MICHIGAN ACADEMY FOR GREEN MOBILITY ALLIANCE (MAGMA)

THIRD PARTY CONVENER

REQUEST FOR PROPOSALS

For inquiries please contact
Mr. Matt Shields, Energy Market Talent Manager
Workforce Development Agency, State of Michigan
Phone: (517) 335-0840
Email: ShieldsM1@michigan.gov

A highly skilled and innovative Third Party Convener is sought to continue the growth and advancement of the Michigan Academy for Green Mobility Alliance (MAGMA). The Workforce Development Agency, State of Michigan (WDASOM) has convened MAGMA since 2009, coordinating activities, facilitating meetings and discussions, and mobilizing the appropriate partners to address current and emerging workforce issues facing the green mobility industry cluster. WDASOM and MAGMA seek a third party to assume the primary convening role of MAGMA. The successful applicant will enter into a non-financial agreement with WDASOM to provide staff support to MAGMA at the direction of the MAGMA Governing Board. WDASOM will continue to play an active role in MAGMA's growth and advancement through its participation on the MAGMA Governing Board and Leadership Team, and will provide technical assistance to the Convener and MAGMA as needed. Respondents to this RFP must possess the skill set, experience, and aptitude to successfully grow and convene MAGMA. They must provide coordination between employers and workforce developers, economic developers, educators, and other community partners to better serve the green mobility industry cluster's workforce needs. The success and sustainability of MAGMA is crucial to the development and expansion of a highly qualified and skilled workforce in Michigan.

Background

Automotive manufacturers and their suppliers are in need of engineering and technical talent to support hybrid, electric, and other advanced vehicle technologies. A 2012 survey of manufacturers by the Workforce Intelligence Network of Southeast Michigan indicated 73% of respondents were hiring engineers and 37% were hiring technicians. There are approximately 1,400 projected openings for mechanical, electrical, and electronics engineers and technicians annually. The existing workforce within automotive manufacturers and their suppliers also require updated skills to address technological advances and effectively operate within the emerging electrified vehicle environment.

To ensure the automotive industry has the trained workers it needs, WDASOM collaborated with automotive manufacturing employers, educational institutions, and the workforce system to establish MAGMA. This statewide partnership makes it possible to rapidly address industry's skill needs, providing targeted, innovative, and flexible learning solutions.

MAGMA's mission is to provide rapid skill growth in green technology solutions for advanced mobility to meet industry needs. This is accomplished by preparing individuals for emerging technologies in vehicle propulsion and vehicle component design, manufacturing, and maintenance through rapid/accelerated training and re-training.

MAGMA endorses education and training based on the occupations, skills, and knowledge required by employers to design, develop, and manufacture next generation vehicles. The focus is on efficiently and effectively up-skilling the Michigan workforce to prepare them for new jobs in green mobility and retain existing jobs affected by the drive for improved fuel economy and less environmental impact. Education and training institutions provide short and long-term learning opportunities that are targeted, innovative, flexible, and have a strong focus on hands-on practical experience. MAGMA-endorsed education and training meets or exceeds employer defined skill and competency needs, positioning individuals to excel in green mobility jobs.

Partnerships are critical to make the most efficient use of established curriculum, facilities, laboratories, and equipment to provide the automotive industry with the talent necessary to succeed. Collaboration is necessary to create the right mix of theoretical knowledge with practical experience and build on the strengths of individual organizations in order to provide the highest quality training available in this emerging field.

Since MAGMA was formed in 2009, a growing number of courses have been endorsed, based on their ability to address employer-defined skills critical to green mobility jobs. MAGMA has leveraged over $4.3 million to support training in advanced energy storage, hybrid electric battery engineering, and vehicle electrification. MAGMA-endorsed or supported courses trained over 800 individuals from 2009-2012.

A January 2012 U.S. Government Accountability Office (GAO) study examined 14 local initiatives listed by experts as among the most promising or innovative efforts in which local workforce boards collaborated with employers, education providers, and other partners to achieve positive results. The results of the study demonstrated an increased supply of skilled labor and job placements and a decrease in employer recruitment and turnover costs, as well as averted layoffs. MAGMA was one of the 14 promising or innovative efforts included in the GAO Study. Specifically, MAGMA was highlighted for its engagement of employers to identify shared workforce needs and develop innovative solutions to address those needs. MAGMA forged greater collaboration among education and training providers which resulted in adjustment of course content in response to shifting industry needs.

