation of gains for Adult Education Measurable Skills Gain is reported at the end of the year. For 2018, Michigan exceeded this measure. For 2019, it is anticipated that Michigan will exceed this measure again.~~

~~The Department of Labor and Economic Opportunity (LEO) will report the expected level of performance for the effectiveness in serving employers indicator. Effectiveness in serving employers will include the following three approaches:~~

~~1. Retention with the same employer, measured by the percentage of participants who exit and are employed in the second and fourth quarters after exit.~~

~~2. Repeat business customers based on the percentage of repeat employers using services within the three previous years.~~

~~3. Employer penetration rate based on the percentage of employers using services out of all employers in the state.~~

~~Refer to Appendix I for Michigan's performance goals.~~

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

Vocational Rehabilitation (VR) – The Rehabilitation Services Administration (RSA) confirmed the Measurable Skill Gains negotiated levels of performance for MRS and BSBP as follows:

- Program Year (PY) 2020 – 19 percent
- PY 2021 – 20 percent

Levels of performance for all WIOA performance indicators will be negotiated with RSA in PYs 2022/2023. Updated Measurable Skills Gains negotiated levels of performance will be included once negotiated.

Assessment:

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

The State ~~will~~ determines the level of 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 defendable, given prior performance levels and anticipated economic developments. The State ~~will~~ requests documentation for any performance level that is significantly below prior levels. The State ~~will~~ compiles local level recommended performance levels into a statewide level. The State will request a revised state level performance goal if significant differences 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 one or a combination of the following:

- Assistance in the development of a performance improvement plan,
- On-site or web-based technical assistance training,
- Development of a modified local or regional plan, and/or
- 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:

- Require the appointment and certification of a new local board (consistent with criteria established under the WIOA),
- Prohibit the use of eligible providers and One-Stop partners identified as achieving a poor level of performance, and/or
- Take other actions the State determines appropriate.

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 our local service delivery areas. The State ~~will~~ may also evaluate the collaboration between core programs within each local area based on the percentage of participants co-enrolled among the core programs and will work towards setting targets for continuous improvement. Local areas ~~will~~ are also ~~be~~ evaluated based on the percentage of individuals served with barriers to employment.

Additionally, the expected level of performance for the effectiveness in serving employers indicator (data) is utilized to assist our business service representatives at both the s~~S~~tate and local levels.

C. STATE STRATEGY

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) AND INCLUDES REGISTERED APPRENTICESHIP. "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23)

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)

~~1. The State of Michigan is committed to expanding economic opportunity, but the headwinds facing our workforce and economy are strong. The continued challenges Michigan faces are:~~

- ~~Economic mobility has stalled. The economy is strong, but prosperity is not widely shared due to flat income growth and high levels of working poverty. Includes housing inequity with high shelter overburden and declining homeownership.~~
- ~~Acute talent shortages – We have plenty of jobs available, but not the skills to fill them. Good jobs require learning after high school. There are low educational attainment and labor market mismatches.~~
- ~~Poor sector diversity – The future poses threats to Michigan workers, as Michigan is highly exposed to automation and recession.~~
- ~~Not generating enough growth to backfill – Failure to translate research and design investment into growth and employment (leaking entrepreneurship funnel).~~
- ~~Shrinking workforce – Shrinking population and low labor force participation (we face more births than deaths by 2030).~~
- ~~Michiganders face barriers to employment and opportunity – Many lack the means to connect to the workforce.~~

1. The Governor's vision, mission, and overarching goals address Michigan's strategy to encompass the real work of state government – protecting the public, educating our youth, and working with business, and how it is integrated into our State's overall strategic plan. The Department of Labor and Economic Opportunity (LEO) was created to merge agencies with common missions and goals into one, cohesive department focused on making Michigan a better place to live, work, play and do business ~~is responsible for activities to ensure expansion of economic opportunity and prosperity for all Michigan citizens to reach their full potential, while meeting the needs of Michigan's employers.~~ In doing so, LEO has been committed to ensuring that our efforts to promote economic opportunity and prosperity in Michigan are coordinated, evidence-based, equitable and customer focused.

In January of 2019, the Governor's Executive Directive: 2019-9 directed the following:

1) Equal Employment Opportunities

2) Prohibited Employment Discrimination

3) Equal Opportunities in State Contracting and Grant and Loan Programs

4) Prohibited Discrimination in the Provision of State Services

5) Implementation

To assist in educating state employees about the requirements of this directive and monitoring compliance with this directive, an Equity and Inclusion Officer was appointed.

The COVID-19 Pandemic revealed, confirmed, and highlighted the pre-existing inequities caused by systemic racism and in August 2020 Executive Directive 2020-09 declared racism

a public health crisis requiring all classified and unclassified State employees to complete implicit bias training. New employees are also required to complete training no more than 60 days from the date or hire and the training was directed to be continued on a biennial basis.

Most recently, in October of 2020 the Department of Labor and Economic Opportunity (LEO) launched a series of Equity and Inclusion "Lunch and Learn" webinars once a month focusing on a dimension of equity and inclusion.

It is critical that we provide pathways to equal opportunity for all Michiganders – including those right here in our own department. To help Michigan citizens reach their full potential and reduce barriers to employment, LEO continues to align in the expansion to benefit its employees and improve workplace relationships around equal opportunity through a 21-Day Racial Equity Challenge designed to cultivate self-awareness about social issues that plague our society due to racism. The challenge teaches strategies to recognize racialism, work toward a better community for fair treatment, and how to become allies in the fight against racism. The challenge is designed to help LEO employees better understand the role race plays in the workplace, public policy, and the lived experiences of Americans.

The LEO is employing and/or partnering with several strategies to address Michigan's challenges in workforce and economic growth and to achieve the Governor's priorities and strategic initiatives. In collaboration with employers, the Michigan Works! Agencies (MWAs), other state agencies, economic development, educational institutions, training providers and other non-core partners, several strategies and initiatives work towards achieving Michigan's vision and goals to address both equity and skills gaps, and meet employer demands. These strategies involve cross coordination and collaboration across several core programs and other partners. Examples include, but are not limited to:

- 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, mathematics, and digital literacy that are associated with the attainment of a high school diploma or equivalency and the ability to speak English proficiently. These skills are the foundation for building career-specific occupational skills that are in-demand in the job market. While many adults without a high school diploma or equivalent 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. Low-skilled adults with barriers to employment, English language learners, and inmates in correctional institutions are the target groups for Michigan adult education and literacy efforts. Adult education is focused on enrolling more adult learners in occupational training in in-demand industries or occupations. The participants may be co-enrolled in Title I and Title II services under WIOA, or dual enrolled in adult education and c~~C~~areer and t~~T~~echnical e~~E~~ducation (CTE). Michigan has awarded an additional $4 million in State School Aid, Section 107 funds to support the Adult Education and CTE Special Programs. The intent of the programs is to prepare adult education participants for employment by enrolling participants in adult education, career and technical skills training, and workforce development activities.

- *Sixty* by 30 - The Governor's statewide post-secondary education goal: Sixty (60) percent of Michigan residents complete a post-secondary certificate or degree by the year 2030. Sixty by 30 established a statewide goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030. This goal seeks to close the skills gap, increase opportunity, and make Michigan more competitive. Michigan is currently at 49.1 percent post-secondary attainment.

  Growing and attracting talent is key for success of this post-secondary educational goal. LEO is focused on four key areas looking specifically at talent attraction and growth:

  - **Recruit** – Ensure people know of the vast opportunities that exist in Michigan.
  - **Retain** – Placing strong focus on college graduates and remote workers.
  - **Educate and Train** – Create education and training pathways, including immigrants and refugees, along with international students.
  - **Cultivate** – Utilize data to cultivate in-demand certificates and degrees to place skilled talent in our state's in-demand career fields.

  LEO ~~will~~ continues to partner with all core and non-core partners to address a growing talent shortage in the state's workforce.

- Michigan Reconnect Grant Program: Targets students 25-years of age and older who are high school graduates and have been a Michigan resident for at least one year. This program ~~would~~ helps to pay for training for non-traditional students who want to earn a certificate in the skilled trades or have not yet completed a college degree ~~an~~ (associate or bachelor's) degree to up-skill and qualify for local in-demand occupations. The aim of Michigan Reconnect is to make it easier and more affordable than ever for adults with some or no college experience to earn a post-secondary degree and who have exhausted federal aid (last-dollar scholarship). LEO has hired 10 Reconnect Navigators at the state level to assist in college enrollment and participation within this program. First-time students are those who have been out of school for some time, and they are automatically assigned to a Reconnect Navigator. Navigators help Reconnectors make informed decisions by alleviating barriers, setting career goals, identifying relevant education opportunities, completing admissions and financial aid requirements, and helping create a plan to graduate.

- Skills to Work: More than 75 percent of all Michigan jobs will soon require at least some education beyond high school. This newly developed digital hub that connects residents with online learning opportunities and other training resources. Whether an individual is looking to return to work, explore in-demand careers, learn new skills, or take the first step toward a degree or certificate, the site has information to help Michigan workers expand their opportunities in an evolving economy. This includes a partnership with Modern States and College Board to increase education opportunities and accelerate Michigan's Sixty by 30 initiative by offering free college credit opportunities now available to Michigan residents.

- Futures for Frontliners: In 2020, the Governor announced a newly-developed last-dollar state scholarship program for Michigan workers without degrees during the ongoing COVID-19 pandemic, by providing a tuition-free pathway to college for technical certificate for frontline essential workers with or without a high school diploma or equivalent, either full-time or part-time while they work. This program is the first of its kind in the country. Eligibility requirements for this scholarship were: Must be a Michigan resident; had worked in an essential industry at least part-time for 11 of the 13 weeks between April 1 – June 30, 2020; had been required by their job to work outside the home at least some of the time between April 1 – June 30, 2020; had not previously earned an associate or bachelor's degree; not be in default on a Federal student loan; and completed a Futures for Frontliners scholarship application by 11:59 pm on December 31, 2020. More than 120,000 applications were received and over 18,000 participants are already enrolled in classes, with 600+ that have graduated. Frontliners who take advantage of this program will help Michigan reach the Sixty by 30 post-secondary goal to increase the number of working-age adults to obtain a certificate or college degree. Collaboration with local community colleges, training providers, and adult education providers have been key in the success of this program.

- Pure Michigan Talent Connect (PMTC ~~Talent Connect~~): PMTC ~~Talent Connect~~ is a web-based labor exchange system that brings together employers~~, educators,~~ and job seekers ~~talent~~. It is the launch pad for new jobs, careers, and talent. 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.

- Clean Slate Pilot Program: To coordinate with, and in support of, the recently enacted Clean Slate laws in Michigan, the Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) has implemented the Clean Slate Pilot (CSP) Program to assist returning citizens in expunging eligible convictions from their criminal record to aid them in their pursuit of full-time, self-sufficient employment. This pilot expands the pool of potential employees to employers that are restricted on who they can hire based on criminal record. WD has identified Wagner-Peyser Employment Service 7(a) funding in support of the CSP Program. An initial $2,000,000 was awarded to all MWAs in allocations of $125,000 to each MWA. Additional funding was awarded by a formula based on potential participant location data derived from information compiled by the Michigan Department of Corrections. Setting aside a conviction (sometimes called getting an expungement) will remove a specific conviction from a public criminal record. If returning citizens get an order setting aside their conviction, they can legally state on any job or school application that they have never been convicted of or arrested for that crime. They will also be able to state on any applications for public benefits, housing, or employment that they have not been convicted of that crime.

- Michigan Training Connect (MiTC): ~~Michigan's Eligible Training Provider List. The Michigan Training Connect provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry.~~ MiTC is a centralized location for job seekers to explore training options available through the

state's federally mandated Eligible Training Provider List. MiTC lists training programs for individuals qualifying for an Individual Training Account under the Workforce Innovation and Opportunity Act (WIOA), which provides participants with workforce investment activities that increase employment, retention, earnings, and occupational skill attainment which improves the quality of the workforce, reduces welfare dependency, and enhances the productivity and competitiveness of the economy. MiTC serves as a virtual marketplace connecting individuals to education and training providers offering in-demand training opportunities.

- Work-Based Learning: Responding to COVID's Economic Impact. LEO's Workforce Development was awarded $17.8 million in U.S. Department of Education grant funds to respond to the economic impact of COVID-19 in the state. These federal funds will help Michigan job seekers make the jump from education and training to employment by delivering short- and mid-term customized training solutions. The funding will serve approximately 5,000 job seekers.

- Going PRO Talent Fund: The Going PRO Talent Fund (Talent Fund) makes awards to employers to assist in training, developing, and retaining current and newly hired employees. Training funded by the Talent Fund must be short-term and fill a demonstrated talent need experienced by the employer. Training must lead to a credential for a skill that is transferable and recognized by industry. Funds are awarded to employers through The Michigan Works! Agencies (MWAs). The MWA Business Services staff conduct fact-finding sessions with employers to assess their talent skill gaps, suitable training providers, and availability of federal funding sources. The MWA Business Services staff then determines whether Talent Fund awards are appropriate to help close the skills gap, and grant employers access to a convenient new online application submission process. The Talent Fund provides individuals with employment, industry recognized credentials and strong wages. Employers are incentivized to expand their recruitment efforts for hiring and training individuals with barriers to employment. Talent Fund Targeted Population Incentives include Public Assistance Recipients, Individual With A Disability, Veterans, Active Military Reservists, Older Workers, Returning Citizens, and individuals without a high school diploma.

- Michigan Industry Cluster Approach (MICA) 3.0: ~~2.0~~ A demand-driven workforce system is Michigan's primary workforce development strategy focusing on aligning all efforts, initiatives, programs, and funding – around industry clusters. An industry cluster is a geographic concentration of related employers, industry suppliers, and support institutions in a product or service field. MICA's employer-led collaboratives ~~will~~ develop and implement strategies to develop a qualified pool of talent and address ~~the~~ skill gaps. MICA creates a framework in which many employers within a single industry jointly engage with the workforce system to identify their talent demand and challenges. In this approach, talent issues may be handled more efficiently though multi-company, industry-focused employment, and training programs. As industry clusters are established, the focus shifts emphasis on talent issues to an industry basis, rather than working with a single employer at a time. Utilizing the MICA strategy, Talent Development Liaisons are assigned a specific industry cluster (i.e., Agriculture, ~~Business,~~ Construction, Energy, Healthcare

~~Health Care~~, Hospitality/Outdoor Recreation, Information Technology, Manufacturing, and Mobility).

- Perkins Post-secondary Career and Technical Education Program (CTE): This program is a partnership between the State of Michigan and community colleges and universities, offering two-year occupational degrees. The program provides resources and technical assistance to community colleges and universities receiving Perkins Career and Technical Education annual awards in order to meet the occupational career goals of students and the needs. Funding supports workforce development by improving the academic and technical achievement of CTE students, strengthening the connections between secondary and post-secondary education, and improving accountability.

- Partnership.Accountability.Training.Hope. (PATH): PATH provides job assistance and training to parents receiving cash assistance. 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 TANF funded program is administered by the LEO through the MWA One-Stop centers. Individual participants may also be referred to education and training activities funded through the WIOA to maximize the effectiveness of resources.

- Michigan Rural Enhanced Access to Careers in Healthcare (MiREACH): The MiREACH is a network of employer-led collaboratives with a wide-range of partners including secondary schools, post-secondary institutions, workforce development, community-based organizations, and industry associations. MiREACH works to identify targeted healthcare occupations based on employer demand and feedback, and then utilizes this information to design training responses and implement workforce solutions for rural communities. The Coronavirus pandemic increased the need for healthcare workers, particularly in rural areas where that need was already acute. To address critical healthcare workforce shortages in Michigan's 57 rural counties and rural communities throughout the state, MiREACH partners will provide individuals with training, education, and supportive services leading to placement in in-demand healthcare occupations.

- Michigan Apprenticeship Advisory Board (MAAB): Established in 2021, the MAAB is a state-level board consisting of members who are experts in the development and expansion of the Registered Apprenticeship Program (RAP) model from multiple industry sectors, labor, secondary and post-secondary education, workforce development and workforce development board leadership, and the U.S. Department of Labor (USDOL) Office of Apprenticeship. The MAAB provides guidance on innovation and implementation strategies for Regional Implementation Consortia working to expand RAP opportunities and ensure program grant performance targets and program sustainability goals are met.

- Regional Implementation Consortia: Regional Implementation Consortia from across Michigan are responsible for local program implementation of state level innovations, primarily optimized proven practices from other regions to establish new or expand existing RAPs and apprenticeship readiness education.

- Food Assistance Employment and Training Program (FAE&T): The FAE&T program provides participants opportunities to gain skills, training, or experience to improve their ability to obtain self-sustaining employment. FAE&T services are available for Supplemental Nutrition Assistance Program (SNAP) recipients, even those with minor children, as long as they are not receiving Temporary Assistance for Needy Families funded cash assistance. Able-Bodied Adults Without Dependents (ABAWDs) subject to the ABAWD work requirement may choose the option of finding a job on their own and working a minimum of 20 hours per week, to participate in self-initiated community service with a local Michigan Department of Health and Human Services office, or to be referred to an MWA for employment and training services through FAE&T. For individuals referred to an MWA, an Individual Service Strategy is completed, and supportive services are available. Intensive case management services designed to support ~~ABAWDs'~~ the participant's efforts toward employability will be provided, as appropriate, throughout the duration of their participation in employment and training activities. 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 ~~eleven~~ 10 MWAs, and allocations are based on the total number of food assistance households during a recent twelve-month period. ~~In addition to serving ABAWDs, the Food Assistance Employment and Training Plus program (FAE&T Plus)~~ The FAE&T Plus program ~~extends~~ expands employment and training services to include individuals with minor children by connecting with third party partners to deliver these services with non-federal funding. The program design focuses on employer demand while offering skills training and credentials required to obtain self-sustaining employment. The State qualifies for a 50 percent reimbursement from the U.S. Department of Agriculture for all qualified expenditures.

- Pure Michigan Talent Connect (~~Talent Connect~~PMTC): The Talent Connect web-site is Michigan's launchpad for new jobs, careers~~,~~ and talent. It is a tool connecting Michigan's job seekers and employers and serves as a central hub linking all public and private stakeholders who support Michigan's workforce. PMTC ~~Talent Connect~~ serves as our state's labor exchange system. This tool attempts to address the skills gap by quickly and effectively connecting employers to the talent they need. It serves as a One-Stop resource for career planning, employment connections, business growth~~,~~ and economic development. The ~~S~~state's Eligible Training Provider List (Michigan Training Connect) is included and available through ~~as part of~~ this resource.

- Wraparound Services Support: In order for our Michiganders to succeed, they need support with critical necessities like housing and food, childcare, transportation, books, and supplies, and more. To address these critical necessities, expansion of SNAP eligibility to college students facing food insecurity, inclusion of more funding in the state's supplemental budget request for wraparound services to support Frontliners and Reconnectors, Leveraging the America Rescue Plan to ensure Reconnectors are connected to this subsidy, and the launch of a Tri-Share Childcare program to divide the cost of childcare equally between employees, their employer, and the State of Michigan are key priorities.

- ~~Summer~~ Young Professionals Initiative: ~~Michigan aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income.~~ The purpose of the Young Professionals initiative is to increase career awareness and preparation while reducing youth unemployment. This will be accomplished by introducing under-represented young adults, ages 14 to 24, to the world of work, while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve lifelong economic self-sufficiency.

- Jobs for Michigan's Graduates (JMG): The JMG program equips youth with the skills to overcome their barriers and win in education, employment, and as citizens. As the state affiliate of the national Jobs for America's Graduates organization, the programming has 40 years of demonstrated outcomes in ensuring our country's most at-risk youth graduate from high school, enter post-secondary education, and/or transition into meaningful employment. The JMG specialists deliver engaging and outcomes-based services to youth, giving them a reason to stay in or return to school. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.

- Vocational Rehabilitation (VR), has ~~jointly~~ created a blueprint for government and business to jointly ~~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. ~~Hidden Talent Tours and Workshops, which are part of this strategy, educate area businesses about the skills/strengths of persons with disabilities and how such individuals are a valuable talent pool for employers to tap into across the state.~~ State VR serves as a resource and as a single point of contact to connect the business community with individuals with disabilities including on-going support services to promote a diverse and inclusive workplace ~~company culture~~.

- Reemployment Services and Eligibility Assessment (RESEA): RESEA is a program that provides customized services to Unemployment Insurance (UI) claimants deemed most likely to exhaust their UI benefits. Early intervention with a proactive approach should result in retuning the unemployed back to work sooner. Only claimants referred from the UI may receive services through the RESEA program.

- Pathfinder: An updated online career exploration tool that helps students, parents, counselors, and others find roadmaps to education, training, and career success. Pathfinder helps users make more informed decisions about their options for a successful future by using real-time, value-added information to show return on investment on education and training opportunities. ~~planning tool that addresses the need to increase the number of Michigan residents with high-quality, in-demand degrees and credentials. The tool provides information to students, their parents,~~

~~and guidance staff to make informed choices about educational and career options, as well as to help with creation of educational development plans. This free tool uses current labor market information, longitudinal wage data, and other institutional data and metrics, allowing improved skills-matching to career paths and jobs. Pathfinder helps users make more informed decisions about their options for successful futures, using real-time, value-added information to show return on investment on education and training opportunities, using data from educational providers and other state agency partners, including the Michigan Departments of Management and Budget, Education, and the Center for Educational Performance and Information.~~ Current updates in 2021 included customer feedback through customer satisfaction surveys, focus groups and user experience testing to ensure mobile-friendly use, concise messaging and intuitive navigation. Additional improvements are planned for 2022.

- Jobs for Veterans State Grant (JVSG): Veterans' Employment Services (VES) recognizes the importance of collaboration with state, local, and other partners to achieve outcome goals. Some of VES's current strategic partnerships include:
    - Michigan Veterans Affairs Agency (MVAA). Currently, MVAA and VES have a standing Memorandum of Understanding (MOU). This MOU outlines each party's roles and responsibilities to successfully integrate veterans into the civilian workforce. These Parties share the respective mission that can be achieved through effective communication, sharing of best practices, collaboration, and partnership to achieve the goals of the MOU. Specifically, this MOU sets forth three goals shared by the parties: 1. Formalizes the process to be utilized for cross promotion of services between agencies; 2. Describes what data will be tracked and shared to evaluate the success of this partnership in a Data Sharing Agreement (DSA); and 3. Ensure that any customer service or staff complaints are communicated, handled, and resolved.
    - U.S. Department of Veterans Affairs Veterans Readiness and Employment (VR&E). An MOU exists between the two programs that outlines a standardized referral process. VES also participates in weekly VR&E orientations to provide an overview of VES services to VR&E program participants. Additionally, a monthly meeting between VES, VR&E, and DOL VETS is held in to exchange program updates and explore further collaboration opportunities.
    - Michigan State Apprenticeship Expansion (SAE) Team. VES and SAE meet monthly to coordinate veteran and employer outreach events to facilitate apprenticeship opportunities. This partnership has developed several veteran apprenticeship initiatives to include the Employer 101 webinar. During the first Employer 101 webinar, seven (7) Michigan employers committing to creating registered apprenticeships with a focus on hiring veterans. This partnership has created additional opportunities for JVSG staff such as, involvement in the Regional Implementation Consortiums (RIC's), and the Michigan Apprenticeship Advisory Board Veteran Subcommittee. JVSG staff advise both bodies on veteran matters and actively assist with planning, benchmark creation, and plan execution.

- Michigan Department of Corrections (MDOC) Incarcerated Veteran Workshop Program. JVSG staff conduct job readiness workshops at three MDOC facilities. The workshops assist incarcerated veterans with preparing to reenter the workforce upon release. This program is currently established in three MDOC facilities and plans to expand post COVID-19 are underway.
- National Association of State Workforce Agencies Veteran Committee. This committee meets bi-weekly and consists of JVSG program leadership from across the nation. The committee serves to exchange best practices, provide policy and program updates, and allows states to network and collaborate on initiatives with each other.
- Regional committees. JVSG staff participate in numerous regional committees such as Veteran Community Action Teams, VA regional committees, and others that focus on local employment and veteran matters. Participating in regional committees is an effective best practice for networking and conducting outreach. These committees keep JVSG well informed of local issues and resources, keep them well connected with other services providers, and provides an additional way to interact with job seeking veterans.
- In progress VES initiatives. VES has recently formed workgroups to develop campaigns to target and better serve additional veteran populations. The populations consist of: Native American Veterans, Transitioning Service Members, and veterans on parole or probation . While these workgroups are in the early planning phase, VES is optimistic for positive outcomes.

- National Farmworker Jobs Program (NFJP): LEO continues to work collaboratively with the Telamon Corporation NFJP Grantee, through increased joint outreach opportunities and a reciprocal referral process, we anticipate increased cross coordination of services. LEO has also expanded collaboration with other partner organizations to address the equity and skills gaps for migrant and seasonal farmworkers (MSFWs), through a strategic initiative titled the Michigan Agriculture and Food Systems Workforce Advancement initiative aimed at developing career and education pathways to help MSFWs increase work skills and job knowledge to expand opportunities for advancement within the food and agriculture industry, and meeting employer demands.

  The initiative is highlighted in the Agriculture Outreach Plan section of this State Plan – In addition, recent updates to the One Stop Management Information System have improved identification of unemployed job seekers that will lead to improved effectiveness in job seeker contacts and enrollment into workforce training programs.

- Trade Adjustment Assistance (TAA): The TAA/ Rapid Response Section collaborates with the OSMIS section to determine needs and updates. Our most recent and significant update to the OSMIS includes a Trade Adjustment Assistance Data Integrity (TAADI) Dashboard. The TAADI Dashboard allows Michigan Works! to review reporting discrepancies in an at-a-glance feature. Additionally, each MWA may review the cause of the error in an effort to correct it. The TAADI reports are

sent to the USDOL on a quarterly basis and determine Michigan's TAA performance in comparison with other states.

Additionally, the TAA/Rapid Response performs TAA Programmatic Reviews of the Michigan Works! Agencies on a quarterly basis. This includes reviewing 20 participant files within two agencies per quarter based on annual risk assessments. The TAA Programmatic Review examines program compliance with federal and state regulations. The TAA Programmatic Reviews are conducted through a combination of file reviews, policy and procedure evaluations, and staff interviews.

The TAA Comprehensive Manual serves as an excellent program implementation guide for Michigan Works! Agencies. The Manual details program requirements and includes forms used to complete registration, intake, and training processes.

- Community Services Block Grant (CSBG): CSBG is the primary financial resource for the operation of Community Action Agencies (CAAs) throughout the nation. The premise of CSBG is to serve as a funding stream which builds the capacity of a stable statewide network that can act as the vehicle to provide direct services for employment, education, income management, housing, nutrition, emergency services, and health.

  Community Action Agencies: In Michigan, the State makes discretionary funding available to CAAs for innovative projects. Michigan has 29 CAAs providing services to 100 percent of the geographic area of the state. Michigan's federal CSBG allocation averages about $23 million per year. CAAs determine locally how to use these funds to best address the needs of their communities and to lower poverty. This establishes joint processes and procedures that will enable all parties to integrate the current service delivery system more fully, resulting in a more seamless and comprehensive array of education, job training, human service, and other workforce services. Shared resources available within our local and broader communities ensure low-income individuals and households receive the services they are eligible for in the most welcoming and helpful environment possible. Shared resources include: Self-sufficiency case management to individuals who wish to participate in an effort to achieve economic independence; Head Start and Early Head Start Services; Older Adult Services; and Home Weatherization and Homeless Prevention Programs.

- Indian and Native American Programs: Michigan shares the vision of providing quality employment and training services to unemployed and low income Indian and Native Americans (INAs). Currently across our state, Michigan holds fourteen Memorandum of Understandings (MOUs) in partnership with Indian and Native American organizations through our local MWAs. The partnerships focus on programs to support employment and training activities that lead to self-sufficiency.

  MOUs are entered into for the purpose of delineating the respective roles and responsibilities of the MWAs and the INAs, while also acknowledging ways to meet regulatory requirements and remain consistent with the traditional cultural values and beliefs of the people they are designed to serve. MOUs also provide an opportunity to work collaboratively with the partner to develop specific strategies that reduce

barriers and improve system which impact the ability of individuals to access services and/or make significant gains.

- HUD Employment and Training Program: The U.S. Dept. of Housing and Urban Development helps meet housing needs by providing housing support with guidance on next steps.

- Family Self-Sufficiency Program (FSS): The FSS is an innovative, voluntary program that helps Michigan State Housing Development Authority (MSHDA) housing choice voucher participants achieve economic independence over a five-year period. Through the FSS, case managers assess the participants' strengths and identify barriers to employment such as lack of education, transportation, childcare issues, lack of soft skills, criminal record, etc. One of the main goals of the FSS program is that the participant strives to find employment or improve their current job status to raise their household earned income. This FSS participant is offered services by their local MWA and to make a referral to assist them with these goals. Participants will be encouraged to continue to utilize Michigan Works! services as need in their quest to find employment or improve their employment situation.

- Job Corps: Job Corps is a tuition-free training and education program that connects eligible young people with the skills and educational opportunities they need to establish real careers. In Michigan there are three Job Corps Centers located in Detroit, Flint, and Grand Rapids.

  Respective roles and responsibilities of Job Corps and MWA partners are designed to ensure efficient and effective coordination and delivery of services in delivery areas in order to prevent duplication and maximize resources. Young persons have opportunities to engage in education and On-the-Job Training opportunities in in-demand fields at each of Michigan's Job Corps Centers. Through the One-Stops, Workforce Development Boards ensure access to the three tiers of WIOA service: basic career, individualized career, and training services required under WIOA. Referrals may be made on a formal or informal basis to Job Corps customers who may benefit from One-Stop service center services available. Alternately, cross-referrals may be made to local Job Corps Centers for eligible young persons.

- Senior Community Service Employment Program (SCSEP): The SCSEP is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors aged 55 or older who are unemployed and have limited employment prospects. This training serves as a bridge to unsubsidized employment opportunities for participants.

  As participants have access to employment assistance through American Job Centers, Michigan has established partnerships with Michigan American Association of Retired Persons (AARP) facilities throughout the state. Leveraging of resources, including other public agency and non-profit organization services, and increasing customer satisfaction is key through our referral strategies. The referral system is to provide integrated and seamless delivery of services to job seekers by familiarity with available services and benefits offered through the One-Stop delivery system if

eligible, and also provide substantive referrals to customers who are eligible for supplemental and complementary services and benefits under partner programs.

- YouthBuild: YouthBuild is a community-based pre-apprenticeship program that provides job training and educational opportunities for at-risk youth ages 16-24 who have previously dropped out of high school. Michigan program locations serve the Benton Harbor, Detroit, Flint, Grand Rapids, Jackson and Saginaw areas. YouthBuild places a strong emphasis on hard work, personal development, and genuine relationships. Workforce activities that may incorporate our local MWAs include: high school completion; GED prep that includes all subjects for GED tests; nationally recognized credentials, certificates, and career skills obtainment; supportive services, connection on apprenticeship and employment opportunities, and wrap-around services.

  YouthBuild success in Michigan includes Detroit's YouthBuild construction pre-apprenticeship program designed to help Opportunity Youth complete high school while obtaining career skills, obtain a recognized credential, and acquire permanent employment. While working to obtain credentials, learners rehab Detroit homes that are later rented or sold to low-income families. Learners also participate in work readiness and leadership training, including a Youth Council and student-led community service projects.

- Michigan Learning and Education Advancement Program (MiLEAP): This program assists workers with barriers to employment with skill attainment through short- to mid-term education and training programs. MiLEAP focuses on individuals who are dislocated, underemployed, COVID-19 essential workers, living in distressed rural and urban communities and are economically-disadvantaged.

- ~~Michigan Opportunity Scholarship – Scholarship program that will guarantee two years of debt-free community college for graduating high school students who qualify, i.e., students who graduate from a Michigan high school with at least a B average. This scholarship opportunity will impact Michigan's low educational attainment rate, provide opportunity for career pathways, and assist in filling the talent shortage.~~

- Coordination with Economic Development Strategies and Activities: To facilitate the match between job seekers and employers, strengthening and aligning talent development and training opportunities will assist in meeting the needs of employers and Michigan workers. Business Service Teams are utilized at the One-Stop centers and work closely with companies in high-growth/high-demand industries. The Talent Development Liaisons and the Michigan Economic Development Corporation collaborate with the MWA's Business Services Teams to provide information and support for employers growing within or moving into local areas. The partnerships between the One-Stops, the Michigan Industry Cluster Approach team, and the Michigan Economic Development Corporation establishes a relationship with employers to obtain skilled workers through Michigan's system. LEO 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.

- Governor's Michigan Workforce Development ~~State~~ Board and Local Workforce Development Boards: Michigan continues its efforts to become a national leader in developing a talented workforce. ~~Governor Whitmer signed Executive Order 2019-13 to locate~~ T~~t~~he State Workforce Development Board is housed within LEO. State staff ~~will~~ continues to facilitate closer working relationships with the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board and local Workforce Development Boards and assist the boards in becoming more effective through communications, training, regional partnership building, and selection of appropriate board members.

- ~~Square One Grant – The Department of Labor and Economic Opportunity-Workforce Development (LEO-WD) supports Square One grant funding to schools and other K-12 learning environments, enabling them to provide innovative, meaningful Science, Technology, Engineering, and Mathematics (STEM) programs. Grant funding will be utilized to expose 1,100 students and more than 50 classroom teachers to learning objectives, skills, and career opportunities in the mobility and manufacturing sectors, and to share with industry leaders the budding young talent being developed in Michigan schools and career and technical centers. The Square One Board of Directors are industry leaders and educators with a common vision that students should have the opportunity to pursue technology-oriented careers through authentic, hands-on science, mathematics, and engineering opportunities. Grant funding will enable continued programming for five schools served by the previous grant and support expansion into seven additional school districts located within Rising Tide communities.~~

- The MiSTEM Network: Unites education, business, and community partners across the state – is creating pathways for all students to consider and pursue high-wage, high-demand careers. Established by the MiSTEM Advisory Council, the MiSTEM Network was created to make science, technology, engineering, and math learning more equitable and accessible across the state while preparing more Michigan students for career success in our fast-changing economy.

- High-tech Electric Vehicle Production: With the MI New Economy plan as its foundation, Michigan is once again where the future is being built – as the epicenter of high-tech electric vehicle production in the U.S. By encouraging the adoption of EV-related industries and working collaboratively in partnership across the private and public sectors enables our workforce with career pathways to high-wage jobs.

  Partnerships with the efforts of the Michigan Office of Future Mobility and Electrification, ensure Michigan remains at the forefront of groundbreaking innovation and the home for economic opportunity.

- ~~Fiat Chrysler Automobile Grants – The LEO-WD established grants with two local MWAs (Detroit Employment Solutions Corporation (DESC) and the Southeast Michigan Community Alliance (SEMCA)) for the purpose of supporting Fiat Chrysler Automobiles (FCA) in identifying, preparing, and hiring Detroit residents to fill new positions at the Jefferson North Assembly Plant and the Mack Avenue Engine Plant. As a result of the expansion of the Jefferson North Assembly Plant and the Mack Avenue Engine Plant, FCA will be hiring more than 5,000 new employees in Detroit. DESC, the City of Detroit, and the State of Michigan are committed to~~

~~supporting FCA in identifying, preparing, and hiring Detroit residents and applicants surrounding Detroit to fill these new positions. SEMCA was designated as the single point of contact for recruitment outside of the City of Detroit for the skilled trades and salaried workforce needed to launch and sustain FCA's new plant. Due to the high demand for workers with credentials, FCA anticipates that recruitment for these positions will likely require a timeframe extending well into 2020 to reach full capacity.~~

~~As a result of the Department of Labor and Economic Opportunity's grant contributions and partnerships towards the investment of FCA, in January 2020 the Michigan Economic Development Corporation was awarded *Business Facilities'* (magazine) **2019 Deal of the Year Gold Award** for FCA's expansion. This project includes a total investment of $4.5 billion for a new state-of-the-art Jeep assembly plant in Detroit , and five existing Michigan facilities that will enjoy expanded production and the ability to build fully battery electric models in the future. It is anticipated that this will bring more than 15,000 direct and indirect new jobs to that region of the next three decades. This generational project represents the largest automotive assembly plant deal in the U.S. in a decade and is the first new automotive assembly plant in Detroit in more than 30 years.~~

- Electric Vehicle Battery Research & Development: Michigan continues to prove it is home to a proud automotive manufacturing heritage but is also the future of mobility and electrification with ongoing efforts to work together toward a carbon-neutral future, while leadership in workforce talent ensure cars of the future.

- Integrated Education and Training (IET): The LEO-WD has allocated funding to support IET programs that have already been developed by adult education providers and/or that will be developed jointly by our local MWAs and adult education providers. The intent of IET programming in Michigan is for WIOA Title II adult education providers to partner with a local MWA and/or an existing training provider to co-enroll participants in WIOA Title I and Title II services, when appropriate. The IET program must be part of a regionally or locally defined career pathway. The IET program must include three required components – (1) adult education and literacy activities, (2) workforce preparation activities, and (3) occupational training. The three required components must occur simultaneously within the overall scope of the IET program and must each be of sufficient intensity and quality.

- Career and Education Advisory Councils (CEACs): – ~~CEACs connect employers and educators with technical assistance to build career training programs. They~~ CEACs bring education and business together by establishing a formal entity and mechanism to build and maintain a collaborative partnership with local school districts, employers, post-secondary institutions, advocates, and training centers to identify significant talent needs in a community and collectively develop and implement training strategies to effectively meet employers' talent needs. ~~It~~ They provide~~s~~ ~~local~~ guidance to the local area Workforce Development Boards.

- ~~Career Pathways: The LEO-WD has provided and will continue to develop career pathways for every learner to access a combination of high-quality education, training and other services that leads to recognized credential(s) and prepares an individual to be successful in a high-wage, self-sustaining career to build a skilled workforce.~~

~~This includes sharing career pathway resources and necessary guidance to local providers to assist in the development of career pathways in each region and across the state.~~

~~**NOTE:** Through technical assistance DOL identified that the State should identify workforce development activities of the following required one-stop partners: JVSG, CSBG, Indian and Native American, HUD, Job Corps, NFJP, SCSEP, TAA and YouthBuild.~~

~~**Response:** We have taken the comment under advisement and will be responding to the request for additional information in our Plan's mid-cycle modification.~~

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

Vocational Rehabilitation (VR). VR in Michigan is administered by MRS and the BSBP under the authority of the Rehabilitation Act of 1973, as amended. MRS and BSBP provide access to services in all One-Stop centers and affiliate locations to ensure effective service to individuals with disabilities through skills training which enhances employment opportunities and meets the talent needs of business. MRS and BSBP continues to renew and revise existing local cooperative agreements, as applicable, with state and local education agencies and institutions of higher education.

VR (Title IV) continues to be a valued partner and is represented at Michigan Works! Director's Council meetings; senior managers serve on local workforce development boards; and senior managers are included in local and regional planning. VR continues to closely partner with the state's One-Stop system and partners on strategic planning, and ways to collaboratively service our mutual customers (businesses and individuals).

Community-based training through the Michigan Career and Technical Institute (MCTI) Community Expansion Program. VR, in partnership with the Workforce Development Association, Michigan Works! Association, Department of Health and Human Services, and Local Education Agencies, collaborated on expansion of their training programs. During this initial collaboration, the MCTI worked with individuals to provide a community-based Certified Nursing Assistant (CNA) program targeting PATH program participants with disabilities, with the Department of Health and Human Services paying for the training. Since 2014, MCTI has delivered CNA training programs in Battle Creek, Benton Harbor, Detroit, Grand Rapids, Kalamazoo, and Muskegon. Continued program expansion includes exporting the CNA training program as well as other MCTI trade training programs along with an array of remedial services.

A description of partnerships and workforce activities performed include:

- The option of having a partner program staff member physically present at the MWA(s), or making available a direct linkage through technology to a partner program staff member who can provide meaningful information or services;
- Referrals of customers to the local MWAs as appropriate and according to referral strategies for eligibility determination and provision of services, as applicable;
- Providing employment and training services to participants, including:

- Employment resources for job seekers;
- Assisting job seekers of all skill levels and backgrounds to obtain employment and/or training;
- Providing specialized activities with career counseling available; and
- Access to training and workshops that help a job seeker develop the skills necessary to reenter the workforce or enhance employee retention.

All core programs are responsible for coordination of activities to ensure a skilled workforce and to address the development, retention, attraction, and matching of Michigan's talent base while addressing the needs of both Michigan's employers and job seekers. The state's economic, workforce, and workforce development activities included in this plan identified several populations who face significant barriers to employment and are in need of assistance in order to achieve educational and employment success. Implementing statewide support structures at both the State and local levels for hard to serve populations and citizens facing barriers to employment to improve employment outcomes and assist the business community to hire and retain these populations is key. The State is employing several strategies to address the needs of these populations.

LEO has prioritized equity, specifically closure of opportunity gaps to decrease discrimination, harassment and bias in workplaces and decision-making by educating more individuals about racial equity and inclusion for marginalized populations, including but not limited to race, gender, geography, socioeconomic status, LGBTQ+.

It is also critical that LEO provide pathways to equal opportunity for all Michiganders, including those right here in our own department. All LEO employees were encouraged to participate in a 21-Day Racial Equity Challenge to learn strategies to recognize racism, gain understanding and challenge our thinking to move in a direction to normalize diversity, equity, and inclusion across state government. Other opportunities afforded to all LEO employees include: implicit bias training for new employees, agency and bureau trainings, employee resource groups, and LEO Lunch and Learns.

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 as well as examining opportunities where clarification of existing guidance is needed in order to remove perceived barriers to serving those populations.

The State allocates funding to support Refugee and Immigration Navigators to assist in the unique workforce challenges many of the impacted individuals face, such as the inability to document their prior education and employment history. Refugee and Immigration Navigators are housed in the Michigan Works! One-Stop centers to provide support and resources to the influx of immigrants and other persons granted legal authorization to work in the United States from distressed locations outside of North America. These individuals may also face significant language and cultural barriers and difficulties finding adequate housing and transportation. Providing additional support and access to resources for this population via the workforce system is critical to ensuring their successful transition into Michigan's workforce.

The Partnership.Accountability.Training.Hope. (PATH) program provides efforts to reduce recidivism in the returning citizen population, and rigorous program evaluation represents an important opportunity to improve the effectiveness of programs across state government.

The State is taking advantage of adult education programs, specifically Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of Title II to create programs that meet the unique needs of the large English language learner population. Adult education providers are familiar with the population served in their programs which can include migrant seasonal farm workers, university faculty with professional degrees in their home country, wives of auto industry executives, and refugees from war torn countries. The workforce needs and appropriate workforce training program(s) vary drastically depending on the adult learners, so the development of IELCE is specific to the needs of the local area.

The United States Department of Education awards Strengthening Career and Technical Education for the 21st Century Act (Perkins V) funds to Michigan to support career and technical education programs. The awards to secondary schools and post-secondary institutions are to improve opportunities and the needs of individuals with barriers to employment (special populations), such as:

- Individuals with disabilities.
- Individuals from economically disadvantaged families, including low-income youth and adults.
- Individuals preparing for non-traditional field.
- Single parents, including single pregnant women.
- Out-of-workforce individuals.
- English learners.
- Homeless individuals described in Section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).
- Youth who are in, or have aged out of, the foster care system.
- Youth with a parent who:
- Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and
- Is on active duty (as such term is defined in section 101(d) (1) of such title).

Further, LEO collaborates with the Michigan Occupational Special Populations Association to inform members and the community of the requirements of the Perkins legislation and assist in its implementation at the secondary and post-secondary levels. These efforts ensure that the needs of special population students are well served and strategies to reduce perceived barriers are addressed when serving these populations.

Michigan Learning and Education Advancement Program (MiLEAP) - In response to the impact of COVID-19 on the workforce, LEO was awarded competitive federal CARES Act funding from the U.S. Department of Education for the MiLEAP. This program assists

workers with barriers to employment with skill attainment through short- to mid-term education and training programs. MiLEAP focuses on individuals who are dislocated, underemployed, COVID-19 essential workers, living in distressed rural and urban communities and are economically-disadvantaged. Additionally, the program creates MiLEAP Navigators, on the local level, who provide job seekers with assistance in assessing and overcoming barriers, identifying resources, and providing guidance and support.

Michigan Rehabilitation Services/Michigan Career and Technical Institute (MCTI). Michigan Rehabilitation Services (MRS) and its MCTI utilizes WIOA Title IV funding to help support Registered Apprenticeship expansion activities. MCTI is a post-secondary vocational training and comprehensive rehabilitation service provider helping students with disabilities achieve competitive employment and self-sufficiency. MCTI is also a Registered Apprenticeship Program (RAP) intermediary for information technology, certified nursing assistant, pharmacy technician, and manufacturing. MRS / MCTI conducts outreach and recruitment of youth with disabilities, engage employers and develop solutions for barriers to success. The Acting Director of MCTI also serves on the Michigan Apprenticeship Advisory Board.

Veterans in Registered Apprenticeship. Michigan recognizes that Veterans, National Guard, or Reserve members are prime candidates for RAP opportunities. Registered Apprenticeships in construction and manufacturing are an excellent choice, but now, opportunities are emerging in sectors such as energy, health care, information technology and mobility. LEO-E&T's U.S. Department of Labor RA grant awards help support expanded RA opportunities for Veteran's. Funding is focused on providing additional opportunities for Veterans by increasing the number of Veteran Friendly Employers and the number of Veterans able to use GI Bill® benefits in Registered Apprenticeship. GI Bill® benefits can provide a monthly housing allowance and stipend for books and supplies in addition to earned registered apprenticeship wages.

Going PRO Talent Fund. The Talent Fund provides individuals with employment, industry recognized credentials and strong wages. Employers are incentivized to expand their recruitment efforts for hiring and training individuals with barriers to employment. Talent Fund Targeted Population Incentives include Public Assistance Recipients, Individual With A Disability, Veterans, Active Military Reservists, Older Workers, Returning Citizens, and individuals without a high school diploma. Through the competitive application process, employers are also encouraged to address Diversity, Equity, and Inclusion efforts that benefit their community, business, and trainees; as well as identify the impact for providing good/promising jobs above the local Asset Limited Income Constrained Employed rate, address the long-lasting impacts of COVID-19 (including adversely impacted populations), and other applicable areas related to training, placement, and/or retention needs.

Employer Resource Groups (ERGs). As an extension of the Equity and Inclusion work here at LEO, we are rolling out new ERGs to help create an inclusive and innovative work environment. ERGs are voluntary organizations formed and led by employees who share common interests, backgrounds or concerns.

ERGs also foster inclusivity and diversity and serve as platforms for leadership development and incubators for creativity and workplace innovation.

LEO's leadership team is committed to the success of these groups. Each group will have a manager who will serve as a sponsor/mentor. In consultation with each group's sponsor, decisions about an ERG's programming, meeting schedules and other issues will be made collectively by its members.

Individuals with Disabilities

For purposes of the Vocational Rehabilitation (VR) program and similar to basic career services, individualized career services may encompass some of the activities authorized under 34 CFR 361.48(b), which may be provided under an individualized plan for employment for an eligible individual with a disability (e.g., vocational rehabilitation counseling and guidance, vocational and other training services, and rehabilitation technology).

Michigan Hidden Talent Workshop (MiHTW). Michigan Rehabilitation Services (MRS), in partnership with the Small Business Association of Michigan, has jointly created a blueprint for government and business to work together towards workforce solutions. Best practices and outlined steps have been put in place to increase the employment and retention of individuals with disabilities. MiHTW is a strategy the State has implemented for ~~four~~ years to educate businesses and community partners about the abilities of individuals with disabilities and how to intentionally develop business plans that tap into this hidden talent pool while also retaining valued employees who may acquire a disability. The statewide training seminar focuses on strategies and best practices to assist organizations with efforts to create a more inclusive workforce by **hiring** people with disabilities. It is designed for businesses of all sizes, targeting owners, senior leadership and human resources officials.

Recognizing the skills, opportunities, and unique barriers for Michiganders with disabilities, VR will continue to lead, invest, and participate in initiatives to connect these individuals to businesses who are ready to hire including those who are seeking to retain a ~~valued~~ diverse workforce.

Employment First. Executive Order 2015-15 established Employment First in Michigan. It sets forth a mission to establish the expectation and promote opportunities for all working-age individuals with disabilities in Michigan to gain competitive employment within an integrated setting, with or without supports, and to engage businesses and organizations that value the contributions of employees with disabilities.

Talent Acquisition Portal (TAP). TAP is an online system which includes a national talent pool of individuals with disabilities looking for employment and a job posting system for businesses looking to hire. TAP was developed in response to the need and demand of businesses who needed access to a centralized talent pool of individuals with disabilities, but who also needed the ability to connect to support at the local, state, and national level. Businesses with multi state footprints can benefit from posting jobs to one place that reaches across the country and have one place to connect to support of the National Employment Team who offer support services around disability employment.

Youth/Young Adults

~~Summer~~ Young Professionals Program. Michigan's ~~statewide summer young adult employment program pilot for 2020. The Summer Young Professionals Program aligns with~~

~~the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income.~~ Young Professionals initiative aims to increase career awareness and preparation while reducing youth unemployment. This will be accomplished by introducing under-represented young adults, ages 14 to 24, to the world of work while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency.

Local MWAs hold Talent Tours and Career Expos that introduce youth, parents, and educators ~~teachers~~ to available career~~s~~ paths in their region by offering a look behind-the-scenes into high-demand businesses and industries. These opportunities help students connect both work and learning through engagement with people, ideas, and things. Talent Tours provide real-time information regarding 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 ~~developing demand-driven talent, talent retention, and the opportunity to comprehend real-life application of coursework~~. The MWAs facilitate relationship building between educational partners and businesses. Businesses define roles, skills, and training expectations via ~~short presentations and hands-on experiences~~ support of similar career exploration and experience of multiple businesses and industries at a single, coordinated location instead of individual, on-site efforts at single institutions.

Jobs for Michigan's Graduates (JMG). The JMG program equips youth with the skills to overcome their barriers and win in education, employment, and as citizens. As the state affiliate of the national Jobs for America's Graduates organization, the programming has 40 years of demonstrated outcomes in ensuring our country's most at-risk youth graduate from high school, enter post-secondary education, and/or transition into meaningful employment. The JMG specialists deliver engaging and outcomes-based services to youth, giving them a reason to stay in or return to school. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.

Based on our economic and workforce analysis, LEO is employing several strategies to collaborate with employers, MWAs, other state agencies, economic development, education, and training providers along with other partners. Examples of these strategies include, but are not limited to:

- Michigan Industry Cluster Approach (MICA) 3.0 ~~2.0~~ is a framework in which many employers within a single industry jointly engage with the workforce system to identify their demand and challenges. In this approach, talent issues may be handled more efficiently though multi-company, industry-focused employment, and training programs. As industry clusters are established, the focus shifts emphasis on talent issues to an industry basis, rather than working with a single employer at a time. Regionally, partners including but not limited to, MWAs, business associations, and non-profits convene employers along with education providers, economic

development organizations and other groups associated with workforce development to solve talent challenges. Local clusters, formed based on local needs, are led by industry. The hub of the cluster is a service provider which research information about jobs in demand, skill gaps, training needs, job seeker screening factors, and other related issues. The State's key clusters are Agriculture, ~~Business,~~ Construction, Energy, Healthcare ~~Health Care,~~ Hospitality/Outdoor Recreation, Information Technology, Manufacturing, and Mobility.

Using the ~~Michigan Industry Cluster Approach (~~MICA~~)~~, the LEO-WD Sector Strategies Team supports a demand-driven workforce development system that provides workforce training and services that meet the needs of targeted industry sectors and employers. The Sector Strategies Team is comprised of seven Talent Development Liaisons (TDLs) and one Administrative Manager. Each TDL serves as a subject matter expert for a specific industry sector and provides statewide sector specific technical assistance. The TDLs serve as connectors, coordinators, and conveners to ensure employers and educators develop strong partnerships regardless of which partner, or organization, they engage with initially. The Sector Strategies Team provides a platform for Michigan employers that enables them to connect with local, regional, and state talent partners, programs, resources, and opportunities.

- Virtual Job Fairs - LEO ensures the promotion of regional and sector-driven approaches through the administrative management of Virtual Job Fairs. These events are inclusive of all partners (MWAs employers, state agencies, community colleges) and may be based on regions, industries, and/or directed toward specific populations. Some event focus options include a single high-demand industry, multi-industry, multi-regional, multi-partner, and population specific (i.e., veterans, individuals with disabilities, entry-level job seekers). There have been over 135 virtual job fairs held since May 2020.

- Michigan Rural Enhanced Access to Careers in Healthcare (MiREACH) - The MiREACH is a network of employer-led collaboratives with a wide-range of partners including secondary and post-secondary organizations, workforce development, community-based organizations, and industry associations. MiREACH works to identify targeted healthcare occupations based on employer demand and feedback, design training responses, and implement workforce solutions for rural communities. The Coronavirus pandemic increased the need for healthcare workers, particularly in rural areas where that need was already acute. To address critical healthcare workforce shortages in Michigan's 57 rural counties and rural communities throughout the state, MiREACH partners will provide individuals with training, education, and supportive services leading to placement in in-demand healthcare occupations.

- Work-Based Learning – The LEO's work-based learning efforts align and leverage resources and cultivate partnerships to meet industry-driven demands related to workforce skills gaps. Employers, Michigan's workforce development system partners, and other stakeholders are actively engaged to achieve industry-driven talent goals and objectives. Technical and advanced worker skills gaps are addressed through:

- Community College Skilled Trades Equipment Program (CCSTEP) provides funding that enables Michigan community colleges to purchase equipment required for educational programs in high-wage, high-skill, and in-demand occupations as identified by regional labor market conditions that build and retain a talented workforce in the state. CCSTEP requires collaboration with employers, community colleges, and school districts as well as a detailed plan on how the funding will help meet employer's job needs.

- ~~Registered Apprenticeships (RAs) are a strategic approach to creating a pipeline of professional workers through work-based learning. The training model combines job related, classroom-based learning, with paid on-the-job training in high-skill, high-wage, in-demand industry occupations. RAs have benefits for employers, apprentices, and our economy. RA efforts help to provide career paths to high-skilled, high-wage jobs in industries such as Agriculture, Construction, Energy, Health Care, Information Technology, and Manufacturing for Michigan residents, including underrepresented populations, youth, women, ethnic minority communities, Native Americans, persons with disabilities, and veterans.~~

- Going PRO Talent Fund. The Going PRO Talent Fund (Talent Fund) makes awards to employers to assist in training, developing, and retaining current and newly hired employees. Training funded by the Talent Fund must be short-term and fill a demonstrated talent need experienced by the employer. Training must lead to a credential for a skill that is transferable and recognized by industry. Funds are awarded to employers through the MWAs. The MWA Business Services staff conduct fact-finding sessions with employers to assess their talent skill gaps, suitable training providers, and availability of federal funding sources. The MWA Business Services staff then determines whether Talent Fund awards are appropriate to help close the skills gap, and grant employers access to a convenient new online application submission process.

- Michigan Learning and Education Advancement Program (MiLEAP) assists job seekers transition from short - and mid-term education and training programs to high-skill, high-wage, in-demand employment, and career pathways, resulting in industry-recognized credentials and reduced educational debt. Michigan employers are engaged in MiLEAP by joining multi-employer consortia to address regional workforce needs and advance existing employees through re- and up-skilling. MiLEAP focuses on individuals who are dislocated, underemployed, essential workers, living in distressed rural and urban communities and are economically disadvantaged.

- Michigan Career Readiness Initiative (CRI) and Cross-Sector Team consists of leaders in K-12 education, higher education, workforce development and business and industry. The effort is to help to ensure that funding is applied where it is most needed, addresses gaps and inequities, avoids duplication of effort, allows the State to focus resources on shared priorities and sustains consistent efforts on addressing these priorities across changes in state leadership. CRI encompasses four key objectives toward Michigan's goals and strategies. The four key objectives are:

- Employer Engagement - Establish employer-driven processes informed by real-time, projected, and other labor market information ~~(LMI)~~ to determine high-skill, high-wage in-demand industry sectors or occupations with which career pathways and their associated credentials must be aligned.
- Rigor and Quality in Scaled Career Pathways that Culminate in Credentials of Value for all Students - Use policy and funding levers to improve the quality and rigor of career pathways that span secondary and post-secondary, offer career development (including guidance and advisement), blend rigorous and engaging core academic and career-technical instruction, include high-quality work-based learning experiences, and culminate in post-secondary or industry credentials of value—including scaling down or phasing out those that don't lead to credentials with labor market value – and make those pathways widely available to and accessed by all students in all secondary settings, especially in underserved populations.
- Career-Focused Accountability Systems - Incorporate robust career-focused indicators in state K-12 accountability systems that measure and value successful completion of high-quality career pathways, attainment of credentials with labor market value, participation in work-based learning, and enrollment in post-secondary education or apprenticeships.
- Align State and Federal Funding Streams - Reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources to effectively deliver career-focused programs to all students.

- State Apprenticeship Expansion (SAE). The Michigan Department of Labor and Economic Opportunity (LEO) champions efforts of public-private partners to support and expand Registered Apprenticeship Program (RAP) opportunities for all citizens. In partnership with the U.S. Department of Labor, Office of Apprenticeship (USDOL-OA), the State Apprenticeship Expansion (SAE) team contributes to the growth of opportunities through policy, partnership, and practice in the support of (1) sector partnerships; (2) employer incentives; (3) establishment of the Apprenticeship Success Coordinator (ASC) function within the Michigan Works! Network; and (4) diversity, equity, and inclusion for participants in new RA opportunities across the state.

  LEO's Industry Engagement Division leads this effort with guidance from and collaboration with partners and stakeholders in the business community, workforce development, education and training, community organizations, and labor and economic development. Partners include, but are not limited to, the Michigan Apprenticeship Advisory Board, Michigan Department of Education – Office of Career and Technical Education, Michigan Department of Technology, Management, and Budget – Office of Labor Market Information and Strategic Initiatives, Michigan Veteran Affairs Agency, Michigan Department of Transportation, Michigan Works! Agencies, Michigan Rehabilitation Services, and the USDOL-OA.

- Wagner-Peyser Employment Service (ES) funding for American Association of Retired Persons (AARP) Experience for Hire Events - Experience for Hire Events are a partnership between the MWAs, the LEO-WD, and the AARP. The events are targeted toward individuals over age 50 and ~~cannot be considered~~ are not a typical job fair. The uniqueness of the Experience for Hire Events is that potential employee/employer matches occur prior to the physical event. Employers and job seekers respond to a questionnaire and based upon those completed questionnaires, a "match" occurs. The job seeker is given an appointment time to meet with a specific employer(s) during the event.

- ~~Finally, with~~ LEO has joined~~ing~~ the efforts of workforce development and the Unemployment Insurance (UI)~~,~~ 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 Reemployment Services and Eligibility Assessment (RESEA) program provides customized services to UI claimants deemed most likely to exhaust their UI benefits. Early intervention with a proactive approach should result in retuning the unemployed back to work sooner. Only claimants referred from the UI may receive services through the RESEA program.

2. Based on our economic and workforce analysis, core program partners at the State level have employed several strategies to achieve the State's vision and goals as mentioned under the "State Strategy" section that provided the strategies the State will implement in Section (a) above. Strategies the State will utilize to align core programs and any combined state plan partner programs are:

- Identify commonality between workforce core program partners and the economic efforts shared collectively to identify the measurement of success throughout regions and the state. Implement co-enrollment, data sharing and shared credential attainment, as appropriate.

- ~~Continued progress to~~ Integrating the Eligible Training Provider List (Michigan Training Connect [MiTC]) with the One-Stop Management Information System (OSMIS) to share performance data across systems. ~~The~~ MiTC ~~is in house and is embedded into~~ shares the Pure Michigan Talent Connect website. Pathfinder~~, which~~ uses current labor market information, longitudinal wage data and other institutional data and metrics to allow improved skills matching to careers and jobs. ~~is also embedded~~. The Workforce Longitudinal Data System allows Michigan to collect educational program data to track the achievement of students and workers from training into the workforce. Integration with OSMIS ~~will~~ creates consistency across systems to meet Workforce Innovation and Opportunity Act (WIOA) performance requirements.

- ~~Improving~~ Addressing acute talent shortages with talent matching/employer connections through our network of 16 Michigan Works! agencies (MWAs), Labor Market Information, and ~~the~~ Pure Michigan Talent Connect ~~website to~~ allow better matching of skills with job openings.

- Attracting and retaining talent by providing support to employers through a demand-driven industry cluster strategies approach. The Department of Labor and Economic Opportunity (LEO) has implemented a number of initiatives as part of our approach.

- Developmenti~~ng~~ of existing and new talent by focusing on obtainment of educational certificate, industry recognized credentials or degrees, in conjunction with training or retraining of Michigan's workforce to meet employer-identified needs by providing competitive awards for employer-responsive training that enhances talent, productivity and employment retention, while increasing the quality and competitiveness of Michigan's businesses.

- Addressing talent-based job creation and entrepreneurship for hard-to-serve populations through implementing many statewide support structures.

- ~~Continued improvement of~~ P~~p~~rofessional development for State workforce system employees and MWA staff through capacity building, such as professional development for internal and external partners and cross-agency training for increased knowledge of core partner programs to create a more unified system approach.

- Continued o~~O~~pportunities for consistency in service delivery strategies that ~~to~~ establish additional outreach to rural areas and the capacity for more virtual services and on-line tools and resources. This has afforded~~s~~ customers to navigate services more easily within the system and consistency around elements of the service delivery strategies.

- ~~There has been significant~~ Continued progress around the sharing of data between the Michigan Adult Education Reporting System (MAERS) and the One-Stop Management Information System (OSMIS) and other participant-level data collection systems. ~~MAERS is housed within OSMIS although there are firewalls that currently prevent sharing data across systems.~~ The Data and Performance Reporting unit within the Department of Labor and Economic Opportunity – Office of Employment and Training (LEO-E&T) oversees both MAERS and OSMIS which has resulted in more discussions about sharing data and creating consistency across both systems as changes were made to meet WIOA performance reporting requirements. The same team of programmers support MAERS and OSMIS systems, so the programmers have extensive knowledge about data collection and reporting requirements for Titles I, II, and III, ~~which has been extremely helpful~~. Additionally, Data and Performance Reporting and Information Technology Services have been positioned within LEO-E&T Operations to facilitate collaboration around data and IT systems across BSBP, MRS, and WD. ~~There have been on-going discussions around creating view only access across systems for more effective service delivery and performance reporting, and options for implementation are being considered.~~

- Addressing recession planning process development to minimize the impact of individuals who are susceptible to layoff to assist them to enter reemployment quickly.

- Partnership with Unemployment Insurance to deliver the Re–employability Eligibility Assessment (REA) pilot program. This program provides one–on–one services to

claimants who would most likely exhaust their unemployment benefits prior to obtaining employment. Currently, Workforce Development is implementing similar statewide services called Reemployment and Eligibility Services (RESEA) program. This program provides customized services to claimants who are most likely to exhaust their unemployment benefits, but now mandates a second RESEA appointment for 50 percent of claimants still unemployed five weeks after their initial RESEA appointment.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

~~To~~ In alignment with the vision and goals of the Department of Labor and Economic Opportunity (LEO), Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP), exercise use the following strategies:

- MRS employs Business Relations Consultants who deliver services to business as VR's other customer. The Business Relations Consultants serve as the "one point of contact" in business relationships for the agency. Their responsibilities are strictly aligned with the business customer and strengthen relationships with core partners within Michigan's planning regions.
- BSBP and MRS continue to work with Vocational Rehabilitation Technical Assistance Center Quality Management (VRTAC-QM) to promote customized employment as a state model for the competitive integrated employment of persons who possess significant barriers to employment including a component that is inclusive of business engagement.
- Both BSBP and MRS are collaborating with Michigan's workforce development team to operationalize standard operating procedures that are designed to provide a unified approach to serving business.
- In order to develop a pipeline of talent to meet the demand-driven economy for the business community, each MRS District Office has a Business Representative who works in partnership with the Business Relations Consultant. The consultant provides Labor Market Information and other relevant industry/business trends, recruitment needs, internship and apprenticeship information, requests, and needed local support to the District Business Representative in order to better streamline talent to the business community.
- MRS uses a web-based customer relations management software system called Michigan Business Resource System to track business account activity. MRS is able to share components of this system with core partners for accurate tracking and performance reporting.
- MRS and BSBP continue to support on a statewide basis the State of Michigan departments with recruitment and employee retention services, including but not limited to behavior-based interview preparation, return-to-work strategies to assist employees who have been absent due to injury or illness, and for employees and supervisors seeking assistance with reasonable accommodation requests.

- MRS and BSBP continue to support Project SEARCH in Michigan, including state government. The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on training through worksite rotations. The program culminates in individualized job development/placement.
- BSBP and MRS collaborate on many projects to ensure that the needs of persons who are blind and visually impaired and who may have other disabilities are considered. Examples include Employment First, Seamless Transition, and Customized Employment.
- MRS and BSBP collaborate in providing disability sensitivity training to front-line Michigan Works! staff and ADA Architectural Guidelines evaluations.
- BSBP provides education and training to business partners on reasonable accommodations for individuals who are blind.
- BSBP's Training Center provides blindness specific training to community partners to assist in the education and training of service providers. BSBP's training center partners with the local community college to identify opportunities where the training center can partner to refer appropriate training candidates for demand driven occupations.
- ~~BSBP will continue to educate and engage with the One Stop centers on employment strategies for persons who are blind and visually impaired.~~
- BSBP works with the One Stop centers to provide VR services to students and youth who are blind and visually impaired, including employment strategies.
- ~~The BSBP does not have a business services unit as our VR partner MRS has; however, the bureau embraces strategies which allow VR counselors to focus on the connection with business.~~
- BSBP provides opportunities for Community Rehabilitation Organizations to increase their knowledge base of the specialized services required by blind and visually impaired individuals that will result in competitive integrated employment.
- MRS and BSBP ~~are~~ work~~ing~~ with the core programs to develop a joint vision for the workforce development system that is inclusive of individuals with disabilities. An executed Memorandum of Understanding (MOU) is in place with MRS, BSBP, Michigan Department of Education, Michigan Behavioral Health and Developmental Disabilities Administration, Michigan Department of Labor and Economic Opportunity, and Michigan Developmental Disabilities Council. The MOU is focused on interagency coordination to assist students with disabilities in achieving competitive integrated employment.

III. OPERATIONAL PLANNING ELEMENTS

The Unified or Combined State Plan must include an Operational Planning Elements section that supports 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—

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include–

1. STATE BOARD FUNCTIONS

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).

The Governor's Michigan Workforce Development ~~State~~ Board is Michigan's workforce investment and economic opportunity board, and its representation is consistent with the provisions of the Workforce Innovation and Opportunity Act (WIOA), and regulations issued pursuant to the Act. The Michigan Workforce Development Board is responsible for the development and continuous improvement of the workforce development system in Michigan.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board provides a vital role in expanding economic opportunity, citizen involvement, engagement, and oversight to the state's effective workforce system efforts. This business-led Board, with more diverse representation of employers and education providers, serves as a catalyst for expanding economic opportunity and prosperity for all Michigan citizens, economic development entities and recommends policies to the Governor and state departments that guide workforce system efforts and training at both the state and local levels.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board is charged with advising and assisting the Governor regarding compliance with the WIOA. The ~~Governor's~~ Michigan Workforce Development ~~State~~ 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~~ Michigan Workforce Development ~~State~~ 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~~ Michigan Workforce Development ~~State~~ Board also reviews the state's Annual Report for the U.S. Department of Labor.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board Executive Committee is comprised of a Board Chair and Vice Chair and representatives from labor, education, community-based organizations, and business. The Executive Committee provides overall direction to the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board activities and reviews regulatory items prior to bringing to the full board for action.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board ~~will~~ meets quarterly at different locations around the State.

2. IMPLEMENTATION OF STATE STRATEGY

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, as appropriate.

The Governor indicated that every agency within the Department of Labor and Economic Opportunity (LEO) portfolio has a critical role in delivering on our mission and vision for Michigan. Breaking apart our big challenges and attacking *each* component is the only way to address our state strategies efficiently.

Our strategy is integrated into the Governor's overall strategic plan for Michigan. 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 Workforce Innovation and Opportunity Act (WIOA). Our workforce programs are being implemented with innovation and efficiency in mind to deliver results-driven training and services in order to address educational and credential attainment, provide access and equity for self-sustaining employment by tackling income inequality, assist employers with their workforce training needs, and revitalize our education system and training opportunities to better prepare youth.

Core Program Activities to Implement the State's Strategy

Sixty by 30: ~~Newly established~~ S~~s~~tatewide goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030. This goal seeks to close the skills gap, increase opportunity, and make Michigan more competitive.

~~Summer~~ Young Professionals Program: Michigan ~~pilot summer~~ young adult employment program to reduce youth unemployment by introducing under-represented young adults, ages 14-24, to the world of work while providing participants and their families with income.

Michigan Reconnect: Increased training opportunities for adults who have already started their careers and are seeking an in-demand industry certification or completion of an associate or bachelor's degree to up-skill and qualify for local in-demand careers. Over 4.1 million Michiganders aged 25 and older are eligible for this new scholarship program opportunity. Michigan currently has nearly 80,000 Michigan adults who have applied for this scholarship.

~~Michigan Opportunity: Newly developed scholarship program that will provide two years of tuition assistance at a four-year, not-for-profit college or university for students who graduate from a Michigan high school with at least a B average.~~

Futures for Frontliners: In 2020, the Governor announced a newly-developed last-dollar state scholarship program for Michigan workers without degrees during the ongoing COVID-19 pandemic, by providing a tuition-free pathway to college for technical certificate for frontline essential workers with or without a high school diploma or equivalent, either full-time or part-time while they work. This program is the first of its kind in the country. More than 120,000 applications have been received, and over 18,000 participants are already enrolled in classes with 600+ graduates. Frontliners who take advantage of this program will help Michigan reach the Sixty by 30 post-secondary goal to increase the number of working-age adults to obtain a certificate or college degree. Collaboration with local community colleges, training providers, and adult education providers have been key in the success of this program.

Wraparound Services Support: In order for our Michiganders to succeed, they need support with critical necessities like housing and food, childcare, transportation, books, and supplies, and more. To address these critical necessities, expansion of Supplemental Nutrition Assistance Program eligibility to college students facing food insecurity, inclusion of more funding in the State's supplemental budget request for wraparound services to support Frontliners and Reconnectors, leveraging the American Rescue Plan to ensure Reconnectors are connected to this subsidy, and the launch of a Tri-Share Childcare program to divide the cost of childcare equally between employees, their employer, and the State of Michigan are key priorities.

~~Registered Apprenticeships: LEO's Industry Engagement Division is utilizing a strategic approach and sector partnerships to create a pipeline of professional workers through work-based learning. The training model combines job related, classroom-based learning, with paid on-the-job training in high-skill, high-wage, in-demand industry occupations. Registered Apprenticeships have benefits for employers, apprentices, and our economy. Efforts to drive expansion by ingraining Registered Apprenticeships into the fabric and service delivery at the local level continues. These efforts help to provide career paths to high-skilled, high-wage jobs in industries such as Agriculture, Construction, Energy, Health Care, Information Technology and Manufacturing for Michigan residents, including underrepresented populations, youth, women, ethnic minority communities, Native Americans, persons with disabilities, and veterans. Apprenticeship Success Coordinators functions in each of the 16 MWAs statewide.~~

Going PRO Talent Fund: The Going PRO Talent Fund (Talent Fund) makes awards to employers to assist in training, developing, and retaining current and newly hired employees. Training funded by the Talent Fund must be short-term and fill a demonstrated talent need experienced by the employer. Training must lead to a credential for a skill that is transferable and recognized by industry. Funds are awarded to employers through the Michigan Works! Agencies (MWAs). Employers are incentivized to expand their recruitment efforts for hiring and training individuals with barriers to employment. Talent Fund Targeted Population Incentives include public assistance recipients, individuals with a disability, Veterans, active military reservists, older workers, returning citizens, and individuals without a high school diploma.

Apprenticeship State Expansion (ASE): Going PRO Apprenticeships (GPA) was designed to expand a best practice from the Going PRO Talent Fund. The state-funded Talent Fund has been heralded as one of the most powerful tools in Michigan's toolkit to address in-demand

skill growth and employer talent needs. The program allows up to $3,000 per trainee for new USDOL RAPs to offset training costs. GPA goals are to 1) expand the number of apprentices in RAPs; 2) increase diversity of apprentices and apprenticeship across industry sectors; and 3) support the integration of RAPs into state workforce development, education, and economic development programs. GPA will increase the number of apprentices by 800 statewide.

Youth Apprenticeship Readiness Grant: In July 2020, Michigan received $4,881,369 for USDOL Youth Apprenticeship Readiness Grant Program to expedite skill and career pathway development for youth enrolled in secondary (primary focus) or post-secondary education through co-enrollment in RAPs. The four-year Michigan Youth Apprenticeship Readiness Network will accelerate growth of over 1,024 Youth Registered Apprentices, of which 124 will be youth with disabilities. These youth, ages 16-24 will gain national industry recognized credentials, and immediately fill critical openings in high- skill, high-wage careers in Advanced Manufacturing, Construction, Energy, Healthcare, Information Technology, and Mobility sectors.

Michigan Training Connect (MiTC): MiTC is a centralized location for job seekers to explore training options available through the state's federally mandated Eligible Training Provider List. MiTC lists training programs for individuals qualifying for an Individual Training Account under the WIOA, which provides participants with workforce investment activities that increase employment, retention, earnings, and occupational skill attainment which improves the quality of the workforce, reduces welfare dependency, and enhances the productivity and competitiveness of the economy. MiTC serves as a virtual marketplace connecting individuals to education and training providers offering in-demand training opportunities.

Reemployment Services and Eligibility Assessment (RESEA): RESEA is a program that provides customized services to Unemployment Insurance (UI) claimants deemed most likely to exhaust their UI benefits. Early intervention with a proactive approach should result in retuning the unemployed back to work sooner. Only claimants referred from the UI may receive services through the RESEA program.

Pathfinder: An updated online career/mobile friendly exploration tool that helps students, parents, counselors, and others find roadmaps to education, training, and career success. Pathfinder helps users make more informed decisions about their options for a successful future by using real-time, value-added information to show return on investment on education and training opportunities.

Building State Capacity to Expand Apprenticeship through Innovation: Michigan received a USDOL (Training and Employment Guidance Letter [TEGL]-15-19) "Building State Capacity to Expand Apprenticeship through Innovation" grant for $9,447,859 to strategically scale the use of the RAP model in the state. The three-year Michigan Registered Apprenticeship Innovation Network (MiRAIN) program will accelerate the growth of over 5,230 workers through RAPs in high-skill, high-wage, in-demand careers sectors like Advanced Manufacturing, Construction, Energy, Healthcare, Information Technology, and Mobility. MiRAIN activities will improve and expand RAP infrastructure through state level innovation and regional implementation. A state level Advisory Board with membership from Industry, Labor and the Michigan Department of Education-Office of Career and Technical Education

has been established to provide guidance on innovations for Regional Implementation Consortia now working together across the state.

State Apprenticeship Expansion, Equity, and Innovation Grants: On June 22, 2021, the U.S. Department of Labor announced that the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) was awarded $10 million in State Apprenticeship Expansion, Equity, and Innovation grants funding to further expand RAP opportunities in the state. The award was based on a commitment to increase RAP diversity, equity, and inclusion through the Michigan Statewide Targeted Apprenticeship Inclusion & Readiness System (MiSTAIRS). MiSTAIRS is a partnership of LEO, the Michigan Works! Network, MCTI, Michigan Association of Community and Adult Education, and the Access to Apprenticeship Consortium led by labor and associated contractors. Activities benefit those most severely impacted by COVID-19 with RAP opportunities for 1,640 citizens with a focus on women, people of color, individuals with disabilities, and those without a high school equivalency diploma or equivalent.

Under the MiSTAIRS program, Michigan will further develop and implement Pre-Apprenticeship Readiness programs across the state providing direct entry into Apprenticeship Readiness program opportunities, specifically for underrepresented populations. Eight (8) to nine (9) weeks of Pre-Apprenticeship Readiness is a proven method of diversifying RA talent pipelines. Apprenticeship Readiness programs across the state provide direct entry into RAP opportunities, specifically for underrepresented populations who struggle to pass entrance and assessment exams.

High School Completion Pilot: LEO ~~is~~ implemented~~ing a~~ ~~new~~ High School Completion (HSC) Pilot that began ~~beginning~~ January 1, 2020, to count hours in high school completion or equivalency as core hours when determining if a Partnership.Accountability.Training.Hope (PATH) participant met the work participation requirement. One of the greatest challenges to serving PATH participants in adult education 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. The recent and sustained success of Michigan's PATH program has substantially reduced the liability of not meeting the federally imposed 50 percent work participation rate and all associated penalties. Michigan has the ability to expand and extend the opportunity for PATH participants to pursue a high school completion or equivalency without facing the adverse effects of not meeting the work participation requirement. Increased collaboration between program counterparts at the state level has resulted in a deeper understanding of program operations and allows better alignment of state policies to eliminate barriers for local programs when possible.

LEO collaborates with and participates in strategic partnerships with MWAs for the administration of all major workforce programs, including the WIOA, Adult Education, Wagner-Peyser, Trade Act, PATH, Fidelity Bonding, Veterans, migrant and seasonal farm workers, and with the Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP) as core program partners to provide Vocational Rehabilitation (VR) services.

LEO will fund eligible adult education providers to offer adult education services, including adult basic education, adult secondary education, high school completion, high school

equivalency testing preparation, English as a Second Language, Integrated Education and Training (IET), Integrated English Literacy and Civics Education, workforce preparation, workplace literacy, and family literacy. Adult education providers must collaborate with Michigan Works!, career and technical education centers, community colleges, or other training providers to develop and implement IET programs. Adult education providers are encouraged to partner with Michigan Works!, Vocational Rehabilitation, and other community partners to connect participants with supportive services and remove barriers to success.

Core program partners have identified increased co-enrollment, data sharing and shared credential attainments, as measurements of successful partnerships that are imperative throughout regions and the state.

MRS and BSBP are encompassed within Title IV - Vocational Rehabilitation. Michigan is seeking a waiver from the state workforce development board requirements outlined at Sections 101(b) and 101(c) of the WIOA of 2014 and 20 CFR 679.110(a),(c) and (f), which specify board membership, chairperson, and category/sub-category representation requirements. The state workforce development board composition provides better support for true engagement of employers and education providers with the state's workforce development system. The composition also provides an enhanced opportunity for the creation of innovative solutions to the challenges employers in key sectors are facing. An increase in Michiganders possessing post-secondary credentials is also anticipated to occur. The director of the state's workforce development department/agency or their designee will provide strong representation for WIOA Titles I-IV, including MRS and BSBP.

MRS' and BSBP'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.

MRS and BSBP collaborates with, and participates in, strategic partnerships with the MWAs as a One-Stop center partner. The VR maintains a Memorandum of Understanding (MOU) with each local Michigan Works! Service Center. The MOU defines the manner in which MRS and BSBP participates in the One Stop center.

Collaboration includes:

- MRS, BSBP, and the core programs have together, developed a joint vision for the workforce development system that is inclusive of individuals with disabilities.
- MRS and BSBP are included in the LEO meetings, including conferences and staff meetings.
- MRS and BSBP are represented on the State Workforce Development Board.
- MRS and BSBP are represented on Local Workforce Development Boards and are included in regional ~~plans for the~~ planning ~~regions~~.
- MRS and BSBP collaborate with other LEO staff.
- MRS and BSBP are a Disability Awareness Resource Team under LEO.

- MRS and BSBP offer subject matter expertise to assist One-Stops to meet their requirements under Section 188 of the WIOA.
- MRS and BSBP, under LEO, are working toward an enhanced ~~MRS and BSBP~~ presence in the One-Stops by discussing how to strengthen referrals and cross train staff ~~of the six core agencies~~.
- MRS and BSBP are developing a coordinated process with State and local educational agencies in assisting individuals with disabilities, especially youth with disabilities who are considering subminimum wage employment or who are already employed, at a subminimum wage, to maximize opportunities to achieve competitive integrated employment through services provided by MRS, BSBP, and the local educational agencies.
- MRS and BSBP are expanding pre-employment transition services to students with disabilities.

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.

The activities identified in III. a. 2. A. (Core Program Activities to Implement the State's Strategy ~~include~~), are inclusive of strategic activities. Below are a few activities highlighted from Section III. a. 2. A:

Sixty *by 30*: ~~Newly established~~ S~~s~~tatewide goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030. This goal seeks to close the skills gap, increase opportunity, and make Michigan more competitive.

~~Summer~~ Young Professionals Program: Michigan ~~pilot summer~~ young adult employment program to reduce youth unemployment by introducing under-represented young adults, ages 14-24, to the world of work while providing participants and their families with income.

Michigan Reconnect: Increased training opportunities for adults who have already started their careers and are seeking an in-demand industry certification or completion of an associate or bachelor's degree to up-skill and qualify for local in-demand careers. The aim of Michigan Reconnect is to make it easier and more affordable than ever for adults with some or no college experience to earn a post-secondary degree that have exhausted federal aid (last-dollar scholarship). Over 4.1 million Michiganders aged 25 and older are eligible for this new scholarship program opportunity. Michigan currently has nearly 80,000 Michigan adults who have applied for this scholarship.

~~Michigan Opportunity: Newly developed scholarship program that will provide two years of tuition assistance at a four-year, not-for-profit college or university for students who graduate from a Michigan high school with at least a B average.~~

Futures for Frontliners: A last-dollar state scholarship program for Michiganders without college degrees who worked in essential industries during the state COVID-19 shutdown in spring of 2020 (April 1 – June 30). This scholarship provides frontline workers to pursue a tuition-free pathway to college for essential workers with or without a high school diploma or equivalent, either full-time or part-time while they work. Frontliners were required to complete a Futures for Frontliners scholarship application by 11:59 pm on December 31, 2020. Collaboration with local community colleges, training providers, and adult education providers have been key in the success of this program.

~~Registered Apprenticeships: LEO's Industry Engagement Division utilizes a strategic approach and sector partnerships to create a pipeline of professional workers through work-based learning. The training model combines job related, classroom-based learning, with paid on-the-job training in high-skill, high-wage, in-demand industry occupations. These efforts help to provide career paths to high-skilled, high-wage jobs in industries such as Agriculture, Construction, Energy, Health Care, Information Technology and Manufacturing for Michigan residents, including underrepresented populations, youth, women, ethnic minority communities, Native Americans, persons with disabilities, and veterans.~~

~~State Apprenticeship Expansion: Education and career success initiatives in the state. Michigan leverages this project to expand Registered Apprenticeship utilization and support, enhance Michigan Training Connect and the Michigan Education and Career Pathfinder career exploration websites, and to map Career Pathways in Michigan.~~

Skills to Work: More than 75 percent of all Michigan jobs will soon require at least some education beyond high school. This newly developed digital hub that connects residents with online learning opportunities and other training resources. Whether an individual is looking to return to work, explore in-demand careers, learn new skills, or take the first step toward a degree or certificate, the site has information to help Michigan workers expand their opportunities in an evolving economy. This includes a partnership with Modern States and College Board to increase education opportunities and accelerate Michigan's Sixty by 30 initiative by offering free college credit opportunities now available to Michigan residents.

Return-to-Work Playbook Online Resource: LEO has created a Return-to-Work Playbook, which is found in the Michigan Department of LEO's Skills to Work digital hub. It compiles resources for those impacted by the pandemic - whether they're looking for their first job, a new job, or another job. The three pillars of the playbook support job seekers with preparing for the next step on their career path, connects them with training for in-demand jobs, job readiness resources, industry/job specific resources, and engages specific audiences with services tailored for them (i.e., veterans, individuals with disabilities, adult learners, migrant and seasonal farm workers).

This digital hub has had over 22,000+ individuals visit the site. The Playbook includes information and links to videos, brochures, and other sites to help those preparing to return to the workforce. It also features job readiness resources such as step-by-step instructions for developing a resume, job search advice, and tips to help prepare for interviews.

Back to work Employer Resources: The pandemic has created barriers to returning to work for many hardworking Michiganders; therefore, LEO created a Back to Work Employer Resources website to assist employers with finding and retaining talent, opportunities to get training, and services and resources available to help keep the doors open or expand. The

website provides a link for employers to “Request Employer Resources and Services”, which affords an employer to complete an Employer Resources Request form identifying service(s) they would like more information on or assistance with. These may include employee retention and advancement, long-term workforce solutions, operations support services, and Diversity, Equity, and Inclusion Services.

Other resources and information listed on this website include both immediate and long-term workforce solutions: Michigan Works! Agencies (MWAs), Pure Michigan Talent Connect, Mi Tri-share Childcare Program; MIOSHA Ambassador Program; Unemployment Insurance; Virtual Job Fairs; Work Share; Working with Returning Citizens; Vocational Rehabilitation; Global Talent Solutions; Education from Real-life Work Experiences and Michigan Economic Development Corporation.

Michigan Works! Network, Apprenticeship Success Coordinators (ASCs): ASCs assist in the development of new RAPs in high-wage, in-demand industries and occupations. Their work accelerates the apprentices’ ability to reach full proficiency through reduced time and effort (and thus costs) expended by the employer on registration, recruitment, and administration. ASCs also alleviate employer sponsors’ apprehension and concerns by functioning as facilitators, problem solvers; systems change agents, and relationship builders in support of apprenticeship expansion. The coordinators help businesses, intermediaries, and education and training providers effectively launch new RA programs.

Michigan Rural Enhanced Access to Careers in Healthcare (MiREACH): The MiREACH is a network of employer-led collaboratives with a wide-range of partners including secondary and post-secondary organizations, workforce development One-Stop centers, community-based organizations, and industry associations. MiREACH partners will provide individuals with training, education, and supportive services leading to placement in in-demand healthcare occupations. MiREACH grant funds have been provided to key workforce development partners to help reach strategic program goals. As such, the MiREACH project is aligned with programs and activities provided by MWA One-Stop partners. Services to connect participants with training, supportive services, and employment are 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.

High School Completion (HSC) Pilot: Implementation of the ~~a new~~ ~~High School Completion (HSC)~~ Pilot began~~inning~~ January 1, 2020, ~~to~~ counts hours in HSC ~~high school completion~~ or equivalency as core hours when determining if a PATH participant met the work participation requirement. One of the greatest challenges to serving PATH participants in adult education is that adult education services are not considered a core activity for work participation, so even participants who may be in need of adult education programming often are not referred for this valuable service because of the negative impact on performance. The recent and sustained success of Michigan’s PATH program has substantially reduced the liability of not meeting the federally imposed 50 percent work participation rate and all associated penalties. Michigan has the ability to expand and extend the opportunity for PATH participants to pursue a high school completion or equivalency without facing the adverse effects of not meeting the work participation requirement. Increased collaboration between program counterparts at the state level has resulted in a deeper understanding of program

operations and allows better alignment of state policies to eliminate barriers for local programs when possible.

The activities identified in (A) above will be aligned with programs and activities provided by required One-stop partners and other identified One-Stop partners through identifying commonality between workforce core program partners and the economic efforts shared collectively with other one-stop partners to identify the measurement of success throughout regions and the state. This includes continued implementation~~ing~~ of co-enrollment, data sharing and shared credential attainment, as appropriate. Continuing to build partnerships and specifically offer support to the adult education, youth and students with disabilities, and the local area's business managers and staff is key. This includes coordinating with partners and enhancing workforce and training programs for VR customers while increasing co-enrollment and industry driven talent pipelines. Increased employer engagement activities through the Michigan Rehabilitation Services (MRS) Business Network Division and collaboration with WIOA core program partners through continued communication, team meetings and succession planning.

To assure coordination of, and avoiding duplication among these activities, the state 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 core and non-core programs. In addition, new and stronger partnerships are created and renewed in order to improve service delivery, to avoid duplication of services, and to enhance service coordination, including sharing information across programs.

The Department of Labor and Economic Opportunity (LEO) collaborates with, and participates in strategic partnerships with other state agencies or state divisions that align with all core programs, including:

- Department of Corrections (DOC), for the administration of the Michigan Offender Success program: The purpose of the Michigan Offender Success program is to reduce crime by implementing a seamless plan of services, supervision, and opportunities developed with each offender and delivered through state and regional collaboration with the goal of obtaining employment and self-sufficiency. LEO partners with DOC by targeting service provision to meet the identified needs of returning offenders, thereby reducing their risk of recidivism, and enhancing their employment opportunities.

