January 15, 2020

Under the Workforce Innovation and Opportunity Act (WIOA) in accordance with the WIOA Sections 101(g) and 20 Code of Federal Regulation (CFR) 376.130, 34 CFR 361.130, and 34 CFR 463.130, the State of Michigan is providing an opportunity for public comment on, and input into, the 2020-2023 Michigan Unified State Plan.

Michigan is submitting a Unified State Plan. The plan must meet the requirements described in the WIOA and other published federal guidance. The plan must outline a four-year strategy for the following core programs:

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

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

The Unified State Plan will be submitted for final approval to the United States Department of Labor and the United States Department of Education after the public comment period has closed.

The Unified State Plan will be posted on the Workforce Development website, until 5:00 p.m. on February 17, 2020.

All comments regarding the plan should be submitted to:

Ms. Voni Booyinga, WIOA Specialist
Department of Labor and Economic Opportunity, State of Michigan
201 North Washington Square, 5th Floor
Lansing, Michigan 48933
booyingav@michigan.gov
Fax: 517-241-9846

To ensure your comments are considered, they must be received no later than 5:00 p.m. on February 17, 2020.
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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. The WIOA reforms planning requirements, previously governed by the Workforce Investment Act (WIA) of 1998, to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals.

One of the WIOA’s principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within the WIOA requires robust relationships across programs. The 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—
- Adult program (Title I of WIOA).
- Dislocated Worker program (Title I).
- Youth program (Title I).
- Adult Education and Family Literacy Act program (Title II).
- Wagner-Peyser Act program (Wagner-Peyser Act, as amended by Title III).
- Vocational Rehabilitation program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for the 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—


- 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, as amended by the Agriculture Improvement Act of 2018 Public Law (PL) 115-334 on December 21, 2018 (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 (JVSG) 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.))

- Reintegration of Ex-Offenders program (programs authorized under Section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532)).

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

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.
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.
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, *Supplement to the Workforce and Innovation Act (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.

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**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.

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\(^2\) Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.
**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.

Michigan is submitting a Unified State Plan. This plan includes the Adult, Dislocated Worker and Youth programs (Title I of the Workforce Innovation and Opportunity Act [WIOA]), Adult Education and Family Literacy Act (Title II), Wagner-Peyser Act (Title III), and the Vocational Rehabilitation program (Title IV).

**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 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. 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 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, 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. 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.

**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.

**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.

**Economic and Workforce Analysis:**

**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—

- **Existing Demand Industry Sectors and Occupations.** Provide an analysis of the industries and occupations for which there is existing demand.
- **Emerging Demand Industry Sectors and Occupations.** Provide an analysis of the industries and occupations for which demand is emerging.
- **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.

**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 the Workforce Innovation and Opportunity Act (WIOA)\(^3\). This population must include individuals with disabilities among other groups\(^4\) in the State and across regions identified by the State. This includes—

- **Employment and Unemployment.** Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.
- **Labor Market Trends.** Provide an analysis of key labor market trends, including across existing industries and occupations.
- **Education and Skill Levels of the Workforce.** Provide an analysis of the educational and skill levels of the workforce.
- **Skill Gaps.** Describe apparent ‘skill gaps’.

### ECONOMIC AND WORKFORCE ANALYSES OF THE STATE OF MICHIGAN

**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.

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\(^3\) 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 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.

\(^4\) Veterans, unemployed workers, and youth, and others that the State may identify.
(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.

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 industries that employ more than 10,000 persons, have been growing 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. Among these 15 existing in-demand industries, 10 are goods-producing: three industry groups in the Construction sector, and seven in Manufacturing.

Figure 1: Michigan’s Top Existing/Current In-demand Industries by Recent Job Growth

<table>
<thead>
<tr>
<th>Industry Code and Title</th>
<th>Jobs 2015</th>
<th>Jobs 2018</th>
<th>Numeric Change</th>
<th>Percent Change</th>
<th>2018 Average Weekly Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>00 - Total, All Industries (Private)</td>
<td>3,611,817</td>
<td>3,776,877</td>
<td>165,060</td>
<td>4.6%</td>
<td>$1,032</td>
</tr>
<tr>
<td>339 - Miscellaneous Manufacturing</td>
<td>20,699</td>
<td>26,470</td>
<td>5,771</td>
<td>27.9%</td>
<td>$1,336</td>
</tr>
<tr>
<td>236 - Construction of Buildings</td>
<td>33,743</td>
<td>41,409</td>
<td>7,666</td>
<td>22.7%</td>
<td>$1,138</td>
</tr>
<tr>
<td>551 - Management of Companies and Enterprises</td>
<td>58,905</td>
<td>68,417</td>
<td>9,512</td>
<td>16.1%</td>
<td>$1,688</td>
</tr>
<tr>
<td>237 - Heavy and Civil Engineering Construction</td>
<td>15,675</td>
<td>17,967</td>
<td>2,292</td>
<td>14.8%</td>
<td>$1,518</td>
</tr>
<tr>
<td>238 - Specialty Trade Contractors</td>
<td>98,390</td>
<td>109,257</td>
<td>10,867</td>
<td>11.0%</td>
<td>$1,169</td>
</tr>
<tr>
<td>336 - Transportation Equipment Manufacturing</td>
<td>173,236</td>
<td>191,482</td>
<td>18,246</td>
<td>10.5%</td>
<td>$1,445</td>
</tr>
<tr>
<td>423 - Merchant Wholesalers, Durable Goods</td>
<td>96,020</td>
<td>104,594</td>
<td>8,574</td>
<td>8.9%</td>
<td>$1,542</td>
</tr>
<tr>
<td>337 - Furniture and Related Product Mfg.</td>
<td>21,086</td>
<td>22,911</td>
<td>1,825</td>
<td>8.7%</td>
<td>$1,237</td>
</tr>
<tr>
<td>531 - Real Estate</td>
<td>37,575</td>
<td>40,637</td>
<td>3,062</td>
<td>8.1%</td>
<td>$2,071</td>
</tr>
<tr>
<td>334 - Computer and Electronic Product Mfg.</td>
<td>19,110</td>
<td>20,622</td>
<td>1,512</td>
<td>7.9%</td>
<td>$1,395</td>
</tr>
<tr>
<td>326 - Plastics and Rubber Products Mfg.</td>
<td>39,712</td>
<td>42,823</td>
<td>3,111</td>
<td>7.8%</td>
<td>$1,042</td>
</tr>
<tr>
<td>622 - Hospitals</td>
<td>197,494</td>
<td>210,361</td>
<td>12,867</td>
<td>6.5%</td>
<td>$1,157</td>
</tr>
<tr>
<td>522 - Credit Intermediation and Related Activity</td>
<td>72,764</td>
<td>77,241</td>
<td>4,477</td>
<td>6.2%</td>
<td>$1,185</td>
</tr>
<tr>
<td>322 - Paper Manufacturing</td>
<td>11,413</td>
<td>12,067</td>
<td>684</td>
<td>6.0%</td>
<td>$1,284</td>
</tr>
<tr>
<td>335 - Electrical Equipment and Appliance Mfg.</td>
<td>12,915</td>
<td>13,648</td>
<td>733</td>
<td>5.7%</td>
<td>$1,623</td>
</tr>
</tbody>
</table>

Source: Quarterly Census of Employment and Wages (QCEW), Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & 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.

**Figure 2: Michigan’s Top Existing/Current In-demand Industries by Job Vacancies**

<table>
<thead>
<tr>
<th>Industry Super Sector</th>
<th>Vacancy Count</th>
<th>Distribution</th>
<th>Percent Requiring a Bachelor’s Degree or More</th>
<th>Percent Requiring at Least One Year of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>179,340</td>
<td>100.0%</td>
<td>25.0%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Education and Health Services</td>
<td>44,116</td>
<td>24.6%</td>
<td>43.0%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Trade, Transportation, and Utilities</td>
<td>41,387</td>
<td>23.1%</td>
<td>10.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Leisure and Hospitality</td>
<td>34,847</td>
<td>19.4%</td>
<td>4.0%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td>17,559</td>
<td>9.8%</td>
<td>46.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>14,117</td>
<td>7.9%</td>
<td>21.0%</td>
<td>52.0%</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>8,163</td>
<td>4.6%</td>
<td>22.0%</td>
<td>42.0%</td>
</tr>
<tr>
<td>Construction</td>
<td>7,422</td>
<td>4.1%</td>
<td>*</td>
<td>64.0%</td>
</tr>
<tr>
<td>Other Services</td>
<td>6,634</td>
<td>3.7%</td>
<td>11.0%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Public Administration</td>
<td>2,781</td>
<td>1.6%</td>
<td>30.0%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Information</td>
<td>2,010</td>
<td>1.1%</td>
<td>48.0%</td>
<td>67.0%</td>
</tr>
<tr>
<td>Natural Resources and Mining</td>
<td>302</td>
<td>0.2%</td>
<td>*</td>
<td>64.0%</td>
</tr>
</tbody>
</table>

*Source:* Michigan’s Job Vacancy Survey (JVS), second quarter 2019, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

**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.*
The Conference Board Help Wanted OnLine® (HWOL) Data Series provide more detailed information of job advertisements posted online. During the second quarter of 2019, there were 135,000 new online job postings in the State of Michigan. Registered Nurses were the most frequent job ads over the period. At 6,087 new ads over the quarter, they represented 4.5 percent of all ads. Rounding out the next top five job ads in terms of volume were for occupations that do not require high levels of education: Heavy and Tractor-Trailer Truck Drivers, Supervisors of Retail Sales Workers, Customer Service Representatives, and Retail Salespersons. (Figure 4)

**Figure 3: Michigan’s Top Existing/Current In-demand Occupations by Job Vacancies**

<table>
<thead>
<tr>
<th>Intermediate Occupational Aggregation</th>
<th>Vacancy Count</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farming, Fishing, and Forestry</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Service</td>
<td>54,755</td>
<td>30.5%</td>
</tr>
<tr>
<td>Sales and Related</td>
<td>28,144</td>
<td>15.7%</td>
</tr>
<tr>
<td>Education, Legal, Community Service, Arts, and Media</td>
<td>16,862</td>
<td>9.4%</td>
</tr>
<tr>
<td>Transportation and Material Moving</td>
<td>12,377</td>
<td>6.9%</td>
</tr>
<tr>
<td>Healthcare Practitioners and Technical</td>
<td>12,368</td>
<td>6.9%</td>
</tr>
<tr>
<td>Office and Administrative Support</td>
<td>12,260</td>
<td>6.8%</td>
</tr>
<tr>
<td>Production</td>
<td>10,027</td>
<td>5.6%</td>
</tr>
<tr>
<td>Management, Business, and Financial</td>
<td>9,985</td>
<td>5.6%</td>
</tr>
<tr>
<td>Computer, Engineering, and Science</td>
<td>8,474</td>
<td>4.7%</td>
</tr>
<tr>
<td>Construction and Extraction</td>
<td>7,008</td>
<td>3.9%</td>
</tr>
<tr>
<td>Installation, Maintenance, and Repair</td>
<td>6,746</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

*Non-disclosable data

**Source:** Michigan’s Job Vacancy Survey (JVS), second quarter 2019, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget

The Conference Board Help Wanted OnLine® (HWOL) Data Series provide more detailed information of job advertisements posted online. During the second quarter of 2019, there were 135,000 new online job postings in the State of Michigan. Registered Nurses were the most frequent job ads over the period. At 6,087 new ads over the quarter, they represented 4.5 percent of all ads. Rounding out the next top five job ads in terms of volume were for occupations that do not require high levels of education: Heavy and Tractor-Trailer Truck Drivers, Supervisors of Retail Sales Workers, Customer Service Representatives, and Retail Salespersons. (Figure 4)

**Figure 4: Michigan’s Top Existing/Current In-demand Occupations by Volume of Online Ads**

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Volume (New)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurses</td>
<td>6,087</td>
</tr>
<tr>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>4,870</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers</td>
<td>3,417</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>3,217</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>3,102</td>
</tr>
<tr>
<td>Software Developers, Applications</td>
<td>2,855</td>
</tr>
<tr>
<td>Computer Occupations, All Other</td>
<td>2,481</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>2,223</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>2,064</td>
</tr>
<tr>
<td>Landscaping and Groundskeeping Workers</td>
<td>2,030</td>
</tr>
<tr>
<td>Maintenance and Repair Workers, General</td>
<td>2,014</td>
</tr>
<tr>
<td>First-Line Supervisors of Office and Administrative Support Workers</td>
<td>1,860</td>
</tr>
</tbody>
</table>

**Source:** The Conference Board Help Wanted OnLine® (HWOL) Data Series, second quarter 2019
More than 35 percent of jobs advertised online could typically be filled with a high school degree or some college, no degree. Jobs typically requiring a bachelor's degree made up the second largest educational cohort, representing 30.8 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

<table>
<thead>
<tr>
<th>Educational Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's or Higher</td>
<td>5.0%</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>30.8%</td>
</tr>
<tr>
<td>Associate Degree or Vocational Training</td>
<td>13.6%</td>
</tr>
<tr>
<td>High School Diploma or Some College, No Degree</td>
<td>35.3%</td>
</tr>
<tr>
<td>No Formal Educational Credential</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

Source: The Conference Board Help Wanted OnLine® (HWOL) Data Series, second quarter 2019

Emerging Demand Industries
These are industries that are projected to display job gains at or above the all-industry average projected expansion rate of 7.0 percent through 2026. Figure 6 shows 22 detailed Michigan industries (utilizing 3-digit drill-down code specific to industry title) employing at least 10,000 people in 2016 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; they are projected to grow by more than 25 percent over the decade, translating into an average annual growth of over 2.0 percent.
Emerging Demand Occupations

In 2018, the Bureau of Labor Market Information and Strategic Initiatives completed the 2016–2026 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 require a bachelor’s degree or more. There are 14 occupations which demand more than a high school but less than a bachelor’s degree. Ten (10) 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. Figure 7 shows the top 10 such emerging occupations by educational requirement.\(^5\)

**Figure 7: Top 10 Emerging Demand Occupations by Educational and/or Training Requirements**

![Graph showing top 10 emerging occupations by educational and training requirements.]

**Source:** Long-term Occupational Employment Projections, 2016–2026, 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 percent over the 2016–2026 period but paid only $11 an hour in 2018. That is $7 below the state’s all-occupation average hourly wage.

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\(^5\) 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/Research/michigans-career-outlook-through-2026).
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), and production (CNC Machine Tool Programmer, Metal and Plastic). These occupations pay above all-occupation average wage of $18.08 in 2018. With the exception of Dental Laboratory Technicians (36 percent) and Massage Therapists (29 percent), which are projected to expand, most other demand careers in this category display growth rates that are below 20 percent.
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 per hour in 2018), and some of them are projected to grow by as high as 31 percent between 2016 and 2026 (example: Physician Therapist Assistants).

**Source:** Long-term Occupational Employment Projections, 2016–2026, Bureau of Labor Market Information and Strategic Initiatives, Michigan Department of Technology, Management & Budget
Figure 7: Top 10 Emerging Demand Occupations by Educational and/or Training Requirements

**Bachelor's Degree or Higher**

- Medical and Health Services Managers
- Financial Managers
- General and Operations Managers
- Mechanical Engineers
- Registered Nurses
- Industrial Engineers
- Software Developers, Systems Software
- Health Specialties Teachers, Postsecondary
- Software Developers, Applications
- Market Research Analysts and Marketing Specialists

**Science, Technology, Engineering, and Mathematics**

- Architectural and Engineering Managers
- Computer and Information Systems Managers
- Software Developers, Systems Software
- Mechanical Engineers
- Electrical Engineers
- Computer Systems Analysts
- Industrial Engineers
- Computer User Support Specialists
- Civil Engineers
- Software Developers, Applications

Source: Long-term Occupational Employment Projections, 2016–2026, 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 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
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 Knowledge, Skills, Abilities, and Tools 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

Skills
Coordination
Social Perceptiveness
Monitoring
Management of Personnel Resources
Operation and Control

Abilities
Speech Recognition
Static Strength
Trunk Strength
Manual Dexterity
Multi-limb Coordination

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

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

Skills
Troubleshooting
Operation Monitoring
Social Perceptiveness
Negotiation
Equipment Maintenance

Abilities
Control Precision
Manual Dexterity
Arm-Hand Steadiness
Multi-limb Coordination
Far Vision
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

Skills
Judgment and Decision Making
Repairing
Equipment Maintenance
Coordination
Quality Control Analysis

Abilities
Arm-Hand Steadiness
Control Precision
Visualization
Finger Dexterity
Inductive Reasoning

Tools and Technologies
Levels
Analytical or Scientific Software
Calipers
Computer Aided Manufacturing Software
Power Saws

Emerging in-demand careers in this group are heavily concentrated in professional trades (Electricians; Plumbers, Pipelayers, 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

Skills
Complex Problem Solving
Systems Analysis
Programming
Systems Evaluation
Instructing

Abilities
Manual Dexterity
Control Precision
Visualization
Mathematical Reasoning
Information Ordering

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

High-wage, High-demand STEM Occupations

Knowledge
Engineering and Technology
Telecommunications
Education and Training
Physics
Communications and Media

Skills
Complex Problem Solving
Systems Analysis
Systems Evaluation
Programming
Persuasion
Abilities
Inductive Reasoning
Information Ordering
Speech Recognition
Mathematical Reasoning
Number Facility

Tools and Technologies
Web Platform Development Software
Database Management System Software
Program Testing Software
Operating System Software
Semiconductor Process Systems

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, jobseekers 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 preventive 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 (GAAP).

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
Licensing 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. 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

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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\(^7\) 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
2018, there were nearly 18,900 active apprentices across Michigan, spread over 1,100
programs. These apprenticeship programs are largely confined to three regions of the state.
West Michigan claims 29 percent of all programs. This is followed by the Detroit Metro and
Southwest Michigan regions at 19.6 percent and 14 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 percent. The Detroit Metro region is home to a significant share at
44.8 percent, followed by the East Michigan region at 16.9 percent.

Much of the apprentice population resides among two industries, called traditional
apprenticeships. These apprenticeships include the industries of **Construction** and
**Manufacturing**. Among 2018 active apprentices, these industries combined to make up 78.5
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 percent. **Construction Laborers** make
up the second largest share with 15.1 percent. Among others is **Carpenters** (8.8 percent) and
**Plumbers, Pipefitters, and Steamfitters** (7.3 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

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\(^7\) Closner, Catherine and Leighton, Tyler. 2019. "Occupational Licensing in Michigan." Michigan’s Labor Market
Department of Technology, Management & Budget.
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.

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.

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.8

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 WIOA9. This population must include individuals with disabilities among other groups10 in the State and across regions identified by the State. This includes:

(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.”

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.

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9 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 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.

10 Veterans, unemployed workers, and youth, and others that the State may identify.
Population Trends
In 2018, the U.S. Census Bureau estimated the population of Michigan at 9,996,000. This represents a growth rate of 1.2 percent (+118,380) since 2010, putting the current state population a little over the 2000 levels by 0.4 percent or 43,465 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.

Michigan’s population displayed positive but declining annual growth rates between 2000 and 2004 before turning negative between 2005 and 2010. Michigan’s loss of population worsened during the Great Recession, with close to 100,000 residents leaving the state. Since 2011, Michigan’s population has shown gradual positive gains. (Figure 8)

Figure 8: Annual Michigan Population Growth, 2000–2018

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\(^\text{11}\) 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)

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).
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. (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 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. Employment levels have also bounced back strongly after reaching a low of 4,194,000 in 2010. 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)
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 4.1 percent. 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. The same is true for employment, which is still 277,000 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. 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\(^{12}\) unemployment rate was 4.1 percent over the same period.

**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 Trend**
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 = 2007)**

![Graph showing total payroll employment index from 2000 to 2018]

**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

\(^{12}\) The U3 unemployment rate is the total unemployed, as a percent of the civilian labor force (official unemployment rate).
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 by Industry Sectors During and After the Recession**

![Bar chart showing percent change in payroll jobs by industry sectors during and after the recession.](chart)

The chart illustrates the percent change in payroll jobs by industry sectors during and after the recession. The sectors are color-coded and labeled accordingly. The chart shows a noticeable increase in jobs in the Professional and Business Services sector, while a decrease is observed in the Government sector.

**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. (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 was almost double...
the proportion nationwide in 2018 (14.3 versus 8.5 percent). Manufacturing was the third largest employer in Michigan in 2018, with a job level of 629,800.