Third Party Convener

The role of the Third Party Convener is to act as a facilitator to mobilize the appropriate partners and stakeholders to provide a forum for beginning and maintaining a discussion of current and emerging workforce needs and solutions. Conveners must possess the capacity to carry out their responsibilities to coordinate, perform administrative activities, serve as a fiscal agent, and oversee the planning and implementation of the partnership's goals and outcomes. The Convener is obliged to facilitate discussions about the green mobility industry cluster's workforce challenges, listen for common challenges, and to bring multiple stakeholders together to design and implement joint, customized solutions. The Third Party Convener must have the unique ability to chart the course of MAGMA while allowing employers and partners to dictate its direction.

Successful Third Party Conveners have the skills and abilities to build and enhance partnerships to solve the workforce needs within the industry cluster. They can effectively build relationships, conduct labor market research, convene stakeholders, and manage the work of MAGMA. The ideal Third Party Convener:

1) Has expertise in the green mobility industry cluster and its related workforce development needs.

2) Possesses experience acting as the organizer of a consortium of organizations convened around a common goal.

3) Has a desire to play a key role in solving the workforce needs of the green mobility industry cluster.

The organizational structure of effective Third Party Conveners may vary in size and scope. Examples of eligible convener organizations include, but are not limited to:

- Michigan Works! Agencies/Workforce Development Boards
- Non-Profit Organizations
- Local Units of Government
- Economic Development Organizations
- Labor Organizations
- Business Associations
- Community-Based Organizations
- Industry-Based Organizations

The Third Party Convener cannot be an educational institution, a single employer, or other organization whose activities may conflict with convening responsibilities associated with MAGMA. A conflict of interest is a circumstance in which the Convener's interest impairs (or gives the appearance of impairing) their ability to make unbiased decisions or provide unbiased public services.

In 2012, MAGMA developed its strategic plan (Attachment A) and an associated work plan (Attachment B). The Third Party Convener is charged with facilitating the development of strategies to implement MAGMA's strategic plan and associated work plan as well as developing mechanisms to capture data and measure success. Expected impacts of MAGMA's strategic plan include:

1) Michigan is recognized as a world leader in green mobility and advanced propulsion technology education and training.

2) MAGMA endorsed training provides existing employees and job seekers with the skills and knowledge needed by the green mobility industry.

3) Education and training providers collaborate more with each other and industry stakeholders.

4) Industry and educators recognize and value MAGMA endorsement of education and training curriculum, programs, materials, and credentials.

Technical Assistance

WDASOM will continue to play an active role in MAGMA's growth and advancement through its participation on the MAGMA Governing Board and Leadership Team, and will provide technical assistance to the Convener and MAGMA as needed. Technical assistance may include:

- Labor Market Research – WDASOM can provide baseline data on the industries within a defined geographic area, including but not limited to location quotient, occupations, and to the extent possible, the identification of companies. WDASOM is also available to aid in the interpretation of the data.

- Convening Tools – The successful applicant will have access to a myriad of tools to support MAGMA convening. This includes but is not limited to examples of employer surveys, training provider surveys, discussion guides, templates, best practices, and other valuable information for the growth and advancement of MAGMA.

- Self-Assessment – WDASOM is available to aid in the use of the Cluster Readiness and Progress tools to conduct self-evaluations of the convening process. This assistance can range from the development of sector maps (a way of identifying key stakeholders in a cluster) and asset mapping (a way of determining all resources available to support a cluster.)

- Specialized Facilitation – WDASOM has experience with and is available to facilitate specific processes including but not limited to strategic planning, logic modeling, sector mapping, and asset mapping.

- Additional Resources – WDASOM is available to help identify additional resources to support MAGMA's activities, answer questions regarding common talent challenges, provide referrals to community colleges and other training programs, provide assistance with customized training opportunities, and provide information and connection to other WDASOM and Michigan Economic Development Corporation programs and initiatives.