- Fidelity Bonding Program: The Fidelity Bonding Program is sponsored by the LEO. The Fidelity Bonding Program gives employers the peace of mind to safely provide job opportunities to all individuals with limited risk. The Fidelity Bonding Program was created to assist high-risk, but qualified, job seekers who have bona fide offers of employment. Typically, some employers may view ex-offenders, former substance abusers, and other individuals who have questionable backgrounds as high-risk and potentially untrustworthy workers. With the Fidelity Bonding Program, employers can bond job seekers who are facing barriers to employment for the first six months on the job. It provides a business insurance policy from that protects an employer against dishonest acts of theft, larceny, forgery, and embezzlement committed by a bonded employee. As an incentive to hire members of a targeted population,

employers receive the bond coverage free of charge for the first six months of employment by the bonded employee. At that time, the employer can extend the bond insurance coverage. Bonding coverage after the initial six months continues at the employer's expense.

- ~~LEO, Industry Engagement Division, Registered Apprenticeship Section: A strategic approach and sector partnerships to create a pipeline of professional workers through work-based learning. The training model combines job-related, classroom-based learning, with paid on-the-job training in high-skill, high-wage, in-demand industry occupations. These efforts help to provide career paths to high-skilled, high-wage jobs in industries such as Agriculture, Construction, Energy, Health Care, Information Technology and Manufacturing for Michigan residents, including underrepresented populations, youth, women, ethnic minority communities, Native Americans, persons with disabilities, and veterans. Expansion of State Apprenticeships project includes education and career success initiatives in the State.~~

- Michigan Bureau of Labor Market Information and Strategic Initiatives: provides LEO-WD with data to ensure high return on investment. Occupational Employment Statistics Survey data is used to identify occupations with higher wages than the statewide median, and those projecting growth, and/or high numbers of annual openings.

- Michigan State Approving Agency (SAA): The SAA works to approve education/training facilities and related programs for Veterans and other eligible dependents throughout the State of Michigan. These approvals enable the utilization of GI Bill® educational benefits (Chapters 30, 33, 35, 1606) at Michigan's educational and training facilities. Michigan has more than 700 approved educational institutions, apprenticeship training and on-the-job training sites that offer education and training programs to military personnel, veterans, and other eligible individuals. The SAA allows veterans and other eligible dependents to access their GI Bill® benefits while training at an approved facility.

- LEO, Industry Engagement Division, Sector Strategies Section: To ensure that job seekers including unemployed persons, dislocated workers, opportunity youth (ages 16 to 24 who are unemployed and not in school) and underemployed workers receive access to quality training and education and that employers have access to a diverse population of trained, highly skilled workers, the Sector Strategies Section has implemented and manages a network of connections and strategic partnerships with a variety of state departments and agencies, including, but not limited to the Department of Transportation, Department of Education, Department of Health and Human Services; Michigan Rehabilitation Services, Bureau of Services for Blind Persons, Veterans Services, and the Michigan Economic Development Corporation.

- LEO, Post-secondary Licensing Unit for coordination of licensed proprietary schools on our state's Eligible Training Provider List – Michigan Training Connect (MiTC): Schools that provide training in a specific trade, occupation or vocation are required to be licensed by the State of Michigan, Proprietary Schools Unit, in accordance with Proprietary Schools Act, Public Act 148 of 1943. Students attending

these schools do not receive a degree but may earn a certificate of completion. MiTC coordinates with the Post-secondary Licensing Unit (due to proprietary school licensure processes and requirements) for placement of licensed proprietary schools on our state's Eligible Training Provider List.

- LEO, Targeted Services Division, for the administration of Migrant and Seasonal Farm Workers (MSFWs) and Jobs for Veterans State Grant programs: The MSFW Program assists migrant and other seasonal employees engaged in farm work to achieve economic self-sufficiency through employment and referral to training and other related services that address their employment-related needs. The MSFWs are vital to Michigan's agricultural and economic growth. LEO's MSFW outreach workers work in partnership with our local MWAs, employers, and both core and non-core partners to address the needs for this labor force, such as: English language proficiency, access to health care benefits, access to grower housing and/or affordable housing, food, childcare, work clothing, and assistance with basic transportation needs. While MSFWs are working in Michigan, MSFW outreach workers provide direct assistance or refer the MSFW to a partnering agency to remove barriers that they encounter.

- The Jobs for Veterans State Grants (JVSG): The JVSG program provides federal funding, through a formula grant, to 54 state Workforce Agencies to hire dedicated staff to provide individualized career and training-related services to veterans and eligible persons with significant barriers to employment and to assist employers fill their workforce needs with job-seeking veterans. The JVSG program is a fully integrated partner in our MWA One-Stop centers. 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 JVSG staff, a veteran or spouse of a veteran is first assessed by a non-JVSG One-Stop worker prior to referral. Both Disabled Veterans' Outreach Program Specialists and Local Veterans Employment Representatives are integral, co-located partners in the Michigan Works! Service Centers and rely on their MWA One-Stop partners to assist their job ready clients to secure appropriate employment.

- LEO, for the administration of the Partnership.Accountability.Training.Hope (PATH) and Supplemental Nutrition Assistance Programs: The LEO works in partnership with the Department of Health and Human Services for assistance with families seeking cash assistance through the Michigan Family Independence Program. Applicants face significant barriers in securing and retaining employment. Applicants for cash assistance take part in a robust, results-oriented work participation program. PATH will achieve independence and reduce the pattern of generational poverty across the state. The orientation and job placement program under PATH will continue to be administered by the Workforce Development and Michigan Works! Agencies, which hold the contracts for these activities statewide.

- Supplemental Nutrition Assistance Program (SNAP): The LEO works in partnership with the Department of Health and Human Services to deliver the employment and training program for SNAP recipients. SNAP is a program that assists people who lack enough income to pay for healthy and nutritious food. In Michigan and other

states, the recipient is given a specified amount per month that can only be spent on certain authorized foods. SNAP benefits in Michigan are issued through a card similar to a debit card known as Bridge Card. The employment and training program for SNAP recipients will continue to be administered by the Workforce Development and 10 MWAs, which hold the contracts for these activities available in 27 counties ~~for the 11 MWAs that administer the program~~.

- Department of Technology, Management, and Budget: The development and dissemination of state and local estimates of labor market activity for policy development, program planning, job placement, and career decision making.

- The Michigan Works! Agencies: To develop and implement infrastructure funding agreements with service providers to achieve better results for job seekers, workers, and businesses. These partnerships reinforce strategies necessary to provide job seekers and workers with the high-quality career services, education and training, and supportive services they need to acquire and maintain high-skilled, high-demand jobs.

- Carl D. Perkins Post-secondary and Post-secondary CTE programs: These programs develop their instructional standards from business and industry experts. Occupational programs are required to have an industry committee whose membership consists of local business/industry employers to obtain the most up-to-date information on all aspects of the industry and job openings in their community. This program is a partnership between the State of Michigan and community colleges and universities, offering two-year occupational degrees. The program provides resources and technical assistance to community colleges and universities receiving Perkins Career and Technical Education annual awards in order to meet the occupational career goals of students and their needs.

- Career and Educational Advisory Council (CEAC): The CEAC has been set forth by LEO as a partnership that involves key educational, industry and workforce stakeholders to coordinate educational programs and services to find creative solutions to workforce needs and opportunities. The role of the CEAC is to advise the local workforce development board and encourage the alignment of the Perkins V secondary and post-secondary Carl D. Perkins plans with local and regional strategic plans to address industry skill demand. The CEAC is asked to review and comment on those plans.

- LEO collaborates with the Michigan Department of Education to support the Section 107 Special Programs: The pilot was first established in 2015-2016 in one area of West Michigan to increase the number of adult education participants dual enrolled in adult education and CTE programs ~~at the secondary level~~. ~~It was initially proposed as a three-year pilot and because of the success and benefit reported at the local level, the~~ The state legislature increased the appropriation to ~~awarded a total of~~ $4 million in 2018-2019. There are now ~~11~~ nine Special Programs across the state with the goal of ~~continued expansion~~ increasing the number of participants enrolled in the future.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

VR collaborates with, and participates in, strategic partnerships with:

- All core programs in developing a joint vision for the Workforce Development System;
- Centers for Independent Living, community rehabilitation organizations, and private vendors;
- Employer Groups and/or Employer Resource Networks;
- Fortune 500 Companies;
- Hannahville Indian Community Vocational Rehabilitation Program's Project Vision;
- Michigan Autism Council;
- Michigan Department of Civil Rights Advisory Council on Deaf and Hard of Hearing;
- Michigan Industrial Leadership Group;
- Michigan Transition Services Association, the Developmental Disabilities Council, and educational entities;
- Michigan Veterans Affairs Agency and other statewide veteran support agencies;
- National Employment Team;
- Other State of Michigan departments and agencies;
- Project SEARCH;
- Small Business Administration;
- Small Business Administration of Michigan;
- Social Security Administration;
- Talent Acquisition Portal;
- U.S. Department of Agriculture - Forest Services;
- U.S. Department of Labor;
- U.S. Department of Veteran Affairs;
- Universities and colleges.

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 (e.g., transportation), to

individuals, including those populations identified in section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

The delivery of services is available and accessible to all customers, including veterans, migrant and seasonal farm workers, individuals with disabilities, returning citizens (ex–offenders), welfare–to–work participants, and the general public. In addition to administering Title I of the Workforce Innovation and Opportunity Act (WIOA), Wagner–Peyser, and Adult Education programs, the Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) administers:

- Partnership.Accountability.Training.Hope ~~(PATH)~~ – Provides job assistance and training to parents receiving cash assistance.
- Supplemental Nutrition Assistance Program – Provides employment and training activities and supportive services for individuals subject to the work requirement for 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 Farm Workers – Provides specialized services to migrant and seasonal farm workers 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 Offender Success – LEO works with the Department of Corrections 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 serving under-represented young adults by providing employment programs and an introduction to the world of work, while providing participants and their families with income, services and strategies 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. LEO, in conjunction with the Michigan Works! Agencies (MWAs), provides linkages between workforce development, education, juvenile justice, and social service agencies as well as coordinating with local employers to provide under-represented and "at–risk" youth entry–level jobs, internships, mentoring, on–the–job training, and work experience in high–demand occupations.

Youth services provided by the MWAs' 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:

~~Summer~~ Young Professionals Program: Michigan aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. ~~As such, Michigan will be piloting this statewide summer youth employment program in 2020~~ Michigan piloted the program in 2020 and continues to offer it statewide after its initial success.

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. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.

Pathways to Potential: Pathways to Potential is a program designed to provide students and their families with the help they need to eliminate barriers so students can succeed. LEO works in partnership with the Michigan Department of Health and Human Services (Family Independence Program) to provide a customer–centered service delivery model that interacts with clients in the communities it serves, including those in remote areas. The

Pathways approach targets five outcome areas: attendance, education, health, safety, and self-sufficiency, while relying on support networks and partnerships.

Summer Youth Employment Program for Foster Youth: The LEO 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: YouthBuild is a community-based pre-apprenticeship program that provides job training and educational opportunities for at-risk youth ages 16-24 who have previously dropped out of high school. YouthBuild programs are in operation in Michigan, predominantly in urban areas. Programs are located in Benton Harbor, Detroit, Flint, Grand Rapids, Jackson, and Saginaw. The program provides a means for job training by providing pathways to education, jobs, entrepreneurship, and other opportunities. This leads to productive livelihoods and community leadership, while providing positive energy to young adults to rebuild their communities and their lives. The MWAs partner with YouthBuild programs in their perspective areas which allows additional opportunities for all youth.

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, career coaches cite a long list of barriers that can keep families from achieving self–sufficiency.

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 LEO through the Michigan Works! One–Stop centers. Funds are awarded by formula to each of the MWAs. The PATH formula allocation is based on the relative number of Application Eligibility Period (AEP) attendees and PATH participants in the local area, compared to the total number of AEP attendees and PATH participants statewide within the recent 12-month period. The PATH program features a 10~~21~~–day assessment period during which barriers to employment are identified and career coaches work individually with clients to connect them with resources to address these barriers.

The MWAs may also enter into agreements with their local Michigan Department of Health and Human Services (MDHHS) offices for the purpose of providing additional Temporary Assistance for Needy Families funding for employment–related support services. The funds are transferred to LEO via an Interagency Agreement and then allocated to the local MWAs.

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

Immigrant and Refugee Services: The Office of Global Michigan was created to help grow Michigan's economy by retaining and attracting global talent; to promote the skills, energy, and entrepreneurial spirit of our immigrant and refugee communities; and strives to make Michigan a more welcoming state. Consistent with that vision, the office supports immigrant and refugee integration initiatives for the state. It works with state agencies that provide services to immigrants and refugees and strives to minimize or eliminate barriers to accessing those state services. Global Michigan's work touches the areas of licensing, workforce training, education, housing, healthcare, and quality of life. Global Michigan is nationally known for the work that it has done with skilled immigrant occupational licensing guides in partnership with the Bureau of Professional Licensing in the Michigan Department of Licensing and Regulatory Affairs, as well as for its work in the area of skilled immigrant workforce development.

The Office of Global Michigan is responsible for two programs:

1. Michigan International Talent Solutions (MITS) program – MITS was launched in 2015 as a professional job search training program for immigrant professionals and pivoted in 2020 to provide technical assistance and content expertise to our workforce partners in state government. Learning objectives under MITS include the ability to differentiate common immigration statuses and their impact on workforce development program eligibility, understanding the important role immigrants and refugees play in building our communities, and learning about common barriers for immigrants and refugees to access key services and how to reduce barriers to access through best practices.

2. The State Refugee Services program – The Office of Global Michigan's Refugee Services program and its staff support the effective resettlement and integration of refugees in Michigan, ensuring their basic needs are met upon arrival so that they can live in dignity and achieve their highest potential.

The Office of Global Michigan, ~~Refugee Services~~ state Refugee Services program has provided additional employment support services to refugees that receive Temporary Assistance for Needy Families cash assistance through the Family Independence Program (FIP). Global Michigan has contracted with refugee contractors to provide employment support services exclusively to the MWA-referred refugees who are receiving the FIP.

The number of refugees coming into the country is highly variable, but Global Michigan identified eight counties in Michigan as serving the majority of refugees. The MWAs work with their Global Michigan refugee contractor to provide employability support services for MWA-referred refugees.

The State allocates funding to support Refugee and Immigrant Navigators. Refugee and Immigrant Navigators are housed in the Michigan Works! One-Stop centers to provide support and resources to the influx of immigrants and other persons granted legal authorization to work in the United States from distressed locations outside of North America.

Also, with approximately 1,300 Afghan allies and nationals expected to be resettled in Michigan in the coming months, our Governor has charged Global Michigan and the Michigan Community Service Commission to call on Michiganders for support to volunteer and donate services to ease the transition and welcome individuals and families to the

United States. LEO has an Afghan Arrivals site that allows volunteers to share specific resources they can offer for the variety of tasks needed to help support and welcome individuals and families to the state.

Trade Adjustment Assistance/Rapid Response (TAA/RR):

~~LEO has an integrated strategy to align services between the WIOA Rapid Response (RR) and TAA programs. To increase alignment among the programs and better serve our dislocated workers, a new section called the TAA/RR Section has been created under LEO and relocated to the Talent Development Division. This adjustment will increase collaboration among the programs. This recent shift within the LEO has allowed for both the TAA and RR programs to align within a single section to ensure an all-inclusive approach is provided statewide.~~

~~TAA/RR State Coordinators continuously coordinate the WIOA employer-based training initiatives to ensure support of the demand-driven model and coordination of TAA and the WIOA Dislocated Worker programs. The goal of all concerned parties is to provide dislocated workers with an array of support, resources, and technical assistance to effectively assist in the transition to reemployment.~~

The TAA/RR Section within the LEO is strategically aligned to ensure Michigan's dislocated workers are provided an all-inclusive array of available re-employment services.

TAA/RR State Coordinators continuously coordinate the WIOA employer-based training initiatives to ensure support of the demand-driven model and coordination of TAA and the WIOA Dislocated Worker programs. The goal of all concerned parties is to provide dislocated workers with ~~an array of~~ support, resources, and technical assistance to effectively assist in the transition to reemployment.

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 have and 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 7(a) 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 (UI) ~~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 an MWA 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 UI ~~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 MWAs 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.

- Partnered~~ing~~ with the UI ~~Unemployment Insurance Agency~~ to deliver the Re–employability Eligibility Assessment (REA) pilot program. This program provided~~s~~ one–on–one services to claimants who ~~will more than~~ would most likely exhaust their unemployment benefits prior to obtaining employment. Currently, Workforce Development is implementing similar services called Reemployment Services and Eligibility Assessment (RESEA) program that is statewide. This program provides customized services to claimants who are most likely to exhaust their unemployment benefits, but now mandates a second RESEA appointment for 50 percent of claimants still unemployed five weeks after their initial RESEA appointment.

- ~~This is similar to the re–employment profiling component mentioned above; however, claimants are to receive up to three REAs if employment has not been acquired. These REAs 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: Adult education plays an integral role in the workforce system in Michigan by providing educational services for adults with low-basic skills. Collaboration and partnership at the local and state levels among the core partners is essential and will be further supported with the creation of LEO. Adult education providers partner with the local One-Stop centers to identify the needs of local employers, develop integrated education and training programs, and offer workforce preparation services. The partnership with Michigan Rehabilitation Services ~~(MRS)~~ and the Bureau of Services for Blind Persons ~~(BSBP)~~ is essential to ensure access to supportive services for individuals with a disability. LEO also partners with Michigan Department of Corrections in the administration of corrections education, and the Michigan Department of Education for career and technical education programs for adult learners under the Section 107 Special Programs. The Office of Adult Education has recently partnered with the Agriculture and Foreign Labor Services staff to discuss strategies for increasing the number of migrant and seasonal farm workers enrolled in English as a Second Language ~~(ESL)~~ and adult education programming.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

~~The focus for MRS and BSBP is to provide individualized services and support to individuals with disabilities.~~ MRS and BSBP provide VR services for individuals with disabilities so they may prepare for and engage in competitive integrated employment or supported employment and achieve economic self-sufficiency. VR staff are disability subject matter

experts who collaborate with core and combined program partners to support and provide ~~impactful~~ training and career services.

- Coordination between programs is supported at the state and local levels through informal working alliances and formal agreements, memorandums of understanding, and cost sharing.
- As required, MRS and BSBP efforts are focused on unserved, underserved, and emerging populations of individuals with disabilities identified in the Comprehensive Statewide Needs Assessment. Additionally, MRS and BSBP will collaborate, to the extent allowable, with the other core programs to service marginalized populations experiencing multiple barriers to employment.

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 and to achieve the goals of industry or sector partners in the state. The activities described shall conform to the statutory requirements of each program.

Pure Michigan Talent Connect (~~Talent Connect~~PMTC), located at MiTalent.org, brings together ~~educators,~~ employers~~,~~ and ~~talent~~ job seekers into one centralized hub. 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. PMTC ~~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. PMTC ~~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. With a focus on retaining and attracting talent, PMTC ~~Talent Connect~~ helps employers attract, connect with, and hire the best ~~employees~~ individuals.

The State of Michigan also offers the following ~~Talent Connect includes the following~~ tools/resources:

- ~~eLearning~~ Soft Skills Program – provides a universally accessible soft skills training resource for Michigan's workforce for basic and foundational skills for the workplace.
- Pathfinder – an online career exploration tool that can help students, parents, counselors, and others find roadmaps to education, training, and career success. Pathfinder helps users make more informed decisions about their options for a successful future by using real-time, value-added information to show return on investment on education and training opportunities.
- ~~Pure Michigan Talent Connect (PMTC Talent Connect) – PMTC Talent Connect is a web-based labor exchange system that brings together employers, educators, and job seekers talent. It is the launch pad for new jobs, careers, and talent. 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 Training Connect (MiTC) - ~~Michigan's Eligible Training Provider List. The Michigan Training Connect provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry.~~ MiTC is a centralized location for job seekers to explore training options available through the state's federally mandated Eligible Training Provider List. MiTC lists training programs for individuals qualifying for an Individual Training Account under the Workforce Innovation and Opportunity Act (WIOA). MiTC serves as a virtual marketplace connecting individuals to education and training providers offering in-demand training opportunities.

- ~~Going PRO in Michigan – is a public awareness campaign designed to elevate the perception of professional trades and to showcase opportunities in a variety of rewarding career pathways.~~

The Department of Labor and Economic Opportunity collaborates with, and participates in strategic partnerships with employers through the implementation of:

- Michigan's Industry Cluster Approach (MICA) 3.0 ~~2.0~~: Michigan Industry Cluster Approach 3.0 ~~2.0~~ is a framework in which many employers within a single industry jointly engage with the workforce system to identify their demand and challenges. In this approach, talent issues may be handled more efficiently though multi-company, industry-focused employment, and training programs. As industry clusters are established, the focus shifts emphasis on talent issues to an industry basis, rather than working with a single employer at a time. Regionally, partners including but not limited to, Michigan Works! Agencies (MWAs), business associations, and non-profits convene employers along with education providers, economic development organizations and other groups associated with workforce development to solve talent challenges. Local clusters, formed based on local needs, are led by industry. The hub of the cluster is a service provider, which researches information about jobs in demand, skill gaps, training needs, job seeker screening factors, and other related issues. The State's key clusters are Agriculture, ~~Business~~, Construction, Energy, ~~Health Care~~, Healthcare, Hospitality/Outdoor Recreation, Information Technology, Manufacturing, and Mobility.

- Michigan Rural Enhanced Access to Careers in Healthcare (MiREACH) - The MiREACH is a network of employer-led collaboratives with a wide-range of partners including secondary and post-secondary organizations, workforce development One-Stop centers, community-based organizations, and industry associations. The MiREACH program is designed to incorporate required and optional One-Stop partner programs to effectively coordinate activities and resources to provide comprehensive, high-quality services to healthcare employers in rural communities throughout Michigan to meet their current and projected workforce needs and to achieve the workforce development goals of rural healthcare industry partners.

- Work-Based Learning: The Department of Labor and Economic Opportunity's work-based learning efforts align and leverage resources and cultivates partnerships to meet industry-driven demands related to workforce skills gaps. Technical and

advanced worker skills gaps are addressed through ~~apprenticeships (including Registered Apprenticeships with the U.S. Department of Labor) and~~ customized training programs, ~~including the Michigan Advanced Technician Training Program~~, including the Community College Skilled Trades Equipment program, the Michigan Learning and Education Advancement program, and the Going PRO Talent Fund program. Employers, Michigan's workforce development system partners and other stakeholders are actively engaged to achieve industry-driven talent goals and objectives. The Going Pro Talent Fund also provides up $3,000 of support to first year Registered Apprentices with the U.S. Department of Labor.

- Collaboration with Michigan Works! Business Services teams and employers to cultivate Registered Apprenticeships and pre-apprenticeships to provide career paths to high-skilled, high-wage jobs in industries such as Agriculture, Construction, Energy, Health Care, Information Technology and Manufacturing for Michigan residents, including underrepresented populations, youth, women, ethnic minority communities, Native Americans, persons with disabilities, and veterans.

  Michigan Works! Business Services team members also work locally to coordinate customized training plans on behalf of employers to apply and benefit from the Going PRO Talent Fund, along with other work-based training opportunities, such as on-the-job training, customized training, incumbent worker training and registered apprenticeships.

- Business Resource Networks (BRNs): BRNs are a tool that provides resources to local companies with the goal of reducing employee turnover and creating a more stable workforce. BRNs are operated by the local MWAs. Companies participating in a BRN have an assigned Success Coach who works on-site at each business as an extension of their human resources department. The Success Coach assists employees to help manage life's challenges, enabling the employees to be more reliable and productive. For employers, these services help to increase worker retention and productivity. The BRN program offers services to individuals with one or more demonstrated or documented barriers to employment, including, but not limited to those who are:

  - Returning citizens.
  - Homeless.
  - An individual with a mental or physical disability.
  - Substance abusers.
  - Living at, or below, the federal-established poverty limits.
  - Lacking a high school diploma or high school equivalency.
  - Challenged by long-term unemployment.
  - Receiving state or federal public assistance.
  - Asset-Limited, Income-Constrained, Employed ~~(ALICE)~~ households and Temporary Assistance for Needy Families ~~(TANF)~~ clients.

- Apprenticeship Success Coordinators (ASCs). ASCs partner with their region's employers and local employer-led collaboratives to assist with RA identification, enrollment, placement, and completion, through coaching, mentoring, shared resources, and wrap-around services especially for underrepresented populations. They also collect and input RA information including, but not limited to employer sponsors, active RA programs, length of RA programs, number of Registered Apprentices in each program, related technical instruction providers, and total Registered Apprentices. When Registered Apprentices are dual-enrolled as customers in other workforce development system programs, including WIOA, all data required for One-Stop Management Information System registration and tracking is entered.

- TAA/Rapid Response Section: ~~Michigan continues to provide a holistic service package for dislocated workers by incorporating partner presentations and targeting special populations. Veteran Services, Michigan Rehabilitation Services, Migrant/Seasonal Farm Workers, and Talent Development Liaisons have representatives available to support Rapid Response events and/or Worker Orientation meetings. These partners, along with the MWAs and Unemployment Insurance, offer eligible citizens more options to get back to work. The RRT also worked to coordinate better alignment between Trade Adjustment Assistance with Rapid Response services by improving the incident tracking system and enhancing the intersection between the two programs.~~ In an effort to provide adversely affected workers and employers with high-quality services, the TAA/Rapid Response Section has prioritized engagement of TAA Registered Apprenticeships. TAA benefits include an Employer Based Training component which allows for an On-the-Job Training, TAA Registered Apprenticeship, or Customized Training opportunity for adversely affected workers. By prioritizing the engagement of TAA Registered Apprenticeships in Michigan, adversely affected workers obtain immediate re-employment while the employer's identified need is met to upskill their labor force.

  A key component of facilitating successful TAA apprenticeships is the partnerships within the local workforce community. Robust partnerships between the local MWA, industry leaders, and training institutions create a pipeline of talent that can be utilized to meet the needs of a company. Job seekers with TAA benefits eliminate the burden of training costs a company may incur when there is a need to address skills gaps. An MWA having strong partnerships within the local workforce community helps identify and implement successful strategies of skills procurement for both employers and potential employees. Thus far, two TAA apprenticeships have been engaged in Michigan.

- The Business Solutions Professional Certification Training: The Department of Labor and Economic Opportunity in collaboration with the Michigan Works! System has adopted the Business Solutions Professional Certification Training as a statewide common foundational training for individuals providing services to employers. This adoption provides a common approach regardless of organizations for working with employers to diagnose problems and then design solutions to meet specific demands. The Business Solutions Professional brings resources and services

directly to the business eliminating much of the “red tape” and hassle of working with multiple providers. There are Business Solutions Professionals practicing the Business Solutions approach in the MWAs, workforce development agencies, economic development agencies, community and four-year colleges, business development groups, unions, local and state government, and MSU extension.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

Core Workforce Innovation and Opportunity Act partners including Title I, Title II, and Title IV have agreed to collectively measure and track the following performance metrics for effective business engagement:

- Retention (Retention with the same employer) – This approach captures the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit.
- Repeat Employer/Business Customer Rate (total employers who utilize the Michigan Workforce System). percentage of repeat employers using services within the previous three years. This approach tracks the percentage of employers who receive services that use core program services more than once.
- Employer Penetration Rate (percentage of employers using services out of all employers in Michigan) – This approach tracks the percentage of employers who are using the core program services out of all employers represented in an area or State served by the public workforce system.

MRS has a Business Network Division, with the vision to build and sustain partnerships with business and industry through effective services that are driven by the needs of employers. These partnerships will lead to competitive integrated employment and career exploration opportunities for VR customers. Partners will be engaged to create one primary public point of contact for an employer, while also connecting the business with a broad pipeline of workers across programs and agencies.

MRS and BSBP are expanding business relationships with employers at the local level to identify and maximize competitive integrated employment opportunities and career exploration opportunities for adults and students. MRS and BSBP will continue to utilize the Talent Acquisition Portal ~~(TAP)~~.

Examples of MRS and BSBP business services include:

- Expansion and enhancement of business solutions for Michigan businesses
- Talent Development
- No-Cost Recruitment
- Extended Recruitment Beyond the Local Area
- Out-of-State Recruitment, Talent Acquisition Portal©
- Collecting and Screening Resumes

- Pre-employment Assessment Tools
- Job Ready Talent Pool
- Customized Training Needs and Supports
- Paid Internships or Apprenticeships
- Vocational Counseling
- Connections to partners' assets and services:
- Cost Effective Solutions
- Company Funding Assistance
- Connections to Michigan Works! and other business solutions providers
- Accommodation Services
- Job Analysis for performance elements and requirements
- Job Restructuring and/or Work Site Adjustment
- Reasonable Accommodations/Ergonomic Intervention
- Assistive Technology and Services
- Strategies for Workers with Physical, Cognitive and/or Behavioral Disabilities Risk Management/Staff Retention:
- Return to Work Strategies
- Job Maintenance Approaches
- Injury Prevention and Wellness Programming
- Americans with Disabilities Act (ADA) Services
- ADA Consultation, Guidance, and Education
- Windmills© Disability Awareness Training
- ADA Architectural Guidelines Site Assessment
- Expansion of the development of a coordinated response to business needs, utilizing resources from across every Planning Region.
- Customization of 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. VR is continuing to develop methodologies to expand and export services to students, youth, and adults with disabilities statewide.
- VR is exploring ways to develop staff/vendor skills in customized employment and to export appropriate training across the state.

- Offering of technical assistance to business as well as workforce partners to remove barriers to employment.

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).

Through our State's strategies and priorities, the Department of Labor and Economic Opportunity (LEO) will engage community colleges and Career and Technical Education (CTE) schools in the following ways:

Michigan Career Readiness Initiative

The Workforce Development actively participates in the Michigan Career Readiness Initiative (CRI) with partners from higher education, including community colleges, and CTE. The Michigan ~~Career Readiness Initiative (~~CRI~~)~~ and Cross-Sector Team supports multi-state agency collaboration and stakeholder engagement across education, career readiness and workforce development initiatives. Coordination across agencies, funding streams, and stakeholder groups help to ensure that funding is applied where it is most needed, addresses gaps and inequities, avoids duplication of effort, allows the state to focus resources on shared priorities and sustains consistent efforts on addressing these priorities across changes in state leadership.

~~Led by the Michigan Department of Education (MDE) Office of Career and Technical Education (OCTE), the Michigan CRI Cross-Sector Team is an MDE strategy to engage stakeholders in action to transform Michigan's Career Preparation System and achieve the career readiness goals identified in the Top 10 in 10 strategic plan. These long-term goals reflect and align to the recommendations set forth in the Study of Michigan's Career and Technical Education and Career Readiness System (May 2016), the Governor's Talent Investment Board resolution (Sept. 2016), the Governor's 21st Century Education Commission (Feb. 2017), the Michigan Career Pathways Alliance (CPA) recommendations (June 2017), and The Marshall Plan for Talent (MPT) (Feb. 2018).~~

The CRI Cross-Sector Team consists of leaders in K-12 education, higher education, workforce development and business and industry. The CRI Planning Team consists of state staff across state agencies responsible for education, workforce development and labor market information along with education and employer stakeholders interested in planning and implementation.

The key objectives of the Michigan Career Readiness Initiative and Cross-Sector Team are:

- ~~**Employer Engagement**: Establish employer-driven processes informed by real-time, projected, and other labor market information (LMI) to determine high-skill, high-wage in-demand industry sectors or occupations with which career pathways and their associated credentials must be aligned.~~

- ~~**Rigor and Quality in Scaled Career Pathways that Culminate in Credentials of Value for ALL Students**: Use policy and funding levers to improve the quality and rigor of career pathways that span secondary and post-secondary, offer career~~

~~development, blend rigorous and engaging core academic and career-technical instruction, include high-quality work-based learning experiences, and culminate in post-secondary or industry credentials of value.~~

- ~~**Align State and Federal Funding Streams**: Reorganize and intentionally align state and federal funding streams from education, workforce development, and economic development sources to effectively deliver career-focused programs to all students.~~

- **Objective #1:** Ensure **all** students, and especially underserved populations, have meaningful **access** to high-quality career pathways, and that a commitment to **equity** is embedded in all efforts to improve career preparation.

- **Objective #2:** Forge well-designed **linkages between secondary and post-secondary education and training** for all career pathways.

- **Objective #3: Integrate all relevant funding sources,** including federal, state, local and private sources, to sustain and scale up career preparation.

Career and Educational Advisory Councils

The Workforce Development (WD) issues~~d~~ policy specific to Career and Educational Advisory Councils (CEACs), as WIOA encourages local boards to establish a committee to focus on youth services and to provide a voice and perspective for youth. To be effective, such committees should be composed of key personnel that work directly with youth. In addition, Michigan PA 491 of 2006 states that Educational Advisory Groups (EAGs) are required by state law to serve in an advisory capacity to each of the 16 local Workforce Development Boards (WDBs) on educational issues. ~~Additionally, PA 265 of 2018 states the Career and Educational Advisory Council is an advisory council to the local WDB, located in the prosperity region, consisting of educational, employer, labor, and parent representatives.~~

Additionally, Michigan Public Act 48 of 2021 states the CEAC is an advisory council to the local WDB, located in a workforce development board service delivery area, consisting of educational, employer, labor, and parent representatives.

The CEACs replaced the EAGs and will advise the 16 WDBs on career and educational issues.

This brings education and business together by establishing a formal entity and mechanism to build and maintain a collaborative partnership with local school districts, employers, post-secondary institutions, advocates, and training centers to identify significant talent needs in a community and collectively develop and implement training strategies to effectively meet employers' talent needs. The role of the CEAC is to advise the local WDBs ~~workforce development board~~ and encourage the alignment of the Perkins V secondary and post-secondary ~~Carl D. Perkins~~ plans with local and regional strategic plans to address industry skill demand. The CEAC is asked to review and comment on those plans. WD provides local guidance for the CEAC in each of the 16 WDBs' Service Delivery Areas (SDAs). Key guidance provided ~~is:~~ includes:

- The ~~R~~requirement~~s~~ of each WDB to have a CEAC acting as the EAG for the local SDA.

- Re-certification of all CEACs is required for the time period of October 1, 2021~~19~~ to September 30, 2023~~1~~.

- The CEAC priorities.

- ~~The CEAC reports pertaining to the WDB's performance metrics, which include but are not limited to Registered Apprenticeships, establishing or participating in career pathway and exploration events, information pertaining to accomplishments, success stories, and best practices and promoting and positively impacting the Governor's post-secondary credential attainment goal of 60 percent by 2030.~~

- The CEAC will collaborate with the local Intermediate School District (ISD) Fiscal Agent in creating ~~a~~ one Regional Strategic Plan as detailed in PA 48 of 2021~~PA 265 of 2018~~, Section 61b. The ~~CEAC~~ Career Education Planning District (CEPD) will present this plan to the CEAC for approval and will jointly approve and present this plan to the WDB for their approval.

- The CEAC will collaborate with the CEPD ISD Fiscal Agent in creating one Regional Strategic Plan as detailed in PA 48 of 2021, Section 61b. The CEPD will present this plan to the CEAC for approval and will jointly present this plan to the WDB for their approval.

- Requires the WDB to maintain the approved local CEPD ISD Fiscal Agent's Regional Strategic Plan, which the WD may, upon 24-hour notice, review at the local administrative office.

- The CEAC will collaborate with the MiSTEM Network as outlined in PA 48 of 2021, Section 99s(6)(a and f) in creating strategic plans that address employers' need for Science, Technology, Engineering, and Math (STEM) skills, including pathways for STEM careers, etc.

- The CEAC will collaborate with eligible recipients of Carl D. Perkins funds to conduct Comprehensive Local Needs Assessments (CLNAs), as required by the Strengthening Career and Technical Education for the 21st Century Act – Perkins V. The CLNA includes a description of how career and technical education programs offered are sufficient in size, scope, and quality to meet the needs of all students served in alignment with industry's demand for talent.

The following will be submitted to WD annually: approved CEAC minutes; report detailing collaborative efforts with Perkins V and MiSTEM, and work on the ISD Fiscal Agent's Regional Strategic Plan (as detailed in PA 48 of 2021, Section 61(b)).

~~The following will be submitted to WD annually on July 15 of each year to CEAC@michigan.gov: report detailing progress on meeting career and educational metrics, approved CEAC minutes, collaborative efforts with Perkins V and MiSTEM, and work on the ISD Fiscal Agent's Regional Strategic Plan (as detailed in PA 265 of 2018, Section 61(b)).~~

SIXTY by 30

LEO has aligned its primary goal to support the Governor's statewide post-secondary education goal to close the skills gap, increase economic opportunity, and fundamentally

change the state's economic competitiveness by achieving Sixty (60) percent of Michigan residents completing a post-secondary certificate or degree by the year 2030. This is an established statewide goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030. LEO ~~will~~ has partnered with the Michigan Department of Education, local Michigan Works! Agencies and all core and non-core partners to address a growing talent shortage in the state's workforce.

Growing and attracting talent is key for success of this post-secondary educational goal. LEO is focused on four key areas looking specifically at talent attraction and growth:

- **Recruit** – Ensure people know of the vast opportunities that exist in Michigan
- **Retain** – Placing strong focus on college graduates and remote workers
- **Educate and Train** – Create education and training pathways, including immigrants and refugees, along with international students
- **Cultivate** – Utilize data to cultivate in-demand certificates and degrees to place skilled talent in our state's in-demand career fields.

Michigan Reconnect

The Michigan Reconnect Grant Program targets students 25-years of age and older who are high school graduates and have been a Michigan resident for at least one year and has exhausted federal aid (last-dollar scholarship). This program would help to pay for training for non-traditional students who want to earn a certificate in the skilled trades or completion of an associate or bachelor's degree to up-skill and qualify for local in-demand occupations. The Michigan Department of Education ~~will~~ has taken the lead on this program, but LEO ~~is committed to the~~ has played a large partnership role in assisting with the obtainment of skilled trades certificates or ~~associate~~ degree completion within our local and regional in-demand occupations. Michigan has nearly 80,000 Michigan adults who have applied for this scholarship.

Futures for Frontliners Scholarship Program

A last-dollar state scholarship program for Michigan workers without degrees during the ongoing COVID-19 pandemic, by providing a tuition-free pathway to college for technical certificate for frontline essential workers with or without a high school diploma or equivalent, either full-time or part-time while they work. Frontline workers were required by their job to work outside the home at least some of the time between April 1 – June 30, 2020, and the deadline for completed Futures for Frontliners scholarship applications were due by 11:59 pm on December 31, 2020. More than 120,000 applications were received, and over 18,000 participants are already enrolled in classes, and 600+ have graduated. Collaboration with local community colleges, training providers, and adult education providers have been key in the success of this program.

Career and Technical Education

Adult Education partners with the Michigan Department of Education ~~(MDE)~~ and Career and Technical Education (CTE) at the secondary level to expand CTE programming opportunities for adult learners. Adult Education providers must continue to partner locally with community colleges and higher education institutions. These partnerships are

necessary to identify the post-secondary education and training opportunities and respective entrance requirements to ensure adult education participants are prepared to transition to and succeed in post-secondary level course work upon completion of the adult education program.

Integrated English Literacy and Civics Education

The Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of WIOA must be designed to prepare the English language learners, including professionals with degrees in from their native country, for employment in in-demand industries. The IELCE recipients will engage workforce partners and local employers to identify training opportunities that prepare individuals for employment in in-demand occupations and industries and include pathways for low-level English language learners to prepare for and transition to the Integrated Education and Training (IET) program.

The adult education providers that receive IELCE funding under Section 243 of WIOA are required to partner with Michigan Works! Agency on the development of the IELCE program. All applicants applying for IELCE funding must describe in the application their strategies for collaborating with the local workforce board and ensuring participants have access to the programs and services offered at the Michigan Works! Agency.

Since the passage of WIOA, there has been increased collaboration and more frequent communication between the Michigan Works! Agencies and adult education providers, specifically those that offer IELCE programs. The LEO-WD has tried and will continue to facilitate and foster this partnership through the issuance of joint guidance and shared professional development for adult education providers and the Michigan Works! Agencies on IET to ensure common understanding of program requirements. LEO-WD also awarded Title I discretionary funds to the Michigan Works! Agencies to support training for adult education participants enrolled in IET programs to incentivize IET program development and expansion across the state. WD will continue to identify ways to support greater collaboration between adult education providers and the Michigan Works! Agencies.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

~~Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP).~~ MRS and BSBP have identified partnerships and collaboration with the State's community colleges and area CTE schools as an engagement priority. VR will seek to develop and expand opportunities in this area.

To promote credential attainment and measurable skill gains, MRS and BSBP engage with community colleges and CTE schools through the following channels:

- Signed Memorandums of Understanding with institution of higher education (IHE) to improve coordination of services provided to individual with disabilities enrolled at IHE and eligible for VR services.
- Participate on the Michigan Association of Higher Education and Disability to promote equity, opportunities, and services for students with disabilities in higher education.

- Local level collaboration, programs, and Interagency Cash Transfer Agreements with IHE.
- Under Michigan Department of Education, CTE collaborates with MRS and BSBP as part of the Michigan's Employment First initiative.
- MRS and BSBP have identified collaboration with the State's community colleges and area CTE schools as a priority aligned with WIOA performance indicators and Michigan's Sixty by 30 goal.

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.

Career and Technical Education Programs:

All post-secondary Career and Technical Education (CTE) 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. Each post-secondary institution works closely with their career placement office and employers to identify and communicate job openings to students, as well as implementing a vision that uniquely supports the range of educational needs of students, i.e., exploration through career preparation and balance of students needs with the current and emerging needs of the economy. These activities support and enhance workforce development in our state. The Carl D. Perkins Career and Technical Education (Strengthening Career and Technical Education for the 21st Century Act – Reauthorized in July of 2018) funding supports workforce development by improving the academic and technical achievement of CTE students, strengthening the connections between secondary and post-secondary education, and improving accountability.

Integrated Education and Training:

The ~~Department of Labor and Economic Opportunity~~ LEO-WD has allocated funding to support ~~Integrated Education and Training (~~IET~~)~~ programs that have already been developed by adult education providers and/or that will be developed jointly by our local Michigan Works! Agencies (MWAs) and adult education providers. The intent of IET programming in Michigan is for Workforce Innovation and Opportunity Act (WIOA) Title II adult education providers to partner with a local MWA and/or an existing training provider to co-enroll participants in WIOA Title I and Title II services, when appropriate. The IET program must be part of a regionally or locally defined career pathway and must include three required components: Adult education and literacy activities, workforce preparation activities, and occupational training. The three required components must occur simultaneously within the overall scope of the IET program and must each be of sufficient intensity and quality.

Work-Based Learning:

The Department of Labor and Economic Opportunity's work-based learning efforts aligns and leverages resources and cultivates partnerships to meet industry-driven demands

related to workforce skills gaps. Technical and advanced worker skills gaps are addressed through apprenticeships (including Registered Apprenticeships with the U.S. Department of Labor) and customized training programs, including ~~the Michigan Advanced Technician Training Program,~~ the Community College Skilled Trades Equipment Program, the Michigan Learning and Education Advancement Program (MiLEAP), and the Going PRO Talent Fund Program, employers, Michigan's workforce development system partners and other stakeholders are actively engaged to achieve industry-driven talent goals and objectives.

State Apprenticeship Expansion Team

Michigan contacts state RAP sponsors via LEO-WD's email marketing system to encourage sponsors to list RAPs on Michigan's Eligible Training Provider List, Michigan Training Connect. This communication takes place in full partnership with the U.S. Department of Labor, Office of Apprenticeship State Director and is distributed periodically to all RAP sponsors, at a minimum, annually.

Michigan Training Connect (MiTC)

The public workforce system plays a vital role in furthering access to credentials through its relationship with employers, labor, and industry organizations. Increasing credential attainment requires the alignment of state and local policies and service delivery models that support higher enrollments in credential-issuing training programs. As part of a demand-driven system, close coordination with local employers and training providers is required to identify and develop industry-recognized credentials for local, in-demand jobs. Attributes of career-enhancing credentials include industry recognition, stack ability, portability, and accreditation.

Only Individual Training Account (ITA)-eligible training programs appear on the MiTC, which is Michigan's eligible training provider list. The MiTC ~~is housed within~~ shares the Pure Michigan Talent Connect website and provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry. ~~The MiTC provides up-to-date information about in-demand occupations, training programs that address the skill needs of employers and information about jobs and available occupations by linking available jobs and occupations directly to state labor market information~~.

As growing skills/credentials meet current and future employer needs, and while expanding upward mobility is one of Michigan's primary workforce development strategies, the MWAs, in consultation/collaboration with local employers, must ensure that training programs posted on the MiTC are not only related to in-demand occupations, but must lead to an industry-recognized credential or certificate. The selection of a program of training services must be directly linked to employment opportunities, either in the local area or in another area in which the individual is willing to relocate. Each MWA determines which in-demand occupations they wish to spend WIOA training dollars on, based on their local/regional economy and on the MWA's in-demand occupations list.

The Michigan Department of Labor and Economic Opportunity has delegated its final approval authority to the MWAs. Training providers must submit an application to become certified as an ITA-eligible training provider. Following a quality assurance review by the Department of Labor and Economic Opportunity, with the exception of Registered

Apprenticeships, which receive automatic approval for placement on the MiTC, the application is then routed to the MWA(s) covering the area in which the training is offered.

In order to ensure a broad variety of training options and maximize consumer choice, any training provider or school may submit an application for placement on the MiTC. Following the review and approval process, they may then be placed on the MiTC if they are determined to meet all WIOA and State requirements.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP have Interagency Cash Transfer Agreements (ICTAs) or collaborate with most intermediate school districts and local education agencies. ICTAs provide funding and allow for the provision of VR and Pre-Employment Transition Services required under WIOA.

MRS ~~has entered~~ and BSBP-will enter a~~n~~ new Inter-agency Agreement (IA) with the Michigan Department of Education (MDE). This state-level IA establishes and defines the cooperative relationship between MDE and VR, including respective roles and responsibilities for serving students with disabilities.

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).

The Department of Labor and Economic Opportunity (LEO) strategy and approach to the implementation of Integrated Education and Training programs will align adult education, occupational training, and workforce development; and offer accelerated learning opportunities for adults with low-basic skills. LEO is partnering and will continue to partner with Michigan Department of Education, Michigan College Access Network, community colleges, and higher education institutions to advance the development of career pathway programs and leverage the resources of each entity.

The Martin Luther King Jr. – Cesar Chavez – Rosa Parks Initiative (KCP): The initiative was established in 1986, with the goal of decreasing the number of Michigan's most educationally or economically disadvantaged citizens by providing 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 Select Student Support Services 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 Partnership program provides state 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 program provides state funding on a competitive basis to Michigan public and independent institutions with state-approved teacher education programs. The legislative intent of the Morris Hood, Jr. 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 program provides financial support to admitted academically or economically disadvantaged candidates pursuing faculty teaching careers in post-secondary education. The Program is currently going through a system upgrade. This new system will provide Fellows and University Representatives an easier way to access program applications, approvals, statements, and loan conversion requests. By having one central location for all information, we can service our stakeholders quickly and efficiently.

- The College Day program provides state funding to Michigan's 15 public universities to target 6th – 12th grade economically-disadvantaged students and provide them with support services to increase opportunities to succeed in higher education at post-secondary institutions. The mission of this program is to provide an opportunity for disadvantaged students to discover, first-hand, the potential of a college education, and to expose students to the information, knowledge, and skills they need to prepare themselves adequately for college entry and success.

- The Visiting Professors 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 Gaining Early Awareness and Readiness for Undergraduate Programs (MI GEAR UP) is a federally-funded program from the United States Department of Education (USDOE) designed to complement the state's College Day initiative by increasing the number of economically disadvantaged students who are prepared to enter post-secondary education. MI GEAR UP partners with Michigan's 15 public universities and valuable external community partners to provide early intervention services and a scholarship component. MI GEAR UP serves a cohort of students, beginning in the seventh grade and follows them through the first two years of college. In 2020, MI GEAR UP funding was $28m, at $4M per year in USDOE funding over the course of the next seven years. The continuation of MI GEAR UP is another tool that allows us to help prepare more Michiganders on their pathway to rewarding careers and economic security. In addition, the GEAR UP grant will be a helpful tool in achieving the state's Sixty by 30 goal, ensuring 60 percent of working-age Michiganders have a post-secondary degree or credential by 2030 so that our great state is well-positioned for long-term economic growth.

Carl D. Perkins Career and Technical Education (Strengthening Career and Technical Education for the 21st Century Act): The mission of the Carl D. Perkins Act is to promote access to, retention in, and completion of individual student goals in quality and

comprehensive occupational, 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 engaging employers, 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 workplace. Twenty-eight community colleges, three public universities, and one tribal college receive Perkins funding to support workforce development by improving the academic and technical achievement of Career and Technical Education students, strengthening the connections between secondary and post-secondary education, and improving accountability.

Michigan College Access Network (MCAN): The MCAN aims to help students in Michigan access and attain college certificates and degrees – the foundation for success in a knowledge-based economy so they can achieve a lifetime of their own goals, both economically and intellectually. MCAN works to increase college readiness, participation, and completion rates in Michigan, particularly among low-income students, first-generation college-going students, and students of color. Their goal supports Michigan's Sixty by 30 Initiative to increase the percentage of Michigan residents with degrees or post-secondary certificates to 60 percent by the year 2030. MCAN's values are based on the following: College is post-secondary education; College is a necessity: College is for everyone; and College is public good. Post-secondary educational opportunity and attainment are critical to a just and equitable society, strong economy, and healthy communities.

Michigan Learning and Education Advancement Program (MiLEAP): In response to the economic impact of COVID-19, the State competed for and received federal CARES Act funding to help more than 4,500 job seekers over a three-year period transition from education and training to employment by delivering short- and mid-term customized education and training. In partnership with Michigan Works! Agencies, Michigan Community Colleges, and other institutions of higher education, MiLEAP assists job seekers transition from short- and mid-term education and training programs to high-skill, high-wage employment, and career pathways, resulting in industry-recognized credential attainment and reduced educational debt. Michigan employers are engaged in MiLEAP by joining multi-employer consortia to address regional workforce needs and advance existing employees through re- and up-skilling. MiLEAP focuses on individuals who are dislocated, underemployed, essential workers, living in distressed rural and urban communities and are economically-disadvantaged. Additionally, the program creates MiLEAP Navigators, on the local level, who provide job seekers with assistance in assessing and overcoming barriers, identifying resources, and providing guidance and support.

Braided Funding and Co-Enrollment MATRIX. Michigan Registered Apprenticeship Program (RAP) Braided Funding and Co-Enrollment Matrix helps facilitate discussion on potential RAP funding scenarios to leverage other federal and state funding to support SAE grant program participants. The MATRIX is located under the Resources tab on the Michigan.gov/Apprenticeship website.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

The Bureau of Services for Blind Persons (BSBP) administers the Randolph-Sheppard Business Enterprise Program; this program provides entrepreneurial opportunities for legally blind VR customers. These blind entrepreneurs manage a wide variety of food-service operations, including cafeterias, coffee shops, vending locations, and highway area vending sites.

MRS has been awarded a $15.8 million Disability Innovation Fund (DIF) – Career Advancement Initiative Model Demonstration Projects grant (CDF84.421C) by the U.S. Department of Education - Rehabilitation Services Administration. The priority for this 5-year project is the development and use of career pathways to assist vocational rehabilitation eligible individuals with disabilities to advance their careers in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) fields.

MRS and BSBP reserve 15 percent of their federal allotment for the provision of pre-employment transition services for students with disabilities in need of such services who are eligible or potentially eligible for services.

MRS and BSBP will explore grants, federal demonstration projects, and other opportunities available to facilitate partnerships with educational entities to expand services to job seekers with disabilities. MRS and BSBP will review current partnerships with the Workforce Innovation and Opportunity Act core programs and educational entities to reduce duplication and maximize efficiencies.

H. IMPROVING ACCESS TO POST-SECONDARY CREDENTIALS

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

~~Despite the lowest unemployment rate in years, thousands of jobs remain unfilled.~~ Michigan must address our most critical workforce needs to fill both current and future talent gaps. As such, Governor Whitmer has established a statewide goal to increase the number of Michiganders between the ages of 16 and 64 with a post-secondary credential/obtainment to 60 percent by 2030, and supported programming such as Futures for Frontliners and Michigan Reconnect to increase attainment rates. Michigan's efforts are focused on equity and access for all our citizens to close opportunity gaps for all populations while utilizing a people-centered approach to ensure access to all programs and services available through the workforce system and partnerships. This strategy encompasses greater partnerships and collaboration to achieve greater success. To improve access to ~~interim~~ high-quality credentials that are portable, stackable, and lead to post-secondary credentials, Michigan is focused on regional and local areas leveraging state resources that provide assistance to obtain post-secondary credentials., ~~along with career pathways to create better jobs and training~~. Additional focus around major industries allow greater access to activities for in-demand occupations. This customer-centered, demand-driven approach allows us to streamline our efforts, reduce administrative costs, and leverage our resources to promote better employment services.

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 (MWAs) with a network of Michigan Works! Service Centers and affiliate satellite service centers that support employers in finding skilled workers, retraining the current workforce, and offering training and education services.

Articulation agreements are established between career and technical education programs at the secondary and post-secondary level to align curricula with challenging academic standards and relevant career and technical skills. These agreements allow students to achieve skills, credentials, certificates, Registered Apprenticeships, two-year, four-year, and advanced degrees that meet the needs of local and regional employers.

- Training programs funded by the Going PRO Talent Fund must fill a demonstrated talent need experienced by an eligible business. The training must lead to a credential for a skill that is transferable between employers within an industry, and lead to permanent full-time employment and continued permanent full-time employment.
- The Department of Labor and Economic Opportunity (LEO's) work-based learning efforts are designed to provide the opportunity for trainees to have greater access to post-secondary credentials and industry-recognized credentials.
- The Michigan Learning and Education Advancement Program (MiLEAP) assists workers with barriers to employment with skill attainment through short- to mid-term customized education and training programs. MiLEAP focuses on individuals who are dislocated, underemployed, COVID-19 essential workers, living in distressed rural and urban communities and are economically-disadvantaged. Additionally, the program creates MiLEAP Navigators, on the local level, who provide job seekers with assistance in assessing and overcoming barriers, identifying resources, and providing guidance and support. In partnership with Michigan Works! Agencies, Michigan Community Colleges and other institutions of higher education and the Michigan Department of Health and Human Services, MiLEAP assists job seekers transition from short- and mid-term education and training programs to high-skill, high-wage employment, and career pathways, resulting in industry-recognized credential attainment and reduced educational debt.
- The Community College Skilled Trades Equipment Program (CCSTEP) provides funding that enables Michigan community colleges to purchase equipment required for educational programs in high-wage, high-skill, and in-demand occupations as identified by regional labor market conditions that build and retain a talented workforce in the state. CCSTEP requires collaboration with employers, community colleges, and school districts as well as a detailed plan on how the funding will help meet employer's job needs.

Registered Apprenticeships are recognized as a key driver of transformational workforce and economic development activity. Michigan is among the national leaders in Registered Apprenticeships (RAs) and the state's apprenticeship network continues to work to grow the number of opportunities available to students and job seekers to gain in-demand skills without extensive tuition debt. Moreover, employers get the talent they need to grow and thrive, while creating more and better jobs. RA is a proven catalyst in addressing the skilled

workforce talent gap. Apprenticeships provide an exceptional career path that addresses unique employer needs while offering training, income and a credential. ~~to employees which is in direct alignment with the Governor's new statewide goal to increase the number of Michiganders with a post-secondary credential (a high-quality industry certificate, associate degree or higher) from 45 to 60 percent by 2030~~.

LEO is also improving access to RA certificates through State Apprenticeship Expansion (SAE) Continuation grant activities, which includes funding that has increased since 2020. Work focuses on stakeholder engagement, bringing employers, education and training institutions, workforce development organizations, economic developers, community organizations, and government together to develop RA programs to fill identified talent gaps within in-demand occupations under the sectors of: Agriculture, Construction, Energy, Healthcare, Hospitality/Outdoor Recreation, Information Technology, Manufacturing, and Mobility ~~Other Professional Trades, and Business~~. SAE Continuation grant sub-grantees provide professional services to Michigan-based companies, and job seekers helping them expand the use of RA. SAE sub-grantees are cultivating competency-based non-traditional apprenticeships focused on industries that include education, health care and information technology.

Examples of portable and stackable credentials being identified and developed in regional programs include:

- Early Childhood Pre-Apprenticeship and RA programs that are building a talent pipeline into early childhood education related fields and earning an industry recognized Child Development Associate certification.
- Certified Nursing Assistant RA program meeting the needs of the health care sector in partnerships with employers and educational providers.
- Medical Assistant RA programs support apprentices earning industry recognized Certified Medical Assistant credentials by the Certifying Board of the American Association of Medical Assistants.
- Information Technology RA program supports apprentices earning industry recognized credentials in CompTIA A+, CompTIA Network+, and CompTIA Security+.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP provide counseling on and support enrollment in post-secondary training leading to a recognized credential.

As a division within MRS, Michigan Career and Technical Institute (MCTI) is a post-secondary residential facility that provides specialized vocational training and comprehensive rehabilitation services to help individuals with disabilities acquire skills required for competitive integrated employment and self-sufficiency. MCTI offers 13 technical training programs leading to a recognized credential.

Community-based training through the MCTI Community Expansion Program. VR, in partnership with the Department of Labor and Economic Opportunity, Workforce

Development, and the Michigan Works! Association will collaborate on the expansion of MCTI's CNA and Construction training programs in the community. ~~Department of Health and Human Services, and Local Education Agencies, collaborated on expansion of their training programs. During this initial collaboration, Michigan Career and Technical Institute worked with individuals to provide a community-based CNA program targeting Partnership.Accountability.Training.Hope (PATH) program participants with disabilities, with the Department of Health and Human Services paying for the training. Since 2014, MCTI has delivered CNA training programs in Battle Creek, Benton Harbor, Detroit, Grand Rapids, Kalamazoo, and Muskegon. Continued program expansion includes exporting the CNA training program as well as other MCTI trade training programs along with an array of remedial services.~~

MRS has an agreement with Michigan State University to provide VR services to eligible students attending the university.

MRS and BSBP partner with Western Michigan University for the provision of VR services benefiting our respective customers. The measures are intended to improve access to post-secondary credentials and increase skill attainment.

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.

Successful talent development programs can be further improved by close collaboration and partnership with economic development entities and state and local workforce development boards. Economic development entities assist in providing information, assistance, and data to the thousands of job seekers across the State of Michigan. The following innovative audit and communication systems will be provided to better review, understand, communicate, and serve all of our customers:

- Equity and Access Regional Approach to maximize workforce resources and create a nimble and responsive system, as it is critical that the regional workforce system be aligned with economic development and community partners. This alignment will ensure closing the opportunity gaps for marginalized populations and provide access for all Michigan citizens to receive assistance through the workforce system.

- Talent Connections: The workforce system is made up of a variety of diverse entities and partners that span federal, state, and local government and includes a wide variety of private employers and non-profits. To improve communication and coordination between partners, we utilize the Pure Michigan Talent Connect. The Talent Connect is a statewide communication network designed to expand and improve communications between "talent partners." "Talent partners" include employers, Michigan Works! Agencies (MWAs), 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, strengthening and aligning talent development and training opportunities will assist in meeting the needs of employers and Michigan workers. Business Service Teams are utilized at the One-Stop centers

and work closely with companies in high-growth/high-demand industries. The Talent Development Liaisons and the Michigan Economic Development Corporation collaborate with the MWA 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 establish a relationship with employers to obtain skilled workers through Michigan's system.

- LEO and MEDC teams have partnered to launch two new initiatives to continue advancing Michigan's electric vehicle (EV) and mobility landscape by building out critical charging infrastructure in the state and ensuring the strong pipeline of talent needed for automotive mobility and electrification career pathways. The Lake Michigan EV Circuit initiative aims to create an electric vehicle route and expand infrastructure network with reliable charging options along Lake Michigan and key tourism clusters. MiREV will further enable Michigan's EV workforce to make sure Michigan workers can access the training and education they need to stay competitive in this new economy and will help position Michigan at the center of that growth by proactively preparing the talent needed for automotive mobility and electrification by using an employer-led collaborative approach for current, emerging, future jobs and career pathways. Both of these initiatives build on the MI New Economy plan that focuses on growing the middle class, supporting small businesses, and investing in our communities.

- Electric Vehicle Battery Research & Development continues to build Michigan's strong momentum throughout the automotive industry, having added 15,000 auto jobs and secured additional investment to build new assembly plants and transform existing plants for electric vehicle production. Examples of initiatives within this field include:

    - The Governor joined Ford Motor Company and the Michigan Economic Development Corporation to announce support from the Michigan Strategic Fund for Ford's new global battery center of excellence securing its location in Romulus, Michigan.

      Ford's investment in battery research and development in Romulus will support hundreds of good-paying jobs, attract innovative talent to Michigan, and help to continue leading the world in advanced mobility and manufacturing. This investment will help Michigan continue our economic jumpstart to build back stronger than ever by retaining and creating jobs for the future. A new collaborative learning lab will use state-of-the-art technology to pilot new manufacturing techniques that will allow Ford to research and quickly scale breakthrough battery cell designs with novel materials as part of its plan to vertically integrate battery cells and batteries.

    - American Battery Solutions Inc. (ABS) opened its new lithium-Ion battery manufacturing facility in Lake Orion in October 2021. This will create more than 100 good-paying jobs and build on Michigan's leadership in the mobility and electrification space with the new facility. With the highest concentration of engineering talent in the nation, a wealth of university-led advanced battery

research and close proximity to 26 Original Equipment Manufacturers, Michigan is an ideal location for emerging battery and EV manufacturing. By building its new facility in Lake Orion, ABS will have access to a skilled labor force and robust supply chain to deliver solutions for its global customers on the cutting edge of mobility and electrification.

- In October 2021, the Governor released an announcement by General Motors (GM) of an all-new Wallace Battery Cell Innovation Center. The new facility will significantly expand the company's battery technology operations and accelerate development and commercialization of longer range, more affordable electric vehicle batteries from GM's Global Technical Center campus in Warren, MI.

- GM opened the new GM Factory Zero plant in Detroit in November of 2021, which is the automaker's first production facility devoted exclusively towards the production of all-electric vehicles. The Factory Zero name is a nod to GM's goal of reaching zero emissions with its light-duty vehicle line over the next several decades. GM has stated that it plans to launch 30 new EV models globally by 2022. The GM Factory Zero plant, looking ahead, expects to employ around 2,200 employees when running at full capacity.

- TÜV SÜD America, a provider of testing and safety solutions to industries including automotive, mobility and manufacturing, is establishing a new state-of-the-art electric vehicle battery testing facility in Auburn Hills with support from the Michigan Strategic Fund performance-based grant through the Michigan Economic Development Corporation, which is expected to create 40 high-wage jobs. This new facility will include all aspects of EV battery testing, create good-paying jobs as we work to grow the state's economy, and build on Michigan's leadership in mobility and electrification sector.

- Governor's Michigan Workforce Development ~~State~~ Board and Local Workforce Development Boards: Michigan continues its efforts to become a national leader in developing a talented workforce. Governor Whitmer signed Executive Order 2019-13 to locate the State Workforce Board within the Department of Labor and Economic Opportunity. State staff ~~will~~ continue to facilitate closer working relationships with the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board and local Workforce Development Boards and assist the boards in becoming more effective, through communications, 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 effort which includes welcoming new members with contact information and an orientation guide to assist them with understanding responsibilities and mission. Second, we will work more closely with both the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board and local Workforce Development Boards to connect with them directly through information sharing, visiting board meetings, and working together on state/regional projects and building state and regional partnerships. Third, we will review and collect feedback from the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board and local Workforce Development Boards and provide training and technical assistance to boards, as needed.

- Department of Labor and Economic Opportunity includes job creation and economic development efforts under one department ~~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~~ Department of Labor and Economic Opportunity joins ~~the~~ efforts ~~of the~~ with 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 Department of Labor and Economic Opportunity ~~will~~ spearheads the Governor's ~~Whitmer's~~ talent ~~enhancement~~ initiatives, which are critical to Michigan's economic prosperity. By putting all talent investment efforts ~~within a single agency~~ under the Department of Labor and Economic Opportunity, Michigan can leverage its ability to build talent that possesses in-demand skills while helping our state's businesses grow.

- The Department of Labor and Economic Opportunity continues to include a focus on our customers through the Michigan industry clusters. This unique approach provides a geographic concentration of related employers, industry suppliers, and support institutions in a product or service field that creates a framework in which many employers within a single industry jointly engage with the workforce system to identify their talent demand and challenges.

- Federal Program Flexibility: The Department of Labor and Economic Opportunity will work with the U.S. Departments of Labor and Education to allow more innovative use of federal workforce and career technical education funding to make systemic changes that will make its workforce system grow through innovation and efficiencies.

- Equity and Access Regional Approach: 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 will ensure closing the opportunity gaps for marginalized populations and provide access for all Michigan citizens to receive assistance through the workforce system. This alignment between workforce services, economic development, secondary and post-secondary education, and community partners can be achieved through both coordinated state, local and regional planning.

- Equity and Inclusion through our Michigan Works! Service Centers: Must be diverse and inclusive of all customers to be effective. Equity is the goal of diversity and inclusion. 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.

B. STATE OPERATING SYSTEMS AND POLICIES

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—

~~See next screen for narrative.~~

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

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.)

Pure Michigan Talent Connect (PMTC) is the State of Michigan's official labor exchange system and is designed to be a one-stop website for connecting job seekers and~~,~~ employers~~, and career explorers~~. PMTC ~~Talent Connect~~ brings together ~~educators,~~ employers~~,~~ and talent. PMTC ~~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, Michigan's Eligible Training Provider List, ~~is housed within~~ shares the Pure Michigan Talent Connect ~~Section~~ website and provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry.

To address the need to increase the number of Michigan residents with high-quality, in-demand degrees and credentials, an online career planning tool, Pathfinder, was created in 2018. Pathfinder addresses the need to increase the number of Michigan residents with high-quality, in-demand degrees and credentials. The tool provides information to students, their parents, and guidance staff to make informed choices about educational and career options, as well as to help with creation of educational development plans. This free tool uses current labor market information, longitudinal wage data, and other institutional data and metrics, allowing improved skills-matching to career paths and jobs. Pathfinder helps users make more informed decisions about their options for successful futures, using real-time, value-added information to show return on investment on education and training opportunities.

Additional improvements to Pathfinder were implemented in 2021 and included: Customer feedback (Foresee User Customer Satisfaction Survey, Focus Groups, User Experience testing); Mobile-friendly; Concise messaging; Intuitive navigation and Data comparisons. Additional improvements are planned for 2022 that hopes to provide MiTC program data and outcomes, connection of Registered Apprenticeship programs with occupational data, and so much more!

All core programs are ~~now housed within~~ under the Michigan Department of Labor and Economic Opportunity's Office of Employment and Training (LEO-E&T). This means that all data and performance reporting functions are aligned under the LEO-E&T Director's purview. Workforce Development, Michigan Rehabilitation Services, and Bureau of Services for Blind Persons have engaged a technical assistance provider through an Office of Disability Employment Policy (ODEP) grant to assist in identifying areas where data can be shared across data systems to enhance performance reporting ~~as well as~~ and services to customers.

Currently, Title I and Title III program data is housed in the One-Stop Management Information System. Title II is housed under the Michigan Adult Education Reporting System, and the system is linked to the OSMIS system to display co-enrollment information across WIOA titles. Title IV utilizes an electronic case management system that use commercially developed proprietary software and system development services which allow VR counselors to track and manage their customer caseloads. Continuous improvement efforts are being made for data collection and management across core programs, but due to confidentiality provisions and the complexity of merging data systems, and the requirements for transparent data across all core programs for a coordinated implementation, separate systems are being utilized. Independent data sharing among core partners will be utilized to support coordinated implementation of the s~~S~~tate strategies.

The Michigan Department of Labor and Economic Development, Workforce Development has data management agreements with Unemployment Insurance and the Michigan Department of Health and Human Services. Data collection and management across core programs are within federal guidance under the WIOA Act and federal regulations.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

The Michigan Rehabilitation Services and BSBP use electronic case management systems that are commercially developed proprietary software and system development services which allow VR counselors to track and manage their customer caseloads. These companies provide software enhancement services determined by federal regulations.

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

Data-collection and reporting processes used for all programs and activities, including those present in one-stop centers.[10]

~~[10] For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.~~

Integration of services is ensured through the use of the One–Stop Management Information System (OSMIS). The OSMIS 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 OSMIS 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 OSMIS 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 OSMIS tracks all services provided to a participant regardless of the provider or the provider's location. It is a flexible system that allows for the adding of modules or features as needed ~~with relative ease~~. Enhancements to the components of the OSMIS are implemented on a continuous basis to include the U.S. Department of Labor's Employment and Training Administration reporting modifications and to simplify data entry and tracking for all programs.

The Michigan Adult Education Reporting System (MAERS) is the State of Michigan's participant data tracking system for state and federally funded adult education programs. MAERS is used to fulfill the performance reporting requirements of the Workforce Innovation and Opportunity Act and State School Aid, Section 107. The adult education participant data collected in MAERS is reported to the Office of Career, Technical, and Adult Education ~~(OCTAE)~~ annually, as specified in the National Reporting System ~~(NRS)~~ Implementation Guidelines. All federal and state funded adult education programs are required to enter data into MAERS for all participants served in the program. Collection of participant data is critical in order to determine program effectiveness, participant outcomes, and return on investment of adult education funds.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP use their respective case management system to collect and report on all federally required data elements, including:

- Case Service Report (RSA 911): Contains information about case closures during a given quarter, such as: types of employment outcomes achieved, employee earnings and hours worked, and demographic information.
- Annual Vocational Rehabilitation Program/~~Cost~~ Financial Report (RSA-~~2~~17): Summarizes all VR Program expenditures in each federal fiscal year. ~~and includes information on numbers of individuals served~~.
- Annual Supported Employment (SE) Financial Report (RSA-425): Summarizes SE Program expenditures in each federal fiscal year.
- Annual Report on Appeals Process (RSA-722): Collects information on appeals activities from VR customers with disputes about decisions that have been made about their cases.
- RSA 15, Vending Program Reporting Form.

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, PROVIDE THE STATE'S GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM

The State's policies take all Workforce Innovation and Opportunity Act (WIOA) principles into account to ensure interpretation of federal and state workforce laws are followed and alignment of workforce programs ensure State strategies implementation.

Wagner–Peyser funded services are fully integrated and collocated within all Michigan Works! One-Stop centers.

The Michigan Works! Agencies (MWAs):

- Provide local operation and oversight of the Pure Michigan Talent Connect for participant selection of training programs.

- Deliver to the public all levels of labor exchange services.
- Provide special re–employment services to Unemployment Insurance claimants.
- 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.
- 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 MWAs 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.
- 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 are integral, co-located partners in the Michigan Works! Service Centers.
- Assure that services to migrant and seasonal farm workers are equal to those provided to non-migrant and seasonal farm workers. Migrant and Seasonal Farm Worker outreach staff are located in the Michigan Works! Service Centers.
- In accordance with Section 8(b) of the Wagner–Peyser Act, as amended, the MWAs promote employment opportunities for persons with disabilities and provide job counseling and placement of persons with disabilities.
- ~~The Department of Labor and Economic Opportunity will cooperate and~~ P~~p~~artner with the state Vocational Rehabilitation Agency to provide services to persons with disabilities and hard-to-serve populations.

The Department of Labor and Economic Opportunity's official policy manuals and policy issuances are developed at the state level, and then distributed to the MWAs and any partnering programs for review and comment as applicable. Following the review and comment period, and any changes made as a result of the review, official manuals or policy guidance are then distributed to the MWAs for implementation. Policy manuals are intended for use in conjunction with federal and state laws and regulations, and policy issuances provide procedural guidance to assure consistency. The MWA staff utilize these policy tools as a guide to provide clarity, information, and resources, which can enhance and improve service delivery and performance at the local level.

The Department of Labor and Economic Opportunity has distributed policy manuals for the following programs:

- Workforce Innovation and Opportunity Act (WIOA),

- Wagner-Peyser Employment Services,
- Trade Adjustment Assistance Act,
- Partnership.Accountability.Training.Hope.,
- Food Assistance Employment and Training (FAE&T) and FAE&T Plus
- Business Resource Networks, and
- Michigan Training Connect.

The above-referenced manuals provide programmatic guidance to the MWAs and local partners.

The Department of Labor and Economic Opportunity distributes policy issuances for guidance for specific subjects such as funding allocations, regional and local plan guidance, subjects covering more than one specific program, and funding for special initiatives or projects.

Examples of Policy Issuances related to WIOA requirements include, but are not limited to:

- Criteria for Michigan Works! Service Center Certification,
- Workforce Development Board Membership Recertifications,
- Michigan Works! System Plan Instructions for annual documentation and execution for programs funded by the Department of Labor and Economic Opportunity,
- Subsequent and New Discretionary Designation of Local Workforce Development Areas Under WIOA,
- Four-Year Regional and Local Plan Guidance,
- Instructions for Executing Infrastructure Funding Agreements (IFAs) ~~under WIOA~~,
- Instructions for Executing Memorandums of Understanding (MOUs) ~~under WIOA~~, and
- Career Education and Advisory Councils (CEACs).

Examples of policies that support state strategy implementation include, but are not limited to:

- Young Professionals Initiative for increased focus on work experience for youth for under-represented young adults ages 14-24,
- Jobs for Michigan Graduates, a state-based affiliate of the national Jobs for America's Graduates (JAG) program that equips vulnerable youth and young adults with skills to overcome barriers and succeed in education, employment, and as citizens.
- Reemployment Services and Eligibility Assessment (RESEA) Program funding,

- Statewide Activities set-aside funding to support multiple projects, such as Integrated Education and Training, Capacity Building and Professional Development for our local Michigan Works! Agencies, and funding for High Concentrations of WIOA Eligible Youth,
- ~~Funding and Requirements for State Apprenticeship Success Coordinators,~~
- ~~Funding and Requirements for Refugee and Immigrant Navigators,~~
- Going PRO Talent Fund Program Administration and funding, and
- Career Exploration and Experience events, including Talent Tours.

Policy Issuances for all programs related to federal requirements include, but are not limited to:

- Non-discrimination and Equal Opportunity Requirements,
- Grievance and Complaint Process,
- Federal Hatch Act Concerning Political Activities,
- Nepotism Guidelines and Conflicts of Interest,
- Property Management,
- Fiscal Reporting Instructions,
- Confidentiality Requirements for Receipt and Utilization of Wage Record Data, and
- Procurement.

All policies are accessible on the Department of Labor and Economic Opportunity's website.

In addition to policy manuals and policy issuances, the Department of Labor and Economic Opportunity also issues Electronic Program Management Information Guides (E-PMIGs) to assist MWAs and partnering programs with entering participant information into our management information systems. These management information guides are accessible once a user logs in to enter data on the system.

The State's guidelines and the purpose of policies is to provide policy guidance and interpretation of federal and state workforce laws for contributions to a One-Stop delivery system. Procedural guidance is also provided to assure consistency. In alignment with the WIOA, Michigan requires local boards, with the agreement of the Chief Elected Official, to develop and execute MOUs with One-Stop partners concerning the operation of the One-Stop delivery system in the local service delivery area. In accordance with the WIOA at Section 121(c) and the WIOA Final Regulations at 678.500, the MOUs must also include an IFA, which details how infrastructure costs for the One-Stop delivery system will be funded in the local area. The IFAs must adhere to the provisions outlined by the WIOA at Section 121(h) and the WIOA Final Regulations at 678.700 thru 678.755.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP ~~will~~ continue to update policies to comply with the WIOA based on guidance issued by the Rehabilitation Services Administration and other sources. VR, in collaboration with core partners, will align policies to maximize cooperative effort and service delivery. VR has executed MOUs which include IFAs with all Local Workforce Development Boards in Michigan. These MOUs outline roles and responsibilities and result in the delivery of a more seamless and comprehensive array of workforce services.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

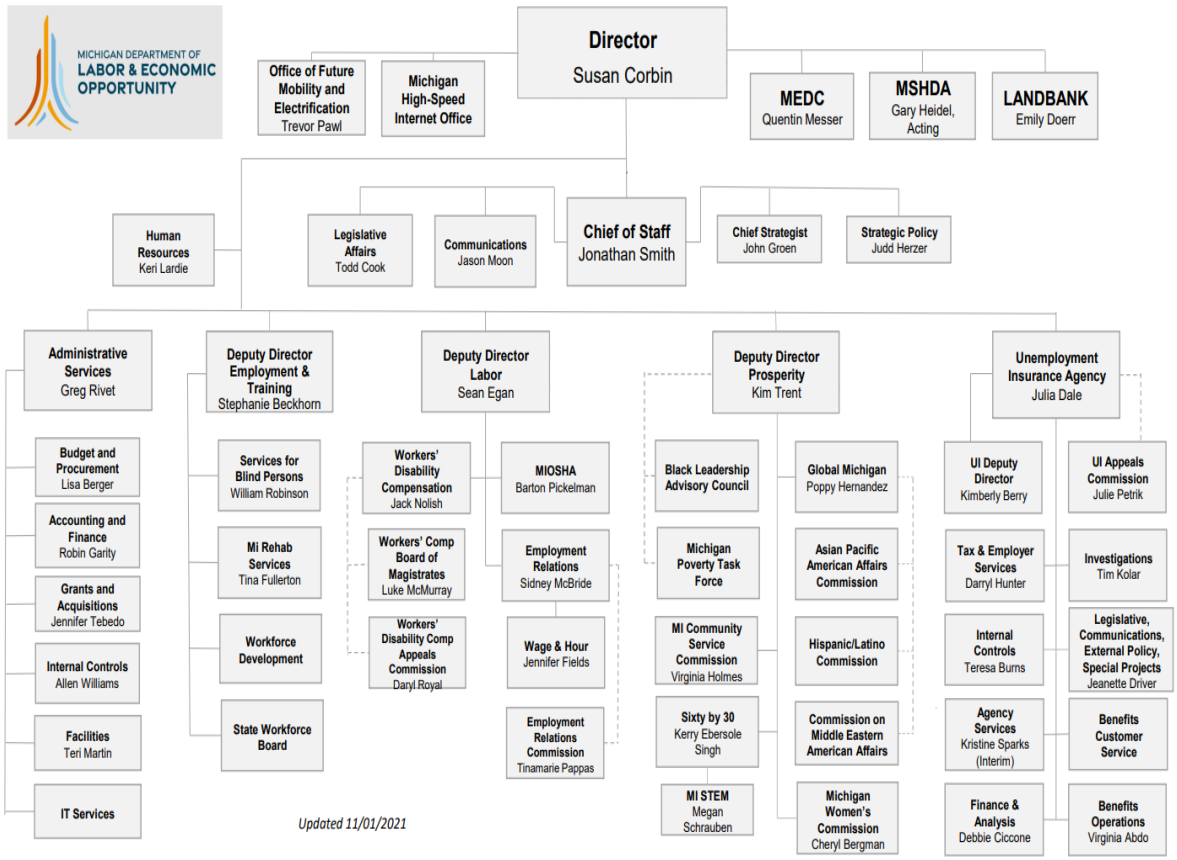
A. STATE AGENCY ORGANIZATION

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.

By putting all job creation and economic development efforts under one ~~new~~ department, it has allow~~s~~ed Michigan to leverage its ability to build talent that possesses in-demand skills while helping our state's businesses grow. Under this ~~newly developed~~ structure, the newly developed three pillars of economic success — ~~talent development~~ growing the middle class~~, community development~~ building strong communities, and ~~business development~~ supporting small business — are all part of one organization sharing the same vision, mission, and goals.

The Michigan Department of Labor and Economic Opportunity (LEO) ensures that the state can efficiently and effectively develop, administer, and coordinate Michigan's talent, initiatives, and programs.

The following organizational chart portrays our ~~newly developed~~ organizational structure:



LEO is responsible for all programs within the executive branch of government related to talent services and programs, including job preparedness, employment assistance, career-based education, skilled trades training, incumbent and on-the job worker training, Science, Technology, Engineering, and Math training programs, job placement for individuals with barriers to employment, and programs targeted at the structurally unemployed.

LEO 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: MRS and BSBP within LEO, the Michigan Veterans Affairs Agency within the Department of Military and Veterans Affairs, the Michigan Department of Health and Human Services, the Department of Licensing and Regulatory Affairs, and the Offender Success Program that is administered by the Michigan Department of Corrections.

Coordinating functions include, but are not limited to, ~~u~~Unified ~~and/or combined~~ S~~s~~tate ~~p~~Plans, the development of performance metrics, identification of in-demand jobs at the state level, identification of industry-recognized credentials, post-secondary education obtainment, coordination of talent services and program funding opportunities on a state and regional basis, and employer outreach. Coordination builds a better Michigan by closing the

skills gap, increasing opportunities and access to education and skills for better jobs, and making our state more competitive for inclusive economic growth.

~~This realignment of our~~ LEO's organizational structure creates the ability to deliver customer service, talent development, and economic programs in a more comprehensive and cohesive way. Strategies for spurring economic development and securing meaningful and rewarding employment for Michigan residents are interdependent. 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.

B. STATE BOARD

Provide a description of the State Board, including—

Under Executive Order 2020-107, ~~T~~the Governor's Michigan Workforce Development Board is housed under the Department of Labor and Economic and Opportunity and is responsible for the development and continuous improvement of the workforce development system in Michigan. The Michigan Workforce Development ~~State~~ Board is the principal private-sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals. The State Board is Michigan's federally required workforce investment board. Its representation is consistent with the provisions of the Workforce Innovation and Opportunity Act (WIOA) and regulations issued pursuant to the Act. The composition of the State Board provides better support for true engagement of employers and education providers with the state's workforce development system. The composition also provides an enhanced opportunity for the creation of innovative solutions to the challenges employers in key sectors are facing. The United States Department of Labor has approved the composition of Michigan's workforce development board as described under Executive Order 2020-107 ~~true engagement of employers and education providers with the state's workforce development system. The composition also provides an enhanced opportunity for the creation of innovative solutions to the challenges employers in key sectors are facing~~.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board plays a vital role in bringing citizen involvement, engagement, and oversight to the state's talent enhancement effort. 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.

Greater representation of employers and education providers on the state workforce development board ~~will~~ has resulted in programming that more innovatively addresses the state's talent development needs. The purpose of the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board is to convene state, regional, and local workforce system partners to:

- Enhance the opportunity for Michigan workers to acquire the skills and credentials they need to secure and advance in jobs with family-sustaining wages. ~~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 and prosperity for~~

~~all Michigan citizens~~. Achieving this requires the alignment of these efforts to support a comprehensive, accessible, and high-quality workforce development system.

- Engage the workforce system representatives, including employers, education providers, economic development, labor representatives, and other stakeholders to help the workforce development system achieve the purpose of the WIOA.
- Ensure Michigan's job providers have access to the skilled workers they need to succeed in a global economy by strengthening the quality and labor market relevance of its workforce through investment, education, and economic development efforts.
- Assist to achieve the state's strategic and operational vision and goals.

I. MEMBERSHIP ROSTER

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

The Workforce Innovation and Opportunity Act (WIOA) requires each state to establish a state workforce investment board to oversee workforce development activities. The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board is charged with advising and assisting the Governor regarding compliance with the WIOA and the State's overall workforce system efforts. The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board has representation consistent with the provisions of the WIOA Section 101.

Membership of the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board will consist of the following members, *at a minimum*:

1. The Governor, or the governor's designee.
2. One ~~A~~ member of ~~representing~~ the Michigan Senate, appointed by the governor from a list of three candidates submitted by the ~~Senate~~ Majority Leader.
3. One ~~A~~ member of the Michigan House of Representatives, appointed by the governor from a list of three candidates submitted by the Speaker ~~of the House~~.
4. The director of the state's workforce development department~~/agency,~~ or the~~ir~~ director's designee from within that department.
5. A director of a Michigan ~~member representing~~ high school career and technical education ~~directors~~ program, including high school instructional programs that teach students skills in a specific career clusters and prepare students, so they have the necessary academic, technical, and work behavior skills to enter, compete, and advance in education and in their careers.
6. One chief elected official of a city or county in this state, or the chief elected official's designee.
7. One ~~The~~ president of a ~~local~~ community college district organized under the Community College Act of 1966, PA 331, as amended, MCL 389.1 to 389.195. ~~located within the state~~.

8. One ~~The~~ president of an institution of higher education described in or established pursuant to section 5 or 6 of article 8 of the Michigan Constitution of 1963 public university located within the state.

9. A member representing business who is also a member of the Michigan Economic Development Corporation Board appointed by the Governor.

10. Five other ~~A~~ small business owners appointed by the Governor.

11. A member representing manufacturing business enterprises appointed by the Governor.

12. A member representing a mobility business enterprises appointed by the Governor.

13. A member representing a minority-owned business enterprises appointed by the Governor.

14. A member representing a female-owned business enterprises appointed by the Governor.

15. A member representing ~~a~~ business enterprises employing veterans, returning citizens, or persons with disabilities, appointed by the Governor.

16. Three (3) at-large business owners appointed by the Governor.

17. An ~~member appointed by the Governor who is an~~ apprenticeship coordinator of a joint labor management apprenticeship program.

18. Three (3) residents of this state ~~members~~ representing the workforce and general labor in Michigan appointed by the Governor.

19. One non-voting member of the Michigan House of Representatives, appointed by the governor from a list of three candidates submitted by the house minority leader.

20. One non-voting member of the Michigan Senate, appointed by the governor from a list of three candidates submitted by the senate minority leader.

~~21. A local workforce development board administrator appointed by the Governor.~~

22. Any additional members designated and appointed by the Governor (as applicable).

Note: The members appointed in ~~8~~ 10 thru ~~19~~ 21 will be geographically diverse.

The membership of the State Workforce Board will consist of the following members, *at a minimum*:

1. Governor Gretchen Whitmer

State of Michigan

(Governor)

2. Representative Sarah Anthony, State Representative (*Ex Officio*)

(D or Representing-City of Lansing and Lansing Township)

Michigan House of Representatives, 68th District

3~~2~~. ~~Jeff Donofrio~~ Susan Corbin, Director

Department of Labor and Economic Opportunity

(Director of the state's workforce development department/agency)

4~~3~~. Representative Ben Frederick, State Representative

(R -Shiawassee & Saginaw Counties)

Michigan House of Representatives, 85th District

(Michigan House)

5. Steve Claywell, President

Michigan Building and Construction Trades Council

(Workforce and general labor)

6. Awenate Cobbina, ~~Vice President of Business Affairs~~ CEO

~~Palace Sports and Entertainment~~ Bedrock Group and the Chair of the MEDC Executive Committee

(Business and MEDC)

7~~4~~. Senator Kevin Daley, State Senator

(R -Bay, Lapeer & Tuscola Counties)

Michigan State Senate, 31st District

(State Senator)

8~~7~~. Robert Davies, President

Central Michigan University

(President of an institution of higher education)

9. Jeff Donofrio, Vice Chair, President/CEO

Business Leaders of Michigan

(*Business*)

10~~8~~. Mike Duggan, Mayor

City of Detroit

(Chief elected official of a city or county)

11~~9~~. Jennifer A. Geno, Executive Director

Career and Technical Education for Saginaw Intermediate School District

(Director of a Michigan high school career and technical education program)

12~~10~~. Lee Graham, Executive Director

Operating Engineers 324's Labor Management Education Committee

(Apprenticeship coordinator of a joint labor-management apprenticeship program)

13~~11~~. Peter T. Hungerford, Chief Operating Officer

ADAC Automotive

(Manufacturing business enterprises)

14~~12~~. Russ Kavalhuna, President

Henry Ford College

(President of a community college district)

15~~13~~. Martha Zehnder Kaczynski, Vice President Frankenmuth Bavarian Inn Corp., Bavarian Inn Lodge, and the Frankenmuth Cheese Haus

(Business)

16. Leigh A. Kegerreis, Administrative Assistant to the President of the UAW

(Workforce and general labor in Michigan)

~~**14. Birgit M. Klohs**, President and CEO~~

~~The Right Place, Inc.~~

~~*(Business)*~~

17. Shana Lewis, Vice President of Talent Acquisition and Workforce Programs

Trinity Health

(*Business*)

18~~15~~. Rachel E. Lutz, Owner

Peacock Room Boutique, Yama, and Frida clothing stores

(Small business owner)

19. Senator Mallory McMorrow, State Senator (*Ex Officio*)

(D or Representing-Oakland county, including cities of Berkley, Birmingham, Bloomfield Hills, Clawson, Rochester, Rochester Hills, Royal Oak, and Troy)

Michigan State Senate, 13th District

(State Senator)

20~~16~~. Dave Meador, Vice Chairman and Chief Administrative Officer

DTE Energy

(Business enterprises employing veterans, returning citizens, or persons with disabilities)

21~~17~~. Cindy Pasky, Chair, President/CEO

Strategic Staffing Solutions

(Female-owned business enterprises)

~~**18. Patti Poppe**, President and CEO~~

~~CMS Energy and Consumers Energy~~

~~*(Business)*~~

~~**19. Tony Retaskie**, Executive Director~~

~~Upper Peninsula Construction Council~~

~~*(Workforce and general labor)*~~

22~~20~~. Jessica L. Robinson, Co-founder of the

Detroit Mobility Lab and Michigan Mobility Institute and the co-founder and partner of Assembly Ventures

(Mobility business enterprises)

23~~21~~. Ari Weinzweig, Co-founder, and CEO Zingerman's Community of Businesses

(Business)

24~~22~~. Matthew J. Wesaw, Tribal Council Chairman

Pokagon Band of Potawatomi Indians and the Chairman and CEO of the Pokagon Gaming Authority Board

(Business)

25~~23~~. George Wilkinson, President

NorthGate and Pastor at Word of Life Christian Church

(Minority-owned business enterprises)

26. Vacancy (1 member retired) - Governor's Office Appointment forthcoming

(Workforce and General Labor)

Note: The members of the Board appointed represent diverse geographic areas of this state, as required by Section 101(b)(2), including urban, rural, and suburban areas.