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 percent of industry employment in Michigan (or 791,400). 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. 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, 2018 (Annual Average)

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

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, 2017**

Unemployment rates in 2017 were reasonably similar for men and women in Michigan, but marital status made a difference. The 2017 jobless rates for men and women in the Michigan labor force were somewhat similar at 5.7 and 5.0 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, and married women with a spouse present had a jobless rate of 3.0 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 percent for men and 84 percent for women). (American Community Survey, Table B12006)
Unemployment remained elevated for African Americans in 2017, despite improvements since the Great Recession. The rate for African Americans (13.6 percent) in Michigan was more than double the rate for all workers (5.9 percent) and over three times the rate of Whites, non-Hispanic (4.2 percent). The jobless rate for individuals of Hispanic or Latino ethnicity was around average rate for all workers (6.0 percent in 2017). Asians and non-Hispanic Whites tied for the lowest unemployment rate in 2017 (4.2 percent). (Figure 16)

Source: 2017 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 at 18.4 percent and 9.6 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 percent for those aged 45 to 54 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 percent, but their labor force participation rate falls by about 9 percentage points to 67.5 percent. The participation rate drops by another 16 percentage points for the 60-64 years old individuals to 51.0 percent. Only 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)

Source: 2017 American Community Survey 1-Year Estimates (Table S2301), U.S. Census Bureau
Full versus Part-time Employment

Figure 18: Full versus Part-time Labor Market Status for the Population 16 to 64 Years of Age, 2017

<table>
<thead>
<tr>
<th></th>
<th>United States</th>
<th>Distribution</th>
<th>Michigan</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total:</strong></td>
<td>209,748,536</td>
<td>100. %</td>
<td>6,387,389</td>
<td>100.0%</td>
</tr>
<tr>
<td><strong>Male:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked in the past 12 months:</td>
<td>104,560,920</td>
<td>49.9%</td>
<td>3,187,709</td>
<td>49.9%</td>
</tr>
<tr>
<td>Worked full-time, year-round</td>
<td>84,236,822</td>
<td>80.6%</td>
<td>2,540,742</td>
<td>79.7%</td>
</tr>
<tr>
<td>Worked less than full-time, year-round</td>
<td>60,672,402</td>
<td>72.0%</td>
<td>1,781,344</td>
<td>70.1%</td>
</tr>
<tr>
<td>Did not work in the past 12 months</td>
<td>20,324,088</td>
<td>19.4%</td>
<td>646,987</td>
<td>20.3%</td>
</tr>
<tr>
<td><strong>Female:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worked in the past 12 months:</td>
<td>105,187,616</td>
<td>50.1%</td>
<td>3,198,680</td>
<td>50.1%</td>
</tr>
<tr>
<td>Worked full-time, year-round</td>
<td>76,444,088</td>
<td>72.7%</td>
<td>2,341,746</td>
<td>73.2%</td>
</tr>
<tr>
<td>Worked less than full-time, year-round</td>
<td>45,779,134</td>
<td>59.9%</td>
<td>1,310,106</td>
<td>55.9%</td>
</tr>
<tr>
<td>Did not work in the past 12 months</td>
<td>26,383,528</td>
<td>27.3%</td>
<td>857,934</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2017 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 2017, but accounted for only around 42 percent of full-time workers. Of the men who worked that year, 70.1 percent did so full-time, year-round (35 hours plus a week and 50-52 weeks a year); only 55.9 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 percent in both areas). In both Michigan and the nation, about 11 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. The state had a smaller proportion of persons with less than a ninth-grade education level than the nation (2.8 vs 5.1 percent). Michigan lagged behind the nation in the share of residents with bachelor’s degrees (17.6 vs 19.7 percent) or graduate or professional degrees (11.5 vs 12.3 percent). (Figure 19)
The distribution of individuals with less than a high school diploma or equivalent across the state reveals 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)

**Source:** 2017 American Community Survey 1-Year Estimates (Table S1501), U.S. Census Bureau
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, 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 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, 86.0 percent of those with a bachelor’s degree or more were active in the labor market, while only just a little over half (52.5 percent) of people with less than a high school diploma did so. (Figure 21)
All education levels registered reduced unemployment rates from 2015 to 2017 in Michigan, ranging from a reduction of 0.4 percentage points 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 and 2017. The greatest advance was seen by persons with a high school diploma or equivalent. The labor force participation rate for individuals in this group rose by 2.1 percentage points to 69.5 percent; their employment rate rose by 3.4 percentage points to 65.0 percent. The unemployment rate dropped by 2.1 percentage points. (Figure 21)

Poverty rates were inversely related to educational attainment in Michigan in 2017. Poverty rates in 2017, 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 and 2017, 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 percentage points.

Higher education levels were clearly related to higher median earnings in Michigan. In 2017, individuals with less than a high school diploma had median earnings in the past 12 months of just $21,773, which was $16,343 below the statewide median income of $38,116. Income was highest for those with advanced education. In 2017, people with a bachelor’s degree in Michigan had median earnings of $51,527, and people with a graduate or professional degree recorded median earnings of $70,518. Between 2015 and 2017, 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. (Figure 22)
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) 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, 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.

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

Figure 23: Persons with a Disability by Sex and Race/Ethnicity, 2017
(Percent of Total Noninstitutionalized Population)

Source: 2017 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 percent of the noninstitutionalized population (about 721,400 persons in 2017) self-identified as having an ambulatory impairment; a full percentage point above the national average in this category. The next common disability is independent living difficulty (6.5 percent in Michigan and 5.8 percent nationwide). Around six percent of Michigan’s noninstitutionalized population (5.1 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)
The incidence of disability classification increases as people age. About half of all individuals with a disability in 2017 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 24: Persons with a Disability by Type, 2017 (Percent of Total Noninstitutionalized Population)

Source: 2017 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.

Source: 2017 American Community Survey 1-Year Estimates (Table S1810), U.S. Census Bureau
Between 2015 and 2017, 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 between 2015 and 2017. 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 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, 2017**

(Population 25+ Years Old)

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>With a Disability</th>
<th>No Disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less Than High School Graduate</td>
<td>17.9%</td>
<td>20.6%</td>
</tr>
<tr>
<td>High School Graduate (Includes Equivalency)</td>
<td>36.3%</td>
<td>33.9%</td>
</tr>
<tr>
<td>Some College or Associate Degree</td>
<td>31.0%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Bachelor’s Degree or Higher</td>
<td>14.8%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Michigan</td>
<td>17.9%</td>
<td>20.6%</td>
</tr>
<tr>
<td>U.S.</td>
<td>36.3%</td>
<td>33.9%</td>
</tr>
<tr>
<td>High School Graduate (Includes Equivalency)</td>
<td>31.0%</td>
<td>28.1%</td>
</tr>
<tr>
<td>Some College or Associate Degree</td>
<td>14.8%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

**Source:** American Community Survey, 2017 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, 2017

Percentage of Population with a Disability

Source: U.S. Census Bureau, 2017 ACS 5-year estimates
Figure 28: Distribution of Visually Impaired Individuals by County, 2017

Percentage of Population with a Visual Difficulty

Source: U.S. Census Bureau, 2017 ACS 5-year estimates
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. About a quarter of individuals with a disability participated in the labor force in both areas, with an employment rate of 22 to 24 percent and a jobless rate of around 11 percent. (Figure 29)

The labor market status of people with a disability has improved in Michigan between 2015 and 2017, as the economy of the state continues to expand. In 2015, about 1,323,000 individuals age 16 or older identified themselves as having some type of disability. That number dropped by 18,000 in 2017 to 1,305,000. The labor force participation rate of individuals with a disability advanced by a full percentage point to 25.1 percent in 2017, while the unemployment rate reduced by over 3 percentage points, from 14.9 percent in 2015 to 11.7 percent. The ratio of the employed over the total number of people eligible for work (age 16 and older) substantially increased by 2.6 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 period. (Figure 29)

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

Of those between the ages of 18 and 64, 117,103 individuals recorded having some visual impairment in 2017. Out of those, 42 percent had a career; 5 percent were actively looking for a job (therefore classified as unemployed); and 53 percent were out of the labor force. (ACS, 2017 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, 18.0 percent of people with a disability in Michigan (about 63,413) earned less than $5,000; 21.5 percent (or 75,743 persons with a disability) had an income between $5,000 and $15,000.

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

**Figure 30: Annual Earnings of Persons with a Disability in Michigan, 2017**

![Graph showing annual earnings distribution for persons with a disability in Michigan, 2017](image)

**Source:** American Community Survey, 2017 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, 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 percent otherwise), Manufacturing (18 versus 19 percent), Retail Trade (13 versus 11 percent), Arts, Entertainment, and Recreation, and Accommodation and Food Services (10 versus 9 percent), and Professional, Scientific, and Management, and Administrative and Waste Management Services (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 versus 37 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, 2017

Industries

- Ed. and Health Services
- Manufacturing
- Retail Trade
- Leisure and Hospitality
- Profes. and Business Services
- Other Private Services
- Fin. & Ins., and Real Estate
- Construction
- Transp. & Warehousing, and Util.
- Public Administration
- Wholesale Trade
- Information
- Agric., Nat. Res., and Mining

0.0% 5.0% 10.0% 15.0% 20.0% 25.0%

Occupations

- Manag., Business, Science, and Arts
- Sales and Office
- Service
- Prod., Transp., and Mat. Moving
- Nat. Res., Constr., and Maintenance

0.0% 5.0% 10.0% 15.0% 20.0% 25.0% 30.0% 35.0% 40.0%

Source: American Community Survey, 2017 1-year Estimates (Table S1811), U.S. Census Bureau
Veterans
There were 552,362 veterans of all wars in Michigan in 2017. 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 percent in Michigan). About 9 percent of all veterans were from the Korean War and 4 percent from World War II. (ACS, 2017 1-Year estimates, Table S2101)

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

Figure 32: Educational Attainment of Veterans in Michigan, 2017

Source: American Community Survey, 2017 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 versus almost 30 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 and 75 percent in 2017). Veterans experienced lower rates of unemployment in 2017 in both Michigan and the U.S. (4.4 versus between 5.3 and 5.8 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 in Michigan in 2017 was $8,500 above the median income for non-veterans. Nationwide, veterans earned over $10,500 more than the non-veterans on average. Consequently, poverty rates were lower among veterans relative to non-veterans (7.2 versus 13.0 percent in Michigan in 2017).

Veterans displayed double the rate of individuals with a disability than non-veterans in 2017 in Michigan (31.9 versus 15.7 percent). The same pattern is observed nationwide (29.5 versus 14.2 percent). (U.S. Census Bureau, ACS 2017 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.

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). (Figure 33)

**Figure 33: Distribution of Veterans by County, 2017**

Percentage of Adult Population (18+) that are Veterans

Source: U.S. Census Bureau, 2017 ACS 5-year estimates
American Indian and Alaska Native, Alone

Figure 34: American Indians and Alaska Natives Labor Force Status, 2015–2017 (Population 16+ Years Old)

<table>
<thead>
<tr>
<th>Group</th>
<th>Indicators</th>
<th>2015</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian and Alaska Native</td>
<td>Total</td>
<td>41,436</td>
<td>42,762</td>
</tr>
<tr>
<td></td>
<td>Participation Rate</td>
<td>58.1%</td>
<td>61.1%</td>
</tr>
<tr>
<td></td>
<td>Employed to Population</td>
<td>53.0%</td>
<td>56.3%</td>
</tr>
<tr>
<td></td>
<td>Unemployed Rate</td>
<td>8.6%</td>
<td>7.8%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, 2015 and 2017 1-year Estimates (Table S2301), 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 percent (+1,300) between 2015 and 2017. The labor participation rate and the employment-population ratios all grew by around 3 percentage points as well. The unemployment rate fell by 0.8 percentage points over the two-year period. (Figure 34)

Native Hawaiian and Other Pacific Islanders, Alone

Figure 35: Native Hawaiian and Other Pacific Islanders Labor Force Status, 2008–2017 (Population 16+ Years Old)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian and Other Pacific Islanders</td>
<td>Total</td>
<td>2,025</td>
<td>2,410</td>
</tr>
<tr>
<td></td>
<td>Participation Rate</td>
<td>66.5%</td>
<td>65.2%</td>
</tr>
<tr>
<td></td>
<td>Employed to Population</td>
<td>58.4%</td>
<td>60.4%</td>
</tr>
<tr>
<td></td>
<td>Unemployed Rate</td>
<td>12.2%</td>
<td>5.3%</td>
</tr>
</tbody>
</table>

Source: American Community Survey, 2012 and 2017 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 percentage points (from 12.2 percent to 5.3 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 was up by a full percentage point and the employment to population ratio increased by two percentage points. (Figure 35)

Individuals Living Below the Poverty Line

In 2015, 15.8 percent of Michigan’s population lived in poverty (a little above the nation’s poverty rate of 14.7 percent in the same year). By 2017, the rate of individuals living under the poverty line in Michigan had declined by 1.6 percentage points to 14.2 percent. As the economy of the state continues to expand, more individuals are able to secure jobs and pull out of poverty. (Figure 36)
Children (age 18 and younger) and women are more likely to live in poverty in Michigan and the U.S. 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)

**Older Individuals**

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

The U.S. Census Bureau estimated that in 2017, a little over 3.0 million “older individuals” lived in Michigan (in households and group quarters), up 111,000 from the 2015 level. About 1,400,000 were between the age of 55 and 64; 978,000 between the age of 65 and 74; and 687,000 in the 75 and older age bracket. (U.S. Census Bureau, ACS 2017 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. The proportion of employed individuals in this age group also rose, from 64.5 percent in 2015 to 67.5 percent in 2017. The unemployment rate for this group inched down by 0.6 percent to 3.9 percent over the two-year period.
About 52.7 percent of the 60- to 64-year-old individuals still participated in the labor force in 2017 (up 3.6 percentage points since 2015), with an unemployment rate of 3.2 percent (down 0.4 percentage points since 2015).

In 2017, the labor force participation rate of 65- to 74-year-olds was estimated at 21.3 percent (up 0.7 percent from 2015). The group’s employment-population ratio was also up 0.7 percent from the 2015 level to 20.5 percent. The unemployment rate was down to 3.4 percent from 3.9 percent two years before in 2015.

Lastly, about 6.0 percent of 687,000 individuals who were 75 and older in Michigan in 2017 continued to stay active in the labor force, with a 2.4 percent unemployment rate. In 2015, the labor force participation rate of this age group was 4.8 percent (out of 662,000 individuals).

(U.S. Census Bureau, ACS 2017 1-Year Estimates, Table S2301)

**Individuals with Limited English Ability**

**Figure 37: Labor Force Status of Individuals with Limited English Ability, 2014–2017**

<table>
<thead>
<tr>
<th>Speaks English Less than &quot;Very Well&quot;</th>
<th>2014</th>
<th>2017</th>
<th>Numeric Change</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>307,059</td>
<td>324,759</td>
<td>17,700</td>
<td>5.8%</td>
</tr>
<tr>
<td>Population 16 Years and Older</td>
<td>279,492</td>
<td>294,288</td>
<td>14,796</td>
<td>5.3%</td>
</tr>
<tr>
<td>Population Younger Than 16 Years</td>
<td>27,567</td>
<td>30,471</td>
<td>2,904</td>
<td>10.5%</td>
</tr>
<tr>
<td>Employed</td>
<td>136,803</td>
<td>153,863</td>
<td>17,060</td>
<td>12.5%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>12,939</td>
<td>7,777</td>
<td>-5,162</td>
<td>-39.9%</td>
</tr>
<tr>
<td>In the Labor Force</td>
<td>149,742</td>
<td>161,640</td>
<td>11,898</td>
<td>7.9%</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>8.6</td>
<td>4.8</td>
<td>-3.8</td>
<td>-</td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td>129,750</td>
<td>132,648</td>
<td>2,898</td>
<td>2.2%</td>
</tr>
<tr>
<td>Labor Force Participation Rate</td>
<td>53.6</td>
<td>54.9</td>
<td>1.3</td>
<td>-</td>
</tr>
</tbody>
</table>

**Source:** Derived from U. S. Census Bureau's 2014 and 2017 American Community Survey (ACS), 1-Year Micro-data

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. Between 2014 and 2017, that number rose by 17,700 (+5.8 percent) to a total of about 324,759. In 2017, about 45 percent of these individuals who were 16 years and older (about 132,600) did not participate in the labor force, representing a labor force participation rate of 54.9 percent (up 1.3 percentage points since 2014). Just as for the general population, the unemployment rate of this group also has shown a significant drop of 3.8 percentage points over the 2014 and 2017 period. (Figure 37)

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. 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)

**Figure 38: Distribution of Individuals Who Speak English “Less Than Very Well” by County, 2017**

Percentage of Adult Population (16+) Speaking English Less Than 'Very Well'

Source: U.S. Census Bureau, 2017 ACS 1-year Public Use Microdata sample
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, 2000–2019

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

In 2019 (October 2018 – September 2019), Michigan counted around 204,400 unemployed individuals (i.e., actively looking for a job and available to take up one if offered). Of these individuals, 36,600 (17.9 percent) had been unemployed for 27 weeks or more. This represents a drop of 4.9 percent (-4,200) 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.

In 2019, the mean duration of unemployment was 19.1 weeks, while the median was 8.8 weeks. Men continued to experience a longer average period of unemployment with a mean of 22.2 weeks and a median of 10.4 weeks (women: 15.5 and 8.1, respectively). Blacks recorded longer periods of unemployment, with a median duration three weeks longer than that of Whites (11.1 versus 8.3). (Figure 39)

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).  

The study recognized about 220 non-degreed occupations (NDOs), of which 54 occupations (25 percent) demonstrated some level of shortage; 119 (54 percent) of NDOs appeared to have supply and demand aligned. The remaining 21 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.

The largest major group of NDOs presenting a labor surplus was Production, with more than half of the 48 occupations in the category. 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 degreed occupations (DOs), 56 (38 percent) show some level of shortage. Nearly half (48 percent) of occupations demonstrate alignment between supply and demand. Only 20 occupations (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.

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 (11 percent) of the 146 degreed occupations, 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.

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

**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:

- **The State’s Workforce Development Activities.** Provide an analysis of the State’s workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional One-Stop delivery system partners.

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 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

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14 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.

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

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 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. 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 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 challenge is ensuring that employers have access to the talent they need and enabling Michigan’s businesses to grow and thrive. 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. To address the challenges of meeting employer talent needs, tomorrow’s high-demand, high-wage jobs will require education and training beyond high school. 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.

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 2019 State of the State address.

Michigan’s vision and guiding principles for success are broken down into three “North Stars”:

- ALICE Rate – Driving down working poverty.
- Post-Secondary Attainment (60x30 program) – Giving people tools for a better life.
- Good/Promising Job Creation – Creating pathway jobs.

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. 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 by 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 Career and Technical Education (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: 60 percent of Michigan residents complete a post-secondary certificate or degree by the year 2030. 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.

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.

Michigan Industry Cluster Approach (MICA) 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 (TDL) are assigned a specific industry cluster (i.e. Agriculture, Business, Construction, Energy, Information Technology, Health Care, Hospitality, 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.

• Pure Michigan Talent Connect (Talent Connect). 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. 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 State’s Eligible Training Provider List (Michigan Training Connect), is included as part of this resource.

• 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 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 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 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 online career 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.

**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 continue 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.
These strategies, along with additional strategies and initiatives, are further discussed in Section III (a) (2), State Strategy Implementation.

**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.

Michigan’s strengths include:

- Through Executive Order 2019-13, the Governor changed the organization of various state agencies and created a **new** State Department, Department of Labor and Economic Opportunity (LEO). This new agency includes 16 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 help to provide greater efficiencies and opportunities to engage with job seekers and employers. LEO will benefit 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, community development, and business development — 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.

- Our continued collaboration between all of the Workforce Innovation and Opportunity Act (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 Michigan Works! Agencies (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.

- 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 partners in the collaborative delivery of services.
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.

- 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, the state funding for adult education, Section 107 of the State School Aid Act, was
  regionalized with funding distributed to one Intermediate School 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.

Weaknesses or Challenges include:

- 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.

- Michigan lacks a unified data management system across the board for all core, non-core,
  and system program partners. While headway has been made and efforts continue to
  move forward, 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.

- 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 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 allow for increased knowledge of partner programs, creating a more holistic system.

• Consistency in Service Delivery - There are opportunities to establish more consistency around elements of the service delivery strategies, so customers can more easily navigate services within the system. Programmatic reviews and continuation of data validation will assist with consistency in service delivery; however, there is still a need for continued technical assistance and training, sharing of local best practices and successful strategic implementation review to appropriately implement in consistent ways throughout the state.

o 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 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.

Previously, some of our Vocational Rehabilitation (VR) partners were relocated to state-owned buildings in an effort to reduce operational costs; however, with the change to our State department structure of placement with VR under the Department of Labor and Economic Opportunity (LEO), we are encouraged that many VR staff will be relocated back to One-Stop centers for greater outreach and partnership 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, etc. must progress for Michigan moving forward. Michigan’s capacity to expand these services 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 efforts are 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 on-line 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 create the LEO, 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.

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 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 just under 30,000, whereas there are about 900,000 adults in Michigan without a diploma or equivalency or that speak English less than very well based on 2014 American Community Survey data. The participation rate in adult education is about three percent of those adults in need of adult education services so Michigan’s challenge
has been 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. There are currently about 120 state and/or federally funded adult education providers in Michigan, so there is capacity to support higher enrollment.

In spite of limited funds, all core programs coordinate and collaborate to meet the needs of our dual customers. 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 and beneficial. 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.

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**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—

**Vision.** Describe the State’s strategic vision for its workforce development system.

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 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.**”

Our vision encompasses key actions related to workforce employment, training and educational programs 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 the Department of Labor and Economic Opportunity (LEO), and partners within/beyond state government to build coalitions to effectively drive strategic focus areas;
Commitment to equality by prioritizing equity; 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;

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;

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;

Providing one-stop shopping for veterans; and

Improving employment outcomes for individuals with disabilities and assist 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.

The following key actions, included with Michigan's submission of our 2020 State Plan, have been accomplished:

Collaboration within LEO, and partners within/beyond state government to build coalitions to effectively drive strategic focus areas.
Commitment to equality through Refugee Navigators and Work-Based Training for Special Populations.

Emphasized value of regional and local areas leveraging State resources that created better jobs and training, along with career pathways.

Workforce development operations 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.

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.

**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—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment\(^{16}\) and other populations.\(^{17}\)
- Goals for meeting the skilled workforce needs of employers.

The Governor’s strategic priorities encompass the real work of state government – protecting the public, educating our youth, and working with business. This includes a government that works for everyone, a stronger, healthier economy and a foundation of faith in Michigan’s future. The following strategic priorities were identified by the Governor:

**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 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.

**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):** Increase 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.

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\(^{16}\) 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 farm workers (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.

\(^{17}\) Veterans, unemployed workers, and youth and any other populations identified by the State.
Priority 5 (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.

Achievement of these priorities will be accomplished through coordination with the Michigan Works! Agencies (MWAs) and strategies that:

- Close the skills gap by increasing opportunity for education and career skill training programs, and attract a talented, top-notch workforce.

- 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.

- Expand access to students who graduate from a Michigan high school and want to continue their education 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 that will provide career preparation, employment opportunities, and support services in partnership with One-Stop centers.

Michigan aligns with the Workforce Innovation and Opportunity Act (WIOA) in support to improve and strengthen the workforce system for all, including those who face significant barriers to employment, and youth, into high-quality careers, along with assisting 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. Access to a continuum of high-quality education, training and career pathway opportunities to obtain self-sustaining wages 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.

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:

• 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.

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.

• 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.

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. Using the table provided in Appendix I, 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 the Workforce Innovation and Opportunity Act (WIOA). (This Strategic Planning element only applies to core programs.)

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.

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). For Program Years (PYs) 2020/2021, VR will negotiate with the Rehabilitation Services Administration (RSA) a level of performance for Measurable Skill Gains. Following the establishment of baseline data, levels of performance for the remaining indicators will be negotiated with RSA in PYs 2022/2023.

Refer to Appendix 1 for Michigan’s performance goals.

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 Workforce Innovation and Opportunity Act (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 State 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 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. Performance data is also available at the contractor level.

The State will determine 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 request documentation for any performance level that is significantly below prior levels. The State will compile local level recommended performance levels into a State-wide 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 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 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 State and local levels.

**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).

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 the Workforce Innovation and Opportunity Act (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).

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.

The Governor’s vision 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) 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.

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, examples of these strategies include:

• **Sixty by 30** - LEO has aligned its primary goal to support 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. 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 continue 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 help to pay for training for non-traditional students who want to earn a certificate in the skilled trades or an associate degree to up-skill and qualify for local in-demand occupations.

• **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.
• **Pure Michigan Talent Connect (Talent Connect)** — Talent Connect is a web-based labor exchange system that brings together employers, educators, and talent. It is the launchpad for new jobs, careers, and talent. 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.

