



Governor's Talent Investment Board Meeting

Board Book

Monday, September 19, 2016

10:00 a.m. - 1:00 p.m.

Jackson Area Career Center

6800 Browns Lake Road

Jackson, Michigan



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September, 2016, 10:00 a.m. – 1:00 p.m.

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AGENDA

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| I. | 10:00 a.m. | Welcome and Opening Remarks <ul style="list-style-type: none">Public Comment Opportunity | Mark Alyea, Chair |
| II. | 10:10 a.m. | Action Item: Consent Agenda <ul style="list-style-type: none">June 20, 2016 Meeting MinutesMichigan Training Connect (MiTC) Criteria | Dennis Argyle,
Vice Chair |
| III. | 10:15 a.m. | GTIB Committee Recommendations <ul style="list-style-type: none">Action Item: Resolution | Mark Alyea |
| IV. | 11:00 a.m. | Breakout Session with Michigan Works Agency! <ul style="list-style-type: none">Talent Pipeline Barriers | All |
| V. | 12:00 p.m. | Lunch <ul style="list-style-type: none">General discussions with MWA! Directors | |
| VI. | 12:30 p.m. | News from the Talent Investment Agency (TIA) | Stephanie Beckhorn,
Director, WDA |
| VII. | 12:50 p.m. | Closing Remarks | Mark Alyea |
| VIII. | 1:00 p.m. | Adjourn | |

Next meeting date and time: Wednesday, December 14, 2016, 10:00 a.m., Operating Engineers Local 324 Education & Training Center, 275 E. Highland Road, Howell, MI.

Governor's Talent Investment Board (GTIB) Meeting

June 20, 2016

10:00 a.m. – 1:00 p.m.

Mid-Michigan Community College
2600 South Summerton Road
Mt. Pleasant, Michigan

MEMBERS PRESENT

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

MEMBERS ABSENT

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

WELCOME AND OPENING REMARKS

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

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

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

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

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

ACTION ITEM: CONSENT AGENDA

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

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

TOP 10 IN 10 YEARS

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

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

Superintendent Whiston took questions from the GTIB members:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COMMITTEE ACTION PLANS

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

Committee 1- Increase career options for students

Main strategy: increase awareness of Michigan career opportunities

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

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

Committee 2- Align Training Funding with Employer Demand

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

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

Committee 3 – Improving Work-Based (WBL) Opportunities

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

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

Committee 4- Aligning and Integrating Curriculums

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

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

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

Committee 5- Sharing State Purchased Assets

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

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

Committee 6 – Expanding CTE-Type Training

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

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

Committee 7- Expediting the Return to Work

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

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

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

COMAI'S CORNER

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

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

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

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

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

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

CLOSING REMARKS

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

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

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

DRAFT

Michigan Training Connect (MiTC) Process and Procedures Summary

The Workforce Innovation and Opportunity Act (WIOA) requires state agencies to disseminate a list of eligible training providers for use by individuals pursuing training under Title I of the WIOA via Individual Training Accounts (ITAs). Per the WIOA Regulations, the Governor, in consultation with the state workforce development board, establishes the criteria, information requirements, and procedures, including procedures identifying the respective roles of the State and local areas, governing the eligibility of providers and programs of training services to receive funds through ITAs under Title I of the WIOA. The Governor may designate a state agency to assist in carrying out the process and procedures established. Michigan's proposed process and procedures are outlined in this summary document.

Developing and Disseminating the List of Eligible Training Providers – Role of the State

The State is responsible for managing and disseminating the list of eligible training providers. The State must perform the following required roles:

- Establishing eligibility procedures and clarifying State and local board roles and responsibilities;
- Establishing a mechanism for adding Registered Apprenticeship programs to the list and verifying registered status;
- Consulting with the State Board when establishing these procedures;
- Providing an opportunity for interested members of the public to make recommendations and submit comments regarding the eligibility procedure, including local boards;
- Determining whether the provider submitted accurate information, and taking enforcement action as needed;
- Disseminating the list to the local boards, the one-stop system, its partner programs, and the public;
- Determining if the State-established minimum performance levels for eligibility are met;
- Removing programs that do not meet State-established program criteria or performance levels for eligibility; and
- Establishing an appeals procedure for providers to appeal a denial of eligibility.

Developing and Disseminating the List of Eligible Training Providers – Role of the Local Areas

Local boards have statutorily required responsibilities related to eligible training providers, roles assigned by the Governor (State), and additional options for their local area.

- Local boards must work with the State to ensure that:
 - There are sufficient numbers and types of providers of career services and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities) serving the local area and

providing services that maximize consumer choice and lead to competitive integrated employment for individuals with disabilities; and

- Public dissemination of MiTC through the local one-stop system and its partner programs.
- Specific responsibilities such as:
 - Determining the initial eligibility of training providers,
 - Renewing eligibility of training providers, and
 - Considering the possible termination of a training provider due to the provider's submission of inaccurate eligibility and performance information or the provider's substantial violation of the WIOA.
- The local board may set additional eligibility criteria, information requirements, and minimum performance levels for local providers beyond what is required by the State. Any additional requirements established by the local board will only affect a program's eligibility and performance level eligibility requirements within that local area.
- Local boards may provide comment and input into the development of the State's eligible training provider procedure through the public comment process.

Eligible Providers of Training Services Under the WIOA

Eligible training providers include:

- Postsecondary institutions that:
 - Are eligible to receive funds under Title IV of the Higher Education Act (HEA) of 1965;
 - Provide a program that leads to an Associate's degree, Bachelor's degree, Master's degree, or certificate; and
 - Provide programs that are not funded under Title IV of the HEA.
- Entities that carry out programs under the National Registered Apprenticeship Act of 1937.
- Other public or private providers of training, which may include:
 - Vocational technical schools;
 - Joint labor-management organizations;
 - Private training companies;
 - Proprietary schools;
 - Labor organizations;
 - Employer organizations; and

- Eligible providers of adult education and literacy activities under Title II of the WIOA if such activities are provided in combination with occupational skills training.
- Local boards, if they meet the conditions of WIOA Section 107(g)(1).
- Community-based organizations or private organizations of demonstrated effectiveness that provide training under contract with the local board.
- Distance education programs, also known as e-learning and technology-based learning.

Eligible Training Programs Under the WIOA

A program of training services is defined by the WIOA as one or more courses or classes, or a structured regimen, that leads to:

- A recognized postsecondary credential;
- A secondary school diploma or its equivalent;
- Employment; or
- Measurable skill gains toward a credential or employment.

Required Information for Schools Pursuing Initial Eligibility

Required information consists of the following:

1. Provider contact information, consisting of:
 - The institution/organization name;
 - Address;
 - Telephone number;
 - Website address;
 - E-mail address;
 - Provider type (e.g., community college, career school, community-based organization, etc.); and
 - Documentation that supports the school's eligibility (e.g., proprietary school licensure, Title IV status, etc.).
2. Program-specific information, consisting of:
 - The Classification of Instructional Programs (CIP) Code;
 - Summary description of the training program;
 - Program duration;
 - Admission requirements;

- Credentials earned upon completion;
 - Accepted sources of financial aid;
 - The waiting period for entry into the program;
 - License fees for employment;
 - Program cost; and
 - Any other additional costs.
3. Program performance data (not required for new programs), including:
 - Completion or graduation rate.
 - Unsubsidized employment during the second quarter after exit (Minimum 64%).
 - Unsubsidized employment during the fourth quarter after exit (Minimum 70%).
 - Median earnings second quarter after exit (Minimum \$6,108).
 - Credential attainment within four quarters after exit (Minimum 50%).
 4. Information concerning whether the provider is in partnership with business. This could include information about the quality and quantity of employer partnerships.
 5. Information that addresses the alignment of the training with in-demand industry sectors and occupations, to the extent possible.
 6. Other information in order to demonstrate high quality training services, including whether or not the training program leads to a recognized postsecondary credential.

Required Information for Schools Pursuing Continued Eligibility

All eligible training providers must submit accurate and timely performance data and cost information yearly. This information is taken into account when establishing continued eligibility as part of the yearly review and renewal of eligibility for the provider and its program(s). The program-specific performance information submitted must include the following information, disaggregated by the local area being served, as applicable:

- Program performance data, including:
 - Unsubsidized employment during the second quarter after exit (Minimum 64%).
 - Unsubsidized employment during the fourth quarter after exit (Minimum 70%).
 - Median earnings second quarter after exit (Minimum \$6,108).
 - Credential attainment within four quarters after exit (Minimum 50%).
- Information identifying the recognized postsecondary credentials received by WIOA participants;

- Program cost information, including tuition and fees for WIOA participants in the program; and
- Information on the program completion rate for WIOA participants.

The State and local areas may also take into account additional factors, such as:

- Access to training services through the use of technology throughout the state, including rural areas.
- Information reported to state agencies on federal and state training programs other than programs within WIOA Title I-B.
- 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.
- 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.

Local areas have the discretion to consider local economic conditions and the economic and demographic characteristics of the individuals a training provider 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 minimum standards or will include an initial justification of below-standards performance. The local area reviewing the application reserves the right to determine whether or not the justification provided by the training provider is satisfactory for approval. If the initial justification of below-standards performance is not satisfactory to the local area, the reason for disapproval must be provided to the impacted training provider.

Overarching Requirements

Only providers who accept ITAs will have their programs placed on MiTC. All performance data must be verifiable and will be subject to audit. The State establishes minimum levels of

performance for training providers wishing to be placed on, or remain on, MiTC. Local areas may set higher levels of performance than the State minimums. Local areas must have a policy in place that indicates how performance will be measured in order to ensure that local performance standards are applied in a consistent and objective manner.

Application Process Overview

Training providers must submit an application to have their program(s) placed on MiTC. The application can be accessed online at [Michigan Training Connect \(MiTC\)](#). A training provider is required to submit program information for each program at each site at which the program is offered.

The State has delegated its approval authority to the local areas, with only two exceptions discussed below. Following a quality assurance review by the State, the application is then routed to the local area covering the area in which the training provider is located and/or the area in which the training program is offered. The local area reviews the application and if the training program meets all applicable criteria, the local area then approves the program for placement on MiTC and indicates their approval in the system. Once approved, the training provider's program(s) will be eligible to serve individuals with ITAs throughout Michigan.

State Quality Assurance Review

Quality control processes are in effect as each new training program is added to MiTC and as programs are reviewed for continued eligibility. Prior to submission of the training program to the local area for review, the State will conduct a quality assurance review of the training program for responsiveness to the required data elements, including performance data, and will check for typographical and grammatical errors. These standards are being applied to enforce minimum standards of quality without significant increases in the level of effort necessary to post program information on MiTC.

During this portion of the review process, the State will communicate with training providers and local areas by way of auto-generated e-mails. When a training program is approved by the State, the training provider is notified that the program has passed its quality assurance review and that the program has been forwarded to the local area for review. The local area will also receive an e-mail that the program has been submitted for their review and approval.

Local Area Review

The local area reviewer will apply the initial or continued eligibility standards, as appropriate, and approve or fail the program within 20 business days. Upon approval by the local area, the program(s) are placed on MiTC. For all training programs determined initially eligible for placement on MiTC, initial eligibility is granted for a 12-month period beginning on the date the initial program application is approved by the local area. Continued eligibility is determined annually thereafter.

If the local area determines that the training program(s) does not meet the eligibility requirements for initial or continued eligibility, the local area issues a denial notice within 20 working days. The denial notice clearly identifies the training program being denied and the specific reason(s) for its denial.

Approval of an eligible training provider does not guarantee that individuals will select the provider's training program(s) or that local areas will make referrals to the provider's program(s).

Reasons for Denial

A training provider's program(s) may be denied placement on MiTC for the following reasons:

1. Descriptive information about the training program is not complete.
2. Required performance data is not included with the application.
3. Inaccurate information regarding a program is intentionally supplied.
4. The training provider is not in good standing, as determined by the State or local area.

The denial notice will also advise the training provider of their right to appeal the decision within 30 working days from the date of the denial, following the established grievance and complaint procedures outlined in State policy.

Additional Requirements for Out-of-State Training Providers

An individual may choose a training provider located outside of the local area, and in some instances, located in other states. To be placed on MiTC, the out-of-state provider must be on its home state's eligible training provider list in order to be placed on MiTC. If the out-of-state provider provides only online instruction, the provider must be on the eligible training provider list for the state where the provider's main/home location is. If a provider has its home base out-of-state, but also has a physical location in Michigan, the provider must also be licensed as a Michigan proprietary school in order to receive approval for placement on MiTC.

Following quality assurance review by the State, out-of-state providers located within the bordering states of Indiana, Ohio, and Wisconsin will be reviewed as follows:

- Training providers in Indiana will be reviewed for approval by Michigan Works! Berrien-Cass-Van Buren.
- Training providers in Ohio will be reviewed for approval by the Southeast Michigan Community Alliance.
- Training providers located in Wisconsin will be reviewed for approval by the UPWARD Talent Council.
- All other out-of-state training providers will be reviewed for approval by the State.

Training providers located outside of the United States, including Canada, will not be approved as eligible training providers for placement on MiTC.

Approval Requirements for Registered Apprenticeship Programs

Registered Apprenticeship programs are not subject to the same application and performance information requirements as other providers since they already go through a detailed application and vetting procedure by the United States Department of Labor or State Approving Agency to become a Registered Apprenticeship program sponsor.

All Registered Apprenticeship programs are eligible for inclusion on MiTC. Registered Apprenticeship program sponsors that request to be placed on MiTC are automatically included, and will remain on MiTC as long as the program is registered or until the program sponsor notifies the State that it no longer wants to be included on MiTC. In addition to providing contact and program-specific information, all Registered Apprenticeship programs will be required to provide the following information for placement on MiTC:

- Occupations included within the Registered Apprenticeship program;
- The name and address of the Registered Apprenticeship program 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; and
- The number of active apprentices.
- Registered Apprenticeship program sponsors that do not provide the related technical instruction portion of the apprenticeship program, will be required to provide additional information about their education provider, including the cost of instruction.

The State will approve all Registered Apprenticeship programs for inclusion on MiTC. Local area review will not be required. States are required to develop a procedure to verify the status of Registered Apprenticeship programs as part of the State's yearly review of the eligible training provider list. Biannually, the State will work with the federal Office of Apprenticeships to obtain a listing of all Registered Apprenticeship programs that are either voluntarily or involuntarily deregistered.

Note: Being identified on MiTC as a Registered Apprenticeship sponsor does not signify that the sponsor is taking applications for apprenticeship or employment. Program sponsors determine individually when they will take applications.

Pre-apprenticeship programs do not have the same automatic status as Registered Apprenticeship Programs.

Removing a Training Provider from MiTC

The State is required to establish procedures for removing a provider from MiTC. Training providers may be removed under the following conditions:

- Inaccurate information regarding a program is intentionally supplied. Termination of eligibility will occur for a period of not less than two years. A provider whose eligibility is terminated under these conditions will be liable to repay, from non-federal funds, all WIOA training funds received during the period of non-compliance. To be reinstated on the MiTC, the training institution must reapply under continued eligibility procedures, retain their Title IV status, retain licensure, and meet all performance measures.
- It is determined that a training provider has substantially violated any requirements of the WIOA. The provider's eligibility to receive funds for the program(s) in question will be terminated for a period of not less than two years.

- If a training provider does not apply for continued eligibility, they will be removed from MiTC.
- If a training provider fails to meet or exceed established performance levels, the provider's eligibility may be suspended for a period of not less than two years. At the end of the two year period, the provider would have to reapply under the continued eligibility provisions. The provider would only be placed back on MiTC following a determination by the local area that performance is now at an acceptable level.
- A training provider substantially violates the terms outlined in a training agreement with a local area or one of its subrecipients. The provider may be considered to be in non-compliance as defined under Section 122(f) of the WIOA and thereby subject to removal from MiTC. An example of a substantial violation may include, but is not limited to, ceasing operations prior to delivering all training services.

Providers removed from MiTC must be afforded the opportunity to appeal the removal. The training provider has the right to appeal their removal from MiTC within 30 working days from the date of the revocation, following established State policy.

RESOLUTION OF THE GOVERNOR'S TALENT INVESTMENT BOARD

September 19, 2016

The role of the Governor's Talent Investment Board (GTIB) is to facilitate improvements in the labor market climate in the State of Michigan that enhance the incomes and career opportunities for Michigan residents. With its majority of employers, GTIB uniquely mixes the voices of the business community with government.

The GTIB has identified significant opportunities to prepare Michigan K-14 students for today's advanced skills careers which are higher paying than ordinary entry-level positions and can be achieved without a full four-year degree.

The GTIB strenuously encourages the following improvements in the K-14 system in the state.

1) Identify and verify local in-demand, high-paying, and advanced skills job opportunities using state and regional business, workforce, and labor market information.

- Verify labor market information with local employer or association engagement.
- Require annual reviews of programs to ensure that state funded CTE programs are responsive to local job opportunities which do not require advanced degrees.

2) Increase career option awareness of Michigan middle and high school students, parents, teachers, and counselors.

- Promote education and outreach with employer-engaged career exposure beginning in middle school
- Enhance or create marketing materials and social media to promote career awareness.
- Identify funding sources for career marketing

3) Increase work-based learning opportunities including hands-on experience.

- Identify and communicate best practice program.
- Improve employer understanding of youth workplace rules.

4) Align high school, adult education, community college, and post-secondary curriculums to focus on attainment of career goals.

- Increase coordination between employers and K-14 to ensure students are prepared for local, high-paying advanced skill jobs.
- Eliminate barriers to K-14 for pursuing CTE/Early Middle College programs

5) Require all state-funded skills training programs to justify and share state-purchased assets.

- Provide language within State of Michigan Request for Proposals and Policy Issuances requiring equipment purchased with state funding be shared between multiple educational entities to maximize utilization of such equipment.
- Require evidence that employer engagement and input is driving the funding request.

6) Expand availability of CTE-type training for remote and other geographically disadvantaged students.

- Increase the expansion of high-speed broadband access in Michigan, particularly in rural Michigan.
- Investigate on-line and structured interactive programs for use by students that can't otherwise attend CTE programs in person. (Australia model).
- Publish list of available Michigan CTE programs, including location and brief description.
- Build CTE credits in state standards.
- Send CTE funding information and success stories to all school superintendents, ISD administrators, CTE administrators and school boards.

The GTIB recognizes its close partnership with the Michigan Department of Education (MDE) and understands that the MDE cannot achieve these changes alone. As such, the GTIB resolves to provide full support for the development and implementation of these priorities, securing employer engagement.

Proposed

GOVERNOR'S TALENT INVESTMENT BOARD

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(Business)

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Knight Facilities Management, Inc.
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Stephanie Beckhorn, Director
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(State Agency- core programs)

Thomas Begin
Consumers Energy
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Kenyatta Brame, Executive Vice President
Cascade Engineering
(Business)

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Office of Governor Rick Snyder
(Governor Snyder Designee)

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(State Agency- ex-officio)

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Wayne County District 11
(Chief Elected Official)

Mike Hansen, President
Michigan Community College Association
(Advisor)

Senator Ken Horn, State Senator (R-Frankenmuth)
Michigan State Senate, 32nd District
(State Senator)

Suzanne Howell, Director
Michigan Rehabilitation Services
(State Agency-core programs)

Representative Brandt Iden, State Representative (R-Portage)
Michigan House of Representatives, District 61
(Michigan House of Representatives)

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Accident Fund Holdings, Inc.
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Nick Lyon, Director
Department of Health and Human Services
(State Agency- ex-officio)

Sharon Moffett-Massey, Director
Unemployment Insurance Agency
(Advisor)

John Moll, CEO
Gemini Group
(Business)

Donald O'Connell
Operating Engineers Local 324
(Labor/Apprenticeships)

Jason Palmer, Bureau Director
Bureau of Labor Market Information and Strategic Initiatives, Department of Technology, Management, and Budget
(Advisor)

Douglas Parkes
Kellie's Hallmark Shop
(Business)

William Peterson
United Auto Workers
(Labor/Apprenticeships)

Tony Retaskie, Executive Director
Upper Peninsula Construction Council
(Labor/Apprenticeships)

Brad Rusthoven, Human Resources Manager
Franchino Mold and Engineering
(Business)

Conan Smith, Washtenaw County Commissioner
Washtenaw County District 9
(Chief Elected Official)

Wanda Stokes, Director
Talent Investment Agency
(State Agency- ex-officio)

Zane Walker, President
Michigan State Building and Construction Trades Council
(Labor Organization)

Brian Whiston, State Superintendent
Michigan Department of Education
(State Agency- ex-officio)

Gregory Winter, President
Omni Metalcraft Corporation
(Business)

Elaine Wood, Chief Executive Officer
Networks Northwest
(Community Based Organization)

Vacant:
Youth organizations
Business