The ~~Governor's~~ Michigan Workforce Development ~~State~~ Board Membership Roster is included as **Appendix III** of this Plan, located under the Common Elements portion of the plan, Other Appendices section.

In accordance with regional diversity requirements for state workforce development boards under Section 101(b)(2) of the WIOA, the Governor consults with representatives of each of

Michigan's ten Planning Regions as a part of the process of making appointments to the Board.

The By-Laws, adopted by the ~~new~~ ~~Governor's~~ Michigan Workforce Development ~~State~~ Board, provides the membership requirements; duties and operations; quorum, voting and attendance requirements; and conflict of interest requirements under the WIOA.

II. BOARD ACTIVITIES

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

The Governor's Michigan Workforce Development ~~State~~ Board is an advisory board and will work with the Michigan Department of Labor and Economic Opportunity to meet the following regulatory responsibilities as prescribed by federal statute and regulation:

- The development, implementation, and modification of Michigan's four-year Unified State Plan pursuant to the WIOA, 29 USC 3112~~for workforce development efforts, 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 of a unified vision for workforce development driven by the Governor with coordination and input from employers and other key workforce system stakeholders from across the state to meet talent needs.~~
- ~~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.~~
- ~~Increased collaboration between education provides and the workforce system, including more job seekers obtaining post-secondary credentials of value to employers.~~
- ~~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 Workforce Development State Board will play in the ongoing process of continuous improvement of local boards, One-Stop operators, One-Stop partners, and providers that support effective service delivery to workers, job seekers and employers through the engagement of state and local leaders.~~
- The development of allocation formulas for the distribution of money for employment and training activities for adults, and for youth workforce investment activities, to local areas as permitted under Sections 128(b)(3) and 133(b)(3) of the WIOA, 29 USC 3163(b)(3) and 29 USC 3173(b)(3).
- The development of strategies to ensure engagement of stakeholders from the state's vocational rehabilitation program and activities under the Rehabilitation Act of 1973, as amended by Title IV of WIOA.

- The development of strategies for aligning technology and data systems across One-Stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures, including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation, to improve coordination of services across One-Stop partner programs.

- The development and updating of comprehensive state performance accountability measures ~~to assess the effectiveness of core programs~~ for this state, including state-adjusted levels of performance, to assess the effectiveness of the core programs in Michigan, as required under Section 116(b) of the WIOA, 29 USC 3141(b).

- ~~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 economic opportunities and prosperity for all citizens.~~

- The development and continuous improvement of the workforce development system in Michigan, including all of the following:
    - The identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system.
    - The development of strategies to support the use of career pathways for the purpose of providing individuals, including low-skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment.
    - The development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system.
    - The development and expansion of strategies for meeting the needs of employers, workers, and job seekers, particularly through industry or sector partnerships related to in-demand industry sectors and occupations.
    - The identification of regions, including planning regions, for the purposes of Section 106(a) of the WIOA, 29 USC 3121(a), and the designation of local areas under Section 106 of the WIOA, 29 US 3121, after consultation with local boards and chief elected officials.
    - The development and continuous improvement of the One-Stop delivery system in local areas, including providing assistance to local boards, One-Stop operators, One-Stop partners, and providers with planning and

delivering services, including training services and supportive services, to support effective delivery of services to workers, job seekers, and employers.

  - The development of strategies to support staff training and awareness across programs supported under the workforce development system.

- The identification and dissemination of information of best practices, including best practices for all of the following:
  - The effective operation of One-Stop centers, relating to the use of business outreach, partnerships, and service delivery strategies, including strategies for serving individuals with barriers to employment.
  - The development of effective local boards, which may include information on factors that contribute to enabling local boards to exceed negotiated local levels of performance, sustain fiscal integrity, and achieve other measures of effectiveness.
  - Effective training programs that respond to real-time labor market analysis that effectively use direct assessment and prior learning assessment to measure an individual's prior knowledge, skills, competencies, and experiences, and that evaluate the skills and competencies for adaptability to support efficient placement into employment or career pathways.

- The development and review of statewide policies affecting the coordinated provision of services through this state's One-Stop delivery system described in Section 121(e) of the WIOA, 29 USC 3151(e), including the development of all of the following:
  - Objective criteria and procedures for use by local boards in assessing the effectiveness and continuous improvement of One-Stop centers described in 121(g) of the WIOA, 29 USC 3151(g);
  - Guidance for the allocation of One-Stop center infrastructure funds under Section 121(h) of the WIOA, 29 USC 3151(h).
  - Policies relating to the appropriate roles and contributions of entities carrying out One-Stop partner programs within the One-Stop delivery system, including approaches to facilitating equitable and efficient cost allocation in the system.

- The development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the One-Stop delivery system, including the improvements to do all of the following:
  - Enhance digital literacy skills as defined in Section 202 of the Museum and Library Service Act, Public Law 94-462, as amended, 20 USC 9101.
  - Accelerate the acquisition of skills and recognized post-secondary credentials by participants.

- Strengthen the professional development of providers and workforce professionals.
- Ensure technology is accessible to individuals with disabilities and individuals residing in remote areas.

- The r~~R~~eviewing of statewide policies, statewide programs, and of recommendations on actions that should be taken by this state to align workforce development programs in Michigan in a manner that supports a comprehensive and streamlined workforce development system in Michigan, including the review and provision of comments on the state plans, if any, for programs and activities of One-Stop partners that are not core programs. ~~and programs and providing recommendations on actions taken by the State to align workforce development programs.~~
- The development of other policies to promote statewide objectives for, and enhance the performance of, the workforce development system in the state.
- The ~~Continued~~ development of the ~~a~~ statewide workforce labor market information system described in Section 15(e) of the Wagner-Peyser Act, Public Law 73-30, as amended, 29 USC 49l–2(e).
- Reviewing Michigan's Annual Report described in paragraphs (1) and (2) of Section 116(d) of the WIOA, 29 USC 3141(d).for the U.S. Department of Labor.

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

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.

The State of Michigan recognizes that performance data alone is not a true measure of a program's effectiveness. The State conducts evaluations and assessments on activities under the Workforce Innovation and Opportunity Act (WIOA) core programs. As part of Michigan's continued efforts toward assessment and evaluation of programs, State staff work closely with the Bureau of Labor Market Information and Strategic Initiatives, Workforce Longitudinal Data System partners, multiple state agencies, such as the Department of State, Department of Education, Vocational Rehabilitation partners, in addition to our core program partners.

The Department of Labor and Economic Opportunity (LEO) strives to ensure we are doing everything we can to assist job seekers in our great state. That means providing the best programs to help our customers find sustained employment by targeting our dollars in the most effective ways possible. One great example is the partnership between LEO and the Bureau of Labor Market Information and Strategic Initiatives to conduct an evaluation of workforce training for the Adult and Dislocated Worker programs, representing two of our

largest customer groups that have been pillars of workforce development, and both programs provide job seekers with resources to reintegrate into employment.

The primary findings of the evaluation were threefold, and results of the evaluation clearly showed that: Training programs work; Training is cost-effective; and Training needs to serve everyone. The evaluation showed that these training programs are successful at placing trainees into jobs and at helping them earn higher wages, and also confirmed that the programs are cost-effective. Just as important, the evaluation demonstrated that training programs are not accessed equally by all populations, providing us with key information to help us improve how we serve all job seekers, especially those with barriers to employment. As we look ahead, this evaluation represents another step toward leveraging evidence to inform policy decisions that enhance the lives of our residents.

Michigan's Data Validation (DV) process and programmatic reviews cover both the accuracy of aggregate reports submitted to the U.S. Department of Labor (USDOL) on program activity and performance outcomes and the accuracy of individual data elements. Michigan conducts participant file review in compliance with the requirement to regularly monitor subrecipients of funding in accordance with 2 CFR 200.331(d). Michigan monitors the activities of the subrecipient as necessary to ensure that the sub award is used for authorized purposes, in compliance with federal statutes, regulations, and the terms and conditions of the sub award; and that subaward performance goals are achieved. Source documentation is reviewed at this time to verify participants' eligibility, service receipt, case management, and outcomes. Failure to produce acceptable source documentation results in a finding. Corrective action and/or technical assistance are required as a result of review findings.

In addition to guidance and expectations provided by USDOL for the Workforce Innovation and Opportunity Act (WIOA) for DV, the State has issued local policy issuance guidance for DV for Title I Adult, Dislocated Worker, Youth, and Title III Wagner-Peyser Employment Services. Data Validation (DV) is a series of internal controls and quality assurance techniques established to verify the accuracy, validity, and reliability of data. The establishment of a shared DV framework that requires a consistent approach across programs ensures that all program data consistently and accurately reflects the performance of each grant recipient. DV procedures aim to:

- Verify that program and performance data reported by Michigan Works! Agencies (MWAs) are valid, accurate, reliable, and comparable across programs.
- Identify anomalies in data and resolve issues that may cause inaccurate reporting.
- Outline source documentation required for common data elements.
- Improve program performance accountability.

DV file review will be conducted concurrently with Comprehensive Programmatic Reviews on a biennial basis by Workforce Development (WD), at a minimum. File review may take place either virtually or on-site. Participant records must reflect accurate recording of data in accordance with definitions and allowable source documentation listed in the most recent Data Validation guidance provided by the USDOL for all elements selected.

At the conclusion of the State's DV process, cumulative error rates for each element, by program, will be calculated based on all the participant records reviewed. WD will also calculate the error rate for each element, by program, for each of the MWAs. Results will be provided along with a summary of observations no later than 30 days after the conclusion of the DV process.

Michigan has implemented several tools and reports in the One-Stop Management Information System (OSMIS) that are used by State and MWA staff to validate the data submitted in the Workforce Integrated Performance System (WIPS):

- PIRL Admin Utility: The PIRL Admin Utility allows State and MWA staff to view records that did not pass edit checks. The participants and the exact edit check rule that was broken is displayed. Links within the utility lead directly to the errored record. The record can be researched and, where applicable, updated before the PIRL file is submitted in the WIPS. This facilitates more accurate data and identifies possible updates necessary to the OSMIS system.

- Participant Reports: The participant reports allow OSMIS users to run on-demand, real time reports for the individuals served in the Adult, Dislocated Worker, Youth, and Wagner-Peyser programs. For each of these programs, reports are available for active individuals, registrations, participations, activities, exiters, and performance. The flexibility in the filtering/criteria allows users to customize the criteria for each report. The State and MWAs use these reports to find participant lists, answer questions and better serve customers.

- Performance Summary: The performance summary is a robust tool that provides a summary of an individual's Common Measures participation. Links within this tool take OSMIS users directly to the registrations, activities, and the Measurable Skills Gain (MSG) information that is included in the Common Measures participation. This summary helps OSMIS users identify which activities may be holding a common measures participation open and what other case manager(s) are serving this customer so together they can assist the participant in reaching their goals.

- OSMIS User Dashboard: The OSMIS User Dashboard acts as a launch pad for users to complete their daily tasks. The User Dashboard features enhanced case management capability, quick navigation to OSMIS screens, an intuitive task function and access to on-demand data, all customized to the user's login. The OSMIS User Dashboard notifies case managers when case notes and post-exit outcomes are due. This helps ensure timely follow-up on key performance data input.

- Data Validation (DV) Tools: The OSMIS has been enhanced to include tools and resources for the purposes of DV of program data submitted to the U.S. Department of Labor. A Random Sample tool has been added to the Participant Reports to allow State and MWA staff produce a random selection of customers for DV purposes. Once a random sample has been run, the OSMIS produces DV Worksheets for each of the customers in the sample. The DV Worksheets provide individual customer data validation information that includes applicable program elements, definitions, source documentation requirements, and OSMIS values for all applicable quarters. Data Validation Worksheets can also be accessed through the individual customer

records in OSMIS, allowing case managers to review and validate their case records at any time.

- Quarterly Report Analysis (QRA): This report uses USDOL specifications for the QRA program and mirrors the QRA report disseminated quarterly by ETA. The numerator and denominator for each element contain hyperlinks that load customer information when clicked. This information will allow analysis of customers to determine the appropriate course of action needed to rectify anomalies and improve performance percentages. A "negative" version of the QRA report is also available to see the count and customer listing of records that did not pass the measure. These reports will display quarterly data and can be run to display individual MWA or statewide data.

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. These reports are also updated daily and available on-demand in the OSMIS. "negative" performance reports are available as well to help local areas focus in on customers that may need additional interventions or follow-up.

~~In addition, 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. The Michigan Workforce System Dashboard includes information on our employment environment and other key initiatives related to our workforce investment system.~~

The Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) will ensure that the Adult Education and Family Literacy Act 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 percentages served with barriers to employment, including low-level learners, English language learners, and those that are not in the labor force or are in a correctional facility.

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.

LEO 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.

LEO 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 those at the lowest literacy levels.

Performance accountability measures provide effectiveness across all core program areas. Quarterly performance reviews, sent via email to all local areas for the most recent quarter's expenditure and performance reporting, provide oversight. WD finds this consistent communication extremely valuable and effective to provide a proactive approach to potential performance issues with each local area. Michigan has consistently met or exceeded performance measures.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP review performance quarterly based on federal performance indicators. A Comprehensive Statewide Needs Assessment is completed every three years, which includes a survey of key stakeholders, to provide ongoing information and data points about service delivery.

VR ~~is~~ continuesing to collect data to establish baselines necessary to negotiate performance goals with the RSA.

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 Workforce Innovation and Opportunity Act regional and local planning guidance to the One-Stop delivery 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 assessments 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.

The following key strategies have been developed in response to internal informal assessments of effectiveness:

- Collaboration within LEO-WD, involving partners from WIOA Titles I through IV, and partners within/beyond state government to build coalitions to effectively drive strategic focus areas. An example of this is the Michigan Industry Cluster Approach. The primary strategy of LEO-WD focuses on aligning all efforts around priority industry clusters for a demand-driven workforce system. Through extensive labor market research, LEO-WD focuses on key industry clusters: Agriculture, Construction, Energy, Healthcare, Hospitality/Outdoor Recreation, Information Technology, ~~and~~ Manufacturing, and Mobility. LEO-WD has identified a team of specialists within these industry clusters to drive workforce development efforts toward meeting the skill needs within these clusters. These specialists collaborate with the aforementioned partners for an inclusive, comprehensive approach to meeting employer and job seeker needs.

- Commitment to inclusion for individuals with barrier to employment. LEO-WD is actively involved in ETA's Office of Disability Employment Policy's Employment First State Leadership Mentoring Program in support of developing a framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life. LEO-WD staff also co-lead an Employment First workgroup focused on business engagement. ~~The objectives of this group are:~~

    - ~~To establish a common space for business community resources to highlight additional available assistance and streamline the process for the business community to find the resources they want and need to better recruit, employ, and retain individuals with disabilities;~~

    - ~~To maximize collaboration of Michigan Works! and MRS Business Service teams to effectively educate employers about the advantages of hiring from this underutilized, often underestimated talent pool; and~~

    - ~~To utilize collaborative relationships with businesses to strengthen the opportunity for competitive integrated employment outcomes that benefit both people with disabilities and the employer, and ultimately the community as a whole.~~

- Emphasized value of regional and local areas leveraging state resources that created better jobs and training, along with career pathways. Section 106(c)(1) (a) through (h) of the Workforce Innovation and Opportunity Act (WIOA) requires local boards and chief elected officials (CEOs) in each planning region to engage in a regional planning process that results in the preparation and submission of a single Regional Plan. Regional Plans must incorporate the Local Plans for each of the local areas within the planning region consistent with the requirements of the WIOA Final Regulations at Section 679.540(a).

The process undertaken to produce the local areas' regional plans identified leveraging State resources in the following ways, but is not limited to:

- The knowledge and skills necessary to meet the employment needs of the employers in the region, including employment needs of in-demand industry sectors and occupations.
- An analysis of the current workforce in the region, including employment and unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment.
- An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must include the strengths and weaknesses of workforce development activities in the region and the region's capacity to provide the workforce development activities necessary to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers in the region.
- Existing service delivery strategies that will be expanded, streamlined, or eliminated.
- New service strategies necessary to address regional education and training needs.
- Strategies to address geographic advantages.
- Approaches to improve services to individuals with disabilities, veterans, youth, or other hard-to-serve populations.
- Strategies to connect the unemployed with work-based learning opportunities.
- Strategies to integrate existing regional planning efforts among core partners.
- Current economic development organizations engaged in regional planning.
- Education and training providers involved with economic development.
- Current businesses involved with economic development organizations.
- Targeted businesses from emerging sectors/industries.
- Workforce development operations ~~have been~~ are combined with Vocational Rehabilitation (VR) programs to reduce bureaucracy and inefficiency, along with an increased focus on assisting individuals with barriers to employment through partnerships. Partners from Workforce Development, Michigan Rehabilitative Services, and the Bureau of Services for Blind Persons are ~~now combined as~~ a sub-agency of LEO-WD called Employment & Training. Cross-training efforts have ensued to further identify opportunities for collaboration and leveraging of funding and resources. The mission of Michigan VR programs reflects business as a customer noting "developing workforce solutions for individuals with disabilities and businesses." VR programs understand that customers receive better career planning and employment support when collaborating with business for customers to better understand their needs and expectations.
- Partnerships between education and employers have been created to ensure training is not only demand-driven but leads to a recognized post-secondary credential, building a seamless One-Stop system for job seekers. Using the Michigan Industry

Cluster Approach (MICA), the LEO-WD Sector Strategies Team supports a demand-driven workforce development system that provides workforce training and services that meet the needs of targeted industry sectors and employers. The Sector Strategies Team is comprised of multiple Talent Development Liaisons (TDLs) and one Administrative Manager. Each TDL serves as a subject matter expert for a specific industry sector and provides statewide sector specific technical assistance. The TDLs serve as connectors, coordinators, and conveners to ensure employers and educators develop strong partnerships regardless of which partner, or organization, they engage with initially. The Sector Strategies Team provides a platform for Michigan employers that enables them to connect with local, regional, and state talent programs, resources, and opportunities. The Talent Development Liaisons and the Michigan Economic Development Corporation collaborate with the MWA 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 establish a relationship with employers to obtain skilled workers through Michigan's system.

- LEO is actively engaged in, and continues to work toward, aligning data systems to measure outcomes. Results have increased accountability. LEO-WD is ~~beginning~~ in the process of vetting Management of Information System vendors to increase this alignment. The State is adapting its strategies based on these assessments by utilizing data and evidence-based promotion of opportunities where data is the basis for how we make decisions.

~~Michigan is currently exceeding the performance target for all measures for Title I programs (Adult, Dislocated Worker, and Youth) for which we have negotiated rates. Employment for the 4th quarter after exit and credential attainment data will not be available until the end of March.~~

In Program Year 2020-2021 ~~2018-2019~~, there were ~~28,863~~ 20,582 adult learners that enrolled in adult education programs across the state, a ~~small~~ decrease of nearly 25 percent from the ~~2017-2018~~ pre-pandemic enrollment ~~total~~ of 28,863 ~~30,122~~. Of those that enrolled, ~~25,275~~ 16,497 received at least 12 hours of instruction and ~~about 58~~ just over 44 percent were pre- and post-tested. The post-test rate for all participants with 12 or more hours was ~~just over 66~~ 54 percent.

Michigan ~~outperformed its~~ did not meet the Title II Measurable Skill Gain (MSG) target of ~~47 percent with over~~ 50 percent ~~of participants achieving a gain~~ and narrowly missed the Employed in 2nd Quarter After Exit target of 42 percent. Adult education providers in Michigan did meet the Credential Attainment, Median Earnings, and Employed 4th Quarter After Exit measures in 2020-2021.

Since the start of the pandemic, conducting assessment tests has been a challenge and the capacity for high school equivalency testing has been limited as testing centers experienced closures and reduced testing capacity. This has been a key contributing factor for the decreased number of measurable skills gains reported in recent years as educational functioning gains measured by pre- to post-testing and high school equivalency test attainments declined by 55 percent and 60 percent, respectively. Over the same period, the

number of high school diploma attainments increased by 25 percent. Online and virtually proctored testing has been promoted and utilized, but specifically related to virtually proctored assessments, takes time to train staff and ensure participant access to the required technology. As a state, we will continue to explore and promote options for achieving and collecting participant skill gains. ~~Under the Workforce Innovation and Opportunity Act (WIOA), there has been a significant improvement in the educational gains of Adult Basic Education (ABE) participants which has long been an area of focus in Michigan. The educational gain rate for ABE participants was almost 50 percent, and 54 percent for English language learners. The improved performance is primarily due to the additional ways a gain can be measured beyond only gains on the post-test. An additional 1,924 participants made a measurable skill gain that did not make a gain on the post-test. This was especially true for participants at the ABE Levels 3, 4 and 5. Participants in these Educational Functioning Levels (EFL) are likely to attain a high school diploma or equivalency, but do not perform well on the post-test because it is difficult to get them back in to post-test and if they do, they often do not take it seriously since they attained the credential. These three EFLs accounted for 1,904 of the 2,678 participants that achieved an MSG by attaining a high school diploma or equivalent.~~

~~As reported on the Program Year 2018-2019 Statewide Performance Report, the majority of participants served in adult education have one or more barriers to employment, and just over 4.65 percent are co-enrolled in another core program under the WIOA.~~

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

Based on Program Year (PY) 2017 and 2018 benchmarks, MRS and BSBP have established the following negotiated levels of performance for Measurable Skill Gains:

- PY 2020 – 19 percent
- PY 2021 – 20 percent

Hereafter, MRS and BSBP will monitor, assess, and develop performance strategies around performance indicators and RSA-911 quarterly reporting data. As previously stated, levels of performance for all WIOA performance indicators will be negotiated with RSA in PYs 2022/2023. The acquisition of cohort data, as it becomes available, will inform and advance program assessment/improvement.

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.

The WIOA programs are designed to strengthen and improve our state and nation's public workforce system. The WIOA presents an extraordinary opportunity to improve job and career options for our state's workers and job seekers through an integrated, job-driven public workforce system that links diverse talent to businesses through continuous

improvement supported through evaluation, accountability, identification of best practices, and data-driven decision-making.

The Department of Labor and Economic Opportunity partners with the Bureau of Labor Market Information and Strategic Initiatives (LMISI) to conduct evaluations of workforce training for Adult and Dislocated Worker programs, representing two of our largest customer groups. For example, an evaluation was published in February of 20~~20~~21. The evaluation showed that the Adult and Dislocated Worker training programs are successful at placing trainees into jobs and at helping them earn higher wages. It was also confirmed that the programs are cost effective. Just as important, the evaluation demonstrated that training programs are not accessed equally by all populations, providing us with key information to help us improve how we serve all job seekers, especially those with barriers to employment. This evaluation represents another step toward leveraging evidence to inform policy decisions that enhance the lives of our residents.

LMISI also provides annual Economic Analysis Reports. These reports are a useful general narrative on trends in the Michigan labor market and demographic trends along with a collection of recently published features on population projections, labor supply and demand, and licenses.

Beyond workforce program training, combining departmental administrative records with the resources of LMISI and the Enterprise Information Management system offer a number of evaluation possibilities. From the success of the Partnership.Accountability.Training.Hope. program to efforts to reduce recidivism in the returning citizen population, rigorous program evaluation represents an important opportunity to improve the effectiveness of programs across state government.

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 with Michigan Works! Assistance.
- Individuals served.
- Total Visits.
- Employers served.
- percentage of placements prepared for demand jobs.
- Federal performance measures (for WIOA and Temporary Assistance for Needy Families).
- Unemployment rate.

The State will continue to conduct evaluations and research projects on activities under the WIOA core programs. As part of Michigan's efforts toward continued assessment and evaluation of programs, it will also include 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.

~~Discussion for planning future evaluations are underway. Michigan will be evaluating any noticeable shifts in the *characteristics* of the customers we currently serve under the WIOA compared to customers served under the Workforce Investment Act (WIA) (Program Year 2013-2014 WIA cohort and Program Year 2017-2018 WIOA cohort information will be utilized for this evaluation).~~

For PY 2019, Michigan evaluated shifts in the characteristics of the customers currently served under the WIOA compared to customers served under the Workforce Investment Act (WIA). The PY 2013-2014 WIA cohort and PY 2017-2018 WIOA cohort information from the Adult and Dislocated Worker programs will be used for the evaluation. To better understand how Michigan is serving individuals with barriers to employment, the evaluation analyzed how many barriers to employment workforce program participants reported and how this distribution of barriers varied between WIA and WIOA. The evaluation is also reviewing the level of service they received.

The characteristics of the Michigan workforce are constantly evolving based on the Labor Market Information reports received. Besides the demographic characteristics of Michigan's workforce (employment, unemployment, and labor force participation across gender, race/ethnicity, age, and others), there are other population groups that the Act identifies as facing particularly challenging employment barriers. Under COVID there were certain populations that were disproportionately impacted. At the peak of the pandemic (April 2020), over one million jobs in Michigan were lost within a single month. The loss of employment opportunities was dramatically felt by women, people of color, individuals with less education, and those in lower-paying industries.

Michigan's Bureau of Labor Market Information and Strategic Initiatives is currently evaluating the WIOA Youth Program. The purpose of this evaluation is to compare and evaluate the use of program eligibility barriers. Barriers and characteristics identified for youth participants will be compared to those seen in the general population within a specific region. Findings from this evaluation will assist Michigan in identifying where there may be gaps as well as areas of success in service delivery.

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.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS)

MRS has a long-standing ~~contractual relationship~~ contract with Michigan State University's Office of Rehabilitation Counseling, which administers Project Excellence. The goal of this project is to support existing and new program evaluation and research functions of MRS. This provides MRS with data and analysis regarding the impact of the rehabilitation services provided to eligible VR customers in Michigan.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

Provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

I. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

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.

The State's written policy for distribution of WIOA Youth formula funding is sent to local areas at the beginning of each program year. The policy represents all youth funds anticipated to be available for distribution to local areas in one allocation (July of each program year).

The State distributes youth funds received to carry out a core program received under the WIOA equitably throughout the state and no local area suffers significant shifts in funding from year-to-year. In allocating Youth funds to local areas, the state allocates:

- 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
- 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
- 33 1/3 percent on the basis of the relative number of disadvantaged youth.

For youth funds, each region is guaranteed to receive an allocation percentage for a year that is not 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 youth employment and training funds to local areas.

II. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

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.

The State's written policy for distribution of WIOA Adult formula funding is sent to local areas at the beginning of each program year. The policy represents all Adult funds anticipated to be available for distribution to local areas in two separate allotments. A portion of the funds are distributed on or after July 1 of each program year, with the remainder of the funds to be distributed on or after October 1 of each program year. The policy identifies that July allocations are based upon the availability of funds due to the nature of the federal funding cycle, and therefore, July allocations cannot increase. October allocations are subject to change should U.S. Department of Labor approved budget(s) modify the formula allocations.

The State distributes Adult funds received under the WIOA equitably throughout the state, and no local area suffers significant shifts in funding from year-to-year. In allocating Adult funds to local areas, the state allocates:

- 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
- 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
- 33 1/3 percent on the basis of the relative number of disadvantaged adults.

For Adult funds, each region is guaranteed to receive an allocation percentage for a year that is not 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 employment and training funds to local areas.

III. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

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.

The State's written policy for distribution of WIOA Dislocated Worker formula funding is sent to local areas at the beginning of each program year. The policy represents all Dislocated Worker funds anticipated to be available for distribution to local areas in two separate allotments. A portion of the funds are distributed after July 1 of each program year, with the remainder of the funds to be distributed on or after October 1 of each program year. The policy identifies that July allocations are based upon the availability of funds due to the nature of the federal funding cycle, and therefore, July allocations cannot increase. October allocations are subject to change should USDOL approved budget(s) modify the formula allocations.

The governor determines the weight for each factor to be used in the allocation formula. The weights are as follows:

- Insured unemployment data weighted at 5 percent;
- Unemployment concentrations data weighted at 30 percent;
- Plant closing, and mass layoff data weighted at 5 percent;
- Declining industries data weighted at 5 percent;
- Farmer-rancher economic hardship data weighted at 5 percent;
- Long-term unemployment data weighted at 20 percent; and
- Excess unemployment data weighted at 30 percent.

Each region is guaranteed to receive an allocation percentage for a year that is not less than 90 percent of the average dislocated worker allocation percentage of the local area for the prior two years.

B. FOR TITLE II

I. 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 Department of Labor and Economic Opportunity (LEO) ~~will~~ conducted a new competition in ~~early~~ 2020 for qualified providers of adult education and literacy services under Section 203(5) to be funded for a four-year grant cycle beginning in 2020-2021. LEO ~~will~~ offered three separate applications: (1) General Instruction for funding under Section 231; (2) Institutional funding under Section 225; and (3) Integrated English Literacy and Civics Education (IELCE) funding under Section 243. All three applications were created to meet the application requirements stated in Section 232 of the Adult Education and Family Literacy Act (AEFLA) and the Determining Applicant Eligibility When Conducting a State Competition for AEFLA Funds Technical Assistance Guide, and the applications were sent to the Office of Career, Technical, and Adult Education ~~(OCTAE)~~ for review prior to the release of the grant announcement.

LEO required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals' skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, and English language acquisition. Applicants were also required to provide data on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and those that transitioned to post-secondary education or training. LEO defined past effectiveness as meeting at least 50 percent of the performance targets. The measurable skill gain target rate was 47 percent for Program Year 2018-2019, so programs that did not have 23.5 percent of participants make a measurable skill ~~educational~~ gain ~~will be~~ were deemed to not have ~~not~~ demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data ~~will be~~ was also taken into consideration.

All ~~applicants that meet the demonstrated effectiveness criteria will be~~ applications from eligible providers were considered for funding and sent to the respective local board to review for alignment with the local plan. The LEO-WD ~~will~~ provided written guidance and training to each local board via webinar, including a general overview of AEFLA, application requirements, and highlight specific questions that should be aligned with the goals and strategies identified in the local plan.

Applicants that received an average score of 80 points out of a possible 100 ~~will be~~ were approved for funding. Applicants that are denied funding will be given the opportunity to appeal that decision.

WD ~~will~~ allocated the AEFLA funds to eligible providers ~~fiscal agents~~ statewide that operate collaboratively ~~or in a consortium~~ to deliver services. WD ~~will~~ awarded on a competitive basis multi-year grants based on the number of adult education participants estimated to be

served and the services to be provided. Successful applicants ~~will~~ received an official award notification, ~~which will~~ including the approved funding amount. Funding is contingent upon the availability of funds from the U.S. Department of Education. WD reserves the right to conduct a subsequent competitive bid process in one or more regions of the state if needed to ensure access to adult education services across the state.

II. 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 Department of LEO ensured direct and equitable access to all eligible providers by publishing the grant announcement and applicable documents on the LEO website. Formal announcement of the Request for Proposals was widely circulated via press releases and on all LEO's distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies were notified of the grant opportunity.

LEO has issued policy in accordance with the Uniform Guidance at 2 CFR Parts 200 and 2900, which establishes state requirements and highlights federal requirements for procurement. The information provided in Policy Issuance (PI) 21-23 ~~19-30~~, and subsequent changes, is intended to aid grantees and sub grantees in administering LEO funded formula grants and, as applicable, other LEO 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 sub grantees to establish, maintain, and follow written procurement standards and procedures that are in compliance with all applicable local, state, and federal laws and regulations. ~~PI 19-30~~ The LEO PI pertains to all programs and grants administered by LEO-Workforce Development (WD). All procurements made in whole or in part with funds administered by WD shall be conducted in a manner that provides full and open competition.

C. VOCATIONAL REHABILITATION PROGRAM

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 (MRS) and Bureau of Services for Blind Persons (BSBP) directors mutually agree on the distribution of funds as follows: 85 percent to MRS and 15 percent to BSBP for the General Fund; and 88 percent to MRS and 12 percent to the BSBP for Supported Employment funds. The MRS and the BSBP directors agree this distribution of funds allows both entities to serve VR customers in the most fair and effective way.

6. PROGRAM DATA

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 post-secondary 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.

I. 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

Michigan's One Stop Management Information System (OSMIS) collects data and produces performance reports for Workforce Innovation and Opportunity Act (WIOA) Titles I and III, as well as the Trade Adjustment Assistance program, Registered Apprenticeship grants, and the state's H-1B Rural Healthcare grant. The Michigan Adult Education Reporting System (MAERS) collects data and produces reports for WIOA Title II. The OSMIS and MAERS systems are designed to connect information from co-enrolled participants to assist case managers in providing services to those individuals. A case manager can easily identify if an individual is participating in multiple programs and connect with those providers to provide more comprehensive services. In addition, the OSMIS and MAERS systems are able to share assessment information to enhance performance and outcome information.

LEO has recently closed a Request for Proposals for systems to potentially replace OSMIS and MAERS to maximize efficiency, modernize data collection and reporting, and improve customer service.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP anticipate significant strides toward data alignment and integration as both agencies are under a single designated state agency with all core WIOA programs.

II. 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 for Workforce Innovation and Opportunity Act (WIOA) Titles I and III, as well as for Trade Adjustment Assistance (TAA), Apprenticeship grants, and the state's H-1B Rural Healthcare grant, known as the One-Stop Management Information System (OSMIS). This ensures that all local providers collect, report, and maintain the same data elements. Participant data entered into OSMIS will be included as a part of the annual WIOA programmatic reviews. The OSMIS is integrated with the Pure Michigan Talent Connect (PMTC) system to pre-populate many of the required data elements in OSMIS when a customer completes a customer profile within PMTC.

To be certified as a Michigan Works! Service Center, local Michigan Works! Agencies must meet criteria included in the Certification Criteria state policy for Michigan Works! Service

Centers, which includes criteria for integrated case management systems and information technology systems.

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 are comprised of 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 helps 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 systems as a method for initial customer contact with the system;
    - Michigan Works! Service Center's physical layout that 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 customers concerning the types of services provided at the 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.

The state uses the Michigan Adult Education Reporting System (MAERS) to collect, report and maintain data elements for WIOA Title II. This ensures that all local adult education providers collect, report, and maintain the same data elements. The MAERS system is integrated with the OSMIS system to connect information from co-enrolled participants across programs.

All core programs are ~~now~~ housed within the Michigan Department of Labor and Economic Opportunity, Office of Employment and Training (LEO-E&T). This means that all data and performance reporting functions are aligned under the LEO-E&T Director's purview. ~~Workforce Development, Michigan Rehabilitation Services, and Bureau of Services for Blind Persons have engaged a technical assistance provider through an Office of Disability Employment Policy (ODEP) grant to assist in identifying areas where data can be shared across data systems to enhance performance reporting as well as services to customers. The most immediate return on collaboration is expected to be the sharing of co-enrollment data across all programs and data systems.~~

Although Michigan lacks a unified data management system across all core program partners, the State ~~will continue to investigate~~ is actively vetting ~~potential~~ vendors with the potential to replace the OSMIS with a modern, flexible case management system to increase opportunities for data sharing. This will allow for potential upgrades and options, in an effort to reduce duplication and ~~any~~ silos that may exist.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP) –

MRS and BSBP use electronic case management systems that are commercial/proprietary products developed specifically for VR. These applications provide comprehensive case/fiscal management in compliance with RSA-911 reporting requirements and other regulations related to individualized services. Reporting features allow for aggregate data sharing for planning, resourcing, program development, and performance reporting. ~~MRS are BSBP are engaged in the following activities to minimize silos:~~

- ~~Under Michigan's Employment First initiative, receiving technical assistance through an Office of Disability Employment Policy VOICE grant targeting Policy guidance and strategy recommendations on unified data platforms/exchanges that will:~~
    - ~~Strengthen the alignment of the workforce development system;~~
    - ~~Improve WIOA federal reporting accuracy;~~
    - ~~Maximize interagency data sharing to positively impact services.~~
- ~~Participation on the Department of Labor and Economic Opportunity - Employment and Training Operations - Data and Performance Workgroup focused on data mapping and performance reporting efficiencies.~~

III. 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

With Executive Order 2019-13, the governor created the Department of Labor and Economic Opportunity (LEO) to include all of the Workforce Innovation and Opportunity Act (WIOA) core programs. This structural change aligned the Bureau of Services for Blind Persons (BSBP), Michigan Rehabilitation Services (MRS), and Workforce Development under a common Employment and Training umbrella. All three areas serve ~~have similar~~ participants

seeking training or career services leading to self-sustaining employment ~~with shared desired outcomes and common partners in regions and communities throughout the state~~.

Like the structural alignment, 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.

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 60~~ statewide One-Stop centers.

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.

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.

Michigan's current data collection systems include:

- Michigan's One-Stop Management Information System (OSMIS): This internet based system allows for collection of data for WIOA Titles I and III, Trade Adjustment Assistance, Partnership.Accoutability.Training.Hope. (PATH), Food Assistance Employment and Training (FAE&T), Business Resource Network ~~(BRN)~~, Reemployment Services and Eligibility Assessments ~~(RESEA)~~, Registered Apprenticeship grants, the state's H-1B Rural Healthcare grant and other program data from all of the local workforce areas. Registration information is shared across programs, which allow service delivery, including case management and performance management between the local programs.

- Michigan Adult Education Reporting System (MAERS): This internet based system allows for the collection of data for WIOA Title II. The MAERS system is a centralized electronic database that houses participant information collected by Adult Education providers. The MAERS system is linked to the OSMIS system to display co-enrollment information across WIOA titles.
- Bridges System: Temporary Assistance for Needy Families (TANF) recipients are tracked in the Michigan Department of Health and Human Services Bridges system and electronically referred to the OSMIS system for work participation activities in the PATH program. Similarly, the Bridges System electronically refers Supplemental Nutrition Assistance Program recipients to OSMIS for employment and training support through the FAE&T program.
- 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 AWARE. 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 (AWARE) 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).

IV. DESCRIBE THE STATE'S PLANS TO DEVELOP AND PRODUCE THE REPORTS REQUIRED UNDER SECTION 116, PERFORMANCE ACCOUNTABILITY SYSTEM. (WIOA SECTION 116(D)(2))

Michigan will meet all requirements pertaining to fiscal and management accountability information systems as specified in Section 116 of the Workforce Innovation and Opportunity Act (WIOA) and based upon guidelines established by the Secretaries of Labor and Education.

Michigan's data collection systems have been modified to align with the Participant Individual Record Layout (PIRL). Michigan submits individual, program-specific PIRL files through the Workforce Integrated Performance System (WIPS) and ensures that all WIPS edit checks are reviewed and accounted for. Data collection system changes that impact performance reporting are prioritized over other planned system enhancements.

Performance accountability reports have been developed within the One-Stop Management Information System (OSMIS) and Michigan Adult Education Reporting System (MAERS) to mirror the federal reporting templates. State and local area staff are able to run performance reports throughout the year to monitor progress toward target outcomes. These reports can be used to make mid-course adjustments to help providers achieve their performance goals.

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 post-secondary 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 Workforce Innovation and Opportunity Act (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 post-secondary 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.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

Participants who exit the VR program are measured during the 2nd and 4th quarter post exit to determine employment status. The parameters for post exit evaluation are referenced in the Rehabilitation Services Administration Technical Assistance Circulars 17-01 and 18-04.

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.)

The Department of Labor and Economic Opportunity (LEO) 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 Participant Individual Record Layout (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.

Michigan has also signed the State Wage Interchange System (SWIS) Agreement. LEO will act as the access Performance Accountability and Customer Information Agency under the SWIS Agreement and will coordinate requests for out-of-state wages for all core programs.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP utilize UI data to verify employment post exit when available. This is a preferred methodology for verifying employment. Both VR agencies are signatories to the executed State Wage Interface System Agreement (SWIS).

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, as amended, the Workforce Innovation and Opportunity Act (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.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

The VR programs in Michigan reference 34 CFR §361.38, which is the confidentiality Federal regulation within the Vocational Rehabilitation Act as amended in 2014. Release of information forms are acquired when personal identifying information is necessary to be collected or shared to promote the success of the VR process, and only when agreed upon by the consumer. The Federal regulation is supported by agency policy from both MRS and BSBP agencies.

7. PRIORITY OF SERVICE FOR VETERANS

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.

Pursuant to 38 U.S. Code (U.S.C.) 4215, all ETA workforce programs provide priority of service to veterans and certain spouses of veterans who qualify as "covered persons." A "covered person" is defined in 20 CFR 1010.110 as a "veteran or an eligible spouse." It further defines "eligible spouse" as the "spouse" of any of the following:

1. Any veteran who died of a service-connected disability.

2. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    a. Missing in action.
    b. Captured in the line of duty by a hostile force.
    c. Forcibly detained or interned in the line of duty by a foreign government or power.
3. Any veteran who has total disability status resulting from a service-connected disability, as evaluated by the Department of Veteran's Affairs.
4. Any veteran who died while a disability, as indicated above in #3, was in existence.

Groups given priority for the use of WIOA Adult formula funding for individualized career services and training services are listed in order below.

- First, veterans and eligible spouses who are also included in WIOA's priority groups (recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient) receive first priority for services funded with the WIOA Adult formula funds for individualized career services and training services.
- Second, non-covered persons (that is, individuals who are not veterans or eligible spouses) who are recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient.
- Third, to veterans and eligible spouses who are not included in the WIOA's priority groups.
- Fourth, to priority populations established by the Governor and/or local Workforce Development Board (WDB).
- Last, to non-covered persons outside the groups given priority under WIOA.

Priority of service is in effect at all times, not just when funds are limited. Priority is given to Veterans and eligible spouses who are also funded, and the groups given statutory priority for WIOA A~~a~~dult 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 the WIOA Adult formula funds. The statutory requirement applies to WIOA 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. Assuring Veterans Priority of Service is an MWA function. The JVSG staff provide training and other technical assistance related to Priority of Service; however, they are not part of the monitoring. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems of the One-Stop centers 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. Local Veterans' Employment Representatives (LVER) staff reviews how Priority of Service is being implemented within each of the Michigan Works! Agencies (MWAs) in their respective regions and offer guidance on how/where to improve Priority of Service efforts if necessary.

The JVSG program prohibits "universal referrals" which means referring every Veteran entering the One-Stop centers to a Disabled Veterans' Outreach Program Specialist (DVOP). As part of implementing Priority of Service for Veterans and eligible spouses, 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 with the Military Service Questionnaire (MSQ), and to formally refer them to a ~~Disabled Veterans' Outreach Program Specialist~~ DVOP while continuing to provide all other appropriate services and programs in accordance with priority of service requirements.

This notification must include all of the following:

- As a Veteran or eligible spouse, the customer is entitled to receive Priority of Service.
- As a Veteran or eligible spouse, the customer may be eligible to receive additional personalized employment services from a ~~Veterans' Career Advisor (VCA)~~ DVOP.
- ~~Disabled Veterans' Outreach Program Specialist~~ DVOP services are in addition to other One-Stop services.

If a Veteran or eligible spouse is interested in pursuing ~~Disabled Veterans' Outreach Program Specialist~~ DVOP services and/or veteran career services, in addition to employment services, the MWA staff must immediately provide that customer with a copy of the ~~Military Service Questionnaire~~ MSQ. It is intended that the ~~Military Service Questionnaire~~ MSQ be completed immediately by the customer, and promptly returned to MWA staff.

When the ~~Military Service Questionnaire~~ MSQ is provided to the customer, the MWA staff must notify the customer of all of the following:

- The information is being requested on a voluntary basis.
- Completing the form is a requirement for ~~Disabled Veterans' Outreach Program Specialist~~ DVOP staff services.
- The information will be kept confidential.
- Refusal to provide the information will not subject the customer to any adverse treatment, but they may not be eligible for ~~Disabled Veterans' Outreach Program Specialist~~ DVOP services.
- The information will be used only in accordance with the law.
- Where to return the completed form.

The MWA staff will immediately review all completed application forms to determine ~~Disabled Veterans' Outreach Program~~ DVOP eligibility. All Veterans or spouses found to be

eligible for the ~~Disabled Veterans' Outreach Program~~ JVSG program will be formally referred to the appropriate ~~Disabled Veterans' Outreach Program Specialist~~ DVOP.

All customers referred to a ~~Disabled Veterans' Outreach Program Specialist~~ DVOP are required to have an active Wagner-Peyser registration in the One-Stop Management Information System (OSMIS). If it is necessary to create a registration, this must be done by MWA staff since ~~Disabled Veterans' Outreach Program Specialists~~ DVOPs are statutorily prohibited from completing this activity. The MWA staff must enter the service "Referral to Veterans Career Advisor" in the OSMIS, in addition to any other services provided.

This referral consists of:

1. Entering an appropriate "Referral to Supportive Service" activity in OSMIS, and
2. Providing the completed ~~Disabled Veterans' Outreach Program~~ MSQ ~~application~~ form to the appropriate ~~Disabled Veterans' Outreach Program Specialist~~ DVOP. The ~~Disabled Veterans' Outreach Program Specialist~~ DVOP 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~~ JVSG 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 simultaneously enrolled in the ~~Disabled Veterans' Outreach Program~~ JVSG program.

The JVSG program is a fully integrated partner in our MWA One-Stop centers. 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 JVSG staff, a veteran or spouse of a veteran is first assessed by a non-JVSG One-Stop worker prior to referral.

The ~~Jobs for Veterans State Grant~~ JVSG program is a fully integrated partner in our Michigan Works! One-Stop centers. 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 JVSG program, a veteran or spouse of a veteran is first assessed by a non-JVSG One-Stop worker prior to referral. The JVSG program provides funding to support ~~Disabled Veterans' Outreach Program Specialists~~ DVOPs, who in turn provide individualized career 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 is to assist the client in becoming job ready so they can secure employment utilizing the public workforce system. ~~Disabled Veterans' Outreach Program Specialists~~ DVOPs are integrated with and rely on their MWA One-Stop partners to assist their job ready clients to secure appropriate employment. The JVSG program also provides support for special initiatives such as the Incarcerated Veterans' Workshop and Native American Veteran Outreach.

8. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WITH DISABILITIES

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.

Michigan Works! Service Centers must be diverse and 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 equity and inclusion abound, centers are welcoming, inviting, accommodating, and accessible to everyone.

As recipients of federal funds, the Michigan Works! Agencies (MWAs) are required to comply with regulations relating to non–discrimination, equal opportunity, and inclusion. The most critical of these regulations are:

- Section 188 of the Workforce Innovation and Opportunity Act (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.
- 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.

Michigan's certification criteria for its Michigan Works! One-Stop 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. When at all possible, on-site review(s) will be conducted by the State during the life of the certification to verify compliance with the criteria outlined in the State's Certification policy, which includes accessibility and inclusion.

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 Department of Labor and Economic Opportunity's State-level Equal Opportunity (EO) Officer conducts an EO training for all MWA EO Officers. The training topics vary from year to year and may include but are not limited to: social media and employment discrimination, discrimination complaints, using and storing disability related information, recognizing hidden disabilities, and identifying strategies to assist individuals, and assistive technologies.

Vocational Rehabilitation (VR) – Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

MRS and BSBP provide training and materials on the unique needs of individuals with disabilities to One-Stop center staff. Memorandums of Understandings and Infrastructure Funding Agreements provide an assurance of accessibility for individuals with disabilities seeking employment services.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR INDIVIDUALS WHO ARE ENGLISH LANGUAGE LEARNERS

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 Department of Labor and Economic Opportunity (LEO) certifies Michigan Works! One-Stop centers every three years using criteria developed in consultation with the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board, local Chief Elected Officials, and local Workforce Development Board Chairs. Our policy regarding the certification criteria for Michigan Works! One-Stop centers requires that they provide all customers access to high-quality customer service that connect customers with the full range of services available. The certification criteria policy also provides guidance on accessibility of our One-Stop delivery system and information about the requirements of posters and other materials to be displayed at Michigan Works! One-Stop centers.

The State ensures that each One-Stop center is able to meet the needs of English language learners. High-quality Michigan Works! One-Stop centers reflect a welcoming environment to all customer groups who are served. All staff are courteous, responsive, and helpful to job seekers, businesses, and others who visit, either in person, or by telephone and/or email. One-Stop centers must provide adequate staff assistance in both English and the participant's native language, whenever requested.

As recipients of federal funds, the Michigan Works! Agencies (MWAs) are required to comply with regulations relating to non-discrimination, equal opportunity, and inclusion. The certification criteria are consistent with the requirements of the Workforce Innovation and Opportunity Act (WIOA), which ensures that each One-Stop center is able to meet the needs of English language learners, including:

1. 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
2. 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:
    - Childcare.
    - Child support.
    - 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.

High quality Michigan Works! Service Centers provide career services that motivate, support, and empower customers, including 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, and support activities that address the particular financial literacy needs of non-English speakers (development and distribution of multilingual financial literacy and education materials).

High-quality Michigan Works! One-Stop centers ensure meaningful access to all customers. Michigan Works! Service Centers must be physically and programmatically accessible to all customers. In doing so, Michigan One-Stop 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 Department of Labor and Economic Opportunity staff monitor One-Stop 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 MWA 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 while providing access and commitment to closing the equity gap for those populations including, but not limited to race, gender, geography, and socioeconomic status, etc.

IV. COORDINATION WITH STATE PLAN PROGRAMS

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 Mid-Cycle Modification was developed in collaboration and coordination with representatives from all core programs. In addition, input was also sought at the state level from our required One-Stop program partners as well as individuals representing additional partnering programs.

A WIOA Unified State Plan team was formed with the purpose of development and submission for approval, an integrated, aligned, and actionable WIOA Unified State Plan. The same team of core program partners collaborated to complete the mid-cycle modification process as well. The Department of Labor and Economic Opportunity's Talent Development Division acts as the implementation team lead pulling 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, representation for the Michigan Agricultural Outreach Plan, MWAs and representatives from other non-required One-Stop partner programs. Monthly meetings with the WIOA Unified State Plan team are ~~were~~ held between the months of August through January ~~December~~ to ensure timely submission of said plan.

The Plan was collaboratively developed and will be placed into public review and comment no later than ~~on~~ January 6~~15~~, 202~~0~~2. 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.

The ~~Governor's~~ Michigan Workforce Development Board ~~approval of the WIOA Unified State Plan is requested at their full board meetings.~~ reviewed the Unified State Plan mid-cycle modification and had an opportunity provide feedback and comments on December 6, 2021.

Continuing coordination efforts will take place, as appropriate, with both core and non-core partners through continued partner meeting(s), along with monitoring towards the success and completion of our current goals and strategies as identified in the Unified State Plan Mid-cycle Modification.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that:

The State Plan must include	Included
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 administrating 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

The State Plan must include	Included
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

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.

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE

It is imperative that the workforce system be uniformly aligned with the economic developers in a particular area and consistent measure of success across regions. In order to maximize workforce resources and create a nimble and responsive system, the regional workforce system has been aligned with economic development and community partners. This alignment between workforce services, economic development, and community partners has been achieved through both coordinated regional planning and regional industry alliances. This effort ties together regional metrics — measures of success - that share commonality between workforce and economic efforts and are also comparable across different regions.

The State has created ten Workforce Innovation and Opportunity Act (WIOA) Planning Regions. The ten regions and their corresponding workforce development areas (Michigan Works! Agencies) are as follows:

1. Upper Peninsula Region
    - Upper Peninsula Michigan Works!
2. Northwest Region
    - Networks Northwest/Northwest Michigan Works!
3. Northeast Region
    - Michigan Works! Northeast Consortium
    - Michigan Works! Region 7B Consortium
4. West Michigan Region
    - Michigan Works! West Central
    - West Michigan Works!
5. East Central Michigan Region
    - Great Lakes Bay Michigan Works!
6. East Michigan Region
    - Genesee-Shiawassee-Thumb (GST) Michigan Works!
7. South Central Region
    - Capital Area Michigan Works!
8. Southwest Michigan Region
    - Kinexus
    - Michigan Works! Southwest
9. Southeast Michigan Region
    - Michigan Works! Southeast
10. Detroit Metro Region
    - Detroit Employment Solutions Corporation
    - Macomb-St. Clair Workforce Development Board
    - Oakland County Michigan Works!
    - 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

The subsequent designation process for local workforce development areas is data-driven. ~~and~~ T~~t~~he State-issued ~~state~~ policy on Subsequent and New Discretionary Designation of Local Workforce Development Areas under the Workforce Innovation and Opportunity Act (WIOA) ~~that~~ established the process for subsequent designation of local workforce development areas, and the process for local areas wishing to receive new discretionary designation should they meet the applicable criteria. Activities reviewed for subsequent designation are analysis of the required workforce activities under the WIOA and criteria for a local workforce development area, and assessment of the current local workforce investment area as previously designated under the WIOA and surrounding areas with regards to regionalization.

Pursuant to Section 106(b) of the WIOA, the Governor shall designate local workforce development areas within the state through consultation with the State Board, Chief Elected Officials (CEOs) and local boards, and after consideration of comments received during a public comment process. After the policy comment and concurrence period closed, the State held consultation via webinar with CEOs and local board members, and an on-site meeting/conference call option was available with the State Board.

The Michigan Works! Agencies (MWAs) are ~~were~~ required to submit a request for subsequent designation. Subsequent designation will occur every four years, consistent with submission of the State's Unified Plan and the MWAs' four-year Local and Regional Plans.

The Governor approves the request if, for the two (2) program years preceding the subsequent designation determination, the following criteria are met:

- 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 the WIOA;
- 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, and
- Met requirements under the WIOA Section 106(c)(1).

For the purposes of local area subsequent designation under the WIOA, the following definitions apply:

Performed Successfully. For the purposes of subsequent designation, the term "performed successfully" means that the local area met or exceeded all of the negotiated levels of performance and the local area has not failed any individual performance measure for the previous two consecutive years prior to their request for subsequent designation. The U.S. Department of Labor (USDOL) interprets this to mean that a local area satisfies the "performed successfully" criterion providing that the local area did not fail the same performance measure twice within the two-year period in question. The terms "met or exceeded" and "failure" are defined at the time performance levels are negotiated. Specifically:

- Local areas must meet or exceed 50 percent of their negotiated level of performance for each performance indicator; and
- Local areas must attain a minimum of 90 percent achievement rate for the same indicator across all Title I and Title III programs (Adult, Dislocated Worker, Youth, and Wagner-Peyser), or across all individual program measures.

For purposes of subsequent designation determinations for Program Years (PYs) 2019 thru 2023, the following performance indicators apply:

- Employment Rate – 2nd Quarter after Exit,
- Employment Rate – 4th Quarter after Exit,
- Median Earnings – 2nd Quarter after Exit, and
- Credential Attainment.

The Effectiveness in Serving Employers performance indicator will not be used for the purposes of determining subsequent designation for PYs 2019 thru 2023, as the USDOL and the U.S. Department of Education are still evaluating the various states' experiences and approaches prior to identifying a standard indicator. Once a standard indicator for Effectiveness in Serving Employers is determined by the Departments, local areas will be required to meet or exceed this indicator as well.

Final performance is based on the WIOA Annual Report submitted to the USDOL for the most recent program year at the time of the local area's request for subsequent designation.

Sustained Fiscal Integrity. For the purposes of determining subsequent designation, the term "sustained fiscal integrity" means that there has not been a formal determination by the Secretary 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 with accepted standards of administration for the two years preceding the determination.

For the purposes of subsequent designation, the term "met requirements under the WIOA 106(c)(1)" means that the Regional Plan has been submitted and approved by the Department of Labor Economic Opportunity-Workforce Development (LEO-WD).

Requests for subsequent designation are ~~were~~ initiated by the MWAs completing a WIOA Local Workforce Development Area Subsequent Designation Application ~~(Attachment A to the policy)~~, which was signed by the CEO, and submitted electronically to LEO-WD. Applications were submitted to the State by October 1, 2019.

The MWAs that were originally approved under initial designation criteria, may request, and be considered at any time for approval under new discretionary designation criteria if the local area met the following requirements pursuant to Section 106(b)(1)(B) of the WIOA:

- Is consistent with labor market areas,
- Is consistent with regional economic development areas,
- Has available the Federal and non-Federal resources necessary to effectively administer WIOA activities,
- Has appropriate education and training providers,
- Is consistent with the geographical boundaries of the WIOA planning regions ~~(see Attachment B)~~, and
- Meets the aforementioned criteria for subsequent designation.

At any point during the discretionary designation process, the CEO could request technical assistance from LEO-WD to support the process. However, there were no local areas that have requested new discretionary designation.

Regardless of the method used to obtain designation (subsequent or new discretionary designation), the local areas shall have one official CEO and one official Workforce Development Board (WDB), consistent with the WIOA. However, local areas may have additional advisory boards that advise the official CEO board and the official WDB. Furthermore, additional board members representing the region may be appointed as official members of the WDB, consistent with federal and state policy.

The approach of our 10 WIOA planning regions ensures that the State of Michigan is investing in the success of our state's citizens to improve equity and access to workforce programming resulting in greater opportunities for economic opportunities and mobility. As federal dollars become scarcer, this helps to ensure that available resources have the greatest impact possible for both employers and residents.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS

If a local area is denied subsequent designation, the Chief Elected Official (CEO) may submit an appeal to the State consistent with the current Department of Labor and Economic Opportunity (LEO) Grievance and Complaint Policy and Workforce Innovation and Opportunity Act (WIOA) Section 106(b)(5).

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 program years preceding the subsequent designation :

- The local area performed successfully,
- The local area sustained fiscal integrity, and
- The local area met the planning requirements described in the WIOA Section 106(c)(1).

Subsequent designation does not apply to areas that received discretionary designation.

The Michigan Works! Agencies (MWAs) that were originally approved under initial designation criteria, may be considered at any time for approval under *new* discretionary designation criteria if the local area meets the following requirements pursuant to Section 106(b)(1)(B) of the WIOA:

- Is consistent with labor market areas,
- Is consistent with reginal economic development areas,
- Has available the Federal and non-Federal resources necessary to effectively administer WIOA activities,
- Has appropriate education and training providers,
- Is consistent with the geographical boundaries of the WIOA planning regions, and
- Meets the aforementioned criteria for subsequent designation.

The Department of Labor and Economic Opportunity 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. This Grievance and Complaint Policy is located on the LEO website ~~with other policies~~.

Appeals to the LEO are to be filed no later than 30 days from receipt of the LEO decision to not approve new discretionary or subsequent designations. All appeals are to be submitted by certified mail to the LEO, with return receipt requested.

The LEO 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:

- It lacks merit.
- The appeal does not state a grievable issue.
- There is no relief that can be granted.
- 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 LEO, 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:

- A hearing officer.
- An opportunity for each party to present witnesses (subpoenas are not authorized under this policy) and evidence.
- An opportunity for each party to ask questions of all witnesses providing testimony at the hearing.
- 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 no later than 60 days after the filing of the appeal. The local grant recipient may appeal non-compliant grievance procedures of the LEO to the ~~Governor's~~ Michigan Workforce Development State Board. If the appeal does not result in subsequent designation, an appeal may be filed with the Secretary of the U.S. Department of Labor within 60 days of the receipt of the ~~Governor's~~ Michigan Workforce Development ~~State~~ Board decision by certified mail, with a return receipt requested. A copy of the appeal must be simultaneously provided to the U.S. Department of Labor's Regional Administrator and to the LEO. The decision by the Secretary of the U. S. Department of Labor is final.

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING

Pursuant to 20 CFR 678.737, for One-Stop partner(s) in each local area that has not reached agreement under the Local Funding Mechanism (LFM), the local board must report to the Governor and relative state agencies an impasse or failure to reach consensus by March 31 of each program year. Once notified, the Governor must administer infrastructure funding through the State Funding Mechanism (SFM) as described in 20 CFR 678.730 thru 678.738. The Governor must use the cost allocation methodology, as determined under 20 CFR 678.736, to determine each partner's relative benefit and proportionate share of the infrastructure costs under the SFM, subject to the application of caps.

Once a local board has informed the Governor that no consensus has been reached, the local board must provide the Governor with local negotiation materials, in accordance with 20 CFR 678.735(a). The Governor must determine the One-Stop center budget by either accepting a budget previously agreed upon by partner programs in local negotiations or creating a budget for the One-Stop center using the Governor's Michigan Workforce Development ~~State~~ Board formula described in 20 CFR 678.745. The Governor will then

establish a cost allocation methodology and determine each One-Stop partner's proportionate shares of infrastructure costs.

The state emphasizes the importance of local One-Stop partners, local boards, and Chief Elected Officials reaching consensus on infrastructure funding during local negotiations, thus avoiding the necessity of utilizing the SFM.

If a local area has not reached agreement regarding the infrastructure budget for the One-Stop centers in the local area (or if the Governor determines that the agreed upon budget does not adequately meet the needs of the local area or does not reasonably work within the confines of the local area's resources in accordance with the Governor's One-Stop budget guidance) the Governor must use the formula developed by the State Workforce Development Board (WDB) based on at least the factors required under 20 CFR 678.745.

Under the SFM, the Governor is required to calculate the statewide funding caps and the amount available for local areas that have not reached consensus and to determine the partners' contributions for infrastructure costs using the process outlined in 20 CFR 678.730 thru 678.738. The Governor calculates the statewide caps by considering total funding for a partner's program against the statutory caps specified in the Workforce Innovation and Opportunity Act (WIOA) for infrastructure costs. The SFM is only applicable to required One-Stop partners and cannot be triggered by additional One-Stop partners not reaching consensus.

The Governor's Michigan Workforce Development ~~State~~ Board has developed an allocation formula to allocate funds to local areas to support infrastructure costs for local One-Stop centers for all local areas that may not reach an agreement via the LFM. Pursuant to 20 CFR 678.745, the allocation formula has taken 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 ~~Governor's~~ Michigan Workforce Development ~~State~~ Board determines are appropriate and that are consistent with federal cost principles.

Local areas must provide to the Governor appropriate and relevant materials and documents used in the negotiations under the LFM, as outlined in 20 CFR 678.735, including but not limited to:

- The local WIOA Plan.
- Cost allocation method or methods proposed by the partners to be used in determining proportionate share.
- The proposed amounts or budget to fund infrastructure costs and the amount of total partner funds included.
- The type of funds or non-cash contributions.
- Proposed or agreed upon One-Stop center budgets.
- Any partially agreed upon, proposed, or draft Infrastructure Funding Agreements (IFAs) and Memorandums of Understanding (MOUs).

The Governor will establish each One-Stop center's infrastructure cost pool based on the information submitted by the local WDBs. Costs will include items such as lease costs, facility maintenance, insurances, security and cleaning services, utilities, technological costs, etc.

The Governor will then establish the allocation methodology, likely Full-Time Equivalents, proportionate use and relative benefit, or other methodology which is deemed appropriate based on the information submitted by the local WDBs and allocate the infrastructure costs to individual partners based on this methodology. The Governor will take into account statutory requirements for each partner program, the partner program's ability to fulfill such requirements, and all other applicable legal requirements. Once the partner program's proportionate share of infrastructure costs is determined for all One-Stop centers in the areas which were subject to the SFM, the Governor will then calculate the statewide caps on the amounts that partner programs may be required to contribute toward infrastructure funding. The Governor will ensure that the aggregate total of the infrastructure contributions of all partner programs in all local areas under the SFM do not exceed the cap for that particular program. Once the contributions for each local One-Stop partner are determined, the Governor will direct the One-Stop partners in each local area under the SFM to pay the amount which the Governor determines is the partner's proportionate share.

In the SFM, infrastructure costs under the WIOA programs will be as described and consistent with 20 CFR 678.740.

A One-Stop partner who wishes to appeal the Governor's determination regarding their portion of funds to be provided for One-Stop infrastructure costs must submit an appeal to the State consistent with the current Department of Labor and Economic Opportunity's Grievance and Complaint Policy and WIOA Section 121(h)(2)(E) to ensure prompt resolution of the appeal in order to allow prompt allocation of funds, consistent with the requirements of WIOA Section 182(e). The Department of Labor and Economic Opportunity Grievance and Complaint Policy is located ~~(PI 11-37, Change 2)~~ ~~with the other policies~~ on the LEO Website.

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:

<u>Operating a fiscal management and accountability system:</u> The State of Michigan has established, in accordance with the Workforce Innovation and Opportunity Act (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.

The Department of Labor and Economic Opportunity (LEO) administers numerous federally funded programs providing training, employment, and reemployment services. The Michigan Strategic Fund Finance and Administrative Services under the LEO-WD 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 LEO-WD focuses heavily on performance management.

Michigan Training Connect (Dissemination of the State's list of Eligible Training Providers): The WIOA Section 122(c) specifies that states must establish an application procedure for training providers and programs to maintain their eligibility and the eligibility of their programs. States in partnership with the local boards, the One-Stop system, and its partners play a leadership role in ensuring the success of the eligible training provider system. The Michigan Training Connect (MiTC) serves as an important tool for participants seeking training to identify appropriate providers and relevant information such as cost and program outcomes. Using the MiTC, career planners can assist participants in identifying training providers offering programs in high-demand industries that result in positive outcomes and recognized credentials. This robust system provides up-to-date information about in-demand occupations, training programs that address 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 and current expenditures on a quarterly basis for all local areas. These reports allow the state and local areas to monitor performance outcomes and expenditure progress 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.

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. Michigan ~~will~~ continues to evaluate the effectiveness of local programs by conducting comprehensive programmatic reviews and oversight activities for the entire Michigan Works! System. 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. State 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 and virtual monitoring, quarterly desk reviews, and ongoing technical assistance and training.

Use of the LEO Monitoring Guides by WIOA State Coordinators is required, although Agency staff is encouraged to modify and enhance guides as needed to meet the specific needs of each review. In addition, Monitoring Guides are living documents that are 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.

High Concentrations of Youth: In accordance with the WIOA Section 129(b)(1)(F), LEO 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 American Community Survey census data comparing the percentage of WIOA eligible youth 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:

- 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 (including interests and aptitudes for non-traditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants. A new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program.
- 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 shall identify career pathways that include education and employment goals (including, in appropriate circumstances, non-traditional employment), appropriate achievement objectives, and appropriate services for the participant (taking into account the objective assessment previously conducted), except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.
- Provide:

1. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized post-secondary credential;
2. Preparation for post-secondary educational training opportunities;
3. Strong linkages between academic instruction and occupational education that leads to the attainment of recognized post-secondary credentials;
4. Preparation for unsubsidized employment opportunities as appropriate; and
5. Effective connections to employers, including small business employers, in-demand industry sectors and occupations of the local and regional labor markets.

Local WIOA Youth programs are required to include each of the fourteen program elements listed in WIOA Section 129(c)(2) as options available to all youth participants.

Integrated Education and Training: The Department of LEO has allocated funding to support Integrated Education and Training (IET) programs that have already been developed by adult education providers and/or that will be developed jointly by our local Michigan Works! Agencies (MWAs) and adult education providers. The intent of IET programming in Michigan is for WIOA Title II adult education providers to partner with a local MWA and/or an existing training provider to co-enroll participants in WIOA Title I and Title II services, when appropriate.

The IET program must be part of a regionally or locally defined career pathway. The IET program must include three required components – (1) adult education and literacy activities,

(2) workforce preparation activities, and (3) occupational training. The three required components must occur simultaneously within the overall scope of the IET program and must each be of sufficient intensity and quality.

Evaluations: The State will continue to conduct evaluations and research projects on activities under the WIOA core programs to establish and promote methods for improving such activities to achieve high-level performance within, and high-level outcomes from, the statewide workforce system. 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, that the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under the WIOA. Evaluations include analysis of customer feedback, outcome, and process measures for the workforce investment system, as required.

The Michigan Talent Dashboard includes existing workforce data 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 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:

- Staff costs for program oversight and monitoring.
- One-Stop Management Information System and related staff costs: 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. The current One-Stop programs represented in the One-Stop Management Information System are:
    - The Wagner-Peyser funded services,
    - The Welfare Reform Programs,
    - The WIOA Programs, and
    - The Trade Adjustment Assistance.
- The 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 Department of Labor and Economic Opportunity 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 MWA 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 the ~~Office~~ Bureau of Labor Market Information and Strategic Initiatives: The Department of Labor and Economic Opportunity ~~has~~ enter~~sed~~ 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 talent shortages, shrinking workforce 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 LEO. 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. 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 to support activities 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 to build equitable pathways to high-wage careers, enhancing system capacity to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, and developing and improving local program performance and goals through assisting ongoing system development and proficiency, including professional development and technical assistance.

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

The State intends to use the Governor's set aside funding for the following projects:

~~Apprenticeship Readiness Training~~

~~With many high-profile projects coming to the City of Detroit, including the construction of the Gordie Howe International Bridge, the WD and the Michigan Department of Transportation are committed to working in partnership with the City, the MWA (Detroit Employment Solutions Corporation [DESC]), educators, and labor organizations to fill the need for skilled and general labor through an apprenticeship readiness training program; and in the process, assist Detroit residents – especially those who face significant barriers – with access to long term employment. Services will be provided to approximately 1,000 participants.~~

~~Funds are supporting:~~

- ~~Occupational, classroom and/or work-based learning, including apprenticeships;~~
- ~~Job readiness (soft/employability skills) training;~~
- ~~Basic skills (literacy/numeracy) training;~~
- ~~Wrap-around support services; and~~
- ~~Job placement assistance.~~

Michigan Industry Cluster Approach (MICA) 3.0

Michigan Industry Cluster Approach (MICA) 3.0 is a demand-driven workforce system that is Michigan's primary workforce development strategy focusing on aligning all efforts, initiatives, programs, and funding – around industry clusters. An industry cluster is a geographic concentration of related employers, industry suppliers, and support institutions in a product or service field. MICA's employer-led collaboratives develop and implement strategies to develop a qualified pool of talent and address the skill gaps. MICA creates a framework in which many employers within a single industry jointly engage with the workforce system to identify their talent demand and challenges. As industry clusters are established, the focus shifts emphasis on talent issues to an industry basis, rather than working with a single employer at a time. Utilizing the MICA strategy, Talent Development Liaisons are assigned a specific industry cluster (i.e., Agriculture, Construction, Energy, Healthcare, Hospitality/Outdoor Recreation, Information Technology, Manufacturing, and Mobility).

State Apprenticeship Expansion (SAE), Equity and Innovation Grants/Michigan Statewide Targeted Apprenticeship Inclusion & Readiness System (MiSTAIRS)

In 2021, the U.S. Department of Labor announced that the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) was awarded $10 million in SAE funding to further expand RAP opportunities in the state. The award was based on a commitment to increase RAP diversity, equity, and inclusion through the Michigan Statewide Targeted Apprenticeship Inclusion & Readiness System (MiSTAIRS). MiSTAIRS is a partnership of LEO, the Michigan Works! Network, MCTI, Michigan Association of Community and Adult Education, and the Access to Apprenticeship Consortium led by labor and associated contractors. Activities benefit those most severely impacted by COVID-19 with RAP opportunities for citizens with a focus on women, people of color, individuals with disabilities, and those without a high school equivalency diploma or equivalent.

Under the MiSTAIRS program, Michigan will further develop and implement Pre-Apprenticeship Readiness programs across the state providing direct entry into Apprenticeship Readiness program opportunities, specifically for underrepresented populations. Eight (8) to nine (9) weeks of Pre-Apprenticeship Readiness is a proven method of diversifying RA talent pipelines. Apprenticeship Readiness programs across the state provide direct entry into RAP opportunities, specifically for underrepresented populations.

Customer Relationship Management (CRM)

Workforce Development identifies funding in support of electronic systems for CRM.

The funding is to be used to support existing CRM systems or for the purchase or renewal of software licenses that will aid in the identification of and information gathering for potential layoffs or opportunities for layoff aversion. This funding is being made available as the WD works on integrating CRM functionality into the state data system. ~~By~~ U~~u~~sing data systems to identify and gather information~~, it~~ allows the local areas to provide assistance to employers in managing reductions in force, which may include early identification of firms at risk of layoffs, assessment of the needs of and options for at-risk firms, and the delivery of services to address those needs. An electronic CRM system will allow for a more proactive approach to assist employers for those companies at risk of having a layoff or to identify where layoffs have already occurred.

Career Exploration and Experience Events

Funding has been awarded to the local areas to further expand career exploration and experience events. The WD supports Talent Tours that introduce young adults, parents, and educators to available career paths in their region by offering a behind-the-scenes look into in-demand businesses and industries. Talent Tours provide real-time information regarding 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. The funding awarded will support similar career exploration and experience of multiple businesses and industries at a single, coordinated location instead of individual, on-site efforts at single institutions.

MWAs ~~will~~ organize and coordinate multiple business and industry representatives at a single location, similar to “MiCareerQuest™” style job fairs. The MWAs should ensure these career events include the following components:

- Local in-demand businesses and industries are targeted. These industries will be identified regionally and locally.
- An overview of the industry and key positions in-demand.
- Hands-on activities, whenever possible, to provide practical knowledge of the positions available in the various industries.
- Information pertaining to the educational requirements for key positions in-demand (certificate, apprenticeship, two- or four-year degree, etc.).
- Highlight the key aspects of an “average day on the job."

- Potential should exist for job shadowing, internships, and/or other work experiences with participating employers after the conclusion of the event.
- Due to ongoing safety concerns resulting from the COVID-19 pandemic, virtual events are an allowable use of funding.

Michigan's Governor announced the month of December 2021 as Career Exploration and Awareness Month, encouraging Michiganders to explore the many career pathways available to them. This month-long effort looks to recognize the state's urgent and growing need for talent and the programs and services in place to help and engage residents in employment, training and educational opportunities. Those interested in education beyond high school to gain the skills they need for rewarding careers are encouraged to explore free education and training resources like Skills to Work and the Michigan Reconnect program.

Career Exploration and Awareness Month also ties into our Governor's Sixty by 30 goal, which aims to increase the percentage of adults in the state with a postsecondary degree or credential by the year 2030.

~~Jobs for Michigan Graduates (JMG)~~

~~For Michigan to remain competitive nationally in job retention and growth, it must continue to address the low graduation, post-secondary education attainment, and employment rates of youth within the state. JMG is the state-based affiliate of the national Jobs for America's Graduates (JAG) program. Since 2008, Jobs for Michigan's Graduates (JMG) now has over 100 programs throughout Michigan that have supported more than 22,000 vulnerable youth and has equipped more than 10,000 young adults with the skills to overcome barriers and win in education, employment, and as citizens. Essential programming includes dropout prevention, dropout recovery, and school to work activities. JMG uses JAG Model programming that consists of a comprehensive and structured program design and curriculum that targets career readiness skills. JMG's expansive partnership network includes Michigan Works! Agencies, school districts, community colleges, and non-profits.~~

~~Research supports that the JAG Model is most effective when services are delivered to those youth at risk of not completing requirements for a high school diploma, transitioning from school to the workplace, and/or enrolling in a post-secondary institution. Model components administered via coordination of partner entities include classroom instruction, competency-based curriculums, adult mentoring, advisement and support, employment training, student-led leadership development, job and post-secondary placement services, and twelve-months of follow-up services.~~

~~Funding is provided to the local areas for JMG Specialists to deliver engaging and outcome-based services to youth, giving them a reason to stay in or return to school. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.~~

~~Fiat Chrysler Automobiles~~

~~The WD has established grants with Detroit Employment Solutions Corporation (DESC) and the Southeast Michigan Community Alliance (SEMCA) for the purpose of supporting Fiat~~

~~Chrysler Automobiles (FCA) in identifying, preparing, and hiring Detroit residents to fill new positions at the Jefferson North Assembly Plant and the Mack Avenue Engine Plant. As a result of the expansion of the Jefferson North Assembly Plant and the Mack Avenue Engine Plant, FCA will be hiring more than 5,000 new employees in Detroit. DESC, the City of Detroit, and the State of Michigan are committed to supporting FCA in identifying, preparing, and hiring Detroit residents and applicants surrounding Detroit to fill these new positions. The DESC will develop and implement a comprehensive plan for marketing, outreach, preparation, and screening to assist Detroit residents in obtaining employment with FCA. Detroiters had priority access to jobs for a four-week period in late summer/early Fall of 2019.~~

~~The SEMCA has been designated as the single point of contact for recruitment outside of the City of Detroit for the skilled trades and salaried workforce needed to launch and sustain FCA's new plant. Due to the high demand for workers with credentials, FCA anticipates that recruitment for these positions will likely require a timeframe extending well into 2020 to reach full capacity. The targeted nature of the recruitment, the technical expertise required, as well as the scale and intensity of the project will require a significant amount of staff time and resources.~~

Integrated Education and Training

The WD has allocated funding to support Integrated Education and Training (IET) programs that have already been developed by adult education providers and/or that will be developed jointly by our local MWAs and adult education providers. The intent of IET programming in Michigan is for WIOA Title II adult education providers to partner with a local MWA and/or an existing training provider to co-enroll participants in WIOA Title I and Title II services, when appropriate.

The IET program must be part of a regionally or locally defined career pathway. The IET program must include three required components – (1) adult education and literacy activities, (2) workforce preparation activities, and (3) occupational training. The three required components must occur simultaneously within the overall scope of the IET program and must each be of sufficient intensity and quality.

Young Professionals (YP) Initiative

YP aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. Michigan piloted the initiative in 2020 and emphasized summer employment activities. Currently, the program is offered year-round to offer additional flexibility to local programs and serve additional young adults.

High Concentrations of WIOA Eligible Youth

In accordance with the WIOA Section 129(b)(1)(F), the allocation of WIOA Statewide Activities funding to provide additional assistance to local areas that have a high concentration of WIOA eligible youth is provided to local areas. The local areas selected to

receive funding were chosen based upon an evaluation of American Community Survey census data comparing the percentage of WIOA eligible youth 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 of eligible youth was selected to receive funding.

Capacity Building and Professional Development (CBPD)

The CBPD funding may be utilized for, but is 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. Activities supported by this funding will assist in addressing the goals of local and/or regional strategic plans, and the needs of local and regional employers for a skilled workforce.

Michigan Revolution for Electrification of Vehicle Academy (MiREV)

The Michigan Department of Labor and Economic Opportunity (LEO) is looking to partner with three to five organizations for a total investment of up to $5 million towards MiREV. MiREV will work directly with employers to ensure Michigan has the right kinds of programs and resources to fill both current and future talent gaps for in-demand and emerging jobs in the mobility and electrification industry. This will include determining projected job openings, identifying competencies, credentials and other hiring requirements, reskilling and upskilling incumbent workers, identifying training opportunities for job seekers interested in industry and conducting career awareness and promotion of EV-related industries and its occupations with Michigan's future workforce.

MiREV will further support Michigan's efforts to create a clean energy future through electrification while continuing to prepare the state's workforce to secure the new jobs that are being developed in Michigan's automotive and mobility sector and keep Michigan on track to meet Michigan's goal of having 60 percent of the working-age population with post-secondary education or skills training by 2030.

Supporting Business Resource Networks(BRNs)

BRNs are a tool that provides resources to local companies with the goal of reducing employee turnover and creating a more stable workforce. BRNs are operated by the local MWAs. Companies participating in a BRN have an assigned Success Coach who works on-site at each business as an extension of their human resources department. The Success Coach assists employees to help manage life's challenges, enabling the employees to be more reliable and productive. For employers, these services help to increase worker retention and productivity.

Special Projects Funding: Some funds have been set aside for Michigan Works! special projects and yet-to-be-determined special projects generated by LEO. 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. Funds may also be utilized to provide additional support for service center operations, commensurate with the level of any remaining set aside funds.

The ~~Michigan Department of Labor and Economic Opportunity (~~LEO~~)~~ facilitates the statewide Rapid Response services and serves as the recipient of plant closings/mass layoff notices required under the Worker Adjustment and Retraining Notification Act (WARN).

Rapid Response is a key component to Michigan's strategy to create a unified local approach while working with 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.

In order to provide thorough and complete delivery, Rapid Response activities are carried out by the ~~Trade Adjustment Assistance/Rapid Response (TAA/RR)~~ State Coordinators of the Trade Adjustment Assistance/Rapid Response (TAA/RR) Section, located within the LEO. Each TAA/RR 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. Although, local and state roles are clearly defined, the Rapid Response process involves a unification of state agencies and local service providers, together with the private sector and organized labor. The goal of all concerned parties is to provide dislocated workers with an array of support, resources, and technical assistance to effectively assist in the transition to reemployment.

The TAA/RR State Coordinators participate in cross training of crucial re-employment and assistance programs and services most relevant to each local area or region. Subsequently, the TAA/RR State Coordinator acts as the link between the local Michigan Works! Agency, Unemployment Insurance Agency, and applicable federal, state, and private resources to ensure all re-employment and supportive service information is readily available to assist employers and workers experiencing a mass layoff or plant closing. With the input and support of all parties involved, the all-inclusive Rapid Response approach ensures that Michigan continues to administer a successful dislocated worker program by providing superior support including specific worker re-training, job placement, and related needs.

The state has a comprehensive procedure, that is continuously reviewed for improvement, to serve impacted employers and workers using the Workforce Innovation and Opportunity Act (WIOA) Rapid Response, the WIOA Dislocated Worker, and TAA Programs. The ~~Rapid Response team~~ TAA/RR Section engages ~~begins~~ the process by interacting with companies that have, or plan to, lay off workers. Information regarding the WIOA Dislocated Worker and TAA Programs 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.

In addition to acting as a facilitator and resource of re-employment resources, the TAA/RR State Coordinator thoroughly documents dislocation events, allowing for trend analysis and proactive strategy development, organizes necessary communications and aligns relevant services to support affected workers. 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

Under Michigan's Emergency Management Act, Public Act 390, as amended, natural disasters are coordinated through the Michigan State Police, Emergency Management and Homeland Security Division. They, in turn, coordinate the response with federal, local, and other state agencies utilizing the State of Michigan Emergency Operations Center located in Lansing, Michigan. When the Governor declares an emergency and formally requests a federal emergency declaration, the Michigan Department of Labor and Economic Opportunity (LEO) will work with the local area(s) to determine if the disaster could result in a potentially large loss of employment and evaluate whether sufficient resources are available to adequately provide workforce services. If a funding shortfall is anticipated, the LEO will seek Emergency Dislocated Worker Grant funding pending federal designation. If FEMA declares a natural disaster and establishes a designated disaster area, the LEO will formally apply for assistance and work with the local area(s) on implementation.

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 Michigan Department of Labor and Economic Opportunity (LEO) has a comprehensive procedure to serve customers using the Workforce Innovation and Opportunity Act (WIOA) Rapid Response ~~(RR)~~, ~~the~~ WIOA Dislocated Worker, and Trade Adjustment Assistance (TAA) programs. The Rapid Response Reserve funds assist both TAA and Rapid Response activities that are shared by the TAA/Rapid Response Section within the LEO. ~~Both TAA and Rapid Response activities are shared by the TAA/Rapid Response Section within the LEO.~~ The TAA/Rapid Response Section is comprised of TAA/Rapid Response State Coordinators who are assigned to specific regions across the states who oversee both TAA and Rapid Response activities accordingly. Recent shifts within the LEO have allowed for both the TAA and Rapid Response programs to align within a single section to ensure an all-inclusive approach is provided statewide.

The TAA/Rapid Response Section State Coordinator 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 investigated by the appropriate State Coordinator. Investigation and fact-finding of potential trade impact is immediately conducted for consideration of a TAA Petition. If found that a TAA petition filing is warranted, the TAA/Rapid Response State Coordinator discusses with the employer, the Michigan Works! Agency (MWA), and if applicable, the Union Officials, the next steps for petition filing as well as potential benefits if approved. If the impacted employer or Union prefers to file the TAA Petition with the U.S. Department of Labor (USDOL), the TAA/ Rapid Response State Coordinator is available for assistance.

Dependent upon the employer preference, a Rapid Response and/or Worker Orientation meeting is arranged to discuss the re-employment, state, federal, and local resources, as well information presented by the Unemployment Insurance Agency. If TAA certified, the TAA Worker Benefit Orientation (WBO) meetings are arranged in coordination with all applicable partners, including MWAs. Additionally, the state is working on the creation of promotional videos and worker orientation videos to expand the notification to all TAA-eligible dislocated workers unable to attend meetings.

The TAA WBO meetings expand upon the Rapid Response worker orientation and provide detailed information on all TAA benefits and services. The integration of the State's Rapid Response and TAA Program ensures workers will receive prompt and accurate information to make informed career and employment decisions.

The MWAs are highly encouraged to co-enroll TAA participants into the WIOA Dislocated Worker programs as applicable. The TAA Comprehensive Manual states "In accordance with federal regulations, each MWA 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 MWA to maximize program efficiency and prevent duplication of services."

TAA/Rapid Response State Coordinators continuously coordinate WIOA employer-based training initiatives to ensure support of the demand-driven model and coordination of TAA and the WIOA Dislocated Worker programs.

In addition, the state is committed to understanding the reasons why TAA-certified workers use or do not use their TAA benefits. After an extensive outreach and re-engagement effort

is completed, the state will continue efforts to engage previously certified workers. via certified mail, email, telephone, newspaper ads, television commercial opportunities, social media postings, job fairs, etc.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

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.

Michigan continues to provide initiatives and services that tackle the ~~faces acute~~ talent shortages and addresses the challenge of not enough Michiganders with the skills necessary to fill high-skill jobs to in turn boost incomes and improve long-term outcomes for working families. ~~as many individuals have low educational attainment rates and inadequate skills to earn enough to support themselves and their families.~~ A concerted learning of foundational competencies by a significant portion of Michigan's adults is needed to ensure that they can obtain self-sufficiency while taking advantage of the extensive job and training opportunities that Michigan offers and promises to offer in the future.

Workforce Development was awarded U.S. Department of Education grant funds to respond to the economic impact of COVID-19 in the state that focuses on work-based learning. These federal funds will help Michigan job seekers make the jump from education and training to employment by delivering short- and mid-term customized training solutions. The funding will serve approximately 5,000 job seekers.

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 have completed the program. Work-based training can be an effective training strategy that can provide additional opportunities for participants and employers in both finding high-quality work and in developing a high-quality workforce. Customized training, On-the-Job Training (OJT), incumbent worker training, 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.

Transitional Jobs: Per 20 CFR 680.180 and 680 transitional jobs are no longer considered training. Transitional jobs are a type of work experience, and thus, considered a career service. Michigan acknowledges that transitional jobs can be effective solutions for individuals with barriers to employment to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry and retention into unsubsidized employment that they would otherwise not be able to attain through other work-based trainings, such as on-the-job training.

Although there is no expectation that the individual will continue their hire with the employer after this work experience is complete, and that transitional jobs is not a required work experience, it is considered to be an underutilized service through our local areas. Through

the Workforce Development programmatic reviews with all local areas, discussion is taking place to strongly encourage and recommend transitional jobs be utilized as a work experience option, as applicable. Transitional jobs is a good tool that combines comprehensive employment and supportive services in order to assist individuals to establish a work history and demonstrate success in the workplace.

The Michigan Works! Agencies (MWAs) 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 MWA's Workforce Innovation and Opportunity Act (WIOA) comprehensive plan. Local training policies and contracts are 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 or wages comparable to or higher than wages from previous employment 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.

The MWAs are required to have a local customized training policy for the execution of customized training contracts. Since "significant portion of the training costs" is not identified under the WIOA, the MWAs will be allowed to locally define "significant portion" as part of their local customized training policy.

On-the-Job Training: The OJT is primarily designed to first hire the participant and provide the participant with the knowledge and skills necessary for the full performance of the job. The OJT 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.

- 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.

The MWAs are required to have a local OJT policy for the execution of OJT contracts. Local OJT policies and contracts will continue to be reviewed during the WIOA Programmatic Reviews.

Prior to approving an OJT, 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 (IEP) or Individual Service Strategy (ISS). The IEP must reference the lack of skills and the need for OJT. The results of the assessment will be used, in part, to determine the appropriateness of and suitability for the OJT, along with determining the duration of the training.