• **Michigan Training Connect** — Michigan’s Eligible Training Provider List is housed within Pure Michigan Talent Connect. 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.

• **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 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 LEO. State staff will continue to facilitate closer working relationships with the Governor’s 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.

• **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.

- Integrated Education and Training - The 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 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 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 provides local guidance to the local areas 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.

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. The State is employing several strategies to address the needs of these populations. Examples of strategies to address special populations include:

**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.

Wagner-Peyser allocates funding to support staff coordination of the functions of Refugee Navigators. Refugee 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.

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 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:
o Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and

o 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.

**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.

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 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. 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 teachers to available careers 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. Impacts include relationship building, 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.

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:

- Michigan Industry Cluster Approach 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 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, 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 programs, resources and opportunities.

- 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 Career Readiness Initiative 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.

- 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 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 joining 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.

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 regarding weaknesses identified in Section II(a)(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 integrate 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 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 create
consistency across systems to meet Workforce Innovation and Opportunity Act (WIOA) performance requirements.

- Improving 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.

- Developing 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 professional 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.

- Opportunities for consistency in service delivery strategies to establish additional outreach to rural areas and the capacity for more virtual services and on-line tools and resources. This affords customers to more easily navigate services within the system and consistency around elements of the service delivery strategies.

- There has been significant progress around the sharing of data between the Michigan Adult Education Reporting System (MAERS) and the One-Stop Management Information System (OSMIS). 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 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 and II, which has been extremely helpful. 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.

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

To align 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 the following strategies:
• MRS employs Business Relations Consultants who deliver services to business as VRs 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.

• 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 state-wide 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.

• 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 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.

• 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.

• MRS and BSBP are working 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
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—

State Strategy Implementation. The Unified or Combined State Plan must include—

State Board Functions. Describe how the State Board will implement its functions under Section 101(d) of the Workforce Innovation and Opportunity Act (WIOA) (i.e., provide a description of Board operational structures and decision-making processes to ensure such functions are carried out).

The Governor’s Workforce Development State Board is Michigan’s workforce investment and economic opportunity board, and its representation is consistent with the provisions of the WIOA and regulations issued pursuant to the Act.

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

The Governor’s 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 Workforce Development State Board activities and reviews regulatory items prior to bringing to the full board for action.

The Governor’s Workforce Development State Board will meet quarterly at different locations around the State.

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

- 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
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, assist employers with their workforce training needs, and revitalize our education system and opportunities to better prepare youth.

Our talent investment strategy includes:

- Supporting the Governor’s comprehensive strategy that is customer-focused to expand economic opportunity and prosperity for all Michigan citizens to have the greatest impact on citizens, businesses and communities to reach their full potential.

- Collaboration within all LEO partners, and other non-core partners to build unity and coalitions for greater success towards career pathways for every learner to access a combination of high-quality education, training and other services that leads to credential obtainment and prepares an individual for success and builds a skilled workforce.

- Coordinated State, local and regional alignment to close the opportunity gaps and provide equality for marginalized populations and provide access for all Michigan citizens to receive assistance through the workforce system.

- Supporting a customer focused, demand-driven workforce system by building a seamless One-Stop system and creating partnerships with education and employers that drive down working poverty and help create more and better jobs, training, and career and technical education opportunities through the alignment of workforce development with economic and community development.

- Transforming Michigan’s adult learning, educational and vocational rehabilitation infrastructure to create a unified strategic approach and provide the educational and economic tools to increase the State’s economic prosperity through workforce training, post-secondary educational attainment and/or credentialing to fill current skill gaps.

- Implement employer responsive training to enhance talent outcomes, productivity, and employment retention, while increasing the quality and competitiveness of Michigan’s businesses.
• Assisting the structurally unemployed by offering services tailored to meet their individual needs.

• 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. Some examples include: Refugee Navigators in the Michigan Works! Agencies (MWAs), focusing on early childhood education and literacy to improve efforts to nurture and educate our youth, the Reemployment Services and Eligibility Assessment Program in partnership with the State of Michigan Unemployment Insurance Agency and Integrated Education and Training programs.

• Monitoring performance and assessing evidence-based data to measure the effectiveness of local areas in achieving continuous improvement of workforce investment activities in order to optimize our return on investment.

• Attracting and retaining talent by providing support to employers through a demand-driven industry cluster strategies approach. LEO has implemented a number of initiatives to provide both employers and job seekers opportunities.

• Working in partnership with employers and Michigan public and private colleges to increase the number of apprentices through the Michigan Advanced Technician Training Program – MAT²®. The MAT² program is an innovative, industry-driven educational model developed in conjunction with global technology leaders to combine theory, practice, and work to train a globally competitive workforce. The administration of MAT² has transitioned to industry, but LEO continues to collaborate and work with MAT². MAT² is an example of collaboration between industry, education, and government to meet an industry talent need. MAT² provides a three-year training program with all tuition costs paid for by the employer, on-the-job training with pay, an advanced Associate's degree in a high-tech, in-demand field, and a guaranteed job upon successful completion of program. Graduates commit to remaining on the job for at least two years after the training period ends. There are also regional instances of dual enrollment arrangements between secondary and post-secondary Career and Technical Education (CTE) programs occurring within MAT². The U.S. Department of Labor (USDOL) Office of Apprenticeships has approved and registered the MAT² mechatronics program and efforts are underway to register other MAT² programs including information technology, technical product design, and Computer Numerical Control.

• Collaboration on Registered Apprenticeships, 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.

• State Apprenticeship Expansion - to further education and career success initiatives in the state, Michigan is leveraging 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. LEOs 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 the Michigan Department of Education, Michigan Department of Technology, Management, and Budget – Office of Labor Market Information and Strategic Initiatives, and the United States Department of Labor – Michigan Office of Apprenticeship.

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, Partnership.Accountability.Training.Hope (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 (ESL), Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), 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!, VR, and other community partners to connect participants with supportive services and remove barriers to success.

LEO is implementing a new High School Completion (HSC) Pilot beginning January 1, 2020, to count hours in 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 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.

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 collaborates 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.

**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 [CTE]), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

The Department of Labor and Economic Opportunity (LEO) collaborates with, and participates in strategic partnerships with other state agencies including:

- Department of Corrections, for the administration of the Michigan Offender Success and fidelity bonding services.

- LEO, Industry Engagement Division, Registered Apprenticeship Section.

- LEO, Post-secondary Licensing Unit for coordination of licensed proprietary schools on our state’s Eligible Training Provider List – Michigan Training Connect (MiTC).

- LEO, Targeted Services Division, for the administration of Migrant and Seasonal Farm Workers and Jobs for Veterans State Grant programs.
• LEO, for the administration of the Partnership.Accountability.Training.Hope (PATH) and Supplemental Nutrition Assistance Programs.

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

• The Michigan Works! Agencies (MWAs), to develop 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.

• Secondary and post-secondary CTE programs to 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.

• 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 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 implement and 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 state legislature awarded a total of $4 million in 2018-2019. There are now 11 Special Programs across the state with the goal of continued expansion 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 (SBA);
• 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.

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) 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.

**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.

**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 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 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.

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. 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 MDHHS 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’ 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 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) extends 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.

Refugee Services: The Global Michigan (GM) (previously Office of the New American) Office of Refugee Services has provided additional employment support services to refugees that receive Temporary Assistance for Needy Families cash assistance through the Family Independence Program. The number of refugees coming into the country is highly variable, but GM identified eight counties in Michigan as serving the majority of refugees. The MWAs work with their GM refugee contractor to provide employability support services for MWA-referred refugees.

Wagner-Peyser allocates funding to support staff coordination of the functions of Refugee Navigators. Refugee 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.
Trade Adjustment Assistance (TAA): 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.

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

- Wagner–Peyser services will be aligned with Adult and Dislocated Worker services to refer job seekers for training support services and a more intensive level of service which Wagner–Peyser dollars do not fund. Adult and Dislocated Worker providers have established relationships with local community colleges and universities to provide training in high–demand occupations.

- Providing the Unemployment Insurance Agency Work Test for claimants to ensure they are able to work, seeking work, and have not refused suitable work. This is completed when the claimant registers for work at 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 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.

- Partnering with the Unemployment Insurance Agency to deliver the Re–employability Eligibility Assessment (REA) pilot program. This program provides one–on–one service to claimants who will more than likely exhaust their unemployment benefits prior to obtaining employment. This is similar to the re–employment profiling component mentioned above; however, claimants are to receive up to three 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. VR staff are disability subject matter experts who collaborate with core and combined program partners to support and provide impactful 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.

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

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 (Talent Connect)** - Talent Connect is a web-based labor exchange system that brings together employers, educators, and 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.

- **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) 2.0**: Michigan Industry Cluster Approach 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 through 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, Information Technology, Manufacturing, and Mobility.

- **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, the Community College Skilled Trades Equipment 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.

- **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.

- **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.
  - Have 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.

- **Michigan Works! Business Services team members** 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.

- **Rapid Response Team (RRT):** 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.

- **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
o Company Funding Assistance
o Connections to Michigan Works! and other business solutions providers
o Accommodation Services
o Job Analysis for performance elements and requirements
o Job Restructuring and/or Work Site Adjustment
o Reasonable Accommodations/Ergonomic Intervention
o Assistive Technology and Services

• Strategies for Workers with Physical, Cognitive and/or Behavioral Disabilities Risk Management/Staff Retention
  o Return to Work Strategies
  o Job Maintenance Approaches
  o Injury Prevention and Wellness Programming
  o Americans with Disabilities Act (ADA) Services
  o ADA Consultation, Guidance, and Education
  o Windmills© Disability Awareness Training
  o 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.

  o Partner Engagement with Educational Institutions. Describe how the State’s Strategies will engage the State’s community colleges and area Career and Technical Education (CTE) schools, as partners in the workforce development system to create a job-driven education and training system. Workforce Innovation and Opportunity Act (WIOA) Section 102(b)(2)(B)(iv).

The Department of Labor and Economic Opportunity collaborates with, and participates in strategic partnerships with the following partners:

• Public and independent colleges and universities in the development of training programs to meet employer needs.

• Michigan Department of Education, for major career education initiatives affecting learners K-12 and beyond, and, for access to, retention in, and completion of individual student goals in quality community colleges, proprietary institutions, and other post-secondary agencies.

• The Strengthening Career and Technical Education for the 21st Century Act federally funded post-secondary Perkins CTE program, for a data driven approach to career and technical education program development.
Adult Education collaborates with, and participates in strategic partnerships with:

- Michigan Department of Education (MDE) and 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.

Community colleges collaborate with, and participate in strategic partnerships with:

- Industry employers to better understand the education and training needs and opportunities as well as entrance requirements to ensure participants are prepared to transition from secondary to post-secondary and succeed in post-secondary level academic and occupational coursework.

- Industry employers to identify academic and occupational skills needed for entry in to in-demand, high-wage, and high-skills employment.

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.

- 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 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, 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.

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 Pure Michigan Talent Connect and provides job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry. 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 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 an 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.

**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 increasing 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 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.

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.

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 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.
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’s efforts are focused on equity and access for all our citizens – closing 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 credentials that are portable and 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 60 Michigan Works! Service Centers and 36 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 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. 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: Energy, Health Care, Manufacturing, Information Technology, Agriculture, 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 in 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 (CDA) certification.
- Certified Nursing Assistant (CNA) 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 the Bureau of Services for Blind Persons (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, Michigan Works! Association, 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.

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:

- **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 state-wide 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.

- **Governor’s 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 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 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 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 Reforms. The Michigan Department of Labor and Economic Opportunity 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 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 spearhead Governor Whitmer’s talent enhancement initiatives, which are critical to Michigan’s economic prosperity. By putting all talent investment efforts within a single agency, Michigan can leverage its ability to build talent that possesses in-demand skills while helping our state’s businesses grow.

- The 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.

**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—

- State operating systems that will support the implementation of the State’s strategies. This must include a description of—
  - 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 is the State of Michigan’s official labor exchange system and is designed to be a one-stop website for job seekers, employers, and career explorers. Talent Connect brings together educators, employers, and talent. Talent Connect features information and tools that job creators and job seekers need to make educated decisions about hiring, career choices, and other talent-related efforts.

Michigan Training Connect, Michigan’s Eligible Training Provider List, is housed within the Pure Michigan Talent Connect Section 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.

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.

Data-collection and reporting processes used for all programs and activities, including those present in One-Stop centers.

Integration of services is ensured through the use of the One–Stop Management Information System (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 with relative ease. Enhancements to the components of the OSMIS are implemented on a continuous basis to include the U.S. Department of Labor–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

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18 For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.
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 Report (RSA-2): Summarizes all VR Program expenditures in each federal fiscal year and includes information on numbers of individuals served.

- 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.

The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate). In addition, describe the State’s 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.

Michigan Works! Agencies (MWAs)-

- Provide local operation and oversight of the Pure Michigan Talent Connect.

- 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 partner with the state Vocational Rehabilitation Agency to provide services to persons with disabilities.

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., 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:

- Certification Criteria for Michigan Works! Service Centers,
- 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 under WIOA,
- Instructions for Executing Memorandums of Understanding under WIOA, and
- Career Education and Advisory Councils (CEACs).

Examples of policies that support state strategy implementation include, but are not limited to:

- Funding and Requirements for State Apprenticeship Success Coordinators,
- Funding and Requirements for Refugee Navigators,
- Going PRO Talent Fund Program Administration, and
- 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 Policy,
- 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 Program Management Information Guides (P-MIGs) 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 Memorandums of Understanding (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 Infrastructure Funding Agreement (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.

State Program and State Board Overview. 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 allows 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, community development, and business development — are all part of one organization sharing the same vision 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, unified and/or combined state plans, the development of performance metrics, identification of in-demand jobs at the state level, identification of industry-recognized credentials, coordination of talent services and program funding opportunities on a state and regional basis, and employer outreach.

This realignment of our 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.
The Governor’s 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 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 Governor’s 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 result in programming that more innovatively addresses the state’s talent development needs. The purpose of the Governor’s Workforce Development State Board is to convene state, regional, and local workforce system partners to:

- Enhance the capacity and performance of the workforce development system and align and improve the outcomes and effectiveness of Federally funded and other workforce programs and investments, and through these efforts, promote economic growth and prosperity for all Michigan citizens.

- 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.

- Assist to achieve the state’s strategic and operational vision and goals.

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 Workforce Development State is charged with advising and assisting the Governor regarding compliance with the WIOA and the State’s overall workforce system efforts. The Governor’s Workforce Development State Board has representation consistent with the provisions of the WIOA Section 101.

Membership of the Governor’s Workforce Development State Board will consist of the following members, at a minimum:

1. The Governor.

2. A member representing the Michigan Senate appointed by the Senate Majority Leader.
3. A member of the Michigan House of Representatives appointed by the Speaker of the House.

4. The director of the state’s workforce development department/agency or their designee.

5. A member representing high school career and technical education directors appointed by the Governor.

6. The president of a local community college located within the state.

7. The president of a public university located within the state.

8. A member representing business who is also a member of the Michigan Economic Development Corporation Board.

9. A small business owner appointed by the Governor.

10. A member representing manufacturing appointed by the Governor.

11. A member representing a mobility business enterprise appointed by the Governor.

12. A member representing a minority business enterprise appointed by the Governor.

13. A member representing a female owned business enterprise appointed by the Governor.

14. A member representing a business employing veterans, returning citizens or persons with disabilities, appointed by the Governor.

15. Three (3) at-large business owners appointed by the Governor.

16. A member appointed by the Governor who is an apprenticeship coordinator of a joint labor management apprenticeship program.

17. Three (3) members representing general labor appointed by the Governor.

18. A local workforce development board administrator appointed by the Governor.

19. Any additional members designated and appointed by the Governor.

Note: The members appointed in 8 thru 19 will be geographically diverse.

The Governor’s Workforce Development State Board Membership Roster is included as Appendix III of this Plan.

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 Workforce Development State Board, provides the membership requirements; duties and operations; quorum, voting and attendance requirements; and conflict of interest requirements under the WIOA.

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 Workforce Development State Board 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 Unified Plan 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 providers 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 and updating of comprehensive state performance accountability measures to assess the effectiveness of core programs.

- The identification and dissemination of best practices for effective operation of One-Stop centers, relating to the use of business outreach partnerships and service delivery strategies, effective local boards, and technological improvements to improve quality of services.

- Advocating and promoting Michigan’s economic opportunities and prosperity for all citizens.

- Reviewing statewide policies and programs and providing recommendations on actions taken by the State to align workforce development programs.

- Continued development of a statewide workforce labor market information system.

- Reviewing Michigan’s Annual Report for the U.S. Department of Labor.

**Assessment and Evaluation of Programs and One-Stop Program Partners.** Describe how the core programs will be assessed each year based on State performance accountability measures described in Section 116(b) of the Workforce Innovation and Opportunity Act (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 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.

Michigan’s Data Validation process covers 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 subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; 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.

Michigan has implemented several tools and reports in the One-Stop Management Information System (OSMIS) that are used by State and Michigan Works! Agency (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.

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.

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.

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 continuing to collect data to establish baselines necessary to negotiate performance goals
with the RSA.

Assessment of One-Stop Program 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.

**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.

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 2018-2019, there were 28,863 adult learners that enrolled in adult education programs across the state, a small decrease from the 2017-2018 total of 30,122. Of those that enrolled, 25,275 received at least 12 hours of instruction and about 58 percent were pre- and post-tested. The post-test rate for all participants with 12 or more hours was just over 66 percent.

Michigan outperformed its Title II Measurable Skill Gain (MSG) target of 47 percent with over 50 percent of participants achieving a gain. 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.

**Evaluation.** Describe how the State will conduct evaluations and research projects on activities under the Workforce Innovation and Opportunity Act (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 the 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 2019. 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. Looking ahead, 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.

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 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.

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.

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—

- Youth activities in accordance with Workforce Innovation and Opportunity Act (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.

- 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.

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.

For Title II:
  o 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 conduct 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 offer 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 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 an educational gain will be deemed to have not demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data will be taken into consideration.

All applicants that meet the demonstrated effectiveness criteria will be considered for funding and sent to the respective local board to review for alignment with the local plan. The LEO-WD will provide 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 receive an average score of 80 points out of a possible 100 will be approved for funding. Applicants that are denied funding will be given the opportunity to appeal that decision.
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 created a standardized application template that was required for submission by all applicants.

Title IV Vocational Rehabilitation

In the case of a State that, under Section 101(a)(2)(A)(i) of the Rehabilitation Act designates a State agency to administer the part of the Vocational Rehabilitation (VR) services portion of the Unified or Combined State Plan under which VR services are provided for individuals who are blind, describe the process and the factors used by the State to determine the distribution of funds among the two VR agencies in the State.

The Michigan Rehabilitation Services (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.

Program Data: 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.

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. 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.

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.

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), 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.

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 have similar participants 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 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 (PATH), Food Assistance Employment and Training (FAE&T), Business Resource Network (BRN), Reemployment Services and Eligibility Assessments (RESEA), 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).

- **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.

**Planning Note:** States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

**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.

**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).

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.

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 United States Code (U.S.C) 4215, all Employment and Training Administration workforce programs provide priority of service to veterans and certain spouses of veterans who qualify as “covered persons.” Under the Workforce Innovation and Opportunity Act (WIOA), veterans, and eligible spouses receive priority of service in all U.S. Department of Labor-funded employment and training programs. Consistent with Training and Employment Guidance Letter (TEGL) 26-13, the definition of “eligible spouse” includes same-sex spouses.
Priority of service is in effect at all times, not just when funds are limited. Priority is given to veterans and eligible spouses who are also funded, and the groups given statutory priority for WIOA adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority of services with 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 is given in the following order:

1. First, to veterans and eligible spouses who are also funded in the groups given statutory priority for WIOA Adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority of services with the WIOA Adult formula funds.

2. Second, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA’s priority groups.

3. Third, to veterans and eligible spouses who are not included in the WIOA’s priority groups.

4. Last, to non-covered persons outside the groups given priority under the WIOA.

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 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 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 prohibits “universal referrals” which means referring every veteran entering the One-Stop centers to a Disabled Veterans’ Outreach Program Specialist. 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, and to formally refer them to a Disabled Veterans’ Outreach Program Specialist 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).

- Disabled Veterans’ Outreach Program Specialist services are in addition to other One-Stop services.
If a veteran or eligible spouse is interested in pursuing Disabled Veterans’ Outreach Program Specialist 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. It is intended that the Military Service Questionnaire be completed immediately by the customer, and promptly returned to MWA staff.

When the Military Service Questionnaire 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 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 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 eligibility. All veterans or spouses found to be eligible for the Disabled Veterans’ Outreach Program will be formally referred to the appropriate Disabled Veterans’ Outreach Program Specialist.

All customers referred to a Disabled Veterans’ Outreach Program Specialist 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 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 application form to the appropriate Disabled Veterans’ Outreach Program Specialist. The Disabled Veterans’ Outreach Program Specialist will then contact the customer to begin providing services or schedule an appointment to begin providing services.

For all veterans or spouses found not to be eligible for the Disabled Veterans’ Outreach Program, the Michigan Works! Service Center staff will continue to provide the customer with all other appropriate services and programs as with any other customer, in accordance with the requirements of Priority of Service. It is acceptable and encouraged that eligible veterans and spouses be co-enrolled in any and all appropriate programs simultaneously enrolled in the Disabled Veterans’ Outreach Program.

The JVSG 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, a veteran or spouse of a veteran is first assessed by a non-JVSG One-Stop worker prior to referral.

The JVSG provides funding to support Disabled Veterans' Outreach Program Specialist and Local Veterans Employment Representatives, who in turn provide intensive, one-on-one employment services exclusively to program-eligible veterans and spouses who possess a significant barrier to employment and/or are part of a population group identified as eligible. The purpose is to assist the client in becoming job ready so they can secure employment utilizing the public workforce system. Disabled Veterans' Outreach Program Specialist and Local Veterans Employment Representatives do not interact with employers, nor engage in direct placement, and rely on their MWA One-Stop partners to assist their job ready clients to secure appropriate employment. The JVSG also provides support for special initiatives such as the Incarcerated Veterans' Workshop and Native American Veteran Outreach.

### 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 inclusive of all customers to be effective. Inclusion honors and accommodates diversity. A universally accessible system requires meeting the diverse customer needs that exist within the local delivery area, which includes the needs of individuals with disabilities, people of different cultures, and persons with barriers to employment. Where inclusion abounds, centers are welcoming, inviting, accommodating, and accessible to everyone.

As recipients of federal funds, 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. 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.

**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 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:
   - Child Care.
   - 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.