Proposal Requirements

WDASOM seeks proposals from potential third party conveners interested in implementing MAGMA's strategies for addressing workforce issues facing the green mobility industry cluster. Applicants are encouraged to be innovative in their proposed design and delivery methods developed to meet the needs of the industry. Proposals should include the following information:

- Description of the applicant's experience in the development and maintenance of partnership relationships, preferably in the workforce development arena. Proposals should provide examples of experience in the following aspects of convening:

    - Group facilitation.

    - Acting as a communications linkage, which may include developing web-based collaborative workspaces, coordinating meetings, and other forms of support.

    - Attracting and engaging additional employers and partners.

    - Effectively working with Michigan's workforce development system to attract, retain, and place recruitment and training participants.

- Description of the applicant's experience in the development and implementation of work plans, preferably in collaboration with employers and/or other partners in order to make a workforce impact. Proposals should provide examples of experience in the following areas:

- Facilitation of strategic planning in order to define objectives, assess progress, implement strategies, and enact midcourse adjustments as necessary.

- Structuring a project with multiple partners, e.g. advisory councils, steering committees, governing boards, etc.

- Developing timelines and benchmarks for expected project outcomes and deliverables.

- Description of the applicant's experience in determining skills and competencies to identify gaps and training needs. Proposals should provide examples of experience in the following areas:

    - Facilitating discussion with industry to define talent and skill needs and associated competencies, including the need for new occupations, new training, etc.

        - Describe tools used to determine occupational and training competency needs.

    - Acquiring, interpreting, and reporting labor market information obtained through multiple sources.

    - Working with education and training providers to determine the capacity for existing curricula, equipment, and facilities.

    - In the case of training gaps, negotiating with providers to tailor curriculum, delivery methods, etc.

- Description of how the applicant will financially support its functions as the third party convener[1]. This should include:

    - Description of personnel and other resources that would be dedicated to MAGMA.

        - Include the résumé(s) of key personnel that will be responsible for convening.

    - Demonstration of the applicant's structure and experience serving as a fiscal agent.

    - Strategy for developing and implementing a long-term financial sustainability plan.

- Description of the applicant's experience securing and administering grants and/or other financial resources.

[1] Note: Funding to support the third party convener is not included as a part of request for proposals.

Proposal Submission

A Pre-Bid Conference Call will be held Friday, March 15, 2013, from 2:00 – 3:00 p.m. EDT. Use the following information to participate:

Call-in Number: (888) 557-8511
Passcode: 2975958#

Proposal submissions must be made via e-mail to the contact person listed below by 5:00 p.m. Thursday, March 28, 2013.

Contact: Matt Shields, Energy Market Talent Manager
Workforce Development Agency, State of Michigan
Phone: (517) 335-0840
Email: ShieldsM1@michigan.gov

Proposals should not exceed five (5) pages in length utilizing 12-point type and one-inch margins.

WDASOM and the MAGMA Governing Board will review and consider all proposals and select the one that will best assist MAGMA with achieving the outcomes detailed in Attachments A and B. An interview with WDASOM and the MAGMA Governing Board may be requested as part of the review process. All proposals must be open to negotiation and/or modification and WDASOM has the option to recommend changes to proposals prior to selection.

MICHIGAN ACADEMY FOR GREEN MOBILITY ALLIANCE (MAGMA)

MAGMA STRATEGIC PLAN

OCTOBER 2012

For inquiries please contact
Mr. Matt Shields, Energy Market Talent Manager
Workforce Development Agency, State of Michigan
Phone: (517) 335-0840
Email: ShieldsM1@michigan.gov