The OJT is provided under an agreement with an employer with a public or private non-profit agency or the private sector. Prior to entering into an OJT agreement with an employer, the local MWA 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 OJT participant.

A local area may not enter into an OJT contract with an employer who has previously exhibited a pattern of failing to provide OJT participants with continued long-term employment as regular employees with wages and employment benefits, including health benefits) and working conditions at the same level and to the same extent as other employees working a similar length of time and doing the same type of work. Training positions covered by an OJT contract must not have been created by the displacement of employed workers in the same or similar position. A local area may not enter into an OJT contract with employers who have relocated their business or part of their business from any location in the Unites 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 OJT should be defined in the local OJT 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

workspace. 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 OJT funding:

- Turnover pattern;
- Pay and benefits;
- Documentation; and
- The reimbursement check.

On-the-Job Training and Employed Workers: An OJT contract may be written for eligible employed workers when the following circumstances are met:

- The employee is not earning a self-sufficient wage or wages comparable to or higher than wages from previous employment, as determined by local board policy;
- Requirements in Section 680.700 of the WIOA rules are met; and
- The OJT 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 OJT. 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.

Reimbursement to employers shall be managed by a system that clearly documents the number of hours worked each day by the participant and rate of pay for the time period. Supporting documents must be signed by both the participant and the employer or only by the employer if accompanying documentation (timesheets/timecards) is signed by the participant. Reimbursement is for straight time worked and must not include overtime pay, holiday, sick pay, or commissions.

Reimbursements are limited to 50 percent of the wage rate of an OJT participant. Under certain conditions, the OJT reimbursement rate may be raised to 75 percent of the wage rate when considering all of 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 OJT 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 OJT completion.

Local boards must document, in their OJT policy, 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). The OJT reimbursements cannot exceed the amount obligated in the training plan, or any subsequent modifications.

Incumbent Worker Training (IWT) Programs: The IWT is designed to ensure that employees of a company are able to acquire the skills necessary to retain employment and advance within the company or to provide the skills necessary to avert a layoff and must increase both the participant's and a company's competitiveness. An ideal IWT 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 job seeker to backfill the incumbent worker's position. The training should, whenever possible, allow the participant to gain industry-recognized training experience and ultimately, should lead to an increase in wages.

The IWT 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. The IWT is conducted with a commitment by the employer to retain or avert the layoffs of the incumbent workers being trained.

To qualify as an incumbent worker, the individual must 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. In the event that the IWT is being provided to a cohort of employees, not every employee in the cohort must have an established employment history for six or more months, as long as the majority of employees within the cohort do meet the requirements.

Local areas may use up to 20 percent of their local Adult and Dislocated Worker funds for IWT. 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.

The MWAs utilizing IWT are required to have a local IWT policy in place. 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:
  - Establishing an early warning network,
  - Economic trend monitoring,
  - Asset mapping,
  - Prefeasibility studies, and
  - Succession planning.
- How the local Workforce Development Board (WDB) will employ IWT as part of its demand-driven strategy.
- How the local WDB will ensure that IWT 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 (the non-federal 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.

Local policies and contracts for IWT will be reviewed during the WIOA Programmatic Reviews.

Services and outcomes for any incumbent worker participant is reported in the WIOA Participant Individual Record Layout system and the One-Stop Management Information System (OSMIS):

- All participants in IWT projects, regardless of the fund source, must be reported in the OSMIS.
- Incumbent worker participants are subject to selection for the federally mandated data validation. Therefore, all documentation requirements apply to incumbent workers.

2. REGISTERED APPRENTICESHIP

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

For eligible participants, local Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker funds may be used for not only Registered Apprenticeships, but pre-apprenticeship training, such as remediation and/or basic job skills training, to prepare an individual for a Registered Apprenticeship program.

Registered Apprenticeships can be funded through several mechanisms. Given the unique nature of Registered Apprenticeships, there are several ways in which training services will be used in conjunction with these programs:

- Registered Apprenticeships generally involve both classroom and on-the-job instruction. An On-the-Job Training (OJT) contract may be developed with a Registered Apprenticeship program for training participants. The OJT contracts are made with the employer. The OJT contract may be made to support some or all of the OJT portion of the Registered Apprenticeship program,
- A combination of an Individual Training Account (ITA) to cover classroom instruction along with an OJT contract to cover some or all of the work-based training portion of the Registered Apprenticeship is allowed, and
- Incumbent worker training may be used for upskilling apprentices who already have an established working/training relationship with the Registered Apprenticeship program.

Local areas may also include support services, in coordination with career and/or training services to participants in a Registered Apprenticeship program. The supportive services must be consistent with the WIOA Section 134(d)(2) and state and local policies.

Registered Apprenticeship programs will remain on the Michigan Training Connect (MiTC) 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.

All Registered Apprenticeship programs are eligible for inclusion on the MiTC. Under the WIOA Title I-B, Registered Apprenticeship program sponsors that request to be placed on the MiTC are automatically included and will remain on the MiTC for as long as the program is registered or until the program sponsor notifies the state that it no longer wants to be included on the MiTC. In lieu of local area review, the state will be approving all Registered Apprenticeship programs, based on the WIOA's automatic placement criteria.

To ensure that local areas have the maximum flexibility in serving participants and supporting their placement into Registered Apprenticeship programs, OJT contracts may be written with Registered Apprenticeship programs or participating employers in Registered Apprenticeship programs for the OJT portion of the Registered Apprenticeship program, consistent with the requirements under 20 CFR 680.700. Since Registered Apprenticeship programs vary in length, the OJT may support the entire duration of training while other means support the beginning of the Registered Apprenticeship training. Depending on the length of the Registered Apprenticeship and the state and local OJT policies, these funds may cover some or all of the Registered Apprenticeship training. There is no federal prohibition on using both Individual ITA and OJT funds when placing participants into a Registered Apprenticeship program. The 20 CFR 680.330 provides further information on using ITAs to support participants in Registered Apprenticeship.

State Apprenticeship Expansion (SAE) champions efforts of public-private partners to support and expand Registered Apprenticeship Program opportunities for all citizens. The Department of Labor and Economic Opportunity's Industry Engagement Division leads this effort with guidance from and collaboration with partners and stakeholders in the business community, workforce development, education and training, community organizations, and labor and economic development. SAE includes diversity, equity, and inclusion for participants in new registered apprenticeship opportunities across the state.

The State Apprenticeship Success Coordinators (ASCs) function within the Michigan Works! network and partner with their region's employers and local employer-led collaboratives to assist with RA identification, enrollment, placement, and completion, through coaching, mentoring, shared resources, and wrap-around services especially for underrepresented populations. They also collect and input RA information, and when Registered Apprentices are dual-enrolled as customers in other workforce development system programs, including WIOA, all data required for One-Stop Management Information System (OSMIS) registration and tracking is entered; therefore, assisting our local areas with service delivery.

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 to prepare individuals with the skills and competencies they need to enter one or more Registered Apprenticeship programs. These training programs 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.

A quality pre-apprenticeship program is one that incorporates the following elements:

- Training and curriculum that aligns with the skill needs of employers in the economy of the state or region involved.
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career.
- Access to educational and career counseling and other support services, directly or indirectly.
- Opportunities to attain at least one industry-recognized credential.
- A partnership with one or more Registered Apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program into a Registered Apprenticeship program.
- Pre-apprenticeship programs are on 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 with the continued commitment to provide high-quality services for all youth. Quality pre-apprenticeship programs play a valuable role in opportunities for classroom and skills training in in-demand industries and occupations, while culminating with a good job along a career pathway to contribute to the development of a diverse and skilled workforce. 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.

  Both apprenticeship and pre-apprenticeship training programs can be an important part of an industry and cluster development strategy, as well as an effective means of advancing growth and competitiveness for individual small and/or groups of related businesses. In a demand-driven environment, the public workforce system at the federal, state, and local levels work collaboratively with business and industry, economic development, education, training providers, and other key partners on talent development strategies and workforce solutions to provide workers with the skills businesses need. Registered Apprenticeship is a potential workforce solution that contributes to the development of industry-defined competencies and also serves as a proven industry-driven workforce education and preparation strategy for workers.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

<u>Overview of MiTC Requirements</u>

A “program of training services” is one or more courses or classes, or a structured regimen that leads to:

1. A recognized post-secondary credential,
2. Employment, ~~or~~
3. An industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or the federal government, or
4. A measurable skills gain~~s~~ toward ~~such~~ a credential or employment.

Section 680.410(d) of the WIOA regulations defines an ETP as the only type of entity that receives funding for training services as defined in Section 680.200 through an Individual Training Account (ITA). The entity must be one of the following types:

- An institution of higher education that provides a program that leads to a post-secondary credential (Associate or a Baccalaureate degree),
- An entity that carries out programs registered under the National Apprenticeship Act (29 United States Code 50 *et seq.*), or
- Other public or private providers of training services which may include:
    - A private non-profit provider, such as a community-based organization.
    - A private for-profit provider, such as a proprietary school.
    - A joint labor management organization.
    - Eligible providers of adult education and literacy activities under Title II of the WIOA if such activities are provided in combination with career services described at 20 Code of Federal Regulations 680.350.

A "site" is defined as a place at which an instructional or training program is delivered. A "site" is administered independently and maintains administrative records specific to enrollment in its program(s) of study.

Required MiTC Information for Schools Pursuing Overview of MiTC Requirements

Required MiTC contact and program-specific information includes the following:

- The name of the school or institution/organization to provide training services to WIOA Adult and Dislocated Worker program participants.
- The program contact, including the name, phone number, and address of the training provider's main location, including city, state, and five-digit zip code. Use the U.S. Postal Service address validation system to verify the address and zip code.
- The training program title.
- A short description of the training program. The description can include other course prerequisites (e.g., driver's license or work experience, learning outcomes, competencies gained, program accreditation, full-time/part-time, required books/technology, and related careers).

- The program website or the URL of the training program-specific web page for training seekers to find more information on the program. If the program-specific page is not available, the URL of a list of programs is acceptable, or the URL for the school's web page is acceptable.
- The program of study by potential outcome, i.e., the credentials earned upon completion. Credentials include:
    - Industry-recognized occupational certificate or certification, appropriate to qualify for entry-level or advancement in employment.
    - Certificate of completion of an apprenticeship, and/or career and technical educational certificates.
    - Occupational license recognized by the state involved or the federal government.
    - An associate degree.
    - A program of study leading to a baccalaureate degree.
    - Community college certificate of completion.
- The specific name of the associated credential. The associated credential is identified as the specific name of the certificate, certification, license, or degree participants can receive, i.e., Certified Welding Inspector.
- The two-digit Classification of Instructional Programs (CIP) General Category code.
- The four-digit CIP Detailed Category Code.
- The six-digit CIP Program Code.
- Information concerning whether a provider is in a partnership with a business.
- O*Net-Standard Occupational Classification (SOC) code for which the program prepares students. The choices offered will be from the National CIP to SOC crosswalk. Up to three SOC codes can be chosen, one is mandatory.
- The total out-of-pocket costs, including the total cost of tuition and required fees, assuming normal time to completion. Examples of fees include athletic center fees, technology fees, and lab fees.
- The total cost of other out-of-pocket costs of books and supplies, assuming normal time to completion.
- Whether or not there is a license fee for employment.
- If any additional sources of financial assistance, including Pell Grants or other sources of financial assistance, are accepted.
- A description of any other sources of financial assistance that are accepted.
- Estimated waiting period for entry into the program.

- Program duration (clock or contact hours). Clock hours are the total number of actual hours per week a student spends attending class or other instructional activities that count toward completing a program of study. A clock/contact hour is defined as a 60-minute span of time with between 50 and 60 minutes of actual class instruction, which may include class, recitation, lecture, lab, training, or internship. No more than one (1.0) clock hour can be assigned to any discrete 60-minute period.
- Program duration (weeks) as completed by a full-time student.
- Program prerequisites. Prerequisites may include:
    - High school diploma or its equivalent.
    - Associates degree.
    - Bachelor's degree.
    - Courses.
    - A combination of education and course(s).
- Program Format. The format of the program may include:
    - In-person.
    - Online, e-learning, or distance learning.
    - Hybrid or blended program.
- Whether or not an internship or externship is required.
- Whether or not the program is a new program. A new program is defined as a program that cannot report historical information on outcomes for graduates because the program lacks a history. Conditions include:
    - The first day of the first class has not yet occurred, AND
    - The program is a new offering for the institution.
- Required MiTC program performance data. Schools are required to meet minimum performance standards. These minimum standards are based on Michigan's expected performance levels, as negotiated with the U.S. Department of Labor.

~~Beginning~~ As of July 1, 2018, both initial and continuing eligibility is based on a Program Year (PY), operating from July 1 through June 30 each year. Additionally, all schools are required to enter their performance data on the MiTC for each program of study at each training site. The information must be reported for all programs of study listed on the MiTC, including programs that have not served WIOA participants during the reporting period.

As part of the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) quality assurance review, programs will be reviewed for compliance with applicable state licensing laws. The review will occur as part of the application process and *prior* to the program's submission to the Michigan Works! Agency (MWA) for review and

approval. The review will consider all licensing laws that may apply to any given training program. WD will remove ~~an organization~~ a training provider and its programs from the Michigan Training Connect in the event a license is revoked or suspended. ~~The MWA reviews the application and criteria (i.e., credentials are valid (associate or baccalaureate degree, occupational licensure, occupational certificate, occupational certification or licensure, or other industry-recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment) and confirms that the training program is in high-demand and will meet employer needs within the local area). The MWA then grants approval as an ITA-eligible program and designates their approval on the system. Once approved, the training provider's program will be eligible to serve the WIOA-eligible customers across the state.~~

WD has delegated its final approval authority to the MWAs. Following a quality assurance review by WD, the application is then routed to the MWA covering the area in which the school is located and/or the area in which the training program is offered. The MWA reviews the application, and if the training program meets the criteria, the MWA then grants approval as an ITA-eligible program and designates their approval on the system. Once approved, the training provider's program will be eligible to serve the WIOA-eligible customers across the state. In all cases where the program is passed onto the MWA for review and approval, it is the responsibility of the MWA to verify that the credentials are valid (associate or baccalaureate degree, occupational licensure, occupational certificate, occupational certification or licensure, or other industry-recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment) and that the training program is in high-demand and will meet employer needs within the local area.

Only ITA-eligible programs will appear on the MiTC. If WIOA ITA funds are being used to pay for training, the school must be listed on the MiTC as an eligible training provider at the time of the student's training start date.

Training providers must apply to become certified as a WIOA ITA-eligible training provider. The application can be accessed under the Career Explorer tab on the MiTC website. A training provider is required to submit program information for each program, at each site at which the program is offered.

Initial Eligibility

The state's Eligible Training Provider (ETP) List is housed within the Department of Labor and Economic Opportunity (LEO), ~~Pure Michigan Talent Connect~~ Talent Information System Section and is known as Michigan Training Connect (MiTC). Eligibility criteria for initial and subsequent eligibility, in accordance with the Workforce Innovation and Opportunity Act (WIOA) Section 122, is summarized in the Michigan Training Connect Policy Manual, located on the LEO website with the other policies and manuals.

In order to be listed on the MiTC as an ETP, the school must accept WIOA-funded Individual Training Accounts (ITAs). The program must be on the MiTC at the time of the student's training start date into the training program.

The state's requirements to become an ETP apply to all organizations providing the WIOA Title I-B funded training to adults and dislocated workers, with the specific exception of Registered Apprenticeship programs. With the exception of Registered Apprenticeship

programs, for all programs that have not been previously eligible, providers must submit required information, including performance, in order to have their programs considered for initial eligibility in accordance with the LEO procedures. Programs that receive initial eligibility designation receive the designation for one year.

In establishing initial eligibility procedures and criteria, at minimum, the following standards and information requirements apply:

- A description of the program of training services to be offered.
- Proof of proprietary school licensure.
- Information concerning whether the provider is in partnership with business. This could include information about the quality and quantity of employer partnerships.
- Other information in order to demonstrate high-quality training services, including whether the training program leads to a recognized post-secondary credential.
- Information that addresses the alignment of the training with in-demand industry sectors and occupations~~, to the extent possible~~.
- With the exception of new training programs, provide information addressing a factor related to the indicators of performance, as described in the WIOA Section 116(b)(2)(A)(i)(I)-(IV), which include unsubsidized employment during the second quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credential attainment.

Continued Eligibility

All ETPs are subject to continued ITA eligibility procedures and minimum program performance standards each year thereafter. ~~Continued eligibility requirements apply to training providers transitioning to the WIOA Title I-B who were previously eligible under the Workforce Investment Act (WIA) Title I and newly eligible training providers that were determined to be initially eligible under the WIOA Title I-B~~. Continued ITA eligibility in Michigan is determined on a rolling basis, with a program's initial eligibility period expiring on August 1, if they have not renewed within the renewal period of July 1 through 31 each year. While the WIOA states that all providers are subject to review and renewal of their eligibility at a minimum every two years; due to proprietary school licensure processes and requirements, Michigan will be reviewing eligibility on an annual basis. ~~with the same requirements and information collection for initial eligibility and final approval by the Michigan Works! Agency (MWA). However, while the WIOA states that all providers are subject to review and renewal of their eligibility every two years, due to proprietary school licensure processes and requirements, Michigan will be reviewing eligibility every year. The renewal period for training providers is based on a Program Year (PY), operating from July 1 through June 30.~~

The WIOA requires that providers seeking continued eligibility must provide verifiable program-specific performance information. The indicators of performance include unsubsidized employment during the second quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credential attainment. ~~Michigan has set minimum performance standards for unsubsidized employment during the second~~

~~quarter after exit, unsubsidized employment during the fourth quarter after exit, median earnings, and credential attainment.~~ Continued eligibility criteria for performance standards may include:

- Information identifying the recognized post-secondary credentials received by all training participants.
- Program cost information, including tuition and fees for the WIOA participants in the program.
- Information on the program completion rate for the WIOA participants.

The state and local areas may also consider alternate factors, such as:

- Access to training services using technology throughout the state, including rural areas.
- Information reported to state agencies on federal and state training programs other than programs within the WIOA Title I-B.
- The degree to which training programs relate to in-demand industry sectors and occupations within the state.
- State licensure requirements, and the licensing status of training providers; if applicable.
- The provider's ability to offer industry-recognized certificates and/or credentials.
- The ability of providers to offer programs that lead to post-secondary credentials.
- The quality of ~~a~~ training program services, including a program that leads to a recognized post-secondary credential.
- The ability of providers to provide training services that are physically and programmatically accessible for individuals who are employed and for individuals with barriers to employment, including individuals with disabilities.
- The timeliness and accuracy of training providers' performance reports.
- The state requirement that training providers must submit performance and cost information, including tuition and fees, annually for each of the provider's programs of study that are on the ETP list.
- Criteria that require collection of information to demonstrate compliance must not be unduly burdensome or costly to providers (20 Code of Federal Regulations (CFR) 680.460(h)(2)).

States are also responsible for ensuring the quality and value of ETPs. Local areas may include other factors determined to ensure quality and value, as appropriate, including, but not limited to:

- The training provider's accountability,

- Confirmation the ~~T~~training participants are given an informed choice among providers,
- The provider's ability to partner with employers and to provide job placement services,
- The provider's student dropout rate, and
- The provider's student loan default rate.

Continued eligibility applications for programs failing to meet state-specified performance standards may be considered for eligibility at the discretion of the reviewing MWA, provided the training provider can provide a sufficient reason for a program to be exempt from performance standards. Local areas must have a policy in place for approving programs failing to meet state-specified performance standards.

Local areas may set higher levels of performance than the State minimum as criteria for training providers to remain on the MiTC. To ensure that local performance standards are applied in a consistent and an objective manner, local areas must have a policy in place that addresses minimum performance standards if performance levels are higher than the State's minimum standards.

The MWAs have the authority to consider local economic conditions and the economic and demographic characteristics of the students a school serves when reviewing applications for continued eligibility. Training providers seeking continued eligibility approval under these circumstances must be able to provide supportive/supplemental documentation for each training program affected. The continued eligibility application will either demonstrate that the program performance is at or above the state standards or will include an initial justification of below-standards performance. The MWA reviewing the application reserves the right to determine whether the criteria provided by the training provider is satisfactory for approval. However, higher local policy standards may not keep a training program off of the State ETPL. If the initial justification of below-standards performance is not satisfactory to the MWA, the "reason for disapproval" must be provided to the applicant. Where the health and safety of students and others may be at risk, the MWAs have the right to deny continuing eligibility, based on supplemental information received about a training provider. Training providers that are not approved for placement on the MiTC have the right to appeal the decision within 30 working days from the date of the denial.

The State allows local areas to set higher levels of performance than the state minimum performance as criteria for training providers to be placed on, or to remain on, the MiTC. The MWAs may also request additional information, such as the name of, the quality, and quantity of employers involved in partnership with the training institution and/or additional information about the school's alignment with in-demand industry sectors or occupations, etc.

If the MWA has set a higher level of performance than the State criteria, the MWA must have a policy in place to ensure that local performance standards are applied in a consistent and objective manner. ~~Local areas must have a~~ The policy in place ~~that~~ must indicate how performance will be measured to ensure that local performance standards are applied in a consistent and objective manner. Local policies related to ETPs and the MiTC will be

examined as part of the WIOA program review process. Once approved by the MWA, the program is designated as ITA-eligible on the MiTC and approved to serve ITA-eligible customers across the state.

Active outreach to all U.S. Department of Labor Registered Apprenticeship programs located within the State of Michigan for placement on the MiTC has continued a partnership with Michigan's federal Office of Apprenticeship sponsor. ~~Michigan's State Apprenticeship office is located within LEO and is currently working with MiTC on outreach strategies to contact all Registered Apprenticeship programs within the state to allow them to indicate interest.~~ For placement of Registered Apprenticeship programs on the MiTC, program sponsors must indicate their interest in being an ETP to be included on the list. In addition to providing contact and program-specific information, all Registered Apprenticeship programs will be required to provide the following information for placement on the MiTC:

- Occupations included within the Registered Apprenticeship program.
- Contact information including the name and address of the Registered Apprenticeship sponsor.
- The name and address(es) of the Related Technical Instruction provider(s), and the location(s) of instruction if different from the program sponsor's address.
- The method and length of instruction.
- The number of active apprentices.
- Registered Apprenticeship program sponsors that do not provide the related technical instruction portion of the apprenticeship program may be required to provide additional information about their education provider, including the cost of instruction. (This is the only time that cost information should be requested).

Deeming Providers Ineligible (Removing a Training Provider)

The state is required to establish procedures for removing a provider from the MiTC.

During the continued eligibility process, the MWAs will have access to programs on the MiTC failing program performance measures. The ITA eligibility designation will be removed from the MiTC unless the governing MWA wishes to retain a given program on the MiTC. The MWAs wishing to grant an exception, based on local economic conditions and the economic and demographic characteristics of the students a school serves, should ~~notify WD~~ ensure that local policy identifies a process for granting exceptions and notify the training provider. Training providers will then be notified.

Providers may be also removed under the following conditions:

- Inaccurate information regarding a program is intentionally supplied; a termination of eligibility will occur for a period of not less than two years.
- It is determined an eligible provider has substantially violated any requirements under the Act; the provider's eligibility to receive funds for the program(s) in question will be terminated for a period of not less than two years.

- If a training provider does not reapply under the continued eligibility procedures, they will be removed from the MiTC. The training provider will be required to reapply under continued eligibility procedures and have met performance prior to having their program placed back on the MiTC.
- A provider must deliver positive results and provide accurate information about those results. If a provider fails to meet or exceed established performance levels; the provider's eligibility to receive funds may be suspended for a period of not less than two years. At the end of the two-year period, the provider would have to reapply under continued eligibility provisions. The provider would only be placed back on the MiTC following a determination by the local area as to whether performance is now at an acceptable level.
- A training provider that substantially violates the terms outlined in a training agreement with an MWA or one of its sub-recipients may be considered as non-compliant as defined under Section 122 (f) of the WIOA and thereby subject to removal from the MiTC. An example of a substantial violation may include, but is not limited to, ceasing operations prior to delivering all training services.
- Where the health and safety of students or others could be at risk, the MWAs have the right to request removal of a training provider, based on supplemental information received. The MWA must first notify WD in writing that they are requesting that the training provider be removed from the MiTC. Once approved by the WD, the MWA must then notify the school that they will be removed from the MiTC and of their right to appeal following the WD Grievance and Complaint Policy Issuance in effect at the time of the training provider's removal from the MiTC.

~~Training providers determined to have intentionally supplied inaccurate information or have subsequently violated any provision of the WIOA Title I or supporting federal regulations will be removed from the MiTC. A provider whose eligibility is terminated under these conditions will be liable to repay, from non-federal funds, all the WIOA training funds received during the period of non-compliance. To be reinstated on the MiTC, the training institution must reapply under continued eligibility procedures, retain their Title IV status, retain licensure, and meet all performance measures. The state will work with the MWAs to ensure that participants enrolled in a training program where a provider's eligibility was revoked for non-compliance will experience minimal disruption.~~

The training program is required to be listed on the MiTC at the time of the participant's training start date of the training program and remain on the MiTC with subsequent semester(s) or term(s), with special attention given to August 1 and after (after Michigan's July renewal period).

If the participant is enrolled in a training program that is removed from the MiTC prior to their completion of the training activity, the MWA must notify WD. A determination will be made on a case-by-case basis following the WD review of the circumstances around the removal of the program from the MiTC. Local MWAs will work with the participant on how to address the completion of a training program or transition of participants for completion of training. The intent is not to remove individuals who have started training and are close to completion if possible; the appropriate action is to allow the participant to finish training, if applicable.

The ETPs are subject to the equal opportunity and nondiscrimination requirements contained in Section 188 of the WIOA.

Appeals Process

Providers removed from the MiTC must be afforded the opportunity to appeal the removal. The training provider has the right to appeal their removal from the MiTC within 30 working days from the date of the revocation, following the WD Grievance and Complaint Policy in effect at the time of training provider's removal from the MiTC. This policy is located on the LEO website.

WD has established an appeals procedure for providers of training to appeal a denial of eligibility. In the event where a provider is not approved during the initial application review process (i.e., provider who does not meet eligibility or licensing requirements), State-level MiTC staff will communicate information on how to become eligible by referring them to appropriate agencies and/or information.

When a program is denied by the State during the initial application review, the system generated notification will include the WD or MWA-entered reason for denial and include appeal process language. State-level appeals are sent to our LEO-MITC email address for review. A final determination at the state level stands and is not afforded an additional appeal.

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 FUNDED BY THE ADULT FORMULA PROGRAM

Local areas must establish a policy outlining the process by which priority of service will be applied. Priority for individualized career and training services must be given to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient. It is not necessary to determine that an adult is eligible in accordance with the priority of service until it is determined that the individual is in need of individualized career or training services. Veterans and eligible spouses continue to receive priority of service.

Pursuant to 38 U.S. Code (U.S.C.) 4215, all ETA workforce programs provide priority of service to Veterans and certain spouses of Veterans who qualify as "covered persons." A "covered person" is defined in 20 CFR 1010.110 as a "Veteran or an eligible spouse." It further defines "eligible spouse" as the "spouse" of any of the following:

1. Any Veteran who died of a service-connected disability.
2. Any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
    a. Missing in action.
    b. Captured in the line of duty by a hostile force.

c. Forcibly detained or interned in the line of duty by a foreign government or power.

3. Any Veteran who has total disability status resulting from a service-connected disability, as evaluated by the Department of Veteran's Affairs.

4. Any Veteran who died while a disability, as indicated above in #3, was in existence.

Groups given priority for the use of WIOA Adult formula funding for individualized career services and training services are listed in order below:

- ~~First, veterans and eligible spouses who are also included in WIOA's priority groups (recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient) receive first priority for services funded with the WIOA Adult formula funds for individualized career services and training services.~~

- 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 for services funded with the WIOA Adult formula funds for individualized career services and training services.

- Second, non-covered persons (that is, individuals who are not Veterans or eligible spouses) who **are** included in the WIOA's priority groups. ~~recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient~~.

- Third, to Veterans and eligible spouses who are not included in the WIOA's priority groups.

- Fourth, to priority populations established by the Governor and/or local Workforce Development Board (WDB).

- Last, to non-covered persons outside the groups given priority under WIOA.

USDOL envisions that giving priority of service to these individuals means ensuring that at least 75 percent of a state's participants receiving individualized career and training services in the Adult program are from at least one of the priority groups and expects this rate will be no lower than 50.1 percent in any state. Michigan is meeting this requirement.

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.

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 maximum flexibility to provide services in the areas of greatest need. Local areas are required to submit Budget Information Summaries to the Department of Labor and Economic Opportunity to affect any transfers between the Adult and Dislocated Worker programs.

The State takes into account the employment and service needs of the local area for both job seekers and employers, meeting the local area's negotiated level of performance, and review of quarterly expenditure reports to ensure compliance with WIOA allowable costs and expenditures. Career and training services must continue to be made available to both adults and dislocated workers.

The State issues yearly policies to our local Michigan Works! Agencies for the Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker (DW), and Youth Program Allocations for each Allocation Year. The policy includes ~~the following language: "~~ that ~~L~~local areas may transfer up to 100 percent of the current year ~~their AY~~ allocations between the Adult and Dislocated Worker funding sources ~~programs~~. ~~without a waiver. Local areas will need to submit Budget Information Summaries to the WD to affect any transfers between the Adult and Dislocated Worker programs."~~ New language was included in our current policy stating intertitle transfers (those between Adult and Dislocated Worker) over 50 percent require written justification in addition to the Budget Information Summary submitted to Workforce Development to support the need for the reprioritization of funding. Intertitle transfers up to 50 percent do not require written justification or internal approval unless local policy dictates otherwise.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

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 OR CONTRACTS 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 OR CONTRACTS.[11]

[11] Sec. 102(b)(2)(D)(i)(V)

The Department of Labor and Economic Opportunity (LEO) and our local Workforce Development Boards (WDBs) recognize and adhere to 20 CFR § 681.400 to allow grant recipients/fiscal agents the option to directly provide some or all of the required youth workforce investment activities. When not directly providing services, the ~~Local Workforce Development Board (~~WDB~~)~~ will award grants or contracts on a competitive basis to providers of youth workforce activities, while taking into consideration the ability of providers to meet performance accountability measures based on the primary indicators of performance for the Workforce Innovation and Opportunity Act (WIOA) Youth program, as described in the WIOA Section 116(b)(2)(A)(ii). The Local WDB must also conduct oversight with respect to such providers.

The annual LEO List of Eligible Providers of Youth Activities Policy Issuance provides the state-developed criteria for local boards to award grants for youth activities that are not directly provided by the grant recipient/fiscal agent.

This policy requires local boards to 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 under 20 CFR Section 681.100. The local board then must assign the committee that function. Where the local board elects to award contracts but 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.

Per the WD's List of Eligible Providers of Youth Activities and Local MWA Youth Program Contact Person(s) policy issuance, if not directly providing services, the ~~Local Workforce Development Board (~~WDB~~)~~ will award grants or contracts on a competitive basis to providers of youth workforce activities identified based on criteria in the State Plan ~~alignment with state and departmental strategies outline 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 WIOA Youth program, as described in the WIOA Section 116(b)(2)(A)(ii). The Local WDB must also conduct oversight with respect to such providers.

Per the aforementioned policy, procurement of youth service providers must be in accordance with the Uniform Guidance at 2 CFR Parts 200 and 2900, in addition to applicable state and local procurement laws. The WD has issued PI ~~19-30~~21-23, which establishes state requirements and highlights federal requirements for procurement. The information provided in the policy is intended to aid grantees and sub grantees in administering 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 sub grantees to establish, maintain, and follow written procurement standards and procedures that are in compliance with all applicable federal, state, and local laws and regulations.

EXCEPTIONS:

1. No-Cost Referrals: Services available via referral at no cost do not require competitive bidding. However, providers of these services must have the capacity to provide services during the entirety of the participant's period of enrollment.

2. Sole Source: Where the local board elects to award contracts but 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.

PI ~~19-30~~ 21-23 pertains to all programs and grants administered by LEO-WD. All procurements made in whole or in part with funds administered by WD shall be conducted in a manner that provides full and open competition.

Grantees and sub grantees shall 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, ANY 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 a well-developed ~~an~~ Individual Service Strategy and related documentation, 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 Workforce Innovation and Opportunity Act (WIOA) calls for the youth population to be personally involved in the design and implementation of services, so the youth voice is represented and their needs are being met. The ISS is a detailed, unique, individual strategy for each participant that is a vital part of case management and the basis for the overall case management strategy.

Although the State allows the local areas flexibility to determine how to provide youth services most efficiently, the State expectation of local Workforce Development Boards is to use youth service providers best positioned to provide program elements resulting in strong outcomes.

The intent of the ~~Workforce Innovation and Opportunity Act (~~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 to support and overcome barriers to successfully transition to self-sufficient adulthood. 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 Department of Labor and Economic Opportunity (LEO) has established partnerships to leverage and align core programs by establishing and strengthening partner relationships. For example, ~~the Department of Labor and Economic Opportunity~~ LEO continues to partner with the Michigan Rehabilitation Services and the Bureau of Services for Blind Persons to support competitive integrated employment and

recognizes that Michigan starts with the presumption that everyone, with the appropriate preparation and support, can enter and succeed in competitive integrated employment.

~~Michigan will be piloting a statewide summer young adult employment program in 2020.~~ The ~~Summer~~ Young Professionals initiative aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. Increased flexibility of statewide activities dollars will result in improved efficiency and effectiveness of services to at-risk youth in our local communities, despite their educational status. Michigan piloted the program in 2020 and emphasized summer employment activities. Based on partner feedback, the program has evolved and is now offered year-round to provide additional flexibility to local programs and serve additional young adults.

Michigan utilizes Talent Tours to introduce young adults, parents, and educators to available career paths in their region by offering a behind-the-scenes look into in-demand businesses and industries. Talent Tours provide real-time information regarding employer, education, and training requirements necessary to secure employment. Virtual events are an allowable use of funding as well. Impacts include relationship building, establishing a talent pipeline, talent retention, and the opportunity to see real life application of coursework. ~~Over 7,600 of Michigan's young adults have participated in Talent Tours.~~

Michigan also supports large-scale career exploration of multiple businesses and industries at a single, coordinated location instead of individual, on-site efforts at single institutions. Michigan Works! Agencies have and will continue to organize and coordinate multiple business and industry representatives at a single location, similar to "MiCareerQuest™" style or virtual job fairs. ~~Over 25,000 young adults have attended these career exploration events.~~

These strategies reflect Michigan's commitment to provide data-driven and evidence-based strategies to assist in achieving high levels of performance, accountability, and quality in preparing young people for the workforce.

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, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

[12] Sec. 102(b)(2)(D)(i)(I)

The Workforce Innovation and Opportunity Act (WIOA) funding enables 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 14 WIOA Youth program elements, which must be made available to every participant.

Make available means that each Workforce Development Board must ensure that all 14 program elements are available in all areas served. While this does not mean that an individual service provider must deliver all 14 elements, they 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 (ISS).

Youth must be informed of the 14 elements via signage, program materials, or other similar means. The method by which youth are informed of the elements will be observed during comprehensive, programmatic reviews. As part of the monitoring process, State staff conduct comprehensive programmatic reviews via 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.

Each program year, the Department of Labor and Economic Opportunity updates and distributes the list of eligible providers of youth activities based on information received from the local areas. With clarification from 20 CFR Section 681.400, some local agencies may 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.

Strong partnerships help to leverage resources and increase opportunities for youth. The local areas are working towards ongoing partnerships with employers, training and educational institutions, and supportive service providers to further advance pre-apprenticeship programs for all eligible youth. The partnerships established will include coordinated case management strategies to ensure career pathways, and possible attainment of at least one industry-recognized credential to place individuals who complete the pre-apprenticeship program in a Registered Apprenticeship program.

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). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

A youth who requires 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" for criterion in their local plans.

Per Section 129(a)(3)(B) of the Workforce Innovation and Opportunity Act (WIOA), in each local area, not more than five percent of In-School Youth (ISY) may be individuals with a sole barrier of "An individual who requires additional assistance to complete an educational program or to secure or hold employment," as described in WIOA Section 129 (a)(1)(C)(iv)(VII). This percentage is exact, and therefore may not be rounded down from any percentage higher than 5.0.

The state's WIOA Manual, our official policy guidance, provides examples of individuals who require additional assistance.

Examples may 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 an 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 AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

Because the Michigan Department of Education has not defined “not attending school” or “attending school,” the Department of Labor and Economic Opportunity refers to the definitions of In-School Youth (ISY) and Out-of-School Youth (OSY) to determine enrollment status at the time of participant registration.

As found in the Youth Chapter of Michigan’s Workforce Innovation and Opportunity Act (WIOA) Title I Manual, school status is based on participant status at the time of enrollment. Because the enrollment process occurs over time, school status is based at time of eligibility determination. If the youth is between grades within high school and enrolled in the WIOA during the summer months (i.e., between 11th and 12th grade), they are an ISY as long as they are still enrolled in school and will be returning for the next school year. As for youth who have graduated high school, if the youth enrolls in the WIOA in the summer, is registered in post-secondary education, and will be attending in the fall, their school status is ISY.

If the youth has not yet registered in post-secondary education, and is only planning to attend, their school status is OSY. For example: If a participant has applied and been accepted but is not yet registered with the post-secondary institution, their school status is OSY.

Rule of thumb: If a K-12 system counts a student on their roll, the student is ISY, even if it is a dropout recovery program.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN 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. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

Michigan utilizes the Workforce Innovation and Opportunity Act (WIOA) definition of basic skills deficient. The term ‘‘basic skills deficient’’ means, with respect to an individual:

- Who is a youth, that 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 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 first bullet of the basic skills deficiency definition is identified by an assessment score at or below grade level 8.9.

  The second bullet of the definition, which reads “a youth who 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,” must be locally defined and be included in the Michigan Works! Agencies (MWAs) local plan. The definition of Part B will be reviewed during WIOA Programmatic Reviews.

The MWAs must use valid and reliable assessment instruments and provide reasonable accommodations to youth with disabilities in the assessment process in making this determination. If appropriate, steps to improve educational functioning levels must be included in the participant's Individual Service Strategy.

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 alternate test must be verifiable and documented. In addition, the same test format must be available and administered for post-testing at a later date. The Educational Functioning Level (EFL) requirements apply to previous testing.

Reasonable accommodations must be provided, as applicable, when assessing youth with disabilities.

The State of Michigan ~~previously~~ aligned all allowable Title I assessment options with those approved by the U.S. Department of Education for Title II. The State ~~will~~ now accepts additional testing sources for the purposes of academic skill assessment and determination of basic skills deficiency. However, assessments that are not National Reporting System approved may not be recorded for Educational Functioning Level gains under the Measurable Skills Gain performance metric.

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. Basic skills deficient participants who receive 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. However, there is an exception to individuals who attain a high school diploma, recognized equivalent, or college degree. The decision to post-test the individual is at local discretion.

D. SINGLE-AREA STATE REQUIREMENTS

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 include—

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

Single state area requirements are not applicable to Michigan.

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).)

Single state area requirements are not applicable to Michigan.

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Single state area requirements are not applicable to Michigan.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS.

Single state area requirements are not applicable to Michigan.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

Single state area requirements are not applicable to Michigan.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Single state area requirements are not applicable to Michigan.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

Single state area requirements are not applicable to Michigan.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Single state area requirements are not applicable to Michigan.

E. WAIVER REQUESTS (OPTIONAL)

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 PROCESSES 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.

7. 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.

On August 20, 2021, ~~January 2, 2018~~, the U.S. Department of Labor (USDOL) approved the first waiver below for the State of Michigan through the life of Program Year 2021 funds. ~~June 30, 2020~~. ~~In addition to seeking renewal of all existing youth waivers,~~ Tthe Department of Labor and Economic Opportunity (LEO) ~~requested the consideration for re-approval at a rate of zero percent for the Statewide Activities portion of the first waiver (bullet three)., which was approved on February 13, 2020.~~ is requesting subsequent approval of this waiver.

LEO is also seeking subsequent approval for ~~T~~the additional waiver request identified below associated with the State workforce development board membership requirements through June 30, 2024. ~~approved on February 13, 2020. The requested waivers below were approved through June 30, 2020.~~

~~A waiver from the Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(4)(A) and 20 Code of Federal Regulations (CFR) Part 681.410, which require not less than 75~~

~~percent of funds allotted to states under Section 127(b)(1)(C), reserved under Section 128(a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local areas under subsection (c), shall be used to provide youth workforce investment activities for Out-of-School Youth (OSY). This waiver was approved by the USDOL on January 2, 2018.~~

1. A waiver from the Workforce Innovation and Opportunity Act (WIOA) of the following statutory waiver in accordance with the federal WIOA of 2014 at Section 189(i)(3) and the WIOA Final Regulations at 20 Code of Federal Regulations (CFR) 679.600 thru 679.640. This waiver request will assist Michigan to further develop and strengthen its demand-driven workforce development system. This waiver was approved by the USDOL on August 20, 2021 for the life of Program year 2021 funding.

Statutory and/or Regulatory Requirement(s) to be Waived

The State of Michigan is seeking a waiver from the WIOA Section 129(a)(4)(A) and 20 CFR Part 681.410, which require not less than 75 percent of funds allotted to states under Section 127(b)(1)(C), reserved under Section 128(a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local areas under subsection (c), shall be used to provide youth workforce investment activities for Out-of-School Youth (OSY). The State of Michigan is requesting:

1) to lower the minimum OSY expenditure requirement to 50 percent for formula funding at both the state and local levels; and

2) to eliminate the minimum OSY expenditure requirement for WIOA Statewide Activities funding when providing direct services to youth.

Every local Michigan Works! Agency is meeting or exceeding the previously approved 50 percent OSY expenditure minimum for Appropriation Years 2019 and 2020 WIOA Youth funding in compliance with the waivers approved in January of 2018 and June of 2020.

The State tracks these expenditures quarterly and annually in the Management of Awards to Recipients System. Should any area be identified as at-risk following a quarterly review, technical assistance is available and immediately provided.

Actions Undertaken to Remove State or Local Statutory or Regulatory Barriers

There are currently no state or local statutory or regulatory barriers to implementing the requested waiver. Current State of Michigan laws, regulations, and policies follow federal law, regulations, and guidance.

State Strategic Goals

Via implementation of this waiver, the State seeks to achieve the following strategic goals.

Increase flexibility of WIOA Statewide Activities and formula funding to support:

- The implementation of evidence-based programs and strategies;
- Progress toward closing the economic inequity gap;
- Meeting Governor Gretchen Whitmer's statewide post-secondary education goal of 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030;

- Placing more of Michigan's citizens on the path to high-wage skills; and
- Increased college readiness.

These strategic goals align with Governor Gretchen Whitmer's priorities and the State's WIOA Unified Plan.

Alignment with U.S. Department of Labor (USDOL) Policy Priorities

This waiver request aligns with the following USDOL policy priorities, as found in the USDOL Fiscal Year 2018 – 2022 Strategic Plan and the WIOA law and federal regulations:

- The USDOL Employment and Training Administration (ETA) has a strategic objective to create customer-focused workforce solutions for American workers, including development of a strong youth pipeline;
- The ETA has prioritized improvement of the effectiveness and efficiency of workforce development programs, including supporting state and local flexibilities to enable these entities to effectively tailor their workforce strategies to meet their needs;
- The ETA focuses on programs that support work-based learning, skills development, and work readiness while promoting training strategies that lead to credential attainment and closing the skills gap;
- The ETA has prioritized implementation of evidence-based programs and strategies, including adoption of proven programs and strategies;
- The WIOA places a strong emphasis on work experience for youth participants, requiring that 20 percent of WIOA Youth funding be expended on this element;
- The WIOA promotes strong partnerships to leverage resources and increase opportunities for youth; and
- The WIOA prioritizes participant success, as measured by skill gains, entry into and retention of employment or post-secondary attendance, and achievement of an industry recognized credential.

Quantifiable Projected Programmatic Outcomes Resulting from Implementation of the Waiver

Support for Evidence-based Dropout Prevention and Re-engagement Programming

In Michigan, approximately 10,000 youth drop out of high school every year according to the Center for Educational Performance and Information. According to the American Community Survey, without a diploma, they are 93 percent more likely to be unemployed and 88 percent more likely to live below the poverty line. Moreover, 88 percent of the jobs in Michigan require a minimum of a high school education. It is crucial to the future of our state's youth to engage them prior to disconnecting from an educational institution. The expected quantitative outcome of the approval of this waiver request is the ability to provide up to an additional 2,000 young adults with dropout prevention and recovery services.

Michigan can no longer rely on school counselors to keep students connected. According to the American School Counselor Association, Michigan has a ratio of 671 students to one counselor, the second worst ratio in the country. The Association recommends a ratio of 250 to one. To help address this dilemma, the State of Michigan is requesting increased flexibility of WIOA Statewide Activities funding to implement a statewide program focused on providing a comprehensive set of services designed to keep In-School Youth (ISY) attached

to the education system to improve their rate of success in achieving educational and career goals.

Statewide Activities funding will augment youth formula funds to implement a robust drop-out prevention and re-engagement program. The program is targeted to the most at-risk and disadvantaged youth in danger of dropping out of school and those who already have dropped out of school. "At risk of dropping out" includes students who are credit deficient, have repeated a class, maintain a grade point average at or below a cumulative 1.5, score poorly on assessment tests, are often truant from school, are involved in the court system, are currently involved in gang activity or are likely to join a gang, as defined by local authorities.

The ultimate goal is for youth to receive a high school diploma or recognized equivalent, secure a quality entry-level job in the workforce, pursue post-secondary education, and/or seek career advancement opportunities. By retaining and re-engaging youth in education, this waiver request is consistent with Governor Whitmer's statewide post-secondary education goals to achieve 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030 and to increase college readiness for Michigan's next generation of talent.

Jobs for Michigan's Graduates (JMG) is a proven partner in this effort. As the state affiliate of the national Jobs for America's Graduates organization, the programming has over 40 years of demonstrated outcomes in ensuring our country's most at-risk youth graduate from high school, enter post-secondary education, and/or transition into meaningful employment. In Program Year (PY) 2019-2020, JMG served 3,292 Michigan youth hailing from 293 Michigan cities, villages, and towns. Of the youth served, 59 percent were minorities, 85 percent were potential first-generation college students, and 83 percent were economically-disadvantaged.

The JMG program boasts the following successes that show tremendous potential to positively impact youth:

- Nine consecutive years of graduation rates that are 90 percent or higher for all dropout prevention services, with a 92 percent graduation rate from the Class of 2020.
- 85 percent or more of graduates going on to employment, post-secondary education, or the military annually since 2013-2014.
- An average statewide graduation rate that exceeds the state average by 15 percent over a five-year period.

For Michigan to remain competitive nationally in job retention and growth, it must continue to address the low graduation, post-secondary education attainment, and employment rates of youth within the state. The JMG program equips youth with the skills to overcome their barriers and succeed in education, employment, and in life. The JMG specialists deliver engaging and outcome-based services to youth, giving them a reason to stay in or return to school. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG

has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.

Support for Young Professionals Programming

Michigan aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. Combined services place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. As such, Michigan piloted a statewide summer youth employment program in 2020. Increased flexibility of Statewide Activities dollars resulted in improved efficiency and effectiveness of services to at-risk youth in our local communities in the height of the COVID-19 pandemic, despite their educational status. Local programs quickly pivoted to prioritize health and safety concerns of young adults and employers by decreasing on-site placements and increasing virtual opportunities for career exploration, preparation, and placement. As a result of the previous flexibility provided, the quantitative outcome of this waiver in PY 2020 enabled services to over 600 young adults statewide. WD projects subsequent approval of this waiver will support services to an additional 100 young adults with a no-cost increase resulting in over 700 youth receiving services through this initiative in PY 2021. Additionally, WD has extended this initiative to provide year-round placements and services.

Local programs will provide career services and employment opportunities in partnership with American Job Centers and under the direction of local Workforce Development Boards. Business Service Teams will play a crucial role in recruitment of employers, with a focus on key in-demand industries, such as Information Technology, Construction, Healthcare, and Manufacturing. Resources will be leveraged with additional funding partners, such as Wagner-Peyser funding to assist with activities such as recruitment, resume assistance, career preparation, and job fairs.

Data from the American Community Survey states the national unemployment rate for young adults aged 16 to 24 for the five-year period of 2015 to 2019 was 13.0 percent. Michigan's youth unemployment rate for individuals aged 16 to 24 was slightly higher at 13.4 percent during the five-year period of 2015 to 2019. Non-metro counties have an average youth unemployment rate of 13.3 percent, while metro counties have an average youth unemployment rate of 13.2 percent. For the five-year time period, Michigan was ranked 30th nationally in youth joblessness. While youth joblessness has moderated, the rate was still more than double the state's overall rate of 5.9 percent. This data reflects a significant need for progress in the creation and expansion of opportunities for youth employment in Michigan.

A higher-than-average jobless rate for 16- to 24-year-olds is expected and reflects a combination of factors including competition from older, more experienced workers and structural challenges like skills mismatches. From 2015 to 2019, 63.3 percent of Michigan youth were participating in the labor market which was slightly higher than the national youth participation rate of 59.1 percent. However, this number is bolstered by older youth aged 20 to 24, with a participation rate of 77.7 percent in Michigan. As expected, younger youth ages 16 to 19 were less active in the labor market, with participation rates just under 45 percent. One important reason that explains why so many youth are not participating in the labor market is engagement in educational activities. Flexibility of Statewide Activities

funding will allow Michigan to serve more youth who may benefit from valuable summer youth employment while expecting to return to school in the fall.

More recently, over the 12-month period of April 2020 – March 2021, data has shown significant increases to Michigan youth (16 to 24 years old) jobless rates and drastic declines in youth participation rates. In total, this group had a jobless rate of 20.0 percent and a participation rate of 57.6 percent. Among Michigan population 16 to 19 years old, jobless rates were 23.2 percent over the period while participation rates were 39.7 percent. Those in the state who were 20 to 24 years old had a higher participation rate of 72.2 percent and a lower jobless rate of 18.6 percent over the 12-month period.

The ability to reach more youth while they are still attached to an educational institution gives LEO-WD the chance to reduce the impact of high-risk factors, including poverty, while providing an opportunity to earn valuable wages for youth and their families. Flexibility of funding will increase Michigan's ability to provide equitable resources to meet the needs of all youth populations to ensure they have access to quality career exploration and work experience opportunities. Approval of this waiver will provide greater opportunity to serve youth who are struggling on the path to finish high school and encourage continuation on a pathway toward multiple career and educational opportunities, such as entering a Registered Apprenticeship program, earning an associate's and/or a bachelor's degree, and obtaining self-sustaining employment.

The current statutory 75 percent OSY expenditure minimum mandate is a disincentive for funding additional innovative initiatives that are targeted to serve Michigan's vulnerable youth populations despite their school status, including those outlined above.

In the PY 2020 request for identical waivers, Michigan projected a quantifiable outcome of increasing the percentage of ISY participating in a work experience from 40 percent in PY 2019 to 50 percent in PY 2020. Due to the pandemic and prioritization of health and safety of participants, service center staff, and employer partners, Michigan did not meet this goal, but impressively maintained a rate of 40 percent of ISY engaging in a work experience activity to date. In recognition of ongoing health and safety concerns coupled with experience gained over the past year and continued efforts to provide high quality work experiences to youth, Michigan is adjusting our expected outcome to 45 percent engagement in work experience activities for ISY in PY 2021.

Additionally, in the PY 2020 request, Michigan projected a quantifiable outcome of increasing the percentage of ISY participating in tutoring, study skills, and dropout prevention services (including JMG) from 29 percent in PY 2019 to 35 percent in PY 2020. To date, Michigan has engaged 24 percent of ISY in these services and fully expects to meet the goal of 35 percent by the end of the PY. In recognition of difficulties with virtual education and a heightened need for dropout prevention and reengagement, Michigan is adjusting our expected outcome to 38 percent engagement in the tutoring, study skills, and dropout prevention services element for ISY in PY 2021.

Individuals, Groups, or Populations Affected by the Waiver

This waiver will ultimately impact Michigan's at-risk young adult population. American Job Center and subcontracted service provider staff, workforce development partners, employers, parents, and school counselors will also benefit from the waiver.

Plans for Monitoring Implementation and Collecting Waiver Outcome Information
WIOA programmatic reviews will include an evaluation of how local waivers are being utilized to ensure programmatic goals and outcomes are being met. The WIOA State Coordinators dedicated to the administration of the WIOA Youth program will continually examine the effectiveness of waivers throughout the PY, including quarterly desk reviews. This strategy ensures that the objectives described above, as well as those outlined in the existing state and local WIOA plans, are consistent with established objectives of the WIOA, and federal and state regulations. Further, the impact of this waiver on the state's programmatic performance outcomes will be addressed in the State's WIOA/Wagner-Peyser Annual Report Narratives.

Notice to Local Boards and Public Comment
In accordance with WIOA Section 102(c)(3) and the WIOA Final Regulations at 20 CFR 676.135, the Michigan Department of Labor and Economic Opportunity is submitting this waiver request as a modification to its current WIOA Unified State Plan, which is subject to the requirements outlined in the WIOA Final Regulations at 20 CFR 676.130(d) regarding public review and comment. As such, this waiver request is posted on our website for review and comment by required parties and the general public for 21 days. A copy of this waiver request was provided to all local workforce development boards and their association.

1. ~~A waiver from the Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(4)(A) and 20 Code of Federal Regulations (CFR) Part 681.410, which require not less than 75 percent of funds allotted to states under Section 127(b)(1)(C), reserved under Section 128(a), and available for statewide activities under subsection (b), and not less than 75 percent of funds available to local areas under subsection (c), shall be used to provide youth workforce investment activities for Out-of-School Youth (OSY). This waiver was approved by the USDOL on January 2, 2018.~~

~~Statutory and/or Regulatory Requirement(s) to be Waived~~

~~Specific impacts of this waiver include:~~

- ~~A waiver of the requirement to expend 75 percent of WIOA Title I Youth State-level formula funding on the OSY population. Michigan received prior approval to lower this amount to 50 percent. Michigan seeks to renew this waiver at 50 percent.~~

- ~~A waiver of the requirement that local-level WIOA Title I Youth funding must meet the 75 percent minimum expenditure requirement. Michigan received prior approval to lower this amount to 50 percent. Michigan seeks to renew this waiver at 50 percent.~~

- ~~A waiver of the statutory requirement to expend a minimum of 75 percent of Statewide Activities funding on the OSY population. Michigan received prior approval to lower this amount to 50 percent to allow flexibility of funding for special projects for youth that meet the vision and mission of the State. Michigan is requesting to eliminate this minimum percentage entirely for Statewide Activities~~

~~funding to allow maximum flexibility of funding to support evidence-based special projects that meet the vision and mission of the State.~~

~~Every local Michigan Works! Agency (MWA) is meeting or exceeding the 50 percent OSY expenditure minimum for Appropriation Year 2018 WIOA Youth funding in compliance with the waiver approved in January of 2018. The implementation of the previous OSY waivers has not negatively impacted state or local area performance outcomes, as evidenced in the following comparison of Program Year 2018 data:~~

- ~~Employment Rate 2nd Quarter after Exit~~
  - ~~Negotiated Rate: 72 percent; All Youth: 82.5 percent; OSY: 82.5 percent~~
- ~~Employment Rate 4th Quarter after Exit:~~
  - ~~Negotiated Rate: 72 percent; All Youth: 80.2 percent; OSY: 80.5 percent~~
- ~~Credential Attainment Rate:~~
  - ~~Negotiated Rate: 60 percent; All Youth: 74.8 percent; OSY 73.9 percent~~

~~The State tracks these expenditures quarterly and annually in the Management of Awards to Recipients database. Should any area be identified as at-risk following a quarterly review, technical assistance is available and immediately provided. Contracts were already in place based on the statutory 75 percent out-of-school minimum when the current waiver was granted. Changes to program planning and contracts take time to implement, so the effects of the waiver will also take time to evaluate.~~

~~Local MWAs have expressed support and appreciation of the OSY waiver awarded in January of 2018. Further, local agencies have expressed support for additional flexibility of Statewide Activities funding for innovative and evidence-based programming, such as the initiatives described in this waiver request.~~

~~Actions Undertaken to Remove State or Local Statutory or Regulatory Barriers~~

~~There are currently no state or local statutory or regulatory barriers to implementing the requested waiver. Current State of Michigan laws, regulations, and policies follow federal law, regulations, and guidance.~~

~~State Strategic Goals~~

~~The State seeks to achieve the following strategic goals:~~

~~Increase flexibility of WIOA Statewide Activities funding to support:~~

- ~~The implementation of evidence-based programs and strategies;~~
- ~~Progress toward closing the economic equity and access gap;~~
- ~~Meeting Governor's statewide post-secondary education goal of 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030;~~

- ~~Placing more of Michigan's citizens on the path to high-wage skills; and~~
- ~~Increased college readiness.~~

~~These strategic goals align with the State's WIOA Unified Plan.~~

~~Projected Programmatic Outcomes Resulting from Implementation of the Waiver~~

~~Increase Services to at-risk Youth in our Local Communities, Despite their Educational Status~~

~~Michigan can no longer rely on school counselors to keep students connected. According to the American School Counselor Association, Michigan has a ratio of 729 students to one counselor, the third worst ratio in the country. The Association recommends a ratio of 250 to one. To help address this dilemma, the State of Michigan is requesting increased flexibility of WIOA funding to implement a statewide program focused on providing a comprehensive set of services to all youth, including those designed to keep In-School Youth (ISY) attached to the education system to improve their rate of success in achieving educational and career goals.~~

~~Forty-four percent of Michigan students are low-income. The ability to reach more youth while they are still attached to an educational institution gives LEO the chance to reduce the impact of high-risk factors, including poverty, while providing an opportunity to earn valuable wages for youth and their families. Flexibility of funding will increase Michigan's ability to provide equitable resources to meet the needs of all youth populations to ensure they have access to quality career exploration and work experience opportunities. Approval of this waiver will provide greater opportunity to serve youth who are struggling on the path to finish high school and continue on a pathway toward multiple career and educational opportunities, such as entering a Registered Apprenticeship program, earning an associate's and/or a bachelor's degree, and obtaining sustainable employment.~~

~~Support for Evidence-based Dropout Prevention and Re-engagement Programming~~

~~In Michigan, nearly 11,000 youth drop out of high school every year. Michigan's youth are graduating at a rate that is 4.4 percent lower than the national average, ranking Michigan in the bottom ten states nationally. Without a diploma, individuals are 33 percent more likely to be unemployed, almost twice as likely to live in poverty, and 67 percent more likely to be incarcerated. Moreover, 77 percent of the jobs in Michigan require a minimum of a high school education, and Michiganders who do not complete high school are four times more likely to lose their job to automation. It is crucial to the future of our state's youth to engage them prior to disconnecting from an educational institution. The expected quantitative outcome of the approval of this waiver request is the ability to provide up to an additional 2,000 young adults with dropout prevention and recovery services.~~

~~Statewide Activities funding will augment youth formula funds to implement a robust drop-out prevention and re-engagement program. The program is targeted to the most at-risk and disadvantaged youth in danger of dropping out of school and those who already have dropped out of school. "At risk of dropping out" includes students who are credit deficient, have repeated a class, maintain a grade point average at or below a cumulative 1.5, score poorly on assessment tests, are often truant from school, are involved in the court~~

~~system, are currently involved in gang activity or are likely to join a gang, as defined by local authorities.~~

~~The ultimate goal is for youth to receive a high school diploma or recognized equivalent, secure a quality entry-level job in the workforce, pursue post-secondary education, and/or seek career advancement opportunities. By retaining and re-engaging youth in education, this waiver request is consistent with Governor Whitmer's statewide post-secondary education goals to achieve 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030 and to increase college readiness for Michigan's next generation of talent.~~

~~Jobs for Michigan's Graduates (JMG) is a proven partner in this effort. As the state affiliate of the national Jobs for America's Graduates organization, the programming has 40 years of demonstrated outcomes in ensuring our country's most at-risk youth graduate from high school, enter post-secondary education, and/or transition into meaningful employment. In the 2018-2019 program year, JMG served 3,000 Michigan youth hailing from 245 Michigan cities, villages, and towns. Of the youth served, 64 percent were minorities, 80 percent were potential first-generation college students, and 69 percent were economically disadvantaged.~~

~~The JMG program boasts the following successes that show tremendous potential to positively impact youth:~~

- ~~Seven consecutive years of graduation rates that are 90 percent or higher for all dropout prevention services, with a 95 percent graduation rate from the Class of 2018.~~
- ~~85 percent or more of graduates going on to employment, post-secondary education, or the military annually since 2013-2014.~~
- ~~An average statewide graduation rate that exceeds the state average by 15 percent over a five-year period.~~

~~For Michigan to remain competitive nationally in job retention and growth, it must continue to address the low graduation, post-secondary education attainment, and employment rates of youth within the state. The JMG program equips youth with the skills to overcome their barriers and win in education, employment, and as citizens. The JMG specialists deliver engaging and outcomes-based services to youth, giving them a reason to stay in or return to school. Core program components include competency education, leadership development, mentoring, post-secondary education and training placement, and follow-up services. JMG has proven a strong complement to WIOA Youth programming, providing a service delivery model that drives positive outcomes for Michigan's most in-need youth.~~

~~Support for Summer Young Professionals Program~~

~~Michigan aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. Combined services will place young adults on the right path to gain the skills necessary to achieve life-long economic self-sufficiency. As such, Michigan will be piloting a statewide summer youth employment program in~~

~~2020. Increased flexibility of Statewide Activities dollars will result in improved efficiency and effectiveness of services to at-risk youth in our local communities, despite their educational status. The expected quantitative outcome of the approval of this waiver is the ability to provide up to an additional 900 young adults with summer employment opportunities.~~

~~Local programs will provide career services and employment opportunities in partnership with One-Stop centers and under the direction of local Workforce Development Boards. Business Service Teams will play a crucial role in recruitment of employers, with a focus on key in-demand industries, such as Information Technology, Construction, Health Care, and Manufacturing. Resources will be leveraged with additional funding partners, such as Wagner-Peyser funding to assist with activities such as recruitment, resume assistance, career preparation, and job fairs.~~

~~Data from the American Community Survey states the national unemployment rate for young adults age 16 to 24 for the five-year period of 2013 to 2017 was 14.1 percent. Michigan's youth unemployment rate for individuals age 16 to 24 was a full percentage point higher at 15.1 percent for the five-year period of 2013 to 2017. Non-metro counties have a slightly lower youth unemployment rate of 13.9 percent, while metro counties have a higher youth unemployment rate of 15.4 percent. In 2018, Michigan was ranked 33rd nationally in youth joblessness. While youth joblessness has moderated, the rate was still more than double the State's overall rate of 4.1 percent. This data reflects a significant need for progress in the creation and expansion of opportunities for youth employment in Michigan.~~

~~A higher than average jobless rate for 16- to 24-year-olds is expected and reflects a combination of factors including competition from older, more experienced workers and structural challenges like skills mismatches. In 2018, only 58.8 percent of Michigan youth were participating in the labor market. However, this number is bolstered by older youth age 20 to 24, with a participation rate of 76 percent. As expected, younger youth ages 16 to 19 were less active in the labor market, with participation rates near 40 percent. One important reason that explains why so many youth are not participating in the labor market is engagement in educational activities. Flexibility of Statewide Activities funding will allow Michigan to serve more youth who may benefit from valuable summer youth employment while expecting to return to school in the fall.~~

~~What are the projected outcomes of the waiver for the local areas moving forward?~~

~~In summary, the projected outcomes of the waiver for local areas to lower their minimum OSY expenditures to a rate of 50 percent includes increased flexibility to serve Michigan's most vulnerable youth, despite their educational status. This waiver will reduce the impact of high-risk factors for Michigan's youth, including poverty, provide equitable resources despite school status, provide greater opportunity to serve youth who are struggling on the path to finish high school and continue on a pathway toward multiple career and educational opportunities, and provide opportunities to earn valuable wages for youth and their families. This waiver request is consistent with Governor Whitmer's statewide post-secondary education goal to achieve 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030 and to increase college readiness for Michigan's next generation of talent. This waiver has a greater focus on the quality of services local areas will be able to provide to their vulnerable youth populations and provides increased opportunities for leveraging of funding and resources with local school~~

~~districts, community colleges and universities, and evidence-based dropout prevention programs.~~

~~What are the projected outcomes of the waiver for the elimination of the statewide expenditure funds requirement?~~

~~The projected outcomes of eliminating the OSY minimum expenditure requirement when providing direct services to youth using Statewide Activities funding will allow Michigan to focus on innovative, evidence-based programming. Michigan has identified two primary areas of focus for this funding.~~

~~First, the WIOA Statewide Activities funding will augment WIOA Youth formula funds to implement a robust statewide evidence-based drop-out prevention and re-engagement program in partnership with Jobs for Michigan's Graduates, Michigan's statewide affiliate of the Jobs for America's Graduates program. The expected quantitative outcome of the approval of this waiver request is the ability to provide up to an additional 2,000 young adults with dropout prevention and recovery services on an annual basis.~~

~~Second, Michigan plans to implement an annual Summer Young Professionals initiative. The Summer Young Professionals initiative aligns with the WIOA in support of an increased focus on work experience for youth and envisions a public-private partnership designed to reduce youth unemployment by introducing under-represented young adults ages 14-24 to the world of work while providing participants and their families with income. This initiative will be piloted in the summer of 2020. The intention of this initiative is to address Michigan's higher than average jobless rate for 16- to 24-year-olds. The expected quantitative outcome of the approval of this waiver is the ability to provide up to an additional 900 young adults with summer employment opportunities on an annual basis.~~

~~Given the current economic climate and expected future impacts of challenges related to the coronavirus, flexibility of funding is critical to support Michigan's efforts to provide proactive and reactive services to best serve our youth population based on need rather than school status.~~

~~Alignment with USDOL Policy Priorities~~

~~This waiver aligns with the following USDOL policy priorities, as found in the USDOL Fiscal Year 2018 – 2022 Strategic Plan and the WIOA law and federal regulations:~~

- ~~The USDOL Employment and Training Administration (ETA) has a strategic objective to create customer-focused workforce solutions for American workers, including development of a strong youth pipeline;~~
- ~~The ETA has prioritized improvement of the effectiveness and efficiency of workforce development programs, including supporting state and local flexibilities to enable these entities to effectively tailor their workforce strategies to meet their needs;~~
- ~~The ETA focuses on programs that support work-based learning, skills development, and work readiness while promoting training strategies that lead to credential attainment and closing the skills gap;~~

- ~~The ETA has prioritized implementation of evidence-based programs and strategies, including adoption of proven programs and strategies;~~
- ~~The WIOA places a strong emphasis on work experience for youth participants, requiring that 20 percent of WIOA Youth funding be expended on this element;~~
- ~~The WIOA promotes strong partnerships to leverage resources and increase opportunities for youth; and~~
- ~~The WIOA prioritizes participant success, as measured by skill gains, entry into and retention of employment or post-secondary attendance, and achievement of an industry recognized credential.~~

~~Individuals, Groups, or Populations Affected by the Waiver~~

~~This waiver will ultimately impact Michigan's at-risk young adult population. One-Stop center and subcontracted service provider staff, employers, parents, and school counselors will also benefit from the waiver.~~

~~Plans for Monitoring Implementation and Collecting Waiver Outcome Information~~

~~WIOA on-site programmatic reviews will include an evaluation of how local waivers are being utilized to ensure programmatic goals and outcomes are being met. The WIOA State Coordinators dedicated to the administration of the WIOA Youth program will continually examine the effectiveness of waivers throughout the program year. This strategy ensures that the objectives described above, as well as those outlined in the existing state and local WIOA plans, are consistent with established objectives of the WIOA, and federal and state regulations.~~

~~Notice to Local Boards and Public Comment~~

~~In accordance with WIOA Section 102(c)(3) and the WIOA Final Regulations at 20 CFR 676.135, the Michigan Department of Labor and Economic Opportunity has submitted a modification to its current WIOA Unified State Plan, which is subject to the requirements outlined in the WIOA Final Regulations at 20 CFR 676.130(d) regarding public review and comment.~~

2. A statutory waiver in accordance with the federal WIOA of 2014 at Section 189(i)(3) and the WIOA Final Regulations at 20 Code of Federal Regulations (CFR) 679.600 thru 679.640. This waiver will assist Michigan to further develop and strengthen its demand-driven workforce development system.

Statutory and/or Regulatory Requirement(s) to be Waived

A waiver from the state workforce development board requirements outlined at Sections 101(b) and 101(c) of the WIOA of 2014 and 20 CFR 679.110(a)-(c) and (f), which specify board membership, chairperson, and category/sub-category representation requirements. The membership of the new Governor's Michigan Workforce Development ~~State~~ Board may be found in Appendix III.

Actions Undertaken to Remove State or Local Statutory or Regulatory Barriers

There are currently no state or local statutory or regulatory barriers to implementing this waiver. Current State of Michigan laws, regulations, and policies follow federal law, regulations, and guidance.

State Strategic Goal(s)

The State seeks to achieve the following strategic goals:

- A single, unified vision for workforce development driven by the Governor with input from employers and other key workforce system stakeholders from across the state;
- Greater coordination between state government and employers to meet talent needs;
- Increased collaboration between education providers and the workforce system;
- More job seekers with post-secondary credentials of value to employers.

These strategic goals align with the State's WIOA Unified Plan.

Projected Programmatic Outcomes Resulting from Implementation of the Waiver

The state workforce development board composition provides better support for true engagement of employers and education providers with the state's workforce development system. The composition also provides an enhanced opportunity for the creation of innovative solutions to the challenges employers in key sectors are facing. An increase in Michiganders possessing post-secondary credentials is also anticipated to occur.

Alignment with U.S. Department of Labor (USDOL) Policy Priorities

This waiver aligns with the following USDOL policy priorities:

- Supporting employer engagement;
- Connecting education providers with employers and the workforce system;
- Improving job and career options and outcomes for all stakeholder groups.

Greater representation of employers and education providers on the state workforce development board results in programming that more innovatively addresses the state's talent development needs.

Individuals, Groups, or Populations Affected by the Waiver

This waiver will ultimately impact all stakeholders who interact with the state's workforce development system, including, but not limited to, individuals, providers, organizations, and employers. Implementation of this waiver will result in more efficient and effective services for all stakeholder groups and ensure employers have the skilled workers they need both now and in the future.

Plans for Monitoring Implementation and Collecting Waiver Outcome Information

In alignment with the WIOA Final Regulations at 20 CFR 679.160, the Michigan Department of Labor and Economic Opportunity has hired staff who assist the state workforce development board with carrying out its required functions. This staff will monitor implementation of this waiver on an ongoing ~~quarterly~~ basis, analyzing the ability of the State to achieve its strategic goals and the state workforce development board to perform its required functions. Further, the impact of this waiver on the state's programmatic

performance outcomes will be addressed in the State's WIOA/Wagner-Peyser Annual Report Narratives. ~~for Program Year 2019~~.

Notice to Local Boards and Public Comment

In accordance with WIOA Section 102(c)(3) and the WIOA Final Regulations at 20 CFR 676.135, the Michigan Department of Labor and Economic Opportunity submitted a modification to its current WIOA Unified State Plan, which is subject to the requirements outlined in the WIOA Final Regulations at 20 CFR 676.130(d) regarding public review and comment.

TITLE I-B ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Included
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,	Yes

The State Plan must include	Included
department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I;	
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

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under Section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) ~~will~~ have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~
- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title I - Adult**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	85.6 percent	86.5 percent	85.6 percent	87.0 percent
Employment (Fourth Quarter After Exit)	76.9 percent	79.5 percent	76.9 percent	80.0 percent
Median Earnings (Second Quarter After Exit)	$6,621	$6,621	$6,621	$6,621
Credential Attainment Rate	73.4 percent	80.0 percent	73.4 percent	80.0 percent
Measurable Skill Gains	32.4 percent	32.4 percent	32.4 percent	32.4 percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

Performance Indicators **Title I - Adult**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	percent	percent	percent	percent
Employment (Fourth Quarter After Exit)	percent	percent	percent	percent
Median Earnings (Second Quarter After Exit)	$ TBD	$ TBD	$ TBD	$ TBD
Credential Attainment Rate	percent	percent	percent	percent
Measurable Skill Gains	percent	percent	percent	percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

Note: Expected levels of performance for all program areas for Program Years 2022-2023 will be added at a later date as information becomes available through the United States Department of Labor. Because of a lack of historical data, states are not required to submit expected levels of performance for the Effectiveness in Serving Employers indicator for PY 2022 and PY 2023.

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~

- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to Section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title I - Dislocated Worker**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	89.0 percent	89.0 percent	89.0 percent	89.0 percent
Employment (Fourth Quarter After Exit)	85.3 percent	85.3 percent	85.3 percent	85.3 percent
Median Earnings (Second Quarter After Exit)	$7,773	$8,200	$7,773	$8,200
Credential Attainment Rate	77.3 percent	77.3 percent	77.3 percent	77.3 percent
Measurable Skill Gains	33.5 percent	37.0 percent	33.5 percent	38.0 percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

Performance Indicators **Title I - Dislocated Worker**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	percent	percent	percent	percent
Employment (Fourth Quarter After Exit)	percent	percent	percent	percent
Median Earnings (Second Quarter After Exit)	$ TBD	$ TBD	$ TBD	$ TBD
Credential Attainment Rate	percent	percent	percent	percent
Measurable Skill Gains	percent	percent	percent	percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under Section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~
- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title I - Youth**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	74.4 percent	81.3 percent	74.4 percent	81.3 percent
Employment (Fourth Quarter After Exit)	72.5 percent	80.0 percent	72.5 percent	80.0 percent
Median Earnings (Second Quarter After Exit)	$3,333	$3,600	$3,333	$3,600
Credential Attainment Rate	62.1 percent	69.0 percent	62.1 percent	69.0 percent
Measurable Skill Gains	29.9 percent	29.9 percent	29.9 percent	29.9 percent

Performance Indicators **Title I - Youth**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

Performance Indicators **Title I - Youth**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	percent	percent	percent	percent
Employment (Fourth Quarter After Exit)	percent	percent	percent	percent
Median Earnings (Second Quarter After Exit)	$ TBD	$ TBD	$ TBD	$ TBD
Credential Attainment Rate	percent	percent	percent	percent
Measurable Skill Gains	percent	percent	percent	percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

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 STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

In accordance with the Wagner-Peyser Final Rule, published on Monday, January 6, 2020, the State of Michigan has ~~will~~ removed the requirement of its local areas to hire and use merit staff for the provision of Employment Services as of July 1, 2020. The State of Michigan believes this flexibility will allow local areas to select a staffing model that best suits their needs. All relevant state policies have been ~~will be~~ revised to reflect this change and

provide further guidance based on the Final Rule~~. Training and Employment Notice 13-19, issued January 13, 2020, and responses to questions received following~~ notification to local areas.

2. 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 continues to create and implement new policy directives for the Wagner-Peyser program in order to address the challenges employers encounter in obtaining highly skilled talent. The customer-centered, demand-driven system Michigan has created benefits the job seeker by directing individuals to prepare for jobs that are in-demand and matching talent to those jobs. In addition, new and stronger partnerships are 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! Agency's (MWA's) One-Stop centers and sharing information across programs.

The Michigan Works! Association continues to coordinate 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, motivate, and train staff to meet the needs of Michigan's customer-centered, demand-driven system. Two certifications that are utilized throughout the MWAs are the Business Solution Professional (BSP) and the Global Career Development Facilitator (GCDF). The BSP training provides employment service staff with a level of knowledge and expertise required to support employers in the areas of training grants, business consultation, tax-related incentives, Lean or Six-Sigma and educational programs. The GCDF 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 Department of Labor and Economic Opportunity provides the following program specific training opportunities to both state administrative and local area front line staff:

- Pure Michigan Talent Connect (Talent Connect): Talent Connect is the heart of Michigan's Labor exchange system. 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. Training for Talent Connect, is delivered, on-demand, in-person, through webinars, and on-line tutorials, which includes how to use and navigate the system for the most efficient and positive results.
- All Unemployment Insurance (UI) claimants are required to register for work by entering a profile in the Pure Michigan Talent Connect.
- ~~Pure Michigan~~ Talent Connect also provides career exploration, which includes skill assessments, skill development, career spotlight, calendar of job fairs and the eLearning soft skills program.

- Reemployment Services and Eligibility Assessment (RESEA): RESEA is a program that provides customized services to UI claimants deemed most likely to exhaust their UI benefits. Early intervention with a proactive approach should result in retuning the unemployed back to work sooner. Only claimants referred from the UI may receive services through the RESEA program.
- 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: Veteran Employment Services (VES) Division routinely provides training on preference and priority of service for Veterans.

The ~~Veterans Services team~~ VES team also provides guidance to Michigan Works! Service Center (MWSC) staff on how to identify and refer a veteran to a ~~Disabled Veterans' Outreach Program Specialist~~ DVOP for intensive case management services. All MWA regions have ~~Disabled Veterans' Outreach Program Specialists~~ DVOP, and Local Veterans Employment Representatives (LVER) staff located within their region and are stationed within MWA offices throughout the state. This ensures Michigan's returning heroes receive the quantity and quality of services of which they are entitled.

Migrant and Seasonal Farm Worker (MSFW) outreach workers participate in a Pre-Season Training Conference held in late March to early April. Technical and operational training is conducted by management staff, the state monitor advocate, and outside organizations. All technical training is conducted, reviewed, and approved by the State Monitor Advocate. At the end of every MSFW peak season, October/November, a Post-Season Training Conference is held. Training topics include:

- Training on the provision of Staff Assisted Services in the field
- Employment Service Complaint System
- Identifying and Reporting Apparent Violations
- Agricultural Recruitment System
- Migrant and Seasonal Agricultural Worker Protection Act
- Referral Process for Referring Workers to Agricultural Jobs
- MSFW Outreach Reporting-Log of Daily Outreach Activities
- Order Holding Office/Applicant Holding Office Responsibilities
- Sexual Harassment

- One-Stop Services
- Unemployment Insurance
- 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 One-Stop center (America's Job Center) Staff Responsibilities
- Policy and procedure instruction
- New program rollout preparation
- One-Stop Management Information System (OSMIS)-Wagner-Peyser Training: The OSMIS is the electronic reporting database 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 OSMIS, or when reporting requirements and definitions have changed.
- Department of Labor and Economic Opportunity (LEO) Training and Development: The LEO ~~Department of Labor and Economic Opportunity~~ has implemented professional development pathways for state staff. Each trajectory is uniquely designed to complement the core competencies assigned to each employee's job designation.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) 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 a Wagner-Peyser One-Stop center staff that an Unemployment Insurance (UI) Claimant is not able, available, or seeking full-time work, they report this to the UI. For claimants involved in the Reemployment Services and Eligibility Assessment program, issues are directly entered into the One-Stop Management Information System for review by the UI and determined whether the claimant had "good cause". For the remaining claimants, staff contacts UI with the claimant's information to investigate and determine whether the claimant had "good cause".

~~In 2019, t~~The UI~~, in conjunction with~~ and the Workforce Development, collaborated with the Michigan Works! Employment Service staff to explore each other's work roles in order to fully understand the services UI and Michigan Works! provided to the UI claimant. UI ~~was provided a~~ completed an orientation of ~~the~~ services provided at Michigan Works!, and

Michigan Works! learned ~~firsthand~~ how UI interacts with the claimant. During this collaboration, UI provided extensive training to Employment Service and Workforce Innovation and Opportunity Act (WIOA) staff in how to gather information from the claimant to determine if eligibility issues were apparent and requires UI's attention. ~~At that time, a referral to UI staff would be made for further assistance.~~ This collaboration has provided better customer service and information to the claimant from the UI and Michigan Works!.

Capacity Building and Professional Development (CBPD) allocations for each Program Year (PY) are issued to our local Michigan Works! Agencies (MWAs). The CBPD funding 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.

Prior to the 20th calendar day of the month following the end of each quarter, a Quarterly Narrative Report containing the following information must be submitted to the WD by each MWA or by the Michigan Works! Association on their behalf:

- Identification of CBPD goals.
- Identification of the programs supported by the funding.
- Description of the types of training provided.
- Number of staff receiving each type of training.
- Identification of barriers to achieving goals (if any).
- Statement and/or statistics indicating whether goals were met.
- Other performance related information.

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

The Department of Labor and Economic Opportunity has ~~is~~ collaborated~~ing~~ with the Unemployment Insurance (UI) to provide meaningful assistance to claimants filing for unemployment through the One-Stop centers. A toll-free number has been developed and operates ~~implemented~~ in~~to~~ the Michigan Works! Agency (MWA) locations for claimants. The UI ~~Unemployment Insurance~~ has placed a phone line in each Michigan Works! Service Center~~s~~ that provide a direct line to a~~n~~ UI ~~Unemployment Insurance~~ Representative. This line is operated by UI ~~Unemployment Insurance~~ Representatives who screen calls by priority of service.

UI has ~~Future plans may include the~~ developed~~ment of~~ a live interactive chat system for ~~Unemployment Insurance~~ claimants to access while applying for unemployment benefits or while in their Michigan Web Account Manager. The system ~~will~~ provides a pop-up chat box asking the claimant if they require assistance. The UI ~~Unemployment Insurance~~ Representative is ~~may also be~~ able to connect to the claimant's desktop ~~in order~~ to see

where they are in the process and where they are seeking assistance. A desk guide has been ~~would be~~ developed for the MWA staff to assist claimants with this feature.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

- The Reemployment Services and Eligibility Assessment (RESEA) program provides services to claimants selected by ~~the~~ Unemployment Insurance ~~Agency~~. Selected claimants are those most likely to exhaust their unemployment benefits. Returning Veterans who file an Unemployment Compensation for Ex-Service Members claim are also included in this program. One-on-one services are provided to offer a more guided approach to accessing employment and training services in order to assist the claimant in returning to work quickly. The assistance offered includes employability workshops, creating a job search plan, providing labor market information, connections to employers through job fairs and the featured "Employer of the Day" event. There is now a mandate for a second RESEA appointment for 50 percent of claimants still unemployed five weeks after their initial RESEA appointment. Second appointments are also available on a voluntary basis to any claimant who has participated in a first appointment.

These same services are available to all unemployed individuals, free of charge, who access the One-Stop centers, 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:

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 (UI) Information, and a variety of job search and career exploration aides. The ~~Unemployment Insurance (UI)~~ claimant and all job seekers may access these assets via self-service, staff-assisted or individualized services.

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 UI.

Assistance can be provided at the local level to assist UI and the Department of Labor and Economic Opportunity (LEO) customers to navigate the system. As the UI and the LEO ~~Department of Labor and Economic Opportunity~~ collaborate on more programs, ~~weekly~~ regular conference calls with Michigan Department of Technology, Management and Budget will be scheduled to work through program developments and communication issues.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

Unemployment Insurance claimants continue to be required to register for work with the Michigan Works! Agencies by placing their profile on the Michigan Talent Connect. The profile consists of the claimant's resume, 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.

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 Employment Services (ES) is required to provide certain services to Unemployment Insurance (UI) claimants. For example, the ES is required to administer the work-test requirements of the state unemployment-compensation system. Any eligibility issues for UI claimants that arise out of these services will still be handled by staff that meet the requirements of the Social Security Act.

The ~~Unemployment Insurance (~~UI~~)~~ Work Test continues to be administered to 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 (MWA) 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 UI via the Michigan Integrated Data Automated System. This automatically opens an issue on the UI claimant for further investigation. Employability services are offered to UI claimants which include job search tools, resume development, interview techniques, and career guidance. The UI Work Test is also completed with Reemployment Services and Eligibility Assessment (RESEA) claimants, during their RESEA appointment with MWA staff, to ensure they are able to work, seeking work and have not refused suitable employment.

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

Wagner-Peyser services will continue to be aligned with Adult and Dislocated Worker services, in the Michigan Works! Services Centers, to refer job seekers for training, support services, and a more individualized level of service, when appropriate.

Wagner-Peyser 7(a) dollars do not fund any training or educational opportunities; however, 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. In addition to Adult and Dislocated Worker referrals, Michigan has instituted a Going PRO Talent Fund, which provides employers with the talent they need and job seekers with the jobs they desire. Referrals to Registered Apprenticeship opportunities are also provided when appropriate.

Wagner-Peyser 7(b) funding may be used to support:

(1) performance incentives for public employment service offices and programs, consistent with the performance accountability measures that are based on indicators described in section 116(b)(2)(A)(i) of the Workforce Innovation and Opportunity Act, taking into account direct or indirect placements (including those resulting from self-directed job search or group

job search activities assisted by such offices or programs), wages on entered employment, retention, and other appropriate factors;

(2) services for groups with special needs, carried out pursuant to joint agreements between the employment service offices and the appropriate local workforce investment board and chief elected official or officials or other public agencies or private nonprofit organizations; ~~and~~

The State of Michigan ~~is exploring the~~ uses of Wagner-Peyser 7(b) dollars to serve groups with special needs, which may include training~~.~~ and/or supportive services. Groups with special needs may include, but are not limited to:

- Returning Citizens/Individuals with Criminal Records
- Homeless
- Mental or physical disability
- Substance abuse
- Living at or below the federally established poverty limits
- Lacking a High School Diploma or High School Equivalency
- Long-term unemployment
- Receiving state or federal public assistance
- Migrant and Seasonal Farm Workers
- Asset Limited, Income Constrained, Employed (ALICE) population

(3) the extra costs of exemplary models for delivering services of the types described in subsection (a), and models for enhancing professional development and career advancement opportunities of State agency staff, as described in section 3(c)(4).

~~Wagner-Peyser dollars do not fund any training or educational opportunities, however, 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. Michigan has instituted a Going PRO Talent Fund, which provides employers with the talent they need and job seekers 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 AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES 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.

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.

Michigan's Governor Gretchen Whitmer proclaimed July 20~~19~~21 as Michigan Migrant and Seasonal Farmworker Appreciation Month through the issuance of a Certificate of Proclamation:

"*WHEREAS, for ~~nearly~~ 100 years, Michigan's migrant and seasonal farmworkers have helped sustain and grow Michigan's more than ~~100~~ 162 commercial crops, ~~second to California in variety; and, WHEREAS, Michigan is~~ one of the ~~country's leading users of migrant and seasonal labor who are involved in the production and harvest of over 45 crops~~ most agriculturally diverse states in the U.S.; and,*

WHEREAS, ~~over 50 percent of farmworkers continue to have income below the poverty level and are less likely to utilize public assistance programs designed to help ameliorate the effects of poverty on the working poor~~ Michigan is one of the country's leading employers of migrant and seasonal labor who play an important role in the planting, cultivating, harvesting, and packaging of 41 labor-intensive crops; and,

WHEREAS, migrant and seasonal farmworkers ~~and their children face many challenges, including health, education, safety, and security concerns~~ contribute greatly to the Michigan economy and help generate $2.3 billion in farm gate revenues each year; and,

WHEREAS, ~~children of migrant farmworkers are a symbol of resilience and represent hope and the bright future of our state~~ more than 90,000 migrant and seasonal farmworkers and their families travel into and throughout our state every year to work, and they are essential to the farming industry, as well as display dedication and a strong work ethic that is an inspiration to those around the state; and,

WHEREAS, we recognize migrant and seasonal farmworkers ~~contribute greatly to the Michigan economy and are essential to the farming industry, as well as display dedication and a strong work ethic that is inspiration to those around the state~~ for their efforts during the COVID-19 pandemic to continue planting, harvesting, and processing food in Michigan; and,

WHEREAS, we are pleased to join with the Michigan Department of Agriculture and Rural Development, the Michigan Department of Labor and Economic Opportunity, and the Michigan Department of Health and Human Services to recognize Michigan's migrant and seasonal farmworkers for their incredible determination and accomplishments and offer our sincerest appreciation for the contribution's ~~farmworkers~~ they continue to make to our cities, state, and nation; and,

NOW, THEREFORE, I, Gretchen Whitmer, governor of Michigan, do hereby proclaim July 20~~19~~21 as ~~Michigan~~ Migrant and Seasonal Farmworker Appreciation Month in Michigan."

While the Governor's Proclamation addresses the needs of health, education, safety, and security concerns; housing, English language proficiency, and employment training have also been identified as unique needs of ~~M~~migrant and ~~S~~seasonal ~~F~~farm ~~W~~workers (MSFW).

An assessment of housing conducted in 2019, found that housing for migrant farm workers with families is becoming scarcer. There appears to be a reduction in domestic worker migration due to the safety and security concerns mentioned in the governor's

proclamation. This is increasing demand for foreign workers under the H-2A Visa program, and therefore more grower owned housing is being converted to worker-only housing which is reflected by the increase in the number of camps, units, and capacity shown in Table 1 below.