**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 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 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, MWAs and representatives from other required One-Stop partner programs. Monthly meetings with the WIOA Unified State Plan team were held between the months of August through December to ensure timely submission of said plan.

The Plan was collaboratively developed and placed into public review and comment on January 15, 2020. 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 Workforce Development State Board approval of the WIOA Unified State Plan is requested at their full board meetings.
COMMON ASSURANCES (for all core programs)

The Unified or Combined State Plan must include assurances that:

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts;

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;

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;

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;

5. The State has established, in accordance with the Workforce Innovation and Opportunity Act (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;

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);

7. The State has taken the appropriate action to be in compliance with WIOA Section 188, Nondiscrimination, as applicable;

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;

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;
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 (ADA) of 1990;

11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment to Disabled Veterans' Outreach Program services, when appropriate; and

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.
**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. **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—

**General Requirements**

*Regions and Local Workforce Development Areas.* 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
The subsequent designation process for local workforce development areas is data-driven and the 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) 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 – 2\(^{nd}\) Quarter after Exit,
- Employment Rate – 4\(^{th}\) Quarter after Exit,
- Median Earnings – 2\(^{nd}\) 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 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 
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.

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 not 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 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 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.

- 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 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 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 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 (LEO’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.

**Statewide Activities.**
Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

Statewide activities funds are being used and prioritized to carry out the following required activities:

Operating a fiscal management and accountability system: The State of Michigan has established, in accordance with the 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 on a quarterly basis for all local areas. These reports allow the State and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. Furthermore, performance data is available at the contractor level. The WIOA program staff will monitor performance, identify issues, and provide technical assistance, as needed.

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 continue 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 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 Office of Labor Market Information and Strategic Initiatives:** The Department of Labor and Economic Opportunity has entered into a Memorandum of Understanding with the Michigan Department of Technology, Management, and Budget’s Office of Labor Market Information and Strategic Initiatives. The Memorandum of Understanding provides for the collection, development, and analysis of economic, demographic, and labor market information in support of initiatives designed to strengthen Michigan’s workforce and talent systems and address the immediate 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.

- 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 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.

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, 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 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.

In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with Federal Emergency Management Agency (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.
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 Section 221(a)(2)(A) and Section 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. Both TAA and Rapid Response activities are shared by the TAA/RR Section within the LEO. The TAA/RR Section is comprised of TAA/RR State Coordinators who are assigned to specific regions across the state who oversee both TAA and RR activities accordingly. Recent shifts within the LEO have allowed for both the TAA and RR programs to align within a single section to ensure an all-inclusive approach is provided statewide.

The TAA/RR 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/RR 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/RR 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.

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/RR 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.

**Adult and Dislocated Worker Program Requirements**

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 faces acute talent shortages 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.

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.

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 United States, in the past 120 days, that has resulted in any employee losing his or her job at the original location.

Employers must offer wages, benefits, and working conditions that are equal to those provided to regular employees who have worked for a similar length of time and are doing the same type
of work. The employer must comply with all applicable federal, state, and local laws and regulations providing safe and clean working conditions.

If a union is present at the worksite, a union concurrence is required as part of the contract.

Local areas should target priority industries identified by local Workforce Development Boards consistent with a demand-driven workforce system. Occupations targeted for 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.

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.

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.

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).

**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 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 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 will be July 1-31 of each program year.

The WIOA requires that providers seeking continued eligibility must provide verifiable program-specific performance information. 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, 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.

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,

• 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.

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 justification provided by the training provider is satisfactory for approval. 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.
Local areas must have a policy in place that indicates 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. 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 of the related technical instruction provider, and the location 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).

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 Section 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

Local areas must establish the criteria and 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.

When programs are statutorily required to provide priority for a particular group of individuals, priority must be provided in the following order:

- First, to veterans and eligible spouses who are also funded in the groups given statutory priority for the Workforce Innovation and Opportunity Act (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, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA’s priority groups.
- 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 the local Workforce Development Board.
- Last, to non-covered persons outside the groups given priority under the WIOA.

The statutory requirement applies to Adult program funds for individualized career and training services. Funds allocated for the Dislocated Worker program are not subject to this requirement.

Priority of Service is monitored as part of the state’s WIOA programmatic reviews. The goal of programmatic reviews is to provide technical assistance, as appropriate, and ensure that established policies, procedures, and systems of the Michigan Works! Agency achieves quality program outcomes that meet the requirements and objectives of the WIOA and federal and state regulations.

Describe the State’s criteria regarding local area transfer of funds between the Adult and Dislocated Worker programs.

Our Governor has allowed all local areas to transfer up to 100 percent of their allocations between the Adult and Dislocated Worker programs without a waiver, thereby allowing local areas with the flexibility to provide services in the areas of greatest need. Local areas are required to submit Budget Information Summaries to the Department of Labor and Economic Opportunity to affect any transfers between the Adult and Dislocated Worker programs.

Youth Program Requirements. With respect to youth workforce investment activities authorized in Section 129 of WIOA—

Identify the State-developed criteria to be used by local boards in awarding grants for youth workforce investment activities and describe how the local boards will take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance for the youth program as described in section 116(b)(2)(A)(ii) of the WIOA in awarding such grants or contracts.19

The Department of Labor and Economic Opportunity (LEO) and our local Workforce Development Boards 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.

19 Sec. 102(b)(2)(D)(i)(V)
The 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.

In addition, 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 the policy is intended to aid grantees and subgrantees 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 subgrantees to establish, maintain, and follow written procurement standards and procedures that are in compliance with all applicable local, state, and federal laws and regulations.

Describe the strategies the State will use to achieve improved outcomes for Out-of-School Youth (OSY) 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 an Individual Service Strategy, updated as needed, and directly linked to one or more indicators of performance, such as credential attainment, that identifies appropriate career pathways that include education and employment goals and activities, while considering career planning and the results of the objective assessment, and that prescribes appropriate achievement objectives and services for the participant. Although the State allows the local areas flexibility to determine how to most efficiently provide youth services, 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 has established partnerships to leverage and align core programs by establishing and strengthening partner relationships. For example, the Department of Labor and Economic Opportunity continues to partner with the Michigan Rehabilitation Services and the Bureau of Services for Blind Persons 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 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. 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 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. 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 job fairs. Over 25,000 young adults have attended these career exploration events.

These strategies reflect Michigan’s commitment to provide evidence-based strategies to assist in achieving high levels of performance, accountability, and quality in preparing young people for the workforce.

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.20

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.

20 Section 102(b)(2)(D)(ii)/(i)
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.

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 OSY 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 (ISY) specified in WIOA Section 129(a)(1)(C)(iv)(VII).

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 both 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 and hold employment,” as described in 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.

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.

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 accept 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.

**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).)
2. The entity responsible for the disbursal of grant funds, as determined by the governor, if different from that for the State. (WIOA Section 108(b)(15).)
3. 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).)
4. A description of the roles and resource contributions of the One-Stop partners.
5. The competitive process used to award the subgrants and contracts for Title I activities.
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.
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 Sections 107(d)(11)(A) and (B)(i) and WIOA Section 232.
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.

**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:

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;

Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;
Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

Describes how the waiver will align with the Department’s policy priorities, such as:
- Supporting employer engagement;
- Connecting education and training strategies;
- Supporting work-based learning;
- Improving job and career results; and
- Other guidance issued by the Department.

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

Describes the processes used to:
- Monitor the progress in implementing the waiver;
- Provide notice to any local board affected by the waiver;
- Provide any local board affected by the waiver an opportunity to comment on the request;
- Ensure meaningful public comment, including comment by business and organized labor, on the waiver;
- Collect and report information about waiver outcomes in the State’s WIOA Annual Report.

The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver.

On January 2, 2018, the U.S. Department of Labor (USDOL) approved the first waiver below for the State of Michigan through June 30, 2020. In addition to seeking renewal of all existing youth waivers, the Department of Labor and Economic Opportunity (LEO) respectfully requests to be considered for re-approval at a rate of zero percent for the Statewide Activities portion of the first waiver (bullet three). There is one additional waiver request identified below. The State is requesting the waivers below be approved through June 30, 2024.

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 aged 16 to 24 for the five-year period of 2013 to 2017 was 14.1 percent. Michigan’s
youth unemployment rate for individuals aged 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 aged 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.

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 Workforce Development 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 a 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 Narrative 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:

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;

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 Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) Specialist;

3. The State has 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;

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 the Workforce Innovation and Opportunity Act (WIOA) Section 107(c)(2);

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;

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;

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);

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;

9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs, and Youth Programs under Title I;

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report.

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 Code of Federal Regulations (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);
Employment Service (ES) Staff.
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.

Training and Employment Notice No. 13-19, issued January 13, 2020 will not change the way Michigan currently delivers employment services. Michigan utilizes locally-based merit staff per our settlement agreement.

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 job seekers 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 Division routinely provides training on preference and priority of service for Veterans.

  The Veterans Services team also provides guidance to MWA Service Center staff on how to identify and refer a veteran to a Disabled Veterans’ Outreach Program Specialist for intensive case management services. All MWA regions have Disabled Veterans’ Outreach Program Specialists and Local Veterans Employment Representatives 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:
  - 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; and
  - 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 Training and Development:** The 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.

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, the UI, in conjunction with 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 complete orientation of the services provided at Michigan Works!, and Michigan Works! learned firsthand how UI interacts with the claimant.

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 is collaborating with the Unemployment Insurance to provide meaningful assistance to claimants filing for unemployment through the One-Stop centers. A toll-free number has been developed and implemented into the Michigan Works! Agency’s (MWA’s) locations for claimants. The Unemployment Insurance has placed a
phone line in each Michigan Works! Service Centers that provide a direct line to an
Unemployment Insurance Representative. This line is operated by Unemployment Insurance
Representatives who screen calls by priority of service.

Future plans may include the development 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 provide a pop-up chat box asking the
claimant if they require assistance. The Unemployment Insurance Representative 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 would be developed for the MWA staff to
assist claimants with this feature.

Describe the State’s strategy for providing reemployment assistance to UI claimants and other
unemployed individuals.

The Reemployment Services and Eligibility Assessment 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 include 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.

These same services are available to all unemployed individuals, free of charge, who access
the One-Stop centers, but in a less structured environment.

Describe how the State will use Wagner-Peyser funds to support UI claimants, and the
communication between Wagner-Peyser and UI, as appropriate including the following:
- Coordination of and provision of labor exchange services for UI claimants as required by
  the Wagner-Peyser Act;

Each Michigan Works! Service Center has a resource room which contains computers, Internet
access, telephones, printers, fax machines, Unemployment Insurance Information, and a
variety of job search and career exploration 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 customers to navigate the system. As the UI and the Department of
Labor and Economic Opportunity collaborate on more programs, weekly conference calls with
Michigan Department of Technology Management and Budget will be scheduled to work
through program developments and communication issues.

- 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.

- Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

The Unemployment Insurance (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.

- 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. 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.

AGRICULTURE OUTREACH PLAN

Agriculture Outreach Plans (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—

- 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 2019 as Michigan 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 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; 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; and,
WHEREAS, migrant farmworkers and their children face many challenges, including health, education, safety and security concerns; and,
WHEREAS, children of migrant farmworkers are a symbol of resilience and represent hope and the bright future of our state; and,
WHEREAS, 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; and,
WHEREAS, we are pleased to join with the Michigan Department of Health and Human Services to recognize Michigan farmworkers for their incredible determination and accomplishments and offer our sincerest appreciation for the contribution’s farmworkers make to our cities, state, and nation; and,
NOW, THEREFORE, I, Gretchen Whitmer, governor of Michigan, do hereby proclaim July 2019 as Michigan Farmworker Appreciation Month.”

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 Migrant and Seasonal Farm 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.

Table 1 below reflects the progressive increases reported through Michigan Department of Agricultural and Rural Development (MDARD) housing inspections from 2014 to 2018. The number of licenses for migrant housing remained virtually the same over the last four years, 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.

<table>
<thead>
<tr>
<th></th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inspections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Licensing</td>
<td>971</td>
<td>1,014</td>
<td>1,136</td>
<td>1,132</td>
<td>1,110</td>
</tr>
<tr>
<td>H2A</td>
<td>88</td>
<td>157</td>
<td>305</td>
<td>608</td>
<td>752</td>
</tr>
<tr>
<td><strong>Camps</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Units</td>
<td>3,836</td>
<td>3,944</td>
<td>4,147</td>
<td>4,046</td>
<td>4,278</td>
</tr>
<tr>
<td>Capacity</td>
<td>23,583</td>
<td>24,100</td>
<td>24,862</td>
<td>25,054</td>
<td>26,166</td>
</tr>
</tbody>
</table>

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.

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.
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 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 identifies Michigan’s top five, labor-intensive crop activities, with the months of the heaviest activity, geographical area of prime activity, and data indicating the number of migrant and seasonal farm workers that are employed in each crop. Labor needs remained the same, although the demand for H-2A Visa workers has increased.

<table>
<thead>
<tr>
<th>Crop Activity</th>
<th>Months of Heavy Activity</th>
<th>Geographical Area of Prime Activity</th>
<th>Number of Migrant and Seasonal Farm Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pine (Christmas) Trees</td>
<td>December</td>
<td>Lake Michigan</td>
<td>17,330</td>
</tr>
<tr>
<td>Floriculture</td>
<td>July-August</td>
<td>Lake Michigan</td>
<td>11,465</td>
</tr>
<tr>
<td>Hops</td>
<td>May-June</td>
<td>Lake Michigan</td>
<td>17,330</td>
</tr>
<tr>
<td>Apples</td>
<td>September-October</td>
<td>Lake Michigan</td>
<td>11,465</td>
</tr>
<tr>
<td>Blueberries</td>
<td>June-July</td>
<td>Lake Michigan</td>
<td>17,330</td>
</tr>
<tr>
<td>Tart Cherries</td>
<td>May-June</td>
<td>Lake Michigan</td>
<td>11,465</td>
</tr>
<tr>
<td>Asparagus</td>
<td>March-April</td>
<td>Lake Michigan</td>
<td>17,330</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>Late Summer</td>
<td>Lake Michigan</td>
<td>11,465</td>
</tr>
</tbody>
</table>
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, vegetables, and cherries) 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-state school. In addition, other factors contributing to the labor shortages include a low unemployment rate, and the increasing age of the MSFW workforce.

The federal e-verify mandate is also impacting the migration of agricultural workers. 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 Tables 3 and 4 below which demonstrate the increase from 2016 to 2018.

Table 3 – Number of requested and certified H-2A positions for 2016, 2017, 2018

<table>
<thead>
<tr>
<th>Year</th>
<th># of H-2A Workers Requested</th>
<th># of H-2A Workers Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>4,062</td>
<td>3,847</td>
</tr>
<tr>
<td>2017</td>
<td>6,637</td>
<td>6,432</td>
</tr>
<tr>
<td>2018</td>
<td>9,209</td>
<td>8,359</td>
</tr>
</tbody>
</table>

Table 4 – Number of H-2A job orders and employers in 2016, 2017 and 2018

<table>
<thead>
<tr>
<th>Year</th>
<th># of H-2A Job Orders</th>
<th># of Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>89</td>
<td>62</td>
</tr>
<tr>
<td>2017</td>
<td>157</td>
<td>90</td>
</tr>
<tr>
<td>2018</td>
<td>234</td>
<td>137</td>
</tr>
</tbody>
</table>

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. 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.
An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farmworker (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 23,000 MSFWs during low season. In Program Year 2018, MDARD licensed migrant farmworker housing with a capacity of approximately 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 engaged in agricultural employment.

<table>
<thead>
<tr>
<th>Season</th>
<th>Range</th>
<th>Estimated MSFWs</th>
<th>Estimated Seasonal Workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peak Season</td>
<td>Mid-March to Mid-November</td>
<td>26,000 Migrant Workers</td>
<td>20,000 Seasonal Workers</td>
</tr>
<tr>
<td>Non-Peak Season</td>
<td>Mid-November to Mid-March</td>
<td>3,000 Migrant Workers</td>
<td>7,000 Seasonal Workers</td>
</tr>
</tbody>
</table>

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, child care, 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 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 provide direct assistance or refer the MSFW to a partnering agency to remove barriers that they encounter.

**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.

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 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 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 remain focused on outreach during peak season.

Describe the State agency’s proposed strategies for:

- 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 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 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 provide MSFWs 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 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;
- Migrant Resource Council Brochure;
- Additional local information related to services provided by partnering agencies, such as announcements for parent nights, bilingual classes, food distributions, etc.;
- 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 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 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.

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 (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 will be divided into two teams and will have a working supervisor assigned for each team. 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 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 Labor Exchange Reporting System (LERS) 9002A and represents the three prior program years beginning July 1, 2016 through June 30, 2019.

Table 6

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Office Location</th>
<th>Total Participants</th>
<th>MSFW</th>
<th>Non-MSFW</th>
<th>Percentage of MSFW</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>Greenville</td>
<td>2067</td>
<td>280</td>
<td>1787</td>
<td>13%</td>
</tr>
<tr>
<td>2016</td>
<td>Holland</td>
<td>4398</td>
<td>895</td>
<td>3503</td>
<td>20%</td>
</tr>
<tr>
<td>2016</td>
<td>Paw Paw</td>
<td>1775</td>
<td>388</td>
<td>1387</td>
<td>21%</td>
</tr>
<tr>
<td>2016</td>
<td>Shelby</td>
<td>1086</td>
<td>600</td>
<td>486</td>
<td>55%</td>
</tr>
<tr>
<td>2016</td>
<td>Traverse City</td>
<td>5170</td>
<td>533</td>
<td>4637</td>
<td>10%</td>
</tr>
<tr>
<td>2017</td>
<td>Benton Harbor</td>
<td>3583</td>
<td>346</td>
<td>3237</td>
<td>10%</td>
</tr>
<tr>
<td>2017</td>
<td>Dowagiac</td>
<td>1387</td>
<td>278</td>
<td>1109</td>
<td>20%</td>
</tr>
<tr>
<td>2017</td>
<td>Greenville</td>
<td>2523</td>
<td>378</td>
<td>2145</td>
<td>15%</td>
</tr>
<tr>
<td>2017</td>
<td>Holland</td>
<td>4429</td>
<td>903</td>
<td>3526</td>
<td>20%</td>
</tr>
<tr>
<td>2017</td>
<td>Lapeer</td>
<td>3466</td>
<td>332</td>
<td>3134</td>
<td>10%</td>
</tr>
<tr>
<td>2017</td>
<td>Paw Paw</td>
<td>1742</td>
<td>543</td>
<td>1199</td>
<td>31%</td>
</tr>
<tr>
<td>2017</td>
<td>Shelby</td>
<td>1514</td>
<td>926</td>
<td>588</td>
<td>61%</td>
</tr>
<tr>
<td>2017</td>
<td>Traverse City</td>
<td>4830</td>
<td>764</td>
<td>4066</td>
<td>16%</td>
</tr>
<tr>
<td>2018</td>
<td>Benton Harbor</td>
<td>3252</td>
<td>456</td>
<td>2796</td>
<td>14%</td>
</tr>
<tr>
<td>2018</td>
<td>Dowagiac</td>
<td>969</td>
<td>227</td>
<td>742</td>
<td>23%</td>
</tr>
<tr>
<td>2018</td>
<td>Greenville</td>
<td>2334</td>
<td>489</td>
<td>1845</td>
<td>20%</td>
</tr>
<tr>
<td>2018</td>
<td>Paw Paw</td>
<td>2320</td>
<td>1232</td>
<td>1088</td>
<td>50%</td>
</tr>
<tr>
<td>2018</td>
<td>Shelby</td>
<td>1287</td>
<td>649</td>
<td>636</td>
<td>50%</td>
</tr>
<tr>
<td>2018</td>
<td>Traverse City</td>
<td>4703</td>
<td>965</td>
<td>3738</td>
<td>20%</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Office by City Location</th>
<th>County Location Michigan Works Agency</th>
<th>Prosperity Region(s) Counties Covered</th>
<th>Significant Office</th>
<th>No. of Outreach Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traverse City</td>
<td>Grand Traverse County Networks Northwest</td>
<td>Region 2-Northwest Prosperity Region Counties: Emmet, Charlevoix, Kalkaska, Antrim, Missaukee, Wexford, Manistee, Benzie, Leelanau, Grand Traverse</td>
<td>Yes</td>
<td>1 Permanent, 1 Seasonal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Region 1- Upward Talent Council Counties: Gogebic, Ontonagon, Houghton, Baraga, Iron, Marquette, Dickenson, Menominee, Delta, Alger, Schoolcraft, Luce, Mackinac, Chippewa.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shelby</td>
<td>Oceana County West Central Michigan Works!</td>
<td>Region 4a-West Michigan Prosperity Alliance-West Central Prosperity Region Counties: Mason, Lake, Oceana, Mecosta, Newaygo, Osceola</td>
<td>Yes</td>
<td>1 Permanent, 1 Seasonal</td>
</tr>
<tr>
<td>Holland</td>
<td>Ottawa County West Michigan Works!</td>
<td>Region 4b-West Michigan Prosperity Alliance-West Michigan Prosperity Region Counties: Kent, Allegan, Barry, Ottawa, Montcalm, Ionia, Muskegon</td>
<td>Yes</td>
<td>2 Permanent, 1 Seasonal</td>
</tr>
<tr>
<td>Greenville</td>
<td>Montcalm County West Michigan Works!</td>
<td>Region 4b-West Michigan Prosperity Alliance-West Michigan Prosperity Region Counties: Kent, Allegan, Barry, Ottawa, Montcalm, Ionia, Muskegon</td>
<td>Yes</td>
<td>1 Permanent, 1 Seasonal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Region 7-South Central Prosperity Region Counties: Eaton, Ingham, Clinton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adrian</td>
<td>Lenawee County Southeast Michigan Consortium</td>
<td>Region 9-Southeast Michigan Prosperity Region Counties: Hillsdale, Jackson, Washtenaw, Lenawee, Livingston, Monroe</td>
<td></td>
<td>1 Permanent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Region 10-Detroit Metro Prosperity Region</td>
<td></td>
<td>1 Seasonal</td>
</tr>
</tbody>
</table>
Note: It may appear that certain staff are assigned a very heavy workload. Please be aware that Regions 1, 3, 7 and 10 are not currently utilizing migrant and seasonal farm workers for agricultural labor. Michigan’s reasoning for including all areas of the state is twofold, 1) to show we have a plan to cover the entire state if needed and 2) Michigan will be able to respond quickly if agricultural labor needs change.

**Agricultural Employer Outreach**

The MSFW outreach workers, 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. 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 MSFW outreach workers 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.

The MSFW outreach workers 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 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.

- 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 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.

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 state 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, state 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.

- Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both job seekers 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.

- Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups. If an NFJP grantee is the State Workforce Agency’s (SWA) subrecipient conducting outreach, provide:
  - A description of that relationship;
  - A description of any other MSFW service providers the NFJP is coordinating with; and
  - The NFJP grantee’s outreach plan to be included in the State Plan

In Michigan, the NFJP grantee is not a subrecipient of our State Workforce Agency. The State of Michigan currently has one Memorandum of Understanding with Telamon Corporation (National Farmworker Jobs Program grantee).

Of the 17,891 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 following information for 2016 – 2018 was provided by partner entities and reflects the number of 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:

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</tr>
<tr>
<td>Served</td>
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<td>4094</td>
<td>3880</td>
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</tbody>
</table>

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 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:

**Child Care:**
  - Telamon Corporation Head Start Programs

**Health Care:**
  - District Health Departments (Local)
- Michigan Health Centers and Community Health Centers
- Michigan Primary Care
- Michigan Health Promotion
- Mercy Health Hospital
- Intercare Community Health Network of Benton Harbor

**Food, Clothing, Housing and Utility Assistance:**
- Michigan Department of Health and Human Services
- Love Inc.
- TruNorth
- Salvation Army
- Good Samaritan Ministries
- Holland Rescue Mission
- Ottawa County Community Action Agency
- Community Action House
- Allegan County Resources Development Committee
- Holland Rescue Mission

**Economic Development:**
- Michigan Economic Development Corporation

**English Proficiency:**
- Michigan Literacy Coalitions and Councils, including English Language Acquisition training
- Western Michigan Hispanic Service Center
- Mott Community College
- Zeeland/Holland Adult Ed

**Employment:**
- Telamon (National Farmworker Jobs Program, Section 167 Grantee)

**Educational Resources:**
- Michigan State University College Assistance Migrant Program
- Western Michigan University College Assistance Migrant Program
Michigan Migrant Education Programs
High School Equivalency Program
Lakeshore Ethnic Diversity Alliance (Migrant Mentoring Program)

**Employment and Legal Protections:**
- Michigan Migrant Legal Assistance Project
- Farmworker Legal Services
- Michigan Immigrant Rights Center (MIRC)
- Justice for our Neighbors (Immigration Services)
- Michigan State Police
- United States Department of Labor, Wage & Hour Division

**Family Support Services:**
- Bethany Christian Services

**Other:**
- Hispanic/Latino Commission of Michigan
- Fremont Area Foundation (annual grant for Farm Worker Appreciation Day)
- Kent District Library
- Hispanic Ministry
- Whirlpool Hispanic Network (Hispanic Whirlpool Employees Christmas Basket project)

**Agricultural Employer Partners:**
- Michigan Department of Agriculture and Rural Development (MDARD)
- Michigan Farm Bureau
- Michigan Asparagus Advisory Board
- Michigan Blueberry Growers
- Michigan State University - Extension Services

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**Services provided to farmworkers and agricultural employers through the One-Stop delivery system.**
Describe the State agency’s proposed strategies for 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:
- How career and training services required under WIOA Title I will be provided to MSFWs through the One-Stop centers;
- 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 are knowledgeable of the various training programs available through the Michigan Works! Service Centers and thoroughly explain the programs to migrant and seasonal farm workers prior to making referrals based upon customer requests. The MSFW outreach workers 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 (BSP). 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 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 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.

Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

The Migrant and Seasonal Farm Worker (MSFW) outreach staff 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 (AOP). 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 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;"
- 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
- A new tip sheet with instructions on how to look for work using the PMTC website and Mobile View was developed in August 2019 and is distributed to MSFWs.

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 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. 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 will make every effort possible to collaborate with MSFW outreach staff 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. 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.
**Other Requirements.**

**Collaboration.** Describe any collaborative agreements the 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 grantee), Michigan Department of Health and Human Services – Migrant Services Division, and Michigan Department of Labor and Economic Opportunity (LEO). 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 principle 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, 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.

Workforce Development is in the process of entering into a strengthened partnership with Love, INC. through a mutual acknowledgement of a Memorandum of Understanding which is expected to be completed within program year 2019.
### 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 Council**, 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 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,
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.

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 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 of seven service level indicators for program year 2018, with the sole exception being the Job Development category. 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 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.
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. 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 and added an additional seven seasonal 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, the next four program years.

Table 9

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<th>Program Year</th>
<th>MSFW Contacts</th>
<th>Number of Outreach Days</th>
<th>Projected Number of Contacts</th>
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<td>2022</td>
<td>20,891</td>
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Migrant and Seasonal Farm Worker Outreach Contacts:
The MSFW outreach contacts are projected at 17,891 in PY 2019. 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.
Number of Migrant and Seasonal Farm Workers Outreach Days:
The number of MSFW outreach days projected at 1,116 in PY 2019. The state projects a five percent increase for each of the next four program years. MSFW outreach staff spend most of their time conducting outreach during the peak agricultural season. MSFW outreach workers also attend farm worker events with partner organizations.

Number of Migrant and Seasonal Farm Worker Contacts with Cooperating Agencies:
The number of MSFW contacts with cooperating agencies were 4585. Outreach by cooperating agencies was conducted 254 days. MSFW outreach staff conduct outreach with cooperating agencies to increase the number of contacts and provide additional services. 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 obtained prior to all visits. MSFW outreach staff receive job orders from employers and enter them in the states labor exchange system. In PY 2018, 1,613 employer visits were conducted.

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 projects that an estimated 27,000 migrant and 20,000 seasonal farm workers will actively seek agricultural employment in Michigan during PY 2019. This specialized labor force will support approximately 2,000 fruit farms, 1,100 nurseries/greenhouses and 500 vegetable operations.

In PY 2019, migrant service workers will contact 17,891 migrant and seasonal farm workers with a projected 1,116 outreach days.

Key to the continued success of the Agricultural Outreach Program is MSFW outreach workers’ ingenuity, passion for the work and commitment to both the migrant and seasonal farm worker and the agricultural employer.

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:

1. The Wagner-Peyser Employment Service is co-located with One-Stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (Section 121(e)(3));

2. If the state has significant MSFW One-Stop centers, the State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant Migrant and Seasonal Farm Worker (MSFW) One-Stop centers;

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and

4. If a state chooses to provide certain ES activities without merit staff, it remains incumbent upon SWA officials to carry out the following activities if they arise:
   
   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.
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 (LEO) requires all adult education providers in the state to align their curriculum to the CCRS. Professional development opportunities will be provided to ensure program administrators fully understand the standards and are able to implement these standards program-wide. The LEO will also continue to provide targeted and specific teacher training on these standards at all levels, including adult basic education, adult secondary education, and English as a Second Language (ESL).

**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.
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 (LEO) will encourage adult education services to incorporate 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 post-secondary 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, and English as a Second Language (ESL). These services should be offered in combination with career navigation, workforce preparation activities 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 Education plays a key role in supporting and advancing the Department of Labor and Economic Opportunity’s (LEO’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 three percent of the individuals in need of adult education services in the state. LEO 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 under the “Strategic Elements” Section, Economic and Work Analysis, 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 will 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.

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 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 Workforce Innovation and Opportunity Act (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 the WIOA, participants in IET programs across the state reported higher rates of retention in the program, educational gains, and employment after exit from the program. In Program Year (PY) 2018-2019, there were just over 260 adult learners that participated in an IET program which is about 1 percent of participants. LEO has established a goal 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 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 post-secondary 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 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 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 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.

**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.

**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 5 years of participation in the program.

In early 2020, the Department of Labor and Economic Opportunity (LEO) will conduct an open competition for qualified providers of corrections education to be funded under Section 225 of the Workforce Innovation and Opportunity Act (WIOA) for a four-year grant cycle beginning in 2020-2021. LEO will ensure direct and equitable access to all eligible providers by publishing the grant announcement and applicable documents on the LEO Adult Education website. Formal announcement of the request for applications will be widely circulated via press releases and all LEO distribution lists. Associations representing adult educators, literacy councils,
community colleges, and workforce development agencies will be notified of the grant opportunity.

The LEO created a standardized application template that will be required for submission by all applicants. The application was created to meet the application requirements stated in Section 232 of Adult Education and Family Literacy Act (AEFLA) and was sent to the Office of Career, Technical, and Adult Education for review prior to the release of the grant announcement.

The LEO will require 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 are 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 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 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 will be taken into consideration.

Only the applicants that meet the demonstrated effectiveness criteria will be considered for funding, and those applications will be sent to the respective local board to review for alignment with the local plan. The LEO will again provide written guidance and training to each local board via webinar, which proved to be very helpful during the last competition. Staff will provide a general overview of AEFLA, application requirements, and highlight the specific questions that should align with the goals and strategies identified in the local plan.

Institutional applicants that receive an average score of 80 points out of a possible 100 will be approved for funding. Applicants denied funding will be given the opportunity to appeal that decision.

In Michigan, institutional funds will be used to support adult education services in state prisons and county jails. The LEO 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 High School Equivalency (HSE) certificate prior to parole. Adult Basic Education (ABE) and HSE programs allow prisoners the opportunity to earn an HSE 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.
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 previous grant cycle, there were 13 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 (LEO) 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.

LEO will look to expand not only the number of IELCE recipients but also 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 Southeast Michigan, as well as one recipient in Southwest Michigan. While not all areas of the state have English language learners, there are areas of the state that do not have IELCE services that would benefit from the availability of 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.

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. Often, the career paths of the ESL participants 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.

The biggest challenge reported by local providers to offering IET programs for English language learners is there is a large segment of the ESL population that does not have a social security
number, is unable to legally work in this country, or is at too low of an educational level to participate in the IET program. Adult education providers must expand recruitment strategies to overcome this challenge and identify the target population for the IELCE program, which should not be limited to those currently enrolled in the adult education program.

The Department of Labor and Economic Opportunity 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) will conduct an open competition in early 2020 for qualified providers of Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of the Workforce Innovation and Opportunity Act (WIOA) to be funded for a four-year grant cycle beginning in Program Year (PY) 2020-2021. The LEO will ensure direct and equitable access to all interested applicants by publishing the grant announcement and applicable documents on the LEO Adult Education website. Formal announcement of the request for applications will be widely circulated via press release and all LEO distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies will be notified of the grant opportunity.

The LEO 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 the Adult Education and Family Literacy Act (AEFLA) and was sent to the Office of Career, Technical, and Adult Education (OCTAE) for review prior to the release of the grant announcement.

The LEO will require 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 are 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 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 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 taken into consideration.

All applicants that meet the demonstrated effectiveness criteria will be considered for funding and the applications will be sent to the respective local board to review for alignment with the local plan.

Applicants are required to describe how they would provide English as a Second Language (ESL) and civics education concurrently and contextually and identify the components of civics education that are integrated into the curriculum. At a minimum, the rights and responsibilities of citizenship and an overview of U.S. government at the federal, state, and local level must be provided.
Applicants are 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 contextualized at all levels so that it aligns with regional in-demand occupations and meets industry standards. Eligible providers must also describe their partnership with the local Michigan Works! Agency (MWA), and how the MWA will help participants to transition from IELCE services to employment or further training or education.

IELCE applicants that receive an average score of 80 points out of a possible 100 will be approved for funding. Applicants denied funding will be 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 Integrated English Literacy and Civics Education (IELCE) programs under Section 243 of the Workforce Innovation and Opportunity Act must be designed to prepare the English language learners that participate in the program 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.

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 integrated education and training options. Often times, the career paths of English as a Second Language (ESL) participants vary from the in-demand industries and occupations identified in the region. 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.

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.

The adult education providers that receive Integrated English Literacy and Civics Education (IELCE) funding under Section 243 of the Workforce Innovation and Opportunity Act (WIOA) are required to partner with the Michigan Works! Agency (MWA) in the development and delivery 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 MWA.

Since the passage of the WIOA, the adult education providers that offer IELCE programs have reported collaborating with the MWAs at a greater level and communicating more frequently in many areas of the state. The Department of Labor and Economic Opportunity (LEO) has tried 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 also awarded Title I discretionary funds to the MWAs to support training for adult education
participants enrolled in IET programs to incentivize IET program development and expansion across the state. LEO will continue to identify ways to support greater collaboration between adult education providers and the MWAs.

State Leadership. 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 (LEO) 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 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. LEO 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 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 will complement face-to-face training with webinars, online resources, and toolkits, as appropriate. Topics for training will be based on a survey of local program needs that was administered in November of 2019, as well as areas of lowest performance statewide and new required activities or policies as applicable. The LEO will ensure adequate professional development offerings for all staff, including administrators, teachers, counselors, and support personnel.

3. Technical assistance. The LEO will provide technical assistance regionally to inform and train the field on their role as One-Stop partners, current adult education policies and procedures, and entry of participant data into the Michigan Adult Education Reporting System (MAERS). Best and promising practices will be shared with the field and core partners via webinars and the LEO-WD Adult Education website.

4. Monitoring and evaluation. The Department of Labor and Economic Opportunity will continue to monitor and evaluate all programs annually through desk audits, and up to 10 percent of programs through targeted onsite monitoring visits.

Describe how the State will use the funds to carry out permissible State Leadership Activities under Section 223 of WIOA, if applicable.

The Michigan Department of Labor and Economic Opportunity (LEO) 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 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.
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.

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 Michigan Department of Labor and Economic Opportunity will assess the quality of services delivered by adult education providers by conducting onsite monitoring visits for up to 10 percent of all federal sub-recipients annually to ensure compliance with federal and state rules and regulations, and support program improvement. All programs (100 percent) will be reviewed annually 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 LEO.

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: LEO 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 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 AND ASSURANCES

States must provide written and signed certifications that:

1. The plan is submitted by the State agency that is eligible to submit the plan;

2. The State agency has authority under State law to perform the functions of the State under the program;

3. The State legally may carry out each provision of the plan;

4. All provisions of the plan are consistent with State law;

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;

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and

8. The plan is the basis for State operation and administration of the program.

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out Title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under Section 241(a) of the Workforce Innovation and Opportunity Act (WIOA) (regarding supplement and not supplant provisions);

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 the WIOA;

3. The eligible agency will not use any funds made available under Title II of the 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 the WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in Section 203(9) of the WIOA;

4. Using funds made available under Title II of the 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; and

5. The eligible agency agrees that in expending funds made available under Title II of the WIOA, the eligible agency will comply with Sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).
Section 427 of the General Education Provisions Act (GEPA)

Instructions: 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.

The Department of Labor and Economic Opportunity 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 (GEPA). All contracts and grants for professional development and state leadership activities will follow state and federal procurement rules and procedures. 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 will include 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 the 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 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 GEPA will not be funded under AEFLA.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient Section 427 statement as described below.)
What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of 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. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

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.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). 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 Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.
VOCATIONAL REHABILITATION

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by WIOA:

Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:
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 Rehabilitation Services

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public review and comment, responses to comments submitted will be addressed after the public comment period closes. Input and recommendations from the State Rehabilitation Council will be included in the plan once received.

Bureau of Services for Blind Persons

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public review and comment, responses to comments submitted will be addressed after the public comment period closes. Responses from the designated State unit will be included in the plan once received.

- the Designated State unit's response to the Council's input and recommendations; and

Michigan Rehabilitation Services

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public review and comment, responses to comments submitted will be addressed after the public comment period closes. Responses from the designated State unit will be included in the plan once received.

Bureau of Services for Blind Persons

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public review and comment, responses to comments submitted will be addressed after the public comment period closes. Responses from the designated State unit will be included in the plan once received.

- the designated State unit’s explanations for rejecting any of the Council’s input or recommendations.

Michigan Rehabilitation Services

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public
review and comment, responses to comments submitted will be addressed after the public comment period closes. Any explanations for rejecting any of the State Rehabilitation Council’s input or recommendations will be included in the plan once received.

**Bureau of Services for Blind Persons**

In accordance with the requirements as required by Section 101(a) of the Rehabilitation Act of 1973, as amended by Title IV of the Workforce and Innovation Opportunity Act, regarding public review and comment, responses to comments submitted will be addressed after the public comment period closes. Responses from the designated State unit will be included in the plan once received.

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**Request for Waiver of State wideness.** 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:

- 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;

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**Michigan Rehabilitation Services**

Michigan Rehabilitation Services (MRS) requests a continuation of its waiver of state wideness. For Fiscal Year (FFY) 2020, MRS has approximately one hundred and fifty Interagency Cash Transfer Agreements (ICTA) and two Third Party Cooperative Arrangements (TPCA) 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 Code of Federal Regulations (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.

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**Bureau of Services for Blind Persons**

The Bureau of Services for Blind Persons (BSBP) is requesting a waiver of state wideness. BSBP develops ICTA in various parts of the state as determined necessary by BSBP and Intermediate School District staff. These ICTAs are not available in all parts of the state.

- the designated State unit will approve each proposed service before it is put into effect; and
**Michigan Rehabilitation Services**
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.”

**Bureau of Services for Blind Persons**
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.

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<th>All State Plan requirements will apply.</th>
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<td>o requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.</td>
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**Michigan Rehabilitation Services**
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.”

**Bureau of Services for Blind Persons**
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.

**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:

| o Federal, State, and local agencies and programs; |

**Michigan Rehabilitation Services**
The Michigan Rehabilitation Services (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 (CMHSP)
- Disability Network of Michigan
- Easter Seals Michigan, Inc.
- Hannahville Indian Community
- Heart of West Michigan United Way
- Intermediate School Districts (ISD)
- 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
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.

**Bureau of Services for Blind Persons**
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. BSBP will negotiate an agreement with the Behavioral Health and Developmental Disabilities Administration (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.

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.

- State programs carried out under section 4 of the Assistive Technology Act of 1998;

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services-Business Network Division, in partnership with Michigan Disability Rights Coalition has oversight of the Assistive Technology Act Grant. The division’s Occupational Therapist/Manager Consultant 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 backfill 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; and
• Deliver training to promote the various programs and services offered through the grant to Michigan Rehabilitation Services staff. Training is expected to begin For Fiscal Year (FFY) 2020.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons currently refers consumers to the Assistive Technology loan fund which is administered through United Cerebral Palsy Michigan.

| Programs carried out by the Under Secretary for Rural Development of the Department of Agriculture; |

**Michigan Rehabilitation Services**
Currently, Michigan Rehabilitation Services (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.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (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.

| Non-educational agencies serving out-of-school youth; and |

**Michigan Rehabilitation Services**
Currently, Michigan Rehabilitation Services (MRS) has no cooperative agreements the 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.

**Bureau of Services for Blind Persons**
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.

| State use contracting programs. |

**Michigan Rehabilitation Services**
Currently, Michigan Rehabilitation Services (MRS) has no cooperative agreements with programs carried out by state use contracting programs. If such agreements are initiated, MRS will amend this section.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) does not have a formal agreement regarding state use contracting programs. MRS does have a representative on the state’s disability set-aside committee to ensure that Community Rehabilitation Programs (CRP) identified by MRS are given priority in certain types of contracts set aside for such organizations under State law.
Coordination with Education Officials. Describe:
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
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 from the receipt of educational services in school to the receipt of vocational rehabilitation 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-employment transition services for 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 students with disabilities exiting secondary education with competitive integrated employment and/or a connection to post-secondary. Partner agencies include: The Bureau of Services for Blind Persons, MDE, Workforce Development, Michigan Behavioral Health and Developmental Disabilities Administration, and the Michigan Developmental Disabilities Council;

- An MRS representative sits on the Michigan Interagency Transition Team. 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;

- 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 Vocational Rehabilitation (VR) counselors dedicated to the provision of Pre-ETS for potentially eligible students with disabilities; and

- The Special Education Advisory Committee is a mandated advisory council that consists of 25 governor appointed delegates representing 25 organizations and eight 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 students with disabilities;

- **Project SEARCH (PS) - Michigan** has multiple PS sites jointly developed by MRS, education and business. 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 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.

**Bureau of Services for Blind Persons**
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 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 Individualized Educational Plans (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 for those costs with non-reserved VR funds. The student 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.

Information on the formal interagency agreement with the State educational agency with respect to:

- 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**
Michigan Rehabilitation Services (MRS) provides technical assistance and consultation 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.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) is developing an agreement with 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.

**Michigan Rehabilitation Services**
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 (VR) 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.

**Bureau of Services for Blind Persons**
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 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 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 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.

- roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services;

**Michigan Rehabilitation 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, 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 criteria 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.

**Bureau of Services for Blind Persons**

The following criteria that agencies may use when determining roles and responsibilities are:

1. The purpose of the service
   - Is it related more to an employment outcome or education (i.e., is it considered a special education or related service (e.g., rehabilitation counseling that is necessary for the provision of a free appropriate public education)?

2. Customary Services
   - Is the service one that the school customarily provides under Individuals with Disabilities Education Act (IDEA) part B?

3. Eligibility
   - Is the student with a disability eligible for transition services under IDEA?

Because the definition of a "student with a disability," for the vocational rehabilitation program includes an individual with a disability for purposes of Section 504 of the Rehabilitation Act, it is broader than the definition under IDEA.

- Procedures for outreach to and identification of students with disabilities who need transition services.
**Michigan Rehabilitation Services**

As stated in the formal interagency agreements, 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;

- 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 (VR) services including Pre-Employment Transition Services (Pre-ETS). These activities may be conducted jointly and/or individually for students with Individual Employment Plans (IEPs), 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/MRS personnel; and

- MRS shall strive to engage in outreach and identify SWDs 2-3 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.

**Bureau of Services for Blind Persons**

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 LEAs to identify SWD and potentially eligible students that may benefit from the delivery of Pre-ETS.

- BSBP will assign 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:

  o The purpose of BSBP;
  o Eligibility requirements BSBP services;
  o How to apply for BSBP services; and
  o 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.

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.

Michigan Rehabilitation Services
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 Vocational Rehabilitation (VR) service to improve employment outcomes.

Private non-profit organizations from which Michigan Rehabilitation Services (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

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) has no formal cooperative agreements with private nonprofit vocational rehabilitation service providers.

**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**
Michigan Rehabilitation Services (MRS) has executed a Memorandum of Understanding (MOU) with the Behavioral Health and Developmental Disabilities Administration (BHDDA), 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 and MRS entered into this agreement for the purpose of increasing individual competitive integrated employment outcomes (including Supported and Customized Employment) for people with disabilities including those with the most significant disabilities jointly served by both 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 serves as a guide for the subsequent development of local level Interagency Cash Transfer Agreements between MRS and Community Mental Health Service Providers.
**Bureau of Services for Blind Persons**

The Bureau of Services for Blind Persons (BSBP) has no formal agreements for the provision of supported Employment Services.