MAGMA Strategic Plan – October 2012

Impact	Outcome	Output
Impact #1 **Michigan is a world leader in green mobility and advanced propulsion technology education**	Outcome 1.1 Michigan policy and decision makers understand, value, and recognize importance to Michigan's economy of being a leader of advanced propulsion technology education	Output 1.1.A Michigan or Federal policy decision makers and/or program managers prioritize funding for advanced propulsion technology education
	Outcome 1.2 Education institutions publish standard teaching materials (text books) for advanced propulsion technology education	Output 1.2.A Technical or educational papers are generated as the result of academic/industry collaboration
		Output 1.2.B MAGMA is connected to advanced propulsion technology education collaboratives in other states
		Output 1.2.C MAGMA course packet/textbook
	Outcome 1.3 Education institutions design and deliver programs faster and more efficiently	Output 1.3.A Education institutions deliver short courses on advanced propulsion technology
		Output 1.3.B Increased number of students entering/completing advanced propulsion technology education programs
		Output 1.3.C Benchmark study showing Michigan is a leading state in advanced propulsion technology education
	Outcome 1.4 Other stakeholder organizations collaborate and support efforts to make MAGMA a leader in green mobility and advanced propulsion technology education	Output 1.4.A Increased number of stakeholders involved and aligned with MAGMA
		Output 1.4.B Increased ability to access funding and grant opportunities
	Outcome 1.5 Employers and prospective students recognize that Michigan is a leader in green mobility and advanced propulsion technology education	Output 1.5.A Success stories demonstrate the impact MAGMA training has on employers and students

Impact	Outcome	Output
Impact #2 **MAGMA endorsed training provides needed skills and knowledge to employers and job seekers**	Outcome 2.1 Formal mechanism in place for continuous inventory of industry demand	Output 2.1.A Tool to inventory industry demand
	Outcome 2.2 More satisfaction from employers in quality of labor pool/workforce	Output 2.2.A Employer skill needs met
		Output 2.2.B Employers contact MAGMA when hiring
		Output 2.2.C MAGMA credential *preferred* by business
		Output 2.2.D Increased number of individuals trained and ready for the next progression of advanced propulsion technologies
		Output 2.2.E Increased employer sponsored training
	Outcome 2.3 Education providers partner to provide certificates and credentials	Output 2.3.A MAGMA web site provides curricular roadmaps on how to build certificates across institutions
	Outcome 2.4 Formal mechanism in place for tracking MAGMA impact on employers and job seekers	Output 2.4.A Tracking mechanism for MAGMA participants
	Outcome 2.5 Companies have a recognized and responsive resource for expressing their workforce needs	Output 2.5.A MAGMA is nimble in identifying immediate workforce needs and responding to them
		Output 2.5.B Inventory of emerging and projected workforce needs and responding to them (3-5 years)

Impact	Outcome	Output
Impact #3 **Education and training providers collaborate more with each other and industry stakeholders**	Outcome 3.1 Education institutions and industry are able to design education programs faster	Output 3.1.A More funding dedicated to developing advanced propulsion technology education programs and materials
	Outcome 3.2 Education providers partner with each other and industry to provide certificates and credentials	Output 3.2.A Increased number of articulation agreements between education and training providers
		Output 3.2.B Education institutions use industry standard lab equipment
		Output 3.2.C Industry is a resource for advanced propulsion technology course content
	Outcome 3.3 Industry supports advanced propulsion technology education research	Output 3.3.A Opportunities for education and training providers to participate in faculty internships with MAGMA employers
		Output 3.3.B Education institutions have access to industry labs and equipment
		Output 3.3.C Mechanism to incentivize collaboration
		Output 3.3.D Opportunities for industry to participate in education and training led research
		Output 3.3.E Improved research programs

Impact	Outcome	Output
Impact #4 **Industry and educators will recognize and value MAGMA endorsement to meet industry demand**	Outcome 4.1 Hiring managers and HR professionals consider MAGMA graduates more qualified candidates	Output 4.1.A Increased number of job postings with MAGMA credentials
		Output 4.1.B Increased percentage of graduates placed
		Output 4.1.C Increased number of students enrolled in MAGMA courses
		Output 4.1.D Increased number of MAGMA Certificates achieved
		Output 4.1.E Increased amount of training funds prioritized for MAGMA
	Outcome 4.2 High level of awareness of MAGMA within industry	Output 4.2.A Increased number of employers involved in MAGMA
		Output 4.2.B Benchmark study showing Michigan is a leading state in advanced propulsion technology education
	Outcome 4.3 Education decision makers are aware and understand value of MAGMA activities	Output 4.3.A Available certificates and credentials are posted and marketed through recognized organizations and web sites

Definitions

Impact: Organizational, community, and/or system level change expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena

Outcomes: Specific changes in attitudes, behaviors, knowledge, skills, status, or level of functioning expected as a result from program activities and which are most often expressed at an individual level.

Outputs: Direct results of program activities. They are usually described in quantifiable terms.

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																	
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
"MAGMA Preferred" Hiring																				
		Educate Hiring Managers and HR Professionals about MAGMA endorsed training	DEVELOP MATERIALS & BEGIN MEETING WITH HIRING MANAGERS / HR PROFESSIONALS			ASK EMPLOYERS TO INCLUDE "MAGMA ENDORSED" AS A PREFERRED CREDENTIAL			ONGOING											
		Develop tracking mechanism for job postings that include MAGMA certifications as "Preferred Credentials"																		
		Establish communications protocols (for employers to contact MAGMA when hiring)																		
		Develop tools to assist MAGMA employers in connecting their HR reps to MAGMA graduates																		
		Establish a process for assessing knowledge & skill levels (of MAGMA participants/graduates) at scheduled intervals							DEVELOP ASSESSMENT STRUCTURE							SURVEY				
Employer Demand																				
		Develop and implement a data collection method to collect competency and skill needs (Macro & Detail)																		
		Identify immediate competency and skill needs and quantity needed from HR reps and at Advisory Council Meetings																		
		Develop and implement a data collection method to collect hiring projections from employers (1, 3, & 5 year projections) (Macro & Detail)																		
		Identify emerging and projected skill and competency needs from engineering leads, subject matter experts, and at Advisory Council Meetings																		
		Secure annual recruting plans from industry																		

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
Training Content/Curriculum Development																				
		Survey employers on content needed in green mobility/advanced propulsion technology textbooks	DETERMINE IF A MAGMA TEXTBOOK IS THE RIGHT STRATEGY TO PURSUE																
		Survey community colleges and universities on content needed in green mobility/advanced propulsion technology textbooks																	
		Develop MAGMA endorsed textbook																	
		Survey employers to determine demand for short courses and determine skill and competency requirements																	
		Employers provide content for training	AS NEEDED																
		Develop an inventory of industry based projects that education and training providers can utilize in training programs						DEVELOP INVENTORY MECHANISM						UPDATE						UPDATE
		Employers provide career information, course projects, and subject matter expertise to education and training providers	AS AVAILABLE																
		Provide opportunities for employers to visit MAGMA classrooms and see students	AS AVAILABLE																
		Broker industry - education relationships to use equipment for training									DEVELOP STRATEGY			AS NEEDED					
		Industry equips a central lab for multi-educational institution use																	
		Develop and publish inventory of where to obtain training on industry standard lab equipment																	
		Conduct a conference promoting MAGMA credentials and describing the process for inputting skill and competency requirements to MAGMA																	

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
Collaboration & Alignment of MAGMA Training																				
		Employers and education institutions partner to develop and promote portable, stackable certificates and credentials	**ONGOING**																	
		Secure buy-in from university and college leadership to build certifications across institutions	**FORM WORK GROUP OF EDUCATION PROVIDERS TO DEVELOP STRATEGY**			**IDENTIFY PILOT EDUCATION INSTITUTIONS TO PARTNER ON CERTIFICATIONS**			**FORMALIZE PARTNERSHIP**			**SECURE BUY-IN FROM OTHER INSTITUTIONS**							
		Establish common articulation agreements or MOU's for MAGMA partners to use																		
		Develop metrics to compare certifcations and programs that meet the same skill and competency needs																		
		Develop a roadmap for students demonstrating paths between MAGMA endorsed training programs and institutions																		
		Create resource directory/online index/asset map for programs																		
		Host industry/educator specific meetings or summits to discuss collaboration opportunities	**AS NEEDED**																	
Funding (Training)																				
		Identify and apply for grant opportunities to support MAGMA training	**ONGOING**																	
		Identify funding for curriculum development	**ONGOING**																	
		Track MWA funding dedicated to MAGMA training																		
		Employers provide scholarships or tuition reimbursement for MAGMA endorsed training	**ONGOING**																	
		Track internal company training funds dedicated to MAGMA training																		

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																	
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
MAGMA Training Evaluation																				
		Develop and implement data collection method	DEVELOP DATA COLLECTION METHOD			ID PROGRAMS TO TRACK		DEVELOP DATABASE OF MAGMA COMPLETERS AND CONTINUOUSLY UPDATE												
		Conduct annual survey of education and training institutions (completions)																		
		Provide graduates with a formal MAGMA credential document	AS NEEDED																	
		Establish routine communication loop to gather info from MAGMA completers																		
	LINKED	Routinely survey employers to determine satisfaction with MAGMA graduates	DEVELOP SURVEY TOOL						SURVEY							SURVEY				
		Employers provide data on hiring or job movement of MAGMA graduates																		
		Create video demonstrating the impact MAGMA training had on graduates and employers																		
MAGMA Communication and Awareness																				
		Develop communication and awareness strategy; Identify who/where MAGMA inquiries are directed; and Develop "supporting partner of MAGMA" identifier																		
		Measure and publicize the impact of stakeholder involvement in MAGMA				DEVELOP EVALUATION METHOD			INITIAL MEASUREMENT			PUBLICIZE IMPACTS							UPDATE MEASUREMENT	
		Develop area within web site to post skills, job postings/openings, and student matching																		
		Increase use of social media, press releases, op eds, and earned media to promote MAGMA	ONGOING																	
		Increase MAGMA web-presence in areas visible to policy makers	ONGOING																	
		Publicize collaboration through the MAGMA web site and press releases	ONGOING																	
		Support public outreach and education in support of green mobility	ONGOING																	
		Collect success stories (through MWAS, employers, universities, etc.) and showcase on MAGMA web site					COLLECT STORIES	PUBLISH STORIES		COLLECT STORIES	PUBLISH STORIES		COLLECT STORIES	PUBLISH STORIES		COLLECT STORIES	PUBLISH STORIES		COLLECT STORIES	PUBLISH STORIES
		Create online clearinghouse for research within web site																		

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
MAGMA Communication and Awareness (Continued)																				
		Education institutions upload and share course materials and collaborative papers							ONGOING											
		Market the web site to outside institutions	ONGOING																	
		Link MAGMA certifications and credential information to other organizations web sites	ONGOING																	
		Identify meetings and events with policy makers in attendance and submit proposals/papers to speak at events	ONGOING																	
		Create government relations committee or team																		
		Coordinate meetings with government relations within each member company to increase awareness																		
		Create/groom a MAGMA/advanced propulsion technology education chapion (from the policy arena)																		
		Communicate with state legislators and the governor's office to inform about MAGMA and advanced propulsion technology education																		
		Connect with other states' version of MAGMA and field inquiries from education providers outside of Michigan	AS NEEDED																	

MAGMA Work Plan

Leadership Responsibility		Activities	Timeline																
			Jan 13	Feb 13	Mar 13	Apr 13	May 13	Jun 13	Jul 13	Aug 13	Sep 13	Oct 13	Nov 13	Dec 13	Jan 14	Feb 14	Mar 14	Apr 14	May 14	Jun 14
	KEY:			High Priority				Medium Priority				Low Priority								
Misc. Activities																				
		Identify and develop demonstration projects to connect to MAGMA	**ONGOING**																	
		Promote/incentivize student competition projects resulting in technical education papers	**ONGOING**																	
		Establish and implement an employer recruitment strategy																		
		Secure direct involvement of employers in specific MAGMA projects	**ONGOING**																	
		Commission a benchmarking study to show Michigan's rank in advanced propulsion technology education						**IDENTIFY FUNDING FOR STUDY**												
		Connect industry members to PhD and university researchers to serve as resources	**ONGOING**																	
		Industry provides adjuncts for research positions	**ONGOING**																	
		Develop a process to connect faculty to intership opportunities																		
		Identify funding/resources for MAGMA operations							**ONGOING**											