Table 1 below reflects the progressive increases reported through Michigan Department of Agricultural and Rural Development (MDARD) housing inspections from ~~2014 to 2018~~ 2016 to 2020. The number of licenses for migrant housing ~~remained virtually the same~~ decreased annually over the last four years, however, the number of inspections for H-2A worker housing doubled from 2014 to 2015, again from 2015 to 2016, again from 2016 to 2017, ~~and continued to increase in 2018~~ with slight increases annually from 2018 to 2020, essentially tripled over the last five years.

There is also a growing concern across the state regarding affordable housing, or the lack thereof. This is especially prevalent in rural areas making it more difficult for growers and migrant families to afford the increased cost of housing, therefore creating a barrier for migrant families to migrate to work in Michigan.

Table 1

MDARD Housing Inspections Report

	2016	2017	2018	2019	2020
Inspections					
Licensing	1,136	1,132	1,110	1,097	1,059
H2A	305	608	752	919	980
Licensing					
Camps	801	811	840	815	830
Units	4,147	4,046	4,278	4,052	4,062
Capacity	24,862	25,054	26,166	25,215	26,734

An assessment of English language proficiency conducted over the last several years has found that migrant and seasonal farm workers continue to identify this as a barrier in communicating with growers, and in their daily interactions outside of the migrant camps. There have been several efforts among English as a Second Language (ESL) service providers throughout the state to modify their program to better serve the needs of the MSFW population. However, this remains a need and is also identified as a barrier for MSFWs access to education, training, and employment, opportunities.

2. 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

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 from the National Agricultural Statistics Service (NASS) 2018 State Agriculture Overview cites Michigan as having 47,000 farms, and approximately 10 million acres of farmland. Michigan leads the nation in the production of pine (Christmas) trees, floriculture, hops, and 18 crops, including apples, blueberries, tart cherries, asparagus, and cucumbers. The NASS Michigan Rotational Survey for 2018, estimates that there were 17,330 seasonal and 11,465 migrant farm workers in Michigan; however, the actual number of migrant and seasonal farm workers (MSFWs) employed in Michigan may likely be higher, because the survey data is based on agricultural employer reported information.

Farm labor is generally utilized in the agricultural regions that border Lake Michigan. These are the areas where labor-intensive crops are grown. Table 2 provides estimates of Michigan's top five commodities harvested, which are identified as labor-intensive crop activities. The table also identifies the months of the heaviest activity, geographical area of prime activity, and data indicating the number of ~~migrant and seasonal farm workers~~ MSFWs that are employed in each crop. Labor needs remained the same, although the use of H-2A Visa workers has increased.

Table 2

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 Pruning February - April	West Michigan Prosperity Alliance Northwest Prosperity Region	23,961
Asparagus	April - Early June	West Michigan Prosperity Alliance Northwest Prosperity Region	23,961
Blueberries	Mid-July - Late August	Southwest Prosperity Region West Michigan Prosperity Alliance	25,792
Cherries (Sweet & Tart)	Early July - Early September; Pruning February - April	Southwest Prosperity Region West Michigan Prosperity Alliance Northwest Prosperity Region	37,951
Vegetables (cucumbers, squash, & pumpkins)	Early July - Late October	Southwest Prosperity Region GST Prosperity Region	17,973

Data for Table 2 was gathered from historical agricultural data through multiple sources including MDARD.

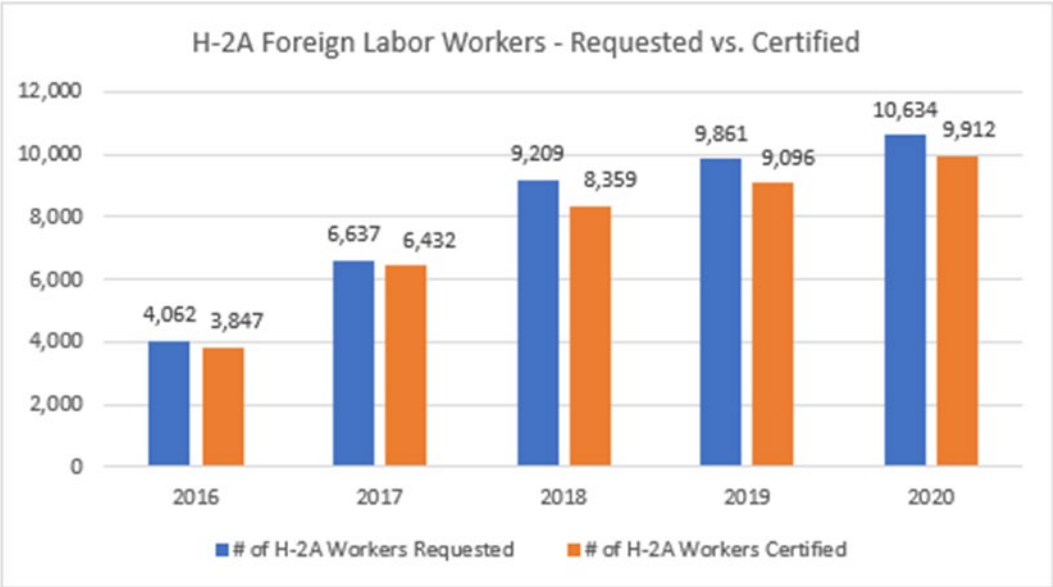
Several regions in Michigan continue to experience farm labor shortages and a spike in H-2A activity. The lack of MSFW labor in the top five commodities (apples, asparagus, blueberries, cherries, and vegetables) is attributed to longer growing seasons, increases in fruit and vegetable yield, and MSFW families that are reluctant to remove children from school early and arrive late to their home - base state school. In addition, other factors contributing to the labor shortages include a low unemployment rate, and the increasing age of the MSFW workforce. These assertions are a result of the MSFW contacts made during outreach, and information obtained from employers, and MSFW service agencies.

Employers are choosing to use the E-verify system to verify employment eligibility of workers, and therefore it is impacting the recruitment of migrant workers who may otherwise not be eligible. A report released in 2017 by the American Immigration Council found that 1.3 percent of the total Michigan population in 2014 were undocumented immigrants. An article published in the Detroit Free Press on July 28, 2019, reported that Michigan had the 2nd highest rate of Immigration and Customs Enforcement (ICE) arrests of immigrants over a 20-month period that spanned from October 1, 2016 through May 2018. The national

immigration policy coupled with the fear and uncertainty among workers has created the perfect storm for the decrease in migrant workers and families coming to work in Michigan, and an increase in the demand for foreign labor. Subsequently, on October 30, 2019, a Press Release announced that bipartisan house members introduced the Farm Workforce Modernization Act. Representative Zoe Lofgren, representing California's 19th District said, "The men and women who work America's farms feed the nation. But farmworkers across the country are living and working with uncertainty and fear, contributing to the destabilization of farms across the nation." She also stated, "Our bill offers stability for American farms by providing a path to legal status for farmworkers…"

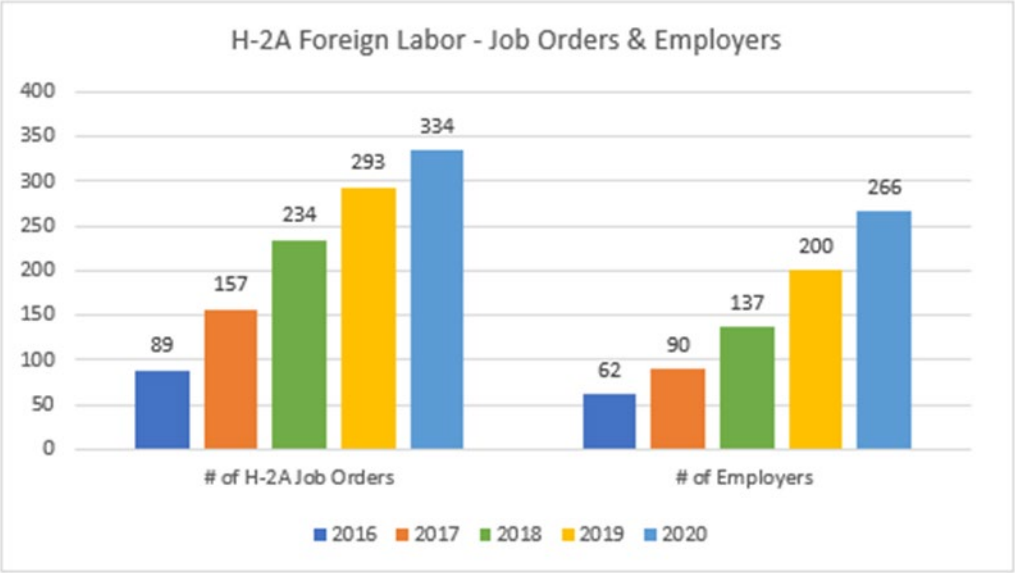
The labor shortage had numerous growers supplementing their labor needs via the H-2A program. This demand for foreign labor in Michigan is reflected in Table~~s~~ 3 ~~and 4~~ below which demonstrates that the increased number of workers requested and certified has tripled from 2016 to ~~2018~~ 2020. Additionally, Table 4 below demonstrates that the number of H-2A foreign labor applications and the number of participating employers has quadrupled from 2016 to 2020.

Table 3 – Number of requested and certified H-2A positions for 2016 through 2020



Data for Table 3 was obtained from the Office of Foreign Labor Certification

Table 4 – Annual number of Employers and H-2A Job Orders for 2016 through 2020



Data for Table 4 was obtained from the Office of Foreign Labor Certification

Some strategies used by agricultural employers to offset the labor shortages included 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.

In 2019, Michigan also experienced weather anomalies which created delays in planting/seeding and harvesting. It also created shortened crop growth periods, and longer periods between crop harvesting forcing some migrant workers to look for other work. An *MLive News* article posted June 21, 2019 by Lauren Gibbons noted that "According to Michigan Farm Bureau, as of June 9 Michigan farmers have had 3.5 days with proper conditions for fieldwork this year…". Michigan's Governor requested emergency assistance for agricultural growers across the state as it was identified that there would be a need for relief due to the near billions of dollars in loss of crops that could not be grown or harvested.

In 2020, COVID-19 created new challenges for Michigan farmers and MSFWs. Stay Home Orders, travel restrictions, and the fear of contracting COVID-19 contributed to the delay in arrival of migrant workers coming to Michigan. International travel restrictions also impacted the recruitment of foreign workers such that the U.S. Department of Homeland Security and U.S. Citizenship and Immigration Service established temporary emergency rules to allow an extension of stay for H-2A foreign workers.

3. 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

The Migrant and Seasonal Farm Workers (MSFWs) are vital to Michigan's agricultural and economic growth. This talent pool is most critical during the months of April thru November. Michigan's MSFWs predominately speak Spanish and have ancestral lineage from Mexico. Most travel to Michigan from the states of Texas, Florida, and Puerto Rico. In the northeast part of the state, there's been an increase in H-2A Visa workers from Haiti and Jamaica. In the northwest part of the state, there's been an increase in workers from the Ukraine. 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.

Based on data obtained from the National Agricultural Statistics Service (NASS) Michigan Rotational Survey for 2018, the U.S. Department of Labor (USDOL) Office of Foreign Labor Certification, the Michigan Department of Agriculture and Rural Development (MDARD), and the State's One Stop Management Information System (OSMIS), we estimate that there are approximately 46,000 MSFWs during peak season and 10,000 MSFWs during Non-peak season. In Program Year ~~2018~~2020, MDARD licensed migrant farmworker housing with a capacity ~~of approximately~~ over 26,000. The state estimates there are an additional 20,000 seasonal farm workers. Table 5 below identifies the states peak and non-peak season and provides estimates of ~~migrant and seasonal farm workers~~ MSFWs engaged in agricultural employment.

Table 5

Peak Season	Mid-March to Mid-November	26,000 Migrant Workers	20,000 Seasonal Workers
Non-Peak Season	Mid-November to Mid-March	3,000 Migrant Workers	7,000 Seasonal Workers

Limitations or needs for this labor force continue to be the seasonality of the work, English language proficiency, access to health care benefits, access to grower housing and/or affordable housing, and lastly to feel safe in the communities where they gather, live, and work. Once the migrant workers and their families reach Michigan, some are in need of food and shelter, childcare, work clothing, assistance with basic transportation needs such as tires for their vehicles, and gas to get to a job since many spent their limited funds driving to Michigan for work. All of these factors impact the availability of a reliable labor pool. During the season, MSFW outreach workers, also known as Agricultural Employment Liaisons (AELs), attempt to resolve many of these issues to ensure that this workforce can work with as few worries as possible. While MSFWs are working in Michigan, ~~MSFW outreach workers~~ AELs provide direct assistance or refer the MSFW to a partnering agency to remove barriers that they encounter.

The impact that COVID-19 had and the increased needs of the farm workers: The spread of COVID-19 throughout the US halted travel for many of the transient migrant farmworkers from supply states. Many farmers in the state resorted to utilizing the H-2A visa workforce,

and also encountered some travel issues. The two primary labor supply states, Texas and Florida, lead the nation in the number of positive COVID-19 cases, workers from those respective states arrived four to six weeks later than usual. Farmers resorted to an inexperienced local workforce and encountered a huge turnover rate.

4. 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:

Michigan's Workforce Development continues to fund the ~~Migrant and Seasonal Farm Worker (~~MSFW~~)~~ Outreach Program at a level that will support vigorous outreach to MSFWs in those areas with significant offices. With Michigan's improving economy, the annual award of Wagner-Peyser funding to Michigan has decreased. The Department of Labor and Economic Opportunity (LEO) is constantly exploring innovative methodologies that will allow the quality and quantity of employment services to improve or remain unchanged, even when funding decreases. The decrease in funding has affected all Wagner-Peyser funded programs, including migrant and seasonal farm worker outreach. Funding limitations have required migrant service workers to physically cover larger geographic areas. However, ~~MSFW outreach workers~~ Agricultural Employment Liaisons (AELs) are strategically located in areas that are largely populated by MSFWs. In addition, the local Michigan Works! Service Centers assist MSFWs which helps to ensure ~~MSFW outreach workers~~ AELs remain focused on outreach during peak season. AELs transitioned from the traditional in-person methods of contacting MSFWs to include virtual outreach. Guidance received from the National Monitor Advocate allowed for AELs to conduct virtual outreach in an effort to remain safe from contracting COVID-19. Complaints, apparent violations, and MSFW registrations were received through text, e-mail, or WhatsApp. MSFW outreach safety protocols were outlined for AEL's, Personal Protective Equipment was provided, and used when in-person contact was required.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES

Initial Intake

The majority of Migrant and Seasonal Farm Workers (MSFWs) are not reached through normal office intake activities. Michigan is committed to providing equitable services to the MSFW population and attempts to reach as many MSFWs as possible during the peak farming season. ~~MSFW outreach workers~~ AELs are dedicated to working with MSFWs and spend most of their time conducting outreach in order to contact those who otherwise would not utilize the employment and career services available at the Michigan Works! Service Centers.

When the ~~MSFW outreach workers~~ AELs contact an MSFW, they explain all the services available at the Michigan Works! Service Centers which include employment counseling, testing, career guidance and referrals to employment, training, and supportive services. The MSFW is also provided an oral summary of the Employment Service Complaint System and farm worker rights, with respect to the terms and conditions of employment, and employment related laws.

The ~~MSFW outreach workers~~ AELs provide MSFWs with a packet of printed materials that is explained and distributed during outreach meetings. Through outreach efforts, AELs have identified a more diverse population of MSFWs who speak not only English and Spanish, but also Burmese and Haitian Creole. Therefore, outreach packets have been translated from English to Burmese, Haitian Creole, and Spanish to ensure equity and inclusion of all MSFWs contacted in the state. Each packet contains the following printed materials:

- Listing of all ~~MSFW outreach workers~~ AELs with contact information;
- Listing of One-Stop services;
- ~~"Notice to Applicants," which is a bilingual pamphlet that informs MSFWs of all employment services, including Pure Michigan Talent Connect website mitalent.org (Michigan's online labor exchange system);~~
- Tip Sheet which provides instructions on how to navigate the Pure Michigan Talent Connect website to search for available jobs; (available in Spanish)
- Migrant Resource Council Brochure;
- Yearly Calendar (if available) – it was a joint project by Farmworker Legal Services and Michigan Immigrant Rights Center; and
- Farm Worker Legal Services calendar (if available); and
- United States Department of Labor Farm Worker Rights Card.

When the explanation has been completed, the MSFWs are encouraged to visit the local Michigan Works! Service Center to receive the full range of services. However, if the MSFWs are unable or unwilling to visit a service center, ~~MSFW outreach workers~~ AELs provide as much service as possible while on site. The following services can be provided in the field:

- Resume assistance;
- Registration for work;
- Referral to specific employment opportunities currently available or job development services;
- Recommendation of employment opportunities available after the current employment ends;
- Assistance to prepare 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.

On-site services are made possible as a result of mobile equipment provided to ~~MSFW outreach workers~~ AELs which includes a state issued vehicle, a smartphone with hotspot capabilities, and wireless laptop or tablet. 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. Outreach workers telecommute and are equipped with all necessary/essential work tools to locate MSFWs at their living, working, and gathering places.

Other on-site services include providing instruction on the utilization of the Pure Michigan Talent Connect system to encourage MSFWs to independently investigate employment opportunities. Distribution of flyers at restaurants, stores, and at Spanish and English media outlets such as radio stations and newspapers, promote the MSFW Outreach Program and announce related events reaching an even broader audience than possible with face-to-face outreach.

The Department of Labor and Economic Opportunity will employ 20 merit based full-time ~~MSFW outreach workers~~ AELs (9 Permanent, 11 Seasonal) with the working title of Migrant Service Worker to provide services under the Migrant and Seasonal Farm Worker Outreach Program. In addition, the 20 ~~MSFW outreach workers~~ AELs will be divided into two teams and will have a working supervisor assigned for each team. AELs ~~MSFW outreach workers~~ have been assigned to areas based upon a centralized methodology which allows for the most efficient approach to provide outreach.

When MSFWs account for ten percent or more of the annual applicants, offices are designated as significant offices. The assignment of an MSFW outreach worker is not a reliable indicator of whether a local office has been deemed significant.

Whether or not a MSFW outreach worker has a home office in a designated significant office or another location, ~~MSFW outreach workers~~ AELs 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-MSFWs. This includes services provided in a language readily understood by the MSFW.

Table 6 below displays the data used to determine significant offices. The data was obtained from the One-Stop Management Information System (OSMIS) and represents ~~three~~ five prior program years beginning July 1, 2016 through June 30, ~~2019~~ 2020.

Table 6 – Significant Office Designation by Program Year

Program Year	Office Location	Total Participants	MSFW	Non-MSFW	Percentage of MSFW
2016	Greenville	2067	280	1787	13%
2016	Holland	4398	895	3503	20%
2016	Paw Paw	1775	388	1387	21%
2016	Shelby	1086	600	486	55%
2016	Traverse City	5170	533	4637	10%
Program Year	**Office Location**	**Total Participants**	**MSFW**	**Non-MSFW**	**Percentage of MSFW**
2017	Benton Harbor	3583	346	3237	10%
2017	Dowagiac	1387	278	1109	20%
2017	Greenville	2523	378	2145	15%
2017	Holland	4429	903	3526	20%
2017	Lapeer	3466	332	3134	10%
2017	Paw Paw	1742	543	1199	31%
2017	Shelby	1514	926	588	61%
2017	Traverse City	4830	764	4066	16%
Program Year	**Office Location**	**Total Participants**	**MSFW**	**Non-MSFW**	**Percentage of MSFW**
2018	Benton Harbor	3252	456	2796	14%
2018	Dowagiac	969	227	742	23%
2018	Greenville	2334	489	1845	20%
2018	Paw Paw	2320	1232	1088	50%
2018	Shelby	1287	649	638	50%
2018	Traverse City	4703	965	3738	20%
Program Year	**Office Location**	**Total Participants**	**MSFW**	**Non-MSFW**	**Percentage of MSFW**
2019	Paw Paw	2139	1259	880	59%
2019	Traverse City	4048	889	3159	22%
2019	Lapeer	718	178	540	25%
2019	Holland	3690	977	2713	26%
2019	Greenville	1713	302	1411	18%
2019	Shelby	1057	557	500	53%
2019	Benton Harbor	2291	438	1853	19%
Program Year	**Office Location**	**Total Participants**	**MSFW**	**Non-MSFW**	**Percentage of MSFW**
2020	Paw Paw	884	804	80	90%
2020	Benton Harbor	278	50	228	18%
2020	Shelby	575	518	57	90%
2020	Traverse City	946	716	230	76%
2020	Holland	1582	969	613	61%
2020	Greenville	310	152	158	49%
2020	Lapeer	579	63	516	10%
2020	Newaygo	215	56	159	26%
2020	Allegan	401	152	249	37%
2020	Adrian	285	35	250	12%

Table 7 below indicates the office by city, county location of the Michigan Works! Agency(s), Planning Region(s) covered, and the counties the MSFW outreach worker will cover. This table specifies the outreach staff positions, the respective home office location, and the offices that are designated as significant. Seasonal staff will be employed Mid-March through Mid-November which is identified as peak period for MSFW activity in the state.

Table 7

Office by City Location	County Location Michigan Works Agency	Prosperity Region(s) Counties Covered	Significant Office	No. of Outreach Staff
Traverse City	Grand Traverse County Networks Northwest	Region 2-Northwest Prosperity Region Counties: Emmet, Charlevoix, Kalkaska, Antrim, Missaukee, Wexford, Manistee, Benzie, Leelanau, Grand Traverse	Yes	1 Permanent 2 Seasonal
		Region 1- Upward Talent Council Counties: Gogebic, Ontonagon, Houghton, Baraga, Iron, Marquette, Dickenson, Menominee, Delta, Alger, Schoolcraft, Luce, Mackinac, Chippewa.		
Shelby	Oceana County West Central Michigan Works!	Region 4a-West Michigan Prosperity Alliance-West Central Prosperity Region Counties: Mason, Lake, Oceana, Mecosta, Newaygo, Osceola	Yes	1 Permanent 2 Seasonal
Holland	Ottawa County West Michigan Works!	Region 4b-West Michigan Prosperity Alliance-West Michigan Prosperity Region Counties: Allegan, Barry, Ottawa	Yes	1 Permanent
Greenville	Montcalm County West Michigan Works!	Region 4b-West Michigan Prosperity Alliance- West Michigan Prosperity Region Counties: Kent, Allegan, Barry, Ottawa, Montcalm, Ionia, Muskegon	Yes	1 Permanent

Table 7 - Continued

Office by City Location	County Location Michigan Works Agency	Prosperity Region(s) Counties Covered	Significant Office	No. of Outreach Staff
Lapeer	Lapeer County GST Michigan Works!	Region 6-East Michigan Prosperity Region Counties: Lapeer, Genesee, Shiawassee, Tuscola, Huron, Sanilac, St. Clair. Region 5-East Central Prosperity Region Counties: Clare, Isabella, Gratiot, Midland, Gladwin, Saginaw, Bay, Arenac. Region 3-Northeast Prosperity Region Counties: Cheboygan, Otego, Crawford, Roscommon, Ogemaw, Oscoda, Montmorency, Presque Isle, Alpena, Alcona, Iosco	No	1 Permanent 1 Seasonal
Benton Harbor	Berrien County Kinexus	Region 8-Southwest Prosperity Region Counties: Berrien, Cass,	Yes	1 Permanent
Paw Paw	Van Buren County Kinexus	Region 8-Southwest Prosperity Region Counties: Van Buren, Kalamazoo,	Yes	2 Permanent
Dowagiac	Cass County Kinexus	Region 8-Southwest Prosperity Region Counties: Berrien, Cass,	Yes	1 Seasonal
Battle Creek	Calhoun County Southwest Michigan Works!	Region 7-South Central Prosperity Region Counties: Eaton, Ingham, Clinton Region 8 Southwest Prosperity Region Counties: Branch, Calhoun, St. Joseph	No	1 Seasonal

Note: It may appear that certain staff are assigned a very heavy workload. Please be aware that there is not a significant use of migrant and seasonal farm workers for agricultural labor in Regions 1, 3, 7 and 10. 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 agricultural labor needs change.

Agricultural Employer Outreach

The ~~MSFW outreach workers~~ AELs, in partnership with Michigan State University - Extension Services, conducts presentations at various grower shows and local Migrant Resource Council (MRC) meetings to explain services provided to migrant and seasonal farm workers. The State Monitor Advocate presents at various meetings to explain the

employment service complaint system and the Agricultural Recruitment System (ARS). 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, the I-9 process, locating labor via the Pure Michigan Talent Connect and the other services available through the Michigan Works! Service Centers.

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 AELs for referrals to not only the hand harvesting jobs, but also to other higher-paying, higher skilled positions. Some outreach strategies include contacting employers during the off-season to discuss opportunities for developing new jobs that will provide an MSFW with On-the-Job Training ~~(OJT)~~ and/or apprenticeships to increase skills and ultimately increase employment opportunities through coordination with Michigan Works! Business Services Professionals and/or National Farmworker Jobs Program (NFJP) partners. MSFWs have recently been hired as truck drivers, forklift operators and supervisors through the increased efforts and coordination with local One-Stop centers. In PY19 and PY20, AEL staff conducted virtual informational meetings for growers due to COVID-19. Two meetings were held, one in the northern part of the state and the other in the southern part. AEL staff made an effort to reach out to a number of farms including minority farmers to ensure diversity, equity, and inclusion by encouraging all farmers in the state to participate in the growers meetings. Attendance at both meetings ranged from 60-80 farmers at each meeting, with a near twenty percent minority attendance.

The ~~MSFW outreach workers~~ AELs provide employers with a packet of printed materials that is explained and distributed during outreach meetings. Each packet contains the following printed materials:

- Listing of all ~~MSFW outreach workers~~ AELs with contact information.
- Listing of One-Stop services available to employers.
- Farm Labor Law posters and information pertaining to work hours, wages, and employment of minors.
- Agricultural Recruitment System ~~(ARS)~~ Brochure.

As previously indicated in the assessment of needs, one of the needs for MSFWs is English Language Proficiency. This is also a need for employers to be able to communicate with MSFWs. Some best practices have been identified within the state that are being shared in other regions to facilitate increased collaboration between employers and English as a Second Language ~~(ESL)~~ service providers to ensure MSFWs are provided the opportunity to participate in such training, and in some cases for employers to be the host location for the training program.

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH STAFF. 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 AND

EMPLOYMENT-RELATED LAW COMPLAINT SYSTEM ("COMPLAINT SYSTEM" DESCRIBED AT 20 CFR 658 SUBPART E), 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.

The Department of Labor and Economic Opportunity (LEO) 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~~ LEO ~~Department of Labor and Economic Opportunity~~ 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. Workforce Development has instituted professional development opportunities for all employees through the Learning Center at the State of Michigan Department of Civil Service.

All LEO employees can 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 LEO employees from external sources (outside of LEO).

Specific training is provided to migrant service workers twice yearly with pre and post season training. Topics include:

- Role of the Outreach Worker;
- Migrant and Seasonal Farm Worker Registrations;
- Writing Agricultural Local Job Orders;
- Writing an Interstate Clearance Job Order (Form ETA 790);
- Completing Form 2524 (Referral to an Agricultural Job);
- Completing Log of Daily Outreach Activities;
- Processing Employment Service and Non-Employment Service-Related complaints from migrant and seasonal farm workers;
- Identifying and Reporting Apparent Violations;
- H-2A Visas;
- Order Holding Office/Applicant Holding Office Responsibilities;
- Processing Out-of-State Calls;
- State Monitor Advocate/Outreach Worker communication;
- Referring Migrant and Seasonal Farm Workers Beyond Reasonable Commuting Distance;
- Michigan Department of Agriculture and Rural Development Housing Inspection List;
- Migrant and Seasonal Farm Worker Referral to Support Services; and

- Distribution of Migrant and Seasonal Farm Worker Recruitment Flyers.
- COVID-19 Safety Outreach Protocols

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

The Department of Labor and Economic Opportunity continues to offer training opportunities to all merit staff as well as staff of the Michigan Works! One-Stop centers, to maintain awareness across core programs to ensure the provision of services where needed. In addition, the Unemployment Insurance Agency provides comprehensive training on identifying and reporting Unemployment Insurance eligibility issues. Lastly, merit staff continue to receive professional development opportunities through a variety of methods which include serving in process improvement workgroups, taking a lead on updating work unit procedures, as well as participating in training courses offered by the state.

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 professional development activities include participation in training courses provided through the U.S. Department of Labor-Employment and Training Administration's WorkforceGPS online portal. 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 Michigan One-Stop centers.
- **Job Service Complaint System for Michigan One-Stop 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 serves an integral role in determining and facilitating the training on the preceding topics.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS

In Michigan, the NFJP grantee is not a subrecipient of our State Workforce Agency. The State of Michigan currently has one Memorandum of Understanding (Appendix IV located under the Common Elements portion of the plan, Other Appendices section) with Telamon Corporation (National Farmworker Jobs Program grantee).

Of the 17,891 MSFW ~~migrant and seasonal farm worker~~ contacts estimated for Program Year 2019, approximately 3,000 will be contacted through joint outreach efforts, especially with Telamon Corporation's National Farmworker Jobs Program, the Michigan Department of Health and Human Services, and other partners. The actual number of MSFW contacts for PY19 were 11,533 and 12,172 in PY20. Joint MSFW outreach contacts with NFJP and MDHHS were 2,445 in PY19 and 1,400 in PY20. As previously noted, the projected number of joint MSFW contacts dropped as a result of COVID-19.

The following information for 2016 – 201~~8~~9 was provided by partner entities and reflects the number of MSFWs ~~migrant and seasonal farm workers~~ and/or their children who received services from the respective agencies (data reported by partners may be by calendar, program, or fiscal year depending on program reporting requirements):

- Telamon Corporation (National Farmworker Jobs Program 167 grant recipient): 857 participants served thus far in this four-year program cycle 2016 through 2019
- Migrant Head Start program (Telamon Corporation): 2,966 children and 2,037 families served from 2017 through 2019
- Michigan Migrant Education Program:

Year	2015-16	2016-17	2017-18
Eligible	6110	5756	5258
Served	4367	4094	3880

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 in Michigan's main agricultural regions. The MRCs are comprised of representatives from state and local agencies, non-profit service providers, farm worker legal groups, and growers. As members of their local MRCs, Migrant and Seasonal Farm Worker (MSFW) outreach workers 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 MSFWs needs. ~~MSFW outreach workers~~ AELs will continue to partner with these agencies, either through referrals for services and/or active participation on outreach visits.

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 in the Michigan Works! Service Centers, allowing for easy access by MSFWs. For agencies not located within the Michigan Works! Service Centers, a referral process is established. Most partnerships exist on an informal basis. Partnering agencies and services provided are as follows:

- Allegan County Resources Development Committee - Food, Clothing, Housing and Utility Assistance
- Bethany Christian Services – Family Support Services
- Catholic Diocese Hispanic Ministry – Outreach Services to Migrant Camps
- Community Action House - Food, Clothing, Housing and Utility Assistance
- District Health Departments (Local) – Health Care
- Farmworker Legal Services – Employment and Legal Protections, Immigration Services
- Fremont Area Foundation (annual grant for Farm Worker Appreciation Day) – Housing and Utility Assistance
- Good Samaritan Ministries - Food, Clothing, Housing and Utility Assistance
- Hispanic Center of Western Michigan – English Proficiency, Child Care, Computer Classes, Interpretation/Translation Services, Immigration Services
- Hispanic/Latino Commission of Michigan – Hispanic/Latino Issues
- Holland Rescue Mission - Food, Clothing, Housing and Utility Assistance
- Holland Rescue Mission - Food, Clothing, Housing and Utility Assistance
- InterCare Community Health Network – Health Care
- Justice for our Neighbors - Immigration Services
- Kent District Library - Library
- Lakeshore Ethnic Diversity Alliance (Migrant Mentoring Program) – Educational Resource
- Love INC - Food, Clothing, Housing and Utility Assistance

- Mercy Health Hospital – Health Care
- MHP Salud – Health Care, Promotora Program
- Michigan Asparagus Advisory Board – Agricultural Employer Partner
- Michigan Blueberry Growers – Agricultural Employer Partner
- Michigan Department of Agriculture and Rural Development (MDARD) – Agricultural Employer Partner for Migrant Labor Housing and Pesticide Protections
- Michigan Department of Civil Rights – Law Enforcement
- Michigan Department of Health and Human Services - Food, Medical, Child Care, Housing and Utility Assistance, and Family Services
- Michigan Economic Development Corporation – Economic Development
- Michigan Farm Bureau – Agricultural Employer Partner
- Michigan Health Centers and Community Health Centers – Health Care
- Michigan Immigrant Rights Center – Employment and Legal Protections, Immigration Services
- Michigan Literacy Coalitions and Councils, including English Language Acquisition training – English Proficiency
- Michigan Migrant Education Program – K-12 Education Services
- Michigan Primary Care Association – Health Care and Technical Assistance to Health Centers
- Michigan State Police – Law Enforcement
- Michigan State University College Assistance Migrant Program – Higher Education Assistance
- Michigan State University Extension Services – Agricultural Employer Partner
- Migrant Legal Aid – Employment and Legal Protections
- Monroe County Opportunity Program - Food, Clothing, Housing and Utility Assistance
- Mott Community College – English Proficiency
- MSU High School Equivalency Program – GED Assistance
- Northwest Michigan Health Services, Inc. – Health Care
- Ottawa County Community Action Agency - Food, Clothing, Housing and Utility Assistance
- Salvation Army - Food, Clothing, Housing and Utility Assistance

- Samaritas – Family Support Services
- Telamon Corporation Migrant Head Start Programs - Child Care
- Telamon National Farmworker Jobs Program (Section 167 Grantee) – Employment and Training
- True North Community Foundation - Housing and Utility Assistance
- United States Department of Labor, Wage & Hour Division – Enforcement of Wage and Labor Laws
- Western Michigan University College Assistance Migrant Program – Higher Education Assistance
- Zeeland/Holland Adult Education – English Proficiency

5. 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

Career and Training Services: Michigan Works! Service Centers provide basic career services to Migrant and Seasonal Farm Workers (MSFWs), with bilingual services provided, as needed. Services are provided in a manner that is equal in quantity and quality as services provided to non-MSFWs. Services include comprehensive employment services such as job referral and placement, resume writing assistance, career guidance, skill assessment, and referral to training. Assistance with Michigan's online labor exchange system Pure Michigan Talent Connect, is also provided.

The ~~MSFW outreach workers~~ AELs are knowledgeable of the various training programs available through the Michigan Works! Service Centers and thoroughly explain the programs to MSFWs ~~migrant and seasonal farm workers~~ prior to making referrals based upon customer requests. The ~~MSFW outreach workers~~ AELs encourage MSFWs 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 MSFWs through the Michigan Works! Service Centers:

- Work registration needed to collect Unemployment Insurance benefits

- Computer and internet access for job searches, Unemployment Insurance Agency registration, and other work-related business
- Telephones, fax, and copy machines
- Partnership.Accountability.Training.Hope. (PATH) for job seekers receiving state cash assistance
- Employment services and vocational counseling provided by the 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, and computer skills classes
- Test of Adult Basic Education, Work Keys testing, and ONET
- 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
- 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 centers include assistance with job descriptions, writing job orders, and the referral of workers to job postings. 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. ~~MSFW outreach workers~~ AELs will also work to identify employers who may be candidates to work with the BSPs to develop career pathway flowcharts and create job development opportunities for potential skills growth opportunities for MSFWs.

In 2021, the Corporation for Skilled Workforce in partnership with LEO-WD and other supporting partners was awarded an Agriculture Workforce Training grant from the U.S. Department of Agriculture, National Institute of Food and Agriculture. The grant project titled the Michigan Agriculture and Food Systems Advancement Initiative (MAFSWAI), is designed to help Michigan food growers, processers, and distributors develop the technology- and

data-savvy workforce they need to fill critical jobs. This will be accomplished by increasing the number and quality of job-based, experiential learning, and credential attainment opportunities for migrant and seasonal farm workers. In a press release issued by LEO-WD in May 2021, Stephanie Beckhorn, Director of LEO's Office of Employment and Training said,

> "The food and agriculture industry is critical to our state's growth, contributing more than $100 billion annually to the state's economy and accounting for about 17 percent of total employment. Through this initiative, these critical workers will be engaging in agriculture technology-related career pathway and training programs, including participating in experiential learning, and completing relevant and stackable courses, obtaining high school and college credit, and earning industry recognized credentials. It will provide opportunities to obtain financial security for themselves and their families while meeting the skilled workforce needs of our state's food and agriculture employers."

Expanding education and training opportunities for migrant and seasonal farm workers aligns with Michigan's Sixty by 30 goal to increase the number of working-age adults with a skill certificate to 60 percent by 2030.

In addition to the aforementioned services, the following services and programs are offered to employers through the Michigan Works! Service Centers:

- Assist with posting job openings on Pure Michigan Talent Connect (mi.talent.org)
- Assist in locating workers using the Agricultural Recruitment System (ARS) within the state and provide direct referral of migrant and seasonal farm workers
- Attend job fairs and accept applications on behalf of the employer
- Create effective job descriptions to attract qualified talent
- Provide Farm Labor Contract and Crew Leader registration information
- Provide technical assistance in the completion of federal forms
- Provide labor market information and identify opportunities for job development and on-the-job training

B. MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS

The ~~Migrant and Seasonal Farm Worker (MSFW) outreach staff~~ Agricultural Employment Liaisons (AELs) must provide a copy of the "Job Service Complaint System" poster to all MSFWs they encounter during outreach. The poster is required to be posted at every One-Stop center and is distributed to MSFW support service partner agencies. The State Monitor Advocate assumes the State Complaint Specialist (SCS) responsibilities and has a toll-free telephone number listed on the poster, complainants and anyone wishing to report an Apparent Violation can call the number which is answered by the SCS. The state takes an active role in promoting the Employment Service Complaint System, receiving nearly 400 complaints during the previous four-year cycle of the Agriculture Outreach Plans (AOPs). The SCS also provides training to partner agency staff at the annual pre-season

outreach worker training. The SCS conducts semi-annual training to One-Stop Complaint Coordinators and their back-up. The ~~MSFW outreach workers~~ AELs receive training at Pre- and Post-Season Annual Training Conferences. The state uses form ETA 8429, Complaint/Apparent Violation Form, when receiving complaints/apparent violations.

Marketing includes:

- 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 System;
- During an outreach contact, every MSFW will learn about the Employment Service Complaint System;
- One-Stop centers will display the poster "If you have a complaint" (English & Spanish);
- Attendance at grower shows and other venues farmers frequent to communicate the value of the Agricultural Recruitment System (ARS);
- Providing overview training for all staff and partners so they can help spread the word about ARS;
- Information about the Employment Services Complaint System and ARS are posted on the Pure Michigan Talent Connect (PMTC) website; and

C. MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM FOR U.S. WORKERS (ARS) TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

Michigan takes a very active role in promoting the Agricultural Recruitment System (ARS). A toll-free telephone line, 1-855-633-2373, is available 24 hours a day, 7 days a week. This toll-free telephone line is designated as the point of contact for both employers and workers. Employers utilize the ARS to recruit workers, and workers utilize the ARS to apply for approved interstate clearance order jobs. To improve publicity, the ~~Migrant and Seasonal Farm Workers (MSFW) outreach workers~~ Agricultural Employment Liaisons (AELs) distribute promotional materials to promote the ARS to agricultural employers. Michigan developed a brochure titled, “Agricultural Workers Needed in Michigan”, and a business size card titled “Agricultural Jobs in Michigan” in Spanish and English that promote ARS jobs. Michigan maintains an Agricultural webpage where job seekers can access all ARS jobs in the state. The webpage is available in English and Spanish and is also available in Mobile View. WhatsApp has been identified as a mobile app commonly used by MSFWs as a form of communication. AELs were approved by the Michigan Department of Technology, Management and Budget to use WhatsApp as a tool to communicate with MSFWs in promoting ARS jobs in Michigan. The State Monitor Advocate acts as the point of contact for calls received from workers in supply states, after a brief telephone interview, a caller’s contact information is provided to their respective state to follow the Applicant Holding Office/State procedures. Michigan produced several promotional brochures used to recruit in-state workers for ARS jobs.

The Department of Labor and Economic Opportunity (LEO) will make every effort possible to collaborate with ~~MSFW outreach staff~~ AELs in labor supply and neighboring states to recruit domestic MSFW to work in the agricultural industry in Michigan. Recruitment techniques utilized by the outreach worker will include full utilization of the ARS. LEO ~~The Department of Labor and Economic Opportunity~~ will use all recruitment opportunities to ensure MSFWs traveling to Michigan for work are aware of all the educational, training, employment, and supportive services available in Michigan. The state will conduct out-of-state promotional visits to ensure migrant workers traveling to Michigan have secure work and housing.

6. 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 with Telamon Corporation (National Farmworker Jobs Program (NFJP) grantee), Michigan Department of Health and Human Services – Migrant Services Division, and Michigan Department of Labor and Economic Opportunity (LEO) (Appendix IV located under the Common Elements portion of the plan, Other Appendices section).

The Memorandum of Understanding addresses cooperation by the three entities. 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 Committee (IMSC) is the longest running interagency group for coordination of services to Migrant and Seasonal Farm Workers (MSFWs) in the nation. The IMSC is a forum for statewide coordination of service delivery to farm workers, encompassing employment, education, health care, public benefits, legal services, and other assistance. Membership is comprised of state and federal agencies that provide direct and indirect services to this population, non-profits and education institutions, research groups, and representatives of grower interests.

As our principal partners and chief collaborators, the IMSC provides technical assistance and mutual support to member agencies in their work with farm workers/farm labor issues though cross education, promotes the exchange of information between the IMSC and the Migrant Resource Councils (MRC), makes recommendations to policy makers regarding migrant programs, and educates the general public and policy makers about farm workers and farm labor issues.

Michigan's Governor has launched an initiative that establishes a goal of 60 percent post-secondary attainment by 2030. That will require 700,000 more Michiganders to earn a post-secondary degree or certificate. The MSFWs are an integral component and will contribute toward achieving this goal. LEO has developed an action plan with defined strategies to ensure increased services to MSFWs through extensive collaboration and

partnership with several IMSC partner agencies, the Michigan Works! Service Centers, and adult education service providers.

LEO intends to expand English as Second Language (ESL)/English Level Proficiency (ELP) programs to MSFWs at their living/working/gathering places, rather than expecting workers to go to the service centers. There are best practices already in place within the state that will serve as a model for other communities. In addition, we intend to increase access to career advisors and/or counselors to increase the number of adult learners that transition to and complete post-secondary education and/or training programs.

In addition, through an increase in collaborative efforts with Telamon Corporation – NFJP Grantee, LEO will leverage the partnership in significant office regions to ensure MSFWs are connected to the available programs and institute the exploration of pilot programs for Employer Based Training, On-the-Job Training, and apprenticeship opportunities.

Expanding education and training opportunities for MSFWs through MAFSWAI, aligns with Michigan's Sixty by 30 goal to increase the number of working-age adults with a skill certificate to 60 percent by 2030. The implementation of this initiative ensures Diversity, Equity, and Inclusion in reaching this goal. In addition to the increased collaboration with the NFJP, LEO will also be collaborating with Michigan Food and Farming Systems, and several Michigan State University Departments including the Institute for Agricultural Technology and twelve affiliated Community Colleges, Migrant Student Services, the Center for Regional Food Systems, Julian Samora Research Institute, Extension Services, and other partners to facilitate the expansion of existing or development of new training programs to meet the needs of MSFW learners and agricultural employers.

~~Workforce Development will continue the practice of strengthening partnerships such as that with Love, INC. through a mutual acknowledgement of addressing the needs of MSFWs and facilitating referrals for services.~~

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.

The State's Unified Plan, which includes the Agricultural Outreach Plan, is posted to the Department of Labor and Economic Opportunity website to solicit comments from interested agencies, partners, and other 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.

- The Interagency Migrant Services Committee, which includes the following:
    - Telamon Corporation (167 NFJP grantee),
    - Michigan Department of Health and Human Services,
    - Michigan Department of Agriculture and Rural Development,
    - ~~Michigan Migrant Head Start/~~Telamon Corporation – Michigan Migrant Head Start & National Farmworker Jobs Program,
    - 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,
    - Farm Worker Legal Services,
    - Michigan State University ~~College Assistance Migrant Program and High School Equivalency Programs,~~ Migrant Student Services,
    - 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 reason(s) therefore.

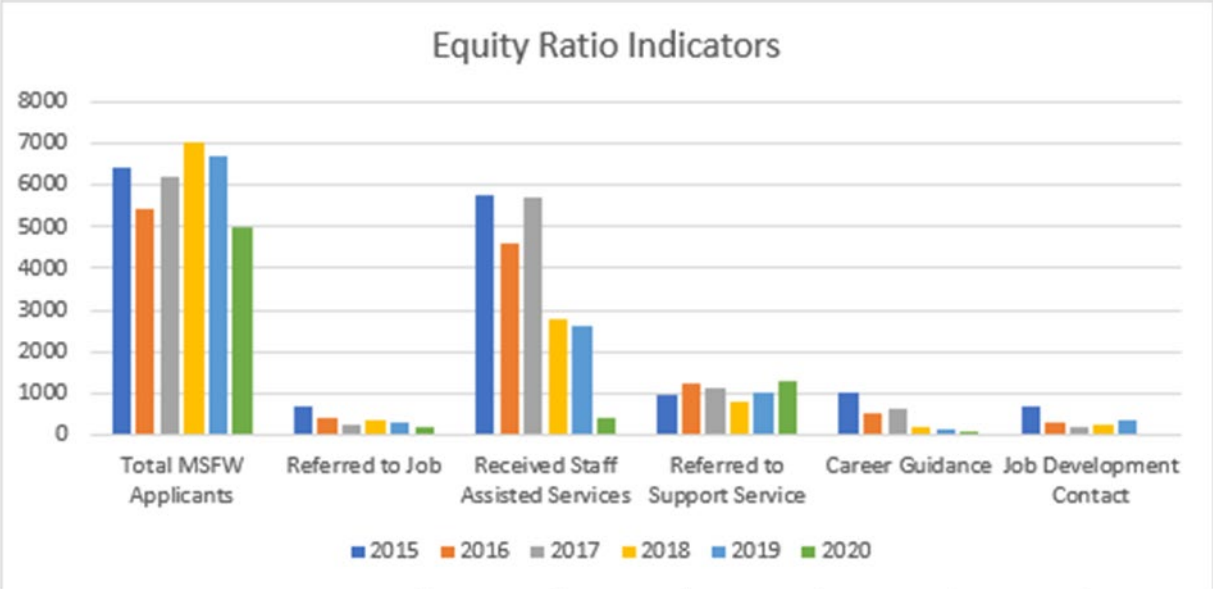
C. DATA ASSESSMENT

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.

A review of the previous ~~four~~ six program years of Wagner-Peyser data reports shows that the State of Michigan has consistently met at least five of the seven service level indicators that are used to measure that Migrant and Seasonal Farm Workers (MSFWs) receive employment services that are quantitatively proportionate when compared to non-MSFWs. Michigan met ~~six~~ five of seven service level indicators for Program Year (PY) 201~~8~~9 and four in PY 2020. ~~, with the sole exception being the~~ Job Development ~~category~~ services are provided when MSFWs are seeking employment. During PY19 and PY20, the state's agricultural industry had an abundance of jobs due to COVID-19 and most job seekers were able to find jobs on their own. In addition, During the COVID-19 Pandemic AJCs throughout the state provided employment services virtually or by appointment only which affected service delivery to job seekers during the entire 4th quarter of PY19 and all of PY20. The service level indicators the state didn't meet, are attributed to less than normal migration of MSFWs in the state due to COVID-19. ~~We attribute this to the transition to a new U.S. Department of Labor reporting system that has caused this reporting metric not to be collected in the State's One-Stop Management Information System (OSMIS).~~ ~~The~~ During PY 2020, the state provided training to AELs and the One-Stop Service Centers to define the conversion of services to meet new PIRL coding of the Wagner-Peyser activities reported in OSMIS. ~~OSMIS system programmers are aware of the issue and are in the process of programming system changes to ensure this data is captured moving forward.~~

Table 8 below displays Michigan's performance for the previous four years in relation to the Equity Ratio Indicators.

Table 8 – Michigan Performance Measures for Equity Ratio Indicators



	2015	2016	2017	2018	2019	2020
Total MSFW Applicants	6445	5442	6185	7008	6707	5012
Referred to Job	683	388	226	378	326	221
Received Staff Assisted Services	5752	4594	5720	2796	2610	426
Referred to Support Service	974	1214	1154	816	1046	1,280
Career Guidance	1029	503	641	196	125	61
Job Development Contact	666	303	217	250	368	3

Data for Table 8 was obtained from the One-Stop Management Information System.

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 (MSFW) outreach goals from the previous Agricultural Outreach Plan were surpassed by increasing the number of ~~MSFW outreach workers~~ AELs. Table 9 identifies a 50 percent increase in the number of MSFW contacts and days of outreach. The state has nine permanent ~~MSFW outreach workers~~ AELs and added an additional seven seasonal AELs by the end of Program Year (PY) 2018. Michigan projects a continued increase in the number of MSFW contacts and days of outreach. The state projects a five percent increase each year, over the next four program years. The projected number of MSFW contacts and days of outreach were affected by COVID-19 travel and in-person contact restrictions with MSFWs, agricultural employers and partner organizations. As previously mentioned, during the COVID-19 Pandemic AJC's throughout the state provided employment services virtually or by appointment only which affected service delivery to job seekers during the entire 4th quarter of PY19, all of PY20, and continuing into PY21 thus far.

Table 9 – Projected number of MSFW contacts and Days of Outreach

Program Year	MSFW Contacts	Number of Outreach Days	Projected Number of Contacts	MSFW Contacts	Number of Outreach Days
2015	8014	699	2019	17,891	1116
2016	6005	492	2020	18,891	1166
2017	8582	559	2021	19,891	1216
2018	16,791	1066	2022	20,891	1266
2019	11,533	912	No Projection beyond 2022		
2020	12,172	555			

Table 9 Data for prior program years was obtained from OSMIS. Current and future program years are ~~projections~~ estimations based on prior year trends.

Migrant and Seasonal Farm Worker Outreach Contacts:
AELs contacted 12,172 MSFWs in PY 2020, not achieving the projected goal of 18,891. As previously indicated COVID-19 had a significant impact in reaching this target. The MSFW outreach contacts ~~are~~ projected ~~at 17,891 in PY 2019~~ to be 19,891 for PY 2021 will likely not be achieved due to the continuing impact of COVID-19, however, the state continues to conduct outreach both virtually and in-person to reach as many MSFWs as possible. ~~A five percent increase of MSFW contacts is projected for each of the next four years.~~ The State assigns geographical areas with large concentration of MSFWs to ~~MSFW outreach workers~~ AELs.

Number of Migrant and Seasonal Farm Workers Outreach Days:
The number of MSFW outreach days projected at 1,116 in PY 2019~~.~~ was not achieved. PY2020 also saw a decrease in outreach days. As previously mentioned, COVID-19 impacted outreach efforts during the 4th quarter of PY 2019, and all of PY 2020 as a result of a Stay Home Stay Safe Order issued by the Governor. Fourth quarter is the start of the peak agricultural season in Michigan. ~~The state projects a five percent increase for each of the next four program years. MSFW outreach staff~~ AELs spend most of their time conducting outreach during the peak agricultural season. ~~MSFW outreach workers~~ AELs also attend farm worker events with partner organizations.

Number of Migrant and Seasonal Farm Worker Contacts with Cooperating Agencies:
~~The number of~~ Nearly 6,000 MSFW contacts with cooperating agencies were made during PY 2020 ~~4585~~. ~~Outreach by cooperating agencies was conducted 254 days. MSFW outreach staff~~ AELs conduct outreach with cooperating agencies to increase the number of contacts and provide additional services. Much of the outreach conducted with cooperating agencies involved healthcare service providers to provide COVID-19 testing and vaccination for MSFWs. The state maintains a Memorandum of Understanding with the National Farmworker Jobs Program (NFJP) provider in the state. Staff conduct outreach as a team and refer MSFWs to each other for services.

Employer Visits:

Employer visits are conducted by all MSFW outreach staff. Permission to enter the workers living and working areas is attempted to be obtained prior to all visits. ~~MSFW outreach staff~~ AELs receive job orders from employers and enter them in the states labor exchange system. In PY 20~~18~~19, 1,667~~13~~ employer visits/contacts were conducted; PY 2020, 2,357 were conducted; first quarter of PY 2021, 695 were conducted; and second quarter of PY 2021, 335 were conducted.

AELs ~~MSFW outreach 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 (MRC) 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 Michigan Department of Labor and Economic Opportunity (LEO) projects that an estimated 27,000 migrant and 20,000 seasonal farm workers will actively seek agricultural employment in Michigan during PY 20~~19~~20. This specialized labor force will support approximately 2,000 fruit farms, 1,100 nurseries/greenhouses and 500 vegetable operations.

In PY ~~2019~~2021, ~~migrant service workers~~ AELs will attempt to contact ~~17~~19,891 ~~migrant and seasonal farm workers~~ MSFWs with a projected ~~1,116~~ 1,216 outreach days.

Key to the continued success of the Agricultural Outreach Program is ~~MSFW outreach workers~~ AELs' ingenuity, passion for the work and commitment to both the migrant and seasonal farm worker and the agricultural employer.

Although we saw a decrease in the Number of Outreach Days, there was an increase in contacts and provision of services from 2019 to 2020. In some regions, the outreach efforts reached more MSFW job seekers and provided more staff assisted services in comparison to non-MSFWs, based on the percentage of job seekers served. There are three strategies LEO intends to use in an effort to remedy gaps of achievement in the coming year.

1. Expanding education and training opportunities for migrant and seasonal farmworkers through MAFSWAI;

2. AELs will take a human centered approach in engaging and encouraging MSFWs to enroll into educational and/or workforce training programs, increasing the provision of staff assisted services in the field, and appropriately reporting the services into OSMIS; and

3. Michigan Works! Agencies have been and will continue to be provided with guidance and training on improving service delivery to MSFWs through employer led collaboratives that benefit MSFW credential attainment and employer retention goals.

E. STATE MONITOR ADVOCATE

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has reviewed, provided input, and approves the Michigan Program Year 2020 Agricultural Outreach Plan.

WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Included
1. The Wagner-Peyser Act 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. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	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 Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
4. SWA officials: 1) Initiate the discontinuation of services; 2) Make the determination that services need to be discontinued; 3) Make the determination to reinstate services after the services have been discontinued; 4) Approve corrective action plans; 5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; 6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and 7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

~~For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit);~~
- ~~Median Earnings (Second Quarter after Exit);~~
- ~~Credential Attainment Rate; and~~
- ~~Measurable Skill Gains~~

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit); and
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.

~~For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit);~~
- ~~Median Earnings (Second Quarter after Exit); and~~
- ~~Credential Attainment Rate~~

~~VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.~~

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title III – Wagner-Peyser**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	72.0 percent	73.0 percent	72.0 percent	74.0 percent
Employment (Fourth Quarter After Exit)	71.4 percent	71.4 percent	71.4 percent	71.4 percent
Median Earnings (Second Quarter After Exit)	$5,681	$6,200	$5,681	$6,300

Performance Indicators **Title III – Wagner-Peyser**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

Performance Indicators **Title III – Wagner-Peyser**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	percent	percent	percent	percent
Employment (Fourth Quarter After Exit)	percent	percent	percent	percent
Median Earnings (Second Quarter After Exit)	$ TBD	$ TBD	$ TBD	$ TBD
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

The Unified or Combined State Plan must include a description of the following as it pertains to adult education and literacy programs and activities under title II of WIOA, the Adult Education and Family Literacy Act (AEFLA).

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency has aligned 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 State of Michigan adopted the Michigan Merit Curriculum (MMC) which is crafted around the philosophical belief that all students will need post-secondary learning opportunities beyond high school. It is not a curriculum in the traditional sense in that it doesn't describe instructional materials and approaches. Instead, it specifies that all students who earn a diploma, at a minimum, have demonstrated proficiency with the content outlined by the state academic standards or guidelines. Since districts are responsible for awarding diplomas so too are they responsible for providing all students the opportunity to learn the content outlined by the standards. As the learning skills for college and the workplace have merged, the MMC, if properly implemented, will prepare students with the skills and knowledge needed to be successful in our global economy and an emerging workforce. The MMC supports the need for personalization, acceleration, and innovation in an atmosphere of high expectations and high support for students earning a diploma in Michigan. Districts must ensure that any student who entered 8th grade in 2006 and wishes to receive a high school diploma from a public school must meet the requirements of the MMC, including alternative and adult education students.

The State of Michigan adopted the College and Career Readiness Standards (CCRS) for adult education and the Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) requires all adult education providers in the state to align their curriculum to the CCRS.

Professional development opportunities ~~will be provided~~ are offered to ensure program administrators and teachers fully understand the standards and are able to implement these standards program-wide. The LEO-WD developed an asynchronous virtual training series for CCRS English Language Arts and a separate CCRS Mathematics series to strengthen curricula, improve standards-based alignment to lessons, and support effective teaching of adult learners in these areas. The LEO-WD will ~~also continue to provide~~ continuously evaluate and improve the targeted ~~and specific~~ teacher training to ensure high-quality standards-based instruction is offered ~~on these standards~~ at all levels, including adult basic education, adult secondary education, and ESL.

B. LOCAL ACTIVITIES

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 any of the following adult education and literacy activities identified in Section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these 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.

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.

Adult education provides an opportunity for adults with low basic skills to achieve education levels equivalent to those of high school graduates. Adult education offers foundational skill development including math, reading, writing, critical thinking, and digital literacy; and is intended to prepare learners for further education, training, and employment.

Adult education provides the following critical services and activities to support adult learners in Michigan:

- 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 reentry into society.

In Michigan, adult education has historically 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 wage 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 Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) will ~~encourage adult education services to incorporate~~ continue to support the development of career pathways ~~into the delivery of services~~ as a critical step in meeting this goal. 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 - and is especially beneficial for adult learners that have difficulty navigating the various systems and making the transition from secondary to postsecondary education.

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.

Adult education providers must offer a range of programs and services to meet the varying needs of adult learners, including adult basic education (ABE), adult secondary education (ASE), high school completion, high school equivalency (HSE), and English as a second language (ESL). These services should be offered in combination with career navigation, workforce preparation activities, digital literacy, and financial literacy so all adult learners have access to academic instruction as well as the life and work skills necessary to obtain family sustaining employment.

Adult ~~e~~Education plays a key role in supporting and advancing the Department of Labor and Economic Opportunity's strategic plan and has identified the following five priorities:

1. Expand access to adult education services in Michigan. About 30,000 adult learners in Michigan enroll in adult education programs each year. According to the Michigan Bureau of Labor Market Information and Strategic Initiatives, there are over 900,000 adults in Michigan without a high school diploma or that speak English less than very well. Based on those figures, adult education programs are currently reaching about 3 percent of the individuals in need of adult education services in the state. LEO-WD will continue to support

and expand the Learn More, Earn More outreach campaign to raise awareness and increase enrollment in adult education programs across the state.

As shown in Figure 20 of the workforce analysis, ~~there are 30~~ counties in Michigan where the percentage of adults without a high school diploma is 11 percent or higher. The majority of these counties are in rural parts of the state that also lack access to post-secondary education and training providers. Expanding access in the rural areas of the state is as critical as increasing enrollment in the highly populated urban areas, but the challenges are drastically different. LEO-WD will continue to work with the adult education providers and core partners to better understand the challenges and propose solutions appropriate for the dynamics of the region or community.

2. Ensure equity in the delivery of adult education services. Adult education providers must collaborate with local partners and leverage community resources to remove participant barriers to success. Transportation, childcare, housing, substance abuse, and mental illness are barriers that often prevent adult learners from persisting and successfully completing the program and require collaboration from multiple partners to effectively overcome. Access to comprehensive support services is key to the success of many adult education participants, especially low-level learners.

LEO-WD has prioritized and will ensure that adult education services offered statewide advance the educational attainment of minorities. There are more than 560,000 working-age adults (ages 18-64) in Michigan without a high school diploma or its recognized equivalent. While Black/African Americans comprise 13 percent of Michigan's population, they represent more than 17 percent of those without a high school diploma across the state. Similarly, Hispanic/Latino individuals make up about four percent of the population in Michigan, but more than 11 percent of the population that does not have a high school diploma or equivalent statewide. Individuals with higher educational attainment tend to experience less unemployment, higher labor force participation, higher earnings, and lower rates of poverty.

3. Ensure adult education services are high-quality and utilize best practices and evidence-based research. Adult education administrators and practitioners must use curriculum that is aligned with the College and Career Readiness Standards (CCRS) and the Michigan Merit Curriculum requirements for high school completion. Where appropriate, adult education teachers should contextualize academic instruction and consider the content of occupational and industry standards. LEO-WD will offer professional development opportunities to ensure teachers are trained and supported to implement standards-based instruction.

4. Build equitable career pathways to high-wage careers and expand access to integrated education and training (IET) programs. Adult education providers must work collaboratively with the WIOA core programs to develop career pathways that prepare adult learners for in-demand, high-paying jobs. The career pathways should include IET programs that offer adult education services concurrently with workforce preparation activities and occupational training. IET accelerates learning and is a highly effective mode of delivery for higher level learners. However, is not appropriate for all learners because of the time commitment and rigor of the program, so participants must be evaluated on an individual basis and placed in programs appropriately.

Based on the IET data collected under WIOA, participants in IET programs across the state have reported higher rates of retention in the program, ~~educational~~ measurable skill gains, and employment after exit from the program. In recent years ~~program year 2018-2019~~, ~~there were just over 260~~ about one (1) percent of adult learners ~~that~~ participated in an IET program ~~which is about 1 percent of participants~~. LEO-WD ~~has established a goal~~ will work to double the number of adult learners that participate in an IET program over the next four years.

5. Increase the number of adults in Michigan with a secondary credential. Adult education will support the Governor's Sixty by 30 goal ~~of~~ - 60 percent of Michigan residents completing a post-secondary certificate or degree by the year 2030~~,~~ - by increasing the number of adults in the state with a secondary credential or equivalent. The secondary credential is a critical milestone on the path to a postsecondary credential or degree. The above priorities – increasing enrollment in adult education, removing participant barriers, and ensuring high-quality services – are essential to increasing the number of adults that obtain a high school diploma or equivalent.

LEO-WD is also encouraging expansion of workplace literacy programs. ~~The primary reason for the recent decline in adult education enrollment is because of the strong job market and the availability of jobs for low-skilled adults.~~ Partnering with employers that employ individuals without a high school diploma and offering adult education services at the worksite has been an effective way to reach those low-skilled adults that are working ~~employed but at risk of losing their job if there is a downturn in the economy~~. Workplace literacy programs allow adults the opportunity to obtain their secondary credential while working.

The competition to select the eligible providers of adult education and literacy services will ensure that providers offer services that align with the priorities identified above, 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, counselor, and administrators and have access to high-quality professional development; and
- Whether there is a demonstrated need for English language acquisition programs and civics education.

Eligible local providers ~~will be~~ are required to describe in the application for funding how the instructional materials used align to the CCRS, and providers that offer IET programs

must describe how occupationally relevant materials are used in the classroom.

Eligible providers must also describe how services are aligned within the program to ensure seamless transition between programs. ESL services must support the transition of learners from ESL to adult basic education. Adult secondary education, including high school completion and high school equivalency, should be aligned with post-secondary and workforce entrance requirements in the region. The adult education providers should be working closely with the community colleges, Michigan Works! Agencies, and employers within the region to identify the skill requirements needed for adult education participants to be successful in the next step in their journey, whichever path it may be, and ensure the curriculum and instruction are adequate to prepare learners with the identified skills.

The Department of Labor and Economic Opportunity will ensure to the extent possible that comprehensive adult education services are available in each WIOA planning region to meet the identified needs of each region.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- 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 five ~~5~~ years of participation in the program.

In the Spring of 2020, the Michigan Department of Labor and Economic Opportunity, ~~-~~ Workforce Development (LEO-WD) ~~will~~ conducted an open competition for qualified providers of corrections education to be funded under Section 225 of WIOA for a four-year grant cycle beginning in Program Year (PY) 2020-2021. The LEO-WD ~~will~~ ensured direct and equitable access to all eligible providers by publishing the grant announcement and

applicable documents on the LEO-WD Adult Education website. Formal announcement of the request for applications was ~~will be~~ widely circulated via press release~~s~~ and all LEO-WD distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies were ~~will be~~ notified of the grant opportunity.

The LEO-WD created a standardized application template that was ~~will be~~ required for submission by all applicants. The application was created to meet the application requirements stated in Section 232 of AEFLA and was sent to OCTAE for review prior to the release of the grant announcement.

The LEO-WD ~~will~~ required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals' skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition. Applicants were ~~are also~~ required to provide data on outcomes for participants related to the attainment of secondary school diploma or its recognized equivalent and transition to postsecondary education and training. The LEO-WD defined past effectiveness as meeting at least 50 percent of the performance targets. The overall measurable skill gain target rate was 47 percent for ~~program year~~ PY 2018-2019, so programs must have 23.5 percent of participants make a measurable skill gain to be deemed to have demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data was ~~will be~~ taken into consideration.

Only the applicants that met ~~meet~~ the demonstrated effectiveness criteria were ~~will be~~ considered for funding and those applications were ~~will be~~ sent to the respective local board to review for alignment with the local plan . The LEO-WD ~~will~~ provided written guidance and training to each local board via webinar, which proved to be very helpful ~~during the last competition~~. The Office of Adult Education staff ~~will~~ provided a general overview of AEFLA, application requirements, and highlighted the specific questions that should align with the goals and strategies identified in the local plan.

Institutional applicants that received an average score of 80 points out of a possible 100 were ~~will be~~ approved for funding. Applicants denied funding were ~~will be~~ given the opportunity to appeal that decision.

In Michigan, Institutional funds are ~~will be~~ used to support adult education services in state prisons and county jails. The LEO-WD has worked closely with the local school districts that offer services in the county jails and the Michigan Department of Corrections (MDOC) to align corrections education and community adult education programs to 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 MDOC Prisoner Reentry Education Section is an integral part of overall prisoner employment readiness and provides academic, career technical, and workplace skills training for prisoners housed in the MDOC prisons. This is accomplished within a continuous quality improvement environment to ensure cost containment, while providing the most effective programs.

The MDOC operates schools at 31 facilities and provides educational opportunities to nearly 7,000 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 who 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 certification 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, and 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.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

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, including how 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.

Integrated English Literacy and Civics Education (IELCE) was a new approach with the passage of the Workforce Innovation and Opportunity Act (WIOA) for many adult education providers as many English as a Second Language (ESL) programs were often stand alone, even from other adult education services offered by the provider. Local providers continue to work towards aligning ESL and adult basic and adult secondary education curriculum for a seamless transition for learners.

In the first ~~previous~~ grant cycle under WIOA, there were 13 approved IELCE recipients which was a significant decline from the roughly 40 EL-Civics recipients under the Workforce Investment Act (WIA). ~~Many of the providers that were not successful in their application because the proposed IELCE program was not being offered in combination with Integrated Education and Training (IET) as required under Section 243. Over the last few years, the Michigan Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) offered technical assistance and professional development on the requirements of IELCE with the goal of expanding the services in the state in future grant cycles.~~ In the grant cycle beginning in Program Year (PY) 2020-2021, the Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) ~~will look to expand~~ increased not only the number of IELCE recipients from eight to sixteen, but also expanded the regions of the state with IELCE programs ~~in the grant cycle to begin in Program Year 2020-2021~~. In the previous grant cycle, the IELCE recipients were concentrated in West Michigan and the Detroit Metro area ~~Southeast Michigan~~ ~~as well as~~ and one recipient in Southwest Michigan, but now there are IELCE programs in South Central and Southeast Michigan as well. While there are areas of the state where English language learners are more heavily concentrated, ~~not all areas of the state have English language learners, there are~~ these additional regions ~~areas of the state that~~ ~~do not have IELCE services that would~~ will greatly benefit from the availability of IELCE programming ~~such services~~.

Michigan ~~has a high concentration of immigrants and refugees and~~ seeks to be a welcoming state for all to live and work. The demographics of the English language learners served in adult education are diverse and include migrant seasonal farm workers, refugees from war-torn countries, and spouses of executives in the auto industry and professors at state universities. The prior educational level varies significantly as some areas of the state primarily serve English language learners with little formal education in their native country, while other areas serve English language learners that are highly educated and have college degrees from their native country. As such, the training options and IET programs will vary to support the needs of the English language learners in that community and include a pathway for low-level English language learners to prepare for and transition to the IET program.

There has been significant progress in recent years by local adult education providers in partnership with the Michigan Works! Agencies, community colleges, and employers to identify training opportunities for English language learners. One proven strategy is to analyze the types of jobs the skilled and unskilled English language learners currently in the adult education program are interested in or generally acquire as natural starting points for IET options, as ~~Often,~~ the career paths of the ESL participants may vary from the in-demand industries and occupations identified in the region. Another strategy to explore is expanding current partnerships with training programs to include English language learners, such as secondary career and technical education programs.

Adult education providers must expand recruitment strategies beyond those currently enrolled in the adult education program and continue to identify additional training opportunities for English language learners.

The ~~Department of Labor and Economic Opportunity~~ LEO-WD will continue to offer professional development and support the sharing of resources, research, and evidence-based practices among IELCE recipients.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

The Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) ~~will~~ conducted an open competition in the Spring of 2020 for qualified providers of IELCE programs under Section 243 of WIOA to be funded for a four-year grant cycle beginning in ~~program year~~ PY 2020-2021. The LEO-WD ~~will~~ ensured direct and equitable access to all interested applicants by publishing the grant announcement and applicable documents on the LEO-WD Adult Education website. Formal announcement of the request for applications ~~will be~~ was widely circulated via press release and all LEO-WD distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies ~~will be~~ were notified of the grant opportunity.

The LEO-WD created a standardized application template required for submission by all applicants. The application was created to meet the application requirements stated in Section 232 of AEFLA and was sent to OCTAE for review prior to the release of the grant announcement.

The LEO-WD ~~will~~ required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals' skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition. Applicants ~~are~~ were also required to provide data on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to post-secondary education and training. The LEO-WD ~~has~~ defined past effectiveness as meeting at least 50 percent of the performance targets. The overall measurable skill gain target rate was 47 percent for ~~program year~~ PY 2018-2019, so programs must have had at least 23.5 percent of participants make a measurable skill gain to have demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data ~~will be~~ was taken into consideration.

All applicants that met ~~meet~~ the demonstrated effectiveness criteria were ~~will be~~ considered for funding and the applications ~~will be~~ were sent to the respective local board to review for alignment with the local plan.

Applicants ~~are~~ were required to describe how ~~they would provide~~ ESL and civics education would be provided 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.

Applicants ~~are~~ were also required to describe how workforce preparation activities are incorporated into the IELCE program; identify the local and regional needs for IELCE services; identify the opportunities in the region to integrate basic skills education with training in in-demand occupations; identify the specific curricula ~~that will be~~ used; and demonstrate how such curricula ~~will be~~ is contextualized at all levels so that it aligns with regional in-demand occupations and meets industry standards. Eligible providers ~~must~~ also described the~~ir~~ partnership with the local Michigan Works! Agency (MWA), and how the MWA ~~will~~ helps participants to transition from IELCE services to employment or further training or education.

IELCE applicants that received an average score of 80 points out of a possible 100 ~~will be~~ were approved for funding. Applicants denied funding ~~will be~~ were given the opportunity to appeal that decision.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to 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.

The IELCE programs under Section 243 of WIOA must be designed to prepare the English language learners, including professionals with degrees in from their native country, for employment in-demand industries. The IELCE recipients ~~will~~ engage workforce partners and local employers to identify training opportunities that prepare individuals for employment in in-demand occupations and industries, and include pathways for low-level English language learners to prepare for and transition to the IET program.

There has been significant progress in recent years by local adult education providers in partnership with Michigan Works! Agencies, community colleges, and employers to identify training opportunities for English language learners. The career paths of the English language learners can vary from the in-demand industries and occupations identified in the region. One proven strategy practice is to align upskilling opportunities, such as short-term industry-accredited training, to build on the participant's previous education and work experience. Another strategy to continue to explore is expanding current partnerships with training programs to include English language learners, such as secondary career and technical education programs.

The adult education providers that receive IELCE funding under Section 243 of WIOA are required to partner with the MWAs ~~Michigan Works! Agency~~ on the development of the IELCE program. All applicants that applied ~~applying~~ for IELCE funding ~~must~~ described in the application their strategies for collaborating with the local workforce board and ensuring participants have access to the programs and services offered at the MWA ~~Michigan Works! Agency~~.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

Since the passage of WIOA, there has been increased collaboration and more frequent communication between the MWAs and adult education providers, specifically those that offer IELCE programs. The ~~Department of Labor and Economic Opportunity, – Workforce Development (~~LEO-WD~~)~~ has tried and will continue to facilitate and foster this partnership through the issuance of joint guidance and shared professional development for adult education providers and the MWAs on integrated education and training (IET) to ensure common understanding of program requirements. LEO-WD also awarded Title I discretionary funds to the Michigan Works! Agencies to support training for adult education participants enrolled in IET programs to incentivize IET program development and expansion across the state. LEO-WD will continue to identify ways to support greater collaboration between adult education providers and the Michigan Works! Agencies.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

The Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) 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. In recent years, LEO-WD has worked with the Michigan Works! Association and the Michigan Association of Community and Adult Education to offer joint professional development opportunities for both adult education providers and Michigan Works! staff around integrated education and training ~~as well as the addition of an adult education strand at the annual Michigan Works! Conference~~. In addition, LEO-WD has worked with each association to offer discounted attendance at each annual conference to encourage and incentivize adult educators to attend the annual Michigan Works! Conference

and for workforce professionals to attend the MACAE fall conference. LEO-WD will continue to identify options for shared professional development for all core partners to facilitate regional discussions, developing strategies, leveraging resources, and sharing best practices.

2. Establishment of a high-quality professional development system. LEO-WD has secured two vendors to increase the capacity of its existing professional development system. The Michigan Public Health Institute (MPHI) has been contracted to assist with planning and logistic support for the annual Michigan Adult Education and Training Conference and the regional Fall and Spring Institutes. Education Data Systems, Inc (EDSI) has been contracted to assist with planning and delivery of the professional development offerings. The LEO-WD ~~will~~ has complemented face-to-face training with webinars, online resources, and toolkits, as appropriate. Topics for the training ~~will be~~ are based on a survey of local program needs that was initially administered in November of 2019 and a follow up survey conducted in November of 2021. ~~as well as~~ In addition, areas of low~~est~~ performance statewide and new required activities or policies, as applicable, will be reviewed for training needs. For example, as the delivery of adult education services has changed since the pandemic, professional development on distance learning, digital literacy and technology in the classroom has been a priority for professional development. Similarly, the recent launch of the scholarship opportunity programs Futures for Frontliners and Michigan Reconnect has advanced the need for professional development opportunities for career navigators. Asynchronous virtual professional development sessions to support distance education and career navigators were launched in 2020. The LEO-WD will ensure adequate professional development offerings for all staff, including administrators, teachers, counselors, and support personnel.

3. Technical assistance. The LEO-WD will provide technical assistance regionally and one-on-one as needed, 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 WD Adult Education website.

4. Monitoring and evaluation. The LEO-WD will ~~continue to~~ monitor and evaluate all programs through quarterly data reviews and annual~~ly~~ ~~through~~ desk audits.~~, and~~ Up to 10 percent of Adult Education and Family Literacy Act (AEFLA) funded programs will be monitored through targeted onsite and/or virtual 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

LEO-WD will use state leadership funds to continue and expand the Learn More, Earn More outreach campaign to raise awareness of adult education services in the state and increase enrollment in adult education programs. The Office of Adult Education will partner with LEO-WD communications staff to explore potential avenues for expansion, including ~~developing materials for employers to explain the services available and benefits of partnering with adult education providers~~ creating videos that illustrate the needs of adult learners and highlight the impact of adult education programming.

The Office of Adult Education will utilize state leadership funds for permissible activities under Section 223 (a)(2) that meet the priorities 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

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 Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) will assess the quality of services delivered by adult education providers by conducting onsite and/or virtual monitoring visits for up to 10 percent of all Adult Education and Family Literacy Act (AEFLA) grantees ~~federal sub-recipients~~ annually to ensure compliance with federal and state rules and regulations, and support program improvement. All AEFLA grantees ~~programs~~ (100 percent) will be reviewed through quarterly data reviews and an annual~~ly through~~ desk audit.

In addition, technical assistance will be available, especially targeting low-performing providers 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 annually by the LEO-WD.

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 LEO-WD 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 LEO-WD will also evaluate the professional development that is incorporated into classroom instruction and the impact on participant performance.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

States must provide written and signed certifications that:

The State Plan must include	Included
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

The State Plan must include	Included
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; and	Yes
8. The plan is the basis for State operation and administration of the program;	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include assurances that:

The State Plan must include	Included
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 the supplement-not-supplant requirement);	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. 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
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

CERTIFICATION REGARDING LOBBYING

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 $10,00 0 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.

Please download and sign the forms below. Please scan and return the forms to wioa@ed.gov at the same time you submit your State Plan via the portal.

1. SF424B - Assurances – Non-Construction Programs (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
2. Grants.gov - Certification Regarding Lobbying (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)
3. SF LLL Form – Disclosure of Lobbying Activities (required, only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html)

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	Department of Labor and Economic Opportunity, Workforce Development
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Stephanie
Last Name	Beckhorn
Title	Director, Workforce Development
Email	BeckhornS@michigan.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the following instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
2. An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
3. An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
4. An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender (LGBT) students, and efforts to reach out to and involve the families of LGBT students.

   We recognize that many applicants may already be implementing effective steps to

ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

The Department of Labor and Economic Opportunity, Workforce Development (LEO-WD) will ensure equal access to Adult Education and Family Literacy Act (AEFLA) funds at the state and local level, as required under Section 427 of the General Education Provisions Act. All contracts and grants for professional development and state leadership activities will follow state and federal procurement rules and procedures and include a required question for the contractor to identify how equal to and participation in the funded activities will be ensured. Professional development and state leadership activities will be available and accessible to all local program directors, teachers, and staff.

The ~~Department of Labor and Economic Opportunity~~ LEO-WD ~~will~~ included a narrative field in all grant applications for AEFLA instructional funds to ensure local providers are meeting the requirements set forth under Section 427 of GEPA, and to determine how the grantee is ensuring equal access to and participation in adult education activities. Previously, this information was collected during the on-site monitoring visit but effective July 1, 2018, all grant applications have been updated to collect this information before grant awards are made.

Each response ~~will be~~ is reviewed by state staff to verify the local provider is adequately ensuring equitable access to and participation in the adult education activities supported with AEFLA funds. For example, the response should detail equitable access procedures related to the development of marketing materials, accessibility of the physical location, and student enrollment procedures. A local provider that does not adequately meet the requirements under Section 427 of the General Education Provisions Act will not be funded under AEFLA.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit);
- Credential Attainment Rate; and
- Measurable Skill Gains

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by Title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~
- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

~~For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under Title I of the Rehabilitation Act of 1973, as amended by Title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit);~~
- ~~Median Earnings (Second Quarter after Exit); and~~
- ~~Credential Attainment Rate~~

~~VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to Section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.~~

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a

holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title II – Adult Education**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	42.0 percent	42.0 percent	44.0 percent	43.0 percent
Employment (Fourth Quarter After Exit)	42.0 percent	42.0 percent	42.0 percent	42.0 percent
Median Earnings (Second Quarter After Exit)	$4,300	$4,320	$4,400	$4,400
Credential Attainment Rate	40.0 percent	40.0 percent	40.0 percent	40.0 percent
Measurable Skill Gains	50.0 percent	50.0 percent	51.0 percent	51.0 percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

Performance Indicators **Title II – Adult Education**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	percent	percent	percent	percent
Employment (Fourth Quarter After Exit)	percent	percent	percent	percent

Performance Indicators **Title II – Adult Education**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Median Earnings (Second Quarter After Exit)	$ TBD	$ TBD	$ TBD	$ TBD
Credential Attainment Rate	percent	percent	percent	percent
Measurable Skill Gains	percent	percent	percent	percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of WIOA:

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[13] Sec. 102(b)(2)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

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;

Michigan Council for Rehabilitation Services Mission & Vision

Mission: To improve public vocational rehabilitation (VR) services delivered by the Bureau of Services for Blind Persons (BSBP) and Michigan Rehabilitation Services (MRS).

Vision: BSBP and MRS will provide VR services utilizing service delivery models that are respectful, equitable and effective in achieving meaningful employment outcomes for people with disabilities.

Additional details can be found at www.michigan.gov/mcrs.

Michigan Executive Order (EO) 2019-13

As required under 2 CFR 361.16, Executive Order (EO) 2019-13 established the Michigan Council for Rehabilitation Services (MCRS or Council) as the single State Rehabilitation Council (SRC) for the State's two designated State units (DSUs), Bureau of Services for Blind Persons (BSBP) and Michigan Rehabilitation Services (MRS). MCRS partners with both DSUs to meet SRC requirements and functions under 34 CFR 361.17.

EO 2019-13 also created the Department of Labor and Economic Opportunity (LEO) and transferred the DSUs to the Department to serve as the designated state agency (DSA) as defined under the Rehabilitation Act of 1973 (Act), Public Law 93-112, as amended, 29 USC 701 et seq.

MCRS's expectation is EO 2019-13 will better enable the Council to advise the DSUs in the development of State goals and priorities specific to serving individuals with disabilities. This includes addressing the governor's goal of 60 percent of Michigan citizens achieving post-secondary credential attainment by 2030.

Required Functions and Performance

The following lists SRC functions and the Council's performance through F~~f~~iscal Y~~y~~ear (FY) 2019:

1. Review, analyze, and advise the DSU regarding the performance of the State unit's responsibilities related to eligibility, including order of selection; the extent, scope, and effectiveness of services provided; and functions performed by state agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes.

- To review, analyze and advise MRS on performance, Council members participated in the following: (1) Appeals Hearings Redacted Reports; (2) Consultations with the hearings manager; (3) Consultation with the Client Assistance Program; (4) MRS Policy Cadre meetings; (5) 2019 re: Con Conference - MCRS customer survey; (6) Customer Satisfaction Survey Reports for FY 2018; (7) Review of the 2017 Comprehensive Statewide Needs Assessment (CSNA) Report; (8) Annual Champion Awards event; (9) Presentations of MRS data reports and staff consultations at MCRS quarterly business meetings.
- The MCRS vice chairperson participates in MRS Policy Cadre meetings and apprises Council members on relevant subject matter. This meeting is open to ad hoc attendance by any Council members.
- The MCRS chairperson actively participates in the MRS Rate Restructuring Team, an advisory body addressing corrective actions to comply with 2 CFR 200.
- MRS and BSBP state directors serve as ex-officio Council members and participate in quarterly business meetings to update, engage, and respond to the full membership.
- Each DSU director has designated a state level administrator to serve as liaison to the MCRS. As requested by the Council or the DSU, these individuals provide information/updates/reports, respond to ad hoc inquiries, and participate in workgroups.

- Staff from both DSUs provided training and technical assistance at the Council's request, e.g., policy updates, WIOA performance accountability, VR processes, and pre-employment transition services.

2. In partnership with the DSU, develop, agree to, and review State goals and priorities; and evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary.

- To assist in the development, review and agreement of the State goals and priorities the Council received a draft of the VR program specific section of the Unified State Plan (USP) and an invitation to contribute. Due to the transfer resulting from EO 2019-13 and new Council member appointments, full participation was only recently possible. In February, the eleven newly appointed members were provided an overview of USP process, (including goals and priorities), relevant regulatory requirements, and the MRS Strategic Plan.

3. Advise the DSA and the DSU regarding activities carried out under the Act and assist in the preparation of the vocational rehabilitation services portion of the USP and amendments to the plan, applications, reports, needs assessments, and evaluations.

- See previous section #2.
- The DSUs have provided multiple opportunities for the Council to learn about WIOA through trainings and consultations.
- As required under 34 CFR 361.29, the Council and DSUs are engaged in finalizing the 2020 CSNA. This initiative is in partnership with Project Excellence at MSU (PE-MSU) and has included the following:
    - Designed with input from an interagency committee of public and non-profit stakeholders.
    - Council member (2) participation on the interagency committee and participation in key informant interviews.
- Data collection and analysis from:
    - Michigan disability statistics (e.g., American Community Survey, Behavioral Risk Factors Surveillance Survey, Current Population Survey) and other state level agency data (e.g., Social Security Administration, Special Education, Workforce Development);
    - Extant VR and Independent Living (IL) data (i.e., RSA-911, RSA-704);
    - Surveys conducted with service agency staff (e.g., MRS, BSBP, CIL, CMH, WD~~A~~, Incompass Michigan - formerly MARO);
    - Surveys conducted with individuals with disabilities and their family and friends; and
    - Semi-structured key informant telephone interviews.

- MCRS hosted a vendor booth at the 2019 annual state re: con conference. The Council used the opportunity to disseminate and collect information from a variety of disability stakeholders. The results were shared in a report to the DSUs.
- Two Council members attended the "Family Engagement Training on Employment First" in Marquette. This training allowed for interaction between students with disabilities, parents, teachers, MRS/BSBP Counselors, and staff from service provider agencies. Discussion centered around the need for collaborative transition and employment programming for students with disabilities in Michigan's Upper Peninsula.

4. To the extent feasible, conduct a review and analysis of the effectiveness and consumer satisfaction with VR services and employment outcomes, including employment benefits.

- Customer satisfaction information has been collected/provided to MCRS through a variety of sources, including: (1) Consultation with Client Assistance Program; (2) Consultation with the hearings manager; (3) MRS data review; (4) Public comment; (5) Informal interactions with current/past customers; (6) Experiences of MCRS members; and 7) Customer satisfaction surveys competed by PE-MSU (see bullet).
- Through PE-MSU, MRS obtains customer satisfaction (CS) feedback at Plan and Exit. Although response rates for FY'18 were low (21 percent/Plan and 14.6 percent/Exit), overall satisfaction rates were positive (91.9 percent/Plan and 86 percent/Exit). The response rate for youth as a subgroup was lower at both survey points.
- Customer satisfaction and continuous improvement are ongoing goals for MRS and the Council. To that end, the Council suggests collecting segmented satisfaction data from students with disabilities, parents of minors receiving VR services, and the business customer.
- In October 2018, MCRS members and MRS staff facilitated the powerful "Champion Awards" Ceremony, which honored the successes of several MRS customers and business partners throughout Michigan.

5. Prepare and submit to the Governor and to the Secretary no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.

- MCRS creates an Annual Report each fiscal year. The report presents a summary of the Council's activities and outcomes and provides a summary of MRS program data and outcomes. The FY 2019 MCRS Annual Report was submitted to RSA in December. It was subsequently submitted to Michigan's Governor, MRS and BSBP, various VR partners, and posted on the Council's website.

6. To avoid duplication of efforts and enhance the number of individuals served, coordinate activities with the activities of other councils within the State, including Statewide Independent Living Council, the Special Education Advisory Council established under the

Individuals with Disabilities Education Act, the Developmental Disabilities Council, the State Mental Health Planning Council, and the State Workforce Development Board, and with the activities of entities carrying out programs under the Assistive Technology Act of 1998.

- The Council's coordinating activities with Michigan's Statewide Independent Living Council (SILC) include: (1) the Chair of the SILC is an appointed MCRS member; (2) the Executive Director of MiSILC and the Chair of MCRS consult frequently with one another; (3) the MCRS is holding a New Member Orientation at the offices of the Lansing CIL; (4) the MiSILC Director and the SILC Chair are presenting at the Council's New Member Orientation; (5) The MCRS Chair and/or Vice Chair participate in SILC's Business Meetings.
- A priority for MCRS in FY 2020 is to expand engagement with all councils as identified in SRC regulatory functions.
- MCRS members attended the fall re: Con Conference, Michigan's premier statewide VR conference and the spring VR Leadership Conference. Both conferences were opportunities to learn from local, state, and national VR stakeholders.

7. Provide for coordination and the establishment of working relationships between the designated State agency and the Statewide Independent Living Council and centers for independent living within the State.

- In Michigan, the Centers for Independent Living association, Disability Network/Michigan, and the Statewide Independent Living Council (SILC) have a long-standing partnership with MRS. The MCRS works to enhance this partnership by continually advocating on behalf of the independent living needs of customers of MRS. As described in item 6 above, the Council is actively working to improve collaboration with the SILC.
- The Chairperson of the SILC was appointed to the MCRS in August 2019. Other disability agencies and organizations are represented by members including Special Education, the Parent Training Center, Centers for Independent Living, Community Rehabilitation Organizations, the Client Assistance Program, and Native American VR.

8. Perform other functions consistent with the purpose of the Rehabilitation Act. Highlights of other Michigan Council for Rehabilitation Services Functions include the following activities.

- MCRS conducts four required quarterly business meetings.
- MCRS complies with Michigan's Open Meetings Act requirements.
- The MCRS Chairperson and Vice Chairperson represent Michigan in the National Coalition of State Rehabilitation Councils (NCSRC). Council members regularly participate in national conference calls to learn and share practices with other SRCs. The NCSRC website is also a source for training and technical assistance information. The MCRS is utilizing NCSRC information to design an orientation for new members in FY 2020.

- Three MCRS members of the Executive Team participated in national conferences of the National Coalition of State Rehabilitation Councils (NCSRC), the Council of State Administrators of Vocational Rehabilitation (CSAVR), and the National Council of State Agencies for the Blind (NCSAB), in Bethesda in April 2019.
- An example of the effectiveness of the MCRS/DSUs partnership, was the joint planning and preparation for visits to Capitol Hill during CSAVR in April 2019. Teams consisting of Michigan VR/SRC members successfully met with legislators in Washington to impress the relevance and positive impact which VR delivers for individuals with disabilities and business.

MCRS Plans for Federal Fiscal Year (FFY) 2020

- FY2019 was a year of change and reorganization for MCRS. As of January 2020, eleven new members were appointed by Governor Whitmer with four continuing members. The Council is strengthened and renewed through the new membership. The Council will continue to work with Governor Whitmer's Appointment Office to seek candidates for open positions, specifically Business, Industry and Labor.
- The MCRS Chairperson and Vice Chairperson, along with one member at large of the Executive Team (ET) continue in their appointments. MCRS will hold an election to fill vacated ET positions.
- Council members selected "learning more about transition services for youth with disabilities as they move from school to adult life" as a priority for FY2020.
- Additional goals for FY2020 include increasing Council membership to full capacity and collaborating with other disability related groups to achieve common goals for Michigan's citizens with disabilities.

MCRS Recommendations to MRS for the 2020-23 Unified Stated Plan

Based on a review of the MRS VR Section of Michigan's USP, the Michigan Council for Rehabilitation Services (MCRS) developed the following recommendations. MCRS members are interested in collaborating with MRS to implement these recommendations in the years ahead.

1. MCRS acknowledges the need for utilizing a variety of methods to ensure valid and reliable customer satisfaction data. The Council recommends that MRS from their dual customers of businesses and individuals with disabilities. One additional focus is to increase response rates for students and youth with disabilities.
2. MCRS acknowledges the need for accurate information about the impact of disability on career development opportunities. The Council recommends that MRS engage with the State Workforce Development Board by encouraging a combined educational initiative for Board members and partners to learn about pertinent provisions of WIOA and how they impact persons with disabilities seeking education, training, and employment. One focus is addressing employer's perceptions of disability that may limit opportunities for training, employment, and career development.

3. MCRS acknowledges the importance of collaborating with other agencies and organizations to achieve positive outcomes for people with disabilities. Some years ago, Michigan disability organizations worked together to create a "Common Disability Agenda", a written document that guided multiple efforts toward achieving specific outcomes through the coordination of resources and efforts. The Council recommends that MRS assume a leadership role in creating a collaborative with a new 2020 Agenda to achieve common goals benefitting people with disabilities across Michigan.

4. MCRS acknowledges the importance of continual outreach to offer vocational rehabilitation services to diverse and underserved groups of Michigan citizens. When the results of the 2020 CSNA are available in March, the MCRS recommends that MRS utilize results to implement strategies to address discrepancies in access to VR services among underserved groups across all geographic regions of Michigan.

5. MCRS acknowledges the importance of Michigan's Comprehensive Statewide Needs Assessment. The Council recommends that MRS partners with BSBP, Special Education and others to conduct research like the CSNA focusing on the needs, services and outcomes for Michigan's transition age youth and young adults.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

Response to recommendation #1: In partnership with MCRS, MRS agrees to jointly explore innovative, accessible, and engaging methods to increase customer satisfaction input and/or response rates from both individuals with disabilities and business.

Response to recommendation #2: MRS takes MCRS recommendation #2 under advisement. MRS will continue to educate workforce development partners, business, and other stakeholders on the impact of the Workforce Innovation and Opportunity Act (WIOA) specific to individuals with disabilities.

Response to recommendation #3: MRS takes MCRS recommendation #3 under advisement. As a result of Executive Order 2019-13, all WIOA core programs in Michigan are under the Department of Labor and Economic Opportunity. This strengthens the alignment of the state workforce development system and allows for unified planning and collaboration. MRS is highly invested in the implementation of Michigan's Employment First initiative as defined in Executive Order 2015-15 and detailed in Michigan Employment First Strategic Plan for Systems Transformation and Improving Competitive, Integrated Employment Outcomes. Both DSUs are represented and active on the Employment First State Leadership Team.

Response to recommendation #4: MRS agrees to utilize the 2020 Comprehensive Statewide Needs Assessment results to identify underserved populations with disabilities and develop strategies to increase engagement, guide investments, and improve access to VR services statewide.

Response to recommendation #5: MRS takes MCRS recommendation #5 under advisement. MRS is represented on the Michigan Interagency Transition Team (MITT). This is a collaborative body comprised of members from public and non-profit agencies with

a mission to improve secondary transition services for students with disabilities. In partnership with the National Technical Assistance Center on Transition, the MITT will be surveying transition stakeholders on services and supports currently available in the state. The results will guide continuous improvement efforts benefiting students and youth with disabilities.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

No recommendations were rejected.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the state wideness 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 (MRS) requests a continuation of its waiver of state wideness. For Federal Fiscal Year (FFY) ~~2020~~ 2022 and 2023, MRS has approximately one hundred and fifty Interagency Cash Transfer Agreements (ICTAs) and two Third Party Cooperative Arrangements (TPCAs) executed with local public agencies.

Each ICTA and TPCA contains sections on the scope of vocational rehabilitation services to be provided, as defined in 34 CFR 361.48, and the following assurances:

- The local public agency will provide non-federal share as an allowable source of match as referenced in Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards at 2 CFR 200.306.
- Non-federal share will not originate from any other Federal grant or count towards satisfying a matching or cost sharing requirement of another federal grant agreement, contract, or any other award of federal funds. Program income generated or earned as a result of this Agreement cannot count toward satisfying a federal match or cost sharing requirement.
- Program expenditures and staff will be under the administrative control and supervision of MRS.
- The provision of vocational rehabilitation (VR) services must be consistent with requirements under the VR portion of the Unified State Plan, including but not limited to implementation of an Order of Selection for Services (OSS) [34 CFR 361.36(d)(1)]. The requirements specified in the Unified State Plan on file with the United States Department of Education, Rehabilitation Services Administration will apply to all funds associated with this Agreement or Arrangement.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

See response to question #1 in this section.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

See response to question #1 in this section, “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.”

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

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;

MRS has cooperative agreements or collaborates with, and uses the services and facilities of, various federal, state, and local agencies and programs. MRS coordinates with other agencies and programs to ensure individuals with disabilities receive appropriate services. These agencies and programs include:

- All Michigan institutions of higher education
- Community Mental Health Service Providers (CMHSPs)
- Disability Networks of Michigan
- Easter Seals Michigan, Inc
- Hannahville Indian Community
- Heart of West Michigan United Way
- Intermediate School Districts (ISDs)
- Michigan Council for Rehabilitation Services
- ~~Michigan Department of Corrections~~
- Michigan Department of Education
- Michigan Department of Health and Human Services
- Michigan Department of Natural Resources
- Michigan Developmental Disabilities Council
- Michigan Disability Rights Coalition
- Michigan Economic Development Corporation
- Michigan Employment First
- Michigan Statewide Independent Living Council

- Michigan Student Financial Aid Association
- Office of Federal Contract Compliance Programs
- Ottawa National Forest
- Sickle Cell Disease Association of America Michigan Chapter
- Social Security Administration
- United States Department of Veterans Affairs
- United Way of St. Clair County

MRS uses cooperative agreements to streamline referral and service delivery, including planning, leveraging funds, providing coordinated and nonduplicated services, and maximizing the use of wrap around services to ensure success. The goal is to simplify, streamline, and expedite services to customers while increasing access to services.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Michigan Rehabilitation Services (MRS) - Business Network Division~~, in partnership with~~ and Michigan Disability Rights Coalition (MDRC) ~~has oversight of~~ administer and implement the Assistive Technology Act Grant. As the lead agency, MRS is ultimately responsible for oversight, including fiscal oversight. The division's Occupational Therapist/~~Manager~~ Consultant Manager also sits on the Assistive Technology Advisory Council.

Based on continued and documented needs of vocational rehabilitation counselors, next steps for Michigan Rehabilitation Services will include:

- ~~Consideration to~~ B~~b~~ackfill the assistive technology consultant position as a full-time employee;
- Fiscal review and strategic planning with all grant stakeholders to maximize capacity of the grant and support key partners involved with achieving the established grant goals and requirements;
- Develop and adopt a valid model for Assistive Technology Consideration. ~~Platform of the model is yet to be determined~~ In partnership with MDRC, the platform and the model is currently in development. All activity and development will be reflected in the Assistive Technology State Plan 2021 - 2023; and
- Deliver training to promote the various programs and services offered through the grant to ~~Michigan Rehabilitation Services~~ MRS staff, customers, and workforce and community partners. Trainings ~~is expected to begin~~ began in Federal Fiscal Year (FFY) 2020.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

Currently, MRS has no cooperative agreements with programs carried out by the Undersecretary for Rural Development of the U.S. Department of Agriculture. If such agreements are initiated, MRS will amend this section.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

Currently, MRS has no cooperative agreements with noneducational agencies serving out-of-school youth. However, MRS does collaborate with local One-Stop centers to improve services and employment outcomes for out-of-school youth.

5. STATE USE CONTRACTING PROGRAMS.

Currently, MRS has no cooperative agreements with programs carried out by state use contracting programs. If such agreements are initiated, MRS will amend this section.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. 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 (MRS) has established plans, policies, and procedures for coordination between MRS and education officials designated to facilitate the transition of ~~the~~ students ~~who are individuals~~ with disabilities (SWD) from the receipt of educational services in school to the receipt of ~~vocational rehabilitation~~ VR services under the responsibility of MRS. This includes the provision of pre-employment transition services (Pre-ETS) and the timely development of an Individualized Plan for Employment (IPE) prior to graduation from exit for secondary education.

The following provides additional detail on coordinating efforts and activities:

- MRS and Michigan Department of Education (MDE) Interagency Agreement (IA) – As required under the Individuals with Disabilities Education Act (IDEA) and the Rehabilitation Act, as amended, this IA defines how MRS and MDE plan and coordinate transition services, including Pre-ETS ~~pre-employment transition services~~ for SWD ~~students with disabilities~~;

- The IA serves as a guide for the subsequent development of local level Interagency Cash Transfer Agreements between MRS and Local Education Agencies (LEA);

- MRS is part of a multiagency Memorandum of Understanding (MOU) signed in 2016. The purpose is to strengthen interagency collaboration to promote SWD ~~students with disabilities~~ exiting secondary education with competitive integrated employment and/or a connection to post-secondary education. Partner agencies include: The Bureau of Services for Blind Persons, Michigan Department of Education, Michigan Department of Labor and Economic Opportunity, Workforce Development ~~Agency~~,

Michigan Behavioral Health and Developmental Disabilities Administration, and the Michigan Developmental Disabilities Council;

- An MRS representative sits on the Michigan Interagency Transition Team (MITT). This team provides a state level collaborative infrastructure to align supports and services that ensures a seamless transition for all students with disabilities in the K-12 education system into adult life. This multiagency team provides quarterly updates to the Employment First initiative;

- ~~As part of Michigan's Employment First initiative, MRS participates in a multiagency effort to coordinate and implement Seamless Transition as an evidence-based model for students with intellectual and developmental disabilities;~~

- MRS has approximately 30 VR counselors dedicated to the provision of Pre-ETS for potentially eligible SWD ~~students with disabilities~~; and

- The Special Education Advisory Committee (SEAC) is a mandated advisory council that consists of 25 governor appointed delegates representing 25 organizations and 8 at-large appointments. An MRS representative sits on the committee as an ex-officio member providing bureau information, updates, and technical guidance.

Additional coordination between MRS and education include the following programs or projects:

- Department of Natural Resources (DNR) and MRS Summer Program - This program provides work-based learning opportunities and supports at DNR sites statewide for SWDs ~~students with disabilities~~;

- Project SEARCH (PS) - Michigan has ~~multiple~~ approximately 20 ~~multiple~~ PS sites jointly developed by MRS, education and businesses. This one-year employment preparation program takes place entirely at the workplace and provides a combination of classroom instruction, career exploration, and hands-on training through worksite rotations. The program culminates in individualized job development and competitive integrated employment;

- Post-secondary Education Rehabilitation Transition (PERT) Program - The PERT program provides a one week comprehensive vocational and independent living assessment. It's offered as a summer program at Michigan Career and Technical Institute (MCTI) for students with disabilities in secondary education;

- Summer College Experience Program for Students with Disabilities - In partnership with Western Michigan University, this program is designed as an exploratory introduction to post-secondary education. Program components include classroom instruction and extracurricular activities to establish skills essential to transitioning from secondary to post-secondary education or employment; and

- Adjudicated Youth Project - In partnership with the Michigan Department of Health and Human Services - Children's Service Agency, this project aims to lower recidivism rates, provide workplace readiness training, and increase employment outcomes for adjudicated youth returning to the community.

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;

Michigan Rehabilitation Services (MRS) provides consultation and technical assistance (TA) throughout the transition process in order to identify appropriate school to post-school activities and services as outlined in the interagency agreement in the following manner:

- Provide state and regional guidance and training to enhance the knowledge, skills, and abilities of personnel involved in providing transition services;
- Increase the awareness of educational and social service resources and informal and formal supports; and
- Provide networking opportunities essential to establishing, building, and enhancing interagency relationships and partnerships.

~~Additional consultation and TA may include, but is not limited to the following topics:~~

- ~~Disability awareness~~
- ~~Accommodations and assistive technology~~
- ~~MRS application, eligibility, and services~~
- ~~Community-based services~~
- ~~Independent living~~
- ~~Career Pathways~~
- ~~Competitive integrated employment~~

~~At minimum, consultation and TA is provided upon request, as a result of an identified need, or at the beginning or end of the academic year. It may be provided through a variety of mediums, including:~~

- ~~Direct one-on-one communication~~
- ~~Web-based conferencing (e.g., Skype, FaceTime)~~
- ~~Video conferencing~~
- ~~Conference or phone calls~~
- ~~Presentations to groups~~
- ~~Formal and informal networking~~
- ~~E-mails~~

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Coordinated transition planning occurs between intermediate school district (ISD), local education agency (LEA) and Michigan Rehabilitation Services (MRS) staff. MRS staff are available to provide group and individual presentations to parents and students who are identified by the ISD or LEA staff. ISD or LEA staff will invite MRS staff to students' Individualized Education Planning meetings. MRS staff are available either in person or will relay information prior to the meeting to provide program material as well as discuss post-secondary and employment opportunities. Transition services are identified in the Individualized Education Plan by age 16 or earlier if appropriate. MRS staff assist in identifying the vocational rehabilitation services and community supports available to assist with transition planning. This planning assists the student and parent to focus on the successful transition to post-secondary education, employment, and independent living services after graduation from high school.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

Local education agencies (LEAs) are responsible for providing transition services for students eligible for special education within a results-oriented process, that is focused on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, Supported Employment, continuing and adult education, adult services, independent living or community participation. Activities may include, but are not limited to~~,~~: career exploration, community-based work experiences, and activities providing knowledge about work habits and responsibility.

The primary services provided by Michigan Rehabilitation Services (MRS) while a student is in secondary education include outreach, pre-employment transition services, information and referral, and counseling and guidance to plan for post-secondary education or employment.

The criterion for determining fiscal responsibility is best discovered through collaborative discussions with the relevant agencies regarding:

- Student eligibility for services;
- The purpose of the transition service (is the purpose primarily education or employment); and
- Customary transition services provided by each agency.

In addition, Michigan Department of Education (MDE), LEAs and MRS work collaboratively to ensure all students, prior to beginning work that is compensated at a subminimum wage, has been afforded the opportunity to pursue competitive integrated employment, and has documentation indicating completion of each of the following actions:

1. Completion of all IDEA services and/or completion of Pre-ETS available to the student through MRS; and
2. Has completed an MRS case resulting in:
    a. The student was determined to be ineligible/unable to benefit from MRS services and the case has been closed; or
    b. The student was determined eligible for MRS services, an IPE was developed along with services provided towards an employment outcome resulting in case closure due to an inability to achieve the employment outcome (the case is to reflect effort to provide reasonable accommodations, appropriate supports, and services, including supported employment and customized employment services, for a reasonable period of time); and
    c. MRS has provided/documented the student with a disability has received career counseling, and information and referrals to Federal and State programs and other resources in the student's geographic area that offer employment- related services and supports designed to enable the individual to explore, discover, experience, and attain competitive integrated employment

Students considering subminimum wage employment upon exiting secondary education are referred to MRS. When appropriate, MRS may request documentation from education. MRS collects and documents the necessary prerequisites, corresponding services, and information (described above) required for students seeking subminimum wage employment.

MDE, LEAs and MRS are not permitted to enter into contracts or other arrangements with an entity that holds special wage certificates for the purpose of operating a program for a student who is age 24 or younger under in which work is compensated at a subminimum wage.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

As stated in the formal interagency agreement, Michigan Rehabilitation Services (MRS) has adopted the following procedures for outreach to and identification of students with disabilities (SWDs) who need transition services:

- MRS counselors will work with intermediate school districts (ISDs) and local education agencies (LEAs) to identify SWDs and potentially eligible SWDs that may benefit from the delivery of pre-employment transition services (Pre-ETS).
- School personnel, family members, guardians, or other interested persons may refer SWDs for MRS services.
- MRS, in collaboration with ISDs and LEAs, may utilize a variety of activities to provide outreach to and identification of SWDs in need of vocational rehabilitation services including Pre-ETS. These activities may be conducted jointly and/or individually for students with Individual Education Plans (IEP), students with 504 plans and potentially eligible students. Activities may include, but are not limited to: presentations to students and parents, IEP attendance, websites, brochures,

conferences, professional groups/councils, and regular contact between ISD/LEA and Michigan Department of Health and Human Services (MDHHS)/MRS personnel.

- MRS shall strive to engage in outreach and identify SWDs ~~2-3~~ two to three years prior to planned graduation or exit from secondary education and minimally disseminate the following information:
    - The purpose of MRS;
    - Eligibility requirements for MRS services;
    - How to apply for MRS services; and
    - The scope of services that may be provided by MRS, including Pre-ETS.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit Vocational Rehabilitation (VR) service providers.

Cooperative agreements with private non-profit organizations may be initiated at the regional and/or state level when a need has been identified for a new, expanded, or modified VR service to improve employment outcomes.

Private non-profit organizations from which MRS purchases services shall be licensed, certified, registered, or accredited as applicable for the occupation, facility, or service to be provided. In the absence of these requirements, other equivalent competency assurances are required. Any facility in which services are provided shall meet the accessibility standards required by law, have staff, or make arrangements to meet the special communication needs of applicants or eligible individuals, shall take affirmative action to employ and advance in employment individuals with disabilities and assure MRS that policies and procedures are in place to prevent fraud, waste, and abuse.

Currently, MRS has cooperative agreements with the following private non-profit organizations:

- Ann Arbor CIL
- Blue Water CIL
- Disability Advocates of Kent County
- Disability Connections
- Disability Network Capital Area
- Disability Network Lakeshore
- Disability Network Mid-Michigan
- Disability Network Northern Michigan
- Disability Network Oakland & Macomb
- Disability Network Southwest Michigan

- Disability Network Wayne County
- Disability Network West Michigan
- Easter Seals Michigan, Inc
- Heart of West Michigan United Way
- Sickle Cell Disease Association of America Michigan Chapter
- Superior Alliance for Independent Living
- The Disability Network
- United Way of St. Clair County

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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.

Michigan Rehabilitation Services has executed an Interagency Agreement (IA) ~~Memorandum of Understanding (MOU)~~ with the Behavioral Health and Developmental Disabilities Administration (BHDDA) and Bureau of Services for Blind Persons (BSBP), which ensures proper utilization of resources under the Title VI, Part C Program. This agreement was written to comply with the content requirements in 34 CFR 363.50(b) outlining each agency's responsibility in reference to the Supported Employment program.

A description of the agreement follows:

In response to Workforce Innovation and Opportunity Act (WIOA) requirements, ~~the~~ BHDDA, BSBP and MRS enter into this agreement for the purpose of increasing individual competitive integrated employment outcomes (including Supported and Customized Employment) for individuals with disabilities including those with the most significant disabilities jointly served by ~~both~~ BHDDA and BSBP, or MRS ~~agencies~~. This agreement strives to clarify and facilitate the coordination of services and resources to support competitive integrated employment outcomes in a seamless and non-duplicative manner.

The ~~MOU~~ IA serves as a guide for the subsequent development of local level Interagency Cash Transfer Agreements between MRS or BSBP, and Community Mental Health Service Providers.

G. COORDINATION WITH EMPLOYERS

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

The mission of MRS intentionally reflects business as a customer, noting “developing workforce solutions for individuals with disabilities and businesses.” Michigan Rehabilitation Services promotes all bureau divisions to be inclusive of the business customer for programming and service delivery purposes. The bureau understands vocational rehabilitation (VR) customers receive better career planning and employment supports when VR collaborates with business customers to better understand their needs and expectations.

A dedicated business-customer division, the Business Network Division (BND) applies a coordinated approach to serving business customers through a team of 13 consultants who specialize in employer development, business consulting and corporate relations. BND supports a dual customer base, meeting the employment needs of business through the qualified applicants and support services provided by the public VR system.

The following foundational pillars within the division were established to enhance service delivery to the business community:

- Distribution of Labor Market Information (LMI) and promotion of state dedicated resources and tools - career/vocational counseling and facilitating informed choice for Michigan Rehabilitation Services customers, resulting in well-conceived and meaningful career planning. BND is (1) developing and utilizing customer relationship management software to better serve both customers and provide continuity of employer information agency-wide; (2) the division is collaborating with the Bureau of Labor Market Information and Strategic Initiatives and Career Planning Specialists (Open Options Software vendor/ReferenceUSA) to market and encourage use of available LMI tools to counselors and managers;

- Business Outreach and Education - intended to support both external (business) and internal customers (VR counselors/managers) related to increased knowledge and understanding of disability employment; and provide education related to identification of business needs and business partnerships respectively;

- WIOA Core Partners - Build partnerships and specifically offer support to the adult education, youth and students with disabilities, and the local One-Stop center business managers and staff. Goals include coordinating with partners and enhancing workforce and training programs for VR customers while increasing co-enrollment and industry driven talent pipelines;

- Talent Acquisition Portal (TAP) – Both bureau and division goals established to expand the talent-side of the VR system and recruit Michigan businesses of all sizes to post job/career opportunities on TAP. Division is working collaboratively with state workforce partner to compliment the state’s labor exchange system; and

- Small Business Ownership for ~~Michigan Rehabilitation Services~~ MRS customers while establishing goals related to small business outcomes. To support the goals, the agency has a dedicated small business consultant to promote and guide consumers and counselors with business development and expansion opportunities. This is done in partnership with resources such as the local and state economic developers, local private consulting firms, the United States Small Business Administration, Small Business and Technology Development Centers, and the SCORE Association.

In FY 2018-19, BND developed and implemented a training curriculum for all vocational counseling staff and managers including central office staff. The purpose is to provide further understanding of workforce demands that will influence program planning and guide Michigan Rehabilitation Services customers to successful employment and career opportunities. Additional objectives include the ability to relate and market the scope of services offered by the BND and the bureau to the business customer, as well as articulate the role/responsibility of the vocational counselor related to WIOA-Indicator 6 (Effectiveness in Serving Employers).

Michigan Rehabilitation Services MRS is also aligned with bureau and community partners as part of the Employment First initiative in Michigan. This initiative's purpose is to promote diversity and inclusive employment opportunities for individuals with disabilities. This is achieved by engaging businesses regarding the value employees with disabilities bring to their organizations.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

As referenced in section d, Michigan Rehabilitation Services (MRS) collaborates with business partners to provide pre-employment transition services (Pre-ETS) and VR transition services through Project SEARCH (PS) and Seamless Transition.

MRS counselors and business consultants work with businesses and local One-Stop centers to identify ~~pre-employment transition services~~ Pre-ETS and VR opportunities. In addition, MRS counselors access the Talent Acquisition Portal (TAP) to identify competitive integrated employment opportunities and as a career counseling tool for students with disabilities.

MRS district offices work closely with local business partners to support both transition and Pre-employment Transition services. Programs are created through business engagement efforts of vocational rehabilitation counselors, managers, and the Business Network Division (BND) which may also include additional community partners. Examples of services provided consists of individualized job shadowing, informational interviews, on-the-job evaluation, on-the-job training, and formalized internships/externships. Other transition services provided through BND occupational therapists include assistance to the employers via worksite evaluations to help determine potential reasonable accommodations, assistive technology, work adjustment and/or job coaching needs and goals.

~~Michigan Rehabilitation Services counselors utilize the Talent Acquisition Portal (TAP) to identify competitive integrated employment opportunities and as a career counseling tool for students with disabilities.~~

H. INTERAGENCY COOPERATION

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;

The Interagency Agreement (IA), referenced in Section f, includes the coordination of Medicaid services, best practices, and how comparable benefits are used. Multiple

informational sessions were conducted to educate stakeholders. Michigan Rehabilitation Services (MRS) ~~will~~ worked with the Behavioral Health and Developmental Disabilities Administration and Bureau of Services for Blind Persons to renew and refine the IA ~~Memorandum of Understanding~~ triennially.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The ~~Memorandum of Understanding (MOU)~~ Interagency Agreement (IA) referenced under "Arrangements and Cooperative Agreements for the Provision of Supported Employment Services" (Section f), ensures individuals with developmental disabilities receive coordinated services supporting competitive integrated employment outcomes. Additionally, Michigan Rehabilitation Services (MRS) participates in Michigan Developmental Disabilities Council meetings and represents the vocational rehabilitation program.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The ~~Memorandum of Understanding,~~ Interagency Agreement (IA) referenced in Section F, ensures individuals with severe and persistent mental illness receive coordinated services supporting competitive integrated employment outcomes.

Michigan Rehabilitation Services collaborates with the Behavioral Health and Developmental Disabilities Administration in the delivery of the Individual Placement and Support evidence-based Supported Employment model. This promotes rapid engagement and other core principles for individuals with severe and persistent mental illness interested in competitive integrated employment.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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. 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 (MRS) is committed to maintaining Comprehensive System of Personnel Development standards as set forth in Section 101(a) of the Rehabilitation Act and 34 CFR Regulation 361.18(c). MRS 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.

MRS and the human resources within the designated state agency communicate regularly regarding MRS' priority hiring needs and the maintenance of civil service policies and procedures for ensuring a Comprehensive System of Personnel Development criteria are met. What follows is a summary of the procedures and activities related to this system:

- 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 degree meets MRS' standard for qualified vocational rehabilitation counselor;
- Hiring and filling of vacancies are prioritized through the use of a Resource Allocation Model (RAM), 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 respective geographic area. Consideration is then given to bureau specific personnel needs. MRS periodically reviews caseload sizes and other triggers to target filling vacant counselor positions. (Please note: MRS 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 ~~December 14, 2019~~, November 22, 2021, MRS has the following full-time equivalent positions to meet the needs of the bureau's customers:

- ~~300~~ 298 Rehabilitation Counselor positions (35 vacant counselor positions that are at various stages of the hiring process)
    - ~~242 actively providing services~~ 263 counselors employed
    - ~~4 on medical leave~~
    - ~~14 in process~~
    - 2 Business Network Division counselors
    - 7 Michigan Career and Technical Institute counselors
    - 1 Michigan State University counselor
    - ~~28~~ 25 Pre-Employment Transition Services (Pre-ETS) Counselors
    - ~~2 Pre-ETS Counselors in process~~
- ~~31~~ 29 Site Managers employed
- 13 District Managers employed
- ~~64~~ 70 Rehabilitation Assistants employed

MRS anticipates hiring 35-40 counselor positions during ~~over For~~ Federal Fiscal Years (FFYs) 2020-2023

The ratio of counselors to customers served during Federal Fiscal Year 2021 is ~~1:73~~ 1:102 (this number was achieved by dividing the number of ~~(this number was achieved by dividing the number of open cases [18,040] in 2019~~ total VR cases as of September 30, 2021, by the total number of counselors [~~246~~ 263]). ~~The staff ratio of 1 counselor to 73 customers is anticipated in FFYs 2020-2023.~~

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

The numbers below are based on a Resource Allocation Model (RAM). Current Need is:

- Rehabilitation Counselor (master's degree) – ~~2~~ 28 based on RAM
- Rehabilitation Educators (vocational education instructors) - 2
- Site Managers – ~~2~~ 4

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.

The following table contains total positions, current vacancies and the 5 year (PY2020-2024) projected need by category:

Job Title	Total Positions	Current Vacancies	Projected Need
Rehabilitation Counselor	~~264~~ 285	~~27~~ 38	100
Site Managers	~~30~~ 29	3	15
Rehab Educators (MCTI)	22	0	10
General Office Assistan~~ces~~ts, Secretary 8	~~56~~ 57	~~6~~ 7	20

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;

List of institutions of higher education in the State that are preparing Vocational Rehabilitation (VR) professionals, by type of program:

- Michigan State University: Master of Arts in Rehabilitation Counseling and doctorate in Rehabilitation Counselor Education

- Western Michigan University: Master of Arts in Rehabilitation Counseling and doctorate in Rehabilitation Counselor Education
- Wayne State University: Master of Arts in Rehabilitation Counseling

All programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

When there are an insufficient number of candidates with CACREP credentials to meet the bureau's need for rehabilitation counselors, the following protocols are followed:

- Outreach to CACREP programs and closely aligned general university counseling programs regarding the option of MRS as an internship placement site.
- Hiring candidates with alternative human services degrees (such as Social Work or Special Education) who are lacking a limited number of coursework needed for the rehabilitation counselor designation and providing pathway to achieve the necessary expertise.

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 CACREP-accredited rehabilitation counseling programs in Michigan:

- Michigan State University - Master of Arts, Rehabilitation Counseling - ~~20~~ 15 students enrolled; Doctorate, Ph.D. in Rehabilitation Counselor Education - ~~15~~ 3 students enrolled;
- Western Michigan University, Master of Arts, Rehabilitation Counseling - ~~14~~ no students enrolled; and
- Wayne State University, Master of Arts, Rehabilitation Counseling - 14 students enrolled

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 (MRS) was able to identify ~~ten~~ students that graduated during ~~2019~~ 2020 from the in-state universities listed below with credentials consistent with academic preparedness to meet national certification requirements.

- Michigan State University – ~~10~~ 8
    - Masters: 5
    - Ph.D.: 3
- Western Michigan University – ~~1~~ 6
- Wayne State University – ~~7~~ 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.

Michigan Rehabilitation Services (MRS) has established strategies for the recruitment, preparation, and retention of qualified personnel. These plans reflect ongoing needs assessments and quarterly reviews of strategies for recruitment. MRS will collaborate with Michigan Council for Rehabilitation Services (MCRS), to continue to cultivate a culture that values diversity and inclusion. This will be demonstrated by proactive efforts to recruit personnel from various racial and ethnic minority backgrounds and persons who are individuals with disabilities.

MRS assesses and monitors enrollment of rehabilitation counselor graduate students at the state's institutions of higher education promoting MRS as a future employment consideration. This is accomplished by:

- Convening regular meetings with the Council for Accreditation of Counseling and Related Educational Programs ~~(CACREP)~~ universities' faculty members for joint planning and recruitment strategies;
- Allowing MRS personnel to serve on university curricula committees and as adjunct faculty and guest lecturers;
- Continuing to be an internship and placement site and raising awareness of MRS employment opportunities;
- 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 MRS and of residing in Michigan. To achieve this goal, MRS utilizes specially trained personnel to present information to potential candidates who may be in a variety of educational programs;
- Continuing to encourage MRS counselors to explore Rehabilitation Counseling as a viable Individualized Plan for Employment goal for customers with capabilities, abilities, interests, and strengths consistent with vocational rehabilitation counselors' duties; and
- Distribution of recruitment brochures to attendees at annual statewide conferences.

Preparation of Qualified Staff

MRS staff uses resources, strategies, and tools to ensure ~~personnel have~~ a 21st Century understanding of the labor force and ~~the~~ needs of individuals with disabilities.~~, MRS staff use many resources, strategies, and tools~~. One tool used is Open Options©, a software program providing labor market information, such as earnings and job forecasting, training, education, and hiring trends of private and public-sector employers.

MRS Business Network Division also supports MRS counselors in developing the skills necessary to effectively work with individuals with disabilities in meeting their specific employment needs. This may include assistance in developing innovative projects and processes. In addition, staff use resources such as the Job Accommodations Network ~~(JAN)~~ and the Great Lakes Americans with Disabilities Center to help enhance accommodation strategies for customers.

The MRS Staff Development Unit (SDU) along with multiple community agencies and rehabilitation practitioners deliver annual technical trainings. MRS uses multiple methods for identifying training needs, considering staff perceptions, community and employer needs, personnel development data, training evaluations and other information.

The information below summarizes specific training areas:

- New counselors attend trainings conducted by the SDU and other subject matter experts on a ~~host~~ variety of vocational rehabilitation (VR)~~related~~ topics to help develop an understanding of federal regulations, policies, practices, and processes;
- In collaboration with Michigan State University, short-term seminars and workshops are provided for interns to gain a comprehensive public ~~vocational rehabilitation~~ VR experience prior to graduation;
- Counselors who do not meet Comprehensive System of Personnel Development requirements complete requisite course work in Theories and Techniques of Counseling during their 12-month probationary period; and
- Managers are offered a variety of trainings to further develop their skills sets and to promote continuous learning.

Retention of Qualified Staff

As part of its comprehensive statewide training program, MRS supports a wide range of learning activities for all classification of employees.

Retention and engagement of qualified staff through various activities include:

- Ongoing promotion of “IdeaSTREAM Team” which encourages all staff to submit ideas to improve processes and procedures;
- 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;
- Committing to provide individualized coaching and job shadowing to staff interested in learning about future promotional opportunities and
- Offering alternative work schedules to properly balance work and personal life.

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) 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 Civil Service Commission (MCSC), in collaboration with Michigan Rehabilitation Services (MRS), has established the following standards for a qualified rehabilitation counselor or vocational technical teacher:

- A qualified rehabilitation counselor is 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. The cost is covered by MRS. MRS standards remain consistent with national standards for rehabilitation counselors and have been approved by Rehabilitation Services Administration and MCSC;

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.

As described in section I(3)(a), Michigan Rehabilitation Services (MRS) has an established process for only hiring qualified staff and funding additional coursework for any staff lacking the Theories and Techniques of Counseling.

A vocational education instructor employed by MRS at Michigan Career and Technical Institute must have the appropriate educational degree or work experience, teaching methodology course work or seminar as required by Michigan Civil Services Commission and MCTI's accrediting agencies. At least every five years, instructors must attend an in-service training program on disability sensitivity, informed choice, and acquisition of needed reasonable accommodations.

To assure that qualified staff are hired, and current staff attain required qualifications, MRS 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 MRS or other State vocational rehabilitation programs within the last two 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.~~ the seven-week onboarding training, Blueprint for Success. Courses include Introduction to Vocational Rehabilitation parts 1-6, Fiscal Responsibility, Confidentiality, Ethics, and various disability related courses.

A vocational technical teacher or instructor employed by MRS at MCTI 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 its students.

4. STAFF DEVELOPMENT

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. 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

The 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 (MRS) workforce, Comprehensive System of Personnel Development standards, and Commission on Rehabilitation Counselor Certification standards.

MRS provides integrated learning systems to disseminate knowledge from research and other sources. This is accomplished through classroom learning, distance education, teleconferencing, printed materials, and video conferencing.

Program Enhancement

The Staff Development Unit and Innovation Unit collaborate to enhance programs that increase outcomes. The Comprehensive Statewide Needs Assessment (CSNA) data identifies shortfalls in service delivery and staff training deficiencies to improve knowledge for unserved and underserved populations in Michigan. In addition, the Innovation Unit awards supports projects targeting populations as identified in the CSNA. Both units provide process improvement and consultation to districts upon request.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Michigan Rehabilitation Services (MRS) is consistently researching and sharing the latest findings on various disability topics, best practices, and interventions ~~possibilities~~. This research is distributed to staff through internal and external training, webinars~~, e-Learn~~ YesLMS learning management web-based courses, 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~~ MRS ~~e-Learn~~ YesLMS routinely ~~utilize~~ use 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 bilingual in American Sign Language, Spanish, or Arabic if the local community has a large population of ethnic groups. Each office provides materials in English, Spanish, and Arabic. Materials are also available in Braille and other accessible formats upon request. Qualified sign language and additional world language interpreters are contracted 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.

Michigan Rehabilitation Services (MRS) works closely with the Michigan Department of Education/Office of Special Education (MDE/OSE) to provide opportunities to remain current on transition policies and procedures. An Interagency Agreement exists that outlines cross training opportunities between partners and local education agencies. Additional personnel development is achieved through the following:

- Participation in the annual Michigan Transition Services Association state conference which serves to bring the community of transition professionals and providers together to learn about national policies, trends, and best practices in serving youth with disabilities.
- Training provided by the MRS Innovation, Staff Development and ~~Policies~~ Policy unit~~s~~ on Transition, pre-employment transition services, Individuals with Disabilities Education Act, ~~IDEA~~ and regulations impacting students with disabilities.
- Consultation, technical assistance, and training from RSA funded technical assistance centers ~~provided by WINTAC's subject matter experts (SME)~~.
- Consultation, technical assistance, and training provided by the MRS internal Transition Consultant.
- Training, program development and coordination provided by the Michigan Interagency Transition Team
- Training, consultation, and technical assistance provided by SMEs as part of Seamless Transition under Michigan's Employment First initiative.

Once completed, anticipated June, MRS will use the results of the 2020 CSNA to revise goals and priorities related to personnel development under IDEA.

J. STATEWIDE ASSESSMENT

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 Comprehensive Statewide Needs Assessment (CSNA) is conducted every three years. ~~With~~ T~~t~~he most recent~~ly~~ CSNA was completed in ~~2017~~ 2020. The purpose of the CSNA, conducted jointly with the Michigan Council for Rehabilitation Services (MCRS), is to describe the rehabilitation needs of individuals with disabilities residing ~~with~~in Michigan, particularly the vocational rehabilitation service needs as outlined in 34 Code of Federal Regulations (CFR) 361.29.

According to ~~For Fiscal Year (FFY) 2016~~ Program Year (PY) 2018 Rehabilitation Services Administration (RSA)-911 data, ~~89 percent of customers were determined eligible for services and~~ 90 percent of the 11,213 participants who exited Michigan Rehabilitation Services (MRS) during ~~FFY 2016~~ PY 2018 were significantly or most significantly disabled; ~~65~~ 67 percent were most significantly disabled. Customers with the following characteristics were more likely to be determined to have a most significant disability: racial/ethnic minority, students or youth (younger than 26 years at application), ~~attendance or completion in special education certificate program,~~ and Social Security beneficiaries. In addition, a higher proportion of customers with cognitive or psychiatric impairments were determined to be most significantly disabled.

Of ~~customers~~ participants who exited in ~~FFY 2016~~ PY 2018, ~~695~~ 640 specified an employment outcome/vocational goal in a supported employment setting in their Individualized Plan for Employment. All customers reported receiving Social Security benefits at the time of application. Most of the customers had either a mental illness (~~38~~ 39 percent) or intellectual disability (~~25~~ 29 percent) as the primary disability reported. An additional ~~10~~ 12 percent of these customers reported having autism as their primary disability. ~~Forty percent~~ A third of them (33.4 percent) were younger than 26 years old at application. ~~Fifty-eight percent~~ Three hundred and twenty (50 percent) of the customers who had Supported Employment goals in their Individualized Plan for Employment exited MRS with ~~an employment outcome~~ a competitive and integrated employment (35.8 percent) or supported employment (14.2 percent) outcome. Regarding employment rate by type of disability, ~~64~~ 53 percent of the customers with autism, ~~61~~ 49 percent with intellectual disabilities, ~~57~~ 47 percent with mental illness, and ~~44~~ 50 percent with learning disabilities achieved ~~an~~ a competitive and integrated employment or supported employment outcome.

~~Since FFY 2014, MRS staff has reported the Supported Employment service program expenditures for the purchased services in the RSA-911 dataset. According to FFY 2016 RSA-911 data, 274 (39 percent) out of 695 customers who had an employment outcome/vocational goal in a Supported Employment setting in their Individualized Plan for Employment reported receiving services using the Supported Employment funds (Title VI). The employment outcome rate of customers who received services using the Title VI funds was 69.7 percent, which was higher than that of those without the Title VI funds (49.6 percent). The average Title VI funds spent for the 274 customers was $2,057 (Standard Deviation = $1,886).~~

In regard to a competitive and integrated employment outcome, 37 percent of the customers with autism, 44 percent with learning disabilities, 34 percent with mental illness, and 33 percent with intellectual disabilities achieved a competitive and integrated employment outcome.

MRS spent a total of $4,310,240 for the 640 customers who had an employment outcome/vocational goal in a supported employment setting in their Individualized Plan for Employment, with an average cost of services of $7,330 (SD=$8,387). The average cost of services for those with a competitive and integrated employment outcome was $8,116 (SD=$8,134) and for those with a supported employment outcome was $10,502 (SD=$9,096).

B. WHO ARE MINORITIES;

Cultural ~~M~~minority groups include Hispanic/Latino residents specifically in the mid and southwestern section of Michigan; Black/African American, 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.

According to the ~~2015~~ 2017 American Community Survey~~22~~ (ACS), ~~77 percent~~ 78.6 percent of non-institutionalized Michigan residents with disabilities are White, ~~17.5 percent~~ 13.6 percent Black/African American, ~~0.8 percent~~ 0.5 percent Native American, ~~1.2 percent~~ 3.1 percent Asian, ~~0.8 percent~~ 1.1 percent other racial group, and ~~2.7 percent~~ 3.0 percent multiracial. In addition, ~~3.4 percent~~ 5.1 percent are of Hispanic origin. Furthermore, ~~the 2015 American Community Survey23 reports~~ 0.6 percent of U.S. population and ~~1.9 percent~~

2.1 percent of Michigan residents (the estimated number of 211,539) identify their ancestry as Arab. Wayne County of Michigan is composed of ~~5.2 percent~~ 5.6 percent Arab residents and the city of Dearborn was ~~42.4 percent~~ 45.0 percent. According to the Arab American Institute ~~(2014)~~ (2020), Detroit is one of the top five metropolitan areas with Arab American populations. Unfortunately, no disability prevalence rate for Arab Americans is available.

When compared to the ~~2015 American Community Survey~~ 2017 ACS, which estimated that 17.5 percent of Michigan residents with disabilities were African American, this racial group is not currently considered ~~underserved~~ unserved in ~~Michigan Rehabilitation Services (MRS)~~ MRS (31.7 percent) and BSBP (29.3 percent). Conversely, the ~~2015~~ 2017 ~~American Community Services~~ ACS report estimated that ~~3.4 percent~~ 5.1 percent of Michigan residents with disabilities were Hispanic/Latino, while MRS ~~served a lower proportion of customers with Hispanic Origin (2.8 percent in Fiscal Year 2015).~~ figures fall short of this estimate: 3.9 percent. Thus, the Hispanic/Latino ethnic group appears to be somewhat underserved. The Asian/Pacific Islander rate of 2018 MRS customers (0.8 percent) is lower than the population estimate of the 2017 ACS report (3.1 percent).

Customers who exited MRS in ~~For Fiscal Year (FFY) 2016~~ PY 2018 consisted of White, non-Hispanic origin ~~(62.1 percent)~~ (63.9 percent), African American ~~(31.8 percent)~~ (31.7 percent), Native American ~~(0.8 percent)~~ (0.9 percent), Asian or Pacific Islander (0.8 percent), ~~Hispanic (2.6 percent)~~ and multiracial ~~(1.8 percent)~~ (2.3 percent). A total of ~~6,615 (37.9 percent)~~ 6,251 (35.9 percent) racial/ethnic minorities exited MRS during ~~FFY 2016~~ PY 2018. ~~Considering vocational rehabilitation process, a lower proportion of minorities were determined eligible (Eligibility rate: 80.8 percent vs. 87.7 percent), received services based on the Individualized Plan for Employment (Plan Rate: 72.4 percent vs. 79.5 percent), and achieved an employment outcome (Adjusted Rehabilitation Rate: 52.4 percent vs. 62.4 percent), in comparison to White customers.~~ Discrepancies in vocational rehabilitation process and outcome rates between minority groups were observed; for example, Asian ~~customers (58.3 percent)~~ (60.6 percent) and White (59.1 percent) MRS customers were most likely to achieve a competitive and integrated employment outcome while multiracial (41.6 percent) and Native Americans ~~(43.8 percent)~~ (44.3 percent) were least likely to have a successful employment outcome. As seen with the MRS customers, White customers were more likely to achieve a~~n~~ CIE/SE than the racial counterparts. The same trend has been observed over the years.

In addition to common needs identified for the general disability group (e.g., transportation, housing), some unique needs and challenges for racial/ethnic minorities included: ~~unwillingness to seek help due to different cultural perception on disabilities, incorrect information on disability and services available, language barriers resulting in low referrals and limited success in finding jobs, lack of qualified interpreters or bilingual staff, and limited services for refugees. Also, it should be noted that racial, ethnic, or cultural characteristics are often intertwined with other factors, such as low socio-economic status and low level of education.~~

- Lack of culturally sensitive services (especially, services for refugees or specific racial groups)
- Difficulty accessing services (e.g., lack of awareness about agency services, unwillingness to seek help, distrust of government agencies)

- Communication/language barriers (e.g., lack of qualified interpreters or bilingual staff)
- Difficulty transferring education and training to U.S. workforce

Meanwhile, issues for Native Americans with disabilities, especially living on reservations, included higher rates of disability, unemployment, substance abuse, suicide, diabetes, and mental health issues.

~~*Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table S1810; http://factfinder.census.gov.~~

~~** Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table B04006; http://factfinder.census.gov.~~

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

In ~~2017~~ 2020, the Comprehensive Statewide Needs Assessment (CSNA) did not identify any unserved populations by type of disability in Michigan. However, the CSNA did identify underserved populations.

Autism Spectrum Disorders (ASD)

~~Both the 2014 and 2017 CSNA identified individuals~~ Since the 2011 CSNA project, youth with ~~Autism Spectrum Disorders~~ ASD have been identified as the primary emerging ~~but still underserved~~ population in Michigan as either currently, or predicted to be, an underserved population. ~~While some diagnostic issues and inadequate level of staff preparedness to assist this population were addressed in 2014, more specific service needs were raised in 2017.~~

~~The Rehabilitation Services Administration (RSA) 911 data indicate~~ The number of customers with ~~Autism Spectrum Disorder~~ ASD as their primary disability who received and exited vocational rehabilitation services from ~~Michigan Rehabilitation Services~~ MRS ~~has~~ have been ~~consistently~~ steadily increasing (~~416 in 2011; 518 in 2012; 553 in 2013;~~ 567 in 2014; 668 in 2015; 761 in 2016). The RSA-911 data indicated that 779 customers with autism with as the primary impairments exited MRS in Program ~~Performance~~ Year (PY) 2018 (vs. 644 in PY 2017). Due to the changes in data reporting requirements, however, those who exited before or without ~~IPE~~ Individual Plan of Employment (IPE) or services initiated were excluded in the number. Thus, it is expected the number of customers with ASD would be higher.

Of the customers who exited MRS services in 2018 ~~exiters~~ with IPE based services initiated, 890 (7.9 percent) ~~customers~~ reported having primary or secondary impairments caused by ASD. Most of these participants were younger than 25 years at application (82.4 percent), male (84.6 percent), White (85.6 percent) and unemployed at IPE (91.1 percent). Half of them reported having less than 12 years of education, 41.4 percent high school diploma or equivalency, and 7.4 percent special education certificate at IPE. Although the overall Competitive Integrated Employment/Supported Employment (CIE/SE) rate of the participants with ASD (53.9 percent) was slightly lower than those without ASD (55.9 percent), the CIE rate of this group (52.0 percent) was higher than their counterparts (40.6 percent) when considering youth participants, ages younger than 25 years at application.

The special education data also ~~corroborate~~ supports the fact that this population ~~ages 12 to 17 years, is constantly increasing~~ is progressively growing in all age categories. ~~(6,191 [6.8 percent] in 2011; 6,630 [7.5 percent] in 2012, 7,159 [8.2 percent] in 2013; 7,443 [8.7 percent] in 2014). This indicates adult agencies should be prepared to help those students achieve employment outcomes with seamless transition services through ongoing collaboration with schools. Specifically, these students will require Supported Employment along with more intensive adult services.~~ Noteworthy is the fact that 16.6 percent of students with an Individual Education Plan (IEP), ages 18-21, were diagnosed with ASD in 2017 (13.1 percent in 2013; 14.3 percent in 2014; 15.0 percent in 2015; 15.5 percent in 2016). In addition, according to the Individuals with Disabilities Education Act (IDEA) 2016-2017 data from Section 618-Part B, 1,537 students diagnosed with autism ages 14 to 21 reported exiting special education in that same academic year. Of those, 684 (44.5 percent) graduated with a regular high school diploma, 140 (9.1 percent) received a certificate of completion, and 123 (8.0 percent) dropped out of school.

~~It is also known that individuals with Autism Spectrum~~ The IDEA Section 618 data indicates that many of these students with ASD may have the capacity to complete post-secondary training ~~or education~~ or secure employment following high school. ~~For example, 5.7 percent of individuals younger than 26 years at application and exited MRS during For Fiscal Year (FFY) 2016, had an associate degree or higher at closure. When compared to the rate for those with specific learning disabilities (2.9 percent), it indicates post-secondary education is an option to consider for this population. In addition, relevant support and services at high school and college or university levels should be provided.~~ Furthermore, it suggests that adult agencies should be prepared to help these students achieve independent living and employment outcomes with seamless transition services through ongoing collaboration between schools and adult service agencies such as MRS and CIL-Disability Network.

The following issues or needs were raised, specifically for secondary students or youth with ~~Autism Spectrum Disorder~~ ASD, by the agency staff and key informants:

- Lack of breadth and depth of services (e.g., employment, assessment) ~~available in the community~~
- ~~insufficient~~ Lack of social and daily living skills ~~of those with Autism Spectrum Disorder~~
- ~~limited~~ Lack of family involvement and support
- ~~and shortage~~ Lack of staff with autism expertise

Michigan Residents with Mental Illness (and/or Substance Abuse)

Michigan residents with mental illness who ~~require~~ need mental health and supported employment services were the one population identified as both underserved and experiencing poor outcomes. The availability of ~~mental health services~~ Community Mental Health Services Programs (CMHSP) services has continued to diminish ~~statewide~~ in the state due to the reduction ~~in~~ of CMHSP funding. Specifically, ~~Community Mental Health~~ CMHSP does not have the resources necessary to provide mental health and supported employment services to individuals with severe and persistent mental illness unless the person presents a risk to self or others.

A total of 155,466 individuals with mental illness, 5,700 with substance abuse disorder, and 16,124 with dual diagnosis of mental illness & developmental disabilities received services from CMHSP in FY 2017. Individuals with mental illness also receive a variety of services and supports (e.g., employment, independent living skill training) through Michigan Rehabilitation Services (MRS) and Centers for Independent Living (CIL). ~~Of 17,460 customers~~ According to PY 2018 RSA-911 data, 4,529 (40.4 percent) of 11,213 participants who exited MRS in ~~FFY 2016, 5,910 (33.8 percent)~~ PY 2018 reported having ~~a~~ mental illness as their primary or secondary disability. ~~Most (89 percent) were not working at application, and over half of the customers (53 percent) had a high school diploma level of education. Although the eligibility rate in FFY 2016 (85.8 percent) was slightly higher, the average plan rate (67.7 percent) and the adjusted rehabilitation rate (49.6 percent) of this disability group were lower, compared to others (84.8 percent, 81.8 percent, and 63.9 percent, respectively).~~

Approximately two-thirds of them had at least a high school diploma or equivalency. While a higher proportion of customers with mental illness reported being unemployed at IPE (86.5 percent vs. 60.7 percent), they were less likely to achieve an employment outcome at exit (46.5 percent vs. 62.0 percent), compared to other disability groups. Though most of the Bureau of Services for Blind Persons (BSBP) customers are individuals with blindness or visual impairments, approximately five percent of them reported having mental illness as their secondary condition.

~~The needs of this population included: lack of affordable mental health services in the community, limited access to services, especially for Community Mental Health consumers who are not eligible for Medicaid, shortage of community outreach and education, consumer basic needs unmet, disconnect between policy and service delivery, inadequate interagency collaboration, lack of funding for service delivery, negative attitudes toward individuals with mental illness, and staff with insufficient expertise.~~

In addition, MRS (38 percent), BSBP (48 percent), CIL (46 percent), Michigan Works! (31 percent) and CMHSP (13 percent) staff who participated in the staff survey indicated that "affordable mental health services" were unavailable and/or insufficient to meet the needs of individuals with mental illness in their service areas. Other needs that emerged from key informants and agency staff are as follows:

- Lack of ~~affordable~~ mental health services available (e.g., psychoeducation, health services) ~~in the community~~
- ~~limited access to services, especially for Community Mental Health consumers who are not eligible for Medicaid,~~
- ~~shortage of community outreach and education,~~
- ~~consumer basic needs unmet,~~
- ~~inadequate interagency collaboration,~~
- ~~lack of funding for service delivery,~~
- ~~and staff with insufficient expertise.~~

- Negative attitudes held towards individuals with mental illness
- Lack of skills of individuals with mental illness (e.g., personal advocacy, disability management skills)
- Issues concerning staff and providers (e.g., lack of expertise, high turnover)
- Disconnect between policy and service delivery
- Individuals with mental illness having limited or no work history and/or not addressing co-occurring conditions

Transition Youth

Consistent with the 2017 ~~2011 and 2014~~ findings, the transition youth with disabilities population was also identified as ~~an~~ underserved ~~population~~ in 2020 ~~2017.~~

The Michigan School District Report indicates 2017-2018 ~~2014-2015~~ graduation rate for students with disabilities was 57.5 ~~57.1~~ percent (excluding certificate of completion), which is significantly lower than that of students without disabilities ~~the average graduation rate~~ (83.7 percent) ~~(79.8 percent).~~ Conversely, the dropout rate for students with disabilities (14 percent) ~~(13.7 percent)~~ was higher than the ~~overall~~ rate of their counterparts (8 percent) ~~(9.1 percent).~~

~~During FFY 2016, student customers, ages 14 to 26 years, who were enrolled in secondary education at the time of application represented 21.3 percent of MRS customers. Their employment rate 34.4 percent was lower than adults (42.4 percent). A similar trend has been observed in previous years.~~

The 2020 ~~2017~~ CSNA identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: ~~services not individualized and developmentally appropriate; transition services initiated too late; unequal/limited access to services (e.g., mental health services); limited interagency collaboration between school and adult agencies; staff shortages and lack of transition expertise; and lack of caregiver knowledge about disabilities and services/resources. In addition, uncertainty regarding WIOA implementation was identified as a barrier, especially in designing and providing Pre-employment Transition Services.~~

- Inadequate staffing
- Difficulty navigating multiple systems
- Inadequate skills training programs
- Limited access to services
- Inconsistent
- Lack of interagency collaboration
- Lack of disability trained professionals

Individuals with Hearing Impairments (including Deaf-Blindness)

A couple of key informants talked about unmet needs for individuals with deafness and hearing impairments, including deaf-blindness. Most individuals apply for Michigan Rehabilitation Services (MRS) services for assistance with hearing aids to retain

employment and address work related barriers. The Vocational Rehabilitation (VR) outcome rate is significantly higher than the average when compared to other VR outcomes. During PY 2018, for example, 2,103 participants with hearing impairments exited MRS, and of those, 89.5 percent achieved CIE/SE at the time of exit. For reference, the average CIE/SE rate for all customers exiting VR in PY 2018 was 55.7 percent. However, a couple of key informants addressed the following issues of this disability group:

- Inadequately skilled / trained staff
- Lack of qualified professionals, including sign language interpreters
- Limited advocacy and outreach
- Reluctance (of the population) to access resources
- Lack of public awareness

Veterans with Disabilities

According to the ~~2015 American Community Survey25~~ 2017 ACS, there were ~~260,700~~ 241,300 working-age civilian veterans, ages 21 to 64 years, in Michigan. ~~Among this group, 47,500 (18.2 percent)~~ Approximately 21 percent (n=50,100) of the working-age civilian veterans had a Veterans Administration service-connected disability, and of those, ~~14,400 (30.3 percent)~~ 14,800 (29.5 percent) had the most severe service-connected disability rating (70 percent or above).

In ~~FFY 2016, 861 (4.9 percent)~~ PY 2018, 747 (4.3 percent) of the ~~17,460~~ 17,396 MRS customers who exited were identified as veterans, and 91 reported receiving Veterans Disability Benefits at application. Concerning their VR process and employment outcomes, the Competitive Integrated Employment/Supported Employment (CIE/SE) rate in PY 2018 (61.5 percent vs. 55.1 percent) was higher but the eligibility rate (82.1 percent vs. 87.8 percent) was lower and the plan rate was same (74.1 percent), compared to non-veterans. ~~Although the adjusted rehabilitation rate in FFY 2016 (68.4 percent) was higher, the average plan rate (74.4 percent) and the eligibility rate (81.2 percent) of this disability group were slightly lower, compared to others (59.2 percent, 77.1 percent, and 85.3 percent, respectively).~~

~~The 2017 CSNA identified~~ Research has shown Veterans with disabilities have a high prevalence of post-traumatic stress disorder (PTSD), which is often undiagnosed or untreated. ~~as an area of concern for veterans with disabilities.~~ In fact, according to a review study, the prevalence rate of combat-related PTSD in the United States (US) military veterans since the Vietnam War ranges from about 2 to 17 percent, and combat-related PTSD afflicts between 4 to 17 percent of US Iraq War veterans. Lack of access to mental health services was also provided as an area of concern. Described below are o~~O~~ther issues raised ~~for this population were:~~ by the respondents for veterans with disabilities:

- ~~limited knowledge on services available;~~
- ~~lack of access to mental health services,~~
- ~~unwillingness to seek treatment,~~
- ~~difficulty gaining and sustaining employment,~~
- ~~difficulty embracing technology, especially for older veterans,~~
- Difficulty accessing service systems (including mental health services),
- Insufficient wraparound services
- Perpetuation of social stigma and stereotypes

- Limited resources for affordable housing for homeless Veterans

Ex-felons/Post Incarceration

According to a report published in 2017 by the Bureau of Justice Statistics, an estimated 32 percent of prisoners and 40 percent of jail inmates reported having at least one disability, and about ~~2~~ two in ~~10~~ ten prisoners and ~~3~~ three in ~~10~~ ten jail inmates reported having a cognitive disability, the most common reported disability. ~~Of the 19,196 customers who applied for MRS between FFY 2006 and FFY 2016 and exited before Fiscal Year 2017, 330 were adjudicated youth or referred by the Bureau of Juvenile Justice, 1,984 participated in the Michigan Prisoner Re-entry Initiative (MPRI)27, and 16,882 were identified as other ex-felons. The overall employment rate of this group was 24.2 percent, and by group, 11.8 percent, 23.7 percent and 24.5 percent, respectively. Compared to the overall employment rate of MRS customers (ranging from 32 percent to 39 percent), this group was considered as underserved~~ Focusing on mental health problems reported by prisoners and jail inmates, Bronson and Merzofsky (2017)[1] found that 26 percent of jail inmates and 14 percent of prisoners met the threshold for serious psychological distress (SPD) in the past 30 days. A major depressive disorder was the most frequently reported disability. Females and White were more likely to meet the threshold for SPD. Prescription medication was the most common treatment type for prisoners and jail inmates who met the threshold for SPD.

The previous RSA-911 data did not include any information for the incarceration status of the VR customers, but this information can now be estimated from one of barriers to employment (Ex-offender). According to the PY 2018 data, 203 customers indicated they met the definition of an ex-offender. The majority of them were male (81.8 percent), White (48.8 percent) or African American (48.3 percent), having psychosocial (26.6 percent) or other mental impairments (44.3 percent), 26 to 64 years old at application (92.6 percent) and not working at the time of the Individualized Plan for Employment. The adjusted employment rate of customers who reported meeting the definition of an ex-offender was 54.7 percent, slightly low but similar to that (55.4 percent) of those who did not.

~~Of the 19,196 customers who applied for Michigan Rehabilitation Services (MRS) between FFY 2006 and FFY 2016 and exited before FY 2017, 330 were adjudicated youth or referred by the Bureau of Juvenile Justice, 1,984 participated in the Michigan Prisoner Re-entry Initiative (MPRI)******, and 16,882 were identified as other ex-felons. The overall employment rate of this group was 24.2 percent, and by group, 11.8 percent, 23.7 percent, and 24.5 percent, respectively. Compared to the overall employment rate of MRS customers (ranging from 32 percent to 39 percent), this group was considered as underserved.~~

The unsuccessful transition from incarceration to community living and negative public attitudes, specifically employer attitudes, were raised as the primary concern for this population. Additional concerns included: unavailability or lack of housing and transportation, lack of personal capital, lack of community services, and policies that create barriers to employment.

Many agency staff and informants also mentioned this population as a group unserved or underserved and needing more support and services. Considering the characteristics of the population, it is essential to provide services that would make transition from incarceration to

community living successful. Public attitudes, specifically employer attitudes, will be also associated with successful community integration. Additional issues are described below.

- Insufficient support for community living (e.g., housing)
- Lack of employment opportunities
- ~~Limited~~ Lack of mental health services
- Limited staff knowledge/skills to work with this population
- Low motivation to work and difficulty following through
- Negative employer or public attitudes

In 2017, the Comprehensive Statewide Needs Assessment (CSNA) did not identify any unserved populations by type of disability in Michigan. However, the CSNA did identify underserved populations.

~~***MI School Data from https://www.mischooldata.org/~~

~~****Erickson, W., Lee, C., & von Schrader, S. (2017). Disability Statistics from the American Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org~~

~~*****Source: Bureau of Justice Statistics from https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5500~~

~~******Initiated in FFY 2006, the MPRI is the program designed to assist incarcerated individuals with disabilities through interagency collaboration among the Department of Corrections, the Department of Community Health, Family Independence Agency, and MRS.~~

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Administered by the U.S. Department of Labor (DOL), primarily through its Employment and Training Administration (ETA), Title I of WIOA authorizes programs to provide job search, education, and training activities for unemployed and underemployed individuals seeking to gain or improve their employment prospects in the One-Stop system (Michigan Works!). Also, the services should be responsive to the demands of local area employers.

Employment Services Funded by Workforce ~~Investment~~ Innovation and Opportunity Act

During ~~Performance~~ Program Year (PY) 2017, a total of 24,466 participants received employment services from the One-Stop System (Title I). Of those,14,016 were served using the Adult program, 3,775 the Dislocated Worker program, and 6,675 the Youth program. In addition, a total of 8,614 participants exited from the three programs between April 1, 2017 and March 31, 2018.

Regarding the performance accountability measures, 86.2 percent of participants who exited from the WIOA Adult program in PY 2017 were employed during the second quarter after exit (vs. 92.8 percent of Dislocated Worker; 82 percent of Youth). The employment rate during the fourth quarter after exit for the participant cohort who exited the Adult program was 82.8 percent (vs. 89.2 percent of Dislocated Worker; 82 percent of Youth). The 2nd quarter Median Earnings after exit were: $6,890 (Adult), $8,400 (Dislocated Worker) and

$3,533 (Youth). The Credential Attainment rates for the three groups were 74.7 percent, 84.8 percent, and 64.4 percent while the Measurable Skill Gain rates were 27.2 percent, 33.9 percent and 24.5 percent, respectively.

Employment Services Funded by Wagner-Peyser Act

The Employment Service (ES) of Title III, the amended Wagner-Peyser Act of 1933, is the central component of the One-Stop system. Services provided by the ES State Grants include labor exchange services (e.g., counseling, job search and placement assistance, labor market information); program evaluation; recruitment and technical services for employers; work tests for the state unemployment compensation system; and referral of unemployment insurance claimants to other federal workforce development resources.

During ~~Performance Year~~ PY 2017, a total of 145,280 participants received employment services using the Wagner-Peyser program (Title III) while 250,955 participants exited between April 1, 2017 and March 31, 2018. Of the participants who exited, 73.5 percent and 73.7 percent were employed during the second and fourth quarter after exit. The 2nd quarter Median Earnings after exit was $5,946. The Credential Attainment and Measurable Skill Gain indicators are not required for the Wagener-Peyser program to report.

The performance outcomes of participants with disabilities are summarized, as follows:

- When compared to the employment rates in the second and fourth quarter after exit to the rates of all participants, all rates of the disability group were lower with an average gap of 12.9 percent (ranging from 6.1 percent to 23.2 percent) and 14.7 percent (ranging from 8.5 percent to 23.4 percent), respectively. Again, the Youth program showed the smallest gaps in the employment rates between individuals with and without disabilities.
- The amount of median earnings during the second quarter after exit of those with disabilities were 19.1 percent lower than that of all participants, ranging from -12.6 percent (Youth) to -33.6 percent (Wagner-Peyser).
- The credential attainment and measurable skill gain rates did not show a consistent pattern between two groups due to a relatively small number of participants eligible for the indicators.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

In response to the Workforce Innovation and Opportunity Act (WIOA), Michigan Rehabilitation Services updated the transition policy. This included changing the definition of Youth to align with the ~~Workforce Innovation Opportunity Act~~ WIOA definition and providing guidance for the provision of pre-employment transition services.

Students and Youth with Disabilities

The recently amended Rehabilitation Act of 1973 by Title IV of WIOA underscores the need for provision of pre-employment transition services (Pre-ETS) for students with a disability. Consistent with the previous Comprehensive Statewide Needs Assessment (CSNA) results,

students and youth with disabilities was also identified as an underserved population in 2020.

The Michigan School District Report[1] indicates that 2017-2018 graduation rates for students with disabilities, using 4-year graduation cohort, was 57.5 percent (excluding certificate of completion) which is significantly lower than that of students without disabilities (83.7 percent). Conversely, the dropout rate for students with disabilities (14.0 percent) was higher than the rate of their counterparts (8.0 percent).

Students or youth customers, ages younger than 24 years at application, represented 37.0 percent of MRS and 27.6 percent of Bureau of Services for Blind Persons (BSBP) customers who exited during PY 2018. Both agencies have shown a consistent trend that young customers (ages younger than 25 years) were most likely to be determined eligible but least likely to achieve an employment outcome when compared to other age groups. Their competitive and integrated employment or supported employment (CIE/SE) rate was lower (42.4 percent for MRS; 31.2 percent for BSBP) than that of adults (64.8 percent for MRS and 34.0 percent for BSBP). A slightly bigger gender discrepancy in the CIE/SE rates among students and youth with disabilities was an additional trend seen over the years; for example, male and female participants were 44.2 percent and 39.6 percent, respectively.

A number of the agency staff and key informants identified students and youth with disabilities as an underserved group and elaborated their needs and issues. The commonly addressed issues are as follows: inadequate staffing, difficulty navigating multiple systems, inadequate skills training programs, limited access to services, discontinuity of VR agency service provision, lack of interagency collaboration, and lack of disability trained professionals.

Meanwhile, most secondary students with disabilities who participated in the CSNA consumer survey indicated they were interested in working after high school graduation while approximately 15 percent of them reported not knowing about their employment goals. In addition, 71.4 percent of secondary students expressed an interest in post-secondary education (e.g., vocational technical school, college/university) after high school graduation. More than 50 percent of the students and parents expressed to pursue four- or two-year college after graduation. In addition, both students and parents indicated pre-employment transition services (e.g., job exploration counseling, work-based learning experiences) were strongly needed. Most of the services were rated as a high need; however, a relatively lower proportion of both students and their parents indicated a need for assistive technology services and help with applying to college.

~~**Student with a Disability (WIOA):**~~

- ~~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 (WIOA):**~~

- ~~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.~~

~~Student with a Disability (Michigan Admin. Rules for Special Education)~~

- ~~"Student with a disability" means a person who has been evaluated according to the individuals with disabilities education act and these rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have one or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.~~
- ~~Post-secondary goals and transition services for a child with a disability must begin no later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the Individualized Education Program Team.~~

~~During Performance Year 2018, transition youth customers, ages younger than 26 years at application, represented 38.8 percent (n=6,743) of Michigan Rehabilitation Services VR customers. Their adjusted rehab rate (42.6 percent) was much lower than adults (64.8 percent). A similar trend has been observed in previous years.~~

~~The 2017 Comprehensive Statewide Needs Assessment identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: inadequate staffing, difficulty navigating multiple systems, inadequate skills training programs, limited access to services, discontinuity of MRS service provision, lack of interagency collaboration, and lack of disability trained professionals..~~

~~The State Performance Plan/Annual Performance Report includes annual targets, explains progression or regression, and discusses improvement activities for 18 performance indicators identified by the Office of Special Education Programs at the United States Department of Education. Of 37,851 students enrolled in special education. 37.1 percent were 16 years of age; 34.2 percent were 17 years of age; 16.3 percent were 18 years of age; and 5.6 percent were 19 years of age. The top five diagnostic categories who received special education were: specific learning disabilities (42.3 percent), cognitive impairment (15.4 percent), other health impairments (15.2 percent), autism (11.8 percent) and emotional impairment (7.9 percent). In addition, 0.4 percent were reported as having visual impairments.~~

~~The 2017 State Performance Plan/Annual Performance Report provided the following information about secondary students with disabilities in Michigan.~~

- ~~65.3 percent of students with an Individualized Education Program graduated from high school with a regular diploma while 6.8 percent dropped out of high school.~~
- ~~81.0 percent (vs. 81.3 percent in 2016; 78.3 percent in 2015) of students with an Individualized Education Program, ages 16 and older, (a) had appropriate and measurable post-secondary goals that are updated annually and based upon an age appropriate transition assessment; (b) transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals; and (c) annual Individualized Education Program goals related to the student's transition service needs.~~
- ~~The 2017 Annual Performance Review estimated that, of the youth who are no longer in secondary school and had Individualized Education Programs in effect at the time they left school, 29.2 percent were enrolled in higher education within one year of leaving high school, and 64.9 percent were enrolled in higher education or competitively employed within one year of leaving high school. In sum, it was estimated that 77.4 percent were either enrolled in higher education or in some other post-secondary education or training program, were competitively employed, or were in some other employment within one year of leaving high school. The 2016 rates were 32.5 percent, 63.0 percent, and 76.9 percent, respectively.~~

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Twenty-two ~~Fourteen~~ community rehabilitation organization (CRO) directors participated in the staff survey of the 2020 ~~2017~~ Comprehensive Statewide Needs Assessment (CSNA). The majority of responding CROs reported providing employment-related ~~such as~~ services, including career or vocational counseling, vocational assessment, vocational training, job search assistance ~~services~~, job placement, ~~transition services for youth with disabilities,~~ job retention services, on-the-job supports, and supported employment services. ~~Over~~ H~~h~~alf of community rehabilitation organizations ~~also provide career or vocational counseling~~ reported providing self-employment/small business services and 68 percent reported providing transition services for students and youth with disabilities.

A couple of issues to be considered in serving Michigan residents with disabilities were addressed by community rehabilitation organization directors. ~~First, lack of funding has been a barrier in providing services to individuals with disabilities. Second, in relation to individuals with developmental disabilities, especially if not Medicaid eligible, it was reported the new Medicaid rules resulted in day programs or skill building programs being either discontinued or reduced.~~ Regardless of the type of disabilities or one's economic status, common issues at the consumer level included: lack of housing, lack of transportation, lack of awareness about services available, and limited and inadequate services in the community. Lack of financial and human resources within a service agency and limited interconnectedness among agencies were common themes addressed at the agency level. *(CMP 9/27/2021)*

Michigan Career and Technical Institute (MCTI)

MCTI is a statewide post-secondary school that partners with schools, colleges, and the workforce development system. MCTI offers expertise in the areas of assessments, universal designs, assistive technologies, accommodations, career development plans,

basic and soft skills development, career and technical education, and employer development. MCTI aligns resources to meet the needs of transition youth, adults, and employers. Students can be referred statewide and prior to enrollment most have received transition services while in high school. MCTI works with intermediate school districts to develop local programs using evidence-based practices.

MCTI addresses the following areas as identified in the ~~2017~~ 2020 CSNA:

Autism Spectrum Disorder (ASD): Autism spectrum disorders are an emerging but underserved population. MCTI serves students with ASD (~~25~~ 29 percent), as well as specific learning disabilities (~~33~~ 25 percent), and attention-deficit hyperactivity disorder (~~17~~ 18 percent).

Students and Youth with Disabilities: The majority of MCTI's students are youth with disabilities with 95 percent under the age of 26.

Michigan Residents with Mental Illness (and/or Substance Abuse): Mental illness is an underserved population. MCTI services students with mental illness (6.5 percent) – which includes depressive and other mood disorders, anxiety disorder, personality disorders, schizophrenia and psychotic disorders.

Limited Access to Services or Lack of Services/Resources: MCTI provides increased accessibility to vocational trade training and employment services. Students may enroll in vocational training programs leading to a post-secondary credential. A hands-on learning approach is used in the school's competency-based curriculum. There are several exit points allowing MCTI to customize training programs that meet employer and student needs. The trade training programs have integrated employability skills, National Skills Standards, and industry certifications.

Annual MCTI Enrollment Statistics: ~~The average enrollment per year is 537 students, retention rate is 97 percent, annual graduates 335, with 87 percent employed. Percent of students employed in their specific trade is 86 percent and maintaining employment for 90 days is 90 percent.~~ The following data is based on a 3-year average and COVID-19 has impacted results: enrollment is 725 students, retention rate is 99 percent, annual graduates-250 students, with 87 percent employed. The percent of students employed in their specific trade is 84 percent and maintaining employment for 90 days is 90 percent.

Lack of Interagency Collaboration: ~~MCTI developed the Certified Nurses Aid expansion projects aligning services from multiple agencies, including Michigan Department of Health and Human Services, Workforce Development Association, and One-Stop centers. Program outcomes include the following: CNA Graduates • 347; Passed State Test • 309 or 89 percent; Employed • 261 or 75 percent.~~ MCTI, in partnership with the Workforce Development, Michigan Works! Association, and the Department of Labor and Economic Opportunity will collaborate on the expansion of MCTI's C.N.A. and Construction training programs in the community.

Lack of Staff with Expertise and Need for Staff Development: MCTI maintains accreditation through the Commission on Accreditation of Rehabilitation Facilities and Council on Occupational Education.

MCTI offers professional development trainings for staff including universal design, assistive technology, and strategies for serving specific disability categories.

MCTI assists Michigan Rehabilitation Services (MRS) vocational rehabilitation counselors with training related to transition youth programming, including vocational assessment, Individualized Education Plan, career exploration and vocational guidance, work readiness, employability skills training, work-based learning, and short-term occupational training.

For MCTI to continue to provide vocational rehabilitation services the facility will require infrastructure updates, completion of routine maintenance activities, and will need the ability to maintain state of the art training equipment in trade training programs. There is a need to modernize the facility to operate efficiently and safely.

Through independent studies and internal quality improvement reviews, MCTI has identified the following improvements necessary to maintain existing infrastructure or general equipment required for instructional purposes:

Mechanical - HVAC

- Replace HVAC System
- HVAC Controls
- HVAC Units
- Replace Chiller Compressor (2)
- A/C split unit class areas (5)
- Boiler Replacement (2)
- Replace Ventilators
- Dust Collection System Modifications

Mechanical - Plumbing

- Replace Domestic Water Supply Piping
- Replace ADA Restroom Plumbing Fixtures
- Replace Pool/Gym Locker Rooms Plumbing Fixtures
- Replace Other Plumbing Fixtures
- Replace Existing Student Housing Plumbing Fixtures
- Water Softener
- Water Circulation Pumps
- Replace Water Tower Pressure Booster Pumps
- Water Tower Inspection/Maintenance
- Replace Sanitary Piping
- Sewer Pump Replacement
- Water Filtration System
- Pool Overflow Tank Replacement
- Water Treatment System Replacement
- Snow Melt System Replacement

Electrical

- Replace Service Panels - Existing
- Replace Distribution Wiring - Existing
- Replace LED Lighting
- New ATS's for Existing Back-up Generators
- Transfer Switch
- Replace Classroom Wing Electrical Transformer

Driveway and Parking Lot Repairs

- West Phase (Maintenance Lot)
- North Phase (Administration to Dorm Loop)

Facility Security Needs:

- Replace Sound/PA Communication System
- Midstate Security call up cameras and push button entry for North and South entrances
- Replacement Camera's and New Camera's including Licenses
- Fire Door Replacements

Facility Maintenance/Improvements

- Arial Lift
- Fall Protection
- Roof Replacements – Total Facility
- Roof Fan Motor Replacement
- De-Ionization for Pool
- Flooring – Facility Wide
- Canopy for Front Entrance
- Replacement Sign for Road Entrance
- Utility Cart

FIXED-MOVABLE EQUIPMENT

Automotive

- Tire Changer
- ATECH Mock-up Trainers
- Hoists
- Wheel Alignment System
- Wheel Balancer
- On Vehicle Brake Lathe

Accommodations

- FM System Upgrades
- Portable Technology Replacement/Upgrade

Admissions – CRC Workshop

- Laser Tube
- Router
- Amatrol Portable Trainers
- Epilog Mini Helix
- CNC Milling Machine
- CNC Router Shark
- Welder

Cabinetmaking

- Down Draft Table
- Pocket Hole Machine
- Sanders
- Files
- Tool Cabinet
- High Flow Vac. Pump
- Planer
- Fork Truck
- Replacement Laser
- Enclosed Finishing Booth

Certified Nursing Assistant ~~**C.N.A.**~~

- Hoyer lift

Commercial Printing Training Program

- Tabletop Rewinder
- Tabletop Handy Padders
- Paddy Wagon
- Washout Unit Screen Printing
- Screen Exposure Unit
- Comb Binder
- Button Maker
- Pallet Jack
- Challenge Paper Cutter
- Heidelberg Quickmaster Offset Press
- Comco Cadet Flexo Press
- Colt Flexo Press
- M&R Sidewinder Screen Press
- M&R Chameleon Screen Press
- Polar Mohr Paper Cutter
- Thermal Digplater
- Smartscan Vision System
- Horizon Booklet Making System

- Video Plate Mounter
- Challenge Paper Drill
- Folder with Pile feeder
- Book Bindery System
- Rewinder Vision Systems
- Wizard Numbering Machine
- Digital offset press within line finishing and maintenance agreement (NE 11/1/21)
- Digital flexographic press with multiple die and in line finishing stations and maintenance agreement (NE 11/1/21)
- Overhaul of two Qm-46-2 offset presses and maintenance agreements (NE 11/1/21)

Canteen

- Ice Maker (NE 11/1/21)

Culinary Training Program

- Bakery Display Case
- Vollrath 38219 Servewell SL Electric Five Pan Hot Food Table
- Le Panyol Wood Fired Oven Culinary Training Model 120 Raw Copper or Raw Corten Steel
- Mixer
- Various Ovens
- Pitco Fryolator
- Dishwasher
- SCC WE 62 &16,450
- SCC WE 102 $18,900
- Broiler

Custodial Training Program

- I-Mop Cleaning System
- Burnisher
- KZENP Kai-zen Plus Unit
- Scrubbers
- Advance Eco flex Riders

Electronics

- Amatrol Portable Trainers
- CNC Machine Replacements
- Labvolt Replacement with Amatrol Equivalent
- Festo Hydraulic Trainer with Amatrol Hydraulics Trainer

Graphic Communications

- Tabletop Rewinder
- Tabletop Handy Padders

- Paddy Wagon
- Washout Unit Screen Printing
- Screen Exposure Unit
- Comb Binder
- Button Maker
- Pallet Jack
- Challenge Paper Cutter
- Heidelberg Quickmaster Offset Press
- Comco Cadet Flexo Press
- Colt Flexo Press
- M&R Sidewinder Screen Press
- M&R Chameleon Screen Press
- Polar Mohr Paper Cutter
- Thermal Digplater
- Smartscan Vision System
- Horizon Booklet Making System
- Video Plate Mounter
- Challenge Paper Drill

Grounds Maintenance

- Buck Mount Quick Spade
- Echo CS2511-T Chainsaw
- Exmark 30" Commercial Walk Behind Mower
- Exmark 60" Mower
- Exmark 60" Stand on Mower
- Exmark 60" Mower with 3 Bag Leaf Collector
- Exmark Lazer Mower with Mulch Kit
- Workhorse Trailer
- Kubota Tractor
- John Deere Gator

Industrial Electronics Training Program

- Amatrol Portable Trainers
- CNC Machine Replacements
- Labvolt Replacement with Amatrol Equivalent
- Festo Hydraulic Trainer with Amatrol Hydraulics Trainer
- Portable Electronic Motor Control Troubleshooting Learning System
- CNC Mill

Information Technology Training Program

- Cana Kit Raspberry PI 3 B+ (B Plus) Ultimate Starter kit (32 GB Edition, Clear Case)
- Rack Stand RS7030
- Digital B/W Copier Products
- Rework Soldering Station

- HP Model 705C Plus Color Plotter
- Sharp Digital Copier
- HP Model 705C Plus Color Plotter
- Sharp Digital Copier

Machine Technology Training Program

- Miller 350p Welder with Push Pull Gun
- Miller Dynasty 210DX
- Scottsman 50-ton Ironworker
- Haas CNC Lathe
- Leblonds with taper, Servo Shift, Digital Readout
- Surface Grinder
- Milling Machines
- Milling Machine Heads
- Mitutoya Measuring Machine
- Haas Super Mini-Mill Machining Center
- Hass Machining Center
- Bandsaw

Office Automation

- CanaKit Raspberry PI 3 B+ (B Plus) Ultimate Starter kit (32 GB Edition, Clear Case)
- Rack Stand RS7030
- Digital B/W Copier Products
- Rework Soldering Station

Pharmacy Tech Training Program

- Nuair 4-foot NU Laminar Flow Hood
- Pyxis Medstationmic 4000 Console

Retail Marketing Training Program

- Point of Sale System

Health Services

- Electronic Wheelchair Accessible Scale (Health Services)
- Scales (Men's Locker Room and Weight Room)
- Amigo Replacement

Leisure

- Portable AC Unit for Art Room/Music Room
- Bathing Suit Spinner
- Archery Range

- Universal Free Weight Machines
- Treadmills Replacement
- Universal Weight Machine
- Accessible Dock System
- Replace Bleachers for Gymnasium
- Pontoon Boat
- Sky Cage Rope Course
- Rowing Machine

Kitchen

- Steam Tables
- Floor Cleaning Machine Replacement
- Refrigeration Unit Replacement
- Deep Fryer Replacement
- Warming Unit Replacement
- Oven Replacement
- Dishwasher
- Alto Shaam 1000
- Hoot Food Box
- Cold Food Counter
- Automatic Slicer

Maintenance

- Utility Cart Replacement
- Digital Clocks
- Tractor
- Generator
- Mowers
- Hydromantic Grinder Pumps
- Compressor
- Snowplow
- Salt Spreader
- Solidyne Controls
- Scissor Lift
- Power Pole Replacement

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

A survey in the 2020 ~~2017~~ Comprehensive Statewide Needs Assessment (CSNA) specifically targeted junior and senior high school students with disabilities to identify service

needs and relevant issues of transition students with disabilities. A total of 67 ~~113~~ participants (28 consumers and 39 family/friends) provided responses.

Most students with disabilities and their parents who participated in the consumer survey indicated they wanted to have a job after high school graduation. While no individuals were interested in not-working after graduation, approximately 15 percent indicated they did not know yet.

Three quarters expressed interest in post-secondary education (e.g., vocational technical school, college/university). The three most frequent responses were four-year college/university (32.1 percent), vocational technical school (21.4 percent), and two-year community college (21.4 percent). In addition, students and parents showed a need for and interest in receiving most pre-employment transition services (e.g., job exploration counseling, work-based learning experiences, job readiness training). A relatively lower proportion of the respondents indicated a need for assistive technology services. ~~When comparing responses, students indicated a high interest in learning about financial aid and grant options for college or universities. Parents expressed concerns regarding both self-advocacy skills of their children and issues related to employment.~~ While students and their parents indicated a high interest in exploring career and job opportunities, parents additionally expressed concerns regarding decision-making, goal-setting, and problem-solving skills as well as learning how to talk to employers about their disability.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

Per the 2019 Annual Disability Statistics Compendium, approximately 730,791 individuals with disabilities ages 18-64 reside in Michigan. According to the American Community Survey One-Year Estimates, in 2018 the unemployment rate for persons with disabilities was 11.4 percent. Based on these statistics, 11.4 percent of the 730,791 or 83,310 of these individuals could be actively seeking employment. However, based on data from the previous ~~5~~ five Federal Fiscal Years (FFYs), estimates for FFYs 2021/22 range from 14,110 to 15,200 or an expected average of 14,554 individuals will be determined eligible services.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Based on data from the previous ~~5~~ five FFYs, the following estimates are for the number of eligible individuals who will receive service under the VR Program for FFYs 2021/22:

- New - Range from 10,700 to 11,590 or an average of 11,122 individuals.
- Existing - Range from 11,300 to 12,050 or an average of 11,518 individuals.

These estimates exclude potentially eligible students with disabilities who may receive pre-employment transition services.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Based on data from the previous 5 FFYs, the following estimates are for the number of eligible individuals who will receive service under the Supported Employment Program for FFYs 2021/22:

- New - Range from 440 to 575 or an average of 507 individuals.
- Existing - Range from 455 to 550 or an average of 502 individuals.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

Michigan Rehabilitation Services is not under 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 -- Michigan Rehabilitation Services is currently not under 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.

~~Based on historical RSA-2 data, employment trends, and other factors, the estimated cost of services for the number of individuals estimated to be eligible for services is $50,390,638. Projected revenue is State General Funds of $10,733,206 and Federal Section 110 Funds of $39,657,432.~~ The cost of services for the number of individuals estimated to be eligible for services is $47,404,449.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. 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

The goals and priorities below were jointly developed, reviewed, revised, and agreed upon by MRS and the Michigan Council for Rehabilitation Services in order to carry out the vocational rehabilitation and Supported Employment programs.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Goal & Priority I: Promote the integration of individuals with disabilities and business as our dual customer.

Goal & Priority II: Advance the provision of vocational rehabilitation services to students and youth with disabilities.

Goal & Priority III: Maximize opportunities for all individuals with disabilities to achieve competitive integrated employment.

Goal & Priority IV: Collaborate and align with WIOA core and other strategic partners.

Goal & Priority V: Leverage the use of data and analytics to drive innovation, continuous improvement, and measure success.

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 goals and priorities were based on an analysis of needs identified in the most recent Comprehensive Statewide Needs Assessment, the SRC recommendations and performance accountability measures identified in WIOA.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

Michigan Rehabilitation Services (MRS) negotiated Measurable Skills Gains rates with Rehabilitation Services Administration (RSA) for Program Year 2020. The negotiated rate assigned was 20 percent. MRS achieved an annual MSG rate of 46.1 percent. The remaining ~~All~~ performance accountability measures of Section 116 of the Workforce Innovation and Opportunity Act (WIOA) have been identified as baseline measures for Vocational Rehabilitation (VR) programs. The ~~Michigan Rehabilitation Services~~ MRS executive team regularly reviews available information to evaluate and improve performance. MRS will continue this process until benchmarks have been established and levels of performance have been negotiated with ~~the Rehabilitation Services Administration~~ RSA.

Achievement of the state goals will support the achievement of the 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 FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

~~The~~ Michigan Rehabilitation Services (MRS) regularly provides the State Rehabilitation Council (SRC) with updates and information regarding the operation, performance, and effectiveness of the Vocational Rehabilitation (VR) program. MRS presents this information to the SRC at quarterly business meetings which allows for additional questions, comments, and clarification. MRS collaborates with the SRC to develop an annual report which includes a summary of achievements related to the 8 mandates of the SRC. Prior to submission and incorporation in the Unified State Plan, the goals and priorities outlined above were submitted to the SRC for comment, review, and recommendation. Attention was also given to the recommendations and corrective actions from the most recent Rehabilitation Services Administration (RSA) 107 Monitoring Report. MRS is developing data ~~dashboards~~ to monitor performance based on Section 116 of the Workforce Innovation and Opportunity Act (WIOA).

M. ORDER OF SELECTION

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

Michigan Rehabilitation Services (MRS) anticipates adequate resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

B. THE JUSTIFICATION FOR THE ORDER

MRS anticipates adequate resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

C. THE SERVICE AND OUTCOME GOALS

MRS anticipates adequate resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

MRS anticipates adequate resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

MRS anticipates adequate resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for 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

Michigan Rehabilitation Services does not anticipate the need to establish an order of selection and continues to serve eligible individuals who require specific services or equipment to maintain employment.

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

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

The goal for all funds used for Supported Employment (SE) ~~Services~~ is to help individuals with the most significant ~~whose~~ disabilities ~~and functional limitations have traditionally meant that they would not be able to successfully enter the labor market through~~ achieve competitive integrated employment.

Priorities include, but are not limited to:

- Increase the number of individuals with most significant disabilities who receive ~~Supported Employment~~ SE services by 2-3 percent by the end of Program Year 2021.
- Build subject matter expertise (SMEs) to facilitate ~~Supported Employment~~ SE, Customized Employment, and other evidence~~d~~-based practices (EBPs). Access ~~WINTAC~~ Technical Assistance Center- for Quality Employment, Vocational Rehabilitation Technical Assistance Center-Quality Management and SMEs on EBPs and designate/develop an MRS consultant as an internal SME. Implement one to three demonstration projects based on promising or EBPs.
- Increase Supported Employment training opportunities and resources ~~f~~or VR counselors, community rehabilitation service staff, families, and individuals. Provide 2-3 training opportunities annually to build knowledge, skills and subject matter expertise.
- At least 50 percent of the funds will be targeted towards youth with the most significant disabilities who need support to transition to employment.
- Provide non-federal expenditures in an amount not less than 10 percent of the total expenditures made with reserved funds for the provision of Supported Employment and Extended Services to youth with the most significant disabilities.
- Use Title I funds for Supported Employment services to achieve the maximum number of quality employment outcomes for individuals with the most significant disabilities and a focus on youth.

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 (MRS) will provide ongoing support services, including Customized Employment and other appropriate services, needed to assist youth with the most significant disabilities to achieve competitive integrated employment.

MRS policy includes guidance for the provision of Extended Services for youth with the most significant disabilities. The funding of Extended Services may be provided for up to four years or until the youth reaches 25 years of age, whichever comes first. In addition, Customized Employment is clarified within the policy as a vocational rehabilitation service option.

Of the 50 percent of the funds received for the provision of Supported Employment (SE) ~~services~~, MRS has set aside 50 percent of the funds received under Section 603 of the Rehabilitation Act for the provision of services specific to youth with the most significant disabilities. MRS has successfully met the 50 percent match requirement for ~~Supported Employment services~~ SE provided to youth with disabilities.

MRS continuously disseminates information to staff, customers, and community partners regarding the changes made by the Workforce Innovation and Opportunity Act (WIOA). Information regarding the set aside reserve for youth with the most significant disabilities and the ability to provide Extended Services for up to four years has been promoted and MRS is actively working to develop opportunities to expand the scope of extended and Supported Employment services. Active agreements with the Behavioral Health and Developmental Disabilities Administration (BHDDA) and the Developmental Disabilities Council prove to be vital for the seamless transition from VR supported services to extended supports provided by an alternate funding source.

MRS will continue to actively pursue opportunities which will allow the state to leverage public and private funds in order to increase resources and serve youth with the most significant disabilities.

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.

Michigan Rehabilitation Services will continue to collaborate with the Behavioral Health and Developmental Disabilities Administration, Michigan Developmental Disabilities Council, and the Michigan Department of Education to identify resources and supports for Extended Services.

O. STATE'S STRATEGIES

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~~ five goals.

Goal ~~& Priority~~ I: Promote the integration of individuals with disabilities and business as our dual customer.

Strategy 1: Utilize internal subject matter expertise to engage with business and create innovative workforce solutions.

Strategy 2: Provide vocational counseling using real-time labor market information and transferable skill analysis to explore career pathways that align with workforce opportunities.

Strategy 3: Grow talent pipelines that address labor shortages in key industry sectors.

Strategy 4: Increase the bureau’s responsiveness to effectively serve the business customer.

Goal ~~& Priority~~ II: Advance the provision of vocational rehabilitation (VR) services to students and youth with disabilities.

Strategy 1: Foster evidence-based or promising practices in the delivery of pre-employment transition services.

Strategy 2: Increase counseling on and enrollment in post-secondary training leading to a recognized credential.

Strategy 3: Strengthen the provision of VR services to students and youth with disabilities experiencing multiple barriers to employment.

Goal ~~& Priority~~ III: Maximize opportunities for all individuals with disabilities to achieve competitive integrated employment.

Strategy 1: Leverage relationships with WIOA core and other strategic partners to maximize services and employment opportunities for individuals with disabilities.

Strategy 2: Build subject matter expertise to facilitate Supported Employment, Customized Employment, and other evidenced-based practices to meet the unique needs of individuals with the most significant disabilities.

Strategy 3: Collaborate with the business community to expand opportunities for workforce inclusion of all individuals with disabilities.

Goal ~~& Priority~~ IV: Collaborate and align with WIOA core and other strategic partners.

Strategy 1: Provide coordinated and seamless service delivery to improve employment outcomes and independence for individuals with disabilities.

Strategy 2: Reduce duplication and maximize resources through integration of services.

Strategy 3: Enhance access to services for individuals with disabilities and business.

Goal ~~& Priority~~ V: Leverage the use of data analytics to drive innovation, continuous improvement, and measure success.

Strategy 1: Promote data literacy as an essential skill that empowers all employees to read, work with, analyze and debate with data.

Strategy 2: Provide tools, processes, and training to ensure data is easily accessible, understandable, and actionable.

Strategy 3: Advance the use of business relevant data/analytics to predict, influence and support actions.

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

Michigan Rehabilitation Services (MRS) in collaboration with the~~ Michigan Assistive Technology (AT) Advisory Committee~~ Michigan Disability Right Coalition (MDRC) will work ~~together~~ to ~~bridge the gap of~~ increase the utilization and exposure of technology among individuals with disabilities to ~~increase~~ gain or maintain employment. Implement an agency-

wide technology framework to ~~integrate~~ ~~incremental~~ ~~changes to~~ address needs of the dual customer ~~with the goal to make access to services easier~~. MRS will continue to research and implement accessible models and universal-design approaches, which ~~looks at~~ considers assistive technology over the course of the Vocational Rehabilitation (VR) process and yields successful employment outcomes for VR customers and employers.

~~This undertaking is in partnership with Michigan Disability Rights Coalition and Michigan's Assistive Technology Act's program. Key framework components for Michigan Rehabilitation Services will include:~~

Overall Goal:

~~Consideration Model:~~ Adopt a valid model for assistive technology consideration to address every stage of the vocational rehabilitation process.

1. Establish a Baseline - Know what the users currently have, want, and need, and the impact on the current process.
2. Accessibility - Ensure a universal design that meets the functionality of the system to meet users' needs at all stages of the vocational rehabilitation process (application, eligibility, developing a plan, provision of services, job search, and placement)
3. Research - Identify and study various system options and determine preferred solutions; stay abreast AT trending and research enhancing the lives of individuals with disabilities.
4. Integration and Evaluation - Verify the preferred solutions. This step also includes reverification of effectiveness.
5. Implementation - Provide ongoing training to staff and customers to keep current on vocational trends and viable technology used, emerging technology and effective utilization within the vocational process.
6. Education and Dissemination - Share research, assessment results, upcoming changes, work systemwide to develop internal controls to minimize potential AT risks.

MRS ~~- Business Network Division (BND)~~ ~~has current oversight~~ is the lead agency and administrator of the Michigan Assistive Technology Act Grant. There is a vacant agency Assistive Technology Consultant position. ~~therefore, currently the Business Network Division-Consultant Manager sits on the Assistive Technology Advisory Council for Michigan's Assistive Technology Act's program. Moving forward in For Fiscal Year (FFY) 2020~~ 2022~~,~~ ~~the intent is to evaluate the need and position description of the former assistive technology consultant in partnership with the MRS-Innovation Division where the position was previously housed within the agency.~~

Michigan Rehabilitation Services-BND provides direct technical guidance, training and evaluations to Michigan Rehabilitation Services customers, counselors/managers and employers on assistive technology and accommodations.

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

MRS continues to assess its services to individuals with the most significant disabilities and individuals who may be unserved or underserved, as well as those with the most significant disabilities who may be from minority populations. MRS will be completing the triannual CSNA during Federal Fiscal Year (FFY) 2020, which will further identify unserved and/or underserved groups, as well as recommendations for how to better serve these groups. Strategic projects and local level outreach activities include the following:

- Redesign and implement pre-employment transition services policy for transition-age individuals ~~customers~~;
- Continue to explore partnership opportunities and programs with community rehabilitation organizations and centers for independent living;
- Continue to engage in outreach activities conducted by MRS district offices for underrepresented populations. Conduct outreach in local communities to promote MRS as an agency and help individuals with disabilities who are minorities, unserved or underserved.
- Continue to conduct outreach to agriculture workers and their families through contracts with community-based organizations and other partners.
- Continue working with tribal vocational rehabilitation programs to ensure access to joint case management and culturally appropriate services.
- Convene cross agency workgroups and trainings to address the needs of underserved populations in the workforce system.
- Continue active participation with the various disability specific councils throughout the state such as the State Independent Living Council, Employment First Leadership Team, Transition Councils, and Michigan Interagency Transition Team.

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 POST-SECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

Michigan Rehabilitation Services (MRS) continues to review proposed ideas, models, and approaches to improve the effectiveness of pre-employment transition services (Pre-ETS) and VR services to students with disabilities.

MRS has designated VR counselors who provide Pre-ETS to potentially eligible students with disabilities. MRS is working with ~~Workforce Innovation Technical Assistance Center (WINTAC)~~ Technical Assistance to increase knowledge and maximize the use of evidence-based practices and Pre-ETS.

The following strategies will expand and improve VR services for students and youth with disabilities who are transitioning from high school to post-secondary education and/or employment, and improve coordination with state and local secondary and post-secondary educational entities:

- Continue to evaluate, revise, and develop policy, procedures, and staffing strategies to improve consistency and increase effectiveness in the provision of transition services;
- Continue to expand and increase partnerships with schools to facilitate the coordination and provision of ~~pre-employment transition services~~ Pre-ETS to students with disabilities; and
- Continue to expand and increase partnerships with state and local secondary and post-secondary educational institutions and organizations to facilitate the identification of best or evidenced based practices, leveraged resources, and improved coordination.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

Michigan Rehabilitation Services (MRS) ~~plans to~~ will continue to identify needs and provide resources, as available, to improve the efficacy of community rehabilitation programs in Michigan. Improvements are ~~will be~~ based on the findings of the 2020 Comprehensive Statewide Needs Assessment, input from the state rehabilitation council, the MRS Strategic Plan, and collaboration with WIOA core program partners. Strategies include, but are not limited to the following:

- Increasing communication with community rehabilitation programs through consistent meetings which involve both the Vocational Rehabilitation (VR) and provider staff to discuss service requirements, opportunities, expectations, challenges, and resolutions;
- Provide training to community rehabilitation providers;
- Conduct targeted outreach for providers in areas with identified service gaps;
- Collaborate with SRC to identify community agencies and programs to establish new and varied provider and liaison relationships;
- Collaborate with community organizations to increase awareness of MRS and advance the mission of the bureau;
- Embrace the dual customer approach and partner with business to meet their training, recruitment, hiring, accommodation, and retention needs; and
- Engage the provider network in the process of establishing reasonable rates as defined in 2 CFR 200.

Michigan Career and Technical Institute

- Detailed in section j.2. - Through independent studies and internal quality improvement reviews, MCTI has identified improvements necessary to maintain existing infrastructure or general equipment required for instructional purposes.

- FY 2022 appropriation - $5,000,000 non-federal for facility plumbing, mechanicals and electrical.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

Strategies to improve performance are listed in the section above entitled "(1) The methods to be used to expand and improve services to individuals with disabilities."

Michigan Rehabilitation Services (MRS) ~~will negotiate performance measures with core partners and develop strategies to improve performance, per~~ negotiated Measurable Skills Gains rates with Rehabilitation Services Administration for Program Year 2020. The negotiated rate assigned was 20 percent. MRS achieved an annual MSG rate of 46.1 percent. The remaining ~~All~~ performance accountability measures of Section 116 of the Workforce Innovation and Opportunity Act (WIOA) have been identified as baseline measures for Vocational Rehabilitation (VR) programs.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

Collaboration and alignment strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities include, but are not limited to:

- Common intake procedures
- Aligning terminology
- Integrating technology
- Targeted outreach
- Enhancing access to available services
- Improving data sharing and analysis
- Sharing knowledge to facilitate referrals
- Increasing co-enrollment of partner-program participants
- Coordinating policy development
- Public sector partnerships
- Developing and implementing sector strategies
- Promoting and targeting high wage, high skill, and high demand jobs

- Developing career pathways
- Aligning education, credentialing, and placement
- Expanding work-based learning opportunities
- Planning for the impacts of disruptive technology and innovation
- Increasing school career and workforce professionals' knowledge and exposure to the job opportunities in Michigan

Continuous improvement strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities include, but are not limited to:

- Coordinating funding streams
- Assessing systems collaboratively to ensure continuous improvement
- Coordinating with local and regional areas
- Targeted distribution of available funding streams
- Targeted acquisition of new funding streams and other resources
- Working closely with each Workforce Innovation and Opportunity Act (WIOA)-designated region
- Promoting career readiness
- Continuous improvement of workforce development strategies
- Continued development and dissemination of online resources

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 will use the goals (identified in *Section l)* and strategies (identified in *Section o)* in this State Plan to determine staffing for initiatives, funding appropriations, and address the Vocational Rehabilitation (VR) needs identified in the triennial needs assessment to improve services to consumers with disabilities. The agency will appoint staff members to coordinate and conduct activities to achieve identified goals and strategies.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

MRS will continue to support the State Rehabilitation Council and the State Independent Living Council through:

- Funding as defined under 34 CFR 361.35; and
- Joint efforts to expand services to individuals with disabilities.

MRS continues to work with existing and new partners to identify opportunities to increase access and participation in the Vocational Rehabilitation (VR) and Supported Employment (SE) programs. MRS will use the recommendations in the 2020 Comprehensive Statewide Needs Assessment (CSNA) to expand Innovation and Expansion (I & E) activities that meet the need of underserved population and/or align with the goals identified in section I.

Strategies to support I & E activities may include, but are not limited to expanding or building:

- The use of real-time labor market information and transferable skill analysis to explore career pathways that align with workforce opportunities.
- The use of evidence-based or promising practices in the delivery of pre-employment transition services, ~~supported employment~~ SE and other VR services.
- Practices to increase enrollment in post-secondary training leading to a recognized credential.
- The provision of VR services to students and youth with disabilities experiencing multiple barriers to employment
- Subject matter expertise to facilitate SE ~~Supported Employment~~, Customized Employment, and other evidenced-based practices to meet the unique needs of individuals with the most significant disabilities.
- Collaboration with the business community to expand opportunities for workforce inclusion of all individuals with disabilities
- The use of ~~business~~ relevant data~~/~~ and analytics to predict, influence and support actions.
- Virtual services during pandemic - Implement use of virtual services for vendors, partners, and customers for continuation of VR service delivery.
    - Virtual services during the pandemic continue to be facilitated by innovative training and policies designed to reduce barriers to service delivery and ensure federal compliance with VR regulations.
- Services for underserved populations - Increase targeted outreach to organizations that work with underserved and disconnected populations to increase awareness and utilization of VR services.
- Compassion Awareness Acceptance Validation and Empowerment is a research-based youth engagement model which encourages early and consistent engagement to increase customer connectivity and successful outcomes. Understanding there is a link between customer engagement and successful outcomes, employees trained in this model in 2019 are encouraged to use the skills acquired in this valuable training.
- Implementation of a Learning Management System (Moodle) to allow Michigan Career Technical Institute (MCTI) to provide assessment, eliminate skill gap deficits and provide occupational training during building closure.

- Career and Technical Education (CTE) and business outreach through Michigan Statewide Targeted Apprenticeship Inclusion & Readiness System. This grant will enable workers to enroll in registered apprenticeship programs. It will focus on those most severely impacted by COVID-19 and expand registered apprenticeship opportunities for women, people of color, individuals with disabilities, and those without a high school diploma or equivalent.

- CTE and business outreach through the Michigan Youth Apprenticeship Readiness Network. This project will accelerate the development of youth for high-skill, high-wage careers. Youth enrolled in secondary or post-secondary education, or reconnected (Out-of-School-Youth), will also be co-enrolled in Registered Apprenticeship Programs (RAPs) filling critical job openings, to help secure Michigan's short-term and long-term success.

- The Michigan Disability Rights Coalition (MDRC), in partnership with MRS, is launching an open-ended, no cost loan program for iPads to MRS customers who meet the general criteria of the program. The program is targeted for Detroit Renaissance, Western Wayne, and Macomb MRS customers.

- MRS utilizes the Michigan Business Resource System (MiBRS) as a case record management system to track interactions between the agency and businesses. MiBRS tracks business information including name, industry, size, type, location, and contacts. Additionally, MiBRS tracks business attributes, community resources, job details, and business service history. Business attributes include job shadowing, internships, working with youth, job exploration, returning citizens, federal contractor status, and other data elements. MiBRS, in combination with client data from the Aware case record management system, allows MRS staff to connect the needs of business customers to the vocational goals of client customers.

- MRS collaborates with Michigan State University (MSU) Project Excellence to distribute and analyze business customer feedback through evaluation surveys. Starting in 2021, through MSU, MRS began sending surveys to business customers through email rather than traditional mailing of paper surveys, which has led to a higher response rate and a greater ability to make quantitative decisions about business services offered by the agency.

- MRS partners with Workforce Development to provide virtual job fairs through the Brazen platform, inclusive of talent pipeline development and education/outreach for the dual customer. VR provided consultation to the Brazen platform for accessibility purposes.

- MRS conducted virtual business spotlight events for vocational rehabilitation counselors, client customers, and workforce development partners. Business spotlights provided information on career opportunities.

- Program modifications to the annual dual-customer recognition event, the MRS Champion Awards, to allow for virtual participation and recognition.

- MRS has a robust Diversity Equity & Inclusion (DEI) Team. The team consists of internal and external stakeholders who have undergone training to address systemic

racism. Subcommittees of this team are focused on efforts to assess bias in the bureau's VR policies as well as bolster cultural understanding among staff, recruitment strategies and training, service delivery and leadership. In addition, MRS plays a significant role in the Department's DEI team which has resulted in diverse Lunch & Learn topics, a wide range of speakers, and other opportunities to enhance understanding of past and present diversity issues as well as strategies for improving equality and equity of various groups.

- The Governor's Sixty by 30 initiative is designed to increase the number of Michiganders ages 25-64 with a degree or certificate to 60 percent by 2030. To support this initiative, MRS continues to enhance the skills and knowledge of individuals with disabilities by promoting advanced training and post-secondary education. As a result, we continue to see significant increases in the number of individuals who are obtaining measurable skills gains and certificates.

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.

Strategies to improve access include evaluation of all MRS offices, publications and all other electronic media utilized by consumers. MRS uses information from the Comprehensive Statewide Needs Assessment, as well as consumer, staff, provider and SRC input to identify areas where access can be improved.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

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

~~Although listed under a primary goal, the positive synergy resulting from the following strategies crossed goals.~~

~~**GOAL 1** - Strong Fortified Partnerships~~

~~**Strategies**~~

- ~~Engaged in strategic partnership with Centers for Independent Living (CILs) and Community Rehabilitation Organizations (CROs) that enhance and/or expand the provision of VR services.~~
- ~~Maximized opportunities to align with WIOA core programs and stakeholders to improve workforce development activities and service delivery.~~

- ~~Developed formal or informal communities of practice to promote understanding, cooperation, and communication between WIOA core programs and stakeholders.~~
- ~~Continued fiscal stewardship and resource development to maximize opportunities resulting in Federal match.~~
- ~~Increased competitive integrated employment opportunities for veteran with disabilities through renewed collaboration with the US Department of Veteran Affairs, Michigan Veterans Affairs Agency, and local level community action teams.~~
- ~~Lead the expansion of Project Search in partnership with the Bureau of Services for Blind Persons, Michigan Department of Education, Local Education Agencies, Centers for Independent Living, Community Rehabilitation Organizations, and other local agencies.~~
- ~~In partnership with the Michigan Department of Natural Resources (DNR), expanded work-based learning experiences for students with disabilities at Parks and Recreation Division sites.~~
- ~~Supported Executive Order 2015-15 establishing Employment First in Michigan.~~
- ~~Supported the Pathways to Potential initiative through the provision of VR services in partnership with the Department of Health and Human Services (DSA).~~
- ~~Supported Executive Directive 2014-1 establishing the Employment Opportunities for Individuals with Disabilities initiative.~~

Goal 1: Promote the integration of individuals with disabilities and business as our dual customer.

Strategies

- Virtual business services:
    - Monthly virtual "First Friday" events engage customers, provide relevant information related to employment acquisition and retention, facilitate informed decision making, as well as increase participation in the Vocational Rehabilitation (VR) process. VR staff, community leaders, and other partners have participated in these events.
    - Wired Wednesday events provide training and assistive technology guidance on information technology related to communication and activities of daily living.
    - MRS partners with the national diversity council and the Michigan diversity council to deliver continuous outreach and education to the public and business community.
- Exceptional Academy and Bridge to Opportunity - Short term technology training with participants exiting with a recognized credential in a high demand sector.
- Occupational Advisory Groups - Provides a liaison between business and Michigan Career & Technical Institute (MCTI) occupational training programs. Groups provide

insight and guidance on curriculum, training equipment, industry needs, and assist with developing programs offering real world experience for MCTI students.

- Educate and connect students and youth with disabilities with business partners to explore employment opportunities.
- Increase collaboration with business to educate and offer opportunities to individuals with the most significant disabilities requiring supported employment or customized employment services.

~~**GOAL 2** - Motivated Enthusiastic Staff~~

~~**Strategies**~~

- ~~Provided professional development opportunities to increase proficiency in Motivational Interviewing.~~
- ~~Maximized opportunities for staff engagement as defined by each division's Employee Engagement Plan.~~
- ~~Clarified and redefined performance goals to align with WIOA performance indicators.~~

Goal 2: Advance the provision of vocational rehabilitation services to students and youth with disabilities.

Strategies

- Virtual Services
- Michigan Youth Apprenticeship Readiness Network will increase participation of youth and prepare them for highly skilled, high-wage careers in diverse industry sectors.
- Developing standardized transition resources to share with partners including videos, presentations, and other materials.
- Project SEARCH (PS) - Michigan has approximately 20 PS sites jointly developed by MRS, education and businesses. See section d.1.
- Conduct a quarterly community of practice for transition counselors to share and discuss effective strategies to successfully serve students and youth with disabilities.
- Partner with the Department of Natural Resources to identify permanent job opportunities for students with disabilities that have completed the work-based learning program, as well as other qualified VR customers.
- Annually renew the interagency agreement with Juvenile Justice partners to provide vocational rehabilitation services to adjudicated youth at two state-run residential facilities. See section d.1.

- Planning to fill a counselor position on Michigan State University's campus. This position has remained unfilled due to COVID -19.
- Conducted a four-year study of Pre-ETS potentially eligible customers with Michigan State University-Project Excellence on services provided and the effectiveness of services received.
- Provided business connectivity and career exploration to enhance skills and credentials for the hiring of youth and students with disabilities.
- Collaborated with Michigan Works! and the University of Michigan to organize the SummerWorks program. SummerWorks is the Washtenaw County Summer Youth Employment Program, a ten-week summer employment and mentorship program that pairs local employers with young adults aged 16-24. It connects youth to resources for building professional networks, exploring career opportunities, and developing essential job and leadership skills.
- MRS is advancing the profession of Occupational Therapy in VR by directly employing Occupational Therapists to provide to our dual customer direct consultation related to workplace accommodations, universal design concepts, and reducing barriers to employment and performing major life functions.

~~**GOAL 3** - Excellent Customer Service~~

~~**Strategies**~~

- ~~Implemented innovative, evidence based, or promising practices designed to increase competitive integrated employment outcomes and align with WIOA mandates.~~
- ~~Developed and implemented internal controls to improve compliance with Federal and state laws, regulations, and policy.~~
- ~~Expanded business services and promoted the dual-customer concept. Michigan Rehabilitation Services is implementing a proprietary customer relationship management system to track services aligned with WIOA performance indicator 6, Effectiveness in Serving Employers.~~
- ~~Increased competitive integrated employment outcomes for unserved, underserved, or emerging populations as identified in the 2017 CSNA.~~
- ~~Assessed customer satisfaction rates and adjusted VR service delivery based on results.~~
- ~~Michigan Career and Technical Institute will expand a promising workforce strategy proven successful in helping individuals with significant barriers become trained as a Certified Nurse Aide (CNA).~~
- ~~Obtained an overall customer satisfaction rate of 91 percent at Plan and 86 percent at exit.~~

Goal 3: Maximize opportunities for all individuals with disabilities to achieve competitive integrated employment.

Strategies

- National Employment Team (NET): the national network of the 78 public Vocational Rehabilitation (VR) programs supports a united or "one company" approach to working with business customers. This creates a coordinated approach to serving business customers through a national VR team specializing in employer development, business consulting and corporate relations. The NET supports a dual customer base, meeting the employment needs of business through qualified applicants and support services provided by the public VR system.
- State VR representative was formally included in the governor appointed MI Autism Council to support the employment needs of individuals with Autism Spectrum Disorder.
- State VR is represented as an ad hoc member of the National Industry Liaison Group, Local Charter to promote the VR talent pool to federal contractors.
- As the lead agency, MRS has developed a working relationship with the State Assistive Technology Grant implementing agency, Michigan Disability Rights Coalition, to support the accessibility needs of our dual customers inclusive of recruitment and retention.
- Community of practice for Occupational Therapists and Assistive Technology Consultants.
- MRS was awarded the Rehabilitation Services Administration Disability Innovation Fund Grant, Project Science Technology Engineering Mathematics Medicine (STEMM-UP) to serve racial/ethnic minorities and other marginalized groups to improve education and employment opportunities specific to STEMM industries/fields.
- Developed customized employment training modules for VR counselors and community rehabilitation organizations.
- Provided targeted employment services training (with emphasis on customized employment) for VR staff through two cohorts. This training was developed and delivered by the Association of Community Rehabilitation Educators.
- Provided supported employment (SE) training to transition counselors focusing on allowable services, process, and partnerships.
- Exploring available training for staff to better serve customers experiencing mental health-related barriers.
- MRS maintains a seat on the governor appointed Committee on the Purpose of Goods and Services from Community Rehabilitation Organizations as required to advise on goods and services purchased.

- MRS maintains a seat on the Developmental Disabilities Council.
- Established a diversity, equity, and inclusion (DEI) team focusing on goals to improve leadership, culture, recruitment and training, and service delivery.
- MRS maintains a seat on the Labor and Economic Opportunity (LEO) - DEI work group to improve department wide competence and practices.
- MRS was awarded a federal grant to establish Michigan Statewide Targeted Apprenticeship Inclusion and Readiness System to expand registered apprenticeships for populations most severely impacted by COVID-19. Populations included in the grant are women, people of color, individuals with disabilities, and those without a high school diploma or equivalent.

~~**GOAL 4** - High Producing Vocational Rehabilitation, Nationally~~

~~**Strategies**~~

- ~~Increased the Adjusted Rehabilitation Rate.~~

Goal 4: Collaborate and align with Workforce Innovation and Opportunity Act (WIOA) core and other strategic partners.

Strategies

- MRS collaborates with many strategic partners through formal agreements. See section c.1.
- The Office of Federal Contract Compliance Programs (OFCCP) continually provides resources that are helpful to contractors to assist them in complying with their equal employment opportunity obligations. OFCCP has formed a collaborative relationship with the Council of State Administrators of Vocational Rehabilitation (CSAVR) and on September 11, 2020, OFCCP and CSAVR signed a non-binding Memorandum of Understanding (MOU).
- State Wage Interchange System Agreement
- Michigan Economic Development Corporation Business Development Managers will include appropriate Labor and Economic Opportunity (LEO) – Employment and Training (E&T) staff (specifically, Business Relations Consultants and Talent Development Liaisons in meetings when talent retention, expansion, and/or attraction is expressed as a primary meeting objective and the company's needs span across multiple regions.
- Job Corps MOU
- The E&T division within LEO (inclusive of Bureau of Services for Blind Persons, Michigan Rehabilitation Services, and Workforce Development) has taken the initiative to internally streamline these state resources to better serve our dual customer including further collaboration with our community and workforce partners. The intention of this initiative is to simplify access to services and supports (both internal and external) for our dual customer.

- Strategic partnership with the E&T division communications team to develop better public outreach strategies impacting:
    - Agency and department website design.
    - State labor exchange system (Pure Michigan Talent Connect).
    - Emailing listservs to over 10,000 businesses and individuals to share and promote agency activities, resources, and employment opportunities.
- Partner with Workforce Development, Business and Industry and Pine Lake Fund to implement the Michigan Statewide Targeted Apprenticeship Inclusion Readiness System, Michigan Youth Readiness Apprenticeship Network Grant, and the Michigan Statewide Apprenticeship Advisory Board.
- VR representation on local workforce development boards.
- VR maintains space and staff positions located within Michigan Works! offices
    - Infrastructure MOUs in place to meet federal requirements.
- MRS business services division continues to develop programming and partnerships with local Michigan Works! for dual customers. See P1a, Strategic Goal 2.
- MRS collaborates with Regional Adult Education Outreach for resource sharing, referral, and business engagement activities.
- MRS has representation on the statewide Michigan Interagency Transition Team which includes WIOA core partners. See section d.1.

Goal 5: Leverage the use of data and analytics to drive innovation, continuous improvement, and measure success.

Strategies

- Established a Data Review Team to regularly meet and review agency data; and make recommendations for dissemination and information sharing.
- Disseminate federal and state WIOA performance indicator data to demonstrate progress achieving goals.
- Maintains a contractual relationship with MSU-Project Excellence to evaluate specific topic areas for performance and service delivery improvement. This partnership also completes the customer satisfaction surveys and the Comprehensive Statewide Needs Assessment to satisfy federal requirements.
- MRS uses the Michigan Business Resource System (MiBRS) as a case record management platform to track interactions between the agency and businesses. MiBRS collects business information including name, industry, size, type, location, business attributes, community resources, job details, and business service history. MiBRS, in combination with client data from the Aware case

record management system, allows MRS staff to connect the needs of business customers to the vocational goals of client customers.

- Established a work group focused on successful implementation of policy directive 19-03. This work group regularly meets to identify and develop training and resources, in addition to refining internal control processes and ensuring valid data.
- Conduct regular case reviews of program data to achieve federal reporting requirements.
- Use Tableau to develop more detailed reports beyond the capabilities of Aware.
- Monitor the delivery of benefits counseling to SSA recipients to promote the value of the service and expand outreach and training opportunities for recipients and staff.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

While progress was made and goals were achieved, MRS experienced the following factors that impacted specific goals or priorities:

~~**Priority 1:** Actively seek resources to capture full federal award~~

- ~~Cuts to State appropriated funds used as non-Federal share for purposes of match.~~

~~**Priority 4:** Implementation of the WIOA. (d) alignment with the workforce core program~~

- ~~Lack of a uniform method and means to collect and share data between WIOA core programs.~~
- ~~WIOA core programs under the organizational and administrative control of different state departments.~~
- ~~The transfer of WIOA core programs to a newly created State department.~~
- Continuous challenges to align with workforce core program data due to a lack of consistency among the reporting systems.
- MRS experienced organizational challenges related to the COVID-19 pandemic as follows:
    - Diminished capacity to comply with 34 CFR 361.65 requiring 15 percent of the State's federal allotment be used for the provision of pre-employment transition services benefiting students with disabilities.
    - Significantly limited access to students with disabilities in the secondary school setting due to mandated closures and ongoing restrictions.
    - Temporary disruption of VR services supporting individuals with disabilities currently enrolled in post-secondary education or training programs.

- Reduced capacity at MCTI to enable enrollment of students on campus.
- State office building closures (March 2020-July 2021) resulted in remote working, thus exposing a lack of technological infrastructure (internet access, supply chain issues) – internally and for providers, partners, and customers.
- A state-wide hiring freeze was immediately imposed, pay restrictions were incorporated (discretionary spending), and staff were furloughed.
- Adjustment of staff and customers to engage in virtual service delivery.
- Temporary restrictions and ongoing challenges for businesses and other partners related to staffing levels, access to technology and consistent program delivery.
- Reduced customer engagement due to underlying health conditions and/or concerns.
- Limitations to Aware to provide reports and inadequate data/analytics.

MRS continues to build and carryout strategies to respond to these and other issues.

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

Strategies that contribute to the achievement of the goals are as follows:

- Engaged Community Rehabilitation Programs to assist in identifying employers who are willing to customize employment for individuals with disabilities.
- Continued collaboration with the Behavioral Health and Developmental Disabilities Administration (BHDDA) and the Michigan Developmental Disabilities Council.
- Increased employer engagement activities through the MRS Business Network Division and collaboration with WIOA core program partners.
- Educated stakeholders on BHDDA and MRS Interagency Agreement ~~Memorandum of Understanding~~ intended to increase competitive integrated employment outcomes (including supported and customized) for individuals with disabilities including those with the most significant disabilities jointly served by both agencies.
- Continued collaboration in Michigan's Employment First initiative.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

- Michigan Rehabilitation Services desires to provide Supported Employment services was complicated by the lack of sufficient partner resources and commitments of long-term supports. As budgets are reduced at state and local levels, creative resource sharing and options are being explored with stakeholders.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

Michigan Rehabilitation Services (MRS) negotiated Measurable Skills Gains rates with Rehabilitation Services Administration for Program Year 2020. The negotiated rate assigned was 20 percent. MRS achieved an annual MSG rate of 46.1 percent. The remaining ~~All~~ performance accountability measures of Section 116 of the Workforce Innovation and Opportunity Act (WIOA) have been identified as baseline measures for Vocational Rehabilitation (VR) programs. The MRS executive team regularly reviews available information to evaluate and improve performance. MRS will continue this process until benchmarks have been established and levels of performance have been negotiated with the RSA.

Achievement of the state goals will support the achievement of the performance accountability measures.

~~Michigan Rehabilitation Services (MRS) has not reported, nor historically collected data, on the six performance accountability indicators under section 116 of the Workforce Innovation and Opportunity Act. MRS is unable to predict its future performance on any of the six performance indicators, including the Supported Employment program goals, until baseline targets have been established.~~ MRS has co-signed the State Wage System Data Sharing Agreement in order to collect the data necessary for determining baseline indicators and future reporting. As MRS is still accumulating baseline data for the remaining performance indicators, ~~all indicators are marked as "To Be Determined" in~~ Appendix C will be updated in the next required submission of the Unified State Plan, per instructions.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Federal Fiscal Year (FFY) ~~2019~~ 2021 Innovation and Expansion (I&E) expenditures consistent with our Comprehensive Statewide Needs Assessment and Long-Term plan were:

- State Independent Living Council - $~~98,111~~ 23,820
- Michigan Council for Rehabilitation Services - $~~77,685~~ 17,841
- ~~MCTI CNA Training - $62,755~~
- Customized Employment Training -$42,373
- Case Service – Employment First – $19,067
- Case Service – Innovation Projects - $41,900
- Total I & E Expenditures - $~~238,551~~ 145,001

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 (MRS) offers statewide Supported Employment services, including Customized Employment, for individuals and youth with the most significant disabilities to achieve competitive integrated employment outcomes.

The Memorandum of Understanding (MOU), referenced in sections f. and p., ensures individuals with developmental disabilities, as well as those with severe and persistent mental illness, receive coordinated services to increase competitive integrated employment outcomes.

A multiagency MOU was established between MRS, Michigan Department of Education (MDE), the Behavioral Health and Developmental Disabilities Administration (BHDDA), the Bureau of Services for Blind Persons, ~~Michigan~~ Workforce Development ~~Agency~~, and the Developmental Disabilities Council. The MOU goal is to increase interagency collaboration, leading to improved competitive integrated employment outcomes prior to exit from secondary education or connection to post-secondary training. This engagement and cooperation strengthen Supported Employment opportunities for students.

MRS, MDE, BHDDA, and other stakeholders participate in Michigan's Employment First initiative to improve competitive integrated employment outcomes for individuals with the most significant disabilities.

MRS collaborates with the local community mental health service providers (CMHSPs) on the person-centered planning process to develop individualized plans for employment. This includes required services and supports, service providers, Supported Employment goals, and Extended Service providers. MRS provides ongoing support services and follow-along until the customer has 90 days of stabilized employment. MRS then transfers the customer to Extended Services provided by community mental health or natural supports.

MRS may provide Extended Services to youth with disabilities requiring Supported Employment for up to four years, or until the youth reaches the age of 25, and/or until another service provider is identified. MRS may work with BHDDA to ensure Extended Services are provided for dually eligible students employed in competitive integrated settings.

MRS has many local Interagency Cash Transfer Agreements with CMHSPs which provide additional Supported Employment resources.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Customers have achieved stabilization and are ready for transition when the counselor, customer, and other stakeholders confirms: (1) intensive services in the IPE result in acceptable job performance and (2) a reasonable expectation that satisfactory job performance will be maintained with the individual based on ongoing support services being provided. MRS may provide up to 24 months of services prior to transition to an extended

service provider on a case-by-case basis when limited additional on-going services are needed.

MRS collects information about customers' supports and resources. The counselor and the extended service provider coordinate a transition plan, support needs, and ensure there are no service delivery gaps.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Michigan Rehabilitation Services

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , 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;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Michigan Department of Labor and Economic Opportunity

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[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , 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;

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;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) 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;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

~~Jeff Donofrio~~ Susan Corbin

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Director, Department of Labor and Economic Opportunity

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.

FOOTNOTES

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I 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.
[18] 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 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	~~Jeff Donofrio~~ Susan Corbin
Title of Signatory	Director, Department of Labor and Economic Opportunity
Date Signed	~~03/09/2020~~

ASSURANCES

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:**

The State Plan must include	Include
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. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.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 (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No

The State Plan must include	Include
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.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	
3.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)	
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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	No
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No
3.g. State wideness and waivers of state wideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of state wideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	Yes
3.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	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.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	
3.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	
3.m. The submission of reports as required by section 101(a)(10) of the Rehabilitation Act	

The State Plan must include	Include
4. Administration of the Provision of VR Services: The designated State agency, or designated State unit, as appropriate, assures that it will:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.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	
4.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? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	
4.e. 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	
4.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	
4.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	
4.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	
4.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	Yes
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. 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	

The State Plan must include	Include
4.j.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:	
5.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	
5.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	
5.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:	
6.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	
6.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:	
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.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	

The State Plan must include	Include
appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act	
7.b.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	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

~~For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit);~~
- ~~Median Earnings (Second Quarter after Exit);~~
- ~~Credential Attainment Rate; and~~
- ~~Measurable Skill Gains~~

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to~~

~~make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~
- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);
- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as "baseline, pursuant to section 116(d) of WIOA." The actual performance data reported by these programs for indicators designated as "baseline" for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as "baseline" for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as "baseline." Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state's plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators **Title IV - Vocational Rehabilitation**	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter After Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	17.2	19.0	17.3	20.0
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

Performance Indicators **Title IV - Vocational Rehabilitation**	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)				
Employment (Fourth Quarter After Exit)				
Median Earnings (Second Quarter After Exit)				
Credential Attainment Rate				
Measurable Skill Gains				
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] *"Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.*

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (BLIND)

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan [13] must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

_____

[13] Sec. 102(b)(2)(D)(iii) of WIOA

A. INPUT OF STATE REHABILITATION COUNCIL

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;

Michigan Council for Rehabilitation Services Mission & Vision

Mission: To improve public vocational rehabilitation (VR) services delivered by the Bureau of Services for Blind Persons (BSBP) and Michigan Rehabilitation Services (MRS).

Vision: BSBP and MRS will provide VR services utilizing service delivery models that are respectful, equitable and effective in achieving meaningful employment outcomes for people with disabilities

Additional details can be found at www.michigan.gov/mcrs.

Michigan Executive Order (EO) 2019-13

As required under 2 CFR 361.16, Executive Order (EO) 2019-13 established the Michigan Council for Rehabilitation Services (MCRS or Council) as the single State Rehabilitation Council (SRC) for the State's two designated State units (DSUs), Bureau of Services for Blind Persons (BSBP) and Michigan Rehabilitation Services (MRS). MCRS partners with both DSUs to meet SRC requirements and functions under 34 CFR 361.17.

EO 2019-13 also created the Department of Labor and Economic Opportunity (DLEO) and transferred the DSUs to the Department to serve as the designated state agency (DSA) as defined under the Rehabilitation Act of 1973 (Act), Public Law 93-112, as amended, 29 USC 701 et seq.

MCRS's expectation is E.O. 2019-13 will better enable the Council to advise the DSUs in the development of State goals and priorities specific to serving individuals with disabilities. This includes addressing the governor's goal of 60 percent of Michigan citizens achieving post-secondary credential attainment by 2030.

Required Functions and Performance

The following lists SRC functions and the Council's performance through fiscal year (FY) 2019:

1. Review, analyze, and advise the DSU regarding the performance of the State unit's responsibilities related to eligibility, including order of selection; the extent, scope, and effectiveness of services provided; and functions performed by State agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes.

- To review analyze and advise BSBP on performance, Council members participated in the following: (1) Appeals Hearings Redacted Reports; (2) Consultations with the Hearings Manager; (3) Consultation with the Client Assistance Program; (4) Customer Input at 2019 re: Con Conference MCRS booth; (5) Review of the 2017 Comprehensive Statewide Needs Assessment Report; (6) Annual Achievement Honor Roll Awards event; (7) Presentations of various BSBP data reports at MCRS Quarterly Business Meetings; and (8) Discussions with BSBP Staff at MCRS quarterly Business Meetings.

- BSBP reviews, updates, and creates policy on a regular basis at specific meetings scheduled for that purpose. MCRS members are invited to participate at each level of policy consideration. Input is also solicited from members at Quarterly Business Meetings.

- MRS and BSBP state directors serve as ex-officio Council members and participate in quarterly business meetings to update, engage, and respond to the full membership.

- Each DSU director has designated a state level administrator to serve as liaison to the MCRS. As requested by the Council or the DSU, these individuals provide information/updates/reports, respond to ad hoc inquiries, and participate in workgroups.

- Staff from both DSUs provided training and technical assistance at the Council's request, e.g., policy updates, WIOA performance accountability, VR processes, and pre-employment transition services.

2. In partnership with the DSU, develop, agree to, and review State goals and priorities; and evaluate the effectiveness of the vocational rehabilitation program and submit reports of progress to the Secretary.

- To assist in the development, review and agreement of the State goals and priorities the Council received a draft of the VR program specific section of the Unified State Plan (USP) and an invitation to contribute. Due to the transfer resulting from EO 2019-13 and new Council member appointments, full participation was only recently possible. In February, the eleven newly appointed members were provided an overview of USP process, (including goals and priorities), relevant regulatory requirements, and operational information about BSBP.

- Two MCRS members participated in BSBP's "Annual Stakeholder Meeting" in Lansing on May 17, 2019.

3. Advise the DSA and the DSU regarding activities carried out under the Act and assist in the preparation of the vocational rehabilitation services portion of the USP and amendments to the plan, applications, reports, needs assessments, and evaluations.

- See previous section #2.
- The DSUs have provided multiple opportunities for the Council to learn about WIOA through trainings and consultations.
- As required under 34 CFR 361.29, the Council and DSUs are engaged in finalizing the 2020 CSA. This initiative is in partnership with Project Excellence at MSU (PE-MSU) and has included the following:
    - Designed with input from an interagency committee of public and non-profit stakeholders.
    - Council member (two) participation on the interagency committee and participation (three members) in key informant interviews.
    - Data collection and analysis from:
        - Michigan disability statistics (e.g., American Community Survey, Behavioral Risk Factors Surveillance Survey, Current Population Survey) and other state level agency data (e.g., Social Security Administration, Special Education, Workforce Development);
        - Extant VR and Independent Living (IL) data (i.e., RSA-911, RSA-704);
        - Surveys conducted with service agency staff (e.g., MRS, BSBP, Centers for Independent Living(CIL), Community Mental Health (CMH), WD~~A~~, Incompass Michigan - formerly MARO);
        - Surveys conducted with individuals with disabilities and their family and friends; and
        - Semi-structured key informant telephone interviews.
- MCRS hosted a vendor booth at the 2019 annual state re: Con conference. The Council used the opportunity to disseminate and collect information from a variety of disability stakeholders. The results were shared in a report to the DSUs.
- Two Council members attended the “Family Engagement Training on Employment First” in Marquette. This training allowed for interaction between students with disabilities, parents, teachers, MRS/BSBP Counselors, and staff from service provider agencies. Discussion centered around the need for collaborative transition and employment programming for students with disabilities in Michigan’s Upper Peninsula.

4. To the extent feasible, conduct a review and analysis of the effectiveness and consumer satisfaction with VR services and employment outcomes, including employment benefits.

- BSBP Customer Satisfaction information was provided to MCRS through a variety of sources including: (1) Consultation with both the Client Assistance Program (CAP)

and the Hearings Manager; (2) BSBP Data review; (3) Public Comment; (4) Informal interactions with current and past Customers; (5) Reports provided during regular Council meetings; (6) Quarterly discussions with BSBP managers and staff regarding customer satisfaction and related issues; and (7) the experiences of some MCRS members.

- BSBP does not have a comprehensive Customer Satisfaction Survey process. However, BSBP uses a variety of methods to capture Customer Satisfaction throughout their service delivery system. BSBP staff is interested in working with MCRS in exploring innovative, accessible, and engaging ways of capturing satisfaction data. MCRS members will be forming an ad hoc work group to explore options in FY2020. Options will include methods other than the more traditional mail in survey instrument.
- MCRS members participated in BSBP's "Achievement Honor Roll Awards" event, which empowered customers through "recognition of their exemplary goal achievements in employment and/or independent living after vision loss". Honorees were nominated by BSBP staff, for attaining independence through the diverse set of quality services offered by BSBP. Talking with Honorees about their struggles and successes created a most memorable day.
- MCRS Business Meetings offer the opportunity for all members to access information, participate in open Q&A interactions with BSBP staff, and offer their personal perspectives and those of the constituent groups they represent. All requested information has been provided by BSBP in user friendly formats and in a timely manner.
- Customer satisfaction and continuous improvement are ongoing goals for BSBP and the Council. To that end, the Council suggests collecting segmented satisfaction data from students with disabilities, parents of minors receiving VR services, and the business customer.

5. Prepare and submit to the Governor and to the Secretary no later than 90 days after the end of the Federal fiscal year an annual report on the status of vocational rehabilitation programs operated within the State and make the report available to the public through appropriate modes of communication.

- MCRS creates an Annual Report each fiscal year. The report presents a summary of the Council's activities and outcomes and provides a summary of BSBP program data and outcomes. The FY 2019 MCRS Annual Report was submitted to RSA in December. It was subsequently submitted to Michigan's Governor, MRS and BSBP, various VR partners, and posted on the Council's website.

6. To avoid duplication of efforts and enhance the number of individuals served, coordinate activities with the activities of other councils within the State, including Statewide Independent Living Council, the Special Education Advisory Council established under the Individuals with Disabilities Education Act, the Developmental Disabilities Council, the State Mental Health Planning Council, the State Workforce Development Board, and with the activities of entities carrying out programs under the Assistive Technology Act of 1998.

- The Council's coordinating activities with Michigan's Statewide Independent Living Council (SILC) include: (1) the Chair of the SILC is an appointed MCRS member; (2) the Executive Director of MiSILC and the Chair of MCRS consult frequently with one another; (3) the MCRS is holding a New Member Orientation at the offices of the Lansing CIL; (4) the MiSILC Director and the SILC Chair are presenting at the Council's New Member Orientation; (5) The MCRS Chair and/or Vice Chair participate in SILC's Business Meetings.
- A priority for MCRS in FY 2020 is to expand engagement with all councils as identified in SRC regulatory functions.
- MCRS members attended the fall re: con, Michigan's premier statewide VR conference and the spring VR Leadership Conference. Both conferences were opportunities to learn from local, state, and national VR stakeholders.

7. Provide for coordination and the establishment of working relationships between the designated State agency and the Statewide Independent Living Council and centers for independent living within the State.

- In Michigan, the Centers for Independent Living association, Disability Network/Michigan, and the Statewide Independent Living Council (SILC) have a long-standing partnership with BSBP. The MCRS works to enhance this partnership by continually advocating on behalf of the independent living needs of customers of BSBP. As described in item 6 above, the Council is actively working to improve collaboration with the SILC.
- The Chairperson of the SILC was appointed to the MCRS in August 2019. Other disability agencies and organizations are represented by members including Special Education, the Parent Training Center, Centers for Independent Living, Community Rehabilitation Organizations, the Client Assistance Program, and Native American VR.

8. Perform other functions consistent with the purpose of the Rehabilitation Act. Highlights of other Michigan Council for Rehabilitation Services Functions include the following activities.

- MCRS conducts four required quarterly business meetings.
- MCRS complies with Michigan's Open Meetings Act requirements.
- The MCRS Chairperson and Vice Chairperson represent Michigan in the National Coalition of State Rehabilitation Councils (NCSRC). Council members regularly participate in national conference calls to learn and share practices with other SRCs. The NCSRC website is also a source for training and technical assistance information. The MCRS is utilizing NCSRC information to design an orientation for new members in FY 2020.
- Three MCRS members of the Executive Team participated in national conferences of the National Coalition of State Rehabilitation Councils (NCSRC), the Council of State Administrators of Vocational Rehabilitation (CSAVR), and the National Council of State Agencies for the Blind (NCSAB), in Bethesda in April 2019.

- An example of the effectiveness of the MCRS/DSUs partnership, was the joint planning and preparation for visits to Capitol Hill during CSAVR in April 2019. Teams consisting of Michigan VR/SRC members successfully met with legislators in Washington to impress the relevance and positive impact which VR delivers for individuals with disabilities and business.

MCRS Plans for Federal Fiscal Year (FFY) 2020

- FY2019 was a year of change and reorganization for MCRS. As of January 2020, eleven new members were appointed by Governor Whitmer with four continuing members. The Council is strengthened and renewed through the new membership. The Council will continue to work with Governor Whitmer's Appointment Office to seek candidates for open positions, specifically Business, Industry and Labor.
- The MCRS Chairperson and Vice Chairperson, along with one member at large of the Executive Team (ET) continue in their appointments. MCRS will hold an election to fill vacated ET positions.
- Council members selected "learning more about transition services for youth with disabilities as they move from school to adult life" as a priority for FY2020.
- An additional goal for FY2020 is collaborating with other disability related groups to achieve common goals for Michigan's citizens with disabilities.

MCRS Recommendations to BSBP for the 2020-23 Unified State Plan

Based on a review of the BSBP VR Section of Michigan's USP, the Michigan Council for Rehabilitation Services (MCRS) developed the following recommendations. MCRS members are interested in collaborating with BSBP to implement these recommendations in the years ahead.

1. MCRS acknowledges the need for utilizing a variety of methods to ensure valid and reliable Customer Satisfaction data. The Council recommends that BSBP explore innovative, accessible, and engaging ways of capturing satisfaction data from their dual customers of businesses and individuals with disabilities. One additional focus is to create a method to capture meaningful responses from transition age students, youth, and young adults.
2. MCRS acknowledges the need for accurate information about the impact of disability on career development opportunities. The Council recommends that BSBP engage with the Michigan Workforce Development Board by encouraging a combined educational initiative for Board members and partners to learn about pertinent provisions of WIOA and how they impact persons with disabilities seeking education, training, and employment. One focus is addressing employer's perceptions of disability that may limit opportunities for training, employment, and career development.
3. MCRS acknowledges the importance of collaborating with other agencies and organizations to achieve positive outcomes for people with disabilities. Some years ago, Michigan disability organizations worked together to create a "Common Disability Agenda", a written document that guided multiple efforts toward achieving

specific outcomes through the coordination of resources and efforts. The Council recommends that BSBP assume a leadership role in creating a collaborative with a new 2020 Agenda to achieve common goals benefitting people with disabilities across Michigan.

4. MCRS acknowledges the importance of continual outreach to offer vocational rehabilitation services to diverse and underserved groups of Michigan citizens. When the results of the 2020 CSNA are available in March, the MCRS recommends that BSBP utilize results to implement strategies to address discrepancies in access to VR services among underserved groups across all geographic regions of Michigan.

5. MCRS acknowledges the importance of Michigan's Comprehensive Statewide Needs Assessment. The Council recommends that BSBP partners with MRS, Special Education and others to conduct research similar to the CSNA focusing on the needs, services and outcomes for Michigan's transition age youth and young adults.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

1. The Michigan Council for Rehabilitation Services (MCRS or Council) acknowledges the need for utilizing a variety of methods to ensure valid and reliable Customer Satisfaction data. The Council recommends that the Bureau of Services for Blind Persons (BSBP) explore innovative, accessible and engaging ways of capturing satisfaction data from their dual customers of businesses and individuals with disabilities. One additional focus is to create a method to capture meaningful responses from transition age students, youth, and young adults.

   BSBP Training Center conducts a satisfaction survey for participants and that survey is available upon request. BSBP - Pre-Employment Transition Services (Pre-ETS) programs incorporate a feedback form for students and parents. For Vocational Rehabilitation services a consistent method and routine of customer feedback from participants and businesses is not yet developed and BPBP is interested in designing a consumer satisfaction tool with the council's input that can use to inform customer services.

2. MCRS acknowledges the need for accurate information about the impact of disability on career development opportunities. The Council recommends that BSBP engage with the Michigan Workforce Development Board by encouraging a combined educational initiative for Board members and partners to learn about pertinent provisions of the Workforce innovation and Opportunity Act (WIOA) and how they impact persons with disabilities seeking education, training and employment. One focus is addressing employer's perceptions of disability that may limit opportunities for training, employment and career development.

   BSBP's recent transfer to the Department of Labor and Economic Opportunity (LEO) has allowed for enhanced engagement of Workforce. The Employment and Training Division which includes BSBP also includes ~~the~~ Workforce Development (WD)

~~Agency~~. BSBP now participates monthly in the Council of Directors of Michigan Works! Agencies. BSBP is represented on some local Workforce Development Boards. BSBP is dedicated to increasing an awareness of the talents that BSBP's customers possess and will continue to address employer perceptions of disability that may limit opportunities for training, employment and career development.

3. MCRS acknowledges the importance of collaborating with other agencies and organizations to achieve positive outcomes for people with disabilities. Some years ago, Michigan disability organizations worked together to create a "Common Disability Agenda", a written document that guided multiple efforts toward achieving specific outcomes through the coordination of resources and efforts. The Council recommends that BSBP assume a leadership role in creating a collaborative with a new 2020 Agenda to achieve common goals benefitting people with disabilities across Michigan.

   Key strategic focus areas of LEO include ~~investing in~~ the closure of equity gaps and removing barriers to employment. BSBP collaborates with Michigan Rehabilitation Services (MRS), WD and other agencies currently to achieve shared common goals. Examples include but are not limited to:

   BSBP is represented on the Michigan Interagency Transition Team (MITT). This is a collaborative body comprised of members from public and non-profit agencies with a mission to improve secondary transition services for students with disabilities. In partnership with the National Technical Assistance Center on Transition, the MITT will be surveying transition stakeholders on services and supports currently available in the state.

   BSBP also utilizes the partnership with Michigan Low Incidence Outreach, which addresses the specific needs of students who are blind or visually impaired.

   BSBP and MRS work together on many projects to ensure that the needs of persons who are blind and visually impaired and who may have other disabilities are considered. Examples of BSBP and MRS collaboration include Employment First, Seamless Transition, and Customized Employment. BSBP has been and continues to be highly invested in collaborating in the implementation of Michigan's Employment First initiative as defined in Executive Order 2015-15 as further detailed in the Michigan Employment First Strategic Plan for Systems Transformation and Improving Competitive, Integrated Employment Outcomes.

4. MCRS acknowledges the importance of continual outreach to offer vocational rehabilitation services to diverse and underserved groups of Michigan citizens. When the results of the 2020 CSNA are available in March, the MCRS recommends that BSBP utilize results to implement strategies to address discrepancies in access to VR services among underserved groups across all geographic regions of Michigan.

   BSBP will utilize the information provided as a result of the most recent Comprehensive Statewide Needs Assessment (CSNA) when it is made available. BSBP has provided Michigan's Project Excellence team all information requested in order to ensure that the best interest of BSBP's consumers and Michigan's blind

citizens are represented in the CSNA. This will allow BSBP to strategically consider those needs and how to address challenges and celebrate successes. BSBP appreciates the support of the Council in this process.

5. MCRS acknowledges the importance of Michigan's Comprehensive Statewide Needs Assessment. The Council recommends that BSBP partners with MRS, Special Education and others to conduct research similar to the CSNA focusing on the needs, services and outcomes for Michigan's transition age youth and young adults.

   BSBP is represented on the Michigan Interagency Transition Team (MITT). This is a collaborative body comprised of members from public and non-profit agencies with a mission to improve secondary transition services for students with disabilities. In partnership with the National Technical Assistance Center on Transition, the MITT will be surveying transition stakeholders on services and supports currently available in the state. The purpose of the survey is to inform services and improve programming.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

The Bureau of Services for Blind Persons (BSBP) accepts all recommendations from the Council's input.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the state wideness 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 state wideness. BSBP develops Interagency Cash Transfer Agreements (ICTA) in various parts of the state as determined necessary by BSBP and Intermediate School District staff. These ICTA's are not available in all parts of the state. Currently, BSBP has established Interagency Cash Transfer Agreements with some ~~Macomb, Muskegon, and Ottawa county~~ intermediate school districts. These programs provide Pre-Employment Transition services to students in their service area from the five required categories.

~~The Bureau of Services for Blind Persons and the Macomb Intermediate School District (MISD) will work in partnership to provide career exploration, pre-employment training skills and transition services for school-to-work or higher education for students who are legally blind and continuing until meeting requirements for receiving a diploma or certificate of completion. These services are to provide the additional supports necessary for blind and visually impaired students to access and receive maximum benefit from the transition services offered to their sighted peers. Transition services are to enhance opportunities for legally blind and visually impaired students to experience positive employment options allowing them to continue toward gainful employment or further education after high school.~~

~~Through the Muskegon Intermediate School District's Successful Teens Exploring Positive Skills (STEPS) transition program, will work with teens ages 14 through 26 on developing daily living and job readiness skills in a fun and interactive environment. The program builds on skills explored during SITC and expands them into a year-round program. Summer in the City (SITC) is an eight-day long youth training program taught in a group setting; to reinforce job readiness skills and daily living skills including, but not limited to, budgeting, job shadowing, non-verbal communication skills, personal grooming, and orientation and mobility skills. The goal is to serve between 3-5 students this fiscal year in Muskegon County.~~

~~The services that will be provided under the Ottawa Interagency agreement includes 1) career exploration counseling; 2) work-based learning experiences, 3) post-secondary counseling; 4) workplace readiness training to develop social skills and independent living; and 5) instruction in self-advocacy. Students will also participate in the STEPS transition and SITC programs mentioned above.~~

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

The Bureau of Services for Blind Persons (BSBP) policy requires each ICTA to contain written assurance that outlines services to be incorporated into the Individualized Plan for Employment (IPE) prior to service provision.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

The Bureau of Services for Blind Persons (BSBP) policy requires each ICTA 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 requirements.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM

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;

The Bureau of Services for Blind Persons (BSBP) collaborates with a variety of state and local agencies to provide comprehensive rehabilitation services to individuals who are blind and visually impaired. Currently, BSBP does not have an agreement with Behavioral Health and Developmental Disabilities Administration (BHDDA). BSBP will negotiate an agreement with BHDDA. When the agreement or Memorandum of Understanding (MOU) with BHDDA is signed, it will create opportunities for BSBP to work cooperatively with state and local community mental health entities in order to maximize the ability of BSBP consumers to receive comprehensive mental health and developmental health related services.

The Bureau of Services for Blind Persons (BSBP) collaborates with a variety of state and local agencies to provide comprehensive rehabilitation services to individuals who are blind

and visually impaired. Currently, BSBP does have an agreement with Behavioral Health and Developmental Disabilities Administration (BHDDA). ~~BSBP will has negotiated an agreement with BHDDA.~~ ~~When~~ The agreement or Memorandum of Understanding (MOU) with BHDDA ~~is~~ was signed on October 1 2020. It ~~will~~ creates opportunities for BSBP to work cooperatively with state and local community mental health entities to maximize the ability of BSBP consumers to receive comprehensive mental health and developmental health related services.

BSBP continues to utilize MOUs with Institutions of Higher Education (IHE) 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. BSBP supports post-secondary training that leads to measurable skill gains and industry-recognized credential attainment.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

The Bureau of Services for Blind Persons currently refers consumers to the Assistive Technology loan fund which is administered through United Cerebral Palsy Michigan.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

The Bureau of Services for Blind Persons (BSBP) currently does not have an agreement under the Secretary of Rural Development of the Department of Agriculture. BSBP utilizes local advisory councils to share information regarding grants, funding and service availability that can benefit BSBP consumers 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. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

The Bureau of Services for Blind Persons (BSBP) co-location within the Michigan Department of Labor and Economic Opportunity as well as participation in Workforce Development Boards (WDB) facilitates collaboration among noneducational agencies serving out-of-school youth. Memorandums of Understanding and Infrastructure Funding Agreements with WDBs outline shared goals and encourage interagency referrals for the out-of-school programs allowing BSBP consumers to benefit.

5. STATE USE CONTRACTING PROGRAMS.

The Bureau of Services for Blind Persons does not have state use contracting programs.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. 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

The Bureau of Services for Blind Persons (BSBP) Pre-Employment Transition Services (Pre-ETS) unit composed of a statewide manager, a statewide consultant and a ~~data~~ departmental analyst supports the provision of Pre-ETS and transition services to students who are potentially eligible and those who are Vocational Rehabilitation (VR) consumers on a statewide basis. The BSBP Transition Services Manager functions as the statewide liaison to Michigan Department of Education-Low Incidence Outreach (MDE-LIO), MDE Transition Coordinators, and Statewide Transition Teams. BSBP's Pre-ETS unit provides training and technical assistance to regional BSBP, MDE staff, and families. BSBP's Pre-ETS unit facilitates the coordination of local programming, outreach, and provision of Pre-ETS services through Interagency Cash Transfer Agreement's (ICTA's), year-round and summer programs. BSBP's VR counselors and Vision Rehabilitation Therapists are assigned geographically to the 57 Intermediate School Districts (ISDs) and Local Educational Authority (LEA). VR counselors work closely with teacher consultants for the visually impaired (TCVI) to identify students who would benefit from Pre-ETS and/or VR Services. The BSBP Youth Low Vision Program also serves as an outreach to those students who may not be aware of the Pre-ETS program or VR.

BSBP staff, when invited, participate in the (IEPs) of students with visual impairments who are fourteen years and older. Students and their families are provided with information on Pre-ETS as well as the VR Program. BSBP counselors work with each student to ensure that Pre-ETS services are provided or arranged. BSBP staff partners with the LEAs through the Transition Coordinators and TCVIs to determine what Pre-ETS services are currently being provided to the student via the LEA or ISD and the additional Pre-ETS services that will be provided through VR.

BSBP will provide Pre-ETS to students with disabilities who have applied for VR services and to potentially eligible students with visual impairments. If a student needs a service that goes beyond the scope of Pre-ETS, and the service is listed on the student's approved IPE, BSBP will ~~pay~~ provide for those costs with non-reserved VR funds. The student or the student's responsible party must apply for a VR case and be determined eligible by the Counselor within 60 days of the VR application being signed. The VR Counselor will work with the student and parents or legal guardians to develop an IPE outlining the VR services necessary to assist the student in obtaining competitive integrated employment. The eligibility criteria for services must be met before plan development. The IEP, along with the IPE, are instruments that identify education, transition, and employment goals and objectives.

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 BSBP's transition activities and resources. BSBP partners with MDE-LIO and local districts to facilitate the coordination of the provision of Pre-ETS services and 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 visually impaired.

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 Bureau of Services for Blind Persons (BSBP) ~~does not have~~ has an agreement ~~with the state education agency. BSBP is developing an~~ in tandem with ~~Michigan Rehabilitation Services has developed a final draft agreement~~ the Michigan Department of Education as required by the Workforce Innovation and Opportunity Act (WIOA) amendments with specific details regarding Pre-Employment Transition Services (Pre-ETS).

BSBP personnel will provide consultation and Technical Assistance (TA) to the Michigan Department of Education and Local Educational Authorities (LEAs) to assist in planning for the transition of Students With Disabilities (SWD) from school to post-school activities, including post-secondary education, employment-related activities, Pre-ETS, and other Vocational Rehabilitation (VR) services. Examples include participating when available in LEA transition planning meetings and department meetings, when invited, and sharing training and conference opportunities when available. Additional consultation and TA may include, but is not limited to the following topics:

- Disability awareness.
- Accommodations and assistive technology.
- BSBP application, eligibility, and services.
- Community-based services.
- Independent living.
- Career pathways.
- Competitive integrated employment.

The consultation and TA provided by BSBP may be through a variety of mediums, including:

- Direct one-on-one communication.
- Multi-media formats including Web-based conferencing, email etc.
- Conference or phone calls.
- Presentations to groups; or
- Formal and informal networking.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

A. The roles and responsibilities of The Bureau of Services for Blind Persons (BSBP) are to:

- Provide consultation to assist in the identification of eligible and potentially eligible Students With Disabilities (SWD) and assess their individual needs for Pre-Employment Transition Services (Pre-ETS).
- Provide consultation to Local Educational Authorities (LEAs) on transition planning to prepare a student to move from school to competitive integrated employment or post-secondary education in accordance with the student's unique needs as determined through the Individualized Educational Plan (IEP) process and provision of Pre-ETS.
- Provide information to parents and/or guardian(s), student/clients regarding Vocational Rehabilitation (VR) eligibility, vocational assessment for employment and post-secondary planning and Client Assistance Program.
- Obtain written consent for the release of confidential information, pursuant to BSBP policy and procedures, federal and state laws, and regulations regarding confidentiality.
- Provide contact information for BSBP personnel and office locations.
- Provide ~~brochures and~~ educational materials about the VR process and services to LEAs for distribution to the students, parents, legal guardians, teachers, and others.
- Participate with the Michigan Department of Education (MDE) in joint training of education and VR staff as needed.
- Inform MDE, LEA personnel, students, legal guardians, and parents of the mandates found in the Rehabilitation Act and its implementing regulations, which require the student with a disability exiting school to be referred to BSBP prior to entering subminimum wage work with a 14c certificate holder.
- In collaboration with LEAs, provide or arrange for the provision of Pre-ETS to all SWD in need of such services.

B. The responsibilities of the Michigan Department of Education within its authority are to:

- Partner with BSBP to ensure that students can participate in programs and services that will result in a seamless transition to post-secondary training and employment.
- Identify local and statewide opportunities for SWD that would enhance their education and transition services.
- In partnership with BSBP, provide technical assistance and training regarding the Workforce Innovation and Opportunity Act (WIOA) to LEAs and other stakeholders identified by the MDE, including parents, families, guardians, and students relating to the provision of Pre-ETS and other transition services.
- Encourage collaboration and coordination between LEAs and BSBP to minimize duplication and maximize resources, services, and opportunities for SWD.
- Identify a point of contact at the Department of Education’s Low Incidence Outreach (LIO) Program.

- Encourage coordination between LEAs and local -BSBP offices, to ensure the provision of disability documentation prior to the provision of Pre-ETS, and/or copy of the Individual Employment Plan (IEP)/504 for students referred with appropriate consent as required by State law and the requirement to provide all special educational services or related transition services under the Individuals with Disabilities Education Act (IDEA) required to be provided by the school system under Free and Appropriate Public Education (FAPE) in accordance with Section 101(c) of the Rehabilitation Act and 34 VCFR 361.22(c) of its implementing regulations.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The Bureau of Services for Blind Persons (BSBP) works with the Michigan Department of Education-Low Incidence Outreach (MDE-LIO)as well as the Intermediate School Districts (ISDs) to identify students who are blind and visually impaired that would benefit from transition services. MDE-LIO is especially dedicated to working with students with sensory impairments including those that are blind, deaf, hearing impaired and deaf-blind. MDE-LIO provides specific services to these students that were previously provided at the Michigan School for the Blind and the Michigan School for the Deaf. BSBP counselors and school personnel utilize the Individual Education Plan (IEP), and other assessment tools to determine the specific transition needs of the students who are blind or visually impaired. BSBP professionals' partner with the education team and the student's families to identify the services necessary to effectively serve the student, including Pre-Employment Transition Services (Pre-ETS). The responsibility to provide and/or allow for financial support of a service is determined by ensuring that services mandated to be provided under the Individuals with Disabilities Education Act (IDEA) are provided by the Local Educational Authorities (LEAs), and those services allowable to be provided by Vocational Rehabilitation (VR) per the Pre-ETS service delivery model as defined by the Workforce Innovation and Opportunity Act and the federal regulations. The LEA has the responsibility to provide assistive technology necessary to complete required course work to complete secondary education while VR may provide support for work based learning experiences and other activities supported by the five required Pre-ETS categories. Joint planning and coordination are on-going throughout the transition process.

Students may participate in Community Based Instruction through the LEA or ISD in accordance with educational standards. These experiences are typically unpaid and are provided as part of the student's IEP. BSBP will work with the student to determine Pre-ETS Work-Based Learning opportunities and experiences to enhance the student's employment skills and assist in determining a career path. BSBP will provide the coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 with regard to students and youth with disabilities who are seeking subminimum wage employment; and assure that neither the State educational agency nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

The Bureau of Services for Blind Persons (BSBP) has adopted the following procedures for outreach to and identification of Students With Disabilities (SWDs) who need transition services:

- BSBP counselors will work with Local Educational Authorities (LEAs) to identify SWD and potentially eligible students that may benefit from the delivery of Pre-Employment Transition Services (Pre-ETS).
- BSBP will assign Vocational Rehabilitation (VR) counselors to work with LEAs to coordinate and implement the provision of Pre-ETS.
- Pre-ETS may be provided by either the LEA (under the Individuals with Disabilities Education Act [IDEA]) or BSBP (under the Rehabilitation Act).
- School personnel, family members, guardians, or other interested persons may refer students for BSBP services.
- BSBP will provide school personnel, family members, guardians, or other interested persons the necessary forms to initiate Pre-ETS, transition or other VR services.
- BSBP in collaboration with LEAs may utilize a variety of activities to provide outreach to and identification of SWD in need of transition services and Pre-ETS. These activities may be conducted jointly and/or individually for student with IEPs, students with 504 plans and other potentially eligible student with disabilities not currently receiving services. Activities may include, but are not limited to, presentations to students and parents, IEP attendance, websites, brochures, conferences, professional groups/councils, and regular contact between LEA and BSBP personnel.
- Outreach activities and student identification by BSBP shall generally begin when students reach the 10th grade and minimally include dissemination of the following information:
- The purpose of BSBP;
- Eligibility requirements BSBP services;
- How to apply for BSBP services; and
- The scope of services that may be provided by BSBP, including Pre-ETS.

Not all eligible or potentially eligible students with disabilities will require all five required pre-employment transition services, however, all should receive all needed services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The Bureau of Services for Blind Persons (BSBP) has no formal cooperative agreements with Centers for Independent Living or Community Rehabilitation Organizations.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

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 Bureau of Services for Blind Persons (BSBP) has no formal agreements for the provision of supported employment services. BSBP utilizes the services of local community mental health, and Community Rehabilitation Organizations as determined necessary to provide ongoing supports using the supported employment grant for both eligible youth and adults with the most significant disabilities.

G. COORDINATION WITH EMPLOYERS

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

The Bureau of Services for Blind Persons (BSBP) has embraced a dual customer service delivery model that considers the needs of both business and the consumer in the provision of VR services.

The co-location of BSBP and Michigan Rehabilitation Services (MRS) within the Michigan Department of Labor and Economic Opportunity (LEO) allows for additional opportunities to collaborate and coordinate employer engagement and related business services which promote the employment of Persons With Disabilities.

Both BSBP and MRS ~~are participating in an intensive technical assistance agreement through the (WINTAC) that includes technical assistance in working with the One-Stops.~~ collaborate with Michigan's workforce development team to operationalize standard operating procedures that are designed to provide a unified approach to serving business as efficiently as possible.

Michigan's largest employer is the State of Michigan. Wishing to take the lead in employment of persons with disabilities, Executive Directive 2014-1 creates opportunities for qualified persons with disabilities to be highly considered for state employment when those positions are available. BSBP has met with state human resources directors and Michigan Civil Service to discuss accommodations and supports that BSBP can provide to assist in this process.

Michigan is an Employment First state, through Executive Order 2015-15.

BSBP is a participating stakeholder in the Employment First initiative and has comprehensive representation on work groups to ensure that BSBP consumers are well

represented and considered when decisions regarding employment of persons with significant disabilities are made.

BSBP and MRS ~~have engaged in intensive technical assistance with WINTAC~~ continue to work with Vocational Rehabilitation Technical Assistance Center Quality Management (VRTAC-QM) to promote customized employment as a state model for the competitive integrated employment of persons who possess significant barriers to employment including a component that is inclusive of business engagement.

BSBP's Training Center provides blindness specific training to community partners to assist in the education and training of service providers. BSBP's training center is also partnering with the local community college to identify opportunities where the training center can partner to refer appropriate training candidates for demand driven occupations such as culinary arts.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The Bureau of Services for Blind Persons (BSBP) Counselors generating work-based learning opportunities for students including internships and paid work experiences that enhance their ability to become employed in a competitive, integrated setting. Statewide programs such as Project Search and Seamless Transition promote education and work-based learning which can result in competitive, integrated employment, and the development of employability skills for students. 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 designated State unit to address the specific needs of blind and low vision transition populations, and for students who are Vocational Rehabilitation ~~VR~~ clients - individualized job development and placement services. BSBP also identifies other work opportunities including those offered by the Michigan Works! offices that students participate in to enhance their employment skills.

H. INTERAGENCY COOPERATION

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 designated State unit is coordinating with Medicaid program providers to determine the best way to utilize those services to enhance the support of individuals served by both Vocational Rehabilitation (VR) and Medicaid. The Bureau of Services for Blind Persons (BSBP) is engaging in the development of a Memorandum of Understanding ~~MOU~~ with The Department of Health and Human Services Behavioral and Mental Health programs.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

~~The Designated State Unit as noted previously does not have a formal agreement with the Department of Health and Human Services (DHHS) Behavioral Health program. The DSU~~

~~also does not have an agreement with the Developmental Disabilities Council. However,~~ BSBP ~~extensive~~ collaboration with the general agency and DHHS, including the Employment First stakeholders, will allow the design of an agreement with DHHS that is comprehensive and representative of individuals who are significantly visually impaired or blind and who are also persons with developmental disabilities.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Through the Bureau of Services for Blind Persons (BSBP) collaborative efforts with Department of Health and Human Services (DHHS), an agreement ~~is being~~ has been developed and ~~will be~~ implemented to provide long term supports. ~~BSBP anticipates having an agreement in place by the conclusion of Program Year 2020.~~ This agreement, which became effective on October 1, 2020, will ~~provide~~ ~~for~~ promote the provision of 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.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

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. 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;

The Bureau of Services for Blind Persons (BSBP) currently has 48 full-time positions authorized and funded by the department to provide field-based Vocational Rehabilitation (VR) services. BSBP's budget supports 16 Vocational Rehabilitation Counselor (VRC) positions, which includes one position eligible for retirement. BSBP's budget supports 14 Vision Rehabilitation Therapists (VRTs) , one being eligible for retirement and three being professionals who are dually educated as VRC's and VRT's providing teaching services and counseling services to VR consumers including students eligible for Pre-ETS services who are potentially eligible, or VR eligible students. Currently, there are eight Support Staff positions of which two are eligible to retire at any time. BSBP has three regional managers, one who is currently eligible to retire ~~and one who will be eligible to retire in two years~~. Three assistant regional managers, one of those positions is currently eligible to retire, and one Pre-ETS manager, one statewide Pre-ETS consultant and one Departmental

Analyst dedicated to the Pre-ETS Unit. There is one Field Services Division Director position eligible to retire within five years. Approximately 1,000 VR consumers are served directly by 19 direct services field-based professionals. Case load sizes are approximately 50-60 consumers to one professional staff person and will vary according to population density, such as Metropolitan Area vs. Michigan's Upper Peninsula.

BSBP's comprehensive field service delivery models consider the holistic needs of the BSBP consumer. Complimentary to and enhancing VR field-based services are VR group services provided by the Business Enterprise Program (BEP), the Braille and Talking Book Library (BTBL) as well as VR center-based services provided by the BSBP Training Center (BSBPTC). Professional field staff team with the BEP, BTBL and BSBPTC professionals in order to further enhance the consumer experience and meet the BSBP shared common goal for the consumer of Competitive Integrated Employment and as an active participant of their community.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

The Bureau of Services for Blind Persons (BSBP) anticipates the continued need for 16 Vocational Rehabilitation ~~VR~~ C~~c~~ounselors, 14 Vision Rehabilitation Therapists (VRTs), three of which who are also educated as counselors in addition to their VRT credentials to serve Michigan's blind and visually impaired citizens. BSBP needs the eight-support staff positions statewide and BSBP plans to maintain the current management structure of three regional managers, three assistant managers, one Pre-Employment Transition Services (Pre-ETS) manager, and one Field Services Division Director. BSBP's newly developed Pre-ETS unit will continue to be necessary to oversee Pre-ETS services and programs.

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.

The Bureau of Services for Blind Persons (BSBP) Field Services will continue to need 16-19 VRC's and 11-14 VRT's, ~~7~~ three regional managers, three assistant managers, eitht support staff positions, ~~2~~ three positions supporting the Pre-ETS unit including a state-wide transition manager, and one Field Services Division Director. BSBP may re-purpose positions to adjust to the changing needs of the Bureau and the population it serves.

BSBP staff that are eligible to retire in the next five years are as follows: One vocational rehabilitation counselor, two vocational rehabilitation therapists, two administrative supports, one assistant manager, ~~two~~ one regional manager~~s~~, and one division director.

BSBP will strategically plan for vacancies due to attrition and retirements. BSBP will develop strategies to develop and train current staff to fill vacancies because of retirement and attrition.

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;

List of institutions of higher education in the State that are preparing Vocational Rehabilitation (VR) professionals, by type of program:

- Michigan State - Rehabilitation Counseling.
- Wayne State University's online Rehabilitation Counseling program.
- Western Michigan - Orientation and Mobility (for adults and children), Rehabilitation Teaching, Rehabilitation Counseling and Teaching Children with Visual Impairments.

The Bureau of Services for Blind Persons (BSBP) participates in the development of VR 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 allowing 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

- Michigan State University - 15 students enrolled in the Doctoral Rehabilitation Counseling program;
- Michigan State University Master's program 20 students enrolled
- Western Michigan University - 5 students enrolled in the Orientation and Mobility Program;
- Western Michigan University 15 students enrolled in the Masters Rehabilitation Counseling program and four of those students are also co-enrolled in the Vision Rehabilitator Therapy program.
- Wayne State University – 14 students enrolled in the Rehabilitation Counseling Program.

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.

The Bureau of Services for Blind Persons (BSBP) was able to identify students who graduated during 20~~19~~20 from universities listed below with academic credentials to meet national certification requirements.

- Michigan State University graduated five masters level students and four doctoral level students ~~– 10~~
- Western Michigan University – ~~1~~ 6
- Wayne State University - 7

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 Designated State Unit partners with educational institutions in our state to address current and projected needs for qualified personnel by providing practicum experiences and internships. Individuals on staff also serve on boards and interview committees for rehabilitator professional programs admission. The agency regularly reviews seniority reports indicating who is eligible for retirement within ~~1~~one and ~~5~~ five years. This information allows the agency to plan and prepare for vacancies that are possible in all personnel categories. The agency actively evaluates the talent to determine opportunities for upward mobility. Lead counselors are identified and supported by a civil service classification where core competencies of leadership must be demonstrated to receive the classification. Rehabilitation professionals are encouraged to participate in special projects, policy writing, and professional relevant trainings. This provides an opportunity for staff to demonstrate leadership and for management to coach and mentor emerging best practices. Identifying and promoting leadership opportunities enhances the ability for staff to improve their capacity for performance, promote retention and provide possibilities for advancement.

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) 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~~ professional 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 Bureau of Services for Blind Persons ~~(BSBP)~~ Vocational Rehabilitation ~~(VR)~~ counselors meet the minimum Civil Service

requirement, and most are eligible to be certified as rehabilitation counselors by the Commission on Certified Rehabilitation Counselor Certification.

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. The Bureau of Services for Blind Persons (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 utilizing technical assistance available through entities such as Workforce Innovation Technical Assistance Center (WINTAC) and Vocational Rehabilitation ~~VR~~ Development Group, and has engaged in a joint agreement with MI Rehabilitation Service to provide access to the YESLMS learning management system to provide professional development training. Subject matter experts in the areas of Pre-Employment Transition Services (Pre-ETS), performance measures and staff performance appraisal and motivational interviewing have been utilized. Projected technical assistance subject matter expertise for customized employment has been engaged. Annual training will be provided on understanding and utilization of data collected relative to the six performance indicators.

4. STAFF DEVELOPMENT

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. 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 designated State unit makes available to staff continuous opportunities for professional development that enhances skills. The Bureau of Services for Blind Persons (BSBP) leadership team is responsible for identifying appropriate training and tracking professional development by staff person. BSBP utilizes resources including but not limited to conferences featuring subject matter experts, training provided through vendors both in-person and virtually ~~online~~, webinars, the (RSA) Technical Assistance Centers, Workforce Innovation and Opportunity Act core partner resources and peer-to-peer training.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

The Bureau of Services for Blind Persons (BSBP) management and staff consistently research and share the latest findings on various disability topics, best practices, and intervention possibilities. Sharing of the information acquired is operationalized via regular team meetings, peer mentoring and trainings where new information and skills are demonstrated and presented. Source documentation is also made available to BSBP's team.

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.

The Bureau of Services for Blind Persons (BSBP) has a Pre-Employment Transition Services (Pre-ETS) unit consisting of three professionals dedicated to the complex requirements of the pre-employment transition service delivery model as defined by the Workforce Innovation and Opportunity Act (WIOA) and the Rehabilitation Services Administration ~~(RSA)~~. These positions also provide education and professional development to existing staff regarding the requirements of WIOA-Pre-ETS and the alignment with the Individuals with Disabilities Education Act ~~(IDEA)~~ to assist in the alignment of Vocational Rehabilitation (VR) and the Michigan Department of Education (MDE). BSBP is finished with a joint drafting of ~~actively designing~~ a Memorandum of Understanding ~~(MOU)~~ utilizing technical assistance provided ~~by the Workforce Innovation Technical Assistance Center (WINTAC)~~ to outline the relationship between VR and MDE. ~~Projected timeline for completion could be Program Year 20.~~ The agreement is in final draft and projected to be signed during PY 2021.

J. STATEWIDE ASSESSMENT

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 Comprehensive Statewide Needs Assessment (CSNA) is conducted every three years with the most recently completed in 20~~17~~20.

The purpose of the CSNA, conducted jointly with the Michigan Council for Rehabilitation Services (MCRS), is to describe the rehabilitation needs of individuals with disabilities residing within Michigan, particularly the vocational rehabilitation service needs as outlined in the 34 CFR 361.29. It should be noted that the incidence of consideration for blind and visually impaired constituents was ~~very poorly represented in this version of the CSNA~~ represented in the 2020 needs assessment, however the incidence of blindness is a small proportion of the sample.

More than 90 percent of the individuals served by the Bureau of Services for Blind Persons (BSBP) are considered significantly disabled according to the federal quarterly reports. BSBP conducts comprehensive assessments of rehabilitation needs that leads to customized plan development and placement services to address the identified barriers to employment of Vocational Rehabilitation (VR) and Supported Employment consumers.

B. WHO ARE MINORITIES;

Minority groups include Hispanic/Latino residents (specifically in the mid and southwestern section of Michigan); Black/African American, 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.

According to the 2015 American Community Survey*, 77 percent of non-institutionalized Michigan residents with disabilities are White, 17.5 percent Black/African American, 0.8 percent Native American, 1.2 percent Asian, 0.8 percent other racial group, and 2.7 percent multiracial. In addition, 3.4 percent are of Hispanic origin. Furthermore, the 2015 American Community Survey** reports 0.6 percent of U.S. population and 1.9 percent of Michigan residents identify their ancestry as Arab. Wayne County of Michigan is composed of 5.2 percent Arab residents and the city of Dearborn was 42.4 percent. According to the Arab American Institute (2014), Detroit is one of the top five metropolitan areas with Arab American populations. Unfortunately, no disability prevalence rate for Arab Americans is available.

When compared to the 2015 American Community Survey, which estimated that 17.5 percent of Michigan residents with disabilities were African American, this group is not currently considered underserved by BSBP. Conversely, the 2015 American Community Services report, estimated that 3.4 percent of Michigan residents with disabilities were Hispanic/Latino, while BSBP served a lower proportion of participants with Hispanic origin. Thus, the Hispanic/Latino ethnic group appears to be somewhat underserved.

The Bureau of Services for Blind Persons (BSBP) case management system references the following minority groups being served. American Indian/Alaskan Native, Asian, Non-Hawaiian/Pacific Islander, Black or African American. A small percentage of participants disclosed as being Hispanic, or Latino. A small percentage did not disclose any race or ethnicity. BSBP's service delivery ratios for persons who are not representative of minority populations and those who are not is reflective of the data noted above.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

~~The Comprehensive Statewide Needs Assessment (CSNA) did not identify any unserved populations by type of disability in Michigan. However, the CSNA did identify underserved populations.~~

~~Autism Spectrum Disorders~~

~~Both the 2014 and 2017, CSNA identified individuals with Autism Spectrum Disorders as the emerging but still underserved population. While some diagnostic issues and inadequate level of staff preparedness to assist this population were addressed in 2014, more specific service needs were raised in 2017.~~

~~The following issues or needs were raised, specifically for secondary students or youth with Autism Spectrum Disorder: lack of breadth and depth of services (e.g., employment, assessment) available in the community, insufficient social and daily living skills of those with Autism Spectrum Disorder, limited family involvement and support, and shortage of staff with autism expertise.~~

~~Mental Illness~~

~~Michigan residents with mental illness who require mental health and supported employment services were identified as both underserved and experiencing poor outcomes. The availability of mental health services has continued to diminish statewide due the reduction in funding. Specifically, Community Mental Health does not have the resources necessary to provide mental health and supported employment services to individuals with severe and persistent mental illness unless the person presents a risk to self or others.~~

~~The needs of this population included: lack of affordable mental health services in the community, limited access to services, especially for Community Mental Health consumers who are not eligible for Medicaid, shortage of community outreach and education, consumer basic needs unmet, disconnect between policy and service delivery, inadequate interagency collaboration, lack of funding for service delivery, negative attitudes toward individuals with mental illness, and staff with insufficient expertise.~~

~~Transition Youth~~

~~Consistent with the 2011 and 2014 findings, transition youth with disabilities was also identified as an underserved population in 2017.~~

~~The Michigan School District Report[***] indicates 2014-2015 graduation rate for students with disabilities was 57.1 percent (excluding certificate of completion) which is significantly lower than the average graduation rate (79.8 percent). Conversely, the dropout rate for students with disabilities (13.7 percent) was higher than the overall rate (9.1 percent).~~

~~The 2017 Comprehensive Statewide Needs Assessment identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: services not individualized and developmentally appropriate; transition services initiated too late; unequal/limited access to services (e.g., mental health services); limited interagency collaboration between school and adult agencies; staff shortages and lack of transition expertise; and lack of caregiver knowledge about disabilities and services/resources. In addition, uncertainty regarding~~

~~WIOA implementation was identified as a barrier, especially in designing and providing Pre-employment Transition Services.~~

~~Veterans with Disabilities~~

~~According to the 2015 American Community Survey****, there were 260,700 working-age civilian veterans, ages 21 to 64 years, in Michigan. Among this group, 47,500 (18.2 percent) had a Veterans Administration service-connected disability, and of those, 14,400 (30.3 percent) had the most severe service-connected disability rating (70 percent or above).~~

~~The 2017 Comprehensive Statewide Needs Assessment identified a high prevalence of post-traumatic stress disorder, which is often undiagnosed or untreated, as an area of concern for veterans with disabilities. Other issues raised for this population were: limited knowledge on services available; lack of access to mental health services, unwillingness to seek treatment, difficulty gaining and sustaining employment, difficulty embracing technology, especially for older veterans, and limited resources for affordable housing for homeless veterans.~~

~~Ex-felons/Post Incarceration~~

~~According to the Bureau of Justice Statistics*****, an estimated 32 percent of prisoners and 40 percent of jail inmates reported having at least one disability, and about 2 in 10 prisoners and 3 in 10 jail inmates reported having a cognitive disability, the most common reported disability.~~

~~The unsuccessful transition from incarceration to community living and negative public attitudes, specifically employer attitudes, were raised as the primary concern for this population. Additional concerns included: insufficient support for community living (e.g., housing), lack of employment opportunities, limited mental health services and staff knowledge/skills to work with this population, low motivation to work and difficulty following through, and negative employer or public attitudes.~~

~~***MI School Data from https://www.mischooldata.org/~~

~~****Erickson, W., Lee, C., & von Schrader, S. (2017). Disability Statistics from the American Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org~~

~~*****Source: Bureau of Justice Statistics from https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5500~~

Students and Youth with Disabilities

The recently amended Rehabilitation Act of 1973 by Title IV of the Workforce Innovation and Opportunity Act (WIOA) underscores the need for provision of Pre-employment transition services (Pre-ETS) for students with a disability. Consistent with the previous Comprehensive Statewide Needs Assessment (CSNA) results, students and youth with disabilities was also identified as an underserved population in 2020.

The Michigan School District Report[2] indicates that 2017-2018 graduation rate for students with disabilities, using 4-year graduation cohort, was 57.5 percent (excluding certificate of completion) which is significantly lower than that of students without disabilities (83.7 percent). Conversely, the dropout rate for students with disabilities (14.0 percent) was higher than the rate of their counterparts (8.0 percent).

Students or youth customers, ages younger than 24 years at application, represented 37.0 percent of Michigan Rehabilitation Services (MRS) and 27.6 percent of the Bureau Services for Blind Persons (BSBP) customers who exited during PY 2018. Both agencies have shown a consistent trend that young customers (ages younger than 25 years) were most likely to be determined eligible but least likely to achieve an employment outcome when compared to other age groups. Their competitive and integrated employment or supported employment (CIE/SE) rate was lower (42.4 percent for MRS; 31.2 percent for BSBP) than that of adults (64.8 percent for MRS and 34.0 percent for BSBP). A slightly bigger gender discrepancy in the CIE/SE rates among students and youth with disabilities was an additional trend seen over the years; for example, male and female participants were 44.2 percent and 39.6 percent, respectively.

A number of the agency staff and key informants identified students and youth with disabilities as an underserved group and elaborated their needs and issues. The commonly addressed issues are as follows:

- Inadequate staffing
- Difficulty navigating multiple systems
- Inadequate skills training programs
- Limited access to services
- Discontinuity of VR agency service provision
- Lack of interagency collaboration
- Lack of disability trained professionals

Meanwhile, most secondary students with disabilities who participated in the CSNA consumer survey indicated they were interested in working after high school graduation while approximately 15 percent of them reported not knowing about their employment goals. In addition, 71.4 percent secondary students expressed an interest in post-secondary education (e.g., vocational technical school, college/university) after high school graduation. More than 50 percent of the students and parents expressed to pursue four- or two-year college after graduation.

In addition, both students and parents indicated pre-employment transition services (e.g., job exploration counseling, work-based learning experiences) were strongly needed. Most of the services were rated as a high need; however, a relatively lower proportion of both students and their parents indicated a need for assistive technology services and help with applying to college.

The following strategies were recommended in order to help students with disabilities to achieve their employment and post-secondary education goals.

[2] Source: MI School Data from https://www.mischooldata.org/

- Design and provide targeted transition programming (e.g., summer work-based learning experiences; self-advocacy education).
- Improve interagency collaboration between schools and service agencies.
- Educate and support partners (e.g., employers and families) about the benefits of having high (and realistic) expectations of students and youth with disabilities and view employers as clients.
- Continue to develop and improve innovative transition programs aligned with legislation and policies (e.g., WIOA, Pre-ETS).
- Provide professional development training on a variety of disability-related topics, especially for employers and other community members and Professionals with little to no disability training.
- Focus on community outreach (e.g., regular meeting with partners, using technology and social media, exchanging information about resources and ensuring staff and partners are kept updated on any changes).

Autism Spectrum Disorders (ASD)

Since the 2011 CSNA project, youth with Autism Spectrum Disorders (ASD) have been identified as the primary emerging population in Michigan as either currently, or predicted to be, an underserved population. The number of customers with ASD as their primary disability who received and exited vocational rehabilitation services from MRS have been steadily increasing (567 in 2014; 668 in 2015; 761 in 2016). The RSA-911 data indicated that 779 customers with autism as the primary impairments exited MRS in Performance Year (PY) 2018 (vs. 644 in PY 2017). Due to the changes in data reporting requirements, however, those who exited before or without IPE or services initiated were excluded in the number. Thus, it is expected the number of customers with ASD would be higher. Of the 2018 exiters with Individualized Plan for Employment (IPE) based services initiated, 890 (7.9 percent) customers reported having primary or secondary impairments caused by ASD. Most of these participants were younger than 25 years at application (82.4 percent), male (84.6 percent), White (85.6 percent) and unemployed at IPE (91.1 percent). Half of them reported having less than 12 years of education, 41.4 percent high school diploma or equivalency, and 7.4 percent special education certificate at IPE. Although the overall CIE/SE rate of the participants with ASD (53.9 percent) was slightly lower than those without ASD (55.9 percent), the CIE rate of this group (52.0 percent) was higher than their counterparts (40.6 percent) when considering youth participants, ages young than 25 years at application.

The special education data also support the fact that this population is progressively growing in all age categories. Noteworthy is the fact that 16.6 percent of students with an IEP, ages 18-21, were diagnosed with ASD in 2017 (13.1 percent in 2013; 14.3 percent in 2014; 15.0 percent in 2015; 15.5 percent in 2016). In addition, according to the 2016-2017 Exit data of Individuals with Disabilities Education Act (IDEA) Section 618-Part B, 1,537 students diagnosed with autism ages 14 to 21 reported exiting special education in that same academic year. Of those, 684 (44.5 percent) graduated with a regular high school diploma,

140 (9.1 percent) received a certificate of completion, and 123 (8.0 percent) dropped out of school.[3]

The IDEA Section 618 data indicates that many of these students with ASD may have the capacity to complete post-secondary training or secure employment following high school. Furthermore, it suggests that adult agencies should be prepared to help these students achieve independent living and employment outcomes with seamless transition services through ongoing collaboration between schools and adult service agencies such as MRS and CIL-Disability Network.

The following issues or needs were raised, specifically for secondary students or youth with ASD, by the agency staff and key informants.

- Lack of breadth and depth of services (e.g., employment, assessment)
- Lack of social and daily living skills
- Lack of family involvement and support
- Lack of staff with autism expertise

As the issues displayed encompass a variety of stakeholders, a wide scope of strategies was recommended, as follows:

- Collaborate with other agencies (e.g., Michigan Interagency Transition Team, Developmental Disabilities Council, state VR agencies, advocacy groups, colleges/universities).
- Develop and provide individualized/customized supports (e.g., peer mentoring programs, positive behavioral supports, on-site job coaching, natural supports in the community and at job sites).
- Provide comprehensive training, not only social, communication and employability skills training, but also sexual health education.
- Provide education and training to professionals.
- Develop and implement advocacy and outreach strategies.

Cultural Minority Residents with Disabilities

Cultural minority groups include: Hispanic/Latino residents specifically in the mid and southwestern section of Michigan; Black/African American, 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.

According to the 2017 American Community Survey (ACS)[4], 78.6 percent of non-institutionalized Michigan residents with disabilities are White, 13.6 percent Black/African American, 0.5 percent Native American, 3.1 percent Asian, 1.1 percent other

[4] Source: U.S. Census Bureau, 2017 ACS, Table B04006; https://data.census.gov/

racial group, and 3.0 percent multiracial. In addition, 5.1 percent are of Hispanic origin. Furthermore, 0.6 percent of U.S. population and 2.1 percent of Michigan residents (the estimated number of 211,539) identify their ancestry as Arab. Wayne County of Michigan is composed of 5.6 percent Arab residents and the city of Dearborn was 45.0 percent. According to the Arab American Institute (2020), Detroit is one of the top five metropolitan areas with Arab American populations. Unfortunately, no disability prevalence rate for Arab Americans is available.

When compared to the 2017 ACS, which estimated that 17.5 percent of Michigan residents with disabilities were African American, this racial group is not currently considered unserved in MRS (31.7 percent) and BSBP (29.3 percent). Conversely, the 2017 ACS report estimated that 5.1 percent of Michigan residents with disabilities were Hispanic/Latino, while VR agency figures fall short of this estimate: MRS (3.9 percent) and BSBP (3.1 percent). Thus, the Hispanic/Latino ethnic group appears to be somewhat underserved. The Asian/Pacific Islander rate of 2018 MRS customers (0.8 percent) is lower than the population estimate of the 2017 ACS report (3.1 percent).

Customers who exited MRS in Program Year (PY) 2018, consisted of White, non-Hispanic origin (63.9 percent), African American (31.7 percent), Native American (0.9 percent), Asian or Pacific Islander (0.8 percent), and multiracial (2.3 percent). A total of 6,251 (35.9 percent) racial/ethnic minorities exited MRS during PY 2018. Discrepancies in vocational rehabilitation process and outcome rates between minority groups were observed; for example, Asian (60.6 percent) and White (59.1 percent) MRS customers were most likely to achieve a competitive and integrated employment outcome while multiracial (41.6 percent) and Native Americans (44.3 percent) were least likely to have a successful employment outcome. Serving a relatively smaller number of customers, 57.5 percent and 29.3 percent of BSBP customers were White and African American. As seen with the MRS customers, White customers were more likely to achieve an CIE/SE than the racial counterparts. The same trend has been observed over the years.

In addition to common needs identified for the general disability group (e.g., transportation, housing), some unique needs and challenges for racial/ethnic minorities included:

- Lack of culturally sensitive services (especially, services for refugees or specific racial groups).
- Difficulty accessing services (e.g., lack of awareness about agency services, unwillingness to seek help, distrust of government agencies).
- Communication/language barriers (e.g., lack of qualified interpreters or bilingual staff).
- Difficulty transferring education and training to U.S. workforce.

Also, it should be noted that racial, ethnic or cultural characteristics are often intertwined with other factors, such as low socio-economic status (e.g., transportation issues) and low level of education. Meanwhile, unique issues for Native Americans with disabilities, especially living on reservations, included higher rates of disability, unemployment, substance abuse, suicide, diabetes, and mental health issues.

Based on the issues raised above, the following recommendations were made.

- Develop liaisons with other agencies to strengthen cross-agency collaborations with core and strategic partners.
- Engage in advocacy and outreach strategies, crucial components to successful results with the culturally minority consumers.
- Provide professional development training to staff.
- Conduct needs assessments to better identify and address barriers and service gaps.

Michigan Residents with Mental Illness (and/or Substance Abuse)

Michigan residents with mental illness who need mental health and supported employment services were the one population identified as both underserved and experiencing poor outcomes. The availability of Community Mental Health Services Programs (CMHSP) services has continued to diminish in the state due to the reduction of CMHSP funding. Specifically, CMHSP does not have the resources necessary to provide mental health and supported employment services to individuals with severe and persistent mental illness unless the person presents a risk to self or others.

A total of 155,466 individuals with mental illness, 5,700 with substance abuse disorder and 16,124 with dual diagnosis of mental illness and developmental disabilities received services from CMHSP in Fiscal Year (FY) 2017[5]. Individuals with mental illness also receive a variety of services and supports (e.g., employment, independent living skill training) through MRS and CIL. According to PY 2018 RSA-911 data, 4,529 (40.4 percent) of 11,213 participants who exited MRS in PY 2018 reported having mental illness as their primary or secondary disability. Approximately two-thirds of them had at least a high school diploma or equivalency. While a higher proportion of customers with mental illness reported being unemployed at IPE (86.5 percent vs. 60.7 percent), they were less likely to achieve an employment outcome at exit (46.5 percent vs. 62.0 percent), compared to other disability groups. Though most of BSBP customers are individuals with blindness or visual impairments, approximately five percent of them reported having mental illness as their secondary condition.

In addition, MRS (38 percent), BSBP (48 percent), CIL (46 percent), MWA (31 percent) and CMHSP (13 percent) staff who participated in the staff survey indicated that "affordable mental health services" were unavailable and/or insufficient to meet the needs of individuals with mental illness in their service areas. Other needs that emerged from key informants and agency staff are as follows:

[5] Source: Michigan Department of Health & Human Services. Report for Section 904: Community Mental Health
Service Programs: FY 2017. Retrieved from https://www.michigan.gov/documents/mdhhs/Section_904-1_638052_7.pdf

- Lack of mental health services available (e.g., psychoeducation, health services).
- Negative attitudes towards individuals with mental illness.
- Lack of skills of individuals with mental illness (e.g., personal advocacy, disability management skills).
- Issues concerning staff and providers (e.g., lack of expertise, high turnover).
- Disconnect between policy and service delivery.
- Individuals with mental illness having limited or no work history and/or not addressing co-occurring conditions.

In relation to the issues or needs, several effective strategies or recommendations were provided, as follows:

- Collaborate with different community partners (e.g., high schools, colleges/universities, businesses/employers, health network agencies).
- Develop stronger working alliances and address client-specific concerns and needs (e.g., utilization of a trauma-informed practice when providing work-based learning/job development services).
- Expand funding for mental health services for individuals with mental illness.
- Provide one-on-one employment services (e.g., job coaching) which is Effective.
- Share and expand local employment programs identified as promising or effective for this population.

Individuals with Blindness and/or Visual Impairments

Multiple key informants mentioned unmet needs for Michigan residents with blindness and visual impairments. Concern was specifically addressed with the newly amended Rehabilitation Act under WIOA that eliminates homemakers from the successful employment outcome categories. Respondents described those who want to acquire independent living skills instead of obtaining competitive employment as falling through the cracks. For reference, approximately a quarter of 182 BSBP customers (23.1 percent) successfully closed their case as a homemaker in FY 2015, the prior to WIOA. The national RSA-911 data showed a very similar trend; more than 20 percent of those with blindness or visual impairments exited a VR agency as a homemaker. Exclusion of those people who had different needs may be associated with a low CIE/SE rate (34.2 percent) in BSBP.

In addition to the VR outcomes, the following issues were discussed by agency staff and informants for this population:

- Lack of specialized education/services and resources
- Issues with accessing services, specifically user-friendly technology
- Insufficient transportation systems
- Inadequately trained personnel

A couple of recommendations were made in serving individuals with blindness and/or visual impairments.

- Provide targeted programming (e.g., long-term, comprehensive skill development programming delivered in home settings or training centers with small student-teacher ratios).

- Provide professional development training (e.g., Motivational Interviewing skills, technical assistance to customized employment programs).

Individuals with Hearing Impairments (including Deaf-Blindness)

A couple of key informants talked about unmet needs for individuals with deafness and hearing impairments, including deaf-blindness. Most of them tend to apply for MRS services for a hearing aids device to retain their current job, their VR outcome rate is significantly higher than the average one. During PY 2018, for example, 2,103 participants with hearing impairments exited MRS, and of those, 89.5 percent achieved CIE/SE at the time of exit. For reference, the average CIE/SE rate of the PY 2018 exiters was 55.7 percent. However, a couple of key informants addressed the following issues of this disability group:

- Inadequately skilled / trained staff
- Lack of qualified professionals, including sign language interpreters
- Limited advocacy and outreach
- Reluctance (of the population) to access resources
- Lack of public awareness

Not so much different from other recommendations, the following recommendations were made in serving individuals with deafness and hearing impairments.

- Equip service staff with appropriate and specialized training
- Advocacy and community outreach
- Utilize up-to-date technology when providing services/instructions
- Collaborate with other agencies

Veterans with Disabilities

According to the 2017 ACS[6], there were 241,300 working-age civilian veterans, ages 21 to 64 years, in Michigan. Approximately 21 percent (n=50,100) of the working-age civilian veterans had a Veterans Administration service-connected disability, and of those, 14,800 (29.5 percent) had the most severe service-connected disability rating (70 percent or above).

In PY 2018, 747 (4.3 percent) of the 17,396 MRS customers who exited were identified as veterans, and 91 reported receiving Veterans Disability Benefits at application. Concerning their VR process and employment outcomes, the CIE/SE rate in PY 2018 (61.5 percent vs.

[6] Erickson, W., Lee, C., & von Schrader, S. (2019). Disability Statistics from the 2017 American Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org.

55.1 percent) was higher but the eligibility rate (82.1 percent vs. 87.8 percent) was lower and the plan rate was same (74.1 percent), compared to non-veterans.

It has been reported that veterans with disabilities have a high prevalence of post-traumatic stress disorder (PTSD), which is often undiagnosed or untreated. In fact, according to a review study[7], the prevalence rate of combat-related PTSD in U.S. military veterans since the Vietnam War ranges from about 2 percent to 17 percent, and combat-related PTSD afflicts between 4 percent to 17 percent of U.S. Iraq War veterans. Key informants and agency staff also identified a high prevalence of post-traumatic stress disorder, which is often undiagnosed or untreated, as an area of concern for veterans with disabilities. Lack of access to mental health services was also provided as an area of concern. Described below are other issues raised by the respondents for veterans with disabilities.

- Difficulty accessing service systems (including mental health services)
- Not enough wraparound services
- Perpetuation of social stigma and stereotypes
- Limited resources for affordable housing for homeless veterans

Several effective strategies and recommendations were made as follows:

- In order to provide more comprehensive and quality services to veterans with disabilities, development of partnerships and collaboration among agencies (e.g., VA, MRS, CMHSP, and CIL) were identified as an effective strategy.

- Increase access to information and resources via call centers, online mental health screening services, and free counseling services to have a positive impact on veterans who are unaware of services available in their community.

- Develop peer support programming.

Ex-felons/Post Incarceration

According to a report published in 2017 by the Bureau of Justice Statistics[8], an estimated 32 percent of prisoners and 40 percent of jail inmates reported having at least one disability, and about two in ten prisoners and three in ten jail inmates reported having a cognitive disability, the most common reported disability. Focusing on mental health problems reported by prisoners and jail inmates, Bronson and Merzofsky (2017)[9] found that 26 percent of jail inmates and 14 percent of prisoners met the threshold for serious psychological distress (SPD) in the past 30 days. A major depressive disorder was the most frequently reported disability. Females and White were more likely to meet the threshold for

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[7] Richardson, L., Frueh, C., & Acierno, R. (2010). Prevalence Estimates of Combat-Related PTSD: A Critical Review.
Australian and New Zealand Journal of Psychiatry, 44(1), 4–19.

[8] Bronson, J., Maruschak, L., & Berzofsky, M. (2015). Disabilities among prison and jail inmates, Bureau of Justice Statistics.

[9] Bronson, J. & Merzofsky, M. (2017). Indicators of mental health problems reported by prisoners and jail inmates, 2011-12. Bureau of Justice Statistics.

SPD. Prescription medication was the most common treatment type for prisoners and jail inmates who met the threshold for SPD.

The previous RSA-911 data did not include any information for the incarceration status of the VR customers, but this information can now be estimated from one of barriers to employment (Ex-offender). According to the PY 2018 data, 203 customers indicated they met the definition of an ex-offender. The majority of them were male (81.8 percent), White (48.8 percent) or African American (48.3 percent), having psychosocial (26.6 percent) or other mental impairments (44.3 percent), 26 to 64 years old at application (92.6 percent) and not working at the time of the individualized Plan for Employment. The adjusted employment rate of customers who reported meeting the definition of an ex-offender was 54.7 percent, slightly low but similar to that (55.4 percent) of those who did not.

The unsuccessful transition from incarceration to community living and negative public attitudes, specifically employer attitudes, were raised as the primary concern for this population. Additional concerns included: unavailability or lack of housing and transportation, lack of personal capital, lack of community services, and policies that create barriers to employment.

Many agency staff and informants also mentioned this population as a group unserved or underserved and needing more support and services. Considering the characteristics of the population, it is essential to provide services that would make transition from incarceration to community living successful. Public attitudes, specifically employer attitudes, will be also associated with successful community integration. Additional issues are described below.

- Insufficient support for community living (e.g., housing)
- Lack of employment opportunities
- Lack of mental health services
- Limited staff knowledge/skills to work with this population
- Low motivation to work and difficulty following through
- Negative employer or public attitudes

An informant from the Department of Corrections noted that working as a treatment team and providing regular follow-up (e.g., home calls, presence in community) after discharge were effective strategies. Service agencies should also remain cognizant of specific legal requirements when working with this population. Other recommendations are as follows:

- Collaborate and Promote Partnerships with Community Agencies and leverage partnerships with community agencies (e.g., SSA, state agencies, local partners) to increase staff understanding of this population and enhance ex-felons' successfully community integration.

- Focusing on provision of employment services by focusing on individual Strengths.

- Revisit and modify policies to improve service.

Other Underserved Groups

Other populations identified as unserved or underserved by four or less survey respondents include: individuals experiencing homelessness, needing supported employment, LGBTQ, diabetes, learning disabilities, low income or those not having a living wage, farmers, and migrant and displaced workers.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

~~Administered by the U.S. Department of Labor (DOL), primarily through its Employment and Training Administration (ETA), Title I of WIOA authorizes programs to provide job search, education, and training activities for unemployed and underemployed individuals seeking to gain or improve their employment prospects in the One-Stop system (Michigan Works!). Also, the services should be responsive to the demands of local area employers.~~

~~Employment Services Funded by the Work Innovation and Opportunities Act (WIOA)~~

~~During Performance Year 2017, a total of 24,466 participants received employment services from the One-Stop System (Title I). Of those, 14,016 were served using the Adult Program, 3,775 the Dislocated Worker Program and 6,675 the Youth Program. In addition, a total of 8,614 participants exited from the three programs between April 1, 2017 and March 31, 2018.~~

~~Regarding the performance accountability measures, 86.2 percent of participants who exited from the WIOA Adult program in PY 2017 were employed during the second quarter after exit (vs. 92.8 percent of Dislocated Worker; 82 percent of Youth). The employment rate during the fourth quarter after exit for the participant cohort who exited the Adult program was 82.8 percent (vs. 89.2 percent of Dislocated Worker; 82 percent of Youth). The 2nd quarter Median Earnings after exit were: $6,890 (Adult), $8,400 (Dislocated Worker) and $3,533 (Youth). The Credential Attainment rates for the three groups were 74.7 percent, 84.8 percent, and 64.4 percent while the Measurable Skill Gain rates were 27.2 percent, 33.9 percent and 24.5 percent, respectively.~~

~~Employment Services Funded by Wagner-Peyser Act~~

~~The Employment Service (ES) of Title III, the amended Wagner-Peyser Act of 1933, is the central component of the One-Stop system. Services provided by the ES State Grants include labor exchange services (e.g., counseling, job search and placement assistance, labor market information); program evaluation; recruitment and technical services for employers; work tests for the state unemployment compensation system; and referral of unemployment insurance claimants to other federal workforce development resources.~~

~~During Performance Year 2017, a total of 145,280 participants received employment services using the Wagner-Peyser System (Title III) while 250,955 participants exited between April 1, 2017 and March 31, 2018. Of the participants who exited, 73.5 percent and 73.7 percent were employed during the second and fourth quarter after exit. The 2nd quarter Median Earnings after exit was $5,946. The Credential Attainment and Measurable Skill Gain indicators are not required for the Wagener-Peyser program to report.~~

~~The performance outcomes of participants with disabilities are summarized, as follows:~~

- ~~When compared to the employment rates in the second and fourth quarter after exit to the rates of all participants, all rates of the disability group were lower with an average gap of 12.9 percent (ranging from 6.1 percent to 23.2 percent) and 14.7 percent (ranging from 8.5 percent to 23.4 percent), respectively. Again, the Youth program showed the smallest gaps in the employment rates between individuals with and without disabilities.~~

- ~~The amount of median earnings during the second quarter after exit of those with disabilities were 19.1 percent lower than that of all participants, ranging from -12.6 percent (Youth) to -33.6 percent (Wagner-Peyser).~~

- ~~The credential attainment and measurable skill gain rates did not show a consistent pattern between two groups due to a relatively small number of participants eligible for the indicators.~~

- ~~It should be noted that there is no data that reflects specifically to blindness.~~

Administered by the U.S. Department of Labor (DOL), primarily through its Employment and Training Administration (ETA), Title I of the Workforce Innovation and Opportunity Act (WIOA) authorizes programs to provide job search, education, and training activities for unemployed and underemployed individuals seeking to gain or improve their employment prospects in the One-Stop system (Michigan Works!). Also, the services should be responsive to the demands of local area employers.

- Employment Services funded by the Workforce Innovation and Opportunity Act. During Performance Year 2017, a total of 24,466 participants received employment services from the One-Stop System (Title I). Of those, 14,016 were served using the Adult Program, 3,775 the Dislocated Worker Program and 6,675 the Youth Program. In addition, a total of 8,614 participants exited from the three programs between April 1, 2017 and March 31, 2018.

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  - The credential attainment and measurable skill gain rates did not show a consistent pattern between two groups due to a relatively small number of participants eligible for the indicators.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

In response to the Workforce Innovation and Opportunity Act, Bureau of Services for Blind Persons updated the transition policy. This included changing the definition of Youth to align with the Workforce Innovation Opportunity Act definition and providing guidance for the provision of pre-employment transition services.

Student with a Disability (WIOA):

- 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 (WIOA):

- 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.

Student with a Disability (Michigan Admin. Rules for Special Education)

- "Student with a disability" means a person who has been evaluated according to the individuals with disabilities education act and these rules, and is determined by an individualized education program team, an individualized family service plan team, or an administrative law judge to have one or more of the impairments specified in this part that necessitates special education or related services, or both, who is not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated from high school. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that school year.

- Post-secondary goals and transition services for a child with a disability must begin no later than the first Individualized Education Plan (IEP) to be in effect when the child turns 16, or younger if determined appropriate by the Individualized Education Program Team.

- The Michigan School District Report[1] indicates that 2017-2018 graduation rate for students with disabilities, using 4-year graduation cohort, was 57.5 percent (excluding certificate of completion) which is significantly lower than that of students without disabilities (83.7 percent). Conversely, the dropout rate for students with disabilities (14.0 percent) was higher than the rate of their counterparts (8.0 percent).

- Students or youth customers, ages younger than 24 years at application, represented 37.0 percent of Michigan Rehabilitation Services (MRS) and 27.6 percent of the Bureau Services for Blind Persons (BSBP) customers who exited during PY 2018. Both agencies have shown a consistent trend that young customers (ages younger than 25 years) were most likely to be determined eligible but least likely to achieve an employment outcome when compared to other age groups. Their competitive and integrated employment or supported employment (CIE/SE) rate was lower (42.4 percent for MRS; 31.2 percent for BSBP) than that of adults (64.8 percent for MRS and 34.0 percent for BSBP). A slightly bigger gender discrepancy in the CIE/SE rates among students and youth with disabilities was an additional trend seen over the years; for example, male and female participants were 44.2 percent and 39.6 percent, respectively.

- A number of the agency staff and key informants identified students and youth with disabilities as an underserved group and elaborated their needs and issues. The commonly addressed issues are as follows: inadequate staffing, difficulty navigating multiple systems, inadequate skills training programs, limited access to services, discontinuity of Vocational Rehabilitation (VR) agency service provision, lack of interagency collaboration, and lack of disability trained professionals.

- Meanwhile, most secondary students with disabilities who participated in the CSNA consumer survey indicated they were interested in working after high school graduation while approximately 15 percent of them reported not knowing about their employment goals. In addition, 71.4 percent secondary students expressed an

interest in post-secondary education (e.g., vocational technical school, college/university) after high school graduation. More than 50 percent of the students and parents expressed to pursue four- or two-year college after graduation. In addition, both students and parents indicated pre-employment transition services (e.g., job exploration counseling, work-based learning experiences) were strongly needed. Most of the services were rated as a high need; however, a relatively lower proportion of both students and their parents indicated a need for assistive technology services and help with applying to college.

~~During Performance Year 2018, transition youth customers, ages younger than 26 years at application, represented 38.8 percent (n=6,743) of Michigan Rehabilitation Services VR customers. Their adjusted rehab rate (42.6 percent) was much lower than adults (64.8 percent). A similar trend has been observed in previous years.~~

~~The 2017 Comprehensive Statewide Needs Assessment identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: inadequate staffing, difficulty navigating multiple systems, inadequate skills training programs, limited access to services, discontinuity of MRS service provision, lack of interagency collaboration, and lack of disability trained professionals.~~

~~The State Performance Plan/Annual Performance Report includes annual targets, explains progression or regression, and discusses improvement activities for 18 performance indicators identified by the Office of Special Education Programs at the United States Department of Education. Of 37,851 students enrolled in special education. 37.1 percent were 16 years of age; 34.2 percent were 17 years of age; 16.3 percent were 18 years of age; and 5.6 percent were 19 years of age. The top five diagnostic categories who received special education were: specific learning disabilities (42.3 percent), cognitive impairment (15.4 percent), other health impairments (15.2 percent), autism (11.8 percent) and emotional impairment (7.9 percent). In addition, 0.4 percent were reported as having visual impairments.~~

~~The 2017 State Performance Plan/Annual Performance Report provided the following information about secondary students with disabilities in Michigan.~~

- ~~65.3 percent of students with an Individualized Education Program graduated from high school with a regular diploma while 6.8 percent dropped out of high school.~~
- ~~81.0 percent (vs. 81.3 percent in 2016; 78.3 percent in 2015) of students with an Individualized Education Program, ages 16 and older, (a) had appropriate and measurable post-secondary goals that are updated annually and based upon an age appropriate transition assessment; (b) transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals; and (c) annual Individualized Education Program goals related to the student's transition service needs.~~
- ~~The 2017 Annual Performance Review estimated that, of the youth who are no longer in secondary school and had Individualized Education Programs in effect at the time they left school, 29.2 percent were enrolled in higher education within one year of leaving high school, and 64.9 percent were enrolled in higher education or~~

~~competitively employed within one year of leaving high school. In sum, it was estimated that 77.4 percent were either enrolled in higher education or in some other post-secondary education or training program, were competitively employed, or were in some other employment within one year of leaving high school. The 2016 rates were 32.5 percent, 63.0 percent, and 76.9 percent, respectively.~~

~~The Bureau of Services for Blind Persons (BSBP) will evaluate data from the most recent CSNA when completed, the Center for Education and Performance Information (CEPI) to identify students who are visually impaired who would benefit from Pre-Employment Transition Services (Pre-ETS) services. BSBP consistently communicates with the Michigan Department of Education-Low Incidence Outreach (MDE-LIO) as well as local Teacher Consultants for the Visually Impaired to determine if there are students who need Pre-ETS and other transition services.~~

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The Bureau of Services for Blind Persons (BSBP) has no plan to establish or develop a Community Rehabilitation Program (CRP). BSBP notes that ~~fourteen community rehabilitation organization (CRO) directors participated in the staff survey of the 2017 Comprehensive Statewide Needs Assessment (CSNA). The majority of responding CROs reported providing employment-related services such as job placement, transition services for youth with disabilities, on-the-job supports, Supported Employment, and job search assistance services. Over half of community rehabilitation organizations also provide career or vocational counseling and self-employment/small business services.~~ 22 community rehabilitation organization (CRO) directors participated in the staff survey of the 2020 Comprehensive Statewide Needs Assessment (CSNA). The majority of responding CROs reported providing employment-related services, including career or vocational counseling, vocational assessment, vocational training, job search assistance, job placement, job retention services, on-the-job supports, and supported employment services. Half of community rehabilitation organizations reported providing self-employment/small business services and 68 percent transition services for students and youth with disabilities.

A couple of issues to be considered in serving Michigan residents with disabilities were addressed by community rehabilitation organization directors. Regardless of the type of disabilities or one's economic status, common issues at the consumer level included: lack of housing, lack of transportation, lack of awareness about services available, and limited and inadequate services in the community. Lack of financial and human resources within a service agency and limited interconnectedness among agencies were common themes addressed at the agency level.

BSBP identifies the need to improve service delivery by CRO's specific to blindness. BSBP provides opportunities for CRO's to increase their knowledge base of the specialized services required by blind and visually impaired individuals that will result in competitive integrated employment. Examples of these services is the understanding of assistive technology specific to blindness, and the engagement in two customized employment pilots. BSBPs training center provides in-service opportunities for CRO staff that enhances their understanding of the rehabilitation needs of blind individuals. These in services are received well and highly promoted by the CRO's. BSBP's counselors work very closely with

CRO staff to ensure that that quality service is provided and if there are challenges, they are addressed quickly. Relationships are formed that cultivate a positive working connection. BSBP must consistently and continuously focus on education and training of CRO's as the rate of staff turnover in many CRO's is very high and without that consistent attention services would not be delivered with quality.

BSBP's captive CRP known as the BSBP Training Center (BSBPTC) embraces a philosophy of continuous improvement by dedicating time and resources toward enhancement of programs and services. During PY19, BSBPTC embarked on a strategic initiative to incorporate strategies related to Competitive Integrated Employment. BSBPTC and Field Services collaborated in development of strategic initiatives to incorporate WIOA, "business as a customer" and employment philosophy into daily processes and curricula of BSBPTC. BSBPTC and Field Services also strategically examined BSBPTC referral processes and procedures, BSBPTC orientation processes and procedures and integration of BSBPTC and Field Services in participant evaluation, reporting and seamless return to community for continuation of employment and training services. The strategic initiatives are expected to be fully implemented by the end of PY 21.

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

~~A survey in the 2017 Comprehensive Statewide Needs Assessment specifically targeted junior and senior high school students with disabilities to identify service needs and relevant issues of transition students with disabilities. A total of 113 participants provided responses.~~

~~Most students with disabilities and their parents who participated in the consumer survey indicated they wanted to have a job after high school graduation. Three quarters expressed interest in post-secondary education (e.g., vocational technical school, college/university). In addition, students and parents showed a need for and interest in receiving most pre-employment transition services (e.g., job exploration counseling, work-based learning experiences, job readiness training). A lower proportion of the respondents indicated a need for assistive technology services.~~

~~When comparing responses, students indicated a high interest in learning about financial aid and grant options for college or universities. Parents expressed concerns regarding both self-advocacy skills of their children and issues related to employment.~~

The 2020 Statewide Needs Assessment identified service needs and relevant issues of students and youth with disabilities, as stipulated in WIOA, both consumer and family surveys included a section specifically targeted to junior high or high school students with disabilities. A total of 67 participants answered questions for students with disabilities (i.e., 28 consumers and 39 family/ friends).

The survey participants were asked to provide their employment and post-secondary education goals after graduating from high school and their level of interest or needs for pre-employment transition services or activities, per the five categories specified in WIOA.

Employment and Postsecondary Education Goals

Regarding employment and post-secondary education goals, one-third of the respondents provided multiple answers (e.g., have a part-time job and have volunteer work). When consumer and family/friend survey respondents were considered together, almost half indicated their goal was to have a full-time job, and approximately one-third a part-time job. In addition, approximately one-third of IWDs and their family/friends expressed an interest in having a job but indicated they would need additional supports to find and/or keep a job. No individuals were interested in not working and approximately 15 percent indicated they did not know yet.

In regard to education goals, three most frequent responses were four-year college/university (32.1 percent), vocational technical school (21.4 percent), and two-year community college (21.4 percent). Approximately one-quarter of the participants did not know yet about their educational goal after high school graduation, and a very small number of respondents were not interested in further education.

The tables below separately display the percentage of respondents who endorsed employment and post-secondary education goals for each consumer group. For example, 46.4 percent of 28 individuals with disabilities reported that their employment goal is to have a full-time job.

Employment Goals

	IWD N=28	F/F N=39
Have a full-time job	46.4%	46.2%
Have a part-time job	35.7%	25.6%
Have a job but I need additional supports to find and/or keep a job	28.6%	35.9%
Have volunteer work	14.3%	10.3%
Serve the military	7.1%	2.6%
Be self-employed	3.6%	7.7%
I am not interested in working	0.0%	12.8%
I don't know yet	14.3%	23.1%

Postsecondary Education Goals

	IWD N=28	F/F N=39
Four-year college/university	32.1%	30.8%
Two-year community college	21.4%	30.8%
Vocational technical school	21.4%	28.2%
Adult-continuing education (without degree or certification)	10.7%	10.3%
I am not interested in further education	10.7%	15.4%
I don't know yet	21.4%	38.5%

Pre-Employment Transition Service Needs

The survey results highlight a strong need for pre-employment transition services as perceived by secondary students with disabilities and their parents. As presented in the table below, most of the services listed were rated as a high need. However, a relatively

lower proportion of both students and their parents indicated a need for assistive technology services and help with applying to college.

As most services were rated high, the following table also presents the percentages of the responses marked “strongly need.” Note that the series of questions adopted a three-point Likert scale (i.e., *strongly need*, *somewhat need*, and *do not need*). While students and their parents indicated a high interest in exploring career and job opportunities, parents additionally expressed concerns regarding decision-making, goal-setting, and problem-solving skills as well as learning how to talk to employers about their disability.

Pre-Employment Transition Service Needs

		Need to Receive		Strongly Need	
		IWD	F/F	IWD	F/F
Self-Advocacy	Gain knowledge on my disability and self-advocacy skills	80.8%	89.7%	53.8%	56.4%
	Obtain decision making/goal setting/problem-solving skills	92.0%	100%	56.0%	74.4%
	Learn when and how to talk about my disability with employers	88.5%	94.9%	65.4%	74.4%
	Learn how to ask for equipment or changes to the job to help me perform as a worker with disabilities	84.6%	87.2%	69.2%	53.8%
Job Exploration	Know my job interests and aptitudes	92.3%	94.9%	73.1%	53.8%
	Explore career and job opportunities	92.9%	94.9%	85.7%	74.4%
	Talk to people working in a job I am interested in	92.6%	100%	77.8%	66.7%
	Participate in workplace tours/field trips	92.6%	94.9%	66.7%	64.1%
Job Readiness	Gain communication skills	84.6%	89.7%	53.8%	56.4%
	Learn social/Interpersonal skills	80.0%	89.7%	48.0%	53.8%
	Receive assistance with applications and interviews	84.6%	94.9%	73.1%	61.5%
	Obtain help searching or keeping jobs	92.0%	87.2%	76.0%	66.7%
	Learn how work affects my disability benefits	80.8%	76.9%	65.4%	53.8%
Work-based Learning	Participate in work experiences (e.g., volunteer work, service learning, practicum, internship)	80.8%	92.3%	61.5%	66.7%
	Receive support/training on the job	100%	89.7%	65.4%	71.8%
Postsecondary Education	Obtain information about education or training after high school	92.3%	86.8%	65.4%	71.1%
	Visit college or vocational technical schools	84.6%	76.9%	69.2%	43.6%
	Learn about financial aid and grant options	92.3%	82.1%	76.9%	61.5%
	Receive help with applying to college	77.8%	64.1%	66.7%	48.7%
Other	Obtain and use assistive technology	69.2%	69.2%	50.0%	33.3%
	Receive independent living skills training	88.0%	84.6%	68.0%	46.2%

Students who are blind or visually impaired benefit from services designed to enhance Competitive Integrated Employment (CIE) outcomes by receiving work-based learning, work-based readiness, career exploration counseling, instruction in self advocacy and counseling on opportunities for enrollment in post-secondary education. The Bureau of Services for Blind Persons (BSBP) assessment suggests that early intervention implementing the above services leads to stronger vocational direction and outcomes that are focused on demand-driven occupations. BSBP is gathering data that could substantiate the benefit of providing these early services. BSBP aligns with the Individuals with Disabilities Education Act (IDEA) by participating in the Individual Employment Plan (IEP) process, participating, and conducting person centered plans and post-secondary planning.

K. ANNUAL ESTIMATES

Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

According to the most recent disability statistics data at https://www.disabilitystatistics.org/StatusReports/~~2016~~2018-PDF/2016-StatusReport_MI.pdf, approximately 223,000 working age individuals are in MI with a visual impairment.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

The Bureau of Services for Blind Persons (BSBP) estimates serving 1,400 consumers during FY 2021 and 2022.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The Bureau of Services for Blind Persons (BSBP) utilized data from the previous two program years to estimate serving approximately 44 consumers during FFF 2021-2022 who are eligible to receive supported employment services.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

The Bureau of Services for Blind Persons (BSBP) is currently not operating 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 – Bureau of Services for Blind Persons (BSBP) 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.

The Bureau of Services for Blind Persons (BSBP) estimates that $4,218,882 provided services to VR eligible consumers. State General Funds that supported services provided to VR eligible consumers was $898,622. The estimated cost of service for fiscal years 21-22 is

$3013.00 per eligible consumer. The RSA 2 was the source document used to generate this response.

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. 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

The goals and priorities below under question "Identify the goals and priorities in carrying out the Vocational Rehabilitation (VR) and Supported Employment programs" were jointly developed, reviewed, revised, and agreed upon by the Bureau of Services for Blind Persons (BSBP) and the Michigan Council for Rehabilitation Services in order to carry out the VR and Supported Employment programs.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

Goal 1: The Bureau of Services for Blind Persons (BSBP) will utilize the expertise of technology service providers including the group services of the Braille and Talking Book Library (BTBL) to ensure that staff and consumers are familiar with emerging adaptive technologies and their applications.

Goal 2: BSBP will review and analyze data that will inspire mission driven projects and service delivery strategies dedicated to successful competitive integrated employment outcomes.

Goal 3: Vocational Rehabilitation (VR) including Supported Employment (SE) programs and services will focus on promoting demand-driven occupations that result in competitive integrated employment including measurable skill gains and credential attainment for individuals who are blind and visually impaired.

Goal 4: Advance the provision of vocational rehabilitation services to students and youth who are blind or visually impaired as well as other disabilities.

Goal 5: BSBP will collaborate and align with the WIOA core partners.

Goal 6: BSBP will utilize business engagement strategies to embrace the dual customer service delivery model that will promote competitive integrated employment outcomes.

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 Statewide Comprehensive Needs Assessment (CSNA) provided useful information~~, however the information collected regarding individuals who are blind was very limited~~. BSBP also use~~d~~s other resources such as the data from its RSA-911 report and input from its stakeholders to develop our goals and priorities.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

All performance accountability measures of section 116 of WIOA have been identified as baseline measures for VR programs. The Bureau of Services for Blind Persons (BSBP) management team regularly reviews available information to evaluate and improve performance (911 data dashboards, and case management tools). BSBP will continue this process until benchmarks have been established and levels of performance have been negotiated with the Rehabilitation Services Administration.

Achievement of the state goals will support the achievement of the 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 FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

The Bureau of Services for Blind Persons (BSBP) regularly and no less than four times a year provides the Michigan Council for Rehabilitation Services (MCRS) with information regarding the operation, performance, and effectiveness of the Vocational Rehabilitation ~~VR~~ program. BSBP utilizes the feedback from the 107 monitoring review and technical assistance provided by sources such as WINTAC to guide the process in developing the bureau's goals and priorities. BSBP uses tools such as the 911 data, and data from the case management system to monitor performance toward the goals and priorities outlined. based on Section 116 of WIOA.

M. ORDER OF SELECTION

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

The Bureau of Services for Blind Persons (BSBP) does not have a plan to implement an order of selection.

B. THE JUSTIFICATION FOR THE ORDER

N/A

C. THE SERVICE AND OUTCOME GOALS

N/A

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

N/A

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

N/A

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 designated State unit 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

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

- During Program Years ~~20~~ 2021-2022 continue to identify and increase the number of individuals to be served with the most significant disabilities who can benefit by receiving supported employment services at application and when reviewing existing cases.
- Build subject matter expertise (SMEs) to facilitate Supported Employment, and Customized Employment service delivery models demonstrating best practices. Utilize technical assistance such as Vocational Rehabilitation Technical Assistance Center Quality Management (VRTAC-QM) ~~WINTAC~~ SMEs on best practices that will lead to evidence-based practices to/develop and implement one to three demonstration projects based on promising practices.
- Increase Supported Employment training opportunities for VR counselors, community rehabilitation service staff, families, and individuals. Provide at least one training opportunities annually to build knowledge, skills, and subject matter expertise.

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

The Bureau of Services for Blind Persons (BSBP) will provide ongoing support services, including Customized Employment and other appropriate services needed to assist youth with the most significant disabilities to achieve competitive integrated employment.

BSBP supports the provision of Extended Services for youth with the most significant disabilities. The funding of Extended Services may be provided for up to four years or until the youth reaches 25 years of age, whichever comes first. In addition, Customized Employment is a vocational rehabilitation service option for youth who are appropriate to receive supported employment services.

Of the fifty percent of the funds received for the provision of supported employment services, BSBP has set aside fifty percent of the funds received under Section 603 of the Rehabilitation Act for the provision of services specific to youth with the most significant disabilities. The Michigan Rehabilitation Services (MRS) has successfully met the fifty percent match requirement for supported employment services provided to youth with disabilities.

BSBP shares information with staff, customers, and community partners regarding the ability to provide Extended Services for up to four years when Competitive Integrated Employment (CIE) is obtained. The ability to provide this support enhances the opportunity for consumers to be successful by proving supports that will ensure that the employment is more seamless and ultimately, less extended services could be needed. BSBP ~~is actively negotiating~~ has an agreement with the Behavioral Health and Developmental Disabilities Administration ~~(BHDDA).~~ The Developmental Disabilities Council proves to be a valued resource for the seamless transition from VR supported services to extended supports provided by an alternate funding source.

BSBP will continue to actively pursue opportunities which will allow the state to leverage public and private funds to increase resources and serve youth with the most significant disabilities.

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.

The Bureau of Services for Blind Persons (BSBP) will continue to collaborate with the Behavioral Health and Developmental Disabilities Administration (BHDDA), Michigan Developmental Disabilities Council, and the Michigan Department of Education to identify resources and supports for Extended Services. BSBP is collaborating to design formal agreements with the Department of Education ~~(MDOE)~~ and the BHDDA.

O. STATE'S STRATEGIES

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

Goal 1: The Bureau Services for Blind Persons (BSBP) will utilize the expertise of technology service providers including the group services of the Braille and Talking Book Library (BTBL) to ensure that staff and consumers are familiar with emerging adaptive technologies and their applications.

Strategy: BSBP's Braille and Talking Book Library (BTBL) will continue providing group services, including but not limited to book clubs and technology training workshops and

seminars. Sponsor technology clubs as well as outreach to patrons and BSBP consumers including Pre-ETS eligible and potentially eligible students via social media.

Goal 2: BSBP will review and analyze data that will inspire mission driven projects and service delivery strategies dedicated to successful competitive integrated employment outcomes.

Strategy: BSBP will utilize the data elements collected via the 911 federal report to determine the baselines for performance and respond to those baselines to establish measurable goals that can provide information that will speak to BSBP's return on investment.

Goal 3: Vocational Rehabilitation (VR) including Supported Employment (SE) programs and services will focus on promoting demand-driven occupations that result in competitive integrated employment including measurable skill gains and credential attainment for individuals who are blind and visually impaired.

Strategy:

- BSBP will utilize Career Index Plus to provide career exploration and labor market analysis that will direct consumers to career goals that are an appropriate fit incorporating skills, abilities, and interests along with demand driven industries that will lead to measurable skill gain and credential attainment. Progress can be measured by data captured regarding measurable skill gain, credential attainment and successful obtainment and retention of employment.

- BSBP will utilize technical assistance to implement customized employment techniques to assist consumers in obtaining the appropriate career goal fit. BSBP counselors and regional managers will participate in customized employment Association of Community Rehabilitation Educators (ACRE) training and actively enter customized employment pilots within the state.

- BSBP has and will continue to have a presence on Employment First workgroups and are actively engaging with the technical assistance provider engaged by Employment First. BSBP will utilize the technology assistance and information to continue promoting and cultivating supported employment practices that will result in competitive, integrated outcomes.

Goal 4: Advance the provision of vocational rehabilitation services to students and youth who are blind or visually impaired and other disabilities.

Strategy: BSBP has designed policy, procedure, toolkits, and fiscal forecasting with technical assistance that includes the ~~Workforce Innovation Technical Assistance Center (WINTAC)~~ Vocational Rehabilitation Technical Assistance Center Quality Management, and the National Technical Assistance Center on Transition: The Collaborative, and the (RSA). BSBP is engaging the Michigan Department of Education in developing a Memorandum of Understanding that clearly defines the role of VR and that of the Local Education Agencies (LEAs). BSBP will continue to actively partner with stakeholders and providers in the delivery of Pre-ETS. BSBP will continue to utilize technical assistance as needed to assist in defining programs and services to potentially eligible and eligible students.

Goal 5: BSBP will collaborate and align with the WIOA core partners.

Strategy:

- Collaborate with core partners resulting in seamless service delivery.
- Reduce duplication of effort and maximize resources
- Maximize the opportunity for persons who are blind to participate in and benefit from core services

Goal 6: BSBP will utilize business engagement strategies to embrace the dual customer service delivery model that will promote competitive integrated employment outcomes.

Strategy:

- BSBP will use the collaborative relationships with core partners, community partners, and the Business Network Division of the general agency as opportunities for business engagement relationships that can result in changes for successful competitive integrated employment for individuals who are blind.
- Staff training experiences in Windmills training dedicated to business engagement
- Statewide initiatives dedicated to connecting business and consumers with disabilities.
- Application of customized employment job development strategies

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. This assessment allows the Bureau of Services for Blind Persons (BSBP) staff to understand the specific needs of the consumer and design a service delivery plan that addresses training needs. The ability to utilize adaptive technology will allow consumers to obtain skills that will result in potential credentialing that ultimately results in skills of independence and competitive integrated employment.

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

The Bureau of Services for Blind Persons (BSBP) can utilize interpreters, both for persons who are deaf and hard of hearing, as well as those who may need language interpretation in order to access services. BSBP staff participates in community events that may reach out to minority or underserved populations. Examples are annual cultural fairs where we may have presence, communication with the Hannahville 121 project in Michigan's Upper Peninsula where a Memorandum of Understanding is being updated to clearly define referral processes.

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 POST-SECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POST-SECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

The Bureau of Services for Blind Persons (BSBP) participates on the Michigan Interagency Transition Team to design and develop collaborative models to use with students with disabilities in the state. BSBP partners with Michigan Department of Education, Michigan Rehabilitation Services (MRS), Centers for Independent Living, and other community rehabilitation programs to design Pre-Employment Transition Services (Pre-ETS) and programs in the five required Pre-ETS categories. In collaboration with our partners statewide pilots such as Seamless Transition have been developed to utilize evidence-based practices to increase competitive integrated employment outcomes for students.

BSBP staff attend transition council meetings and statewide transition events such as the Michigan Transition Services Association annual conference. BSBP staff participate in local transition fairs and events to explain Pre-ETS and Vocational Rehabilitation ~~(VR)~~ services for students.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

- Increasing communication with community rehabilitation programs through consistent meetings which involve both the Vocational Rehabilitation ~~(VR)~~ and provider staff to discuss service requirements, opportunities, expectations, challenges, and resolutions.
- Provide training to community rehabilitation providers specific to the needs of blind and visually impaired consumers.
- Conduct targeted outreach for providers in areas with identified service gaps.
- Participate in ongoing education and training with community rehabilitation program ~~(CRP)~~ surrounding the six Workforce Innovation and Opportunity Act ~~(WIOA)~~ performance indicators.
- Engage the provider network in the process of establishing reasonable rates as defined in 2 CFR 200.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

- Continuous collaboration with Workforce Innovation and Opportunity Act (WIOA) partners, i.e., advocacy for presence on local workforce boards that allows the Bureau of Services for Blind Persons (BSBP) professionals to advocate for inclusion of blind and visually impaired consumers in all programs where they may be eligible. This enhances co- enrollment opportunities, opportunities for education and training and ultimately competitive integrated employment outcomes.

- Inclusion on the state level workforce board where the interests of blind and visually impaired persons are considered as well as all persons with disabilities when high level decision regarding resources and initiatives are made that could affect competitive integrated outcomes for persons with disabilities.
- Developing Memorandums of Understanding (MOU) with local One-Stop centers where the interests of persons with disabilities especially blindness can be advocated for, and services can be made available.
- Development of MOUs with education, and the Behavioral Health and Development Disabilities Administration ~~(BDDA)~~ that will outline how collaborative relationships can enhance service delivery and inclusion of persons with disabilities especially those who are blind or visually impaired.
- Continuous monitoring of data dashboards and case management system metrics to evaluate and adjust bureau performance.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

Maintaining One-Stop center presence, continue to create and implement Memorandums of Understanding, promotion of a mutual awareness of the capacities of the Bureau of Services for Blind Persons (BSBP) and our partners, continued understanding of the requirements of the Workforce Innovation and Opportunity Act (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;

The data identified in the Comprehensive Statewide Needs Assessment (CSNA), 911 data, and input from stakeholders such as the State Rehabilitation Council are tools the Bureau of Services for Blind Persons (BSBP) utilized to guide BSBP service delivery, outreach initiatives, staff priorities, including training and education needs that promote the goals and strategies outlined in this plan.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Innovation and Expansion Activities (I&E): Michigan Council of Rehabilitation Services (MCRS) and Statewide Independent Living Council (SILC). The Bureau of Services for Blind Persons (BSBP) partners with the MCRS and the SILC to address consumer needs. There are no additional I&E projects at this time. Within the four year plan cycle there could be an I&E project focused on customized employment. This would be determined based upon the analysis of the need as the customized employment pilots.

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.

Continue education and support both on a state and local level to assist the business community, consumers, and other stakeholders in understanding the opportunities of the

hidden talent we represent in vocational rehabilitation. Examples are presence on the local and state workforce development boards, in schools, local community mental health organizations, and community outreach opportunities with community rehabilitation programs.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

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 funds are used to support the State Rehabilitation Council (SRC) in completing the mandated requirements of the SRC to assist the Designated State Unit in providing quality services that are aligned with the state plan goals and priorities. The Bureau of Services for Blind Persons (BSBP) has also used these to support the Michigan Statewide Independent Living Council and may continue to do that as needed.

Goal 1: BSBP ~~has established a goal to monitor, through data collection over the next three years, the successful completion~~ will review successful closure data for Vocational Rehabilitation (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 VR services.

Strategy and achievement: BSBP utilized Motivational Interviewing techniques to engage potential applicants to increase the ability to develop report and address potential cultural barriers, which could be a barrier to serving persons of color. Approximately 30 percent of the consumers served during PY 2018 and 75 percent of PY 2019 have self-disclosed as representing the African American culture. Individuals that self-identified as not representing African American culture represents approximately 70 percent of persons served by BSBP. This information will continue to be reviewed and compared to the most recent CSNA, which ~~will be~~ was completed in 2020.

Goal 2: BSBP will expand minority outreach efforts by ~~establishing town hall meetings~~ by reaching out to minority groups and offering informational sessions with each group. BSBP will monitor ~~the activities to determine if the methods are producing new referrals.~~ customers served to determine the change in the numbers being served. ~~the activities to determine if the methods are producing new referrals.~~ BSBP is aware of the need to channel resources in 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. BSBP became part of an MOU with the 121 projects in 2021, which demonstrates BSBP's commitment to support the native American community. BSBP will continue to monitor this goal for remainder of the plan cycle and adjust accordingly. ~~BSBP continues these outreach activities~~ ~~and will continue to do so~~.

Goal 3: BSBP networks with Community Rehabilitation Organizations (CRO's) such as state and local community mental health agencies to expand service to eligible BSBP customers that enhance the ability to obtain independence, community inclusion and employment. ~~The Bureau will develop relationships with community rehabilitation organizations, mental health agencies with emphasis on individuals with mental illness, housing authorities, local CILs, and transportation sources to assist in providing expanded services for consumers. Each region will continue to collaborate with Community Mental Health (CMH) 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 anticipates having an agreement in place with Behavioral Health and the Developmental Disability Administration by the mid-cycle review of this plan.~~

Strategy and achievement: BSBP ~~anticipates having an agreement in place with~~ signed an agreement with Behavioral Health and the Developmental Disability Administration ~~by the mid-cycle review of this plan~~ that will guide the process of ensuring that referrals are made from CMH agencies to VR and that extended services are provided when time frames for VR participation are met (up to four years after competitive integrated employment is obtained). The achievement of this goal will be more effectively measured ~~after~~ now that the MOU is in place structuring the parameters for providing extended services to individuals after BSBP has utilized the supported employment resources available to the Bureau in accordance with WIOA legislation and the needs of the consumer.

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's Braille and Talking Book Library 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 BSBP Training Center has a technology team that also provides in-service training to staff both in person and virtually. The training center also provides in-service training to community partners to assist them in acquiring and updating their skills. The training center provides comprehensive technology training to consumers who participate in workplace readiness as adults and students and youth to enhance skill and promote the ability to obtain training and education as well as competitive integrated education. This goal will remain constant as the need for knowledge

regarding technology continues to be a need for BSBP to facilitate the education and placement of blind consumers. This goal has been met and has transitioned into regional trainings around the state to address geographical and staff needs.

Goal 5~~6~~: The BSBP should obtain 75-80 competitive integrated closures in Program Year 2021 with increase in successful outcomes in Program Year 2022. ~~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: BSBP is engaging with business, workforce partners, and other community partners to identify opportunities for demand driven opportunities that can result in competitive integrated employment outcomes. Purposeful counseling and guidance and using tools such as motivational interviewing, career index plus, and customized employment provide strategies where BSBP can work with customers to obtain desired outcome. ~~In Fiscal Year 2015, BSBP rehabilitated 181 consumers. BSBP counselors assume, as part of their duties, a business 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. This goal continues to receive additional consideration as WIOA performance measures are continuing to be baselined and data is gathered. Although Competitive Integrated Employment (CIE) outcomes are not a performance indicator, the focus on measurable skill gain and credential attainment are indicators that will be measured until the mid-cycle review.~~

Goal 6~~7~~: BSBP will engage in activities that will assist in identifying students ~~identify transitioning youth and work to serve individuals aged~~ 14 to 26 years old. BSBP collaborates with the Michigan Department of Education's Low Incidence Outreach program and Intermediate School Districts ~~(ISD)~~ to provide information regarding transition services.

Strategy and achievement: BSBP coordinates with Local Education Agencies and State Education Agencies and the Low Incidence Outreach program to identify potentially eligible and eligible students who could benefit from Pre-Employment Transition Services and VR services. This will continue to be an ongoing goal as the need to identify potential customers is ongoing. BSBP monitors the numbers of students served both potentially eligible and VR eligible students. The numbers of students in both categories have consistently increased. ~~The achievement of this goal is being met through ongoing and continuous outreach and BSBP efforts to continue to identify eligible students. This goal will remain a focus for the remainder of this plan cycle. BSBP is successfully identifying students and has increased potentially eligible students from 0 to 12. This goal has been addressed and updated in the 2020-2023 plan.~~

Goal 7~~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 provide information about the Braille and Talking Book Library to consumers and assists those interested 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. BSBP and the library are working together to provide services to groups via technology training and book clubs, tech tips and monthly meetings. This is happening and will continue. This goal will continue as a focus for BSBP. This practice continues and this goal has been met.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

Challenges that effect the achievement of some goals and other factors that could slow the progress of the achievement of some goals:

- The need for Memorandums of Understanding with the Department of Educational and the Department of Behavioral Health and Developmental Disability Administration (BHDDA).
- Inclusion as a working partner on the state's workforce development board
- Data sharing agreements with Workforce Innovation and Opportunity Act ~~(WIOA)~~ core partners, education and BHDDA that supports sharing of co-enrollment information that would enhance the ability to identify additional consumers that may benefit from being served by the Bureau of Services for Blind Persons (BSBP).

Un-anticipated natural consequences of the impact of Covid 19 on Vocational Rehabilitation's ability to effectively deliver services.

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

- Bureau of Services for Blind Persons (BSBP) continued partnership and collaboration with the Employment First Initiative.
- Continued support and commitment to pilots one and two of the customized employment implementation.
- Education and training of BSBP's professional staff to evaluate potential recipients of supported employment services more effectively.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

- The limited economic opportunities for rural consumers.
- Transportation and lack of public transportation resources.
- The Individuals with Disabilities Education Act ~~(IDEA)~~ is not aligned with the WIOA.
- The lack of community providers that clearly understand the needs of blind consumers.
- Lack of clarity in roles of state agencies in structuring and funding extended services.
- The challenges of educating businesses regarding the capabilities of significantly disabled individuals to contribute to the workforce.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

The Bureau of Services for Blind Persons (BSBP) ~~has~~ collect~~ed~~s and reports program year data. BSBP has only reported on indicator 5 (measurable skills gain) for Program Years (PY) 2019-2020. Baseline data for the remaining five indicators will be considered to determine performance goals prior to PY 2022. ~~reported 2 program year's equivalents of data. BSBP has not reported or collected data on the six performance accountability indicators under Section 116 of WIOA. BSBP is unable to predict its future performance on any of the six performance indicators, including the SE program goals, until baseline targets have been established. Michigan's VR programs have negotiated the baseline performance indicator for Indicator 5 - Measurable Skill Gain utilizing the data collected in 2018 and 2019.~~

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

Innovation and Expansion Activities: Funding operations of Michigan Council of Rehabilitation Services (MCRS) and Statewide Independent Living Council (SILC). The distribution of funds is documented as follows:

~~FY18: Total I&E expenditure: $172,021~~

- ~~Statewide Independent Living Council Support: $145,394.~~
- ~~Michigan Council for Rehabilitation Services Support: $26,627.~~

~~FY19: Total I&E expenditure: $90,313~~

- ~~Statewide Independent Living Council Support: $90,313.~~

FY20: Total Innovation and Expansion Expenditure $59,171.06

- SILC = $57,335.00
- MCRS = $1,836.06

FY 21: Total Innovation and Expansion Expenditures $112,263.19

- SILC = $109,115.00
- MCRS = $3,148.19

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

The Bureau of services for Blind Persons (BSBP) provides comprehensive services to adults and youth who are eligible to receive supported employment services for the purpose of obtaining competitive integrated employment outcomes. BSBP will provide extended services as determined necessary and in accordance with federal regulation. BSBP will collaborate with community partners and employers to identify resources to provide ongoing supports.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

The Bureau of Services for Blind Persons (BSBP) transfers consumers receiving support employment services via the Vocational Rehabilitation (VR) and SE program to extended services when the position no longer requires intensive services and is stable. Supported Employment services may last up to 24 months prior to transitioning to extended services. The consumer is considered to be secure in their position when the counselor, with input from the job coach/employment specialist, employer and individual confirms that: 1) initial intensive services identified on the IPE have resulted in the individual demonstrating acceptable job performance, and 2) an expectation of satisfactory job performance will be maintained with the individual based on ongoing support services being provided.

BSBP will work in tandem with systems that support the needs of the individual 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.

VOCATIONAL REHABILITATION (BLIND) CERTIFICATIONS

States must provide written and signed certifications that:

1. THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA[14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT[15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

Bureau of Services for Blind Persons

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY)[16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN[17] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[18] , 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;

ENTER THE NAME OF DESIGNATED STATE AGENCY

Michigan Department of Labor and Economic Opportunity

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[19] , THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS[20] , 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;

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;

5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) 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;

ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

~~Jeff Donofrio~~ Susan Corbin

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR

COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES;

ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Director, Michigan Department of Labor and Economic Opportunity

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.

FOOTNOTES

[14] Public Law 113-128.
[15] Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
[16] All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.
[17] No funds under title I 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.
[18] 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 3474; and the State VR Services program regulations.
[19] No funds under title VI of the Rehabilitation Act may be awarded without an approved supported employment supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
[20] Applicable regulations, in part, include the citations in footnote 6.

CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	~~Jeff Donofrio~~ Susan Corbin
Title of Signatory	Director, Department of Labor and Economic Opportunity
Date Signed	~~03/12/2020~~

ASSURANCES

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:**

The State Plan must include	Include
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. The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to: Administration of the VR services portion of the Unified or Combined State Plan:	
3.a. The establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act	
3.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 (A or B must be selected):	
3.b.(A) “is an independent State commission” (Yes/No)	No
3.b.(B) “has established a State Rehabilitation Council” (Yes/No)	Yes
3.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	
3.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)	
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. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds (Yes/No)	~~No~~ Yes
3.f. The shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the shared funding and administration of joint programs (Yes/No)	No

The State Plan must include	Include
3.g. State wideness and waivers of state wideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act. Is the designated State agency requesting or maintaining a waiver of state wideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this VR services portion of the Unified or Combined State Plan	Yes
3.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	
3.i. All required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act	
3.j. The requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act	
3.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	
3.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	
3.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:	
4.a. Comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act	
4.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	
4.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? (Yes/No)	Yes
4.d. Determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act	

The State Plan must include	Include
4.e. 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	
4.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	
4.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	
4.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	
4.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	
4.j. With respect to students with disabilities, the State,	
4.j.i. Has developed and will implement,	
4.j.i.I. Strategies to address the needs identified in the assessments; and	
4.j.i.II. 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	
4.j.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:	
5.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	
5.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	
5.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	

The State Plan must include	Include
6. Financial Administration of the Supported Employment Program:	
6.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	
6.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:	Yes
7.a. The Designated State Agency Assures That it Will Provide Supported Employment Services as Defined in Section 7(39) of the Rehabilitation Act	
7.b. The designated State agency assures that:	
7.b.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	
7.b.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	

VOCATIONAL REHABILITATION PROGRAM PERFORMANCE INDICATORS

Performance Goals for the Core Programs

Each state submitting a Unified or Combined State 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-negotiated levels of performance for the indicators for each of the first two years of the plan.

For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as "baseline" indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A "baseline" indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, "baseline" indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as "baseline" based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

~~For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit);~~
- ~~Median Earnings (Second Quarter after Exit);~~
- ~~Credential Attainment Rate; and~~
- ~~Measurable Skill Gains~~

~~The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:~~

- ~~Employment (Second Quarter after Exit);~~
- ~~Employment (Fourth Quarter after Exit); and~~
- ~~Median Earnings (Second Quarter after Exit)~~

~~The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators.~~

For the first two years of PYs 2020-2023 Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as "baseline" for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit);
- Employment (Fourth Quarter after Exit);

- Median Earnings (Second Quarter after Exit); and
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	NA	NA	NA	NA
Employment (Fourth Quarter After Exit)	NA	NA	Na	NA
Median Earnings (Second Quarter After Exit)	NA	NA	NA	NA
Credential Attainment Rate	NA	NA	NA	
Measurable Skill Gains	19.0 percent	19.0 percent	20.0 percent	20.0 percent

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

Performance Indicators	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	NA	NA	NA	NA
Employment (Fourth Quarter After Exit)	NA	NA	Na	NA
Median Earnings (Second Quarter After Exit)	NA	NA	NA	NA
Credential Attainment Rate	NA	NA	NA	
Measurable Skill Gains	percent	percent	percent	percent
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

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 elects to include 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. 24 If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II-IV of this document, where specified, as well as the program-specific requirements for that program.

[24] 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 would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

PERFORMANCE INDICATOR APPENDIX

ALL WIOA CORE PROGRAMS

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

All WIOA Core Programs

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Effectiveness in Serving Employers	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]	Not Applicable[1]

[1] "Effectiveness in Serving Employers" is still being piloted and this data ~~will~~ may not be entered for 2022~~0~~ State Plans.

ADDITIONAL INDICATORS OF PERFORMANCE

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

Additional Indicators of Performance
N/A

OTHER APPENDICES

Appendix I: Performance Goals for the Core Programs

Note: Michigan's program performance indicators are located under the Adult, Dislocated Worker and Youth portion of the plan, program performance indicator section(s). The Wagner-Peyser program performance indicators are located under the Wagner-Peyser portion of the plan, program performance indicators section. The performance indicators have been negotiated and approved with both the U.S. Department of Labor and the U.S. Department of Education in a finalized agreement on target performance levels for 2020-2021.

Note: Expected levels of performance for all program areas for Program Years 2022-2023 will be added at a later date as information becomes available through the United States Department of Labor. Because of a lack of historical data, states are not required to submit expected levels of performance for the ESE indicator for PY 2022 and PY 2023.

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 Partners
- 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 six core programs including:
- Interagency Migrant Resource Council
- Other State Departments including the Departments of Agriculture, Corrections, Education, Labor and Economic Opportunity, Licensing and Regulatory Affairs, and the Unemployment Insurance Agency.

The Plan is posted on the following websites:

- The Department of Labor and Economic Opportunity's Website
- Michigan Rehabilitation Services Website

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: Governor's Michigan Workforce Development Board Membership Roster

The membership of the State Workforce Board will consist of the following members, *at a minimum*:

1. Governor Gretchen Whitmer

State of Michigan

(Governor)

2. Representative Sarah Anthony, State Representative (*Ex Officio*)

(D or Representing-City of Lansing and Lansing Township)

Michigan House of Representatives, 68th District

3~~2~~. ~~Jeff Donofrio~~ Susan Corbin, Director

Department of Labor and Economic Opportunity

(Director of the state's workforce development department/agency)

4~~3~~. Representative Ben Frederick, State Representative

(R -Shiawassee & Saginaw Counties)

Michigan House of Representatives, 85th District

(Michigan House)

5. Steve Claywell, President

Michigan Building and Construction Trades Council

(Workforce and general labor)

6. Awenate Cobbina, ~~Vice President of Business Affairs~~ CEO

~~Palace Sports and Entertainment~~ Bedrock Group and the Chair of the MEDC Executive Committee

(Business and MEDC)

7~~4~~. Senator Kevin Daley, State Senator

(R -Bay, Lapeer & Tuscola Counties)

Michigan State Senate, 31st District

(State Senator)

8~~7~~. Robert Davies, President

Central Michigan University

(President of an institution of higher education)

9. Jeff Donofrio, Vice Chair, President/CEO

Business Leaders of Michigan

(*Business*)

10~~8~~. Mike Duggan, Mayor

City of Detroit

(Chief elected official of a city or county)

11~~9~~. Jennifer A. Geno, Executive Director

Career and Technical Education for Saginaw Intermediate School District

(Director of a Michigan high school career and technical education program)

12~~10~~. Lee Graham, Executive Director

Operating Engineers 324's Labor Management Education Committee

(Apprenticeship coordinator of a joint labor-management apprenticeship program)

13~~11~~. Peter T. Hungerford, Chief Operating Officer

ADAC Automotive

(Manufacturing business enterprises)

14~~12~~. Russ Kavalhuna, President

Henry Ford College

(President of a community college district)

15~~13~~. Martha Zehnder Kaczynski, Vice President Frankenmuth Bavarian Inn Corp., Bavarian Inn Lodge, and the Frankenmuth Cheese Haus

(Business)

16. Leigh A. Kegerreis, Administrative Assistant to the President of the UAW

(Workforce and general labor in Michigan)

~~**14. Birgit M. Klohs**, President and CEO~~

~~The Right Place, Inc.~~

~~*(Business)*~~

17. Shana Lewis, Vice President of Talent Acquisition and Workforce Programs

Trinity Health

(*Business*)

18~~15~~. Rachel E. Lutz, Owner

Peacock Room Boutique, Yama, and Frida clothing stores

(Small business owner)

19. Senator Mallory McMorrow, State Senator (*Ex Officio*)

(D or Representing-Oakland county, including cities of Berkley, Birmingham, Bloomfield Hills, Clawson, Rochester, Rochester Hills, Royal Oak, and Troy)

Michigan State Senate, 13th District

(State Senator)

20~~16~~. Dave Meador, Vice Chairman and Chief Administrative Officer

DTE Energy

(Business enterprises employing veterans, returning citizens, or persons with disabilities)

21~~17~~. Cindy Pasky, Chair, President/CEO

Strategic Staffing Solutions

(Female-owned business enterprises)

~~**18. Patti Poppe**, President and CEO~~

~~CMS Energy and Consumers Energy~~

~~*(Business)*~~

~~**19. Tony Retaskie**, Executive Director~~

~~Upper Peninsula Construction Council~~

~~*(Workforce and general labor)*~~

22~~20~~. Jessica L. Robinson, Co-founder of the

Detroit Mobility Lab and Michigan Mobility Institute and the co-founder and partner of Assembly Ventures

(Mobility business enterprises)

23~~21~~. Ari Weinzweig, Co-founder, and CEO Zingerman's Community of Businesses

(Business)

24~~22~~. Matthew J. Wesaw, Tribal Council Chairman

Pokagon Band of Potawatomi Indians and the Chairman and CEO of the Pokagon Gaming Authority Board

(Business)

25~~23~~. George Wilkinson, President

NorthGate and Pastor at Word of Life Christian Church

(Minority-owned business enterprises)

26. Vacancy (1 member retired) - Governor's Office Appointment Forthcoming

(Workforce/General Labor)

Note: *The members appointed represent diverse geographic areas, as required by Section 101(b)(2).*

Appendix IV: Memorandum of Understanding between Department of Labor and Economic Opportunity, Workforce Development~~, Michigan Department of Health and Human Services,~~ and Telamon Corporation

AGREEMENT BETWEEN THE DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY, WORKFORCE DEVELOPMENT ~~AGENCY (TED/WDA), MICHIGAN DEPARTMENT OF HEALTH AND HUMAN SERVICES (MDHHS)~~ AND TELAMON CORPORATION

~~I. PURPOSE~~

~~In accordance with 20 CFR 654.108, the Parties establish a protocol between the Talent and Economic Development/Workforce Development Agency (TED/WDA), the Michigan Department of Health and Human Services (MDHHS) and Telamon Corporation (Telamon) NFJP Program. These three Parties agree to share information and conduct joint outreach whenever possible to better serve Migrant and Seasonal Farm Workers (MSFWs) who are located and working in Michigan. All three agencies agree to maintain confidentiality on all appropriate information consistent with all applicable laws and regulations.~~

~~II. TERM/RENEWAL OPTION~~

~~This Agreement is a four-year agreement, effective July 1, 2018 through June 30, 2021 unless terminated earlier by any Party. The MOU will be reviewed, and if substantial changes have occurred, revised, and renewed no less than once every 4-year period to stay current with NFJP Grant award cycles. Additionally, there are two, three-year options for renewal.~~

~~III. SCOPE OF WORK~~

~~A. TED/WDA, MDHHS, and Telamon agree to refer MSFWs from their respective programs to each other. Referral will be made after initial contact with the MSFW.~~

~~B. TIA agrees to share the following information regarding each MSFW:~~

1. ~~Name of the MSFW & Date of Birth;~~
2. ~~Camp location;~~
3. ~~Current employment status (are they working);~~
4. ~~Specific needs (e.g., training, cash assistance, Medicaid, etc.);~~
5. ~~Family size; and~~
6. ~~Primary language spoken~~

~~C. Telamon agrees to share the following information regarding each MSFW~~

1. ~~Name of the MSFW & Date of Birth;~~
2. ~~Camp location;~~
3. ~~Current employment status (are they working);~~
4. ~~Specific needs (e.g., training, cash assistance, Medicaid, etc.);~~

5. ~~Family size; and~~

6. ~~Primary language spoken~~

~~D. TED/WDA – MDHHS (including MDHHS county offices with migrant program staff) agrees to share the following information regarding the MSFW:~~

1. ~~Name of the MSFW & Date of Birth;~~

2. ~~Camp location;~~

3. ~~Current employment status (are they working);~~

4. ~~Specific needs (e.g., training, cash assistance, Medicaid, etc.);~~

5. ~~Family size; and~~

6. ~~Primary language spoken~~

~~E. Each Party is responsible for conducting their own follow-up to referrals made to the other Parties or agencies.~~

~~F. Each Party will determine internal follow-up procedures for referrals made.~~

~~G. TED/WDA, MDHHS and Telamon agree to conduct outreach as a team, whenever possible, to areas where MSFWs live and gather. All three entities will make a concerted effort to use the team approach, especially when outreach is conducted at large camps, and/or after the normal business day hours.~~

~~Local outreach staff from all three agencies are bilingual in English and Spanish; outreach materials and information packets are provided in both English and Spanish.~~

~~H. Both TED/WDA and Telamon will provide language assistance necessary to afford MSFWs meaningful access to local One-stop center services, programs, and information.~~

~~I. Telamon will assist MSFWs in need of emergency assistance and make referrals to TED/WDA – MDHHS where appropriate; necessities provided include but are not limited to clothing, food, and transportation. Emergency assistance will be conducted in accordance with TEGL 18-16, Section 8.~~

~~J. TED/WDA, MDHHS and Telamon agree to collaborate on mailings to employers to reduce the number of correspondence received by the employer. All three entities will appoint a representative to develop and coordinate an 'Explanation of Services" document that highlights each entity's services and contains local contact information for each entity.~~

~~K. TED/WDA, MDHHS and Telamon agree to conduct at least one joint staff meeting each program year. Each entity will host one of these meetings, and all managers and staff from all three entities will attend.~~

~~Information sharing during the joint staff meeting incorporate topics such as:~~

~~Review of the Memorandum of Understanding (MOU);~~

1. ~~Complaint System Training & Outreach;~~

2. Wagner-Peyser, DHHS & NFJP Services; and

3. Small group learning sessions by region to better implement outreach and recruitment strategies.

L. TED/WDA State Monitor Advocate Gerardo Aranda, MDHHS – Migrant Program Director Dale Freeman and Telamon State Director Don Kuchnicki attend monthly Interagency Migrant Services Committee (IMSC) meetings together to discuss various issues impacting the migrant and seasonal farmworker (MSFW) population.

Formed in 1972, the Michigan Interagency Migrant Services Committee (IMSC) is the longest running group for coordination of services to migrant and seasonal farmworkers in the nation. The IMSC is a forum for statewide coordination of service delivery to farmworkers, encompassing employment education, health care, public benefits, legal services, and other assistance.

The State Monitor Advocate, MDHHS – Migrant Program Director and NFJP State Director regularly attend the IMSC meetings in person, although there is discretion to participate via conference call. If unable to participate at all, it is encouraged to have another agency representative attend the meeting.

M. TED/WDA, MDHHS and Telamon agree to collaborate on special projects.

IV. CONSIDERATION

Each Party is responsible for its own costs associated with its respective program. Each Party will share in the cost of producing and attending special events or projects. There is no remuneration for this agreement as it is for the mutual benefit of the Parties.

V. NOTICES

Any notice or other communication under this Agreement shall be in writing and e-mailed, or faxed, or mailed by first class mail, postage prepaid, or sent by express, overnight courier to the respective Party at the address listed at the beginning of this Agreement or such other last known addresses or e-mail accounts and shall be deemed delivered one business day after the delivery or mailing date.

The Parties must communicate with the representatives named below. The Party's representative may be changed, at any time, by any Party by providing written notice to:

For TED/WDA:
Gerardo Aranda, State Monitor Advocate
32849 Red Arrow Highway, Suite 200
Paw, Michigan 49079
(269) 657-7014 x 1254

For DHHS:
Dale Freeman, Migrant Affairs Program Director
Grand Tower Building
235 S. Grand Ave., Suite 1404
P.O. Box 30037

~~Lansing, MI 48909~~
~~(517) 230-5614~~

~~For Telamon:~~
~~Don Kuchnicki, State Director~~
~~416 North Cedar Street~~
~~Lansing, Michigan 48912~~
~~(517) 323-7002 x 101~~

~~VI. INDEMNIFICATION CLAUSE~~

~~Each party to this Agreement must seek its own legal representation and bear its own costs, including judgments, in any litigation that may arise from the performance of this Agreement. It is specifically understood and agreed that no Party will indemnify the other in such litigation.~~

~~VII. CANCELLATION/MODIFICATION CLAUSE~~

~~TED/WDA, MDHHS and Telamon agree that any Party has the right to cancel or modify this Agreement by giving thirty (30) days prior written notice to the other Parties. All modifications to this Agreement shall be in writing and signed by all Parties. Changes will be contingent upon state and federal mandates and state policy considerations.~~

~~VIII. COMPLIANCE WITH LAWS~~

~~The Parties agree to comply with all Federal and State laws.~~

~~IX. GOVERNING LAW~~

~~This Agreement is a contract made under the laws of the State of Michigan, and for all purposes shall be governed by, and construed in accordance with, the laws of the State of Michigan.~~

~~X. SIGNATURES~~

~~The signatories warrant that they are duly authorized to enter into this Agreement.~~

~~SIGNED~~

~~Stephanie Beckhorn, Director Date~~
~~Workforce Development~~
~~Talent & Economic Development~~

~~SIGNED~~

~~Donald Kuchnicki, State Director Date~~
~~Telamon Corporation, NFJP Program~~

~~SIGNED~~

~~Terrence M. Beurer, Director Date~~
~~Field Operations Administration~~
~~Department of Health & Human Services~~

I. PURPOSE

In accordance with 20 CFR 653.108, the Parties establish a Memorandum of Understanding (MOU) between the Department of Labor and Economic Opportunity, Workforce Development herein referred to as LEO-WD and the WIOA Section 167 National Farmworker Jobs Program (NFJP) Grantee, Telamon Corporation herein referred to as Telamon. These two Parties agree to collaborate, share information, and conduct joint outreach to better serve Migrant and Seasonal Farm Workers (MSFWs) who are located and working in Michigan. The agencies agree to maintain confidentiality on all appropriate information consistent with all applicable laws and regulations.

II. TERM/RENEWAL OPTION

This Agreement is a three-year agreement, effective July 1, 2021 through June 30, 2024, unless terminated earlier by any Party. The MOU will be reviewed, and if substantial changes have occurred, may be revised, and renewed annually throughout the agreement period to stay current with the 4-year NFJP Grant award cycles.

III. SCOPE OF WORK

A. LEO-WD and Telamon agree to refer MSFWs from their respective programs to each other. Referral will be made after initial contact with the MSFW. LEO-WD will develop an Online Referral Form to be used by both Parties to submit a referral. A shared database with the MSFW referral information will also be developed and maintained by LEO-WD.

B. LEO-WD will pre-screen MSFW Job Seekers to determine eligibility for the NFJP Program by using the NFJP Eligibility Flowchart. However, LEO-WD staff will proceed with facilitating a referral regardless. Telamon staff will facilitate a referral to LEO-WD for all MSFWs to provide employment, training, assistive or supportive services, and/or other related assistance.

C. LEO-WD agrees to share the following information regarding each MSFW:

1. Full Name of the MSFW
2. Housing location address or MDARD Camp ID (if applicable)
3. Current employment status (are they working)
4. Specific needs (e.g., training, cash assistance, Medicaid, etc.)
5. Family size; and ages of each family member
6. Primary language spoken

D. Telamon agrees to share the following information regarding each MSFW:

1. Full Name of the MSFW
2. Housing location; address or MDARD Camp ID (if applicable)

3. Current employment status (are they working)
4. Specific needs (e.g., training, cash assistance, Medicaid, etc.)
5. Family size; and ages of each family member
6. Primary language spoken

E. Each Party is responsible for conducting their own follow up and will determine internal follow-up procedures for referrals made. However, the agreed upon expectation is that each Party will follow up with the referred MSFW or employer within three working days. LEO-WD and Telamon agree to coordinate dual enrollment opportunities for MSFWs to participate in WIOA programs whenever possible.

F. LEO-WD and Telamon agree to conduct outreach as a team, whenever possible, to areas where MSFWs live and gather. Both entities will make a concerted effort to use the team approach, especially when outreach is conducted at large camps, and/or after the normal business day hours.

Local outreach staff from both agencies are bilingual in English and Spanish; outreach materials and information packets are provided in both English and Spanish.

G. Both LEO-WD and Telamon will provide language assistance necessary to afford MSFWs meaningful access to Telamon and local One-stop center services, programs, and information.

H. Telamon will assist MSFWs in need of emergency assistance and make referrals to LEO-WD where appropriate; necessities provided include, but are not limited to, clothing, food, housing, and transportation. Emergency assistance will be conducted in accordance with TEGL 18-16 and TEGL 5-20.

I. LEO-WD and Telamon agree to collaborate in the sharing of each entity's "Explanation of Services" brochures and/or hand-outs that highlight each entity's services available to MSFWs and/or employers.

J. LEO-WD and Telamon agree to conduct at least two joint staff meetings each program year. Each entity will host one of these meetings, and all managers and staff from both entities will attend in-person as agreed upon. Meetings will be scheduled during the pre-season period to facilitate planning for the peak season, and a meeting during the post-season period to conduct an evaluation of the peak season provision of services. In addition, both agencies agree to participate in a monthly meeting and/or conference call to follow up on a number of topics including but not limited to referrals, outreach, and the provision of services to MSFWs and employers.

Information sharing during the joint staff meeting incorporate topics such as:

1. Review of the Memorandum of Understanding (MOU)
2. Complaint System Training
3. Outreach and Referrals
4. Wagner-Peyser and NFJP Services; and

5. Small group learning sessions by region to better implement outreach and recruitment strategies

K. LEO-WD AFLS Administrative Manager, and/or State Monitor Advocate and Telamon Director of Community Programs and/or Deputy State Director will attend monthly MOU Partnership meetings to touch base on the collaborative efforts between the two entities. The purpose would be to share the results of independent and joint outreach efforts, updates related to career services and employment training activities, and identify gaps and barriers that exist to discuss optional solutions and develop action plans.

L. LEO-WD AFLS Administrative Manager, and/or State Monitor Advocate, and Telamon State Director of Community Programs and/or Deputy State Director will attend monthly Interagency Migrant Services Committee (IMSC) meetings to discuss various issues impacting the migrant and seasonal farmworker (MSFW) population. If unable to attend, it is encouraged to send another agency representative or provide updates prior to the IMSC Meeting.

M. LEO-WD and Telamon agree to create and share a scorecard related to the referrals made for Career, Employment, Training, and other related assistance and supportive services provided to MSFWs in Michigan. The scorecard will monitor the results of the referrals sent between the two agencies. Data to capture may include but not be limited to the following:

1. Number of referrals per agency
2. Number of referrals who received some type of emergency assistance
3. Number of referrals who became NFJP program participants
4. Number of referrals ineligible for services and the reason for ineligibility
5. Number of referrals resulting in dual enrollment of WIOA programs

N. LEO-WD and Telamon agree to collaborate on special projects.

IV. CONSIDERATION

Each Party is responsible for its own costs associated with its respective program. Each Party will share in the cost of producing and attending special events or projects. There is no remuneration for this agreement as it is for the mutual benefit of the Parties, the MSFWs, and the Employers.

V. NOTICES

Any notice or other communication under this Agreement shall be in writing and e-mailed, or faxed, or mailed by first class mail, postage prepaid, or sent by express, overnight courier to the respective Party at the address listed at the beginning of this Agreement or such other last known addresses or e-mail accounts and shall be deemed delivered one business day after the delivery or mailing date.

The Parties must communicate with the representatives named below. The Party's

representative may be changed, at any time, by any Party by providing written notice to:

For LEO-WD: Gerardo Aranda, State Monitor Advocate
32849 Red Arrow Highway, Suite 200
Paw Paw, Michigan 49079
ArandaG@michigan.gov
269-657-7014 x 1254

For Telamon: Don Kuchnicki, State Director
416 North Cedar Street
Lansing, Michigan 48912
dkuchnicki@telamon.org
517-323-7002 x 101

VI. INDEMNIFICATION CLAUSE

Each party to this Agreement must seek its own legal representation and bear its own costs, including judgments, in any litigation that may arise from the performance of this Agreement. It is specifically understood and agreed that no Party will indemnify the other in such litigation.

VII. CANCELLATION/MODIFICATION CLAUSE

LEO-WD and Telamon agree that any Party has the right to cancel or modify this Agreement by giving thirty (30) days prior written notice to the other Parties. All modifications to this Agreement shall be in writing and signed by all Parties. Changes will be contingent upon state and federal mandates and state policy considerations.

VIII. COMPLIANCE WITH LAWS

The Parties agree to comply with all Federal and State laws.

IX. GOVERNING LAW

This Agreement is a contract made under the laws of the State of Michigan, and for all purposes shall be governed by, and construed in accordance with, the laws of the State of Michigan.

X. SIGNATURES

The signatories warrant that they are duly authorized to enter into this Agreement.

_____SIGNED_____ _____
Stephanie Beckhorn, Director Date
Employment & Training
Department of Labor and Economic Opportunity

_____SIGNED_____ _____
Donald Kuchnicki, State Director Date
Telamon Corporation, NFJP Program

Appendix V: Public Comments and Responses

~~**NOTE:** The public comments received were specific to the Agricultural Outreach Plan. The comments and responses are located under the Wagner-Peyser Act portion of the plan, Section e(6)(B) - Review and Public Comment.~~

Note: Public comments and responses will be included in the USP final version once the public comment period closes and responses from core partner programs are obtained.