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**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:

- VR services; and

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**Michigan Rehabilitation Services**

The mission of the Michigan Rehabilitation Services (MRS) intentionally reflects business as a customer, noting “developing workforce solutions for individuals with disabilities and businesses.” MRS 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 MRS 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;**

- **Workforce Innovation and Opportunity Act (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 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 Fiscal Year 2018-2019, 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 MRS 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 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.

**Bureau of Services for Blind Persons**
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 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 Workforce Innovation Technical Assistance Center (WINTAC) that includes technical assistance in working with the One-Stops.

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 to discuss accommodations and supports that BSBP can provide to assist in this process.

Michigan is an Employment First state, 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 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.
transition services, including pre-employment transition services, for students and youth with disabilities.

**Michigan Rehabilitation Services**

As referenced under the “procedures for outreach to and identification of students with disabilities who need transition services” (section d), Michigan Rehabilitation Services (MRS) collaborates with business partners to provide Pre-Employment Transition Services (Pre-ETS) and Vocational Rehabilitation (VR) transition services through Project SEARCH (PS) and Seamless Transition.

MRS counselors and business consultants work with businesses local One-Stop centers to identify pre-employment transition services and VR opportunities. In addition, MRS counselors access the Talent Acquisition Portal to identify competitive integrated employment opportunities. MRS district offices work closely with local business partners to support both transition and Pre-ETS. Programs are created through business engagement efforts of vocational 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.

MRS counselors utilize the Talent Acquisition Portal (TAP) to identify competitive integrated employment opportunities and as a career counseling tool for students with disabilities.

**Bureau of Services for Blind Persons**

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 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.

**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:

- the State Medicaid plan under title XIX of the Social Security Act;

**Michigan Rehabilitation Services**

The Memorandum of Understanding (MOU), 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 work with the Behavioral Health and Developmental Disabilities Administration to renew and refine the Memorandum of Understanding triennially.
Bureau of Services for Blind Persons
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 MOU with The Department of Health and Human Services Behavioral and Mental Health programs.

Michigan Rehabilitation Services
The Memorandum of Understanding (MOU) 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.

Bureau of Services for Blind Persons
The designated State unit is coordinating with the Department of Health and Human Services in Michigan as well as the general agency, to determine an agreement that will outline how Vocational Rehabilitation (VR) and Department of Health and Human Services (DHHS) can effectively work together to serve mutual consumers. This would include the MOU referenced above as well as the Employment First Executive Order referenced earlier in this document and the Workforce Innovation Technical Assistance Center (WINTAC) customized employment project.

Michigan Rehabilitation Services
The Memorandum of Understanding referenced under “Arrangements and Cooperative Agreements for the Provision of Supported Employment Services” (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.

Bureau of Services for Blind Persons
Through the Bureau of Services for Blind Persons (BSBP) collaborative efforts with Department of Health and Human Services (DHHS), an agreement is being developed and will be implemented to provide long term supports. This agreement will provide for extended supports to assist consumers in maintaining their employment. This agreement could provide services such as job coaching, development of natural supports, and on-going follow along to enable the consumer to maintain competitive integrated employment. BSBP and local community mental health agencies will be working to develop agreements to support long term follow-up services to enhance the employment activities of consumers, as well as the need for auxiliary aids to improve their daily living skills and employability.
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:

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:
- 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

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, MRS has the following full-time equivalent positions to meet the needs of the bureau's customers:

- 300 Rehabilitation Counselors
  - 242 actively providing services
  - 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 Pre-Employment Transition Services (Pre-ETS) Counselors
  - 2 Pre-ETS Counselors in process

- 31 Site Managers
• 64 Rehabilitation Assistants

MRS anticipates hiring 40 counselor positions over Fiscal Years (FFYs) 2020-2023.

The ratio of counselors to customers is 1:73 (this number was achieved by dividing the number of open cases [18,040] in 2019 by the total number of counselors [246]). The staff ratio of 1 counselor to 73 customers is anticipated in FFYs 2020-2023.

**Bureau of Services for Blind Persons**

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 1 position eligible for retirement. BSBP’s budget supports 14 Vision Rehabilitation Therapists (VRTs), 1 being eligible for retirement and 3 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.

The Bureau of Services for Blind Persons (BSBP) anticipates the continued need for 16 VR counselors, 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.
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.

**Michigan Rehabilitation Services**
While it is difficult to predict the turnover rate of staff because of a variety of factors such as potential State of Michigan retirement incentives, hiring freezes and the state’s economy, MRS averages about 20 staff losses a year. This attrition rate has been consistent for several years.

Below are the number of anticipated needs for the period of For Fiscal Years (FFYs) 2020 through 2023:

- Rehabilitation Counselor (master’s degree) - 100;
- Rehabilitation Educators (vocational education instructors) - 10; and
- Site Managers – 15.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) will continue to need 16-19 Vocational Rehabilitation Counselors (VRCs) and 11-14 Vision Rehabilitation Therapists (VRTs), seven managers and eight support staff positions, two positions supporting the Pre-Employment Transition Services (Pre-ETS) unit, 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 will strategically plan for vacancies due to attrition and retirements. BSBP will include strategies to develop and train current staff to fill vacancies.

**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:
- a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

**Michigan Rehabilitation Services**
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 Michigan Rehabilitation Services (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.

**Bureau of Services for Blind Persons**

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 & Mobility (OM) (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.

- the number of students enrolled at each of those institutions, broken down by type of program; and

**Michigan Rehabilitation Services**

The following is the current enrollment at the three Council for Accreditation of Counseling and Related Educational Programs (CACREP)-accredited rehabilitation counseling programs in Michigan:

- Michigan State University - 19 students enrolled;
- Western Michigan University - 5 students enrolled; and
- Wayne State University – 14.

**Bureau of Services for Blind Persons**

Approximately 10-15 students will be enrolled between the three counseling programs and between four and five would be enrolled in the Orientation & Mobility (O&M) and teaching programs at Western Michigan University.

- 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
The Michigan Rehabilitation Services (MRS) was able to identify ten students graduated during 2019 from the in-state universities listed below with credentials consistent with academic preparedness to meet national certification requirements.

- Michigan State University - 10
- Western Michigan University – 1
- Wayne State University - 7

Bureau of Services for Blind Persons
A total of 10-20 students graduate each year from both in-state counseling programs with credentials consistent with academic preparedness to meet national certification requirements.

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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
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**

To ensure personnel have a 21st Century understanding of the labor force and the needs of individuals with disabilities, 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 of vocational rehabilitation 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 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.

**Bureau of Services for Blind Persons**

This designated State unit partners with educational institutions in our state in addressing current and projected needs for qualified personnel by providing practicum experiences and internships. Individuals on staff also serve on boards and interview committees for admission.

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**Personnel Standards.** Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

- 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

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**Michigan Rehabilitation Services**

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.

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**Bureau of Services for Blind Persons**

Michigan Department of Civil Service has established the following standards for a qualified rehabilitation counselor or vocational rehabilitation teacher:

A qualified rehabilitation counselor is defined as a counselor with a minimum of a master’s degree in rehabilitation counseling, counseling, or a counseling related field such as psychology, social work, or special education. All 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.

- 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.
Michigan Rehabilitation Services
As described under question “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 Vocational Rehabilitation (VR) services” (Section 1(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 (MCTI) must have the appropriate educational degree or work experience, teaching methodology course work or seminar as required by the 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.

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.

Bureau of Services for Blind Persons
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 VR Development Group. 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.

Counselors and other staff attend three major in-state conferences each year. One is the statewide rehabilitation conference which typically has about 400-500 participants from across the state from a wide range of rehabilitation programs and businesses. Another is the conference designed primarily for rehabilitation teachers, the Michigan Adult Education Reporting System (MAERS) Conference, and the third one is the conference sponsored by the non-profit, Michigan Transition Services. All three of these programs provide an excellent chance for new and experienced counselors, teachers, managers, support staff, and others to learn the latest trends in employment, the newest developments in technologies, changes in the laws, etc. and to network with other rehabilitation professionals.

Staff participate in subject matter specific webinars, in-services and online training related to implementation of best practices in delivering quality services.

Staff Development.
Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

- a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998; and

Michigan Rehabilitation Services
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.
**Bureau of Services for Blind Persons**
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 online, webinars, the Rehabilitation Services Administration (RSA) Technical Assistance Centers, Workforce Innovation and Opportunity Act core partner resources and peer-to-peer training.

### Procedures for the Acquisition and Dissemination of Significant Knowledge
- procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services is consistently researching and sharing the latest findings on various disability topics, best practices and intervention possibilities. This research is distributed to staff through internal and external training, webinars, e-Learn and rehabilitation articles and journals. Disability–related training includes general medical aspects and implications regarding functional capacities and/or ergonomics and assistive technology. Training modules placed into Michigan Rehabilitation Services e-Learn routinely utilize the findings gained from research and other credible sources.

Furthermore, and to ensure staff strive for consistency as rehabilitation practitioners, the Staff Developmental Unit and Policy Unit promptly address findings resulting from internal and external reviews and audits conducted by various agencies.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons management and staff consistently research and share the latest findings on various disability topics, best practices and intervention possibilities.

### 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**
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.

**Bureau of Services for Blind Persons**
Interpreter services, including sign language and oral interpreter services are provided as needed.

### 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**
Michigan Rehabilitation Services (MRS) partners with the Michigan Department of Education (MDE)/Office of Special Education including an executed interagency agreement.
MRS has operationalized transition services for youth. To support this, the Innovation and Policy divisions collaborate to develop and deliver training to MRS counselors. A portion of this training is provided in collaboration with the Michigan Transition Services Association and other education partners.

**Bureau of Services for Blind Persons**
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) in order to assist in the alignment of Vocational Rehabilitation (VR) and the Michigan Department of Education (MDE). BSBP is 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.

**Statewide Assessment.**
Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:
- with the most significant disabilities, including their need for supported employment services;

**Michigan Rehabilitation Services**
The Comprehensive Statewide Needs Assessment (CSNA) is conducted every three years with the most recently completed in 2017.

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 34 Code of Federal Regulations (CFR) 361.29.

According to For Fiscal Year (FFY) 2016 Rehabilitation Services Administration (RSA)-911 data, 89 percent of customers were determined eligible for services and exited Michigan Rehabilitation Services (MRS) during FFY 2016 were significantly or most significantly disabled; 65 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, 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 who exited in FFY 2016, 695 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 percent) or intellectual disability (25 percent) as the primary disability reported. An additional 10 percent of these customers reported having autism as their primary disability. Forty percent were younger than 26 years old at application. Fifty-eight percent of the customers who had Supported Employment goals in their Individualized Plan for Employment exited MRS with an employment outcome. Regarding employment rate by type of disability, 64 percent of the customers with autism, 61 percent with intellectual disabilities, 57 percent with mental illness, and 44 percent with learning disabilities achieved an 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).

**Bureau of Services for Blind Persons**

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 provides customized comprehensive assessment of rehabilitation needs, plan development, placement services to address the identified barriers to employment of Vocational Rehabilitation (VR) and Supported Employment consumers.

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**Michigan Rehabilitation Services**

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\(^{21}\), 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\(^{22}\) 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 in Michigan Rehabilitation Services (MRS) (31.7 percent). Conversely, the 2015 American Community Services report, estimated that 3.4 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). Thus, the Hispanic/Latino ethnic group appears to be somewhat underserved.

Customers who exited MRS in For Fiscal Year (FFY) 2016 consisted of White, non-Hispanic origin (62.1 percent), African American (31.8 percent), Native American (0.8 percent), Asian or Pacific Islander (0.8 percent), Hispanic (2.6 percent) and multiracial (1.8 percent). A total of 6,615 (37.9 percent) racial/ethnic minorities exited MRS during FFY 2016. 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 rates between minority groups

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\(^{21}\) Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table S1810;  
\(^{22}\) Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table B04006;
were observed; Asian customers (58.3 percent) were most likely to achieve an employment outcome while Native Americans (43.8 percent) were least likely to have a successful employment outcome. 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.

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.

**Bureau of Services for Blind Persons**
American Indian/Alaskan Native, Asian, Non-Hawaiian/Pacific Islander, Black or African American. According to our case management system, a small percentage disclosed that they were Hispanic, or Latino and another small percentage did not disclose any race or ethnicity.

- who have been unserved or underserved by the VR program;

**Michigan Rehabilitation Services**
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.

**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 Rehabilitation Services Administration (RSA)-911 data indicate the number of customers with Autism Spectrum Disorder who received vocational rehabilitation services from Michigan Rehabilitation Services (MRS) has been consistently increasing (416 in 2011; 518 in 2012; 553 in 2013; 567 in 2014; 668 in 2015; 761 in 2016). The special education data also corroborate the fact this population, ages 12 to 17 years, is constantly increasing 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.

It is also known that individuals with Autism Spectrum Disorder have the capacity to complete post-secondary training or education. 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.
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 to 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.

Of 17,460 customers who exited MRS in FFY 2016, 5,910 (33.8 percent) reported 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).

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\(^{23}\) 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).

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 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 services.
expertise; and lack of caregiver knowledge about disabilities and services/resources. In addition, uncertainty regarding Workforce Innovation and Opportunity Act (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).

In FFY 2016, 861 (4.9 percent) of the 17,460 MRS customers who exited were identified as 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 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.

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), 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: 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.

Bureau of Services for Blind Persons

The Bureau of Services for Blind Persons (BSBP) conducted an internal evaluation via the Case Management System and determined the following; BSBP’s most underserved reported race

24 American Community Survey
25 Source: Bureau of Justice Statistics
26 Initiated in FY 2006, the MPRI is the program designed to assist incarcerated individuals with disabilities through interagency collaboration among the Departments of Corrections, Labor and Economic Opportunity, and Michigan Rehabilitation Services.
and ethnicity are identified as American Indian/Alaskan Native, Asian, Non-Hawaiian/Pacific Islander and Black. Approximately 30 percent of BSBP’s total population served in all statuses identified as being Black or African American. Michigan State’s Project Excellence Program is conducting a CSNA, where additional data can be compared to BSBP’s existing data and will be evaluated and strategic planning regarding the results will occur during the 2020-2023 Unified State Plan cycle.

Michigan Rehabilitation Services
Other components of the workforce investment system are the employment services funded by the Wagner-Peyser Act and the Workforce Investment Act.

The Workforce Investment Act was reauthorized as the Workforce Innovation and Opportunity Act (WIOA) in 2014. However, the 2014 data were still reported based on the Workforce Investment Act requirements. The WIOA created a new comprehensive workforce development system that was designed to alter the way employment and training services are delivered. The outcome data for these components of the workforce investment system are as follows:

Employment Services Funded by Workforce Investment Act
During Program Year 2014, 116 adults with disabilities obtained a new employment outcome, resulting in an employment rate of 87.9 percent. The employment retention rate was 83.2 percent while the employment and credential rate was 80.0 percent. The rate of Earnings Change in Six Months was $14,442 (=1,516,412/105).

A comparison of the 2014 Workforce Investment Act outcome rates by special population groups (i.e., older adults, persons with disabilities, veterans, and public assistance recipients) shows a higher proportion of older adults and veterans benefited from the Michigan Works! employment services by either obtaining or retaining employment. Also, more than 80 percent of consumers with disabilities who received services either entered or retained employment, or received a specific credential.

A comparison of the outcomes for Dislocated Workers with Disabilities, Older and Younger Youth with Disabilities who exited the Workforce Investment Act program over a three-year period (Performance Year 2012 - 2014) indicated a lower employment and credential rate for Older Youth with Disabilities (79.0 percent) compared to Dislocated Workers with Disabilities (89.5 percent). The skill attainment, diploma, and retention rates for younger youth with disabilities remained stable over the three-year period and were more than 80 percent.

Employment Services Funded by Wagner-Peyser Act
During Program Year (PY) 2015, 11,432 (3.7 percent of a total 305,077 job seekers) individuals with disabilities received employment services with funding under the Wagner-Peyser Act. Although a notable decline in the number of people served was observed over the five-year period (PY 2011-2015), the proportion of consumers with disabilities remained within a range of 3 percent.

Bureau of Services for Blind Persons
The Bureau of Services for Blind Persons (BSBP) co-location with the Michigan Department of Labor and Economic Opportunity allows all WIOA core partners to collaborate more closely to

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27 Source: WIA State Annual Report
28 Source: Wagner-Peyser Act Employment Services
identify consumers who have been served by other WIOA partners. This information is not currently readily available in any one database.

- who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

**Michigan Rehabilitation Services**
In response to the WIOA, Michigan Rehabilitation Services (MRS) updated the transition policy. This included changing the definition of Youth to align with the WIOA definition and providing guidance for the provision of pre-employment transition services.

**Student with a Disability:**

- 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:**

- 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.

During Federal Fiscal Year (FFY) 2016, student customers, ages 14 to 26 years, who were enrolled in secondary school at the time of application represented 21.3 percent of MRS customers. Their employment rate 34.4 percent was lower than that of adults (42.4 percent). A similar trend has been observed in previous years.

The 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.

The State Performance Plan 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.

According to the 2014 State Performance Plan, of 38,041 students enrolled in special education, 37.6 percent were 16 years of age; 33.7 percent were 17 years of age; 16.2 percent were 18 years of age; and 5.5 percent were 19 years of age. The top five diagnostic categories that received special education were: specific learning disabilities (44.6 percent), cognitive
impairment (16.3 percent), other health impairments (13.4 percent), and autism (9.8 percent) and emotional disturbance (8.6 percent). In addition, 0.4 percent (n = 135) were reported as having visual impairments. The 2014 State Performance Plan reported the following information about secondary students with disabilities in Michigan:

- 56.1 percent of youth with an Individualized Education Program graduated from high school with a regular diploma while 7.9 percent dropped out of high school;

- 76.78 percent of youth 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. It is noted a great deal of reduction (from 98 percent to 76.8 percent) was observed in Federal For Fiscal Year (FFY) 2014 because Michigan updated the instrument used to collect Indicator 13 Secondary Transition data during the 2014-2015 school year; and

- The 2014 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, 34.8 percent were enrolled in higher education within one year of leaving high school and 65.3 percent were enrolled in higher education or competitively employed within one year of leaving high school. In sum, it was estimated that 77.1 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.

**Bureau of Services for Blind Persons**
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) as well as the American Printing House for the Blind student count in order 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.

**Michigan Rehabilitation Services**
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.

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.
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 CSNA:

Transition Youth: In the last three For Fiscal Years (FFYs) (2016-2019) most students are ages 18-22 (86 percent). A small portion of individuals in the same time period under the age of 18 (2.6 percent) attended the summer transition program, Post-secondary Education Rehabilitation Training (PERT). In addition, student enrollment for ages 23-26 has increased from 8 percent to 10.4 percent.

PERT is a school-to-work transition program provided on campus. Participating students reside in dormitories and participate in evaluations to assess vocational strengths and abilities, independent living skills, social, and interpersonal skills. MCTI has provided PERT to an average of 135 students annually.

Autism Spectrum Disorder: Autism Spectrum Disorders (ASD) are an emerging but underserved population. MCTI serves students with ASD (25 percent), as well as Specific Learning Disabilities (33 percent), and Attention Deficit Hyperactivity Disorder (17 percent).

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.

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 outcome include the following: CNA Graduates • 347; Passed State Test • 309 or 89 percent; Employed • 261 or 75 percent.

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, PERT program, 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

**Accommodations**
- FM System Upgrades
- Portable Technology Replacement/Upgrades

**Admissions – CRC Workshop**
- Laser Tube
- Router

**Cabinetmaking**
- Down Draft Table
- Pocket Hole Machine
- Sanders
- Files
- Tool Cabinet
- High Flow Vac. Pump
- Planer
- Fork Truck
- Replacement Laser
- Enclosed Finishing Booth

**C.N.A.**
- Hoyer lift

**Culinary**
- 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
Custodial
- I-Mop Cleaning System

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

Machine Technology
- Miller 350p Welder with Push Pull Gun
- Miller Dynasty 210DX
- Scottsman 50-ton Ironworker
- Haas CNC Lathe

Office Automation
- Rack Stand RS7030
- Digital B/W Copier Products
- Rework Soldering Station
Pharmacy Tech
- Nuair 4-foot NU Laminar Flow Hood
- Pyxis Medstationmic 4000 Console

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

Kitchen
- Steam Tables
- Floor Cleaning Machine Replacement
- Refrigeration Unit Replacement
- Deep Fryer Replacement
- Warming Unit Replacement
- Oven Replacement

Maintenance
- Utility Cart Replacement
- Digital Clocks

Bureau of Services for Blind Persons
Community Rehabilitation Programs (CRPs) that are familiar with and have the capacity to address the unique needs of persons who are blind or visually impaired is necessary to assist in the ability of the Bureau of Services for Blind Persons (BSBP) to provide comprehensive services including vocational assessment, placement services, Pre-Employment Transition Services (Pre-ETS) and customized employment services. BSBP’s training center is a CRP that is operated and maintained within the Bureau. The training center assists in educating other CRPs on the specialized services required for blind consumers by offering community in-services and training specific to blindness.

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.

Michigan Rehabilitation Services
A survey in the 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 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.

**Bureau of Services for Blind Persons**

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.

**Annual Estimates. Describe:**

- The number of individuals in the State who are eligible for services.

**Michigan Rehabilitation Services**

In the State of Michigan 1,390,310 residents self-identified as having one or more types of disability. (Source: 2017 American Community Survey 1-Year Estimates, U.S. Census Bureau)

**Bureau of Services for Blind Persons**

While the Comprehensive Statewide Needs Assessment (CSNA) does not specifically identify number of individuals in the State who are eligible for services, some inferences may be drawn from the American Foundation for the Blind national survey numbers applied to Michigan. On average, the Bureau of Services for Blind Persons (BSBP) receives approximately 300 referrals during a Program Year (PY) and serves approximately 900-1,000 individuals each PY.

The most recent data according to the American Foundation for the Blind (AFB), the following are statistics for persons in Michigan with 2016 Prevalence Rates of Vision Difficulty/Loss:

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29 The definition for “Vision Loss” used by the AFB is: “individuals who reported that they have serious difficulty seeing even when wearing glasses or contact lenses, as well as those who are blind or unable to see at all.”
The number of eligible individuals who will receive services under:
  o The VR Program;

**Michigan Rehabilitation Services**
Based on historical data, economic trends, and other factors, the estimated number of individuals who will receive services under the Vocational Rehabilitation (VR) program is 30,514, which includes students with disabilities receiving pre-employment transition services.

**Bureau of Services for Blind Persons**
The agency projects that we will serve approximately 900-1,000 VR consumers annually over the next two years.

  o The Supported Employment Program; and

**Michigan Rehabilitation Services**
Based on historical data, employment trends, and other factors, the estimated number of individuals who will receive services under the Supported Employment Program is 1,704.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) anticipates serving approximately 76-100 individuals within the Supported Employment Program.

  o each priority category, if under an order of selection.

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services is currently not under an order of selection.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) is currently not under an order of selection. BSBP reserves the opportunity to review the need for order of selection at least annually.

The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and
Michigan Rehabilitation Services
N/A – Michigan Rehabilitation Services is currently not under an order of selection.

Bureau of Services for Blind Persons
N/A – Bureau of Services for Blind Persons (BSBP) is currently not under an order of selection.

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.

Michigan Rehabilitation Services
Based on historical Rehabilitation Services Administration (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.

Bureau of Services for Blind Persons
The Bureau of Services for Blind Persons (BSBP) estimates that $4,218,882 was dedicated to providing services to VR eligible consumers. State General Funds that supported services provided to VR eligible consumers was $898,622. BSBP also used $1,613,185 from Section 110 funds (Pre-Employment Transition Services). The RSA 2 was the source document used to generate this response.

State Goals and Priorities. The designated State unit must:
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.

Michigan Rehabilitation Services
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 Michigan Rehabilitation Services (MRS) and the Michigan Council for Rehabilitation Services in order to carry out the VR and Supported Employment programs.

Bureau of Services for Blind Persons
The goals and priorities below under question “Identify the goals and priorities in carrying out the 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.

- Identify the goals and priorities in carrying out the VR and Supported Employment programs.

Michigan Rehabilitation Services
Goal 1: Promote the integration of individuals with disabilities and business as our dual customer.

Goal 2: Advance the provision of vocational rehabilitation services to students and youth with disabilities.
Goal 3: Maximize opportunities for all individuals with disabilities to achieve competitive integrated employment.

Goal 4: Collaborate and align with Workforce Innovation and Opportunity Act (WIOA) core and other strategic partners.

Goal 5: Leverage the use of data and analytics to drive innovation, continuous improvement, and measure success.

Bureau of Services for Blind Persons
Goal 1: The Bureau of Services for Blind Persons (BSBP) will continue implementing and improving strategies that support the utilization of the state’s 15 percent reservation of Vocational Rehabilitation (VR) federal grant funds dedicated to the provision of statewide Pre-Employment Transition Services (Pre-ETS).

Goal 2: BSBP will engage in the monitoring of persons in the unserved, underserved, and emerging populations.

Goal 3: BSBP will continue to develop relationships with community rehabilitation organizations and community partners.

Goal 4: 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 5: BSBP will provide professional development opportunities for staff.

Goal 6: BSBP will continue to collect data that will establish a baseline for performance related to the six performance indicators.

Goal 7: BSBP will continue to utilize the BTBL to provide group education and training for BSBP consumers.

Goal 8: BSBP goals related to providing supported employment:

- BSBP will utilize the technical assistance provided by the Employment First Office of Disability Employment Policy (ODEP) grant to enhance BSBP’s service to consumers who are appropriate for supported employment.

- BSBP will ensure that customized placement strategies are utilized that support competitive, integrated employment outcomes.

Goal 9: BSBP is engaged in conducting a Comprehensive Statewide Needs Assessment that reflects the needs of blind and visually impaired individuals in Michigan.

Goal 10: BSBP consumers will receive rehabilitation services that will promote demand-driven occupations that result in competitive integrated employment including measurable skill gains and credential attainment.

Ensure that the goals and priorities are based on an analysis of the following areas:
- the most recent comprehensive statewide assessment, including any updates;
**Michigan Rehabilitation Services**
The goals and priorities were based on an analysis of needs identified in the most recent Comprehensive Statewide Needs Assessment, the State Rehabilitation Council (SRC) recommendations and performance accountability measures identified in the Workforce Innovation and Opportunity Act (WIOA).

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) has evaluated the goals and priorities and determined that those goals and priorities as amended in this plan reflect the needs and strengths of BSBP and the strategies to address them as highlighted below.

The most recent Comprehensive Statewide Needs Assessment was completed in 2017. Unfortunately, the report did not reflect Michigan’s blind population well. The report also indicated the transition exit age to be 21, which is not correct for Michigan. Michigan’s secondary exit age is 26. Therefore, the goals and priorities noted above reflect the data that BSBP has collected as well as the federal mandates of the WIOA. BSBP is currently participating a Comprehensive Assessment of Rehabilitation Needs where BSBP’s data and information will be considered. This information will be evaluated and strategic planning surrounding the use of the information will happen during this plan cycle.

- the State’s performance under the performance accountability measures of section 116 of WIOA; and

**Michigan Rehabilitation Services**
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.

Achievement of the state goals will support the achievement of the performance accountability measures.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) is currently collecting data via the case management system as reported by consumers and documented by staff in order to generate baseline data that will allow the opportunity to determine appropriate objectives for performance. Michigan has determined that we will monitor all three employment engagement methods as documented in indicator six. Michigan’s WIOA partners are working together to determine an effective process for monitoring the employer engagement strategies. This designated State unit is aware of the performance monitoring objectives and will be working to put measures in place so that we can effectively respond to them.

- 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.

**Michigan Rehabilitation Services**
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. 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).

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) has completed a 107-monitoring review during its For Fiscal Year (FFY) 2017. Currently BSBP has received the final monitoring report and will comply with the corrective action plan.

<table>
<thead>
<tr>
<th>Order of Selection. Describe:</th>
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<tbody>
<tr>
<td>Whether the designated State unit will implement an order of selection.</td>
</tr>
<tr>
<td>If so, describe:</td>
</tr>
<tr>
<td>o The order to be followed in selecting eligible individuals to be provided VR services.</td>
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</tbody>
</table>

**Michigan Rehabilitation 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.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) does not have a plan to implement an order of selection.

| o The justification for the order. |

**Michigan Rehabilitation Services**
The 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.

**Bureau of Services for Blind Persons**
N/A

| o The service and outcome goals. |

**Michigan Rehabilitation Services**
The 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.

**Bureau of Services for Blind Persons**
N/A

| o The time within which these goals may be achieved for individuals in each priority category within the order.; and |

**Michigan Rehabilitation Services**
The 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.
**Bureau of Services for Blind Persons**

N/A

- How individuals with the most significant disabilities are selected for services before all other individuals with disabilities.

**Michigan Rehabilitation Services**

The 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.

**Bureau of Services for Blind Persons**

N/A

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**

The Michigan Rehabilitation Services (MRS) 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.

**Bureau of Services for Blind Persons**

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.

**Goals and Plans for Distribution of title VI Funds.**

Specify the State's goals and priorities for funds received under section 603 of the Rehabilitation Act for the provision of supported employment services.

**Michigan Rehabilitation Services**

The goal for all funds used for Supported Employment Services is to help individuals whose disabilities and functional limitations have traditionally meant that they would not be able to successfully enter the labor market through competitive integrated employment.

Priorities include, but are not limited to:

- Increase the number of individuals with most significant disabilities who receive Supported Employment services;

- 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;

- Build subject matter expertise to facilitate Supported Employment, Customized Employment and other evidenced-based practices;

- Increase Supported Employment training opportunities for Vocational Rehabilitation (VR) counselors, community rehabilitation service staff, families and individuals;
• Leverage resources for extended ongoing support services;

• At least 50 percent of the funds will be targeted towards youth with the most significant disabilities who need support to transition to employment; and

• 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.

**Bureau of Services for Blind Persons**
Title IV funds will be used to support competitive integrated employment outcomes including extended services when appropriate as directed by the Workforce Innovation and Opportunity Act legislation. All match equations will also be honored in accordance with the law and federal regulations.

Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:
- the provision of extended services for a period not to exceed 4 years; and

**Michigan Rehabilitation Services**
The 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. Extended Services may be provided for up to four years. In addition, Customized Employment is clarified within the policy as a Vocational Rehabilitation (VR) service option.

Of the 50 percent of the funds received for the provision of Supported Employment 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 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.

**Bureau of Services for Blind Persons**
The Bureau of Services for Blind Persons (BSBP) is working to establish a Memorandum of Understanding (MOU) with Michigan’s Behavioral Health and Department of Health and Human
Services to ensure that extended services when needed can be provided to promote a successful competitive integrated employment outcome for a period not to exceed four years.

<table>
<thead>
<tr>
<th>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.</th>
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</table>

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services (MRS) 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.

**Bureau of Services for Blind Persons**
When the Bureau of Services for Blind Persons (BSBP) consumers who are receiving Medicaid funding and who are receiving services from Community Mental Health agencies can leverage those resources to receive extended services.

**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));

The methods to be used to expand and improve services to individuals with disabilities.

**Michigan Rehabilitation Services**
Many of the Strategies identified below are duplicated in more than one goal, as they represent values shared across all four goals.

**Goal 1:** 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 2:** 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 3: Maximize opportunities for all individuals with disabilities to achieve competitive integrated employment.

Strategy 1: Leverage relationships with Workforce Innovation and Opportunity Act (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 4: 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 5: Leverage the use of data analytics to drive innovation and 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.

Bureau of Services for Blind Persons

Goal 1: The Bureau of Services for Blind Persons (BSBP) will continue implementing and improving strategies that support the utilization of the state’s 15 percent reservation of VR federal grant funds dedicated to the provision of statewide Pre-Employment Transition Services (Pre-ETS).

Strategy: BSBP has designed policy, procedure, toolkits and fiscal forecasting with technical assistance that includes the Workforce Innovation Technical Assistance Center (WINTAC) and the Rehabilitation Services Administration (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 2:** BSBP will engage in the monitoring of persons in the unserved, underserved and emerging populations.

Strategy: BSBP will utilize federal reporting information, i.e., the federal 911 data reports that identify populations served and to determine where energy should be focused to identify unserved, underserved, and emerging populations.

**Goal 3:** BSBP will continue to develop relationships with community rehabilitation organizations and community partners.

Strategy: BSBP will utilize community partners to provide services such as job development and placement, work assessments, appropriate services as allowed within the Pre-ETS regulatory guidelines, sub-regulatory guidance and technical assistance, technology training and travel instruction. BSBP will attend Statewide Independent Living Council meetings, state rehabilitation conferences, Employment First workgroups and other activities as determined necessary. BSBP will utilize the workgroups and other activities as determined necessary. BSBP will utilize the services of the WIOA partners, including the One-Stops or America’s Job Centers.

**Goal 4:** BSBP will utilize the expertise of technology service providers including 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 BTBL will continue providing group services, including but not limited to book clubs and technology training workshops and seminars, and sponsor technology clubs as well as outreach to patrons and BSBP consumers including Pre-ETS eligible and potentially eligible students via social media.

**Goal 5:** BSBP will provide professional development opportunities for staff.

Strategy: To develop competencies and enhance staff understanding of effective strategies to implement WIOA legislation, including but not limited to, Pre-ETS, the six performance indicators, and ability to serve the dual customer defined as the business community and the consumer.

**Goal 6:** BSBP will collect data that will establish a baseline for performance related to the six performance indicators.

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 7:** BSBP Goals related to providing Supported Employment:

- BSBP will review and implement the policy changes as recommended by RSA during the For Fiscal Year (FFY) 2017 monitoring review. BSBP will commence a policy review team that will design and implement policy and procedure changes for Supported Employment.

- BSBP will utilize the technical assistance provided by the Employment First initiative to enhance BSBP’s service to consumers who are appropriate for supported employment.

Strategy: 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 8:** BSBP will ensure that customized placement strategies are utilized that support competitive, integrated employment outcomes.

Strategy: BSBP implements as a method of general practice a customized employment philosophy that incorporates the individual needs of the consumer into all facets of the rehabilitation process. BSBP engages with Community Rehabilitation Organizations who hold a 14C subminimum wage license to identify individuals who may choose to pursue competitive, integrated employment. BSBP staff will continue participating in leadership and training opportunities related to customized employment.

**Goal 9:** BSBP will engage in determining an appropriate Comprehensive Statewide Needs Assessment (CSNA) that reflects the needs of blind and visually impaired individuals in Michigan.

Strategy: BSBP will need to research and consider opportunities that will allow a CSNA to be conducted that is specifically designed to address the needs of persons who are blind and visually impaired, as well as appropriately identify Pre-ETS eligible students.

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**

Michigan Rehabilitation Services (MRS) in collaboration with the Michigan Assistive Technology (AT) Advisory Committee will work together to bridge the gap of utilization and exposure of technology among individuals with disabilities to increase 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 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 MRS will include:

**Overall Goal:**

Consideration Model: Adopt a valid model for assistive technology consideration to address every stage of the Vocational 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 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 of 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 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, 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.

MRS-BND provides direct technical guidance, training and evaluations to MRS customers, counselors/managers and employers on assistive technology and accommodations.

**Bureau of Services for Blind Persons**
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.

| 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. |

**Michigan Rehabilitation Services**
The Michigan Rehabilitation Services (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 Comprehensive Statewide Needs Assessment (CSNA) during For 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 services policy for transition-age 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.

Bureau of Services for Blind Persons
The Bureau of Services for Blind Persons (BSBP) is able to 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.

The methods to be used to improve and expand VR services for students with disabilities, including the coordination of services designed to facilitate the transition of such students from school to postsecondary life (including the receipt of VR services, postsecondary education, employment, and pre-employment transition services).

Michigan Rehabilitation 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 Vocational Rehabilitation (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) 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 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.

Bureau of Services for Blind Persons
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, MRS, Centers
for Independent Living, and other community rehabilitation programs to design 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 VR services for students.

If applicable, plans for establishing, developing, or improving community rehabilitation programs within the State.

Michigan Rehabilitation Services
Michigan Rehabilitation Services (MRS) plans to continue to identify needs and provide resources, as available, to improve the efficacy of community rehabilitation programs in Michigan. Improvements 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 the Workforce Innovation and Opportunity Act (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 State Rehabilitation Council (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.

Bureau of Services for Blind Persons
The Bureau of Services for Blind Persons (BSBP) does not have plans to develop a community rehabilitation program. However, the BSBP Training Center continues to improve and grow programs that address the independent living and employment needs of BSBP consumers. During Fiscal Year 2019, BSBP engaged fellows from UMASS Boston’s Institute for Community Inclusion to assist in developing a strategic plan for the BSBP Training Center. The focus of the strategic plan is to more fully integrate an employment focus and WIOA principles into the daily operations of the BSBP Training Center. Specific initiatives are currently being implemented.
Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

**Michigan Rehabilitation Services**
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 will negotiate performance measures with core partners and develop strategies to improve performance, per Section 116 of the Workforce Innovation and Opportunity Act (WIOA).

**Bureau of Services for Blind Persons**
Continue to partner with WIOA partners including but not limited to presence on local workforce boards, State level workforce presence, engagement in Memorandum of Understanding (MOU) development and implementation with local workforce agencies, engagement in the development of MOUs with education and training agencies and provide education regarding the services BSBP provides as well as receiving education from other WIOA partners to understand their programs in order to enhance collaboration for performance accountability.

Strategies for assisting other components of the statewide workforce development system in assisting individuals with disabilities.

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services continues its partnership with the state’s One-Stop centers, the Workforce Development, and the Workforce Innovation and Opportunity Act (WIOA) core program partners.

**Bureau of Services for Blind Persons**
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 and our partners, continued understanding of the requirements of WIOA with our state and local partners.

How the agency's strategies will be used to:
- achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

**Michigan Rehabilitation Services**
Michigan Rehabilitation Services will use goals and strategies in this State Plan to determine staffing for initiatives, funding appropriations, and address the vocational rehabilitation 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.

**Bureau of Services for Blind Persons**
The data identified in the Comprehensive Statewide Needs Assessment (CSNA) will enhance the Bureau of Services for Blind Persons (BSBP) ability to identify underserved/underserved populations that can benefit from BSBP services. Once received, BSBP will review the data and determine how best to incorporate the information into a service delivery plan with measurable goals. Because of the low incidence of blindness, prior CSNA’s have not provided granular information regarding blindness by demographic in order to be a useful tool. Currently BSBP and Project Excellence have made substantial efforts to include the interests of BSBP and its consumers.
Michigan Rehabilitation Services
Michigan Rehabilitation Services (MRS) will continue to explore opportunities to support innovation and expansion (I & E) activities based on the findings in the 2020 Comprehensive Statewide Needs Assessment and the bureau’s strategic plan. As defined in 34 CFR 361.35, MRS will continue to utilize I & E funds to support the State Rehabilitation Council and State Independent Living Council in Program Year 2020-2023.

Bureau of Services for Blind Persons
Innovation and Expansion Activities: 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.

Michigan Rehabilitation Services
Strategies to improve access include evaluation of all Michigan Rehabilitation Services (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 the State Rehabilitation Council input to identify areas where access can be improved.

Bureau of Services for Blind Persons
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.

Evaluation and Reports of Progress: VR and Supported Employment Goals.
Describe: 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:
- Identify the strategies that contributed to the achievement of the goals.

Michigan Rehabilitation Services
The strategies are as follows:

- Engage in strategic partnership with Centers for Independent Living (CILs) and Community Rehabilitation Organizations (CROs) that enhance and/or expand the provision of Vocational Rehabilitation (VR) services.

- Maximize opportunities to align with the Workforce Innovation and Opportunity Act (WIOA) core programs and stakeholders to improve workforce development activities and service delivery.

- Develop formal or informal communities of practice to promote understanding, cooperation and communication between WIOA core programs and stakeholders.
• Support Executive Directive 2014-1 establishing the Employment Opportunities for Individuals with Disabilities initiative.

• 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).

• Support Executive Order 2015-15 establishing Employment First in Michigan.

• Support the Pathways to Potential initiative through the provision of VR services in partnership with the Department of Health and Human Services (DHHS).

• In partnership with the Michigan Department of Natural Resources (DNR), expand work-based learning experiences for students with disabilities at Parks and Recreation Division sites.

• 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.

• Increase competitive integrated employment opportunities for veterans with disabilities through renewed collaboration with the US Department of Veteran Affairs, Michigan Veterans Affairs Agency, and local level community action teams.

• Clarify and redefine performance goals to align with WIOA performance indicators.

• Maximize opportunities for staff engagement as defined by each division's Employee Engagement Plan.

• Provide professional development opportunities to increase proficiency in Motivational Interviewing.

• Assess customer satisfaction rates and adjust VR service delivery based on results.

• Increase the Adjusted Rehabilitation Rate.

• Increase competitive integrated employment outcomes for unserved, underserved, or emerging populations as identified in the 2017 Comprehensive Statewide Needs Assessment (CSNA).

• Expand business services and promote the dual-customer concept. Michigan Rehabilitation Services will implement a proprietary customer relationship management system to track services aligned with WIOA performance indicator six, Effectiveness in Serving Employers.

• Continue fiscal stewardship and resource development to maximize opportunities resulting in Federal match.

• Develop and implement sufficient internal controls to improve compliance with Federal and state laws, regulations and policy.

• Implement innovative, evidence-based, or promising practices designed to increase competitive integrated employment outcomes and align with WIOA mandates.
Bureau of Services for Blind Persons
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 of VR program/services for African Americans. The Comprehensive Statewide Needs Assessment has identified the need to increase eligibility of African Americans who are referred for VR services.

Strategy and achievement: In 2014, BSBP had 144 African American applicants and 105 were determined eligible for services. In 2015, BSBP had 155 African American applicants and 120 were determined eligible for services. BSBP utilizes existing knowledge regarding motivational interviewing. Although BSBP had intended to revisit motivational interviewing skill building, as a result of the dissolving of the previously existing Technical Assistance Center for Education (TACE) centers, we were not able to do this. However, as noted from the data above, BSBP has seen an increase in service to individuals who are African American in the past two years. This is a result of a commitment to reach out to this population, knowing and understanding the need to serve this historically underserved population. BSBP will continue to monitor this goal during the remainder of the plan cycle to determine outcome and relevance of this goal. Thirty (30) percent of the participants receiving services from BSBP identify as African American. Seventy (70) percent of participants or persons services represent other races and ethnicities. BSBP has addressed this goal and will continue these efforts.

Goal 2: BSBP will expand minority outreach efforts by establishing town hall meetings and informational sessions with each group. BSBP will monitor the activities to determine if the methods are producing new referrals. BSBP is aware of the need to channel resources in the area of underserved populations. BSBP's strategic plan emphasizes the need to increase rehabilitation services to Latino/Hispanic Americans, African Americans, Native Americans, Arab Americans and Hmong populations.

Strategy and achievement: The data indicates that there has been an increase in referral and eligibility of consumers who are African American, Asian, Pacific Islander and Hispanic, which correlates with the concentrated effort of BSBP through community outreach and awareness. However, we still note a decline in our service to individuals who are Native American and understand the need for increased community awareness of this population regarding our services. We do participate in events coordinated with the 121 Project as well as community health fairs and other events in the Native American culture around the State of Michigan. 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. This goal has been addressed.

Goal 3: 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 will continue to communicate with local CMH's regarding the statewide agreement to encourage collaboration and cooperation.
**Strategy and achievement:** BSBP is actively engaged in developing a Memorandum of Understanding (MOU) 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. The achievement of this goal will be more effectively measured after 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. The impact of this goal will be measurable when post exit data measures the success of the placement based on 2nd and 4th quarter employment retention. Continuous extended service should have a positive outcome for employment retention.

**Goal 4:** BSBP's goal is to continue to work with its technology vendors to make sure that staff and consumers are familiar with new and emerging technologies and their applications. The Bureau provides staff with opportunities to gain additional technology skills throughout the year in a variety of training venues; such as webinars and virtual classroom training. Staff also receives training on the latest adaptive and/or technology equipment.

**Strategy and achievement:** BSBP provides a yearly workshop available to all staff that provides hands on demonstration and tools to assist in navigating the latest adaptive technology. BSBP co-sponsors a Visions event that provides opportunity for vendors to promote their products to staff and consumers for the purpose of providing hands on experience with the latest technology. Webinars and online tutorials such as those offered by Hadley School for the Blind are also available to staff and consumers to enhance skill development. The BSBP Training Center has a technology team that also provides in-service training to staff and at times community partners in order to assist them in acquiring and updating their skills. The training center provides comprehensive technology training to consumers who are part of the personal adjustment program in order to prepare them for vocational training and/or placement. This goal will remain constant as the need for knowledge regarding technology continues to be a need for BSBP in order to facilitate the education and placement of blind consumers. This goal was met has been met and has transitioned into regional trainings around the state to address geographical and staff needs.

**Goal 6:** The BSBP goal is to increase competitive employment opportunities for individuals with visual impairment and blindness by utilizing its Business Services staff. BSBP, through its collaboration with community partners and employers, has established a goal to rehabilitate 163 consumers with competitive outcomes.

**Strategy and achievement:** In 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. The goal has been modified above to reflect more of the WIOA indicators. This goal should be removed.
**Goal 7:** BSBP will identify transitioning youth and work to serve individuals age 14 to 26 years old. BSBP collaborates with the Michigan Department of Education’s Low Incidence Outreach 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. 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 112.

**Goal 8:** The VR staff and the library staff collaborate to ensure that consumers are aware of the services and how to access the materials in their preferred format. This increased collaboration will provide additional avenues for consumers who are pursuing vocational and secondary training.

**Strategy and achievement:** BSBP educates most, if not all, consumers about library services and assists those consumers in completing the necessary documentation to become a library patron. This documentation includes the acquisition of the mode of communication which means that VR staff can crosscheck data in the case management system with what is reported to the library to ensure that the information is as accurate as possible. Although it is true that the mode of communication is collected by both the library and the VR agency, this piece of the strategy has not been determined to be necessarily relevant to the collaboration process. 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.

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**Describe the factors that impeded the achievement of the goals and priorities.**

**Michigan Rehabilitation Services**
The factors that may impede achievement of goals and priorities are as follows:

- Lack of a uniform method and means to collect and share data between Workforce Innovation and Opportunity Act (WIOA) core programs.

- WIOA core programs under the organizational and administrative control of different state departments.

- The transition of WIOA core programs to a newly created state department.

- Cuts to state appropriated funds used as non-Federal share for purposes of match.

**Bureau of Services for Blind Persons**
Challenges that effect the achievement of some goals would be the lack of a comprehensive statewide needs assessment that effectively evaluates the needs of persons who are blind or visually impaired. Other factors that could slow the progress of the achievement of some goals would be the vocational rehabilitation agency’s adjustment to WIOA legislation - note: as regulations are implemented, sub-regulatory guidance and policy directives issued and technical assistance is utilized, this factor will decrease.
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:

- Identify the strategies that contributed to the achievement of the goals.

**Michigan Rehabilitation Services**

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 Michigan Rehabilitation Services (MRS) Business Network Division and collaboration with Workforce Innovation and Opportunity Act (WIOA) core program partners.

- Educated stakeholders on BHDDA and MRS Memorandum of Understanding (MOU) 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.

**Bureau of Services for Blind Persons**

Michigan’s engagement in the Employment First process, guidance from the Rehabilitation Services Administration (RSA) during the 2017 monitoring review, guidance from the Workforce Innovation Technical Assistance Center (WINTAC), and participation in an Intensive Technical Assistance Agreement, along with MRS and the forward momentum on the design and implementation of the MOU with the Department of Health and Human Services lend themselves to goal success.

- Describe the factors that impeded the achievement of the goals and priorities.

**Michigan Rehabilitation Services**

Michigan Rehabilitation Services’ desire 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.

**Bureau of Services for Blind Persons**

The Workforce Innovation and Opportunity Act’s (WIOA’s) implementing of regulations and ongoing guidance has required significant amounts of staff training. 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 business regarding the capabilities of significantly disabled individuals to contribute to the workforce.
The VR program’s performance on the performance accountability indicators under section 116 of WIOA.

**Michigan Rehabilitation Services**
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, all indicators are marked as “To Be Determined” in Appendix C of the Unified State Plan, per instructions.

**Bureau of Services for Blind Persons**
Currently the Bureau of Services for Blind Persons (BSBP) is establishing baseline data to design a plan for establishing performance goals to address the six performance indicators. This process was to continue the data obtained will be used to develop with Rehabilitation Services Administration’s (RSA’s) guidance those performance standards that will guide BSBP’s performance measurement.

**How the funds reserved for innovation and expansion (I&E) activities were utilized.**

**Michigan Rehabilitation Services**
For Fiscal Year (FFY) 2019 Innovation and Expansion (I&E) expenditures consistent with our Comprehensive Statewide Needs Assessment and Long-Term plan were:

- State Independent Living Council - $98,111
- Michigan Council for Rehabilitation Services - $77,685
- MCTI CNA Training - $62,755

Total I&E Expenditures - $238,551

**Bureau of Services for Blind Persons**
Innovation and Expansion Activities: Funding operations of Michigan Council of Rehabilitation Services (MCRS) and Statewide Independent Living Council (SILC).

**Quality, Scope, and Extent of Supported Employment Services.** Include the following: 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**
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 (now Department of
Labor and Economic Opportunity-Workforce Development), 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 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.

**Bureau of Services for Blind Persons**

Quality service delivery to adults and youth and students requires that the Bureau of Services for Blind Persons (BSBP) staff be able to acknowledge the existence of any disability the consumer is managing. BSBP partners with community resources such as CMH as necessary to develop a plan to address the needs presented by additional disabilities.

The scope of service provided to consumers being served as supported employment are customized. Considering the skills and abilities of the consumers and the needs of the business community. Those services include but are not limited to assessment, work-based learning, customized placement and coaching services, as well as building trust relationships with employers.

The timing of transition to extended services.

**Michigan Rehabilitation Services**

Michigan Rehabilitation Services (MRS) customers have achieved stabilization and are ready for transition when the counselor, customer, and other stakeholders confirms: (1) intensive services in the Individual Plan for Employment (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 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.
Certifications
Name of Designated State Agency: Department of Labor and Economic Opportunity
Full Name of Authorized Representative: Stephanie Beckhorn
Title of Authorized Representative: Director, Workforce Development
Michigan Department of Labor and Economic Opportunity

Bureau of Services for Blind Persons
The Bureau of Services for Blind Persons (BSBP) transfers customers receiving Support Employment to extended services once stabilization has occurred. The customer is considered to have achieved stabilization 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) a reasonable 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 in order to make decisions regarding transition to extended service. Contributing factors could be, but are not limited to, the type of employment, the supports required to ensure the success of the employment outcome, the skills and abilities of the individual, and the availability of the follow along support in the individual’s community.

Michigan Department of Labor and Economic Opportunity

MICHIGAN REHABILITATION SERVICES CERTIFICATIONS – CERTIFICATIONS STATEMENTS

States must provide written and signed certifications that:

1. The Michigan Department of Labor and Economic Opportunity is authorized to submit the vocational rehabilitation services portion of the Unified or Combined State Plan under Title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the WIOA\(^\text{30}\) and its supplement under Title VI of the Rehabilitation Act\(^\text{31}\).
   Yes

2. As a condition for the receipt of Federal funds under Title I of the Rehabilitation Act for the provision of vocational rehabilitation services, the Michigan Department of Labor and Economic Opportunity\(^\text{32}\) agrees to operate and administer the State vocational rehabilitation Services Program in accordance with the vocational rehabilitation services

\(^{30}\) Public Law 113-128.
\(^{31}\) Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.
\(^{32}\) All references in this plan to “designated State agency” or to “the State agency” relate to the agency identified in this paragraph.
portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under Section 111 of the Rehabilitation Act are used solely for the provision of vocational rehabilitation services and the administration of the vocational rehabilitation services portion of the Unified or Combined State Plan.

Yes

3. As a condition for the receipt of Federal funds under Title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under Title VI are used solely for the provision of supported employment services and the administration of the supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan.

Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement.

Yes

5. The State legally may carry out each provision of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement.

Yes

6. All provisions of the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

Yes

7. The Treasurer State of Michigan has the authority under State law to receive, hold, and disburse Federal funds made available under the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement.

Yes

8. The Authorization Organizational Representative for the Department of Labor and Economic Opportunity has the authority to submit the vocational rehabilitation services portion of the Unified or Combined State Plan and the supplement for Supported Employment services.

Yes

9. The agency that submits the vocational rehabilitation services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Yes

33 No funds under Title I of the Rehabilitation Act may be awarded without an approved vocational rehabilitation services portion of the Unified or Combined State Plan in accordance with Section 101(a) of the Rehabilitation Act.

34 Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76, 77, 79, 81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State vocational rehabilitation Services Program regulations.

35 No funds under Title VI of the Rehabilitation Act may be awarded without an approved supplement to the vocational rehabilitation services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

36 Applicable regulations, in part, include the citations in footnote 5.
VOCATIONAL REHABILITATION CERTIFICATIONS AND ASSURANCES CERTIFICATIONS

States must provide written and signed certifications that:

1. The Bureau of Services for Blind Persons is authorized to submit the Vocational Rehabilitation (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,\(^{37}\) and its supplement under Title VI of the Rehabilitation Act\(^{38}\).
   Yes

2. As a condition for the receipt of Federal funds under Title I of the Rehabilitation Act for the provision of VR services, the Bureau of Services for Blind Persons \(^{39}\) agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan\(^{40}\), the Rehabilitation Act, and all applicable regulations\(^{41}\), policies, and procedures established by the Secretary of Education. Funds made available under Section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan.
   No

3. As a condition for the receipt of Federal funds under Title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan\(^{42}\), the Rehabilitation Act, and all applicable regulations\(^{43}\), policies, and procedures established by the Secretary of Education. Funds made available under Title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan.
   Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement.
   Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
   Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
   Yes

\(^{37}\) Public Law 113-128.

\(^{38}\) Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

\(^{39}\) All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

\(^{40}\) 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.

\(^{41}\) 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.

\(^{42}\) 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.

\(^{43}\) Applicable regulations, in part, include the citations in footnote 6.
7. The Authorized Representative officer listed 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.
Yes

8. The Authorized Representative listed below has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services.
Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.
Yes

Additional Comments on the Certifications from the State
Certification Regarding Lobbying — Vocational Rehabilitation
Certification for Contracts, Grants, Loans, and Cooperative Agreements:
The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance
The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this
transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the
required statement shall be subject to a civil penalty of not less than $10,000 and not more than
$100,000 for each such failure.

Name of Designated State Agency: Department of Labor and Economic Opportunity

Full Name of Authorized Representative: Stephanie Beckhorn

Title of Authorized Representative: Director, Workforce Development
Michigan Department of Labor and Economic Opportunity

SF LLL Form – Disclosure of Lobbying Activities (only if applicable). If applicable, please print,
sign, and email to MAT_OCTAE@ed.gov.

Certification Regarding Lobbying — Supported Employment
Certification for Contracts, Grants, Loans, and Cooperative Agreements. The undersigned
certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the
undersigned, to any person for influencing or attempting to influence an officer or employee
of an agency, a Member of Congress, an officer or employee of Congress, or an employee
of a Member of Congress in connection with the awarding of any Federal contract, the
making of any Federal grant, the making of any Federal loan, the entering into of any
cooperative agreement, and the extension, continuation, renewal, amendment, or
modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any
person for influencing or attempting to influence an officer or employee of any agency, a
Member of Congress, an officer or employee of Congress, or an employee of a Member of
Congress in connection with this Federal contract, grant, loan, or cooperative agreement,
the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying
Activities," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award
documents for all subawards at all tiers (including subcontracts, subgrants, and contracts
under grants, loans, and cooperative agreements) and that all subrecipients shall certify and
disclose accordingly. This certification is a material representation of fact upon which
reliance was placed when this transaction was made or entered into. Submission of this
certification is a prerequisite for making or entering into this transaction imposed by Section
1352, Title 31, U.S. Code. Any person who fails to file the required certification shall be
subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such
failure.

Statement for Loan Guarantees and Loan Insurance
The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to
influence an officer or employee of any agency, a Member of Congress, an officer or employee
of Congress, or an employee of a Member of Congress in connection with this commitment
providing for the United States to insure or guarantee a loan, the undersigned shall complete
and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its
instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by Section 1352, Title 31, U.S. Code. Any person who fails to file the
required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Name of Designated State Agency: Department of Labor and Economic Opportunity

Full Name of Authorized Representative: Stephanie Beckhorn

Title of Authorized Representative: Director, Workforce Development
Michigan Department of Labor and Economic Opportunity

SF LLL Form – Disclosure of Lobbying Activities (only if applicable). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

Michigan Rehabilitation Services:

ASSURANCES
The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this Vocational Rehabilitation (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:

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 vocational rehabilitation 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 vocational rehabilitation 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 vocational rehabilitation 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 the WIOA in the case of the submission of a unified plan; Section 103 of the WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. **Administration of the vocational rehabilitation services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

   (a) The establishment of the designated State agency and designated State unit, as required by Section 101(a)(2) of the Rehabilitation Act.

   (b) The establishment of either a State independent commission or State Rehabilitation Council, as required by Section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):
   
   (A) Is an independent State commission.
   
   (B) Has established a State Rehabilitation Council.

   **Option B**
(c) Consultations regarding the administration of the vocational rehabilitation services portion of the Unified or Combined State Plan, in accordance with Section 101(a)(16)(B) of the Rehabilitation Act and the nonfederal share, as described in 34 CFR 361.60.

(d) The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with Section 101(a)(3).

(e) The local administration of the vocational rehabilitation 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 vocational rehabilitation funds.

No

(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.

No

(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 vocational rehabilitation services portion of the Unified or Combined State Plan? (Yes/No) See Section 2 of this vocational rehabilitation services portion of the Unified or Combined State Plan.

Yes

(h) The descriptions for cooperation, collaboration, and coordination, as required by Sections 101(a)(11), (24)(B), and 606(b) of the Rehabilitation Act.

(i) All required methods of administration, as required by Section 101(a)(6) of the Rehabilitation Act.

(j) The requirements for the comprehensive system of personnel development, as set forth in Section 101(a)(7) of the Rehabilitation Act.

(k) The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by Sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(l) The reservation and use of a portion of the funds allotted to the State under Section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of vocational rehabilitation services to individuals with disabilities, particularly individuals with the most significant disabilities.

(m) The submission of reports as required by Section 101(a)(10) of the Rehabilitation Act.

4. **Administration of the Provision of vocational rehabilitation Services**: The designated State agency, or designated State unit, as appropriate, assures that it will:

(a) Comply with all requirements regarding information and referral services in accordance
with Sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

(b) Impose no duration of residence requirement as part of determining an individual’s eligibility for vocational rehabilitation services or that excludes from services under the plan any individual who is present in the State in accordance with Section 101(a)(12) of the Rehabilitation Act.

(c) Provide the full range of services listed in Section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with Section 101(a)(5) of the Rehabilitation Act? (Yes/No) Yes

(d) Determine whether comparable services and benefits are available to the individual in accordance with Section 101(a)(8) of the Rehabilitation Act.

(e) Comply with the requirements for the development of an individualized plan for employment in accordance with Section 102(b) of the Rehabilitation Act.

(f) Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with Section 102(d) of the Rehabilitation Act.

(g) Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with Section 101(a)(13) of the Rehabilitation Act.

(h) Comply with the requirements for the conduct of semiannual or annual review, 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, as required by Section 101(a)(14) of the Rehabilitation Act.

(i) Meet the requirements in Sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs. Yes

(j) With respect to students with disabilities, the State,
   (A) Has developed and will implement,
   i. Strategies to address the needs identified in the assessments; and
   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
   (B) Has developed and will implement strategies to provide pre-employment transition services (Sections 101(a)(15) and 101(a)(25)).

5. **Program Administration for the Supported Employment Title VI Supplement:**

(a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by Section 606 of the Rehabilitation Act.

(b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by Section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under Title I and individuals
receiving supported employment services under Title VI of the Rehabilitation Act.

(c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. **Financial Administration of the Supported Employment Program:**

(a) The designated State agency assures that it will expend no more than 2.5 percent of the state’s allotment under Title VI for administrative costs of carrying out this program; and the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under Section 603(d) of the Rehabilitation Act, in accordance with Section 606(b)(7)(G) and (H) of the Rehabilitation Act.

(b) The designated State agency assures that it will use funds made available under Title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with Section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. **Provision of Supported Employment Services:**

(a) The designated State agency assures that it will provide supported employment services as defined in Section 7(39) of the Rehabilitation Act.

(b) The designated State agency assures that:
   i. The comprehensive assessment of individuals with significant disabilities conducted under Section 102(b)(1) of the Rehabilitation Act and funded under Title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of Section 606(b)(7)(B) of the Rehabilitation Act.
   
   ii. An individualized plan for employment that meets the requirements of Section 102(b) of the Rehabilitation Act, which is developed and updated with Title I funds, in accordance with Section 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

**Bureau of Services For Blind Persons:**

**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:
1. **Public Comment on Policies and Procedures:** The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by Section 101(a)(16)(A) of the Rehabilitation Act.

2. **Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:** The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by Sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; Section 102 of WIOA in the case of the submission of a unified plan; Section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. **Administration of the VR services portion of the Unified or Combined State Plan:** The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

   (a) The establishment of the designated State agency and designated State unit, as required by Section 101(a)(2) of the Rehabilitation Act.

   (b) The establishment of either a State independent commission or State Rehabilitation Council, as required by Section 101(a)(21) of the Rehabilitation Act. The designated State agency or designated State unit, as applicable (Option A or B must be selected):
       A. Is an independent State commission.
       B. Has established a State Rehabilitation Council.

   **Option B**

   (c) Consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with Section 101(a)(16)(B) of the Rehabilitation Act.

   (d) The financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with Section 101(a)(3).

   (e) The local administration of the VR services portion of the Unified or Combined State Plan, in accordance with Section 101(a)(2)(A) of the Rehabilitation Act. Select yes or no, as appropriate, to identify if the designated State agency allows for the local administration of VR funds, (Yes/No)

   Yes

   (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)

   Yes

   (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

   (h) The descriptions for cooperation, collaboration, and coordination, as required by
Sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

(i) All required methods of administration, as required by Section 101(a)(6) of the Rehabilitation Act.

(j) The requirements for the comprehensive system of personnel development, as set forth in Section 101(a)(7) of the Rehabilitation Act.

(k) The compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by Sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

(l) The reservation and use of a portion of the funds allotted to the State under Section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

(m) the submission of reports as required by Section 101(a)(10) of the Rehabilitation Act.

4. **Administration of the Provision of VR Services**: The designated State agency, or designated State unit, as appropriate, assures that it will:

   (a) Comply with all requirements regarding information and referral services in accordance with Sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

   (b) Impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with Section 101(a)(12) of the Rehabilitation Act.

   (c) Provide the full range of services listed in Section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with Section 101(a)(5) of the Rehabilitation Act? (Yes/No) Yes

   (d) Determine whether comparable services and benefits are available to the individual in accordance with Section 101(a)(8) of the Rehabilitation Act.

   (e) Comply with the requirements for the development of an individualized plan for employment in accordance with Section 102(b) of the Rehabilitation Act.

   (f) Comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with Section 102(d) of the Rehabilitation Act.

   (g) Provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with Section 101(a)(13) of the Rehabilitation Act.

   (h) Comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community rehabilitation program or any other employment under Section 14(c) of the Fair Labor Standards Act of 1938, as required by Section 101(a)(14) of the Rehabilitation Act.
(i) Meet the requirements in Sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs.

(j) With respect to students with disabilities, the State,
   (i) Has developed and will implement,
      (A) Strategies to address the needs identified in the assessments; and
      (B) Strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and
   (ii) Has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. **Program Administration for the Supported Employment Title VI Supplement:**

   (a) The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by Section 606 of the Rehabilitation Act.

   (b) The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by Section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under Title I and individuals receiving supported employment services under Title VI of the Rehabilitation Act.

   (c) The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. **Financial Administration of the Supported Employment Program:**

   (a) The designated State agency assures that it will expend no more than 2.5 percent of the State’s allotment under Title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under Section 603(d) of the Rehabilitation Act, in accordance with Section 606(b)(7)(G) and (H) of the Rehabilitation Act.

   (b) The designated State agency assures that it will use funds made available under Title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with Section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. **Provision of Supported Employment Services:**

   (a) Provision of Supported Employment Services: The designated State agency assures that it will provide supported employment services as defined in Section 7(39) of the
Rehabilitation Act.

(b) The designated State agency assures that:
   i. The comprehensive assessment of individuals with significant disabilities conducted under Section 102(b)(1) of the Rehabilitation Act and funded under Title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of Section 606(b)(7)(B) of the Rehabilitation Act
   ii. an individualized plan for employment that meets the requirements of Section 102(b) of the Rehabilitation Act, which is developed and updated with Title I funds, in accordance with Sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.
Appendix I: 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.

NOTE: The following performance charts are proposed levels; the State must negotiate with both the U.S. Department of Labor and the U.S. Department of Education in order to finalize an agreement on target performance levels.

<table>
<thead>
<tr>
<th></th>
<th>Year 2020</th>
<th>Year 2021</th>
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<tbody>
<tr>
<td></td>
<td>Proposed/ Expected Level</td>
<td>Negotiated/ Adjusted Level</td>
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<tr>
<td>Employment (Second Quarter after Exit)</td>
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<tr>
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<td>Wagner-Peyser</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
<td>Not Applicable</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers¹</td>
<td>Proposed/Expected Level</td>
<td>Negotiated/Adjusted Level</td>
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<tr>
<td>Adults</td>
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<tr>
<td>Dislocated Workers</td>
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<tr>
<td>Youth</td>
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<tr>
<td>Adult Education</td>
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<tr>
<td>Wagner-Peyser</td>
<td></td>
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<tr>
<td>Vocational Rehabilitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Additional Indicators of Performance**

1. 
2. 
3. 
4. 
5. 
6.

¹ There will be one expected level of performance only for all core programs. The State should indicate in the State Plan which State Agency will report the expected level of performance for the State for this indicator.
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 Board
- 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 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 Workforce Development State Board Membership Roster

The membership of the State Workforce Board will consist of the following members, at a minimum:

1. The Governor
2. A member representing the Michigan Senate appointed by the Senate Majority Leader.
3. A member of the Michigan House of Representatives appointed by the Speaker of the House.
4. The director of the state’s workforce development department/agency or their designee.
5. A member representing high school career and technical education directors appointed by the Governor.
6. The president of a local community college located within the state.
7. The president of a public university located within the state.
8. A member representing business who is also a member of the Michigan Economic Development Corporation (MEDC) Board.
9. A small business owner appointed by the Governor.
10. A member representing manufacturing appointed by the Governor.
11. A member representing a mobility business enterprise appointed by the Governor.
12. A member representing a minority business enterprise appointed by the Governor.
13. A member representing a female owned business enterprise appointed by the Governor.
14. A member representing a business employing veterans, returning citizens or persons with disabilities, appointed by the Governor.
15. Five (5) at-large business owners appointed by the Governor.
16. A member appointed by the Governor who is an apprenticeship coordinator of a joint labor management apprenticeship program.
17. Three (3) members representing general labor appointed by the Governor.
18. A local chief elected official or designee appointed by the Governor.
19. Any additional members designated and appointed by the Governor.

Note: The members appointed in 8 through 19 will be geographically diverse.
Appendix IV: Public Comments and Responses

Comments: In accordance with the requirements outlined in the WIOA Final Regulations at 20 CFR 676.130(d) regarding public review and comment, responses to comments submitted will be addressed in the approved plan no later than July 1, 2020.

Response: