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Overview

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the Secretary of the U.S. Department of Labor that outlines a four-year strategy for the State’s workforce development system. The publicly-funded workforce development system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all job-seekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to 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 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 WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

Options for Submitting a State Plan

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult program (Title I of WIOA),
- the Dislocated Worker program (Title I),
- the Youth program (Title I),
- the Adult Education and Family Literacy Act program (Title II),
- the Wagner-Peyser Act program (Wagner-Peyser Act, as amended by title III), and
- the 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 WIOA’s core programs plus one or more of the Combined 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 and III of this document) where specified, as well as the program-specific requirements for that program where such planning requirements exist separately for the program. The Combined State Plan partner programs are—
• Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
• Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
• Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
• Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
• Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
• Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
• Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
• Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
• Employment and training activities carried out by the Department of Housing and Urban Development
• Community Services Block Grant Program (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))

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

How State Plan Requirements Are Organized

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

• The Strategic Planning Elements section includes analyses of the State’s economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State’s workforce development system and alignment strategies for workforce development programs to support economic growth.
• The Operational Planning Elements section identifies the State’s efforts to support the State’s strategic vision and goals as identified in the Strategic Planning Elements section.
This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:

- State Strategy Implementation,
- State Operating Systems and Policies,
- Assurances, and
- Program-Specific Requirements for the Core Programs, and
- Program-Specific Requirements for the Combined State Plan partner programs. (These requirements are available in a separate supplemental document, Supplement to the 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.* States must develop strategies that look beyond strategies for the general population and develop approaches that also address the needs of target populations.

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

**Executive Summary**

The following is Michigan’s Unified State Plan, which meets the requirements described in the WIOA, the WIOA Proposed Rules, and other published federal guidance. A four-year strategy for the core programs is outlined in the Plan. The core programs include:

- The Adult Program (Title I);
- The Dislocated Worker Program (Title I);
- The Youth Program (Title I);
- The Adult Education and Family Literacy Act Program (Title II);
- The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by Title III); and
- The 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 Strategic Planning Elements section of the Plan includes analyses of the state’s economic conditions, workforce characteristics, and workforce development activities. These analyses, as prepared by the Department of Technology, Management and Budget’s Bureau of Labor Market Information and Strategic Initiatives, drive the required vision and goals for the State’s workforce development programs to support economic growth. 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.
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, which includes how the State Board will implement its functions as required under the WIOA and how the State will implement the State’s strategies as identified in the Strategic Planning Elements section;
- State Operating Systems and Policies, which includes State operating systems that support the coordinated implementation, data collection, and reporting process used for all program activities, State policies, assessment of all core programs, funding distribution, data alignment and integration between core programs, and performance accountability;
- Common assurances, for all core programs; and
- Program-Specific Requirements for each of the core programs.

When responding to the plan requirements, States must identify specific strategies for coordinating programs and services for target populations. While discussion of and strategies for every target population is not expected, States are required to address as many as are applicable to their state’s population and look beyond strategies for the general population.

How the Strategies in the Unified State Plan Support the State’s Vision:

The Governor's 2015 State of the State address outlined his priorities for his second term. His overall priority places an emphasis on putting people first, with the goal of helping all Michiganders succeed, no matter their stage in life. This priority will be accomplished through collaboration and cooperation to restructure State government, resulting in an effective, efficient, and accountable government that better serves its citizens.

The following key actions necessary to continue Michigan’s reinvention include:

- Revolutionizing how government operates by reducing bureaucracy and inefficiencies in the system through restructuring government by combining talent and workforce operations;
- Focusing on early childhood education (prenatal through the third grade) by improving early literacy by providing half-day pre-school opportunities across the state. Proficiency in third grade reading is an early indicator of having a skilled workforce that is imperative to making Michigan stronger;
- Focusing on K-12 education to improve achievement in Michigan schools by improving efforts to nurture and educate our youth from prenatal and beyond;
- 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 science, technology, engineering, and math education, and by investing in skilled trades training and career tech education opportunities;
• Creating Prosperity Regions across the state, thereby allowing local areas to devote their resources to leverage State resources that help create more and better jobs and training;
• Assisting the structurally unemployed by offering services tailored to meet individual needs;
• Providing one-stop shopping for veterans; and
• Increasing accountability through measuring outcomes and results.

Created by Executive Order 2015-11 in April 2015, the Governor’s Michigan Future Talent Council is a business majority led board of industry executives, legislators, labor officials, education leaders, local elected officials, state agency directors, and other representatives consistent with the provisions of the WIOA Section 101(b). The Governor’s Michigan Future Talent Council plays a vital role in bringing citizen involvement, engagement, and oversight to the State's talent enhancement efforts, and serves as a catalyst for talent enhancement and economic development entities. The Governor’s Talent Investment Board recommends policies to the Governor and state departments that guide workforce investment and training at both the state and local levels. The Governor’s Talent Investment Board is the principal private-sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals. The Governor’s Michigan Future Talent Council has established the following strategic priorities to guide its work:

• Educate students, parents, job seekers, teachers, counselors, and administrators about local in-demand careers and prepare students for those careers.
• Expand awareness of and access to adult learning opportunities to qualify for local in-demand careers.

In alignment with Governor Snyder’s priorities and the Governor’s Michigan Future Talent Council's priorities, Michigan’s Unified State Plan includes the following strategies:

**Jobs Strategy:** Our jobs strategy is integrated into the Governor’s overall strategic plan for Michigan’s reinvention. Michigan’s primary workforce development strategy is a demand-driven system that focuses on aligning all efforts, initiatives, programs, and funding around key industry clusters. 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 WIOA. Our workforce programs are being implemented with innovation and efficiency in mind to deliver results-driven training and services in order to provide more and better jobs, assist employers with their workforce training needs, and revitalize our education system to better prepare youth.

**Talent Enhancement Strategy:** Our talent enhancement strategy involves the alignment of economic development efforts at the Michigan Economic Development Corporation with workforce development efforts at the Department of Labor and Economic Opportunity. “Talent” is the education and work experience that employees bring to a job. “Enhancement” is the role the State of Michigan plays in improving the state’s overall workforce pool. Talent enhancement efforts include: 1) talent development, 2) talent recruitment and attraction, 3) talent connections,
4) talent-based job creation and entrepreneurship, along with 5) workforce system reforms implemented by the Department of Labor and Economic Opportunity.

**Strategy for Youth:** Career Preparation and Inspiration initiatives are used to ensure that every middle school student participates in a program to introduce them to local in-demand careers. Preparation for those careers may include job shadowing, talent tours, and internships. Other activities funded through the WIOA Youth program may include Jobs for Michigan’s Graduates and Youth Build programs in selected areas of the state.

Career and Technical Education programs operated through the Michigan Department of Education are also part of our State strategy to introduce students to local in-demand careers. Secondary and post-secondary career and technical education programs provide work-based learning experiences and support workforce development by prioritizing funding to instructional programs where there are job openings, successful placement of students in those jobs, and wages that are self-sustaining.

Other partner programs include the Martin Luther King Jr. — Cesar Chavez — Rosa Parks initiative and Career Pathways administered through the Adult Education and Family Literacy Act programs (Title II), and Pathways to Potential administered through the Department of Health and Human Services/Vocational Rehabilitation (Title IV) programs.

**Strategy for Adult Learners and Employers:** The Department of Labor and Economic Opportunity will spearhead the Governor’s talent enhancement initiatives, which are critical to Michigan’s economic prosperity. The Department of Labor and Economic will be the State’s leader in evaluating and implementing services and programs related to talent, such as job preparedness; career-based education; skilled trades training; incumbent worker training; employment assistance; science, technology, engineering, and math training programs; and programs designed to help the unemployed. By putting all talent investment efforts under a single agency, Michigan can leverage its ability to build talent that possesses in-demand skills while helping our state’s businesses grow.

Michigan’s Unified State Plan includes an emphasis on work-based learning and career opportunities, such as the Michigan Industry Cluster Approach and Michigan Apprenticeships, Internships, and Mentoring. Work-based learning will move Michigan’s workforce system to a more demand-driven system through the development of industry-based partnerships that promote the economic health and welfare of regional area businesses and workers through engagement of local employers to provide direct information on in-demand jobs, skill sets required, training program requirements, and candidate assessment factors to improve successful transition from training to long-term employment. Stimulating the development of industry clusters, based on sound labor market information data, supports the overall goal of providing Michigan employers with a highly-skilled workforce and Michigan citizens with careers providing good wages and increased opportunities.

The Skilled Trades Training Fund provides competitive state funds for employer responsive training that enhances talent, productivity, and employment retention, while increasing the quality and competitiveness of Michigan’s businesses. The Skilled Trades Training Fund ensures Michigan’s employers have access to the talent they need to compete and grow, and individuals have the skills they need for in-demand jobs. Collaboration between Michigan Works! Agencies,
economic development, and educational partners is essential to achieve demand-driven training that addresses the talent shortages hampering the growth of Michigan’s priority industries.

The Community College Skilled Trades Equipment Program makes state funding available to community colleges to upgrade their facilities with new machinery and technologies to ensure Michigan community colleges can deliver educational programs in high-wage, high-skill, and high-demand occupations. Awards are made through a competitive process and require a cash match of 25 percent from the community college.

**Coordination with Economic Development Strategies and Activities:** By developing positive and cooperative relationships with state agencies such as the Unemployment Insurance Agency, the Department of Health and Human Services, the Department of Education, Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, and others, we can better serve our business customers and job seekers through unduplicated, coordinated services. By establishing common practices across the Talent System, we can ensure that our business customers as well as job seekers will have consistent quality of service, no matter where they enter the system. The Department of Labor and Economic Opportunity will work co-operatively with Talent System partners to implement common practices across regions, track performance, and measure employers’ and job seekers’ level of satisfaction to ensure consistent quality of service.

**Prosperity Regions:** The Regional Prosperity Initiative will ensure that the State of Michigan is investing in the success of our regions, their local communities, and our economy in ways that are meaningful to the people who are working, playing, and doing business here every day. This will ensure that our finite resources are being used wisely. As a result of collaborative efforts for regional prosperity, the state will also be better equipped to attract and retain the talent that is so essential to remaining globally competitive. Finally, strong regions will give the state a new avenue by which to deliver state services that is more efficient and responsive to the needs of the regional economy. As federal dollars become scarcer, this helps to ensure that available resources have the greatest impact possible for both job creators and seekers.

**Improved Performance and Accountability:** The Governor’s Michigan Future Talent Council will work with the Michigan Department of Labor and Economic Opportunity to meet regulatory responsibilities as prescribed by federal statute and regulation, including the development and updating of comprehensive state performance and accountability measures to assess the effectiveness of core programs.

Michigan Works! Agencies will provide the Unemployment Insurance Agency Work Test for claimants to ensure they are able to work, seeking work, and have not refused suitable work and provide 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. Michigan Works! Agencies are also partnering with the Unemployment Insurance Agency to deliver the Re-employability Eligibility Assessment 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 re-employability assessments if employment has not been acquired. These re-employability assessments consist of re-employment services that are more intense and include follow-up case management services.
I. WIOA State Plan Type

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. Yes

Combined State Plan. This plan includes the Adult, Dislocated Worker, Youth, Wagner-Peyser Act, Adult Education and Family Literacy Act, and Vocational Rehabilitation programs, as well as one or more of the optional Combined State Plan partner programs identified below. No

Combined Plan partner program(s)

Indicate which Combined State Plan partner program(s) the State is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) No

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) No

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) No

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No
II. Strategic Elements

The Unified or Combined State Plan must include a Strategic Planning Elements section that analyzes the State’s current economic environment and identifies the State’s overall vision for its workforce development system. The required elements in this section allow the State to develop data-driven goals for preparing an educated and skilled workforce and to identify successful strategies for aligning workforce development programs to support economic growth. Unless otherwise noted, all Strategic Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs.

a. Economic, Workforce, and Workforce Development Activities Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions, economic development strategies, and labor market in which the State’s workforce system and programs will operate.

1. Economic and Workforce Analysis

A. Economic Analysis

The Unified or Combined State Plan must include an analysis of the economic conditions and trends in the State, including sub-State regions and any specific economic areas identified by the State. This must include-

i. Existing Demand Industry Sectors and Occupations

Provide an analysis of the industries and occupations for which there is existing demand.

ii. Emerging Demand Industry Sectors and Occupation

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 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

Introduction

The Workforce Innovation and Opportunity Act (WIOA) of 2014 presents an extraordinary opportunity to improve job and career options for Michigan’s workers and jobseekers through an integrated, job-driven public workforce system that links diverse talent to businesses. Michigan’s WIOA Unified State Plan demonstrates how our workforce development system is strengthened through innovation and improvement in, and alignment with, employment, training, and education programs. The Michigan Department of Labor and Economic Opportunity is eager to collaborate with partners at all levels to bring a seamless service delivery system to all jobseekers and employers utilizing our One-Stop System.

Michigan faces several challenges in workforce and economic development. These include:
• Reducing unemployment and the number of long-term unemployed;
• Creating a higher-skilled talent pool in Michigan by improving educational attainment and worker training;
• Stimulating job creation; and
• Training and attracting the talent base needed by Michigan’s growth sectors.

To address these challenges, a detailed understanding of the state’s labor market trends is critical. This includes information on and analysis of Michigan’s industry structure, growth industries and occupations, high-demand critical sectors, the demographic changes occurring in the state’s labor pool, and the skill sets needed for the jobs expected to drive future Michigan employment expansion.

B. Workforce Analysis

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 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. ** Veterans, unemployed workers, and youth, and others that the State may identify.

i. Employment and Unemployment

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

ii. Labor Market Trends

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

iii. Education and Skill Levels of the Workforce

Provide an analysis of the educational and skill levels of the workforce.

iv. Skill Gaps

Describe apparent ‘skill gaps’.

LABOR FORCE, EMPLOYMENT, AND UNEMPLOYMENT

RECENT MICHIGAN TRENDS
Michigan’s labor market situation in 2016 was solid. The state’s annual jobless rate declined by a half percentage point from 5.4 percent in 2015 to 4.9 percent in 2016. With the 2016 annual rate reduction, Michigan’s annual unemployment rate fell for the seventh consecutive year dating back to 2010. From the recent annual peak rate of 13.7 percent recorded in 2009, the state’s annual rate dropped by 8.8 percentage points. Michigan’s 2016 jobless rate was tied for the fifth lowest recorded since 1976.

Michigan in 2015 and 2016 entered a rare period for the state, with unemployment rates comparable to the national rates. Prior to 2015, Michigan’s rates were similar (or below) the national rates in only one other time frame in the current series. From 1993 through 2000, Michigan and the United States displayed comparable unemployment rates. In recessionary periods (1980-1982, 1991, 2001, and 2007-2009), Michigan’s jobless rates jumped well above the national rates. From 2003 to 2006, Michigan’s rates plateaued at around 7.0 percent while the United States rates declined from 6.0 percent in 2003 to 4.6 percent in 2006. Generally, in non-recessionary periods, Michigan’s rates remained above United States rates primarily due to various periods of restructuring within the state’s auto industry.

**EMPLOYMENT AND LABOR FORCE**

During 2016, total employment rose by 99,000, or 2.2 percent in the state, which was stronger than the national growth rate of 1.7 percent over the same period. 2016 marked the third consecutive year that Michigan’s annual total employment advances topped 90,000.

From 2010 to 2016, total employment rose in Michigan by 405,000, or 9.7 percent, which outpaced the national growth rate of 8.9 percent over the same period. However, Michigan’s 2016 total employment level remains well below the record high count of 4,996,000 posted in 2000.
Like total employment, Michigan workforce levels have been trending upward recently. The labor force is the sum of all employed persons and the number of unemployed. Michigan’s labor force increased by 80,000, or 1.7 percent from 2015 to 2016, while the national workforce grew by 1.3 percent.

However, Michigan’s recent annual labor force gains did not occur until several years after the state began recording annual advances in total employment, and these labor force increases have been much more modest than the state’s total employment additions.
Since 2010, the state’s workforce moved upward by only 38,000 or 0.8 percent, well below the United States growth rate of 3.4 percent over the same period.

Although the strong 2016 labor force gain of 80,000, or 1.7 percent, may bode well for short-term trends in Michigan, the 2016 total of 4,837,000 remains far below pre-recession levels. From 2006 to 2016, Michigan’s labor force fell by 174,000, or 3.5 percent. Total employment in 2016 was 60,000, or 1.3 percent below 2006 levels.

Related to the state’s labor force, an additional indicator of labor market health is the state’s Labor Force Participation Rate (LFPR). The LFPR is the share of the state’s 16 and older civilian non-institutionalized population that is active in the labor force.

Michigan’s LFPR, although up over the year in 2016, has not recovered to pre-Great Recession levels. Michigan’s participation rates were trending downward prior to the recession, from a record state high of 68.7 percent in 2000. Along with the major impact the Great Recession had on the state’s labor market, a good portion of the LFPR’s decline over the past decade has been due to the aging of the Michigan labor pool. With large numbers of workers retiring or nearing retirement, labor force participation will be held down into the next decade.

UNEMPLOYED

The number of unemployed in Michigan declined moderately from 2015 to 2016 after recording enormous drops in the post-recession recovery period.

In the aftermath of the 2001 recession, precipitated by restructuring in the state’s auto industry, the number of unemployed in the state plateaued at about 350,000 from 2003 through 2007. With the advent of the Great Recession, the number of unemployed nearly doubled from 2007 to 2009 in Michigan. From the trough of the recession in 2009 to 2016, the number of unemployed in the state fell by 432,000, or 65 percent. Unemployed levels in 2015 and 2016 were the lowest for the state since 2000.

From mid-year 2015 through 2016, Michigan’s unemployment rate remained within the narrow band of 4.8 to 5.2 percent. The rates have essentially been flat over the last year and a half due to the continued entry and re-entry of unemployed individuals into the state’s workforce as job prospects continue to improve.

It is important to note that an improving economy since the Great Recession does not explain all of the variations observed in Michigan unemployment rates since 2010. A number of dynamics have been in play over those years, including:

(2010-2011) Labor force withdrawal: A large number of Michigan residents pulled out of the state’s workforce during the Great Recession. Many of these potential workers stopped looking for work because they believed there were no jobs available. A large portion of the state jobless rate reductions that occurred in the first years of the post-recession period was due to continued labor force withdrawal.

(2012-2014) Modest employment gains: Beginning around 2012, employment in Michigan began to rise modestly, however it wasn’t until 2013 that the state’s labor force began to expand. This meant that jobless rates finally began to fall primarily due to job gains.
(2015-2016) Continued jobless rate reductions with faster workforce growth: With continued statewide employment gains and a corresponding acceleration of labor market entry, Michigan’s unemployment rates continued to fall, reaching 4.9 percent in 2016.

MICHIGAN’S UNEMPLOYMENT RATE RANKINGS

Unemployment rate rankings show how Michigan’s yearly rates compare to other states. As of 2016, Michigan’s jobless rate was in the middle range of states, as it matched the national rate of 4.9 percent. Prior to 2015, Michigan’s annual jobless rates were generally among the highest in the nation dating back to 2001.

A MEASURE OF UNDEREMPLOYMENT

An important indicator of labor market slack is a specific measure of labor underutilization known as the U-6 rate. This indicator reflects not just the unemployed, but other persons as well with underemployment issues. The U-6 counts:

- the number of unemployed
- the number of persons marginally attached to the labor force
- persons who are involuntary part-time workers

Marginally attached workers are an important group, because they represent a potential labor supply that is not currently utilized. These are persons who are not currently looking for a job but who want a job, who are available for work, and who have looked for a job sometime in the prior 12 months. Involuntary part-time workers are individuals working part time because their hours have been cut, or those working part-time who would prefer full-time work.

Figure 1-8 provides a comparison of Michigan unemployment rates by gender and shows that male and female unemployment rates were similar in Michigan in the pre- and post-recession periods. However, during the Great Recession, increased unemployment was most pronounced for males. This was primarily due to the fact that male-dominated industries like Manufacturing
and Construction recorded some of the sharpest job reductions relative to other industry sectors over this period.

![Figure 1-8. Michigan Jobless Rates by Gender](image)

Michigan’s U-6 rate peaked in 2009 at just over 21 percent. However, by 2015, the U-6 fell below pre-recession rates and stood at just over 10 percent in 2016. The involuntary part-time component to the U-6 fell dramatically since 2009. In 2009, involuntary part-time workers numbered 329,000 in Michigan, but dropped sharply to 210,000 by 2016, for a drop of 119,000 or 36 percent. The number of marginally attached workers in Michigan has dropped by nearly half since the 2009-2012 period from around 111,000 to about 58,000 in 2016.

**DEMOGRAPHICS OF THE UNEMPLOYED**

In addition to an understanding of the labor market trends in Michigan in recent years, it is also important to examine the demographic characteristics of the unemployed. Labor force demographics for Michigan are available from the Current Population Survey, which is a product of the Bureau of Labor Statistics (BLS) in conjunction with the U.S. Census Bureau.

![Figure 1-9. Michigan Jobless Rates by Age Group](image)
Figure 1-9 displays jobless rates for the various age groups in Michigan. Michigan’s overall unemployment rate in 2006 was 7.0 percent, which was 2.1 percentage points above the 2016 annual rate of 4.9 percent. Unemployment rates for most age categories followed the statewide trend. Jobless rates fell a bit faster than average for those aged 35-34. Those who are 65 and older actually recorded a jobless rate increase of 2.1 percentage points from 2006 to 2016.

Some of these jobless rate changes by age category can be explained by shifts in workforce size. The unemployment rate hike in the 65 and older age group coincided with a large jump in this age group’s labor force. From 2006 to 2016, the 65+ labor force increased by 69 percent. With many more 65 and older workers actively seeking employment, the jobless rate was pushed up to 4.5 percent in 2016. Michigan’s overall labor force from 2006 to 2016 fell by 240,000, or a loss of 4.7 percent.

Two age groups have borne the brunt of the state’s large labor force withdrawal since 2006; the 35-44 and 45-54 cohorts. These two age groups make up two-thirds of what are considered the
prime working age population. The other prime working age group, 25-34 year olds, recorded little change in workforce size from 2006 to 2016.

Like the 65 and older group, the 55-64 age cohort posted a large labor force gain over this period. The large labor force advances in both the 55-64 and 65 and over groupings illustrate the aging of the Michigan workforce as the Baby Boomer generation nears retirement age.

**TRENDS TO WATCH**

One important trend to watch in the near future is the aging of the Michigan workforce. The share of the workforce in the prime working ages has fallen in the last ten years and will likely continue to fall. Yet, the share of the population 65 and older will rise rapidly in Michigan, and the rate of participation of older workers has historically been well below average. Crucially, the fact that there will be more workers in future years retiring and moving out of the state labor pool than younger workers entering the job market has the potential to result in labor shortages.

Beyond the aging of the workforce, another important trend that requires attention is the labor market performance of specific populations. Despite recent improvements in the Michigan economy, labor market data clearly show that certain segments of the state labor market still have challenges. In particular, youth, minorities, and persons with lower levels of educational attainment consistently register higher than average rates of unemployment in Michigan.
Total nonfarm employment in Michigan grew by 82,100 during 2016 (+1.9 percent) to 4,325,600. This was slightly above the 1.7 percent job advance nationally for this period. In Michigan, 2016 marked the sixth consecutive year of payroll job expansion with 10 of the state’s 11 broad industry sectors contributing. The 1.9 percent job gain in 2016 exceeded the prior year rate of job expansion and was similar to the trends from 2012-2014.

The 2016 performance was fairly balanced between the first and second half of the year. Between January and June, on a seasonally adjusted basis, total Michigan nonfarm payroll jobs grew by 45,700. Job levels rose by a very similar 46,700 in the second half of 2016 (July through December). Job growth during 2016 averaged 7,700 jobs per month, with May reporting the only seasonally adjusted monthly job decline. The largest seasonally adjusted monthly job hike occurred in October (+24,100 jobs). Gains were broad based in October, but were notably strong in Food services and drinking places and Construction.

**Figure 1-13. Michigan Jobless Rates by Educational Attainment 2016**


**INDUSTRY TRENDS MICHIGAN**

**2016 NONFARM JOB TRENDS**

**Figure 2-1. Michigan Monthly Job Change 2016**

The broad Michigan industry sectors that led the stronger rate of job additions in 2016 included Financial activities, Education and health services, Leisure and hospitality, and Other services. Employment in the first three major industry groups experienced an increased rate of growth during 2016, while Other services reversed two years of job declines.

One limiting factor on nonfarm employment expansion during 2016 was the continued slowdown in job growth in the state’s Transportation equipment manufacturing industry. Post-recession annual job advances in this sector reached a peak of 10.6 percent in 2011, but have steadily moderated since then to a job gain of only 3.6 percent in 2016. The healthy auto sector has added over 43,000 jobs to the Michigan economy since 2011, but as the economic recovery has matured the pace of job gains have slowed.

SELECT INDUSTRIES WITH ABOVE AVERAGE JOB GROWTH IN 2016

Construction

The fastest rate of job growth in Michigan took place in the Construction sector (+4.9 percent). The three component sectors of Construction of buildings (+7.6 percent), Heavy and civil engineering construction (+4.9 percent), and Specialty trade contractors (+4.0 percent) all contributed to this gain. In comparison, Construction payrolls nationally grew by 3.9 percent during 2016, falling short of the statewide pace.

Leisure and Hospitality

This broad sector added 12,000 jobs in 2016 for a strong 2.9 percent growth rate. Nearly all of these jobs were added in the Accommodation and food services subsector (+10,900 jobs), and key to this growth was significant job expansion in Restaurants and other eating places. Employers in the Arts, entertainment, and recreation subgroup added 1,100 jobs during the year. Nationally, employment rose by a similar 3.0 percent in 2016.

Financial Activities

Employment in the Financial activities sector rose by 5,700 in 2016 (+2.7 percent). This marked the 6th consecutive year of job growth in this broad industry group. Both the Finance and
insurance (+4,200 jobs) and Real estate and rental and leasing (+1,500 jobs) sectors contributed to this expansion. Nationally, employment levels advanced by 2.0 percent.

**Manufacturing**

Employment levels in the *Manufacturing* sector rose by 12,600, or 2.1 percent. This was significantly above the 0.1 percent growth nationally. Payroll gains were recorded in both the *Durable goods* (+7,700 jobs, +1.7 percent) and *Non-durable goods* (+4,800 jobs, +3.4 percent) subsectors. The state’s key *Transportation equipment manufacturing* sector added 6,200 jobs (+3.6 percent) during 2016 while employers in the *Furniture and related products manufacturing* industry added 900 jobs (+4.4 percent). Notable job growth in the *Nondurables* sector was reported in *Food manufacturing* (+1,600 jobs, +4.7 percent) and the automotive-related *Plastics product manufacturing* (+1,600 jobs, +4.6 percent).

**Professional and Business Services**

Payrolls in the broad sector moved up by 12,700 or 2.0 percent in 2016, an increase similar to 2015 and 2014. The largest job gains were reported in the *Professional and business services* subsector (+9,100). The employment growth in this industry was driven by the automotive-related component industries of *Architectural, engineering, and related services* (+3,000 jobs) and *Computer systems design and related services* (+1,300 jobs). *Management of companies and enterprises* and *Temporary help services* were examples of other component industries with annual job additions as well. Nationally, jobs in this broad sector grew by 2.6 percent in 2016.

**Education and Health Services**

Job levels increased by 12,800 or 2.0 percent in this broad sector during 2016. All of this growth took place in the *Health care and social assistance* (+13,700 jobs) subsector. The majority of these gains were in *Hospitals* (+6,100 jobs) and *Ambulatory health care services* (+4,100 jobs). Payrolls in the *Educational services* subsector declined modestly by 900 during the year. Nationally, total nonfarm employment rose by 2.7 percent in 2016.
SELECT INDUSTRIES WITH BELOW AVERAGE JOB GROWTH IN 2016

Other Services

The employment level in this broad sector grew by 2,300, or 1.4 percent during 2016 and job gains in *Personal and laundry services* (+1,800 jobs) and *Repair and maintenance* (+1,300 jobs) outpaced a decline in *Religious, grantmaking, civic, and similar organizations* (-800 jobs). This was the largest yearly advance in jobs in this broad sector since 2002.

Nationally, payrolls rose by 1.1 percent in 2016.

Trade, Transportation, and Utilities
Job levels in this broad industry sector advanced in Michigan by 9,900 or 1.3 percent in 2016. This matched the national job growth rate. In Michigan, the Retail trade subsector recorded the largest gains (+4,700 jobs, +1.0 percent) followed by Transportation, warehousing, and utilities (+2,800 jobs, +2.1 percent), and Wholesale trade (+2,500 jobs, +1.5 percent). Within the Retail sector the largest job advances were reported in General merchandise stores, Health and personal care stores, and Motor vehicle parts and parts dealers. Other subsectors to record notable job additions in 2016 included Merchant wholesalers, nondurable goods (+1,200 jobs), Merchant wholesalers, durable goods (+1,100 jobs), and Truck transportation (+1,000 jobs).

**Government**

Public sector payrolls increased by 6,500, or 1.1 percent in 2016. Nearly half of these jobs were added in the State government educational services sector (+3,200 jobs). Nationally, employment levels moved higher by 0.9 percent in 2016.

**Mining and Logging**

The Mining and logging sector recorded a 6.5 percent decline in employment due to a major mine closure in 2016. Michigan’s job reduction in this sector was significantly lower than the 16.7 percent retrenchment nationally, which reflected job cuts in the oil and gas industry.

**MICHIGAN JOB GROWTH OVER THE LAST FIVE YEARS**

Over the past five years, total nonfarm jobs in Michigan advanced by 373,500, or 9.5 percent. This was similar to the 9.4 percent growth nationally during this time period. In Michigan, the top three broad industry sectors with the most job additions during this period were Manufacturing (+98,800 jobs), Professional and business services (+87,000 jobs), and Trade, transportation, and utilities (+59,800 jobs).

Over the past five years, Michigan has been a top performer nationally in the creation of manufacturing jobs. In numeric terms, Michigan has ranked either first or second in the total number of manufacturing jobs added each year since 2012. In terms of percent manufacturing job expansion, Michigan ranked in the top five states in the years 2012, 2013, and 2014, and ranked sixth and seventh in the years 2015 and 2016, respectively.
On an annual average basis, total nonfarm employment reached 4,325,600 in 2016 and finally surpassed the pre-recession 2007 level of 4,268,100 jobs. However, despite this 2016 milestone, payroll jobs in Michigan still remained 350,100 (-7.5 percent) below the peak level of 4,675,700 in the year 2000.

Four of the state’s 11 broad industry sectors have surpassed their pre-recession 2007 employment levels. These include Education and health services (+68,100 jobs), Professional and business services (+59,200 jobs), Leisure and hospitality (+18,700 jobs), and Financial activities (+3,400 jobs). In the Financial activities group, all of the job expansion above pre-recession levels took place in the Finance and insurance subsector (+3,800 jobs). The three subsectors of Professional and business services (+38,300 jobs), Administrative and support and waste management services (+18,700 jobs), and Management of companies and enterprises (+2,200 jobs) all contributed to the recovery in the Professional and business services broad sector. The subsector of Health care and social assistance (+73,000 jobs) was responsible for the job growth in Education and health services, while Accommodation and food services (+22,900 jobs) posted all the gains in Leisure and hospitality.
However, the majority of broad industry sectors in Michigan had 2016 job levels that continued to lag behind 2007 pre-recessionary job counts. These major industry sectors included Government (-55,000 jobs), Construction (-11,100 jobs), Manufacturing (-7,400 jobs), Other services (-6,900 jobs), Trade, transportation, utilities (-5,500 jobs), Information (-5,500 jobs), and Mining and logging (-500 jobs). In percentage terms, the Michigan major industry sectors that are closest to pre-recession employment levels are Manufacturing (1.2 percent below) and Trade, transportation, utilities (0.7 percent below). The broad sectors with the widest gap are Information (8.7 percent below) and Government (8.4 percent below).

**JOB GROWTH IN ABOVE AVERAGE WAGE VS. BELOW AVERAGE WAGE SECTORS**

The number of broad industry sectors in Michigan with average weekly wages (AWW) above and below the average for all private sector industries is nearly evenly divided with six broad
sectors reporting an above average AWW and five major sectors with an AWW below the statewide value. The Goods producing industries of Construction and Manufacturing are sectors with a higher than average AWW while the Natural resources and mining industry has an AWW below the statewide average. The Service providing group is evenly split with four sectors in each category. Figure 2-10 presents those industries in Michigan with an average weekly wage that is above the statewide average for all private sector industries for the year 2016, while Figure 2-11 presents those industries in Michigan with an average weekly wage that is below the statewide average.

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>AWW 2016</th>
<th>Employment Change (2013-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level</td>
</tr>
<tr>
<td>Total, All Private Sector Industries</td>
<td>$975.00</td>
<td>213,800</td>
</tr>
<tr>
<td>Construction</td>
<td>$1,136.00</td>
<td>22,100</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>$1,254.00</td>
<td>33,600</td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td>$1,247.00</td>
<td>37,400</td>
</tr>
<tr>
<td>Financial Activities</td>
<td>$1,297.00</td>
<td>10,000</td>
</tr>
<tr>
<td>Information</td>
<td>$1,314.00</td>
<td>2,100</td>
</tr>
<tr>
<td>Government</td>
<td>$1,009.00</td>
<td>2,100</td>
</tr>
</tbody>
</table>


This data shows that Michigan job growth in recent years has been slightly faster among above average wage industries. Sectors with an above average AWW have added more jobs since 2013 than those with a below average AWW.

<table>
<thead>
<tr>
<th>Industry Sector</th>
<th>AWW 2016</th>
<th>Employment Change (2013-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level</td>
</tr>
<tr>
<td>Total, All Private Sector Industries</td>
<td>$975.00</td>
<td>213,800</td>
</tr>
<tr>
<td>Leisure and Hospitality</td>
<td>$366.00</td>
<td>27,500</td>
</tr>
<tr>
<td>Trade, Transportation, Utilities</td>
<td>$854.00</td>
<td>37,500</td>
</tr>
<tr>
<td>Education and Health Services</td>
<td>$917.00</td>
<td>25,400</td>
</tr>
<tr>
<td>Other Services</td>
<td>$609.00</td>
<td>-900</td>
</tr>
<tr>
<td>Natural Resources and Mining</td>
<td>$722.00</td>
<td>-900</td>
</tr>
</tbody>
</table>


Between 2013 and 2016, private sector total nonfarm employment expanded in Michigan by 213,800, or 6.1 percent.

- The industry sectors with an above average AWW combined for 125,200 of this total for a growth rate of 8.1 percent.
- The major industry groups with a below average AWW added 88,600 jobs for a growth rate of 4.5 percent during this period.

INDUSTRY JOB CONCENTRATION
A common method to show the concentration of industry employment is to use a location quotient (LQ). A location quotient is a ratio that compares the concentration of a variable within a specific area to the concentration of that variable in a reference area. In this case, the comparison is the Michigan share of total jobs in a specific industry to the share nationally. If the LQ in an industry is equal to 1.0, then the industry job share in Michigan is the same as the nation. If the LQ is greater than 1.0, then Michigan has a higher share of jobs in a given industry than the nation.

An understanding of specific industries in Michigan with above average and below average concentrations of jobs is important. It helps explain relative wage levels in the state, and can shed light on the cyclical nature of the state economy and its reaction to economic downturns.

The location quotient analysis quantifies what many know intuitively; that the **Manufacturing** industry supplies a much higher share of jobs to the Michigan economy than it does nationally. This is reflected by a very high LQ of 1.63. The unusual concentration of jobs locally in **Manufacturing** somewhat distorts the location quotients in most other industries, resulting in a smaller concentration of jobs than the nation in seven broad industry sectors and essentially the same concentration in **Education and health services**. **Professional and business services** and **Other services** have slightly higher concentrations of jobs in Michigan than in the United States.

Looking at more detailed Michigan industry sectors (3-digit NAICS code) that employ 5,000 or more workers, the top five industries by location quotient are all related to the automotive sector. The very high LQ of 3.73 for the auto industry in Michigan largely explains the **Manufacturing** share. Michigan also has a significantly larger share of employment in the **Furniture and related products** industry compared to the national share.
The automotive and related industries included *Transportation equipment manufacturing*, *Machinery manufacturing, Plastics and rubber products*, and *Primary and Fabricated metals*. Combined, these industries supplied 396,000 jobs in Michigan which was 9.2 percent of total nonfarm employment during 2016. During 2016, *Transportation equipment manufacturing* (+6,200 jobs) and *Plastic and rubber products* (+1,800 jobs) gained employment while payrolls in *Machinery manufacturing* (-200 jobs), *Primary metals manufacturing* (-600 jobs), and *Fabricated metals products manufacturing* (-1,000 jobs) contracted. Employment levels advanced by 900 in the *Furniture and related products* industry in 2016.

What about industry sectors in Michigan with a relatively low current job concentration, but a positive future national job outlook? Figure 2-14 lists five industry sectors that employ more than 5,000 workers and have a share of employment in Michigan that is well below the United States average. Since these sectors have positive expected future job performance nationally through 2024 and are currently underrepresented in Michigan, job development in these industries could be successful over the long term.

### WAGES AND INCOME AVERAGE

#### ANNUAL WAGE TRENDS IN MICHIGAN AND THE UNITED STATES

Michigan’s 2016 average annual wage (AAW) was $50,947, up from the $50,062 the prior year. This represents growth of 1.8 percent, slightly faster growth than seen nationally (1.3 percent). Over the last three years, increases in annual earnings in Michigan averaged 2.7 percent, just over the nation at 2.5 percent. Wages in the private sector in Michigan grew by 1.9 percent in 2016, while pay in the public sector expanded at a slightly lower pace of 1.2 percent.
Figure 3-1 shows that the wages for Michigan workers were slightly higher than wages nationally in 2005, but since then have slid below the national average. From 2005 to 2008, the Michigan AAW grew at a far slower rate than the nation, averaging two percent compared to the national growth at four percent. Michigan’s wages then registered a decline of 1.3 percent in 2009 due to the Great Recession and restructuring in the automotive industry, while there was no change for the nation. Since 2010, Michigan’s annual wage growth has averaged 2.2 percent, trending closely with the nation’s average growth of 2.4 percent. Largely due to the multiple years of sub-national growth between 2005 and 2009, Michigan’s AAW at $50,947 lags the nation ($53,611) by 5.0 percent.

The top five states with the highest average annual wage in the nation are the District of Columbia ($89,472), New York ($67,943), Massachusetts ($67,429), Connecticut ($65,875) and California ($62,947). Michigan has consistently ranked 19th over the last three years.

INDUSTRY SECTOR WAGES AND GROWTH

One important explanation for a higher national wage compared to that in the state is the role of industry sectors. In particular, there were four sectors in 2016 where the average annual wage was more than 30 percent higher nationally than that in Michigan. These sectors are: Information (44 percent above the Michigan wage), Mining (39 percent), Finance and insurance (33 percent) and Educational services (33 percent). Overall, there were 14 out of 20 sectors where the national wage exceeded Michigan’s.

Figure 3-2 shows the 2016 AAW by industry sector for Michigan and the United States. Michigan’s AAW was above the nation’s AAW in Utilities (nine percent above the national wage), Management of companies and enterprises (seven percent), Transportation and warehousing (six percent), Health care and social assistance (two percent), Manufacturing (one percent) and Construction (one percent).

Michigan’s private sector AAW growth rate for 2016 was at 1.9 percent, below the 3.2 percent recorded in 2015. There were 14 industry sectors that exceeded the state average growth rate, while six sectors were below it.
The sectors where Michigan recorded a higher wage growth rate than the nation are Management of companies and enterprises (1.6 percent), Arts, entertainment and recreation (5.5 percent), Real estate and rental and leasing (3.3 percent), Transportation and warehousing (2.6 percent), and Finance and insurance (2.4 percent), all of which had growth rates at least 1.5 percentage points above the national rate. Notably, the sectors with the highest growth rates for Michigan were recorded in low-wage service sectors that would have been affected by recent increases in the state minimum wage.

Industry sectors that recorded the lowest wage growth rates were Mining (-2.2 percent), Manufacturing (0.1 percent), Utilities (0.2 percent), and Health care and social assistance (1.2 percent).
PER CAPITA INCOME

In addition to the average annual wage, a more comprehensive measure of income is per capita personal income. In addition to wages and salaries, this measure also includes income from owning a home or business, ownership of financial assets, and both domestic and foreign income.

Preliminary 2016 figures estimate Michigan’s per capita personal income at $44,347, which was 11 percent below the national average per capita income of $49,571. Michigan ranked 31st among the 50 states and the District of Columbia (D.C.) in per capita personal income and it has not been above the national average since 1999. The five top ranking states were D.C., Connecticut, Massachusetts, New Jersey, and New York, averaging $66,853.

The bottom five states were Alabama, Idaho, New Mexico, West Virginia, and Mississippi, averaging $42,156. In terms of growth in per capita income, Michigan fared better with a growth rate of 3.5 percent in 2016, a higher growth rate than the national average at 2.9 percent and ranking 10th among the states.
OCCUPATIONAL WAGES

In addition to industries, examining wages across different types of occupations reveals a number of insights about the Michigan labor market. Wage and employment estimates for over 800 detailed occupations are produced by the Occupational Employment Statistics (OES) program, a federal-state cooperative program between state labor market information offices and the Bureau of Labor Statistics (BLS). This program conducts a semiannual mail survey sent to approximately 200,000 nonfarm establishments nationwide, including 6,000 firms in Michigan. Estimates from this survey are used to show wage ranges for detailed occupations and also for the overall occupations in each state, broad occupational groups, and custom groups, like STEM occupations, professional trades, and occupations by their typical education requirements.

Figure 3-5 displays the distribution of wages across all jobs in the Michigan labor market in 2016. Of the 4.2 million jobs in Michigan, 40 percent, or 1.7 million jobs, paid between $10 and $20 per hour, constituting the largest group, while 18 percent paid less than $10 per hour. For the jobs earning above $20 per hour, there were about 20 percent paying between $20 and $30 and another 22 percent paying more than $30 per hour.

MICHIGAN’S MEDIAN WAGE

Michigan’s median wage across all occupations was $17.32 in 2016, ranking 24th nationally. It was slightly lower than the United States median wage of $17.81 for all occupation median wages. Since 2010, Michigan’s median wage for all occupations has ranked in the top 25 highest paying states. This represents a decline since the previous decade, when Michigan ranked among the top 15 states.
The OES estimates categorize occupations into 22 different major groups. In Michigan, the 2016 median wage was higher than the same group nationally in only five of these groups: *Construction and extraction occupations; Farming, fishing, and forestry; Protective service; Community and social service;* and *Production.* In those occupational groups where the United States had a higher median wage, the largest differences were seen in *Computer and mathematical occupations; Legal;* and *Life, physical, and social science.*

**Figure 3-5. Wages Earned for 4.2 Million Jobs in Michigan (2016)**

<table>
<thead>
<tr>
<th>Wage Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over $40</td>
<td>10%</td>
</tr>
<tr>
<td>Between $30 and $40</td>
<td>80%</td>
</tr>
<tr>
<td>Between $20 and $30</td>
<td>20%</td>
</tr>
<tr>
<td>Between $10 and $20</td>
<td>0%</td>
</tr>
<tr>
<td>Less than $10</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Source:** U.S. Bureau of Labor Statistics, Occupational Employment Statistics

**WAGES BY EDUCATION**

Median wages vary greatly by the level of education typically required to perform a job, and were generally higher for occupations with higher entry-level educational requirements. For instance, occupations requiring a high school diploma earned a median wage of $17.44 per hour, while those requiring an Associate’s degree earned $23.56 and those requiring a Bachelor’s degree earned $33.49. The range of wages also increased as occupations required more education, showing that even if people are hired into an occupation at a lower wage, there is increased opportunity for wage increases (Figure 3-6).
MICHIGAN STEM OCCUPATIONS

One group of occupations that play a critical role in the Michigan labor market are those in Science, Technology, Engineering, and Mathematics (STEM). The Bureau of Labor Statistics categorizes 100 different standard occupations as STEM related. The median wage for all STEM occupations in Michigan was $36.88 per hour, more than double the statewide median wage. Among the top paying STEM occupations in Michigan were: Architectural and engineering managers ($58.81), Computer and information systems managers median ($56.17), and Computer network architects ($50.04). In fact, 98 of the 100 STEM occupations in Michigan paid a median wage above Michigan’s all-occupation median wage of $17.32.
Similar to STEM jobs, Michigan’s professional trades occupations also paid higher wages than was typical for all occupations. With a median hourly wage of $25.17, these occupations often do not require a four-year degree, but usually pay $4 to $5 per hour more than other occupations that do not require a degree. These occupations can be found in multiple industries including Manufacturing, Construction, Information Technology, and Healthcare. As displayed in Figure 3-8, several professional trades occupations earn median wages higher than $35 per hour.

![Figure 3-8. The Top 5 Highest Median Hourly Wages for Professional Trades Occupations](image)

**MINIMUM WAGES IN MICHIGAN**

Michigan Public Act 138 of 2014, also known as the Workforce Opportunity Wage Act, was put into effect on May 27, 2014. The Act was likely behind increasing wages and provided a blueprint for wage increases targeted at raising the incomes of many low wage earners in the state of Michigan.

The increase in Michigan’s minimum wage has been seen since 2006, when a rise in wages took effect, shifting from $5.15 to $6.95 per hour, marking a key difference between federal and state minimum wages. Since 2006, the minimum wage has not been the same for more than five years at a time. This movement was further enhanced by the Workforce Opportunity Wage Act, which covers various provisions affecting standard minimum wage earners, tipped employees, and employees in training.
The most recent increase in Michigan’s minimum wage occurred in January 2017. This increase from $8.50 to $8.90 per hour affected an estimated 250,000 people working in the lowest paying occupations in the state. These occupations include many of those in retail and service work such as Combined food preparation and serving workers, including Fast food; Retail salespersons; Waiters and waitresses; Cashiers; and Stock clerks. Many of these same workers will be affected again when Michigan’s minimum wage increases to $9.25 in January of 2018.

Nearly 475,000 Michigan workers were in occupations that made less than $9.25 per hour in 2016.

Further increases to the Michigan minimum wage law will be contingent upon the regional Consumer Price Index (CPI) and the state’s unemployment rate, which cannot reach or exceed 8.5 percent in the year previous to establishing another raise. To understand and adhere to all provisions provided by the Workforce Opportunity Wage Act, online resources are on the Wage and Hour Website at www.michigan.gov/wagehour.

**DEMOGRAPHIC WORKFORCE TRENDS IN MICHIGAN**

**POPULATION TREND**

Michigan has seen fluctuations in population, and that is especially the case since the turn of the 21st century. The state's population was increasing but began to slow and eventually reverse when the effects of significant economic issues began to take their toll on the state. As can be seen in Figure 4-1, Michigan’s population peaked in 2004 at just over 10 million. It then began to decline, which it did for the remainder of the decade and beyond. The state’s population has since seen five years of small population increases.
The structure of a population is critical to the health of any labor market, as it demonstrates where impending shortages or surpluses may exist. As can be seen in the population pyramid in Figure 4-2, both Michigan and the United States have bulges that represent the two largest generations, the Baby Boomers (roughly 50-70 years) and the Millennials (early 20s to mid-30s). Though the bulges are larger in Michigan than the nation, the proportional reductions are deeper in Michigan.


Source: U.S. Census Bureau, 2015 Population Estimates
The 25-44 age groups represent the state’s population in the early and mid-career age ranges, and there is a noticeable reduction in these age groups. The reductions represent populations that have migrated at various points either in their early career, post-college or graduate school, or past high school. It is difficult to ascertain the degree to which each of these migration points are contributing to the reduction in the 25-44 age group, but each will contribute to some degree. One of the issues that makes it difficult to pinpoint the biggest contributor to the missing population is the way that any post high school migration and early career migration will be masked to some degree by the draw of the state’s top tier post-secondary educational institutions. The persons migrating into the state for college may replace the persons leaving, but these replacement residents are usually only temporary residents as they do not necessarily intend to make Michigan their permanent home after they complete their education. This dynamic can be best seen in the sharp decline in the proportions between the 20-24 and 25-29 age groups. This is when the majority of traditional college students will have completed their education and subsequently moved on to either graduate school or their first career opportunity.

Beyond the reduction in the 25-44 age group, a significant aspect of the state’s age structure is the large proportion of the population that are in the 50 and over age groups. The elevated levels in these age groups serve to raise the state’s median age, making it nearly two years higher than the nation’s overall. The combination of the reduced levels of 25-44 and elevated 55 and older will serve to explain the projected population increases that are expected moving forward, which will be discussed in the next section.

Beyond raising the median age for the state, the higher proportional share of older persons will have a significant effect on how the state will need to allocate resources and provide services in the near and longer terms.

**POPULATION PROJECTIONS AND COMPONENTS OF CHANGE**

The population for the state is expected to increase. With current trends in place, the state will likely see an increase to about 10 million residents around 2020, and possibly surpassing the peak population of 10,055,315 around the middle to later part of the next decade. The way populations change is always through the interaction of natural change (births minus deaths) and
net migration. Given the increasing number of older persons and decreasing birth rates, Michigan population increases will be primarily through migration and not natural change.

While migration will be the primary driver of the population increases expected over the next two decades, the reason significant migration is expected relates to the structure of the population as shown in Figure 4-2. The large proportion of the population that has and will be crossing the 65 years mark over the projection period are expected to be retiring and creating openings in a variety of positions. As those workers retire, they will need to be replaced and with our current low unemployment, those job openings will likely produce labor shortages. It is reasonable to expect that those openings will be filled by persons in the 25-44 age groups, which are proportionally lower in Michigan than the nation overall. These new workers may have a moderating effect on Michigan’s increasing median age and declining raw birth numbers, but they will not change the long term fertility patterns that have been trending downward.

**MIGRATION OF THE YOUNG KNOWLEDGE POPULATION**

Migration of young persons, between 25 and 34 years, with a Bachelor’s degree or higher has been a concern for Michigan for a number of years given the difficult economic times that have been a part of Michigan’s recent history. This is an important group to watch as they will form the basis of the next generation of workers that will fill the high-tech jobs that are part of the new knowledge economy.

![Figure 4-4. Migration of Population Ages 25-34 with Bachelor's Degree or Higher](image)

- **Source:** U.S. Census Bureau, 2010-2015 American Community Survey, 1-year PUMS

Migration in this group has been negative over the period 2005-2015 with the exception of a small net in-migration in 2014. The degree of loss has varied from year to year, as would be expected, but the loss has been generally between one and two percent per year. The proportional loss in this age group has been higher over the period among the members with a Bachelor’s degree or higher than it was among members of this age group with lower levels of educational attainment, except for that single year of positive net migration in 2014.
Attracting this group is important to the future population outlook as seen in Figure 4-3, but it is also important when considering the labor force outcomes of this group. According to data from the U.S. Census Bureau, persons in this group participate in the labor force at a much higher rate than those with lower levels of educational attainment: 89.5 percent versus 77.8 percent, respectively. Similarly, those with a Bachelor’s degree or higher have lower unemployment and also command higher salaries, with a median annual wage of $41,000 versus $23,000 for those with lower levels of educational attainment.

**CHARACTERISTICS OF THE WORKFORCE**

The prime working age population, those between 25 and 54, have a labor force participation rate that is higher than those in other age groups, averaging over 80 percent. The data in Figure 4-5 point to considerably higher unemployment among the age groups under 25 years, which may stem from a variety of causes including lower levels of workforce experience, lower levels of educational attainment, and schedule limitations related to pursuit of secondary and post-secondary educational opportunities. Those in the oldest age groups tend to have the lowest unemployment rates, but those are accompanied with the lowest levels of labor force participation.

When looking at the traditional workforce in Figure 4-6, those between 25 and 64, it is clear that there is a positive relationship between levels of educational attainment and participation in the labor force. In addition to participating in the labor force at higher levels, those with a Bachelor’s degree or higher also experience unemployment at less than half the rate of those with only some college or an Associate’s degree and at a fraction the rate with lower levels of educational attainment.

In addition to age and educational attainment, disability status also plays an important role in the labor market status of Michigan’s residents. Individuals with a disability face many challenges in the workforce. In 2015, there were nearly 740,000 persons over 16 years of age having a disability, they constitute a sizable proportion of the population over 16 years of age at 9.3 percent. This group has significant barriers to employment which is evident in their labor force participation rate of 36.5 percent. When this group does participate in the labor force they experience unemployment at much higher levels than the general population with an unemployment rate of 15.3 percent. The U.S. Census Bureau defines a disability broadly in these data to include any long-lasting physical, mental, or emotional condition that can make it difficult for a person to do activities such as walking, climbing stairs, dressing, bathing, learning, or remembering.
POVERTY

Poverty is distributed across the state to varying degrees. The poverty rate experienced by different areas is very important, as different rates have ramifications that are felt beyond the individual and family level. Poverty rates that are considered particularly important are the 20 and 40 percent marks. Census tracts with poverty of 20 percent are considered low-income areas, and 40 percent is generally considered to be a marker of areas with concentrated poverty.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Total</th>
<th>Labor Force Participation Rate</th>
<th>Unemployment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 25 to 64 years</td>
<td>5,157,706</td>
<td>74.3%</td>
<td>3.9%</td>
</tr>
<tr>
<td>Less than high school graduate</td>
<td>441,558</td>
<td>51.7%</td>
<td>14.0%</td>
</tr>
<tr>
<td>High school graduate (includes equivalency)</td>
<td>1,413,029</td>
<td>87.4%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Some college or associate's degree</td>
<td>1,500,195</td>
<td>77.8%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Bachelor's degree or higher</td>
<td>1,502,544</td>
<td>89.7%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2013 American Community Survey, 1-year estimates.
Figure 4-7. Distribution of Poverty over the Period 2011-2015

<table>
<thead>
<tr>
<th>Individuals in Poverty (%)</th>
<th>Grand Rapids Area</th>
<th>Detroit Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero Population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 - 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 - 40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 - 80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>80 - 100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, 2015 American Community Survey, 5-year Estimates; U.S. Census Bureau, TIGER Shapefiles
When looking at the state, it is clear that there are large areas that are experiencing low-incomes, as defined by the prevalence of poverty. While not exclusively so, many if not most of the census tracts that can be described as experiencing concentrated poverty tend to be in the state’s cities, as can be seen in Figure 4-6. These rates of poverty are important not only because of the effects at the individual and family level, but because of the recognition that the effects of poverty concentration spill over into surrounding areas.

LABOR SUPPLY

HIGH SCHOOL GRADUATES AND COLLEGE ENROLLMENT

The Michigan secondary and post-secondary education systems are integral to developing the talent resources that are so important to the state economy, and this chapter reveals a number of different metrics that examine the supply of workers in the Michigan labor market. The first of these, high school graduation levels, provides information about the supply of workers who will soon be entering the labor force and/or pursuing additional education at the post-secondary level.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Graduates</th>
<th>Male</th>
<th>Female</th>
<th>Percent Male</th>
<th>Percent Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>105,399</td>
<td>51,003</td>
<td>54,395</td>
<td>49.2%</td>
<td>50.8%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>104,209</td>
<td>51,003</td>
<td>53,206</td>
<td>49.2%</td>
<td>50.8%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>103,002</td>
<td>50,285</td>
<td>52,717</td>
<td>49.8%</td>
<td>50.2%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>102,002</td>
<td>50,285</td>
<td>51,717</td>
<td>49.8%</td>
<td>50.2%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>101,873</td>
<td>50,262</td>
<td>51,406</td>
<td>49.5%</td>
<td>50.5%</td>
</tr>
</tbody>
</table>

Source: Michigan Center for Educational Performance and Information (CEPI)

Figure 5-1 shows that the number of public high school graduates in Michigan has been declining slightly since 2011. The most recent data available, academic year 2015-2016, demonstrates that the number of high school graduates is now three percent lower than in 2011. The declines seen in the data are consistent with demographic characteristics seen in Michigan for high-school age cohorts; young graduate-age population is less in subsequent cohorts to 2012 during this period.

Figure 5-2. High School Graduates Enrolled in College Six Months after Graduation

Source: Michigan Center for Educational Performance and Information (CEPI)
A breakdown of high school graduate levels by gender indicates that females have consistently made up a slightly larger portion of graduating students per year than males for the past five years. The academic year with the largest female-to-male ratio of graduates is 2013-2014, where 51.2 percent of graduates were female as compared to 48.8 percent male.

College enrollment of graduating seniors can provide an indication of incoming labor supply, as a portion of graduating seniors who choose not to enroll in college will soon be entering the Michigan workforce. As seen in Figure 5-2, over half of graduating seniors consistently choose to enroll in a postsecondary program after matriculating from high school. The most recent data demonstrates a four percentage point decline in college enrollment from the five-year high of 65.8 percent during the 2012-2013 school year.

**CAREER AND TECHNICAL EDUCATION (CTE)**

Figure 5-3 displays the total number of enrollees in secondary CTE programs. Statewide, enrollment in these programs declined every year from 2011 to 2015 and these enrollment declines averaged approximately three percent per year. A closer look into the data present on Michigan’s CTE website reveals the most popular fields of study for secondary CTE programs are overwhelmingly Business, Management and Administration, and Marketing, Sales, and Services, with approximately fifteen thousand enrollees statewide in 2015. Other popular fields of study include Health Science, and Transportation, Distribution, and Logistics, with about eleven thousand and eight thousand enrollees in 2015, respectively.

![Figure 5-3. Total CTE Enrollees in Michigan (2011-2015)](image)

Source: Michigan Center for Educational Performance and Information (CEPI).

Career and Technical Education, or CTE, programs are a series of courses that provide training to both youth and adults for a wide range of in-demand careers. They are short-term programs designed to equip participants with either the relevant technical knowledge regarding the field of their choosing, or with the skills to move on to further education in pursuit of a career in said field. Upon completion, CTE programs provide a certificate, college credit, or other form of industry-recognized credential to program completers.
APPRENTICESHIPS

Registered apprenticeship programs are another valuable tool in training skilled workers for the Michigan labor market. Registered apprenticeships are work-based and post-secondary on-the-job learning positions that not only train skilled workers for the Michigan labor market, but they also offer Michigan workers high-wage, high-demand job opportunities that do not require a Bachelor’s degree.

Completed apprenticeships are primarily concentrated in two industries: Construction and Manufacturing. They are the only two sectors to consistently have over 100 completers each year, with Construction having over 500 completers.

The notion that measuring apprenticeships provides a better understanding of the incoming labor supply of professional trade jobs is evidenced by an examination of the top occupations by completers. All are professional trade positions, with Electricians and Plumbers leading the way by a wide margin.

As might be expected, there is a large disparity in completers by gender, with men completing 94 percent of all programs since 2010. However, there was an uptick in the number of registered active female apprentices in 2015. From 2010 to 2014 active female apprenticeships ranged from three to five percent, but in 2015 rose to 12 percent.

POSTSECONDARY EDUCATIONAL ATTAINMENT OF RECENT GRADUATES

Trends in postsecondary educational attainment provide vital information about the skills of incoming labor supply participants. The National Center for Educational Statistics delivers detailed state-level information regarding postsecondary program completers through their Integrated Postsecondary Education Data System (IPEDS). A breakdown of the postsecondary completers in Michigan by degree type for the past five years, as well as degree type definitions, is below.

More than Bachelor’s: Students completing any type of post Baccalaureate degree or certificate, including MA and PhD degrees.
Bachelor’s degree: Students receiving an award (Baccalaureate or equivalent) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work.

Less than Bachelor’s: Students completing an Associate’s degree or any type of certificate below the Baccalaureate level.

Following overall trends in Michigan’s labor market, the total number of post-secondary credentials awarded has been decreasing for the last three years. The largest number of students graduating from any postsecondary program occurred in 2012, with 146,846 total credentials awarded. This is also when the highest number of credentials below a Bachelor’s degree was awarded. One possible explanation for this trend is that the increase in postsecondary completions during this period is due to workers who returned to school during the height of the recession in 2009, completing their degrees in preparation for re-entry into the labor market with new skills.

The number of students earning a Bachelor’s degree has been slightly increasing the past five years, culminating in a five-year high of 60,286 completers in 2015. Approximately 40 percent
of all postsecondary graduates earned a Bachelor’s degree in 2015. Students earning a postsecondary certificate or degree below a Bachelor’s, such as an Associate’s degree or certificate requiring less than one year of study, have been in decline the past three years. The total number of students earning such degrees is almost 10 percent lower than its high of 60,150 students in 2012. In contrast, the number of students earning credentials above a Bachelor’s degree has stayed relatively constant the past five years.

EDUCATIONAL ATTAINMENT OF MICHIGAN RESIDENTS

Educational attainment of Michigan residents is another useful indicator of skills in the state’s current workforce. It shows the available supply for high-end positions that require an advanced degree, and by looking at breakdowns by age, can track the trends of degree obtaining individuals. However, the portion of the supply pool that does not have a degree is not necessarily unskilled, and should not be viewed that way. As seen in the incoming supply section, many of those workers are still being trained with apprenticeships, career technical training, or other programs that do not grant a degree.

The largest educational attainment group of residents in Michigan over 25 are those who have attained a high school diploma or equivalent reward, with the second largest group being those who have received a Bachelor’s degree or higher. These two groups are reversed when looking at the United States, with those receiving a Bachelor’s or higher degree at three percentage points higher than in Michigan. Michigan does, however, have a higher percentage of residents with some college but no degree relative to the United States, as well as a higher percentage of those with an Associate’s degree.
Michigan as a whole has been getting more educated over time. The oldest age cohort, 65 and older, has the smallest percentage in every educational category above high school, except for the 18-24 age cohort, many of whom are too young to have obtained an Associate’s or Bachelor’s degree. Bachelor’s degrees or higher have been increasing in every age cohort in Michigan, but continue to lag behind the overall numbers for the United States in every age group. But, the gap has been shrinking, with the 65 and older age group three percentage points behind the United States, and the 18-24 age group only one percentage point behind the United States. One reason that Michigan would have a lower percentage with at least a Bachelor’s degree, especially in the older age cohorts, is that Michigan has traditionally had a very strong manufacturing sector, which provided numerous jobs that did not require a four year degree. Now that the manufacturing sector has weakened, Michigan residents have begun looking to get a higher education to compete in the job market. Another factor pointing to this reasoning is that Michigan does have a lower percentage of residents with no high school diploma at every age level than the United States as a whole, showing that Michigan is better than average at getting its children to finish secondary school. With more high school graduates, one would expect a higher number of people going on to college to get degrees, but many residents viewed that as unnecessary, since there were plenty of good jobs that did not require college degrees.

There is a large divide in educational attainment by race (Figure 5-9). Asians lead the way with over 60 percent of those over 25 years old having a Bachelor’s degree or higher in Michigan, far outpacing every other racial category. This is consistent with what is happening at the national level, although not quite as pronounced, with over 50 percent of this group having a Bachelor’s degree or higher. Whites are the next highest, with American Indians and Alaskan Natives being the lowest with only 14 percent having a Bachelor’s degree or higher, which is also consistent with the United States levels. Blacks or African Americans are the most likely in Michigan to have no high school diploma, at 15 percent, which is the same rate nationally. In Michigan, Asians are the only race to have a higher percentage of people with a Bachelor’s degree or higher than have a high school diploma. They are also the only race that has a higher percentage of Bachelor’s degrees or higher in Michigan than the United States average.

**Figure 5-9. Educational Attainment by Race in Michigan**

Source: U.S. Census Bureau, American Community Survey
While there are more women at every educational attainment level above high school, this is a bit misleading, because there are also more women in the state overall. When looking at the percentages, women were about equal with men at acquiring a Bachelor’s or higher degree, but they do outpace men in acquiring Associate’s degrees, having some college with no degree, and in at least finishing high school. It is important to note that despite equaling or exceeding men in educational attainment, women lag well behind in labor force participation.

Men aged 16 to 64 are ahead overall in the labor force with 76 percent reporting having worked in the past year, compared to only 70 percent of women. Men also greatly outpace women in working full-time, with 61 percent reporting having worked 35 or more hours per week, compared to only 45 percent of women reporting the same.

**STEM AND PROFESSIONAL TRADES**

Occupations can be grouped together to create several key occupational clusters that help to better understand the current labor supply in Michigan. One such category is professional trades occupations, which are mostly middle-skill jobs that require training after high school, but typically require less than a Bachelor’s degree. Some of the most common jobs in this category in Michigan are: Electricians; Maintenance and repair workers; Machinists; Automotive service technicians and mechanics; and Computer user support specialists. Michigan has 462,750 jobs in professional trade occupations, which is 11 percent of all jobs in Michigan.

Another important group is Science, Technology, Engineering, and Mathematics (STEM) jobs. This group is made up of occupations that typically require Bachelor’s degree or higher. The top five jobs in this category in Michigan are: Mechanical engineers; Industrial engineers; Software developers, applications; Computer user support specialists; and Computer systems analysts. All of these positions, except for Computer user support specialists, require at least a Bachelor’s degree. In Michigan there were 304,430 STEM jobs in 2016, which is 7.2 percent of all jobs in Michigan, compared to only 6.3 percent nationwide, and ranks 8th overall in STEM job concentration in the United States. The two Metropolitan Statistical Area’s (MSA) in Michigan with the highest concentration of STEM occupations are Ann Arbor and Detroit, both of which rank highly nationally. Ann Arbor has the 10th highest concentration in the United States at 12.5 percent of all jobs in that area, likely due to the largest university and employer in the state being in this area. The Detroit MSA ranks 29th nationally with 9.3 percent of all jobs in STEM, led by the high concentration of Mechanical and Industrial engineers in the region.
Looking at the number of jobs that require a Bachelor’s degree or higher, based on a Bureau of Labor Statistics list, can give an indication of the number of high-level jobs in the Michigan labor market. Michigan had 1,063,530 jobs that require a Bachelor’s or higher degree, which is 25.2 percent of all jobs statewide, and ranked 20th nationally. One interesting thing to note is that according to the American Community Survey, 1,791,892 residents of Michigan over 25 have Bachelor’s degrees or higher, many more than are in jobs that require a degree. Of those, 265,911 are not currently working at all, leaving 1,525,981 workers with a degree, meaning only 69.7 percent of all people in Michigan with degrees that are working, are in jobs that require a Bachelor’s degree or higher. However, this is higher than the amount nationally, where only 66.5 percent of workers with a Bachelor’s degree or higher are working in a job that requires a degree.

EXISTING IN-DEMAND INDUSTRIES AND OCCUPATIONS

The State of Michigan interprets the phrase “in-demand industry that leads to economic self-sufficiency” as sizeable (minimum of 10,000 jobs), growing industries that pays a high wage (above the average for all industries).

The State also defines the term “existing” as industries that show high employment growth in the past two years (2014-2016), pay well, and are projected to grow in the short run (until 2018).

Two years ago, when the state plan was first submitted, Transportation equipment manufacturing was ranked first among the top 20 in-demand industries. Today, the industry is ranked 10th. After a strong growth following the 2009 recession, job expansion in this industry
has slowed down to a little over two percent between 2014 and 2016; this compared to an earlier growth rate of more than 12 percent over the 2012-14 period.

Fourteen of the current top 20 in-demand industries also made the list two years ago. The remaining six industries are new, including Credit intermediation and related activities, Miscellaneous manufacturing, Electrical equipment and appliances manufacturing, Food manufacturing, Hospitals, and Social assistance.

The fourteen industries that continued to make the list of the top 20 existing in-demand industries included (among others) Professional, scientific, and technical services, now ranked first, and Management of companies and enterprises ranked second. Two construction subsectors (Specialty trade contractors and Construction of buildings) also continued to be in-demand and moved up in ranking (third and fourth). However, Heavy and civil engineering construction (which was second on the list two years ago) did not make the current list.

Several healthcare and social assistance industries are now in demand, including Ambulatory health care services, Hospitals, and Social assistance services.

Manufacturing is still important to Michigan’s economy; five of the top 20 in-demand industries today are in this sector; only four made the list two years ago.
IN-DEMAND OCCUPATIONS

Like in the case of industries, the State of Michigan believes that “existing” refers to current while “emerging” denotes future in-demand occupations.

Existing In-Demand Occupations

These are occupations that are showing high real-time demand today; are projected to continue to grow in the short run (until 2018); and offer a relatively high wage.

Seven new occupations, which were not in-demand two years ago, are now on the list of the top 25 existing in-demand careers in Michigan. These include Market Research Analysts, Electricians, Personal Financial Advisors; Security, Commodities, and Financial Services Sales Agents, Industrial Machinery Mechanics, Civil Engineers, and Plumbers, Pipefitters, and Steamfitters. Three of these seven new “hot” careers are in Construction, reflecting the strong recovery this industry has experienced recently, and which is projected to continue at least until 2018.
Careers in demand today in Michigan continued to show a mix of occupations in terms of educational requirements as they did two years ago. Four of the top 25 occupations require less than an Associate’s degree, three of them are in Construction and one in Manufacturing. Similarly, most of existing in-demand occupations today are in engineering (four), management (six), and technology (six).

Current existing in-demand occupations in Michigan are projected to grow between 2.4 and 5.5 percent in the short-run (2016-2018); this is above the all-occupation average projected expansion rate of 2.2 percent over the same period. The pay range across these occupations is between $24.84 for Computer User Support Specialists and Industrial Machinery Mechanics to a little over $60 an hour for Marketing Managers and Computer and Information Systems Managers (Figure 6-2).

EMPLOYMENT PROJECTIONS

INTRODUCTION

According to long-term projections released in 2016, Michigan is expected to add over 327,000 new jobs between 2014 and 2024, registering modest job growth at an average rate of 0.7 percent per year and similar to the expected national average employment growth rate of 0.6 percent for the same period. Businesses expected to drive most of Michigan’s job gains through 2024 range from healthcare and professional service providers to goods-producers in manufacturing and construction-related industries. On the occupational side, Computer and mathematical, Healthcare support, and Architecture and engineering are projected to be among the fastest-growing occupational groups, while jobs in Office and administrative, Sales and related, and Production are expected to be among the top contributors of overall job demand, which includes not only growth but also replacement needs. Jobs requiring more than a high school diploma or GED are expected to expand by 8.7 percent, while those requiring high school or less are projected to move up by 6.6 percent through 2024. The average rate of increase across all jobs in Michigan for the 10-year forecast period is 7.4 percent.

<table>
<thead>
<tr>
<th>Industry</th>
<th>2014 Employment (Estimated)</th>
<th>2024 Employment (Projected)</th>
<th>10-Year Numeric Change</th>
<th>10-Year Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total, All Industries</td>
<td>4,438,820</td>
<td>4,765,850</td>
<td>327,030</td>
<td>7.4%</td>
</tr>
<tr>
<td>Health Care and Social Assistance</td>
<td>606,530</td>
<td>681,940</td>
<td>75,410</td>
<td>12.4%</td>
</tr>
<tr>
<td>Professional and Business Services</td>
<td>275,240</td>
<td>318,970</td>
<td>43,730</td>
<td>15.9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>566,520</td>
<td>601,610</td>
<td>35,090</td>
<td>6.2%</td>
</tr>
<tr>
<td>Administrative/Support and Waste Management</td>
<td>288,890</td>
<td>318,550</td>
<td>29,660</td>
<td>10.3%</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>356,270</td>
<td>383,060</td>
<td>26,790</td>
<td>7.5%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>459,850</td>
<td>479,400</td>
<td>19,550</td>
<td>4.3%</td>
</tr>
<tr>
<td>Construction</td>
<td>141,330</td>
<td>157,650</td>
<td>16,320</td>
<td>11.5%</td>
</tr>
<tr>
<td>Other Services (Except Government)</td>
<td>179,740</td>
<td>193,230</td>
<td>13,490</td>
<td>7.5%</td>
</tr>
<tr>
<td>Finance and Insurance</td>
<td>153,630</td>
<td>166,910</td>
<td>13,280</td>
<td>8.6%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>167,230</td>
<td>179,810</td>
<td>12,580</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

Source: Industry Long-Term Employment Projections (2014-2024)
Using the most recent statewide long-term data, the state has published analyses on growing and high demand jobs and also jobs with unique skills. Michigan’s Hot 50 and the Going Pro campaign provide specific examples of this work and are briefly discussed later in this chapter. Additionally, a special analysis of STEM-related occupational projections is discussed.

LONG-TERM INDUSTRY JOB OUTLOOK

Michigan employment is projected to grow by a relatively moderate 7.4 percent over the 10-year period ending in 2024. While seemingly lower than previous long-term projections, it is important to note that this current set of future estimates assumes at least some economic slowing nationally and that Michigan will follow suit. The current national employment projections for this same period place overall job growth at a slightly lower 6.8 percent.

It should be cautioned that any projected job growth could potentially be limited by an inability of employers to acquire workers who are qualified to fill vacancies. If the skillset of the available labor pool is inadequate to meet the increasing needs of employers, actual employment growth over the long term could fall short of the projected amount. Accordingly, however, an influx of talented workers into the labor force that are readily available and able to match themselves with businesses who need them could expand long-term growth beyond the projected amount.

In the early years of Michigan’s recovery from the Great Recession, a number of industry sectors drove job growth statewide, from auto-related job gains in Manufacturing to advances in Construction and Professional and business services. However, over the longer term, Michigan’s ever-present workforce and population aging concerns continue to fuel demand for both inpatient and outpatient healthcare and related services. Consequently, the Health care and social assistance sector is projected to lead Michigan’s industry job growth. Nearly one in four new jobs statewide is expected to come from expansion in this sector, despite a recent slowdown of new job creation in some sub-sectors of this industry, such as hospitals. The 12.4 percent total projected job gain in this sector (1.2 percent annually) should significantly outpace the overall average in Michigan, yet will fall short of the United States projected growth rate of 21 percent in this sector over the forecast period (Figure 7-1).

Professional and business services is another important sector expected to drive long-term employment growth in Michigan. This field, which includes a wide variety of industries such as accounting, engineering, and technology services, ranks second in terms of the most new expected jobs in Michigan, with a 43,700 increase during the projection period (13 percent of the statewide total). It is also expected to be the fastest-growing two-digit industry sector at 15.9 percent through 2024, over twice the projected average growth rate for all jobs. Jobs in this field, like Health care, generally require skills, education, knowledge and expertise well beyond a high school diploma, and illustrate previously-mentioned concerns regarding labor availability and its impact on long-term economic growth.

Despite a slightly below-average anticipated job growth rate of 6.2 percent compared to 7.4 percent overall, Manufacturing remains a key industry in Michigan’s employment outlook. The sector’s expected gain of 35,000 jobs through 2024 will account for over one in ten new jobs statewide. Additionally, this industry is a key source of income to the Michigan economy, as Manufacturing workers earn wages that are 31 percent above the private sector average.

Not represented in Figure 7-1 are industries expected to decrease in employment size by 2024. Three sectors, Mining, Utilities, Government (Public Administration) are expected to lose jobs
during the projection period. The Government sector, which in the data provided excludes educational and health services, is estimated to lose nearly 2,600 jobs or roughly one percent of its 2014 base level. Most of the job losses will be seen at the state and federal levels, with local government showing only a minor uptick in employment through 2024.

**LONG-TERM OCCUPATIONAL JOB OUTLOOK**

A look at the projected growth of Michigan’s employment by industry is useful from a business and economic development perspective, but fails to tell the whole story of future employment opportunities, especially for educational, workforce development, and job-seeking data users. Occupational data provides users with another way to examine Michigan’s projected job outlook by focusing on the specific roles that workers play in the labor market rather than the industries in which they work. In addition to the 327,000 new jobs estimated statewide through the projection period, job demand will also arise out of vacancies created due to a need to replace workers permanently leaving a position (e.g. retirement, change in career). When factoring in openings due to replacement, it is estimated that there will be over 1.4 million employment opportunities in Michigan between 2014 and 2024.

The occupational projections also provide insight on average education and training requirements for job titles. Occupations requiring higher levels of education and training are expected to drive much of the new job growth through 2024. For example, nearly 80 percent of occupations found within the projected top five fastest-growing occupational groups will require a Bachelor’s degree or higher, while only half that share of all occupations statewide (41 percent) require this level of education (Figure 7-2).

That is not to say, however, that demand for jobs requiring less education will be necessarily low. For a complete picture of employment demand, it is necessary to look at occupations with high projected rates of expansion as well as those generating the most job openings (Figure 7-2). Only one occupational group, Healthcare practitioners and technical occupations, is found on both the list of top five fastest-growing groups and the top five in terms of total job openings. This latter group measures occupational employment demand due to replacement needs in addition to the number of new jobs. For example, the five occupational groups in the bottom category of Figure 7-2 are expected to account for half of the total job openings statewide (71,000 annually out of 141,300 statewide) through 2024.
STEM OUTLOOK AND SPECIAL PUBLICATIONS

STEM Occupational Outlook

STEM occupations in Michigan are projected to grow significantly faster than overall jobs between 2014 and 2024. While total statewide employment is expected to grow by only 7.4 percent, STEM jobs are expected to almost double that rate, increasing by 13.3 percent. Roughly one out of every eight new Michigan jobs during this period will be a STEM occupation, with these occupations expected to expand from an estimated 6.9 percent share of total jobs in 2014 to about 7.3 percent by 2024.

Much of the anticipated STEM job growth will be driven by the Professional and business services sector, which is projected to outpace employment growth for all other sectors in Michigan over the ten-year forecast period. While STEM occupations are concentrated throughout much of this broad sector, some related industries contained therein are particularly notable, including Architectural, engineering, and related services, which is expected to add 13,320 new jobs (+16.3 percent) and Computer systems design and related services (10,390 new jobs, 22.3 percent growth). But STEM occupations are not limited to the Professional and business services sector. In fact, they are found across a wide range of industries in Michigan, including most manufacturing industries — especially Transportation equipment manufacturing which employs many of the state’s engineers — as well as healthcare-related industries, financial and insurance-related, Information, and Administrative and support services, to name a few.
Though STEM occupations are broadly defined, the bulk of these jobs are contained within the Computer and mathematical and Architecture and engineering occupational groups. As seen in Figure 7-2, these two groups are expected to grow by 15.2 percent and 12.9 percent, respectively, between 2014 and 2024, and combined should add over 33,000 new jobs during this period. Total STEM occupations overall are forecast to increase by nearly 41,000 jobs and, after factoring replacement opportunities into the mix, provide almost 11,000 average openings annually during this time. Figure 7-3 provides information on projected growth rates for the top 10 STEM occupations based on a favorable mix of projected numeric change, growth rates, and total annual openings.

Michigan’s Hot 50 Jobs

Michigan’s Hot 50 Jobs, produced biennially, is a popular publication among workforce developers, educators and state and local decision-makers. This product uses the Michigan Long-Term Occupational Employment Projections in conjunction with Occupational Employment Statistics wage data to rank and lists occupations that show favorable long-term job growth, expected annual openings, and above-average wages statewide. While valued amongst a variety of data users, the publication is intended as a guide for students and jobseekers who are seeking training or postsecondary education paths towards promising careers.

Occupations on this list can generally require anything from on-the-job training or an apprenticeship up to a doctoral degree. Together, these 50 occupations account for 17.4 percent of the state’s employment in 2014, but are expected to contribute 31.5 percent of the state’s job growth in the period from 2014 through 2024. These occupations earn a median wage of about $63,700 annually and have an average projected growth rate of 13.4 percent—nearly double the average occupational growth rate of 7.4 percent.

One notable feature of Michigan’s Hot 50 is that these occupations offer a variety of opportunities for those seeking career information. For example, jobseekers looking for more immediate placement might choose to pursue one of the fourteen middle-skill occupations found within this list, such as Electricians, Machinists, Physical therapist assistants, or Web...
developers. These jobs require a somewhat shorter time frame for skill investment, yet provide relatively high wages and are in demand; the middle-skill jobs found in the Hot 50 pay a median wage of about $46,500, and will create 33,430 new jobs by 2024.

Those taking a different approach to career opportunities find value in the Hot 50 as well. Students and those making a longer-term investment in a career change will find 36 jobs on this list that require at least a Bachelor’s degree and pay a median annual wage of $85,400. These well-paid occupations include STEM occupations such as Civil engineers, Network and computer systems administrators, and Physical therapists as well as several non-STEM careers such as Management analysts, Lawyers, and Personal financial advisors, and will account for nearly 70,000 of Michigan’s 327,000 new jobs through 2024. This is just over 20 percent of all new jobs by 2024.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Research Analysts</td>
<td>35.7%</td>
<td>Registered Nurses</td>
<td>3,372</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>28.6%</td>
<td>General and Operations Managers</td>
<td>2,169</td>
</tr>
<tr>
<td>Industrial Machinery Mechanics</td>
<td>27.1%</td>
<td>Mechanical Engineers</td>
<td>1,994</td>
</tr>
<tr>
<td>Personal Financial Advisors</td>
<td>26.8%</td>
<td>Heavy and Tractor-Trailer Truck Drivers</td>
<td>1,566</td>
</tr>
<tr>
<td>Web Developers</td>
<td>24.7%</td>
<td>Sales Representatives, Wholesale/Manufacturing</td>
<td>1,555</td>
</tr>
</tbody>
</table>

Source: Occupational Long-Term Employment Projections (2014-2024)

Going Pro Hot Jobs

Michigan’s Going Pro Hot Jobs were created to serve a very similar purpose to the Michigan Hot 50, but is instead wholly focused on middle-skill occupations. Occupations included here are still fairly diverse across several occupational categories, such as Computer and mathematical, Healthcare, and Architecture and engineering as well as professional trades occupations found in Construction & extraction, Installation, maintenance & repair, and Production. Occupations on this list are expected to grow at combined rate of 14.8 percent through 2024, double the Michigan average of 7.4 percent. These occupations require at least long-term on-the-job training and at most an Associate’s degree, but they earn a median annual wage of $45,800.

Of the 25 Going Pro Hot Jobs, 23 pay a median wage of more than $20 per hour, 22 are projected to have double-digit percent growth through 2024, and 16 require less than an Associate’s degree.
Leading these occupations in terms of percentage growth is CNC machine tool programmers, metal and plastic, an in-demand occupation that is expected to expand 28.7 percent through 2024. Although they require only a high school diploma and long-term on-the-job training to enter the occupation, these positions offer a median wage of $49,275. Additionally, the two largest occupations in the Going Pro Hot Jobs, Machinists and Computer user support specialists, are each expected to experience double-digit percent growth from 2014 through 2024, providing many new openings for potential jobseekers.

LABOR MARKET STATUS OF INDIVIDUALS WITH BARRIERS TO EMPLOYMENT

The Workforce Innovation and Opportunity Act requires states to address the employment and labor status of “individuals with barriers to employment, including individuals with disabilities.” [WIOA, Section 102(b)(1)(B)].

Besides the demographic characteristic of Michigan’s workforce presented in the preceding analysis, and which provides a glimpse of the differences in employment, unemployment, and labor force participation across groups such as 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 is one of the several factors that can lead to poverty and other forms of economic distress. Disability increases with age. Disability conditions included in the U.S. Census Bureau’s American Community Surveys are: hearing difficulty, vision difficulty, cognitive difficulty, ambulatory difficulty, self-care difficulty, and independent living difficulty.

The labor market status of persons with a disability has improved in Michigan over the past two years (2014-2016), as the economy of the state continues to recover. The labor force participation rate advanced by two percentage points to 24.7 percent. The unemployment rate reduced by almost four percentage points, from 16.4 percent in 2014 to 12.6 percent in 2016. And the ratio of the employed over the total number of people eligible for work (16 years of age and above) 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 2014-2016 period (Figure 8-1).

Between 2014 and 2016, the educational attainment of persons with a disability in Michigan has remained below that of persons without a disability. The two groups have experienced only
marginal changes in educational attainment over the last two years. For both groups, the percentages of individuals with a high school diploma or a GED, or less slightly declined between 2014 and 2016. The distribution of individuals who held some college, but no degree and an Associate’s 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 rose for persons without a disability (from 18.7 percent in 2014 to 19.5 percent in 2016), while this share slightly declined for persons with a disability (11.8 percent in 2014 vs. 11.1 percent in 2016). (Figure 8-2)

![Figure 8-2. Educational Attainment of Individuals with Disability in Michigan (2014-2016) (Population 25+ Years Old)](image)

Source: U.S. Census Bureau, American Community Survey, 2016 ACS 1-year Estimates

**AMERICAN INDIAN, ALASKA NATIVE, NATIVE HAWAIIN AND OTHER PACIFIC ISLANDERS**

Because of the small sizes these two population groups display in Michigan, only five-year estimates are available for analysis. The estimates from the U.S. Census Bureau indicate a decline of unemployment during the period following the 2009 Great Recession. However, this decline is mostly due to more people leaving the workforce. In fact, both the labor force participation and the employment to population rates also fell after the recession and for both groups (Figure 8-3).
INDIVIDUALS LIVING BELOW THE POVERTY LINE

According to data from the U.S. Census Bureau’s American Community Survey (1-year estimates, 2014 and 2016), in 2014, 17 percent of Michigan’s population lived in poverty (a little above the nation’s poverty rate of close to 16 percent in the same year). Today in 2016, the rate of individuals living under the poverty line in Michigan has declined by about a full percentage point to 16 percent.

The poverty level among those individuals eligible to work (16 years of age or more) has also displayed a similar decline in Michigan, from 11.3 percent in 2014 (or close to 900,000 individuals) to 10.4 percent in 2016 (or 831,000 people).

The labor market indicators of individuals living below the poverty line display similar patterns in Michigan and nationwide. In 2014, 51.9 percent of working-age individuals living in poverty in Michigan (51.5 percent nationwide) participated in the labor force. About 37.0 percent of these individuals had a job, resulting in an unemployment rate of 28.7 percent. Today in 2016, many individuals have graduated from poverty as seen earlier (about 70,000). The labor participation rate of those still in poverty has reduced by about three percentage points to 48.5 percent (48.8 percent nationwide). However, the employment ratio inched up by one tenth of a percent to 37.1 percent, and the unemployment rate declined by more than five percent points to 23.5 percent.

OLDER INDIVIDUALS

WIOA defines “older individuals” as persons within the age bracket of 55 years and over. The U.S. Census Bureau estimated that in 2016, a little over 3.0 million “older individuals” lived in Michigan (in households and group quarters), up 200,000 from the 2014 level. About 1,395,000 were between the age of 55 and 64; 940,000 between the age of 65 and 74; and 669,000 in the 75 years and over age bracket.

An aging population and the 2009 Great Recession resulted in workers staying longer in the labor force. The trend continues today in 2016, 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 64 in Michigan continued to rise, reaching 60.7 percent in 2016, from 58.6 percent in 2014. The proportion of
employed individuals in this age group also rose by about three percentage points, from 55.7 percent in 2014 to 58.5 percent in 2016. The unemployment rate for this group inched down by six tenths of a percent to 3.7 percent over the two-year period.

About 21.4 percent of the 65-74 years old individuals still participated in the labor force in 2016 (up seven tenths of a percent since 2014), with an unemployment rate of 3.3 percent (down a full percentage point since 2014). Also, about 5.4 percent of 669,000 individuals who were 75 years old and over in Michigan in 2016 continued to stay active in the labor force, with a 2.8 percent unemployment rate. In 2014, the labor force participation rate of this age group was 5.1 percent (out of 658,000 individuals).

**INDIVIDUALS WITH LIMITED ENGLISH**

In the section of this analysis concerning population, we noted that the main factor behind the recent population growth in Michigan was international migration. With more people coming to Michigan from foreign countries, we expect the number of individuals who speak English less than very well to also increase. Between 2013 and 2016, that number rose by a little over 36,000 (or +12.3 percent) to a total of about 331,000. In 2016, over half of these individuals who were in the working age of 16 years and over (about 138,000) did not participate in the labor force, representing a labor force participation rate of 54.5 percent (up two percentage points since 2013). Just as for the general population, the unemployment rate of this group also has shown a significant drop of 3.6 percentage points over the 2013-2016 period (Figure 8-4).

**Figure 8-4. Labor Force Status of Individuals with Limited English Ability (2013-2016)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Speaks English Less than &quot;Very Well&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>294,712</td>
</tr>
<tr>
<td>Population 16 Years and Over</td>
<td>267,055</td>
</tr>
<tr>
<td>Population Under 16 Years</td>
<td>27,647</td>
</tr>
<tr>
<td>Employed</td>
<td>127,111</td>
</tr>
<tr>
<td>Unemployed</td>
<td>13,948</td>
</tr>
<tr>
<td>In the Labor Force</td>
<td>141,059</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>9.9%</td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td>126,006</td>
</tr>
<tr>
<td>Labor Force Participation Rate</td>
<td>52.8%</td>
</tr>
</tbody>
</table>

Source: Derived from U.S. Census Bureau’s 2013 and 2016 American Community Survey (ACS), 1-Year Micro-data

**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.

In 2017, the state of Michigan counted around 227,200 unemployed individuals (i.e., actively looking for a job and available to take up one if offered). Of these individuals, 45,100 (or 19.9 percent) had been unemployed for 27 weeks or more. That represents a drop of 12 percent (or -6,300) from the previous year or -62 percent (-74,100) from 2014. Also in 2017, the share of long-term unemployed individuals in Michigan fell below the proportion of this group nationwide, estimated at 22.9 percent in December.
The share of long-term unemployed in 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 2017 share of long-term unemployed is comparable to the 2006 pre-Great Recessionary levels but still almost seven times higher than the 2000 ratio of only 3.5 percent of the total number of unemployed.

### Figure 8-5. Duration of Unemployment in Michigan (2000-2017)

Source: Bureau of Labor Market Information and Strategic Initiatives, Local Area Unemployment Statistics (LAUS)

2. Workforce Development, Education and Training Activities Analysis

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in Education and Skill Levels of the Workforce above, and the employment needs of employers, as identified in Employers’ Employment Needs above. This must include an analysis of –

A. The State’s Workforce Development Activities

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

* 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.
Michigan’s economic growth is largely dependent on the talent of its citizens. A person’s individual talent is critical to their ability to obtain employment and provide a decent family income. While Michigan’s unemployment is steadily decreasing and is at or close to the national unemployment rate, there still remains a failure to match the supply of talent with employer demand. There are thousands of good paying technical jobs and training opportunities leading to living wage jobs that remain unfilled. Individuals who might be interested in such jobs frequently do not have sufficient basic literacy and/or job skills to qualify for entry-level jobs nor are they able to benefit from training that leads to better jobs. This means employers are not securing the talent they need while workers are losing out on higher wage jobs that would allow them to become better providers for their families.

Many individuals have inadequate skills to earn enough to support themselves and their families. Thus, a more concerted learning of basic competencies by a significant portion of Michigan’s adults is needed to ensure that they can take advantage of the extensive array of job and training opportunities that Michigan offers now and promises to offer in the future.

Michigan is in a unique position to address the needs of both individuals and employers. Three of the four WIOA core programs (Titles I, II, and III) are all positioned within Department of Labor and Economic Opportunity. 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 an industry-driven effort that includes “smart” connections and “results-driven” training, with a particular focus on industry clusters and sector strategies.

Vocational rehabilitation (Title IV) continues to be a valued partner and is represented at Michigan Works! Director’s Council meetings; senior managers serves on local workforce development boards; and senior managers and are included in local and regional planning. Vocational rehabilitation 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).

Michigan’s greatest challenge is ensuring that employers have access to the talent they need. To address the challenges of meeting employer skill needs, 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 and to match Michigan’s unemployed and low income population with available job vacancies.

Based on the economic and workforce analysis, Michigan continues to build upon the foundation laid out over the past few years and will continue implement new strategies and build upon strategies as previously identified in the Governor's 2015 State of the State address and our 2016 State Plan.

Several strategies and initiatives work towards achieving Michigan’s vision and goals to address skills gaps and shortages: These strategies involve cross coordination and collaboration across several core programs. Examples of strategies include:

- Pure Michigan Talent Connect. Pure Michigan Talent Connect attempts to address the skills gap by quickly and effectively connecting employers to the talent they need. Talent Connect is a web-based connector that is a single, centralized hub that connects
educators, employers and talent. 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.

Going PRO. The professional trades are a pathway to high-quality careers for Michiganders and continued economic strength in Michigan. Going PRO is a Michigan campaign designed to elevate the perception of professional trades among students, parents, and educators and to showcase career opportunities in a variety of rewarding careers.

- Skilled Trades Training Fund. Implemented four years ago, the Skilled Trades Training Fund provides competitive awards for employer-responsive training that enhances talent, productivity, and employment retention while increasing the quality and competitiveness of Michigan’s business. Entirely State-funded, the Skilled Trades Training Fund ensures Michigan’s employers have access to the talent they need to compete and grow, and individuals have the skills needed for in-demand jobs. Employers identify skills shortages, select a training provider that develops customized training, and the trainee obtains a credential that allows them to retain employment or in the case of where they become unemployed, gain employment in a shorter time frame.

- 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 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 (CEPI).

- PATH (Partnership. Accountability. Training. HOPE.). 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 individuals connect to the resources they need to obtain employment. The TANF funded program is administered by the Department of Labor and Economic Opportunity through Michigan Works! one-stop service centers. Individual participants may also be referred to education and training activities funded through WIOA to maximize the effectiveness of resources.

- Community Ventures. Community Ventures is an innovative economic development initiative that promotes employment and social enterprise in the State’s most distressed urban areas. Coordinated by the Department of Labor and Economic Opportunity, this initiative helps structurally unemployed individuals pursue career opportunities at Michigan companies in Detroit, Flint, Saginaw, and Pontiac through Employer Resource Networks. The initiative meets a number of critical needs for participants by providing real jobs for people with very few employment opportunities, addresses key barriers to employment, provides services such as mentoring, literacy support that financial literacy assistance to prepare individuals for success. The initiative benefits businesses by improved employee productivity and attendance, providing specialized expertise in leveraging workforce and economic development resources, and access to informal networks that pool resources and create opportunities for cross-sector collaboration.
• 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. MICA addresses employer concerns about worker shortage, skill shortages, training mismatches, and other workforce challenges, including identifying needs that may be addressed by means other than occupational training. 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.

• Vocational Rehabilitation in partnership with the Governor’s office, 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, educates 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 this “hidden workforce” including on-going support services to promote a diverse and inclusive company culture.

• 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, and mathematics that are associated with the attainment of a high school diploma 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 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. Individuals with barriers to employment, individuals with limited English proficiency, and inmates in correctional institutions are the target groups for Michigan adult education and literacy efforts. Under WIOA, adult education will be focused on transitioning more adult learners to occupational training in high wage and in-demand industries or occupations. The participants may be co-enrolled in Title I and Title II services, dual enrolled in adult education and postsecondary education, or receive services sequentially. Michigan has awarded an additional $2 million in State funds to support five pilot programs for funding for Section 107 Career and Technical Education Pilots. The intent of the pilots is to connect adult education participants at currently funded adult education programs directly with employers by linking adult education, career and technical skills training, and workforce development.

• Community-based training through the Michigan Career and Technical Institute (MCTI) Community Expansion Program. Vocational rehabilitation, in collaboration with the Michigan Department of Health and Human Services and Michigan Works! Agencies, collaborated on expansion of the program. The Michigan Career and Technical Institute works with individuals to provide a community-based Certified Nursing Assistant program targeting PATH program participants with disabilities, with the Department of Health and Human Services paying for training. Program expansion includes exporting the Certified Nursing Assistant training program and an array of remedial training programs from the Michigan Career and Technical Institute to Michigan Works! Service
Centers. Since 2014, MCTI has delivered CNA training programs in Battle Creek, Benton Harbor, Detroit, Grand Rapids, Kalamazoo, and Muskegon.

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

Vocational Rehabilitation (VR) in Michigan is administered by the Michigan Rehabilitation Services (General) and the Bureau of Services for Blind Persons (Blind) under the authority of the Rehabilitation Act of 1973, as amended, most recently by the Workforce Innovation and Opportunity Act of 2014. VR is funded primarily by the United States Department of Education’s Rehabilitation Services Administration. The Federal funding includes a State matching requirement (Federal 78.7 percent and State match of 21.3 percent) and maintenance of effort requirement.

VR provides services and supports to assist eligible students, youth, and adults with disabilities transition to post-secondary education, training, and competitive integrated employment. VR also engages with businesses throughout Michigan, assisting them in recruiting and maintaining qualified, valuable employees. VR also serves as a resource on disability and employment matters such as disability awareness training, workforce diversity and inclusion initiatives, training on the Americans with Disabilities Act, solutions for reasonable accommodations, and worksite consultations.

The provision of VR services to assist individuals with disabilities obtain competitive, integrated employment include:

- Evaluation and diagnostic services provided to determine eligibility and the services needed for the individual to become employed;
- Vocational rehabilitation counseling and guidance provided directly by a vocational rehabilitation counselor during the individual’s plan of services;
- Physical and mental restoration services which may be provided to correct or substantially modify an individual’s physical or mental condition;
- Training services, when necessary to become employed, including vocational training, academic training, personal and vocational adjustment training, job coaching, on-the-job training, job-seeking skills training, and books, tools, and other training materials;
- Specialized services for individuals who are blind, deaf, and deaf-blind, including interpreter services, note-taking services, and reader services;
- Rehabilitation technology services, including assistive technology devices, assistive technology services, and rehabilitation engineering services to address barriers encountered by an individual in attaining or retaining employment;
- Placement services provided to assist an individual with a disability to find adequate and suitable employment in his/her chosen career; and
- Supportive services, such as maintenance, transportation, personal assistance services, and services to family members may also be provided if necessary for the individual to utilize the services identified above.
- Post-employment services may be provided to previously rehabilitated individuals when needed to maintain or regain suitable employment.
- Pre-employment transition services provided to students with disabilities, including: job exploration and counseling, work-based learning experiences, counseling on
opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education, workplace readiness training to develop social skills and independent living, and instruction in self-advocacy.

- Technical assistance, training, outreach and other supportive services provided to public and private employers of all sizes, including Federal and Federal contracting employers for the purpose of increasing employment opportunities for job seekers with disabilities.

The provision of VR services to assist businesses to obtain qualified talent includes:

- Talent Development including no cost recruitment and paid internships and apprenticeships
- Reasonable Accommodations/Ergonomic Intervention to develop strategies for Workers with Physical, Cognitive and/or Behavioral Disabilities
- Connections to partner assets and services
- Job Analysis for performance elements and requirements
- Risk management/Staff Retention
- Injury Prevention and Wellness Programming
- ADA (Americans with Disabilities Act) Services

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

B. The Strengths and Weaknesses of Workforce Development Activities

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

Michigan’s strengths include:

- Our regional approach early on has maximized workforce resources and created a nimble and responsive system through alignment with economic development, business, and training partners, resulting in an increased focus on and the implementation of additional skilled trades and registered apprenticeship training programs, sectoral and regional strategies, and improved coordination between partners.
- Our continued collaboration between all of the WIOA funded core programs at both the State and Local level in addition to coordination of other USDOL, State, and locally funded programs operated within the one-stop system.
- Our continued partnership and collaboration with educational partners and State agencies outside of the Department of Labor and Economic Opportunity 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.
- WIOA implementation at the State and local level is mostly completed. All of our State policies and manuals have been or are close to being finalized. Planning regions are in the
process of finalizing Memorandums of Understanding with their local partners. Infrastructure agreements with local partners are nearly completed.

- Core partners determined “core principles” in regard to the collaborative delivery of business services: (1) WIOA Core Partners will serve as the lead, and equal, providers of services to business, particularly in each programs’ area(s) of expertise. (2) Business partner input will be an important consideration in the collaboration and alignment of services. (3) No core partner will be excluded from direct interaction with the business customer, as needed and appropriate. (4) Existing partnerships with business will be respected in order to address the preferences and needs of the business within the purview of that partnership. (5) Whenever possible, collaboration and alignment will drill down to the local level but will consider recommendations from each core partner’s leadership in regards to this focus.

- Development of a cross walk among the core WIOA partners including; Title I Workforce (WF) & American Job Centers, Title II Adult Education, and VR (Title IV under WIOA) on how we will collectively measure and track for WIOA purposes, effective business engagement.

- 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 prosperity 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 as well.

- 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 local support and buy-in for the regional service delivery model by programs that were previously critics of the movement. Local directors are now champions and ambassadors of working collaboratively together because they have experienced the shared benefits. Regions that previously were territorial or approached other providers as competitors are now working as partners.

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, and that is currently happening. The role of the state to continue this movement is to share promising practices, promote current research and resources, fund innovation, and facilitate conversations as needed.

Similarly, collaborations between adult education providers and postsecondary institutions, Michigan Works! Agencies, Michigan Rehabilitation Services, and career and technical education are strengthening as more partnerships and promising practices are emerging.

Weaknesses or Challenges include:

- Michigan lacks a unified data management system across the board for all core, non-core, and system program partners. While some headway has been made since Michigan’s submission of our 2016 State plan, 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.

- Professional Development - Workforce system and VR staff need continuous professional development to be educated on current market conditions, as well as the latest initiatives and strategies. In addition, 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. Many examples of local best practices and successful strategic implementation exist, but there is a need to take these best practices and identify how, or if, they can be appropriately implemented in consistent ways throughout the state.

C. State Workforce Development Capacity

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

Yearly declines in funding for employment and training since Program Year 2008 have exacerbated Michigan’s ability to fund and carry out required workforce investment activities throughout all areas of the State. This includes significant reductions in the number of one-stops and satellite offices. Michigan has experienced a 22.4 percent reduction in the number of one-stop centers and an 8.5 percent reduction in the number of satellite offices.

In addition to a reduction in the number of One—Stops and satellite offices, some of our Vocational Rehabilitation partners have been relocated to state—owned buildings in an effort to reduce operational costs as directed by the Designated State Agency. Other partner programs may only be available at the One—Stop Service Centers on an itinerant basis.

As federal funds become scarcer, the ability to leverage resources is tantamount to compete locally in an increasing global economy. With regionalization, local and regional partners work in collaboration to better leverage resources in ways most beneficial to the region, including increased utilization of technology within the one stop centers.

In 2004, State funding for adult education in Michigan was cut from $75 million to $20 million. Since then, it has slightly increased to $25 million. Because of the drastic decline in funding, there has been a natural reduction in the number of adult learners served in the State as well as in the number of programs offering adult education. Prior to 2004, enrollment in adult education was over 70,000 annually. In recent years enrollment has been just under 30,000, whereas the number of adults aged 18 to 64 without a diploma or its equivalency is approximately 570,000 based on 2014 American Community Survey data. The participation rate in adult education is only five percent of those adults in need of adult education services. Michigan’s challenge has been to increase capacity through collaboration with greater efficiency.

Despite budget cuts, the dedication of Michigan’s Adult Education providers, including local school districts, community-based organizations, volunteer literacy program, and community colleges, has remained steadfast. Through ongoing communication with these organizations, as well as the State’s Workforce Development Boards and other stakeholders, the Department of
Labor and Economic Opportunity will continue to explore options during the coming years for strengthening its current capacity. The end result will be an adult learning system that ensures:

- Responsiveness to the complex variety of adult learning levels, contexts, and needs;
- Use of performance standards to continuously improve program services;
- Optimal use of available funds;
- Flexibility in meeting the needs of each service area;
- Equitable funding targeted to areas of greatest needs;
- Strong instructional and administrative staff that responds to the needs of the adult learners; and
- Inclusion of public and private partnerships that engage practitioners and partners in planning and delivering services.

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)**

VR’s services are provided statewide, with exception to pilot programs, Innovation and Expansion grant activities, and services delivered under a Third-Party Cooperative Arrangement (TPCA) or Interagency Cash Transfer Agreement (ICTA). VR currently holds multiple TPCA and ICTAs, and as required, has a waiver of statewideness in place for these arrangements. These Agreements result in Federal matching funds, local program development, and collaborative partnerships throughout the state.

VR contracts with employment service providers, and maintains partnerships and agreements with multiple agencies and entities around the state to ensure comprehensive and coordinated services for job seekers with disabilities.

VR has long-established relationships statewide Centers for Independent Living (CILs) and Community Rehabilitation Partners (CRPs) who provide direct vocational rehabilitation, transition, supported employment and rehabilitation engineering services to individual with disabilities. Through existing staff and strong partnerships, VR is confident that it has the capacity to implement the identified workforce development activities.

The VR agencies support a dual-customer base, meeting the employment needs of business through the qualified applicants and support services provided by the public VR system. VR embraces a one-company approach with the business community.

The unemployment rate in 2016 for people in prime working age with a disability was 11.1 percent, compared to just 4 percent for those without. Only 30.3 percent of prime working age, 25 years to 54 years old, people with a disability were employed in 2016, compared to 81 percent of prime working age adults without a disability, according to U.S. Bureau of Labor Statistics.

**b. State Strategic Vision and Goals**
The Unified or Combined State Plan must include the State’s strategic vision and goals for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency. This must include—

1. Vision

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

The Governor’s priorities, include key actions necessary to continue Michigan’s reinvention. In alignment with the Governor's priorities and the Governor’s Michigan Future Talent Council’s priorities, Michigan’s vision is:

“Cultivating inclusive, efficient workforce connections to provide demand-driven services to job seekers, customers, and employers to strengthen and improve Michigan’s economy.”

Our vision encompasses key actions related to workforce employment, training and educational programs as identified in the Governor’s strategy for Michigan’s reinvention. Key actions included:

• Revolutionizing how government operates by reducing bureaucracy and inefficiencies in the system through restructuring government by combining talent and workforce operations;
• Focusing on K-12 education 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 science, technology, engineering and math education, and by investing in skilled trades training and career and technical education opportunities,
• Creating WIOA planning regions across the State, thereby allowing local areas to devote their resources to leverage State resources that help create more and better jobs and training,
• Assisting the structurally unemployed by offering services tailored to meet individual needs,
• Providing one-stop shopping for veterans,
• Increasing accountability through measuring outcomes and results; 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 eliminating barriers for those with disabilities who wish to enter the workforce and is devoted to the State of Michigan being a leader in adopting the employment practices within state government. Including the State of Michigan providing a welcoming environment to those with disabilities and encourage opportunities for competitive integrated employment within state government.

This vision and actions encompass helping all Michiganders succeed, no matter their stage in life, whether it is an individual or a business. This priority continues to be built upon through collaboration and cooperation.
The following key actions, included with Michigan’s submission of our 2016 State plan, have been accomplished during WIOA implementation:

- Talent and workforce operations have been combined to reduce bureaucracy and inefficiency.
- Partnerships between education and employers have been created to ensure training is demand-driven.
- An increased emphasis on STEM (Science, Technology, Engineering, and Math) education by investing in skilled trades training and career and technical education opportunities.
- All WIOA planning regions are designated, with local and regional plans approved, with local areas able to devote their resources and leverage state resources to help create more and better training for in-demand jobs.
- The Department of Labor and Economic Opportunity is actively engaged in, and working toward, aligning data systems to measure outcomes and results has increased accountability.
- An increased focus on assisting individuals with barriers to employment through Community Ventures.

2. Goals

Describe the goals for achieving this vision based on the above analysis of the State’s economic conditions, workforce, and workforce development activities. This must include—

A. Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**

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

* Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals.

** Veterans, unemployed workers, and youth and any other populations identified by the State.
The Governor’s Michigan Future Talent Council provides a vital role in ensuring the Governor’s vision and roles are achieved. The following strategic priorities were identified by the Board:

**Priority 1 (K-12):** Educate students, parent job seekers, teachers, counselors and administrators about local in-demand careers and prepare students for success.

**Priority 2 (Adult Learners):** Expand awareness of and access to adult learning opportunities to qualify for local in-demand careers and prepare students for those careers.

Achievement of these priorities will be accomplished through strategies that:

- Increase career options for middle and high school students.
- Prioritize state education and training funds to prepare students for local in-demand jobs.
- Improve work-based learning opportunities for students age sixteen and older.
- Align high school and community college curriculums to provide career-ready graduates.
- Require all state-funded career skill training programs to justify and share state-purchased assets.
- Expand access to career and technical education type training for rural and other students who currently do not have access to secondary career and technical education programs.
- Improve performance and accountability of the Unemployment Insurance system and its coordination with Michigan Works!

The State of Michigan is committed to customer-focused services by engaging citizens early about opportunities. In keeping with these strategic priorities, the following goals have been established:

**Goal 1:** Michigan will support business growth by ensuring that employers have access to a diverse, skilled workforce. Access to a diverse, skilled workforce includes:

- Enhancing the usability of Talent Connect to improve how talent connects with Michigan business.
- Branding and promoting the Department of Labor and Economic Opportunity to increase employer awareness of talent initiatives.
- Attracting and retaining qualified talent to fill targeted industry skill gaps.
- Bridging the unemployment gap by assessing employer needs and improving job seeker career exploration tools.
- Engaging citizens early about workforce opportunities and proactively reaching out to employers to provide personalized services.

**Goal 2:** All Michiganders will have access to a continuum of high quality education and training opportunities. Access to a continuum of high quality education and training opportunities will be achieved by:
Growing existing talent development programs and services to enhance the skills of Michigan’s workforce.

- Strengthening Michigan’s Career and Technical Education infrastructure.
- Internally collaborating to optimize resources for personalized assistance to job seekers.
- Supporting Michigan Works! Agencies (American Job Centers) in providing job seekers with critical placement services.
- Leveraging Michigan’s “Going PRO” campaign to improve perceptions about skilled trades occupations.
- Streamlining talent programs and services statewide.

These goals reflect Michigan’s commitment to customer-focused services by engaging citizens early about opportunities, and to focus and attract qualified talent to fill targeted industry skills gaps.

Both the goals and priorities are consistent with, and realized through the alignment of employment and training opportunities within each of our core programs and their partnering agencies and organizations. In keeping with the priorities set forth by the Board, the some of the following strategies previously identified with Michigan’s submission of its 2016 State plan, have already been, or are being implemented:

- Pathfinder uses current labor market information, longitudinal wage data and other institutional data and metrics to allow improved skills matching to careers and jobs. It has been supplied to all Michigan school districts during the 2017 and 2018 school years. The goal is to promote student access with relevant information to develop educational plans for any desired career and provide Michigan —specific education and occupation information; the return on investment information that indicates the investment in education and employability data that is available, so users can make informed education and decisions, and a complete training path picture when a career goal is chosen that assists the student/job seeker in creating plans for a complete career path.

- Going PRO improves perceptions about Professional Trades occupations through highlighting these careers and showing the benefits of entering a skilled trade.

- Skilled Trades Training funds provide employer competitive awards for employer responsive training that enhances talent, productivity, and employment retention while increasing the quality and competitiveness of Michigan’s businesses.

- Michigan Industry Cluster Approach (MICA) 2.0 creates a framework in which many employers within a single industry engage with the workforce system to identify their demand. In this approach, talent issues may be handled more efficiently through multi-company, industry focused training programs. Regionally, Michigan Works! Agencies convene employers along with education providers, economic development organizations, and other groups associated with workforce development to solve talent challenges. Local industry clusters are formed based on needs and led by employers.

- Community Ventures empowers talent and creates safer and vibrant communities by establishing regional partnerships and business support networks. Community Ventures achieves its goals through employer grants, usually in the form of wage
reimbursements to employers to cover in-house training and costs related to hiring participants, wrap around services to assist with job retention and barrier removal, career pathways and business supports for businesses and social enterprises to improve employee engagement and productivity.

- Section 107 Career Technical Education Pilot Program. Michigan has awarded an additional $2 million in State funds to support five pilot programs. The intent of the grants are to connect adult education participants at currently funded adult education programs directly with employers by linking adult education, career and technical skills training, and workforce development.

- Building Opportunities initiative addresses the challenge of the alignment of English as a second language programs and post-secondary education, and how adult education providers can offer Integrated Education and Training (IET) and focus on connecting jobs when many English-as-a-second language do not want to work outside of the home for cultural or economic regions. The State’s primary goal is increasing the understanding of Integrated English Literacy and Civics Education (IELCE) requirements in greater depth, and to expand IELCE to other areas of the State, including rural areas in particular.

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

3. Performance Goals

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

With the exception of the Adult Education Measurable Skill Gains, performance data is made up of a rolling 4-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 4th 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 2016, Michigan exceeded this measure. For 2017, it is anticipated that Michigan will exceed this measure again.

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

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

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

VR will continue to establish a baseline for all primary indicators of performance as directed by the Rehabilitation Services Administration in Technical Assistance Circular a (TAC) 18-01.

Please refer to Appendix 1 for Michigan’s expected levels related to the performance accountability measures.

4. Assessment

Describe how the State will assess the overall effectiveness of the workforce development system in the State in relation to the strategic vision and goals stated above in sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

The 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 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 a significant difference 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:

- Assistance in the development of a performance improvement plan,
- 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.

Additionally, 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.

c. State Strategy

The Unified or Combined State Plan must include the State's strategies to achieve its strategic vision and goals. These strategies must take into account the State’s economic, workforce, and workforce development, education and training activities and analysis provided in Section (a) above. Include discussion of specific strategies to address the needs of populations provided in Section (a).

1. Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). “Career pathway” is defined at WIOA section 3(7) and includes registered apprenticeship. “In-demand industry sector or occupation” is defined at WIOA section 3(23).

The Department of Labor and Economic Opportunity is employing several strategies to achieve the Governor’s vision and goals. In collaboration with employers, Michigan Works! Agencies, other State agencies, economic development, training providers and other partners, examples of these strategies include:
Pure Michigan Talent Connect (Talent Connect) — Talent Connect is a web-based talent connector that brings together employers, educators, and talent. It 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 — Michigan’s newly redesigned Eligible Training Provider List is housed within Pure Michigan Talent Connect. The Michigan Training Connect has a new look, new features, and greater overall functionality, providing job seekers with the tools they need to choose a training program to become employed in a high-demand job or industry.

Talent-Based Job Creation and Entrepreneurship — The Department of Labor and Economic Opportunity, local Michigan Works! Agencies, and the Michigan Department of Health and Human Services have implemented a statewide support structure to assist the structurally unemployed. The effort, known as Community Ventures, is a resource for local communities and businesses seeking to establish worksites that provide assistance and employment to Michigan’s low-skilled population. The program’s mission is to promote safe and vibrant communities by providing structurally unemployed community residents with a career pathway out of poverty.

Workforce Reforms — Employers, our primary workforce partners, provide jobs to thousands of residents across Michigan. The Department of Labor and Economic Opportunity 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.

When it comes to workforce programs, our customers are the employers and workforce partners who provide jobs to the thousands of job seekers across the state of Michigan. We will implement the following innovative audit and communication systems 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 also includes a wide variety of private employers and non-profits. In an effort to improve communication and coordination between partners, we have implemented the Talent Connect. The Talent Connect is a state-wide communication network designed to identify problems and improve communications between “talent partners.” “Talent partners” include employers, Michigan Works! Agencies, 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, Business Service Teams will be utilized at the one-stops. Business Services Teams work closely with companies in high-growth/high-demand industries. The Michigan Industry Cluster Approach Team and the Michigan Economic Development Corporation collaborate with the Michigan Works! Agencies Business Services Teams to provide information and support for employers growing within or moving into the local area.
partnerships between the one-stops, the Michigan Industry Cluster Approach, and the Michigan Economic Development Corporation will establish a relationship with employers in order to obtain skilled workers through Michigan’s labor exchange system.

- The Governor’s Michigan Future Talent Council and Local Workforce Development Boards: Michigan continues its focused efforts to become a national leader in developing a talented workforce. Governor Whitmer signed Executive Order 2019-13 to locate the State Workforce Board within the Department of Labor and Economic Opportunity. State staff will continue to facilitate closer working relationships with the Governor’s Michigan Future Talent Council and local Workforce Development Boards and assist the boards in becoming more effective, through communications, training, regional partnership building, and selection of appropriate board members.

The State’s strategy moving forward includes a three-pronged effort. First, we will provide an orientation effort which includes welcoming new members with contact information and an orientation guide to assist them with understanding responsibilities and mission. Second, we will work more closely with both the Governor’s Michigan Future Talent Council and local Workforce Development Boards to connect with them directly through information sharing, visiting board meetings, and working together on state/regional projects and building state and regional partnerships. Third, we will review and collect feedback from the Governor’s Michigan Future Talent Council and local Workforce Development Boards and provide training and technical assistance to boards, as needed.

- The 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 Department of Labor and Economic Opportunity and 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.

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 that addresses the needs of Michigan’s employers. The State’s economic, workforce, and workforce development activities included in this plan identified several populations 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.

The state is taking advantage of 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 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) varies drastically depending on the adult learners so the development of IELCE program is specific to the needs of the local area.

The United States Department of Education awards Carl D. Perkins 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, such as:

- Individuals with disabilities,
- Individuals from economically disadvantaged families, including foster children,
- Individuals preparing for non-traditional fields:
  - Single parents, (including single-pregnant women),
  - displaced homemakers, and
  - individuals with limited English proficiency

Further, the Department of Labor and Economic Opportunity collaborates with the Michigan Occupational Special Population 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**

Hidden Talent Tours. Michigan Rehabilitation Services, in partnership with the Governor’s office, 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 are a strategy the State has been employing to educate businesses and community partners about the abilities of persons with disabilities and how such individuals are a valuable talent pool for employers to tap into. Recognizing the unique barriers Michiganders with disabilities may face in securing employment opportunities, VR will continue to lead, invest and participate in initiatives to connect these individuals to businesses who are ready to hire.

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. All state departments and agencies that provide services and support to persons with disabilities, and all state departments and agencies that provide employment, economic development, or other related services, shall implement Employment First in Michigan by coordinating efforts and collaborating to ensure that state programs, policies, procedures, and funding support competitive employment within an integrated setting as the first priority and optimal outcome for persons with disabilities.

Employment Opportunities for Individuals with Disabilities. Executive Directive 2014-01 established the Employment Opportunities for Individuals with Disabilities initiative. This initiative’s goals are to attract and retain individuals with mental illness, intellectual or developmental disabilities and physical disabilities that includes competitive integrated employment opportunities. The directive requires the participation and engagement of all Michigan departments and agencies. The full Executive Directive can be read on the Michigan Government Website.

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 (The NET) who offer support services around disability employment.

Low-Income Individuals

Further, the Department of Labor and Economic Opportunity, local Michigan Works! Agencies, and the Michigan Department of Human Services have implemented a statewide support structure to assist the structurally unemployed. The effort, known as Community Ventures, is a resource for local communities and businesses seeking to establish worksites that provide assistance and employment to Michigan’s low-income, low-skilled population. The program’s mission is to promote safe and vibrant communities by providing structurally unemployed community residents with a career pathway out of poverty.

Youth/Young Adults

Talent Tours and Career Expos, such as MI Career Quest and Manufacturing Day, 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. Michigan Works! Agencies facilitate relationship building between educational partners and businesses. Businesses define roles, skills, and training expectations via short presentations and hands-on experiences.
These strategies, along with additional strategies and initiatives are further discussed in Section III (a) (2), State Strategy Implementation.

The Governor’s vision and overarching goals addresses Michigan’s job strategy and how it is integrated into our State’s overall strategic plan for reinvention. The Department of Labor and Economic Opportunity is responsible for activities to ensure a skilled workforce. Talent enhancement strategies include developing, retaining, attracting, and matching an exceptional talent base with guidance based on the needs of Michigan’s employers.

This is achieved by:

- Developing the academic, career, and technical skills of post-secondary students enrolled in Career and Technical Education programs.
- Supporting industry sector partnership strategies to formulate education and/or training activities required to fill identified talent gaps.
- Improving talent matching through our network of 16 Michigan Works! Agencies and through enhancement of our Pure Michigan Talent Connect website to allow better matching of skills with job openings.
- Rebuilding and enhancing our Eligible Training Provider List (Michigan Talent Connect [MiTC]) by bringing it in-house and embedding it into Pure Michigan Talent Connect.
- Attracting and retaining talent by retraining the current workforce to meet those employer-identified needs and offering training and education services, including registered apprenticeships.

Michigan is facing a talent shortage across multiple industries. That shortage, is the single greatest threat to the State’s continued economic recovery. There will be over 800,000 high-demand career openings through 2024, with over $49 million in potential earnings. To address this shortage, Through the Marshall Plan for Talent, Michigan is laying the groundwork to transform Michigan’s talent pipeline and redesign the ways we invest, develop, and attract talent in our state. Currently in its preliminary stage for implementation, the Marshall Plan provides a blueprint and a call to action to coordinate and expand existing programs so they can continue to be effective in their areas of focus. The plan includes program creation and expansion, career exploration for students, and investment in students and teachers.

For too long, business businesses and education have operated in silos. Educational resources are becoming increasingly scarce and must ensure they are delivering training that is valued by employers and allows for employment success of the student. A business’s ability to grow and expand, thus providing economic stability to the community in which they are located, is directly tied to having access to an adequate number of employees that possess the necessary skills. The most effective way to overcome this challenge and create an environment when collaboration is the norm, is to develop a mechanism that shows regional partners how to come together to address talent gaps.
The Department of Labor and Economic Opportunity directors have consistently heard from both education and industry that they need assistance in coming together and jointly address the talent gap. To ensure our residents have the right skills to meet employer demand — both short and long term, they need access to career pathway tools. Visual tools that detail how to progress from entry level employment to higher skilled positions that benefit both the jobseeker and the employer, and can be sued by any individual regardless of age, education, or work history are needed.

On February 9, 2017, Michigan was approved to a Technical Assistance Grant to assist with the engagement of business and education to address talent gaps. The project would ensure that business and education are consistently brought together to collaboratively address regional talent gaps.

Technical Assistance funding will be used to:

51. Establish a formal mechanism to build and maintain a partnership with local school districts, post-secondary institutions, employers, advocates and training centers to match what is being taught in the classroom with community needs. The mechanism would provide a roadmap to establish the partnership, identify and recruit key members, map skill gaps for in-demand occupations (e.g., Information Technology), develop template/protocol to address skill gaps and develop strategies to sustain the partnerships.

52. Develop a customizable pathway tool used to create pathways for every learner (p-20 and beyond) to access a self-sustaining career. The tool would detail, at minimum, classes, skill progression, credits, certificates, degrees, training costs, vacancy openings/projections, and wages.

Based on our economic and workforce analysis, the Talent Investment Agency is employing several strategies to achieve the Governor’s vision and goals. In collaboration with employers, Michigan Works! Agencies, 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. In this approach, talent issues may be handled more efficiently through multi-company, industry-focused training programs. The State’s key clusters are Agriculture, Construction, Energy, Health Care, Information Technology, Manufacturing, and Transportation.
- Work-Based Learning — The Talent Investment Agency’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 Equipment Program, and the Skilled Trades Training Program. Employers, Michigan’s workforce development system partners and
other stakeholders are actively engaged to achieve industry driven talent goals and objectives.

In 2012, Michigan implemented its Michigan Industry Cluster Approach which is predicated on two interrelated concepts — the need for more and better data and more engagement with employers, which is achieved through the convening of employers through the establishment and expansion of industry cluster groups. In 2018, the Michigan Industry Cluster Approach 2.0 has documented more than 30 instances of Michigan Works! Agencies and other local partners actively supporting industry cluster work, engaging approximately 1,500 employers. This work includes commitments from all 16 Michigan Works! Agencies to support the Michigan Industry Cluster Approach 2.0 through their engagement with industry cluster groups within their regions.

The Michigan Industry Cluster Approach 2.0 will help to promote and develop ongoing and sustained strategic partnerships though a variety of efforts including:

- Continual expansion and ongoing support of the statewide Michigan Industry Cluster Approach 2.0 network through the provision of guidance, technical assistance and program support to Michigan Works! Agencies, educational and training providers and other partners engaging in industry cluster work.
- Creation and dissemination of tools and resources to assist with the development, implementation, and/or enhancement of industry cluster work. Several helpful tools and resources have been developed in consultation with our Michigan Works! Agency partners, including the Michigan Industry Cluster Approach Recruitment and Training Activities Template, Cluster Readiness and Progress Indices, etc. These tools are all available in a virtual tool-kit which is accessible through the “Industry and Business” portion of the Department of Labor and Economic Opportunity’s website and have been extensively promoted through webinars, conference presentations/workshops, and articles.
- Increased promotion of the Michigan Industry Cluster Approach and industry cluster groups through a variety of communication/marketing channels. Local and industry cluster groups and their accomplishments are regularly showcased at events like the annual Michigan Works! Conference, the Michigan Career Education Conference, and the TRENDS in Occupational Studies conference. The Industry Cluster Map overlay on the Prosperity Regions Talent Map provide a way to inventory and promote local industry cluster groups around the state. Partners are routinely required to demonstrate the extent of their industry cluster work when responding to various requests for proposals issued by the Department of Labor and Economic Opportunity, which has helped to reinforce that the Michigan Industry Cluster Approach 2.0 is one of the agency’s top priorities.

Finally, with the Department of Labor and Economic Opportunity joining the efforts of workforce development and the unemployment insurance, to integrate new workers into the economy, and help those workers that have been in or out of the workforce transition into new jobs. In 2017, the Department of Labor and Economic Opportunity underwent a reorganization to more effectively align programs and resources. The reorganization allows the agency to be in a better position to integrate programs, such as Community
Ventures, Skilled Trades Training Fund, Michigan Advanced Technician Training Program, Registered Apprenticeships and the Community College Skilled Trades Training fund.

The Department of Labor and Economic Opportunity has provided and will continue to share career pathway resources and necessary guidance to local providers to assist in the development of career pathways in each region.

The Adult Services section has developed a Plan of Operation for adult education providers that are interested in offering integrated education and training (IET) programs. The Plan of Operation, based on OCTAE’s IET Checklist, was created to ensure that all IET programs include the required components and are part of a defined career pathway programs in the region.

2. Describe the strategies the State will use to align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available to the State to achieve fully integrated customer services consistent with the strategic vision and goals described above. Also describe strategies to strengthen workforce development activities in regard to weaknesses identified in section II(a)(2).

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.

- Improving talent matching through our network of 16 Michigan Works! Agencies and through enhancement of our Pure Michigan Talent Connect Web site to allow better matching of skills with job openings. Our Eligible Training Provider List (Michigan Training Connect [MiTC]) has been brought in house and is embedded into Pure Michigan Talent Connect. 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 as part of Pure Michigan Talent Connect.
- Michigan is funding the workforce training component of Integrated Education and Training activities through adult education. The goal is to establish a sustainable program of services, and to co-enroll participants when appropriate.
- Attracting and retaining talent by providing support to employers through a demand-driven industry cluster strategies approach. The Department of Labor and Economic Opportunity has implemented a number of initiatives, such as Going PRO and the Skilled Trades Training Fund as part of our approach.
- Developing existing talent by focusing on training or retraining 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,
Talent based job creation and entrepreneurship for hard to serve populations is being addressed through implementing a statewide support structure to assist the structurally unemployed through Community Ventures. Community Ventures provides assistance to Michigan’s low-skilled population by providing structurally unemployed community residents with a career pathway out of poverty.

As previously stated, Michigan continues to face the challenge of the use of multiple and complex customer employer data systems. While some headway has been made since Michigan’s submission of our 2016 State plan, the use of multiple and complex customer employer data systems by State agencies administering WIOA programs still persists.

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.

Significant progress is also being made to integrate the Eligible Training Provider List (Michigan Training Connect [MiTC]) with the OSMIS to share performance data across systems. 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. Following a Lean Process Improvement, integration with OSMIS will create consistency across systems to meet WIOA performance requirements.

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

As our two partnering agencies providing WIOA Title IV vocational rehabilitation services, the Bureau of Services for Blind Persons and Michigan Rehabilitation Services have visions that are congruent with that of the Department of Labor and Economic Opportunity.

Michigan Rehabilitation Services employs Business Relations Consultants who promote Michigan Rehabilitation Services’ business services vision. The Business Relations Consultants serve as the “one point of contact” in the business relationship for the agency. Their responsibilities are strictly aligned with the business customer and strengthen relationships with core partners within the governor-established prosperity regions.

In order to develop a pipeline of talent to meet the demand-driven economy for the business community, each Michigan Rehabilitation Services 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 as well as provide wrap-around supports as needed.

Michigan Rehabilitation Services developed a web-based customer relations management software system called Michigan Business Resource System to track business account activity. Michigan Rehabilitation Services is able to share this system with our core partners to ensure we are not duplicating services. The system aligns with the WIOA performance Indicator 6 — Effectiveness in Serving Business.

In addition, the governor of Michigan has issued Executive Directive 2014-1, charging the State of Michigan directors to be a model employer by hiring and retaining individuals with disabilities. Michigan Rehabilitation Services, BSBP, and the Civil Service Commission, developed a disability sensitivity on-line training called Focus on Ability to educate state of Michigan staff regarding disability awareness and the request process for reasonable accommodations in the workplace. Michigan Rehabilitation Services has a dedicated staff person assisting state departments, Human Resource managers and hiring managers with recruitment of qualified candidates from the Michigan Rehabilitation Services talent pool and retention of valued employees who may have acquired a disability or an exacerbated medical condition.

One goal was increased coordination between the MRS, BSBP and agency Human Resource (HR) offices. MRS has adopted a candidate-referral process and is sharing with other HR offices:

- The process ensures qualified MRS- and BSBP-referred applicants are interviewed.
- Participants in the referral process have already self-identified as disabled.
- HR offices apprise MRS of classifications with continuous or expected hiring needs.
- MRS refers prescreened applicants to the agency HR office. BSBP works directly with Civil Service given the smaller number of applicants.
- The HR office verifies that the MRS referral meets minimum eligibility requirements for the specific vacancy.
- Once verified as eligible, the HR office forwards the candidate to the hiring manager for an interview.
- No guarantee of selection — the focus is providing MRS clients the opportunity to be considered for positions through competitive interview processes.
- MRS tracks and reports on program referrals and hiring activity.

Implementing the candidate-referral process allows MRS the opportunity to assist the candidate with navigation through the on-line Civil Service application process known as NEO-GOV.
MRS continues to meet with the State of Michigan HR directors quarterly as well as frequent face-to-face meetings.

MRS also supports both State of Michigan departments and employees with employment retention services. Retention services are designed to reduce risk, cost, injury and barriers while enhancing productivity and efficiency through on-site evaluation; technology demonstration and support; consultation with the immediate supervisor, department reasonable accommodation coordinator and employee as well as labor relations in some cases. Retention services include formal reporting of essential functions, daily tasks, reported barriers as well as specific recommendations to reduce and/or remove experience barriers with recommended vendors for equipment and technology.

The Project SEARCH program is one initiative launched by the State of Michigan to promote Executive Directive 2014-1. Project SEARCH is a one-year internship for students with disabilities, ages 18-26, ready for their last year of high school and with a goal of competitive employment. The purpose is to provide both classroom training and real-life work experience to prepare students for employment following completion of the program. Nine state departments have identified internships and two additional departments have expressed an interest in hosting an intern during the 2018-2019 school year. Options, including the establishment of a Project SEARCH Worker classification, are being considered to allow for permanent placement of interns upon successful completion of the program.

The State of Michigan continues using the Talent Acquisition Portal — an online tool providing access to a centralized pool of individuals with disabilities, including disabled veterans, at the local, state and national level. MRS has committed to funding TAP access for state agencies for 18 months.

TAP has both a national talent pool of Vocational Rehabilitation candidates looking for employment and a job-posting system for businesses looking to hire individuals with disabilities. TAP is led by the Council of State Administrators of Vocational Rehabilitation, the National Employment Team (NET) and disABLEDperson, Inc. TAP allows employers to post jobs, search candidate resumes based on skill sets and geographic availability, capture job metrics, generate compliance and application quick reports, interview candidates, have online job fairs, and have their jobs seen by individuals with disabilities across the country. Employers also benefit from VR counselors and qualified candidates searching available opportunities.

Michigan Rehabilitation Services was requested to partner with the Department of Labor and Economic Opportunity on a recently awarded grant with the U.S. Department of Labor Employment and Training Administration’s Integrated Business Services Cohort. This national cohort is made up of nine states that represent states, local areas and regions. The goal of this cohort is to find best practices for aligning business, workforce development and education to better meet businesses’ talent needs. The other Cohort Members representing states are Texas, Connecticut, Florida, Kentucky, and Massachusetts. Additional Cohort Members representing cities and regions are Ohio (Area 6), Virginia (Shenandoah Valley), and Washington (Snohomish). The cohort begins February 2018 and runs through May 2018.
Both VR agencies have collaborated to provide disability sensitivity training to front-line Michigan Works! staff and ADAAG (ADA Architectural Guidelines) evaluations. The purpose for the training and evaluations support Section 188 of WIOA which prohibits the exclusion of an individual from participation in, denial of the benefits of, discrimination in, or denial of employment in the administration of or in connection with, any programs and activities funded or otherwise financially assisted in whole or in part under Title I of WIOA because of race, color, religion, sex, national origin, age, disability, or political affiliation or belief, or for beneficiaries, applicants, and participants only, on the basis of citizenship status, or participation in a program or activity that receives financial assistance under Title I of WIOA. For example, the most effective implementation of a strategic approach to address Section 188 has occurred in the Michigan Works! Macomb/St. Clair where a subcommittee under the Workforce Development Board was established specific to serving individuals with disabilities, the VR agencies serve as members on this subcommittee. Intense technical assistance from Michigan Rehabilitation Services/BSBP was provided to all of the offices within this Michigan Works! Office.

BSBP has a seat on the Governor’s Michigan Future Talent Council. This inclusion of the BSBP Bureau director allows both MI VR agencies to be represented. BSBP and Michigan Rehabilitation Services have representation on local boards, and when representation on local boards is not possible BSBP staff are present and in the gallery.

BSBP has also participated in the education of state department representatives in relationship to reasonable accommodations and has requested to be part of the Reasonable accommodation committee in addition to Michigan Rehabilitation Services as a Michigan Partner in VR.

Bureau of Services for Blind Persons as noted above is a partner on the "Super MOU" and is working to develop additional agreements that will address the specific needs of VR consumers who are blind.

Bureau of Services for Blind Persons will intensify engagement with the One Stop Centers to educate and provide opportunity to cultivate working relationships that result in Bureau of Services for Blind Persons’ consumers benefiting more effectively from the programs provided in the One Stop centers. This means that a Bureau of Services for Blind Persons consumer or someone who may not be a VR consumer can benefit from the services of the One Stop and Bureau of Services for Blind Persons will work with the One Stop to provide support to make that happen. Examples of support can be educating the One Stop community about the skills and abilities of blind people, along with the accommodations that are commonly effective when providing services for individuals who are blind, assisting the One Stop centers in providing materials in adaptive formats. These are just some of the examples of this partnership.

Bureau of Services for Blind Persons is working with the One Stop centers to provide services to Pre-Employment Transition Services (Pre-ETS) students and youth in order to allow for summer work experiences and the development of work based learning. We know that that this an ongoing area where partnership is needed as the relationships vary in intensity across the state.
Bureau of Services for Blind Persons will work with all core partners in a similar fashion in order to assist in ensuring that Blind persons in Michigan have the same opportunities for success as any other person with a disability.

Bureau of Services for Blind Persons does not have a business services unit as our VR partner Michigan Rehabilitation Services has; however, we are working to create an environment where smaller caseloads are a reality which will allow our VR counselors to focus on the connection with business.

One of the areas where BSBP recognizes that we need to work toward improvement is the opportunity to be present at key meetings where decisions are made regarding persons with disabilities including those who are blind, in order to advocate for the needs of Bureau of Services for Blind Persons’ consumers. This is an area where Bureau of Services for Blind Persons will need to reach out to partners and in turn partners will reach out to Bureau of Services for Blind Persons to assist in this process by networking to schedule meetings accordingly and communicate with key partners to identify priority needs.

BSBP has and will continue to work with Centers for Independent Living (CIL); however, the expertise needed to work with individuals who are blind is not always represented in the CIL environment. Bureau of Services for Blind Persons will commit to working with the CILs to assist them in obtaining the skill set either by mentoring or acquisition of staff that possess those skills.

VR is working with the core programs to develop a joint vision for the Workforce Development System that is inclusive of individuals with disabilities. Vocational Rehabilitation recently signed a Super (multi-party) Memorandum of Understanding with Michigan Department of Education, Michigan Rehabilitation Services, Michigan Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration, Michigan Department of Labor and Economic Opportunity and Michigan Developmental Disabilities Council to work together on behalf of Students with Disabilities in Secondary Education to assist those students to achieve competitive integrated employment. This Memorandum of Understanding is an effort to align partners to improve collaborative efforts to expand employment opportunities for young people.

VR is also participating in an Office of Disability Employment Policy grant that is supporting four pilot sites in Michigan with the goal of Students with Disabilities achieving competitive integrated employment prior to exiting secondary education. The four pilot sites are utilizing a collaborative approach involving core partners where education and adult agencies (for example: Vocational Rehabilitation and Behavioral Health and Developmental Disabilities Administration) provide early intervention and work experiences while the student is still in secondary education.
III. Operational Planning Elements

The Unified or Combined State Plan must include an Operational Planning Elements section that supports the State’s strategy and the system-wide vision described in Section II.(c) above. Unless otherwise noted, all Operational Planning Elements apply to Combined State Plan partner programs included in the plan as well as to core programs. This section must include—

A. State Strategy Implementation

The Unified or Combined State Plan must include—

1. State Board Functions

Describe how the State board will implement its functions under section 101(d) of WIOA (i.e. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

Created by Executive Order 2015-11, the Governor's Michigan Future Talent Council is Michigan's workforce investment board and its representation is consistent with the provisions of the Workforce Innovation and Opportunity Act (WIOA) and draft regulations issued pursuant to the Act.

The Governor’s Michigan Future Talent Council provides a vital role in bringing citizen involvement, engagement, and oversight to the state's talent enhancement efforts. 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.

The Governor’s Michigan Future Talent Council is charged with advising and assisting the Governor regarding compliance with the WIOA. The Governor’s Michigan Future Talent Council is responsible for review of Michigan’s Unified State Plan as well as other grants, plans policies, statistics, allocation formulas, and performance measures related to the workforce system. The Governor’s Michigan Future Talent Council also develops strategies for continuous improvement of the workforce system, including the identification and dissemination of information on best practices, and engages state and local leaders to drive workforce innovation. The Governor’s Michigan Future Talent Council also reviews the state’s Annual Report for the U.S. Department of Labor.

The Governor’s Michigan Future Talent Council Executive Committee is comprised of the Governor’s Michigan Future Talent Council Chair and Vice Chair and representatives from labor, community-based organizations, and business. The Executive Committee provides overall direction to the Governor’s Michigan Future Talent Council activities and reviews regulatory items prior to bringing to the full board for action.

The Governor’s Michigan Future Talent Council meets quarterly at different locations around the State.

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

A. Core Program Activities to Implement the State’s Strategy

Describe the activities the entities carrying out the respective core programs will fund to implement the State’s strategies. Also describe how such activities will be aligned across the core programs and Combined State Plan partner programs included in this plan and among the entities administering the programs, including using co-enrollment and other strategies, as appropriate.

The Governor indicated that in Michigan, talent has surpassed other resources as the crucial element of economic growth. There is a gap between what employers need to fill the jobs of today and tomorrow, and the skills that Michigan residents possess.

Our strategy is integrated into the Governor’s overall strategic plan for Michigan’s reinvention. 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 WIOA. Our workforce programs are being implemented with innovation and efficiency in mind to deliver results-driven training and services in order to provide more and better jobs, assist employers with their workforce training needs, and revitalize our education system to better prepare youth.

Our talent investment strategy includes:

- Supporting a demand-driven workforce system through the alignment of workforce development with economic and community development.
- Advocating for the integration of workforce development into the P-20 system.
- Transforming Michigan’s adult learning and educational infrastructure to create a unified strategic approach to increase the State’s economic vitality through workforce training, post-secondary educational attainment and/or credentialing.
- Implementing employer responsive training to enhance talent outcomes, productivity, and employment retention, while increasing the quality and competitiveness of Michigan’s businesses.
- Supporting a comprehensive talent investment strategy that ensures available resources have the greatest impact possible for job creators and residents within local service delivery areas.
- Assisting the structurally unemployed with financial independence.
- Supporting the creation of sector partnerships including employers, education and training providers and local community stakeholders.
- Monitoring performance and assessing the effectiveness of local areas in achieving continuous improvement of workforce investment activities in order to optimize our return on investment.
Collaboration with Michigan Works! Agencies (MWAs) Business Services Representatives Teams to increase Registered Apprenticeships in high-wage, in-demand industries and occupations. The Department of Labor and Economic Opportunity implemented policy in January 2017 to establish and support Apprenticeship Success Coordinator (ASC) functions in each of the 16 Michigan Works! Agencies statewide. Funded with U.S. Department of Labor WIOA discretionary and ApprenticeshipUSA grant funds, the local ASC function, typically carried out by a Business Services Representative, cultivates new Registered Apprenticeships in high-wage, in-demand industries and occupations. Their work accelerates the apprentice’s ability to reach full proficiency in their chosen skills through reduced time and effort (and thus costs) expended by the employer on registration, recruitment, and administration. This model of utilizing ASCs also helps alleviate employer sponsors’ previously articulated apprehension and concerns about familiarity with the training model and the capacity to administer Registered Apprenticeships.

Working in partnership with employers and Michigan public and private colleges to increase the number of apprentices through the Michigan Advanced Technician Training Program. The program is based on the German dual education model which combines post-secondary education degree attainment with on-the-job work experience as a path to apprenticeships.

Via the Going PRO Apprenticeship Readiness Initiative, increase and diversify the number of individuals prepared to enter into and succeed in full apprenticeship programs from underrepresented groups such as women, minorities, and veterans.

In collaboration with Michigan Works! Agencies, economic development, training through Skilled Trades Training fund. The Skilled Trades Training fund provides competitive awards for employer responsive training that enhances talent, productivity, and employment retention while increasing the quality and competitiveness of Michigan’s employers.

The Department of Labor and Economic Opportunity collaborates with, and participates in strategic partnerships with Michigan Works! Agencies for the administration of all major workforce programs, including the WIOA, Wagner-Peyser, Trade Act, Partnership. Accountability. Training. Hope. (PATH), Fidelity Bonding. Veterans, migrant and seasonal farm workers, and with Michigan Rehabilitation Services and the Bureau of Services for Blind Persons as core program partners to provide vocational rehabilitation services.

The Department of Labor and Economic Opportunity will fund eligible local providers to offer adult education and literacy activities, English language acquisition activities, integrated education and training, workforce preparation, and integrated English literacy and civics education. Adult education providers will be required to work closely with Michigan Works! Agencies, Vocational Rehabilitation, and postsecondary institutions to align programs and services, provide opportunities for integrated education and training in high-demand industries, and develop career pathway programs.

Some adult education programs in Michigan have established partnerships and co-enroll Temporary Assistance for Needy Families participants in adult education services.
However, this is not standard across the state and focused efforts will be made by the Department of Labor and Economic Opportunity to build this partnership in all regions through sharing promising practices and effective technical assistance. One of the greatest challenges 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. To address this issue, two regions of the state, in collaboration with the other regions and the Department of Labor and Economic Opportunity, are co-enrolling Temporary Assistance for Needy Families participants with low basic skills into adult education. It is understood those regions may not meet their work participation rate, but they will track the performance and outcomes of participants in an effort to show the value and impact of this partnership. Increased collaboration between program counterparts at the state level will also result in deeper understanding of program operations and ensure alignment of state policies to eliminate barriers for local programs when possible.

Vocational Rehabilitation’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.

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with Michigan Works! Agencies as a One-Stop System partner. Vocational Rehabilitation maintains a memorandum of understanding with each local Michigan Works! Service Center. The memorandum of understanding defines the manner in which Vocational Rehabilitation participates in the One-Stop delivery system.

Since submission of the Unified State Plan in 2016,

- Vocational Rehabilitation and the core programs have together, developed our joint vision for the workforce development system that is inclusive of individuals with disabilities.
- Vocational Rehabilitation is included in the Department of Labor and Economic Opportunity meetings, including conferences and staff meetings.
- VR is represented on the State Workforce Development Board.
- VR is represented on Local Workforce Development Boards and are included in regional plans for the prosperity regions.
- VR collaborates with the Department of Labor and Economic Opportunity staff.
- VR is a Disability Awareness Resource Team for the Department of Labor and Economic Opportunity.
- VR offers subject matter expertise to assist One-Stops to meet their requirements under Section 188 of WIOA.
- VR and the Department of Labor and Economic Opportunity are working toward an enhanced VR presence in the One-Stops by discussing how to strengthen referrals and cross train staff of the six core agencies.
- VR is 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 VR and the local educational agencies.

- VR is expanding pre-employment transition services to students with disabilities.

**B. Alignment with Activities outside the Plan**

Describe how the activities identified in (A) will be aligned with programs and activities provided by required one-stop partners and other optional one-stop partners and activities provided under employment, training (including Registered Apprenticeships), education (including career and technical education), human services and other programs not covered by the plan, as appropriate, assuring coordination of, and avoiding duplication among these activities.

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

- Department of Health and Human Services, for the administration of the PATH and Supplemental Nutrition Assistance Programs,
- Department of Corrections, for the administration of the Michigan Offender Success and fidelity bonding services,
- Licensing and Regulatory Affairs for coordination of licensed proprietary schools on our state’s Eligible Training Provider List — Michigan Training Connect (MiTC),
- 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,
- Michigan Works! Agencies, to develop infrastructure funding agreements with service providers to achieve better results for jobseekers, 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 career and technical education 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: The Career and Educational Advisory Council has been set forth by the Department of Labor and Economic Opportunity 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 Career and Educational Advisory Council 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 Career and Educational Advisory Council is asked to review and comment on those plans.

The Department of Labor and Economic Opportunity collaborates with Michigan Department of Education to support the Section 107 Career Tech Pilot. 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 proposed as a three-year pilot. Because of the success and benefit reported at the local level, the state legislature awarded an additional $2 million in 2017-2018 to support an additional five pilots across the state.

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

Vocational Rehabilitation collaborates with, and participates in, strategic partnerships with:

- The other core programs to develop a joint vision for the Workforce Development System that is inclusive of individuals with disabilities;
- U.S. Department of Veteran Affairs;
- Michigan Veterans Affairs Agency and other statewide veteran support agencies;
- Centers for Independent Living, community rehabilitation organizations, and private vendors;
- Michigan Transition Services Association, the Developmental Disabilities Council, and educational entities;
- Michigan Department of Natural Resources;
- Project SEARCH;
- Michigan Department of Corrections;
- Social Security Administration;
- Hannahville Indian Community Vocational Rehabilitation Program’s Project Vision;
- Other State of Michigan departments and agencies;
- Michigan Department of Civil Rights Advisory Council on Deaf and Hard of Hearing;
- National Employment Team;
- Talent Acquisition Portal;
- Michigan Industrial Leadership Group;
- All State of Michigan Departments including customized programming and agency collaboration with the following departments/agencies:
  - Lt. Governor’s Office;
  - Michigan Department of Natural Resources;
  - Michigan Department of Licensing and Regulatory Affairs
  - Michigan Department of Health and Human Services;
  - Michigan Department of Education;
The delivery of services is available and accessible to all customers which includes veterans, migrant and seasonal farmworkers, individuals with disabilities, ex—offenders, welfare—to—work participants, and the general public. In addition to administering the WIOA, Wagner—Peyser, and Adult Education programs, the Department of Labor and Economic Opportunity administers:

- Partnership. Accountability. Training. Hope. (PATH) — Provides job assistance and training to parents receiving cash assistance.
- Supplemental Nutrition Assistance Program — Provides employment—related services to 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 Farmworkers — Provides specialized services to migrant and seasonal farmworkers 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 — The Department of Labor and Economic Opportunity 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 keeping our youth — our future — here, services 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. The Department of Labor and Economic Opportunity, in conjunction with the Michigan Works! Agencies, provides linkages between workforce development, education, juvenile justice, and social service agencies as well as coordinating with local employers to provide “at-risk” youth entry-level jobs, internships, mentoring, on-the-job training, and work experience in high-demand occupations.

**Services provided by the Michigan Works! Agencies’ 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:

**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, created in 2012, brings services directly to families. It is a customer—centered service delivery model that transforms the way the Michigan Department of Health and Human Services conducts its business and interacts with clients in the communities it serves. More than 200 centers are staffed by nearly 280 Michigan Department of Health and Human Services representatives that provide Family Independence Program families with help through education, employment, food, and daycare. The initiative also includes the expectation of a part—time Michigan Works! Agency presence at these sites.

**Summer Youth Employment Program for Foster Youth:** The Michigan Department of Health and Human Services 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:** Eight YouthBuild programs are in operation in Michigan, predominantly in urban areas. Michigan Works! Agencies are the sponsoring organization for one of the programs (Benton Harbor) and partnering agencies with others. The partnership allows additional opportunities for out—of—school youth to combat poverty, homelessness, and illiteracy. The program provides a means for job training by gaining leadership and other skills needed to become gainfully employed, while overcoming negative habits and attitudes. In addition to Benton Harbor, two programs are located in both Grand Rapids and Detroit, and the three remaining programs are located in Jackson, Flint, and Saginaw.

**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, caseworkers cite a long list of barriers that can keep families from achieving self-sufficiency.

On January 1, 2013, the Michigan Department of Health and Human Services, the Department of Labor and Economic Opportunity, and Michigan Works! Agencies began the implementation of Partnership. Accountability. Training. Hope. (PATH). 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 the Department of Labor and Economic Opportunity through Michigan Works! One—Stop Service Centers. Funds are awarded by formula to each of the Michigan Works! Agencies. The PATH formula allocation is based on the relative number of Application Eligibility Period attendees and PATH participants in the local area, compared to the total number of Application Eligibility Period attendees and PATH participants statewide within the recent 12 month period.

Michigan Works! Agencies may also enter into agreements with their local Michigan Department of Health and Human Services offices for the purpose of providing additional Temporary Assistance for Needy Families funding for employment—related support services. The funds are transferred to the Department of Labor and Economic Opportunity via an Interagency Agreement and then allocated to the local Michigan Works! Agencies. The additional Temporary Assistance for Needy Families funds provided by the local Department of Health and Human Services offices may be used to increase the availability of current Michigan Works! Agency funds for other PATH services or activities.

The PATH program features a 21—day assessment period during which barriers to employment are identified and caseworkers work individually with clients to connect them with resources to address these barriers. The coursework offered during the 21—day assessment period is critical in helping clients find employment, particularly those who have been unemployed for quite some time or have difficulties with sustaining employment. The extended assessment period helps connect clients to resources ranging from professional clothing to transportation. Additionally, the PATH curriculum prepares clients for both the pursuit of a job and the skills necessary to keep a job. Resume writing and job search skills are included in this curriculum, as well as instruction on acceptable workplace behavior and employer expectations.

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 Michigan Department of Health and Human Services office, or to be referred to a Michigan Works! Agency for employment and training services through FAE&T. For individuals referred to a Michigan Works! Agency, an Individual Services Strategy is completed and supportive services are available. Intensive case management services designed to support ABAWDs’ efforts toward employability may 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 ten Michigan Works! Agencies, 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. The Michigan Works! Agency is responsible for monitoring contractors for compliance with the both program policies. The Department of Labor and Economic Opportunity also monitors the local workforce development boards and contractors for compliance. Each Michigan Works! Agency is required to report participant data via the state’s One-Stop Management Information System.

Refugee Services: The Michigan Department of Health and Human Services 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. Seven counties in Michigan have been identified by the Office of Refugee Services as serving the majority of refugees. Michigan Works! Agencies may refer refugees who are receiving Family Independence Program assistance to Office of Refugee Service contractors for employment support services.

Trade Adjustment Assistance: The Department of Labor and Economic Opportunity has an integrated strategy to align services between the WIOA Rapid Response, the WIOA Dislocated Worker, and the Trade Adjustment Assistance programs. To increase alignment among the programs, the Trade Adjustment Assistance Section within the Department of Labor and Economic Opportunity was relocated to the Office of Talent Policy and Planning (with the WIOA Rapid Response and Dislocated Worker programs). This adjustment will increase collaboration among the programs.
The State’s vision for the Trade Adjustment Assistance program includes continuing to move the administration of the Trade Adjustment Assistance program to a demand—driven approach. This will be accomplished by:

- Participating in statewide Michigan Works! Business Services meetings to inform Business Services Representatives and companies about the Trade Adjustment Assistance program. This not only informs companies who may be closing or laying off workers of the benefits of the Trade Adjustment Assistance program, but also informs companies of the Employer—Based Training opportunities available by hiring Trade Adjustment Assistance certified workers.
- Coordinating with local and State economic development partners to inform companies of the Employer—Based Training opportunities available by hiring Trade Adjustment Assistance certified workers.
- Coordination with state efforts to increase apprenticeships in Michigan by including the Trade Adjustment Assistance program as an available funding source for workers that qualify.
- Continuing to promote the alignment of the Trade Adjustment Assistance program with Business Services to increase employment opportunities for Trade Adjustment Assistance certified workers (with strong encouragement for employer—based training).

**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 a Michigan Works! Agency 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 Michigan Works! Agencies 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 Re-employability Eligibility Assessments if employment has not been acquired. These Re-employment Eligibility Assessments consist of re-employability 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:** Michigan is making bold policy changes to help workers obtain better jobs quickly and efficiently by learning new skills. Workers need good paying jobs and companies need skilled workers, so the State is taking action to ensure that everyone has the opportunity to gain credentials sought by employers. Building on participation in national initiatives such as Shifting Gears and Moving Pathways Forward, the Office of Adult Education has made concerted efforts in promoting policies aimed at:

- Helping communities work better together. Delivering lifelong learning through career pathways that involve all three core partners: adult, post-secondary, and workforce education. This helps regions to better serve more people by aligning resources and maximizing the strengths of each partner.

- Educating workers more effectively. Provide education that is flexible, expeditious, and relevant to the workplace. Promising, powerful approaches will become standard — ensuring more people are able to get new skills and better jobs quicker.

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

The focus for VR is to provide individualized and customized services and supports to individuals with disabilities. VR staff are subject matter experts who will commit to work with the staff of core and combined plan program partners to support their efforts to provide effective services to individuals with disabilities. VR will strive to coordinate individualized VR plans for employment with the plans developed for individuals by other core plan partners, and assure that the VR plan is complementary to these other plans, whenever feasible.
Coordination between programs will be supported by working and, as appropriate, formal partnership agreements with state and community partners to create referral processes and jointly deliver services to customers, including customers from unserved and underserved populations. At the local level, VR will work with core and combined plan partners as well as other community resources, to reach out to unserved and underserved populations. Particularly, VR will focus efforts on unserved, underserved, and emerging populations of individuals with disabilities as identified in the Comprehensive Statewide Needs Assessment.

Collaboration with other State of Michigan departments and agencies includes Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, the Michigan Departments of Education, Health and Human Services, and Civil Rights among other state agencies, the Michigan Economic Development Corporation, and the Advisory Council on Deaf and Hard of Hearing align disability related programs by linking the state’s workforce and economic development agendas. To achieve necessary collaboration, the workgroup is moving forward with the formation of an ad hoc committee to identify and address the needs of individuals with disabilities and those agencies and respective services that can be leveraged for the purpose of putting qualified individuals back to work.

D. Coordination, Alignment and Provision of Services to Employers

Describe how the entities carrying out the respective core programs, any Combined State Plan partner program included in this plan, required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high-quality services to employers to meet their current and projected workforce needs 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.

Talent Connect (MiTalent.org) brings together educators, employers, and talent. 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. Talent Connect saw approximately 3 million employer, job seeker, and workforce professional visitors during 2017. With a focus on retaining and attracting talent, Talent Connect helps employers attract, connect with, and hire the best employees.

In the past, job seekers and job creators had to access multiple websites that were duplicative, incomplete, and difficult to navigate. Talent connect brings these disparate web-sites and tools together into one centralized hub that connects educators, employers, and talent. 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 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.
- **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 paths.
- **Michigan Training Connect (MiTC)** - Michigan's Eligible Training Provider List

Community Ventures (CV) primarily solicits partnerships with employers in CV regions who are committed to hiring CV eligible citizens from within those communities. The purpose of these partnerships is to establish career opportunities for the structurally unemployed in full-time positions that pay a living wage. In addition to working with participants to locate employment opportunities, CV provides its unique wrap-around services to participants with hopes of setting participants up for success.

The wrap-around services best respond to the question about how CV best prepares its participants for success. Because barriers to employment is a key component to CV eligibility, all wrap-around services are focused on addressing these barriers. CV participants are eligible for soft skills development such as mentoring, how to handle conflict and professional communication in the workplace, financial literacy, budgeting, resume building, customer service training, and career advancement-focused training to name a few. Out-of-pocket expense support is also available in the way of assistance with transportation, child care, uniforms, work boots and other work-related expenses on a case-by-case basis.

CV’s current focus is to provide support to individuals with significant barriers to employment such as:

- Long term unemployed (benefits about to expire or displaced workers)
- Low Income (poverty line and below)
- Disabled (currently on a DHHS caseload)
- Ex-Offenders
- Homeless
- Low literacy (5th grade or below)
- Low or no education (GED no high school diploma)
In addition to the barriers mentioned above, the following may be contributing factors to employment barriers:

- Youth
- Elderly
- Specific ethnic groups
- Displaced homemakers
- Individuals facing substantial cultural barriers
- English as a second language

The goal of the Community Ventures Program is to provide the structurally unemployed in Michigan with the tools and opportunities needed to achieve full-time employment, earning a living wage, to provide pathways out of poverty. By doing so, CV can revitalize communities that have long been riddled with crime and unemployment.

CV reaches its goal by establishing partnerships with employers from the regions it serves (Detroit, Pontiac, Flint, Saginaw, Kalamazoo, Battle Creek, Grand Rapids, Lansing, and Muskegon/Muskegon Hts.) and assisting with the placement of CV participants into full-time jobs that pay $10.00 or more per hour.

The CV model addresses workforce skills in a way that is specifically unique to CV. We work with Michigan Works! by referring employers to MWA and other employment service providers in order to establish partnerships that assist with addressing employer and applicant needs. CV then provides specific wrap-around services and, when appropriate, out-of-pocket expense support, to CV Participants for a period of two years after they have been hired. By working with participants well beyond their initial hire date, the CV Program is specifically designed to meet the individual and unique needs of each of its participants in a way that best prepares them for success in the workplace.

The target population for CV are the structurally unemployed within the regions we serve. The strategy for coordinating programs and services for those populations is to offer wrap-around services through contracted agreements with Service Providers in each of our regions. The Service Providers employ success coaches who offer the soft skills development as mentioned above. The Service Providers also monitor any out-of-pocket expense assistance and work with CV Coordinators to establish eligibility and approval for the assistance.

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

- 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 Michigan Works! Agencies, workforce development agencies, economic development agencies, community and 4-year colleges, business development groups, unions, local and state government, and MSU extension.

- **Michigan’s Cluster Strategy Approach 2.0:** In an effort to move Michigan’s workforce system toward being more demand-driven, in 2012, the Department of Labor and Economic Opportunity implemented the Michigan Industry Cluster Approach which is predicated on two interrelated concepts — the need for more data and the need for more employer engagement which is achieved through the convening of employers through the establishment and expansion of industry cluster groups. The Michigan Industry Cluster Approach 2.0 assists in the development of industry-based partnerships that promote the economic health and welfare of regional area businesses and workers through the engagement of local employers to provide direct information on high-demand jobs, skill sets required, training program requirements, and candidate assessment factors to improve successful transition from training to long-term employment. Stimulating the development of industry clusters supports the overall goal of providing Michigan employers with a highly-skilled workforce and Michigan citizens with careers producing good wages and increased opportunities.

- **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 address 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 Skilled Trades Training 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! (MWAs) Business Solutions units:** to cultivate new Registered Apprenticeships (RA) in high-wage, in-demand industries and occupations. Apprenticeship Success Coordinators (ASCs) will function on the local level to accelerate apprentices’ ability to reach full proficiency in their chosen skill through reduced time and effort (and thus costs) expended by the employer on registration, recruitment and administration.
ApprenticeshipUSA State Expansion Grant - In 2016, Michigan received two of the three available ApprenticeshipUSA State Expansion Grants: $1.3 million for the Base Proposal and $1,199,520 for the Industry Cap Breaker. These grants are being used to bolster Registered Apprenticeship (RA) expansion in four ways: 1) through successful mobilization of sector strategies, 2) the expansion of existing state initiatives, 3) development and dissemination of resources and tools to assist in building state capacity, and 4) implementation of a tiered incentive program to increase the number of employers establishing new RA in targeted industries. Michigan’s Apprenticeship USA State Expansion Grants - Michigan ApprenticeshipUSA Industry Cluster Approach (MAICA) grant will assist potential employer sponsors and apprentices with effectively exploring, partnering, developing, registering, and launching RA. In total, these efforts will result in 1,004 new registered apprenticeships in Michigan.

- Working in partnership with employers and Michigan public and private colleges, increase the number of apprentices through the Michigan Advance Technician Program (MAT2). MAT2 is based on the German Apprenticeship model, which combines post-secondary education degree attainment with on-the-job work experience as a path to apprenticeships.
- Working collaboratively with Michigan Works! and other local training providers, via the Going Pro Apprenticeship Readiness Initiative, increase and diversify the number of individuals prepared to enter and succeed in full apprenticeship programs from underrepresented and special population groups such as: woman, minorities, the disabled and veterans.
- Michigan Works! Business Services work locally to coordinate customized training plans on behalf of employers to apply and benefit from the Skilled Trades Training Fund (STTF). STTF is a 30 million dollar industry driven training program designed to address the current and new worker skills gaps identified by employers.

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

Core WIOA partners including Title I, Title II, and Title IV have agreed to collectively measure and track the following performance metrics for effective business engagement.

72. 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.
73. Repeat Employer/Business Customer Rate (total employers who utilize the MI Workforce (WF) 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.
74. 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.

Michigan Rehabilitation Services 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.

VR is 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. VR plans to increase utilization of the Talent Acquisition Portal (TAP) among job seekers and employers and will develop strategies to maximize the benefits of a demand-driven system.

Examples of VR business services include:

- Collaboration on and evaluation of the role of vocational rehabilitation in the workforce system.
- Expansion and enhancement of business solutions for Michigan businesses.
- Talent Development, including:
  - No-Cost Recruitment
  - Extended Recruitment Beyond the Local Area
  - Out of State Recruitment, Talent Acquisition Portal©
  - Collecting and Screening Resumes
  - Pre-employment Assessment Tools
  - Job Ready Talent Pool
  - Customized Training Needs and Supports
  - Paid Internships or Apprenticeships
  - Vocational Counseling
- Connections to partners assets and services
  - Cost Effective Solutions
  - Company Funding Assistance
  - Connections to Michigan Works! and other business solutions providers
  - Accommodation Services
  - Job Analysis for performance elements and requirements
  - Job Restructuring and/or Work Site Adjustment
  - Reasonable Accommodations/Ergonomic Intervention
  - Assistive Technology and Services
- Strategies for Workers with Physical, Cognitive and/or Behavioral Disabilities
- Risk Management/Staff Retention
  - Return to Work Strategies
  - Job Maintenance Approaches
  - Injury Prevention and Wellness Programming
- ADA (Americans with Disabilities Act services)
- ADA Consultation, Guidance, and Education
- Windmills© Disability Awareness Training
- ADA Architectural Guidelines Site Assessment
- Expansion of the development of a coordinated response to business needs, utilizing resources from across every Prosperity 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. Vocational Rehabilitation is continuing to develop methodologies to expand and export services to students, youth and adults with disabilities statewide.
- Vocational Rehabilitation 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.
- Continuation of the partnership between the Governor’s Office and Michigan Rehabilitation Services that allows for a joint blueprint for Michigan businesses and government. This blueprint identifies best practices and outlines steps that can be put in place to both increase employment and retention of persons with disabilities in the workforce.

E. Partner Engagement with Educational Institutions

Describe how the State’s Strategies will engage the State’s community colleges and area career and technical education schools, as partners in the workforce development system to create a job-driven education and training system. WIOA section 102(b)(2)(B)(iv).

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.

Adult Education collaborates with, and participates in strategic partnerships with:
Community colleges to identify postsecondary education and training opportunities and entrance requirements to ensure participants are prepared to transition to postsecondary and succeed in postsecondary level coursework upon completion of adult education programming.

Career and technical education at the secondary level to expand CTE programming opportunities for adult education participants.

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.
- The Department of Labor and Economic Opportunity and the Michigan Department of Education support career and technical education initiatives affecting learners P-20 and beyond, and, for access to, retention in, and completion of individual student goals in secondary education, proprietary institutions and other postsecondary agencies.

Community colleges collaborate with, and participates 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 postsecondary and succeed in postsecondary 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)**

VR has identified partnerships and collaboration with the State’s community colleges and area career and technical education schools as an engagement priority. VR will seek to develop and expand opportunities in this area.

**F. Partner Engagement with Other Education and Training Providers.**

Describe how the State’s Strategies will engage the State’s other education and training providers, including providers on the state’s eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

**Career and Technical Education Programs:**

- All postsecondary career and technical education 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 postsecondary institution works closely with their
career placement office and employers to identify job opening and
communicate job openings to students. These activities support and
enhance workforce development in our state. The Carl D. Perkins Career
and Technical Education funding supports workforce development and the
successful placement of students in in-demand, high-wage, high-skills
jobs.

Work Based Learning:

- The Michigan Advanced Technician Training Program (MAT2) is an
innovative and industry-defined approach to post-secondary education.
Manufacturing and technology companies are experiencing a shortage of
employees with the knowledge, skills, and competencies necessary to
operate and maintain new systems-based equipment and technologies.
Modeled after Germany’s dual-education system, the Michigan Advanced
Technician Training Program connects employers with graduating high
school seniors who will learn and earn how to become skilled in a high-
demand trade. Training programs include Mechatronics Technician,
Information Technology Technician, Technical Product Design, and
Computer Numeric Control Manufacturing Technician.
- In order to provide immediate industry driven training to Michigan’s
workers, the Skilled Trades Training Fund (STTF) facilitates engagement
between employers, Michigan Works! Agencies, public/private colleges
and private customized training providers.

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, stackability, portability, and
accreditation.

As a demand-driven workforce system is Michigan’s primary workforce
development strategy, Michigan Works! Agencies (MWAs), in
consultation/collaboration with local employers, must ensure that training
programs posted on the MiTC are related to in-demand occupations.
Training must lead to an in-demand occupation, as defined by the local
workforce development board. 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 WIOA training dollars, based on their local/regional economy and on the MWA’s in-demand occupations list.

Only ITA-eligible training programs appear on the Michigan Training Connect (MiTC), which is Michigan’s eligible training provider list. Michigan Training Connect (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 LMI information.

The Department of Labor and Economic Opportunity has delegated its 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 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)**

VR has entered into Third Party Cooperative Arrangements (TPCAs) and Interagency Cash Transfer Agreements (ICTAs) with most local education agencies. TPCAs and ICTAs allow for the provision of VR and Pre-Employment Transition Services required under WIOA.

Michigan Rehabilitation Services and BSBP will enter a Memorandum of Understanding (MOU) with the Michigan Department of Education (MDE). This a state-level interagency agreement establishes and defines the cooperative relationship between MDE and VR, including respective roles and responsibilities for serving students with disabilities.

**G. Leveraging Resources to Increase Educational Access**

Describe how the State’s strategies will enable the State to leverage other Federal, State, and local investments that have enhanced access to workforce development programs at the above institutions, described in section (E).
The Department of Labor and Economic Opportunity strategy and approach to the implementation of IET programs will align adult education, postsecondary education and training, and workforce development, and result in greater efficiencies and eliminate duplication of services. The Office of Adult Education is partnering with the other core partners, as well as community colleges, career and technical education, K-12, and Michigan College Access Network to advance the development of career pathway programs and leverage the resources of each entity. Once established, these programs will ensure alignment between educational programs and increase the number of learners that access and succeed in postsecondary education and training leading to meaningful credentials.

The Martin Luther King Jr. — Cesar Chavez — Rosa Parks Initiative: 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 Michigan Gaining Early Awareness and Readiness for Undergraduate Programs (Mi GEAR UP) is designed to increase the number of low income students who are prepared to enter into and succeed in post-secondary education. Mi GEAR UP partners with Michigan’s fifteen public universities and external community partners to provide early intervention services and a scholarship component for low-income students. The program serves a cohort of students beginning in the seventh grade and follows them through high school graduation.
- 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 student.
- The Michigan College/University 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 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 Visiting Professors program provides financial support to Michigan’s public universities to increase the number of traditionally underrepresented instructors in the classroom available to serve as role models for students.

Carl D. Perkins: The mission of the Carl D. Perkins Act 2006 is to promote access to, retention in, and completion of individual student goals in quality and comprehensive occupational, postsecondary education. Principal program goals are to improve those postsecondary 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 work place. Twenty-eight community colleges, three public universities, and one tribal college receive Perkins funding.

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

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. Through this program, blind individuals receive training and opportunities to become productive, tax-paying citizens and independent business owners.

VR will reserve 15 percent of its federal allotment for the provision of pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services. Services may be available the year that the individual reaches age 14. The provision of such services will match categories defined in WIOA Section 113. All services and purchases (i.e. orientation and mobility services, pay for work experience, stipends, on-the-job training, assistive technology services and devices) required to enable an individual to engage in activities defined in the Act will be made available as part of the 15 percent state set-aside in the federal funding formula. Individuals meeting the definition for Pre-Employment Transition Services at the time services are initiated will continue to qualify for such services to age 26 as long as these individuals are eligible for, and receiving, special education or related services under part B of the Individuals with Disabilities Education Act and/or when these persons have a disability, for purposes of section 504 of the Act.

VR will explore grants, federal demonstration projects, and other opportunities available to facilitate partnerships with educational entities to provide expanded services to job seekers with disabilities. VR also will review its current partnerships and efforts with WIOA core programs and educational entities to
identify duplication of services and efforts. VR intends to identify where efforts can be combined to better support all programs.

**H. Improving Access to Postsecondary Credentials**

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

Too few workers have the skills needed to meet the demands of employers. Despite the lowest unemployment rate in 14 years, thousands of jobs remain unfilled. Michigan’s efforts are focused on a demand-driven employment strategy by reorganizing around major industries, including manufacturing, energy, health care, information technology, and agriculture. This demand-driven approach allows us to streamline our efforts, reduce administrative costs, and leverage our resources to promote better employment services.

Michigan is on the cutting edge in cultivating workforce development and linking businesses to a highly-skilled workforce. 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 sixteen Michigan Works! Agencies with a network of over 70 Michigan Works! 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 postsecondary level to align curricula with challenging academic standards and relevant career and technical skills. These agreements allow student to achieve skills, credentials, certificates, two-year, four-year, and advanced degrees that meet the needs of regional employers.

- The Department of Labor and Economic Opportunity’s work-based learning efforts are designed to provide the opportunity for trainees to have greater access to postsecondary credentials. For example: The MAT2 program is an educational model that combines theory, practice, and work. Students have the opportunity to earn a post-secondary degree with the assistance of employer and State of Michigan financial support. Students earn an industry recognized credential from a nationally accredited program, at the Associate degree level along with other accreditations where applicable.
- Since the program’s inception to date, there have been 72 MAT2 graduates, earning Associate degrees. There are currently 112 active students with future cohorts planned. Eighteen employers have committed to the program with a total of nine participating community colleges. The State of Michigan will continue to support the Michigan Advanced Training Technician Program and its vision for change. Through collaboration with employers and academic providers, Michigan will
continue to develop and implement additional Michigan Advanced Training Technician Program professions in order to meet industry needs with global standards.

- Training programs funded by the Skilled Trades Training 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 Community College Skilled Trades Equipment Program (CCSTEP) was created to provide funding that enables Michigan community colleges to purchase equipment required for educational programs in high-wage, high-skill, and high-demand occupations. This program, a $50 million dollar investment in equipment purchases for 18 community colleges provides the infrastructure to train and educate students in the skilled trades. Occupations that require an associate’s degree or a postsecondary or vocational certificate are among the training supported by CCSTEP equipment purchases.

Registered Apprenticeships are recognized as a key driver of transformational workforce and economic development activity. Employers with job opportunities requiring high-skill levels can use Registered Apprenticeships to connect with qualified job seekers who have potential to obtain higher skill levels as required for employment.

Raising the visibility of the state’s overall Registered Apprenticeship brand, MI-AIM (Michigan Apprenticeships, Internships, and Mentoring): The Path to Work-Based Learning Career Opportunities in Michigan is a key driver of Registered Apprenticeship expansion. Established Michigan, in collaboration with more than 70 stakeholders including the workforce system, community colleges, universities, secondary education institutions, business associations, labor organizations, the USDOL Office of Apprenticeship, and other partners established MI-AIM in 2014. During 2015, 78 new Registered Apprenticeship programs were listed, with over 11,000 active registered apprentices.

As part of the effort supporting the increased use of Registered Apprenticeships throughout Michigan’s workforce development system, funding was awarded to Michigan Works! Agencies during 2017 to support the activities of one or more staff to function as Apprenticeship Success Coordinators to assist employers with local projects to effectively launch, register, conduct, report on, and ensure successful completion of new Registered Apprenticeships.

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

VR collaborates with education officials and partners to offer youth with disabilities opportunities to gain work experiences that help them prepare for successful employment or to assist in opportunities for access to postsecondary credentials as necessary. Collaborations such as Project SEARCH and
postsecondary education programs engage youth in experiences that blend academics with career and technical education and provide hands-on career exploration and preparation activities where learned skills, attitudes, and behaviors can be applied. These evidence-based applications include a variety of work-based learning experiences that often lead to successful employment. For some students, these programs include earning postsecondary credentials, which allow them to explore professional jobs that may lead to higher-wage careers. VR promotes access to post-secondary credentials by its involvement in these collaborations, and it provides funding for participants to receive needed services and other supports.

This shared support helps partner programs to serve students and youth with disabilities. VR partnerships deliver career development, promotion of post-secondary opportunities, and employment options through direct services to youth who would not otherwise have access to these opportunities. Examples include:

- Michigan Career and Technical Institute is a school administered under the umbrella of Michigan Department of Health and Human Services, Michigan Rehabilitation Services. Michigan Career and Technical Institute receives referrals from Michigan Rehabilitation Services, Bureau of Services for Blind Persons, Veterans Administration and private rehabilitation agencies. Participants receive post-secondary credentialing upon completion of their coursework and any other criteria identified for that program; i.e., internship, certification exams, etc.

- Michigan Career and Technical Institute continues to expand a promising workforce strategy that has proven to be successful in helping individuals with significant barriers to training and employment move into career path employment with state certification as a Certified Nurse Aide (CNA). Students who complete the rigorous 300-hour curriculum, receive a post-secondary credential and state license as Certified Nursing Assistants. The program is a partnership between Workforce Development Association, Michigan Works! Association, Department of Licensing and Regulatory Affairs, Department of Health and Human Services, Local Education Agencies, and Michigan Rehabilitation Services. The program utilizes an integrated service delivery model, braided funding, industry and sector partnerships, career pathway development, universal design for learning, testing accommodations for individuals with specific learning disabilities, and fast track referral and eligibility determination for Michigan Rehabilitation Services.

- Michigan Rehabilitation Services has an agreement with Michigan State University to provide vocational rehabilitation services to eligible students attending the university.

Both VR agencies partner with Western Michigan University for the provision of VR services benefitting our respective customers. The measures are intended to improve access to postsecondary credentials and increase skill attainment.
I. Coordinating with Economic Development Strategies.

Describe how the activities identified in (A) will be coordinated with economic development entities, strategies and activities in the State.

When it comes to workforce programs, our customers are the employers and workforce partners who provide jobs to the thousands of job seekers across the state of Michigan. We will implement the following innovative audit and communication systems 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 have implemented the Talent Connect. The Talent Connect is a state-wide communication network designed to identify problems and improve communications between “talent partners.” “Talent partners” include employers, Michigan Works! Agencies, 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, Business Service Teams are utilized at the one-stops and work closely with companies in high-growth/high-demand industries. The Michigan Industry Cluster Approach Team and the Michigan Economic Development Corporation collaborate with the Michigan Works! Agencies 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 establishes a relationship with employers to obtain skilled workers through Michigan’s system.

- **The Governor’s Michigan Future Talent Council and Local Workforce Development Boards**: Michigan continues its focused efforts to become a national leader in developing a talented workforce. Governor Whitmer signed Executive Order 2019-13 to locate the State Workforce Board within the Department of Labor and Economic Opportunity. State staff will continue to facilitate closer working relationships with the Governor’s Michigan Future Talent Council and local Workforce Development Boards and assist the boards in becoming more effective, through communications, training, regional partnership building, and selection of appropriate board members. The State’s strategy moving forward includes a three-pronged effort. First, we will provide an orientation effort which includes welcoming new members with contact information and an orientation guide to assist them with understanding responsibilities and mission. Second, we will work more closely with both the Governor’s Michigan Future Talent Council and local Workforce Development Boards to connect with them directly through information sharing, visiting
board meetings, and working together on state/regional projects and building state and regional partnerships. Third, we will review and collect feedback from the Governor’s Michigan Future Talent Council and local Workforce Development Boards and provide training and technical assistance to boards, as needed.

- **The 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 Department of Labor and Economic Opportunity and 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 the Governor'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 formation of industry clusters. This unique approach provides current working adults, as well as students who will be entering the workforce, the training and education opportunities to match skill development with job opportunities.

- **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 between workforce services, economic development, secondary and post-secondary education and community partners can be achieved through both coordinated regional planning and regional industry cluster groups. Tying this effort together will be regional metrics — measures of success - that share commonality between workforce and economic efforts, and are also comparable across different regions.

- **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.

### b. State Operating Systems and Policies

The Unified or Combined State Plan must include a description of the State operating systems and policies that will support the implementation
of the State strategy described in Section II Strategic Elements. This includes—

1. The State operating systems that will support the implementation of the State’s strategies. This must include a description of—

A. State operating systems that support coordinated implementation of State strategies (e.g., labor market information systems, data systems, communication systems, case-management systems, job banks, etc.).

Pure Michigan Talent Connect 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. A project to analyze the existing site for both functionality and look and feel is scheduled to begin by fall 2018.

Michigan Training Connect, the redesigned Eligible Training Provider List, 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. In early 2016, Michigan updated its Eligible Training Provider policy to incorporate additional requirements under WIOA, which includes providing wage outcome data to providers to eliminate their reporting burden and the need to rely on manual surveys. This will be provided by data attained by the Workforce Longitudinal Data System. A Lean Process Improvement project started in December 2017 to identify operational efficiencies and system enhancements to improve the user experience.

To address the need to increase the number of Michigan residents with high-quality, in-demand degrees and credentials, an online career planning tool, Michigan Education and Career Pathfinder (https://pathfinder.mitalent.org), was launched in October 2017. Pathfinder provides information to students, their parents, and guidance staff to make informed choices about education and career options in Michigan, as well as to help with the creation of educational development plans per Michigan Department of Education requirements. 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. The project was a multi-agency and partner effort. Phase 2 requirements are currently being defined to further enhance the tool and are anticipated to be implemented in late 2018.
Vocational Rehabilitation (VR) — Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)

VR uses electronic case management systems that are commercially developed proprietary software and system development services that allow MI VR counselors to effectively track and manage their customer caseloads. These are web-based case management systems developed for state vocational rehabilitation agencies. These companies are contracted to provide software enhancement services based on Federal regulation modifications from the Rehabilitation Services Administration (RSA) and the needs of clients, Michigan Rehabilitation Services and BSBP staff.

In addition, a module supporting the administration of the Business Enterprise Program was designed to assist staff in facilitating the Randolph-Sheppard Vending Program. This web based module which is an addendum to the case management system tracks information necessary for the monitoring of cafeteria, snack bar, and vendor information used by the Business Enterprise program.

B. 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. The One—Stop Management Information System 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 One—Stop Management Information System 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 One—Stop Management Information System 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 One—Stop Management Information System 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 One—Stop Management Information System are implemented on a continuous basis to include U.S. Department of Labor—Employment & 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 WIOA and State School Aid, Section 107.
The adult education participant data collected in MAERS is reported to OCTAE annually, as specified in the 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)**

VR uses proprietary software and system development services that allow VR to effectively track and manage their customer caseloads. The systems are web-based case management systems developed for state vocational rehabilitation agencies.

Software packages and updates are based on Federal regulation modifications from the Rehabilitation Services Administration (RSA) and the needs of customers. Data from this system is used for RSA-required federal vocational rehabilitation reports or to support ad hoc reporting, 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.
- Quarterly Cumulative Caseload Report (RSA-113): Provides for the quarterly collection of information on persons with disabilities in their rehabilitation process at State VR agencies.
- 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

* For the PY 2016 state plan, descriptions of data collection and reporting processes need only include currently known indicators.

2. **The State policies that will support the implementation of the State’s strategies (e.g., co-enrollment policies and universal intake processes where appropriate).** In addition, provide the State’s guidelines for State-administered one-stop partner programs’ contributions to a one-stop delivery system.
The Michigan Works! Agencies participate in designated interstate and intrastate job order clearance activities, administer the local component of the Employment Service Complaint System, and provide local administration of the Fidelity Bonding Program.

Wagner—Peyser funded services are fully integrated and collocated within all Michigan Works! Service Centers.

Michigan Works! Agencies -

- Provide local operation and oversight of the Pure Michigan Talent Connect.
- Deliver to the public all levels of labor exchange services.
- Provide special reemployment 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 Michigan Works! Agencies 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 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 (LVER) are integral, collocated 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 Farmworker outreach staff are located in the Michigan Works! Service Centers.

In accordance with Section 8(b) of the Wagner—Peyser Act, as amended, Michigan Works! Agencies 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 maintain a written agreement 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 Michigan Works! Agencies (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 and comment, official manuals or policy guidance are then distributed to the MWAs for implementation.

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; (ES)
- Trade Adjustment Assistance Act, (TAA)
- Partnership. Accountability. Training. Hope. (PATH) and
- Michigan Training Connect (MiTC).

The above-referenced manuals provide programmatic guidance to MWAs and local partners.

The Department of Labor and Economic Opportunity distributes policy issuances for guidance for specific subjects such as funding allocations, subjects covering more than one specific program, and funding for special initiatives or projects. Examples of Policy Issuances related to WIOA implementation include, but are not limited to:

- Instructions for Executing Infrastructure Funding Agreements under WIOA,
- Instructions for Executing Memorandums of Understanding Under WIOA,
- Certification Criteria for Michigan Works! Service Centers,
- Four-Year Regional and Local Plan Guidance, and
- Career Education and Advisory Councils (CEACs).

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

- Implementation of the MICA Cluster Readiness Index and Commitment,
- Funding and Requirements for State Apprenticeship Success Coordinators,
- Michigan Gaining Early Awareness and Readiness of Undergraduate Programs,
- Skilled Trades Training Fund Program Administration, and
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 at on the Department of Labor and Economic Opportunity’s webpage at: https://www.michigan.gov/wda/0,5303,7-304-67992--,00.html.

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 management information systems. These management information guides are accessible once a user logs in to enter data on the system.

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

VR will continue to update policies to comply with WIOA based on guidance issued by the Rehabilitation Services Administration and other sources. VR, in collaboration with core partners, will work toward aligning policies to maximize cooperative effort and service delivery. VR has executed Memorandums of Understanding (MOUs) that may include Infrastructure Funding Agreements (IFAs) with all Local Workforce Development Boards in Michigan. These MOUs outline roles and responsibilities and result in the delivery of a more seamless and comprehensive array of workforce services.

**3. State Program and State Board Overview**

**A. State Agency Organization**

Describe the organization and delivery systems at the State and local levels for the programs covered in the plan, including the organizational structure. Include an organizational chart.

By putting all job creation and economic development efforts under one new department, it allows Michigan to leverage its ability to build talent
that possesses in-demand skills while helping our state’s businesses grow. Under this newly created 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 ensures that the state can efficiently and effectively develop, administer, and coordinate Michigan’s talent, initiatives and programs. The following Organizational Chart portrays our reorganization:

- The Department of Labor and Economic Opportunity is responsible for all programs within the executive branch of government related to talent services and programs, including job preparedness, career-based education, skilled trades training, incumbent worker training, employment assistance, Science, Technology, Engineering, and Math training programs, and programs targeted at the structurally unemployed.

- The Department of Labor and Economic Opportunity 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, Michigan Rehabilitation Services and Bureau of Services for Blind Persons within the Department of Labor and Economic Opportunity, the Michigan
Veterans Affairs Agency within the Department of Military and Veterans Affairs, the Department of Licensing and Regulatory Affairs, and the Prisoner Reentry Program and the Community Support Services Program that are 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 high demand jobs at the state level, coordination of talent services and program funding opportunities on a state and regional basis, and employer outreach.

Strategies for spurring economic development and securing meaningful and rewarding employment for Michigan residents are interdependent. This realignment creates the ability to deliver customer service, talent development, and economic programs in a more comprehensive and cohesive way. Aligning staff, resources, and program-based initiatives brings about better customer service and ensures that skilled talent is available for the continued growth of Michigan’s economy.

B. State Board

Provide a description of the State Board, including—

The Governor’s Michigan Future Talent Council is the principal private-sector policy advisor on building a strong workforce system aligned with state education policies and economic development goals. Created by Executive Order 2015-11, the Governor’s Michigan Future Talent Council is Michigan's federally required workforce investment board and its representation is consistent with the provisions of the WIOA and the regulations issued pursuant to the Act.

The Governor’s Michigan Future Talent Council 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.

The purpose of the Governor’s Michigan Future Talent Council 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.
- Engage the workforce system representatives, including businesses 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.

i. Membership roster

Provide a membership roster for the State Board, including members’ organizational affiliations.

The WIOA requires each state to establish a state workforce investment board to oversee workforce development activities. The Governor’s Michigan Future Talent Council was created as an advisory body within the Department of Labor and Economic Opportunity and is charged with advising and assisting the Governor regarding compliance with the WIOA and the State’s overall talent investment strategy. The Governor’s Michigan Future Talent Council is a thirty-one (36) member board with representation consistent with the provisions of the WIOA Section 101.

Membership of the Governor’s Michigan Future Talent Council is as follows:

4. The Governor
5. A member of the Michigan House of Representatives
6. A member of the Michigan Senate
7. Twenty-five (25) members appointed and serving at the pleasure of the Governor, consisting of the following:
   - A majority of the board (15) are representatives of businesses in Michigan who:
     - Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority, and who, in addition, may be members of a local workforce development board established by the Michigan One-Stop Service Center System Act of 2006, Michigan Compiled Laws §408.111-123, or its successor
     - Represent businesses or organizations representing businesses that provide employment opportunities that include emerging and in-demand occupations in Michigan
     - Are individuals nominated by business organizations and business trade associations in Michigan
   - A minimum of two (2) representatives of individuals who are elected chief executive officers of a city or a county
Not less than 20 percent of the board (6) shall be representatives of the workforce in Michigan who-
- Shall include representatives of labor organizations, who have been nominated by labor federations in Michigan
- Shall include a representative of a labor organization or a training director, from a joint labor-management apprenticeship program, or if no such joint program exists in Michigan, such a representative of an apprenticeship program in Michigan
- May include representatives of community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities
- May include representatives of organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth
- The lead state officials (3) with primary responsibility for the administration of core programs as defined by Section 3(12)-(13) of the WIOA

In addition to the aforementioned members, the following state department directors (8) serve in an ex-officio or advisor capacity on the board as non-voting members. Their participation does not count for the purpose of establishing a quorum.

- Director of the Department of Agriculture and Rural Development
- Director of the Department of Health and Human Services
- Director of Licensing and Regulatory Affairs
- Director of the Michigan Future Talent Council
- Director of the Unemployment Insurance Agency
- Director of the Bureau of Labor Market Information and Strategic Initiatives
- Superintendent of Public Instruction
- President, Michigan Community College Association

The Governor’s Michigan Future Talent Council Membership Roster, which includes member names and organizational affiliation, 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 consulted with representatives of each of Michigan’s ten Prosperity Regions as a part of the process of making appointments to the Board.
The By-Laws, adopted by the new Governor’s Michigan Future Talent Council, provides the membership requirements; duties and operations; quorum, voting and attendance requirements; and conflict of interest requirements under the WIOA.

ii. Board Activities

Provide a description of the activities that will assist State Board members and staff in carrying out State Board functions effectively.

The Governor’s Michigan Future Talent Council will work with the Michigan Talent Investment Agency 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 (Michigan's workforce investment strategy), 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, review, and implementation of a 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.
- 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 Michigan Future Talent Council 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 Talent System.
- Reviewing statewide policies and programs, and providing recommendations on actions taken by the State to align workforce development programs.
- Development of a statewide workforce labor market information system.

4. Assessment and Evaluation of Programs and One-Stop Program Partners

A. Assessment of Core Programs

Describe how the core programs will be assessed each year based on State performance accountability measures described in section 116(b) of WIOA. This
State assessment must include the quality, effectiveness, and improvement of programs broken down by local area or provider. Such state assessments should take into account local and regional planning goals.

The State of Michigan recognizes that performance data alone is not a true measure of a program’s effectiveness. The State will conduct evaluations and research projects on activities under the WIOA core programs. As part of Michigan’s efforts toward assessment and evaluation of programs, the Department of Labor and Economic Opportunity has begun discussions with the Bureau of Labor Market Information and Strategic Initiatives to further develop our plan for program assessment and evaluation. Our plan also includes working closely with our Workforce Longitudinal Data System partners across multiple state agencies, such as the Department of State and the Department of Education, in addition to our core program partners.

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. Baseline performance data will be collected in the first two years as pertinent for negotiating levels of performance.

In addition, dashboards were implemented by the Governor to provide a quick assessment of the state’s performance in key areas, including economic strength, health and education, value for money government, quality of life, and public safety. The Michigan Talent Dashboard includes information on our employment environment and other key initiatives related to our workforce investment system.

The Department of Labor and Economic Opportunity will ensure that AEFLA 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 of low level learners, English language learners, and those that are not in the labor force, including those in correctional facilities.

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.

The Department of Labor and Economic Opportunity 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.

The Department of Labor and Economic Opportunity 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 low literacy skills.

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

VR reviews the programs’ performance annually based on the Standards and Indicators measures. Beginning in Performance Year 2017, these criteria were replaced with the performance measures outlined in WIOA section 116. The performance reports can be run on a statewide, regional, or local basis to provide a robust picture of performance throughout the state. To help inform the overall quality of the services being delivered, a periodic client satisfaction survey is conducted and reviewed to guide work moving forward. Finally, a Comprehensive Statewide Needs Assessment is completed every three years, which includes a survey to key stakeholders, to provide ongoing information and data points about service delivery.

VR has received a Technical Assistance Circular (TAC) 17-01 which provided initial guidance on performance accountability. VR requires additional information to establish performance goals based on TAC 18-01. VR is collecting baseline information to assess and negotiate future performance goals with the Rehabilitation Services Administration (RSA).

**B. 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 WIOA regional and local planning guidance to the one-stop system. This guidance includes an emphasis on using performance outcome data to make data-driven decisions regarding providers and to promote continuous improvement. As such, program assessment is a key part of the regional and local planning process on an ongoing basis. Further, local areas are required to modify the strategies included in their local plans in an effort to meet local performance goals.

**C. Previous Assessment Results**
Beginning with the state plan modification in 2018 and for subsequent state plans and state plan modifications, provide the results of assessments of the effectiveness of the core programs and other one-stop partner programs and Combined State Plan partner programs included in the Unified or Combined State plan during the preceding 2-year period (i.e. the 2-year period of the plan modification cycle). Describe how the State is adapting its strategies based on these assessments.

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 4th quarter after exit and credential attainment data will not be available until the end of March.

In program year 2016-2017, there were 30,630 adult learners that enrolled in adult education programs across the state, a small increase from the previous year’s total of 30,051. Of those that enrolled, 26,105 received at least 12 hours of instruction and about 58% were pre and post-tested. The post-test rate for all participants with 12 or more hours was just over 66%.

Michigan outperformed its Title II Measurable Skill Gain target of 41 percent with over 46 percent of participants achieving a gain. There was a significant improvement in the educational gains of ABE participants which has long been an area of focus in Michigan. Over the year, the educational gain rate for ABE participants increased from 32 percent to more than 42 percent. The improved performance is primarily due to the additional ways a gain can be measured beyond gains on the post-test. An additional 1,616 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 Low Intermediate, ABE High Intermediate, and Low ASE levels. Participants in these EFLs are likely to attain a high school diploma or equivalency and do not perform well on the post-test either because they do not take a post-test at all, do not take it seriously, or due to a number of other reasons local programs have shared over the years. These three EFLs accounted for 1,500 of the 2,092 participants that achieved a MSG by attaining a high school diploma or equivalent.

As reported on the PY 2016-2017 Statewide Performance Report, the majority of participants served in adult education have one or more barrier to employment, and just over 4.5 percent are co-enrolled in another core program under WIOA. Given this is the first year of collecting co-enrollment data, it is believed the actual percentage is higher and reporting in future years will improve to reflect it more accurately.

D. Evaluation

Describe how the State will conduct evaluations and research projects on activities under WIOA core programs; how such projects will be coordinated with, and designed in conjunction with, State and local boards and with State agencies responsible for the administration of all respective core programs; and,
further, how the projects will be coordinated with the evaluations provided for by the Secretary of Labor and the Secretary of Education under WIOA.

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 of Michigan recognizes that performance data alone is not a true measure of a program’s effectiveness. The State will conduct evaluations and research projects on activities under the WIOA core programs. As part of Michigan’s efforts toward assessment and evaluation of programs, the Department of Labor and Economic Opportunity has begun preliminary discussions with the Bureau of Labor Market Information and Strategic Initiatives to further develop our plan for program assessment and evaluation. Our plan also includes 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.

As Michigan has slightly more than one year of WIOA data, our plan is to first approach the quantitative questions, then the qualitative. Possible research questions for evaluation that are currently under consideration include:

- What is the level of WIOA implementation in each local area? An evaluation would be based on the lessons learned?
- What are training outcomes for those who received training versus those who did not?
- What percentage of participants receiving services that require registration are individuals with barriers to employment? How does this compare to with the percentage of such individuals in the general population?
- What is the return on investment for each of our WIOA programs?
- How do outcomes for individuals receiving services that require registration compare with outcomes for individuals that do not require registration?
- Is the percentage of participants who receive services from multiple workforce programs increasing over time? (Assumes a multi-year study to determine trend patterns).
- Does physical co-location of programs impact the level of participant co-enrollment in such programs?
- What are the key characteristics of local service delivery areas that organize their service centers by function versus by program?
- Do dislocated workers who attend a worker orientation meeting access the services available through a Michigan Works! Service Center at a greater rate than dislocated workers who did not attend a worker orientation meeting?

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)**

Michigan Rehabilitation Services has a long-term collaborative 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 Michigan Rehabilitation Services. This provides Michigan Rehabilitation Services with data and analysis regarding the impact of the rehabilitation services provided to eligible VR customers in Michigan.

**5. Distribution of Funds for Core Programs**

Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

**A. For Title I programs**

For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

i. Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),

The federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.

The State distributes youth funds received to carry out a core program received under the WIOA equitably throughout the state and no local area suffers significant shifts in funding from year-to-year. In allocating Youth funds to local areas, the state allocates:

- 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
- 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
33 1/3 percent on the basis of the relative number of disadvantaged youth.

For youth funds, each region is guaranteed to receive an allocation percentage for a year that is not less than 90 percent of the average allocation percentage of the local area for the prior two years.

The State of Michigan has chosen not to utilize the optional 30 percent discretionary formula for distributing youth employment and training funds to local areas.

ii. Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

The federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.

The State distributes adult funds received under the WIOA equitably throughout the state, and no local area suffers significant shifts in funding from year-to-year. In allocating adult funds to local areas, the state allocates:

- 33 1/3 percent on the basis of the relative number of unemployed individuals in areas of substantial unemployment;
- 33 1/3 percent on the basis of the relative excess number of unemployed individuals; and
- 33 1/3 percent on the basis of the relative number of disadvantaged adults.

For adult funds, each region is guaranteed to receive an allocation percentage for a year that is not less than 90 percent of the average allocation percentage of the local area for the prior two years.

The State of Michigan has chosen not to utilize the optional 30 percent discretionary formula for distributing adult employment and training funds to local areas.

iii. Dislocated worker employment and training activities in accordance with WIOA section 133(b)(2) and based on data and weights assigned.

The federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.

The governor determines the weight for each factor to be used in the allocation formula. The weights are as follows:

- Insured unemployment data weighted at 5 percent;
- Unemployment concentrations data weighted at 30 percent;
- Plant closing and mass layoff data weighted at 5 percent;
- Declining industries data weighted at 5 percent;
- Farmer-rancher economic hardship data weighted at 5 percent;
- Long-term unemployment data weighted at 20 percent; and
- Excess unemployment data weighted at 30 percent.

Each region is guaranteed to receive an allocation percentage for a year that is not less than 90 percent of the average dislocated worker allocation percentage of the local area for the prior two years.

B. For Title II:

i. Multi-year grants or contracts

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 conducted a new competition in the spring of 2017 for qualified providers of adult education and literacy services that met the eligibility requirements under Section 203(5) to be funded for a two-year grant cycle beginning in 2018-2019. The Department of Labor and Economic Opportunity created three separate applications: (1) General Instruction for funding under Section 231; (2) Institutional funding under Section 225; and (3) IELCE funding under Section 243. All three applications were created to meet the application requirements stated in Section 232 of AEFLA, and were sent to OCTAE for review prior to the release of the grant announcement.

The Department of Labor and Economic Opportunity required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals’ skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition. Applicants were also required to provide data on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. The Department of Labor and Economic Opportunity defined past effectiveness as meeting at least 50% of the performance targets. For example, the overall educational gain target rate was 41% for program year 2015-2016, so programs that did not have 20.5% of participants make an educational gain were deemed to have not demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data was also taken into consideration. There were 111 applicants that applied for AEFLA funding and of those 13 were denied for failing to demonstrate effectiveness in past services provided.

All applicants that met the demonstrated effectiveness criteria were considered for funding. The applications were divided among five review teams, which were made up of three state staff representing adult education, Michigan Department of Education, and workforce programs. A total of 154 applications were considered for funding, of which 98 were for General Instruction funding; 29 were Institutional applications; and 27 were IELCE applications.
the Department of Labor and Economic Opportunity sent all of the applications being considered for funding to the respective local board to review for alignment with the local plan. The Office of Adult Education staff provided written guidance and training to each local board via webinar after the grant was announced, which proved to be very helpful. Staff provided a general overview of AEFLA, application requirements, and highlighted specific questions that should be aligned with the goals and strategies identified in the local plan. Applicants that received an average score of 80 points out of a possible 100 were approved for funding. Applicants that were denied funding were given the opportunity to appeal that decision. Of the 154 considered, 131 were approved for funding as follows: 91 General Instruction applications, 27 Institutional applications, and 13 IELCE applications.

ii. Ensure direct and equitable access

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 Labor and Economic Opportunity ensured direct and equitable access to all eligible providers by publishing the grant announcement and applicable documents on the Department of Labor and Economic Opportunity's website. Formal announcement of the request for proposals (RFP) was widely circulated via press releases and all the Department of Labor and Economic Opportunity distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies were notified of the grant opportunity.

The Department of Labor and Economic Opportunity created a standardized application template that was required for submission by all applicants.

C. 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 and the Bureau of Services for Blind Persons directors mutually agree on the distribution of funds as follows: Eighty-five (85) percent to Michigan Rehabilitation Services and 15 percent to Bureau of Services for Blind Persons for the General Fund; and 88 percent to Michigan Rehabilitation Services and 12 percent to the Bureau of Services for Blind Persons for Supported Employment funds. The Michigan Rehabilitation Services and Bureau of Services for Blind Persons directors agree this distribution of funds allows both entities to serve vocational rehabilitation customers in the most fair and effective way.
6. Program Data

A. Data Alignment and Integration

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs included in this plan. The description of the State’s plan for integrating data systems should include the State’s goals for achieving integration and any progress to date.

i. Describe the State’s plans to make the management information systems for the core programs interoperable to maximize the efficient exchange of common data elements to support assessment and evaluation.

Michigan Workforce Longitudinal Data System: In 2012, Michigan was awarded $1 million in U.S. Department of Labor Employment & Training Administration funds to create a Workforce Longitudinal Data System to link workforce data to Michigan’s existing educational State Longitudinal Data System. The Workforce Longitudinal Data System allows Michigan to connect and evaluate protected data across the early childhood, K-12, post-secondary and workforce continuum. This system provides essential data to Michigan’s stakeholders, including students/parents, teachers, legislators, workforce/education policymakers, taxpayers and employers.

From the workforce perspective, the system can link data from the following:

- The WIOA Title I — Adult, Dislocated Worker, and Youth
- The WIOA Title II — Adult Education
- The WIOA Title III — Wagner Peyser
- The Trade Adjustment Assistance
- The Unemployment Insurance Wage Record System
- The Unemployment Benefits System
- New Hire system (Michigan Department of Treasury)
- Career and Technical Education records
- General Educational Development testing

Michigan’s Department of Labor and Economic Opportunity received its second Workforce Data Quality Initiative grant award in June 2015. The addition of partner agencies and their data to our existing educational, wage and workforce information provides longitudinal results/feedback on a larger population for our stakeholders.
The linking of database records longitudinally allows comprehensive analysis of the relationship between education and training programs, the provision of employment services, and employment within Michigan. The additional funding and new partnerships expanded the population in the Michigan Workforce Longitudinal Data System beyond those served by workforce programs and provides a statewide population to aggregate the study.

Continuing Workforce Longitudinal Data System efforts are being planned to link data from the following:

- Title IV — Vocational Rehabilitation
- Occupational Licensing Systems (Michigan Department of Licensing and Regulatory Affairs)
- Private Post-Secondary Educational Institutions
- Proprietary Training Institutions

Working with our partners, the Department of Labor and Economic Opportunity will be expanding the scope of data and track the achievement of students/workers from training into the workforce. This enhanced, more robust data will be used by stakeholders to make informed decisions about training and education, policy, and programming to improve our return on investment.

The Workforce Longitudinal Data System partners with the Michigan Department of Education, Center for Educational Performance and Information, the Department of Technology, Management and Budget’s Bureau of Labor Market Information and Strategic Initiatives, and Unemployment Insurance to merge data from separate systems to allow outcome analysis.

Data from the yearly system linkages by the Workforce Longitudinal Data System is available on the workforce tab on the state education website (https://www.mischooldata.org/). Current available reports include:

- Average industry wage by education level
- Average wage by education level
- Time between highest education level and employment
- Time between training and work in a related field
- Highest education status

Students working where they graduate

The newest and most comprehensive display of connection results is the Michigan Education and Career Pathfinder (https://pathfinder.mitalent.org/). Data from education and employment outcomes are matched to provide data for users based on locations, schools and programs choices and integrate data from College Scorecard, Michigan Community College Network. Center for Educational Performance and Information, Michigan Department of Education- Career and Technical Education, Pure Michigan Talent Connect and Michigan Training Connect. Data provided directly from the WLDS connection include:
- Typical Time from Completion to Employment
- Employment for those not continuing Education (Year 1 and 5)
- Median Salary (Year 1 and 5)
- Enrolled in Post-Secondary Education (Year 1 and 5)
- Employed in Michigan (Year 1 and 5)
- Return on Investments

Many updates to the One Stop Management Information System and Michigan Training Connect will be necessary as information becomes available from DOL regarding ETA 9171. State Eligible Training Provider data collected will be updated per the new requirements, and annual reports by institution will need to be submitted by our systems. These require state provision of outcome reports to reduce burden on providers, and our linkages will be utilized to provide the data required.

Michigan is currently beginning an upgrade to our WARN Act Database which will include, when completed, linkages to our One-Stop Management Information System (OSMIS), where WIOA, Welfare Reform, Food Assistance Employment and Training, and Trade Adjustment Act participant data is housed, and to Unemployment Insurance filer information. Additionally, the linkage will incorporate our current stand-alone Dislocated Worker survey data. The intent is to create a forward-looking reporting capability that will better enable forecasting future reemployment needs, and which will also allow for better analysis and measurement of services provided, including the effectiveness of worker orientations.

Follow up on research data from the upgraded WARN Act Database will aid Michigan’s policy makers with fine-tuning programmatic approaches so as to achieve greater return on investment in terms of how services are provided.

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

VR uses proprietary software and system development services that allow VR to effectively track and manage both their business and client customer caseloads. The systems are web-based case management systems developed for state vocational rehabilitation agencies.

Software packages and updates are based on Federal regulation modifications from the Rehabilitation Services Administration (RSA) and the needs of customers. Data from this system is used for RSA-required federal vocational rehabilitation reports or to support ad hoc reporting.

**ii. Describe the State’s plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan.**

The state uses a single integrated data collection system, known as the One-Stop Management Information System. This ensures that all local providers collect, report, and maintain the same data elements. Participant data entered into One-
Stop Management Information System will be included as a part of the annual WIOA programmatic reviews and through the Data Validation process. Any local area that does not achieve a minimum 80 percent pass rate is required to receive technical assistance from the state and provide a plan on how they will improve their data validation performance.

To be certified as a Michigan Works! Service Center, local Michigan Works! Agencies must meet criteria included in state policy Certification Criteria 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 comprise 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 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
Michigan received funding through the Reemployment and System Integration Dislocated Worker Grant opportunity. With this funding, along with leveraged funds, the Michigan Workforce Connect Initiative (MWCI) project will help to improve service delivery and employment outcomes for Dislocated Workers (DW) through improved connectivity across existing information technology (IT) systems. The main goals of the project are to provide better and more advanced data sharing and system integration to improve service delivery through single sign-on, common registration and an integration user dashboard. Specifically the intent is to connect existing workforce systems. This includes integrating unemployment insurance (UI), Wagner-Peyser employment services (ES), DW and other Title I Workforce Innovation and Opportunity Act (WIOA) program systems. The goal is to simplify and enhance the claimant/job seeker online experience. The integration of these systems will create a single point of entry, allowing for shared interface with an integrated sign-on and common registration, providing one avenue for customers seeking UI benefits and/or any other workforce services. Within a secure environment, common demographic and personal information used by all systems will be collected and then shared among the applicable state systems, eliminating duplicative data entry, streamlining the registration process; eliminating multiple user IDs, passwords and login processes for users; and reducing staff time in processing and reconciling user account information.

Implementation involves integrating the state’s labor exchange system, Pure Michigan Talent Connect (PMTC) and the state’s unemployment insurance Web Account Manager (MiWAM) system. Additional state workforce related systems (WIOA Title II and Title IV) will be evaluated for addition in the future as part of our complete WIOA implementation. An online dashboard will be created that will display data from multiple state systems, allowing for real-time personalized information for the user (i.e. UI benefits status, job matches, training opportunities, career events, social media, etc.). This dashboard will provide job seekers with up-to-date information each time they log in.

Additionally, labor market and economic data will be provided to help job seekers make more informed decisions regarding job and training opportunities. These opportunities can be automatically pushed based on profile information provided by the user on the common intake form. The proposed changes will enhance services to dislocated workers (along with other job seekers), as well as provide information to help speed up their time to reemployment. The project is in the technical development stage and schedule to be completed by September 30, 2018.

iii. Explain how the State board will assist the governor in aligning technology and data systems across required one-stop partner programs (including design and implementation of common intake, data collection,
etc.) and how such alignment will improve service delivery to individuals, including unemployed individuals.

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 over the medium term, but is doing so in a manner that appreciates the complexity of the task at hand, while improving on previous methods of extracting 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 70 one-stops. 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.

All of these programs have existing relationships with Michigan’s One-Stop Management Information System, some have vendors, and many are party to legally binding contracts for the provision of case management, data collecting, and reporting services. 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.
A workgroup created at the behest of the Governor’s Michigan Future Talent Council (MFTC) has been working on strategies to support and promote reemployment efforts in the state. UI, WD and MWA staff have identified multiple actions to support this including:

- UI Monetary Determination Letter has been updated with improved language to better communicate steps claimants must take.
- A common orientation video will be developed to be utilized to familiarize claimants on how their local MWA can help them return to employment.
- A common MWA welcome letter was developed and implemented across all agencies to introduce claimants to the resources available to support them.
- Assessment questions and subsequent referral options are being defined to help identify claimant needs and refer them to appropriate documents, workshops (online and in-person) and individual counseling.

iv. Describe the State’s plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d)(2)).

Michigan will meet all requirements pertaining to fiscal and management accountability information systems as specified in Section 116 of the WIOA and based upon guidelines being established by the Secretaries of Labor and Education.

We have modified our existing management information system applications with the development assistance of the Michigan Department of Technology, Management and Budget. Through iterative rounds of modifications and testing, these applications are modified to enable WIOA reporting requirements.

Ongoing communication between the Department of Labor and Economic Opportunity staff and contacts in the federal departments ensure that all changes are in place prior to reporting deadlines.

*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.*

**B. Assessment of Participants’ Post-Program Success**

Describe how lead State agencies will use the workforce development system to assess the progress of participants who are exiting from core programs in entering, persisting in, and completing postsecondary 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 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 postsecondary 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.

Michigan’s Department of Labor and Economic Opportunity 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 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.

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

Each VR consumer/customer who exits the program is evaluated in the 2nd and 4th quarter after exit to determine the success of the employment outcome. The parameters for post exit evaluation are as follows: Referenced in the Rehabilitation Services Administration Technical Assistance Circular 17-01.

68. Employment Rate — 2nd Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit);

69. Employment Rate — 4th Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth, the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit);

70. Median Earnings — 2nd Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

71. Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training (OJT) and customized training) who attain a recognized postsecondary
credential or a secondary school diploma, or its 5 recognized equivalent, during participation in or within one year after exit from the program. A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program;

72. Measurable Skill Gains: The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit’s academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

C. Use of Unemployment Insurance (UI) Wage Record Data

Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

Michigan’s Department of Labor and Economic Opportunity received its second Workforce Data Quality Initiative grant during June 2015. Partner agencies, along with their data, are being added to our existing educational, wage, and workforce information to provide additional results. The efforts to link data between programs includes Vocational Rehabilitation, Career and Technical Education, General Educational Development systems, and quarterly Unemployment Insurance wage record data.

Vocational Rehabilitation (VR) — Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)
VR in Michigan utilize UI data to verify employment post exit when available. This is a preferred methodology for verifying employment. Both VR agencies have executed Data Sharing Agreements (DSAs) with the Michigan Unemployment Insurance Agency to access and use the UI data.

D. Privacy Safeguards

Describe the privacy safeguards incorporated in the State’s workforce development system, including safeguards required by section 444 of the General Education Provisions Act (20 U.S.C. 1232g) and other applicable Federal laws.

Michigan requires signed agreements from all local areas and from state staff who have access to confidential data. These agreements restrict access and the use of such data to those employees who require that information in the official performance of their job duties. The agreements require users to maintain data confidentiality and prohibits the disclosure of any confidential data to a third party, unless previously authorized in writing to do so. Each local area director signs a confidentiality agreement by which they acknowledge their obligation and commitment to keep confidential data secure and to use such data solely for the purposes related to their job duties. Michigan follows confidentiality requirements for wage and education records as required by the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, the 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 Vocational Rehabilitation 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 private information is necessary to be collected or shared to promote the success of the vocational rehabilitation process, and only when agreed upon by the consumer. The Federal regulation is supported by agency policy from both VR agencies.

7. Priority of Service for Veterans

Describe how the State will implement and monitor the priority of service provisions for veterans in accordance with the requirements of the Jobs for Veterans Act, codified at section 4215 of 38 U.S.C., which applies to all
employment and training programs funded in whole or in part by the Department of Labor. States should also describe the referral process for veterans determined to have a significant barrier to employment to receive services from the Jobs for Veterans State Grants (JVSG) program’s Disabled Veterans’ Outreach Program (DVOP) specialist.

Pursuant to 38 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 WIOA, as was the case under the Workforce Investment Act, veterans, and eligible spouses receive priority of service in all U.S. Department of Labor-funded employment and training programs. Consistent with 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 in the following order:

78. First, to veterans and eligible spouses who are also funded in the groups are 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.

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

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

81. 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 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 Jobs for Veterans’ State Grant provides funding to support Disabled Veterans’ Outreach Program Specialists and Local Veterans’ Employment Representatives. Disabled Veterans’ Outreach Program Specialists 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 of the Disabled
Veterans’ Outreach Program Specialists’ services is to assist the client in becoming job ready so they can secure employment utilizing the public workforce system. Disabled Veterans’ Outreach Program Specialists do not interact with employers, nor engage in direct placement, and rely on their Michigan Works! Agency One-Stop partners to assist their job ready clients to secure appropriate employment.

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, and to formally refer them to a Disabled Outreach Program Specialist while continuing to provide all other appropriate services and programs in accordance with priority of service requirements. If a veteran or eligible spouse is interested in pursuing Disabled Veterans’ Outreach Program services, Michigan Works! Service Center staff must immediately provide that customer with a copy of the Disabled Outreach Program application form.

Michigan Works! Service Center staff will promptly review all completed Disabled Veterans’ Outreach Program 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 Veteran’s Outreach Specialist. This referral consists of:

82. Entering an appropriate “Referral to Supportive Service” activity in the One-Stop Management Information System, and
83. 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 Jobs for Veterans State Grants is a fully integrated partner in our Michigan Works! Agency 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 Jobs for Veterans State Grants, a veteran or spouse of a veteran is first assessed by a non-Jobs for Veterans State Grants One-Stop worker prior to referral.
8. Addressing the Accessibility of the One-Stop Delivery System for Individuals with Disabilities

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State’s one-stop center certification policy, particularly the accessibility criteria.

Michigan Works! Service Centers must be 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, Michigan Works! Agencies are required to comply with various regulations relating to non—discrimination, equal opportunity, and inclusion. The most critical of these regulations are:

- Section 188 of the 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; and
- 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! Service 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.

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, in conjunction with the Michigan Works! Association, hosts a Multi—State Equal Opportunity Officers training seminar. Representatives from the U.S. Equal Employment Opportunity Commission and the U.S. Department of Labor Civil Rights Center conduct the training. The training focused on social media and employment discrimination, discrimination complaint, investigative techniques, asking telling, using and storing disability related information, recognizing hidden disabilities and identifying strategies to assist individuals, assistive technologies, and web accessibility guidelines.

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

VR has provided in-service, education and training within the one stops in order to assist staff in understanding the needs of persons with disabilities. VR has created opportunity by physical presence and educational materials for the one stop system to have a resource for serving persons with disabilities. This does continue to be a challenge as the physical mental, technology and literacy challenges that our consumers/customers manage are often complex and require a specialization in service delivery. VR as a partner continues to provide support. Infrastructure agreements, local MOUs outlining strategies for delivering comprehensive services and a presence on state and local work force development boards, add to this partnership.

9. Addressing the Accessibility of the One-Stop Delivery System for Individuals who are English Language Learners.

Describe how the one-stop delivery system (including one-stop center operators and the one-stop delivery system partners) will ensure that each one-stop center is able to meet the needs of English language learners, such as through established procedures, staff training, resources, and other materials.
Local Workforce Development Boards are responsible for improving access to and the effectiveness of One-Stop and program services. The Department of Labor and Economic Opportunity certifies Michigan Works! Service Centers every three years using criteria developed in consultation with the Governor’s Michigan Future Talent, local Chief Elected Officials, and local Workforce Development Board Chairs. Our policy regarding the certification criteria for Michigan Works! Service Centers requires that Michigan Works Service Centers provide all customers access to high-quality One-Stop Centers that connect customers with the full range of services available.

As recipients of federal funds, Michigan Works! Agencies are required to comply with various regulations relating to non-discrimination, equal opportunity and inclusion. The certification criteria is consistent with the requirements of the WIOA, which ensures that each One-Stop Center is able to meet the needs of limited English proficient individuals, including

92. 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

93. 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.

The State ensures that each one-stop center is able to meet the needs of English language learners. High-quality Michigan Works! Service Centers reflect a welcoming environment to all customer groups who are served. All staff are courteous, responsive and helpful to jobseekers, businesses, and others who visit, either in person, or by telephone and/or e-mail. Certified Michigan Works! Service Centers must present and promote a professional, businesslike and accessible setting.

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 service delivery area, which includes the needs of individuals with disabilities, people of different cultures including English language learners, and persons with barriers to employment. Service Centers must provide adequate staff assistance in both English and the participant’s native language, whenever requested. Michigan Works!
Agencies are required to comply with various regulations related to non-discrimination, equal opportunity, and inclusion.

High quality Michigan Works! Service Centers provide career services that motivate, support, and empower customers, including individuals with disabilities and 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.

High-quality Michigan Works! Service Centers ensure meaningful access to all customers. Michigan Works! Service Centers must be physically and programmatically accessible to all customers. In doing so, Michigan Works! Service 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 Michigan Works! Service Center certification criteria policy provides guidance on accessibility of our One-Stop delivery system and our Wagner-Peyser Employment Services Manual provides information about the requirements of posters and other materials to be displayed at Michigan Works! Service Centers.

The Department of Labor and Economic Opportunity staff monitor Service 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 Michigan Works! Agency 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.
IV. Coordination with State Plan Programs

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

At the State level, Michigan’s Unified State Plan 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.

Following enactment of the WIOA, an implementation team was formed with the purpose of reviewing the Act for policy implications and potential costs involved to implement the WIOA. The Department of Labor and Economic Opportunity’s Office of Strategic Planning and Policy, acting as the implementation team lead, pulled 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, Michigan Works! Agencies, and representatives from other required One-Stop partner programs. Weekly meetings were held between the months of August 2014 through December 2014.

In January 2015, a WIOA Unified Plan Team was established to develop and submit for approval, an integrated, aligned, and actionable WIOA Unified State Plan. The Team, with the Department of Labor and Economic Opportunity as the lead, included representatives from all core partner programs, the Bureau of Labor Market Information and Strategic Initiatives, and representatives from required One-Stop partner programs. The Plan was collaboratively developed and placed into public review and comment on December 18, 2015. 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.

During December 2017, the WIOA Unified Plan Team was re-established to develop and submit for approval, a modification to the WIOA Unified State Plan. The Team, with the Department of Labor and Economic Opportunity as the lead, included representatives from all core partner programs, the Bureau of Labor Market Information and Strategic Initiatives, and representatives from required One-Stop partner programs. The Plan was collaboratively developed and placed into public review and comment on February 15, 2018. Appendix II contains a list of stakeholders and other interested parties that received notification regarding the availability of the draft Plan for review and comment.

The Governor’s Michigan Future Talent approved the WIOA Unified State Plan mid-cycle modification at their full board meeting on February 20, 2018.
V. 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;  Yes

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes;  Yes

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs;  Yes

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board;  Yes

5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities;  Yes

6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3);  Yes

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

8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program;  Yes

9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs;  Yes

10. The State has a One-Stop certification policy that ensures the physical and programmatic accessibility of all One-Stop centers with the Americans with Disabilities Act of 1990 (ADA);  Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and   Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.   Yes
VI. Program-Specific Requirements for Core Programs

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

a. Adult, Dislocated Worker, and Youth Activities General Requirements

1. Regions and Local Workforce Development Areas

A. Identify the regions and the local workforce development areas designated in the State.

In the past, the workforce system has not been uniformly aligned with the economic developers in a particular area and there has not been a consistent measure of success across regions. In order 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 between workforce services, economic development, and community partners can be achieved through both coordinated regional planning and regional industry alliances. Tying this effort together will be regional metrics — measures of success - that share commonality between workforce and economic efforts, and are also comparable across different regions.

The Regional Prosperity Initiative was signed into law as part of Michigan’s Fiscal Year 2014 budget, establishing ten planning regions throughout the state. The initiative encourages local private, public, and non-profit partners to create vibrant regional economies.

Building off of the momentum created by the Regional Prosperity Initiative, the State has created ten WIOA Planning Regions as required under the law. The ten regions and their corresponding workforce development areas (Michigan Works! Agencies) are as follows:

1. Upper Peninsula Region
   - UPWARD Talent Council

2. Northwest Region
   - Networks Northwest/Northwest Michigan Works!

3. Northeast Region
   - Michigan Works! Northeast Consortium
   - Michigan Works! Region 7B Consortium
4. West Michigan Region
   • Michigan Works! West Central
   • West Michigan Works!

5. East Central Michigan Region
   • Great Lakes Bay Michigan Works!

6. East Michigan Region
   • Genesee-Shiawassee-Thumb (GST) Michigan Works!

7. South Central Region
   • Capital Area Michigan Works!

8. Southwest Michigan Region
   • Kinexus
     • Michigan Works! Southwest

9. Southeast Michigan Region
   • Michigan Works! Southeast

10. Detroit Metro Region
    • Detroit Employment Solutions Corporation
    • Macomb-St. Clair Workforce Development Board
    • Oakland County Michigan Works!
    • Southeast Michigan Community Alliance (SEMCA) Michigan Works!

B. Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

Based on the aforementioned data driven process, the transition from local area designation as a Workforce Investment Act local area to a WIOA local area occurs, using two distinct methods:
Designation of workforce areas that were designated as a local area to a WIOA local area Initial Two-Year Designation: The Governor approves the request if, for the two (2) program years preceding the date of enactment of the WIOA, the following criteria were met:

- Was designated as a local area for purposes of Workforce Investment Act;
- 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; and
- 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.

Regardless of whether a local workforce development area meets the criteria for initial two-year designation, it is up to the Chief Elected Official to review and determine if a change in local area composition would be beneficial for job seekers, workers, and businesses being served using the criteria established under the WIOA. Initial designation applies through Program Year 2019.

Designation of workforce development areas that were not designated as local areas under the Workforce Investment Act — Discretionary Designation: A local area that does not meet the criteria for submitting a request for initial two-year designation must request discretionary designation. The Governor approved requests for discretionary designation from the CEO of a local area that was not designated under the Workforce Investment Act that:

- 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 the WIOA activities;
- Has appropriate education and training providers; and
- Is consistent with the geographical boundaries of WIOA planning regions.

Statewide Activities funding was designated for incentive funding and awarded to local areas that were designated under the discretionary designation, so long as they were consistent with the following incentive criteria:

- The new local area included, at minimum, two former local areas that were designated under the Workforce Investment Act;
- The new local area aligned with a WIOA planning region;
- The new local area designation was completed by October 1, 2015, including the execution of a new inter local agreement (PA 7 or PA 8), creation of the new Local Elected Official board and designation of a fiscal agent, appointment of the new Workforce Development Board, and identification of staff to assist the local board. The designated fiscal agent and identified board staff could be the same as those who served in the same or similar capacity under the Workforce Investment Act or they could be newly identified.
Process:
The Governor’s process to identify the State’s Prosperity Regions was inclusive and deliberate. The Governor convened a group of subject matter experts, stakeholders from local government associations, state departments, economic development organizations, universities and policy research organizations. This group included:

- The Department of Labor and Economic Opportunity,
- Michigan’s Labor Market Information Office,
- The Michigan Association of Regions,
- Michigan Municipal League,
- Michigan Association of Counties,
- Michigan Townships Association,
- Upjohn Institute,
- Michigan State’s Land Use Policy Institute,
- The Citizens Research Council, and many more.

Representatives were diverse, representing all areas of the state — both urban and rural, practitioners and policy specialists, etc.

For more than one year, the group reviewed multiple presentations, considering hundreds of economic factors, regional indicators and assets. Participants were asked to identify critical aspects of an economic region. This process lead to criteria, data, and other information used to create Michigan’s regional boundaries. Recommendations formulated by this group informed the Governor’s final decision on regional designations. The creation and purpose of these regions was announced in a press release from the Governor’s Office.

Criteria: As part of our work to implement the WIOA, hundreds of factors were taken into consideration during the deliberation and creation of Michigan’s Prosperity Regions. Seven categories and their sub-points acted as key considerations during the deliberation and decision process.

1. Movement of People and Goods
2. Centers of Commerce and Regional Assets
3. Functional Size
4. Concentration/Density of People and Business, Attention to Urban and Urban Business Areas
5. Natural Landscape Distributions and Rural Impact
6. Regional Identity
7. Governor’s Vision, Historical Efforts, and Likelihood of Success

To provide timely and clear information about the regions to our local and regional partners, a team of staff from the Executive Office and several state departments, including the Director of the Department of Labor and Economic Opportunity, travelled throughout the state, visiting each region and meeting with local stakeholders, including Michigan Works! Agencies and their leadership (Chief and Local Elected Officials).
The Governor is confident that these ten regions represent the state’s natural economic basins and is heartened by the work that is already being done by our local partners, and that the effort will increase collaboration and strengthen Michigan’s competitiveness.

We have worked diligently to build coalitions and consensus towards a new regional model, with an eye towards future prosperity and change. The ten prosperity regions are the basis for the formation of ten WIOA planning regions.

This approach to formation or our 10 WIOA planning regions ensures that the State of Michigan is investing in the success of our regions, their local communities, and our economy in ways that are meaningful to the people who are working, playing, and doing business there every day. This will ensure that our finite resources are being used wisely. As a result of collaborative efforts for regional prosperity, the state will also be better equipped to attract and retain talent that is so essential to remaining globally competitive. Finally, strong regions will give the state a new avenue by which to deliver state services that is more efficient and responsive to the needs of the regional economy. As federal dollars become scarcer, this helps to ensure that available resources have the greatest impact possible for both job creators and residents.

C. Provide the appeals process referred to in section 106(b)(5) of WIOA relating to designation of local areas.

If a local area was denied initial two-year or subsequent designation, the Chief Elected Official (CEO) may submit an appeal to the State consistent with the current Department of Labor and Economic Opportunity Grievance and Complaint Policy and WIOA Section 106(b)(5).

After the initial two-year designation period, 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 (2) years of initial designation:

- The local area performed successfully;
- The local area sustained fiscal integrity; and
- In the case of a local area in a planning region, the local area met the planning requirements described in the WIOA Section 106(c)(1) and operated in a manner consistent with the Regional Prosperity Initiative and the Talent District Charter.

Subsequent designation does not apply to areas that received discretionary 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. The Grievance and Complaint Policy 11-37, change 2 is located on the Michigan.gov/TIA website at http://www.michigan.gov/wda.

Appeals to the Department of Labor and Economic Opportunity are to be filed no later than 30 days from receipt of the Department of Labor and Economic Opportunity’s decision to not approve initial or subsequent designations. All appeals were to be submitted by certified mail to the Department of Labor and Economic Opportunity, with return receipt requested.
The Department of Labor and Economic Opportunity 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 the Department of Labor and Economic Opportunity, 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 Department of Labor and Economic Opportunity to the Governor's Michigan Future Talent Council. If the appeal does not result in designation or subsequent designation of an area as a local area, an appeal may be filed with the Secretary of the U.S. Department of Labor within 60 days of the receipt of the Governor's Michigan Future Talent Council decision by certified mail, with a return receipt requested. A copy of the appeal must be simultaneously provided to U.S. Department of Labor’s Regional Administrator and the Department of Labor and Economic Opportunity. The decision by the Secretary of the U. S. Department of Labor is final.

**D. Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.**
The local board must report to the Governor and relevant state agencies when IFA negotiations with One-Stop partners have reached an impasse or failed to reach consensus by September 1, 2017, or March 31, in future program years. Once notified, the Governor must administer infrastructure funding through the SFM as described in 20 CFR 678.730 thru 678.738.

Once a local board has informed the Governor that no consensus has been reached, the local board must provide the Governor with local negotiation materials, in accordance with 20 CFR 678.735(a). The Governor must determine the One-Stop center budget by either accepting a budget previously agreed upon by partner programs in local negotiations, or creating a budget for the One-Stop center using the Governor's Michigan Future Talent Council 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 State Funding Mechanism (SFM).

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 WIOA for infrastructure costs. The SFM is only applicable to required One-Stop partners, and cannot be triggered by additional One-Stop partners not reaching consensus.

The Governor's Michigan Future Talent Council 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 did 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 GTIB determines are appropriate and that are consistent with federal cost principles.

The SFM has eight discrete steps that must be followed by the Governor and local board, as listed below and described in detail in TEGL 17-16, pages 20-27 and 20 CFR Section 678.731.

1. Notice of failure to reach consensus given to the Governor.
2. Local negotiation materials provided to the Governor.
3. Governor determines One-Stop center infrastructure budget(s).
4. Governor establishes cost allocation methodology.
5. Partners’ proportionate shares are determined.
6. Governor calculates statewide caps.
7. Governor assesses the aggregate total of infrastructure contributions as it relates to the statewide cap.
8. Governor adjusts proportionate shares.

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 IFAs and MOUs

If a local area has reached an agreement about the infrastructure budget for the One-Stop centers in the local area, it must provide this budget to the Governor, and the Governor must calculate each partner’s contribution consistent with the cost allocation methodologies continued in the Uniform Guidance found in 2 CFR Part 200. The Governor may also take into consideration the extent to which the partners in the local area have agreed in determining the proportionate shares, including any agreements reached at the local level by one or more partners, as well as any other element or product of the negotiating process provided to the Governor.

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 WDB based on at least the factors required under 20 CFR 678.745.

Pursuant to 20 CFR 678.736, once the appropriate budget is determined for a local area through acceptance of a budget agreed upon in the local negotiation or by the Governor applying the formula, the Governor must determine the appropriate cost allocation methodology to be applied to the One-Stop partners in such local area, consistent with the Federal cost principles permitted under 2 CFR Part 200 to fund the infrastructure budget.

Pursuant to 20 CFR 678.737, One-Stop partners in each local area that has not reached agreement on the LFM will be directed by the Governor as to what each partner program’s proportionate share will be for that area, subject to the application of caps. The Governor must use the cost allocation methodology, as determined under 20 CFR 678.736, to determine each partner’s proportionate share of the infrastructure costs under the SFM.

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 (FTEs) 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 then 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 WIOA programs will be as described and consistent with 20 CFR 678.740.

A one-stop partner may appeal the Governor’s determination regarding their portion of funds to be provided for one-stop infrastructure costs. The one-stop must submit an appeal to the State consistent with the current Department of Labor and Economic Opportunity’s Grievance and Complaint Policy and WIOA Section 121(h)(2)(E) to ensure prompt resolution of the appeal in order to allow prompt allocation of funds, consistent with the requirements of WIOA Section 182(e). The Department of Labor and Economic Opportunity Grievance and Complaint Policy (11-37, Change 2) is located with the other policies on the LEO Website.

2. Statewide Activities

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

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

Operating a fiscal management and accountability system: The State of Michigan has established, in accordance with the 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 under chapters 2 and 3 of subtitle B.

The Department of Labor and Economic Opportunity administers numerous federally funded programs providing training, employment, and reemployment services. In 2011, the state’s workforce development functions and programs were consolidated with the Michigan Strategic Fund. The Michigan Strategic Fund Finance and Administrative Services 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 Department of Labor and Economic Opportunity focuses heavily on performance management.

Dissemination of the State’s list of Eligible Training Providers: The Department of Labor and Economic Opportunity, in coordination with the Michigan Department of Technology, Management and Budget, has rebuilt and renamed the Career Education Consumer Report. The new name, Michigan Training Connect, is embedded in Pure Michigan Talent Connect. Michigan Training Connect has a new look and updated features, greater functionality and accessibility via mobile applications, and linkages to features available through Pure Michigan Talent Connect. The robust system will provide 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.

The Department of Labor and Economic Opportunity is moving forward in a coordinated effort to improve the quality and consistency of its monitoring and oversight activities, while relying on and providing opportunities for the Department of Labor and Economic Opportunity Coordinators to bring their professional judgments and experience to the process. The Department of Labor and Economic Opportunity 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 Department of Labor and Economic Opportunity Monitoring Guides by Talent Investment Agency Coordinators is required, although Talent Investment Agency staff is encouraged to modify and enhance guides as needed to meet the specific needs of each review. In addition, Department of Labor and Economic Opportunity Monitoring Guides are living documents that will be 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. The Talent Investment Agency Coordinators are encouraged to discuss and provide feedback and suggestions for such improvements to their unit managers.

High Concentrations of Youth: In accordance with the WIOA Section 129(b)(1)(F), the Department of Labor and Economic Opportunity 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 2010 census data regarding the percentage of eligible youth as compared 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, supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants.
- 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 identifies career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant, taking into account the assessment.
- 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 lead to the attainment of recognized post-secondary credentials;
4. Preparation for unsubsidized employment opportunities as appropriate; and
5. Effective connections to employers in in-demand industry sectors and occupations of the local and regional labor markets.

- Local programs are required to include each of the fourteen program elements as options available to all youth participants.

**Evaluations:** The State of Michigan will continue to conduct evaluations in order to establish and promote methods for continuously improving such activities to achieve high-level performance within, and high-level outcomes from, the statewide workforce investment system. Evaluations include analysis of customer feedback, outcome and process measures for the workforce investment system, as required.

Evaluation is a critical component of program services. Michigan will continue to evaluate the effectiveness of local programs by conducting comprehensive programmatic reviews for the entire Michigan Works! System. 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. 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.

Michigan is investing time and resources to analyze existing workforce data through utilization of a dashboard system. The Michigan Talent Dashboard includes information 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.

The State will conduct evaluations and research projects on activities under the WIOA core programs; that 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.

In addition to funding the above referenced WIOA mandated 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 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:
  o The Wagner-Peyser funded services
  o The Welfare Reform Programs
  o The WIOA Programs, and
  o The Trade Adjustment Assistance
• 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 Michigan Works! Agency 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 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 the Department of Labor and Economic Opportunity. 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, and additional enhancements to the MI Training Connect (Michigan’s eligible training provider list). 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 using a regional approach.

Activities supported by these funds assist 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, enhancing system capacity to provide opportunities for individuals with barriers to employment to enter in-demand industry sectors or occupations and nontraditional occupations, developing and improving local program performance and goals, and assisting ongoing system development and proficiency, including professional development and technical assistance. In addition, a dedicated portion of the funding must be used to support Lean training.

B. Describe how the State intends to use Governor’s set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at risk companies and workers

Michigan’s Rapid Response System has been operating continuously since the 1980s. The Department of Labor and Economic Opportunity is responsible for providing 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 to working with employers 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, operating continuously to anticipate and to respond to developments in Michigan’s economy.

Michigan’s Rapid Response system is designed to assist employers, unions and dislocated workers and to avert layoffs by using an early warning assistance to focus on at-risk companies before job losses happen. The result of this holistic approach is a system that continuously scans the economic environment for at-risk situations, deploys layoff aversion information and resources when they are found and which coordinates first-responder assistance in situations where layoffs will occur.

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.

Rapid Response activities are carried out by the WIOA Title I Section, located within the Department of Labor and Economic Opportunity. A WIOA 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. The Rapid Response Team process involves a unique mix of state agencies and local service providers, together with the private sector and organized labor.
The goal of all concerned parties is to provide support as well as technical assistance that will enable dislocated workers to make a successful transition to reemployment.

The WIOA state coordinators participate in cross training on programs and services most relevant to each local area or region. State coordinators provide information and assistance on available federal, state, and private grants and funding resources to assist employer with their workforce needs. With the input and support of all parties involved, our process ensures that Michigan continues to administer one of the best dislocated worker programs in the country.

A managed Rapid Response process addresses plant closings and mass layoffs, including worker re-training, job placement, and related needs. Local and state roles are clearly defined. Generally, plant closings and mass layoff events involving less than 50 workers are referred to the local Michigan Works! Agencies for assistance. Coordinators gather information, give company representative(s) an overview of Dislocated Worker program services, and provide contact information for the nearest Michigan Works! Agency. The Michigan Works! Agency coordinates worker orientation meetings to provide affected workers with information about unemployment and reemployment services.

The state has a comprehensive procedure to serve customers using the WIOA Rapid Response, the WIOA Dislocated Worker, and Trade Adjustment Assistance 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 Trade Adjustment Assistance 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.

The planning and information gathering necessary for effective Rapid Response also establishes an awareness of and familiarity with the talent needs of a region, and allows the workforce system the ability to strategically meet the needs of both hiring employers and those facing layoffs. Providing an environment to engage industry leadership on a broad range of workforce issues facilitates the identification of necessary resources. Convening employers, and when appropriate, partners and other resources, allows comprehensive dialogue between employers and training institutions, resulting in collaborative problem-solving; creating unique approaches to career pathways; addressing curriculum strategies and ultimately enhancing competitiveness and reducing the potential for future layoffs.
Layoff aversion strategies include assisting business owners with succession planning by presenting information on Employee Stock Ownership Plans (ESOPs) as a way to both extract value from a viable enterprise and to transfer ownership, over a period of time, to the workers. Owners benefit by receiving the value of their efforts back from their enterprises while workers obtain an equity stake in their employer that can serve as a source of retirement income for them. The State of Michigan supports ESOP formation by funding, when and where appropriate, pre-feasibility studies to determine the suitability of an enterprise for transition to employee ownership. State funding supports paying for expert assistance in conducting pre-feasibility studies.

State support may also be provided in situations where a Co-op or land trust is more appropriate than an ESOP. (ESOPs generally require at least 25 full-time employees to be viable.) As with ESOPs, Co-op and land trust formation is supported via funding expert assistance in conducting a pre-feasibility study.

The aforementioned strategies are all part of a demand-driven system and a key component of a comprehensive layoff aversion strategy.

C. In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

In Michigan, all Federal Emergency Management Agency services are coordinated through the Michigan State Police, Emergency Management and Homeland Security Division, Federal Emergency Management Agency, U.S. Small Business Administration and local officials. In the event of a natural disaster, the Department of Labor and Economic Opportunity will work with a local area to determine if applying for a National Dislocated Worker Grant is the appropriate action to secure additional funding to service affected workers.

Estimated Dislocated Worker Grant (DWG) funding needs and program design and delivery will be, when applicable, coordinated with the local, State or FEMA-appointed Incident Commander and support staff at the Emergency Operations center established to coordinate mitigation and restoration services in disaster situations.

D. Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

Michigan has a comprehensive procedure to serve customers using the WIOA Rapid Response, the WIOA Dislocated Worker, and Trade Adjustment Assistance programs. A Rapid Response team 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 disseminated to Trade Adjustment Assistance state staff. Coordination begins at an early stage for consideration of a Trade Adjustment Assistance petition. Information regarding the WIOA Dislocated Worker and Trade Adjustment Assistance are provided to the company, and if applicable, union officials
at this early stage. During this process, the Trade Adjustment Assistance program is introduced and a Trade Adjustment Assistance petition is given to the company (and union if applicable) officials. Contact information for the state Trade Adjustment Assistance petition expert is provided as well. The state can provide assistance in filing the petition, or file the petition on the behalf of workers.

Worker meetings are planned at this point to discuss the workforce program available in more detail, including the Dislocated Worker program. The Trade Adjustment Assistance worker benefit orientation meetings occur when, and if, certification occurs. The Trade Adjustment Assistance worker benefit orientation meetings expand upon the Rapid Response worker meeting and provide detailed information on all Trade Adjustment Assistance benefits and services. The integration of the State’s Rapid Response and Trade Adjustment Assistance programs ensures workers will receive prompt and accurate information to make informed career and employment decisions.

The Michigan Works! Agencies are encouraged to co-enroll Trade Adjustment Assistance customers into the WIOA Dislocated Worker programs as applicable. The Trade Adjustment Assistance State Manual states “In accordance with federal regulations, each Michigan Works! Agency 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 Michigan Works! Agency to maximize program efficiency and prevent duplication of services.”

Trade Adjustment Assistance funds are used as the first funding source for training, but co-enrolled participants can receive the WIOA services unavailable in the Trade Adjustment Assistance program. Co-enrollment is strongly encouraged, and is consistently discussed at Michigan Works! Agency training seminars and Trade Adjustment Assistance program reviews.

State Trade Adjustment Assistance staff will coordinate with the WIOA employer-based training initiatives that support the demand-driven model and coordination of Trade Adjustment Assistance and the WIOA Dislocated Worker programs. In addition, the state is committed to understanding the reasons why Trade Adjustment Assistance-certified workers use or do not use their Trade Adjustment Assistance benefits. After an extensive outreach and reengagement effort was completed, the state will continue efforts to engage previously certified workers.

**b. Adult and Dislocated Worker Program Requirements**

**1. Work-Based Training Models**

If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State’s strategies for how these models ensure high quality training for both the participant and the employer.

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’ve completed a training program. Customized training, on-the-job training, incumbent worker training, transitional jobs, 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.
Michigan Works! Agencies 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 Michigan Works! Agency’s WIOA comprehensive plan. Local training policies and contracts will be 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 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.

**On-the-Job Training:** On-the-job training is primarily designed to provide a participant with the knowledge and skills necessary for the full performance of the job. On-the-job training 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 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; and
- 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.

Prior to approving an on-the-job training, 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 or Individual Service Strategy. The individualized employment plan must reference the lack of skills and the need for an on-the-job training. The results of the assessment will be used, in part, to determine the appropriateness of and suitability for the on-the-job training, along with determining the duration of the training.

On-the-job training is provided under an agreement with an employer in the public, private non-profit or private sector. Prior to entering into an on-the-job training agreement with an employer, the local Michigan Works! Agency 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 on-the-job training participant.

A local Michigan Works! Agency may not enter into an on-the-job training contract with an employer who has previously exhibited a pattern of failing to provide on-the-job training participants with continued long-term employment. Training positions covered by an on-the-job training contract must not have been created by the displacement of employed workers in the same or similar position.

A local Michigan Works! Agency may not enter into an on-the-job training 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.

Funds will not be used to assist, promote, or deter union organizing in accordance with the WIOA Section 151(b)(7).

Local areas should target priority industries identified by local Workforce Development Boards consistent with a demand-driven workforce system. Occupations targeted for on-the-job training should be defined in the local on-the-job training 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 work space. 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 on-the-job training funding:

- Turnover pattern;
- Pay and benefits;
- Documentation; and
- The reimbursement check.

On-the-Job Training and Employed Workers: An on-the-job training contract may be written for eligible employed workers when the following circumstances are met:

- The employee is not earning a self-sufficient wage, as determined by local board policy;
- Requirements in Section 680.700 of the WIOA rules are met; and
• On-the-job training 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.

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 on-the-job training. 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.

Reimbursements are limited to 50 percent of the wage rate of an on-the-job training participant. Under certain conditions, the on-the-job training reimbursement rate may be raised to 75 percent of the wage rate when taking into account 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 on-the-job training 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 on-the-job training completion), and relation of the training to the competitiveness of the participant.

Local boards must document 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). On-the-job training reimbursements cannot exceed the amount obligated in the training plan, or any subsequent modifications.

**Incumbent Worker Training Programs:** Incumbent worker training is designed to ensure that employees of a company are able to gain the skills necessary to retain employment or avert a layoff, and must increase both the participant’s and a company’s competitiveness. An ideal incumbent worker training 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 jobseeker to backfill the incumbent worker’s position. Incumbent worker training 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.

To qualify as an incumbent worker, the incumbent worker needs to 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. An Incumbent Worker does not necessarily have to meet eligibility requirements for career and training services for adults and dislocated workers under the WIOA. 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.

Michigan Works! Agencies utilizing incumbent worker training are required to have a local Incumbent Worker Training policy in place. The policy may be under separate cover or may be included in the Michigan Works! Agency’s WIOA Comprehensive Plan.

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 will employ Incumbent Worker Training as part of its demand-driven strategy.
- How the local Workforce Development Board will ensure that Incumbent Worker Training 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 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, fairly evaluated.

Local policies and contracts for incumbent worker training will be reviewed during the WIOA programmatic reviews.

**Transitional Jobs:** Transitional jobs, considered a career service, are a way for adults and dislocated workers with barriers to employment, who are experiencing chronic unemployment or have an inconsistent work history, to develop a work history and basic skills essential to keeping a job. Transitional jobs are time-limited, subsidized employment in the public, private, or non-profit sectors. Comprehensive career and supportive services must be made available to transitional jobs participants. Transitional jobs can be effective solutions for individuals to gain the necessary work experience that they would otherwise not be able to get through training or an on-the-job training. The goal is to establish a work history for the individual, demonstrate work success, and develop skills that lead to entry into unsubsidized employment. The difference between a transitional job and an on-the-job training contract is that in a transitional job there is no expectation that the individual will continue his or her hire with the employer after the work experience is complete.

Local areas may use up to 10 percent of their combined total adult and dislocated worker allotments for transitional jobs.

### 2. Registered Apprenticeship

Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery (e.g., job center staff taking applications and conducting assessments).

For eligible participants, local WIOA Adult and Dislocated Worker funds may be used for:

- Pre-apprenticeship training, such as remediation and/or basic job skills training, to prepare an individual for a Registered Apprenticeship program;
- Case management, prior to, and during a Registered Apprenticeship program;
- On-the-job training, in the form of employer reimbursement for the extraordinary costs of training;
- Related training instruction in the form of tuition assistance, books, supplies, etc., when the training provider is on Michigan Training Connect;
- Supportive services, including transportation and child care assistance, and
- Follow-up services.

Registered Apprenticeship programs will remain on the Michigan Training Connect 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.

Michigan is supporting the expansion of Registered Apprenticeships, and promoting the placement of Registered Apprenticeships programs on Michigan Training Connect into our strategy and services.
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. These training programs, which are operated by education, community or faith-based organizations, 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.

Pre-apprenticeship describes a program or set of strategies designed to prepare individuals to enter and succeed in a Registered Apprenticeship program, and has a documented partnership with at least one, if not more, Registered Apprenticeship program(s). A quality pre-apprenticeship program is one that incorporates the following elements:

- Training and curriculum based on industry standards and approved by the documented Registered Apprenticeship partner(s) that will prepare individuals with the skills and competencies needed to enter one or more Registered Apprenticeship program(s).
- Strategies that increase Registered Apprenticeship opportunities for under-represented, disadvantaged or low-skilled individuals, such that upon completion they will meet the entry requirements, gain consideration, and be prepared for success in one or more Registered Apprenticeship program(s).
- Access to appropriated support services.
- The use of the Registered Apprenticeship program as a preferred means for employers to develop a skilled workforce and to create career opportunities.
- Meaningful hands-on training that accurately simulates the industry and occupational conditions of the partnering Registered Apprenticeship sponsor(s), while observing proper supervision and safety protocols.
- Facilitated entry and/or articulation.

Pre-apprenticeships may be used to provide work experiences that can help participants obtain the skills needed to be placed into a Registered Apprenticeship. Pre-apprenticeship programs provide training to increase math, literacy, and other vocational skills needed to gain entry to a Registered Apprenticeship program. A pre-apprenticeship program, funded with an Individual Training Account, must have at least one apprenticeship partner; such pre-apprenticeship programs must possess, or develop, a strong record of enrolling their pre-apprenticeship graduates into a Registered Apprenticeship program. Pre-apprenticeship programs must be on the state’s eligible training provider list in order for participants to utilize an Individual Training Account.

Pre-apprenticeship programs are added to 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, and require at least one documented partnership with a Registered Apprenticeship program. Quality pre-apprenticeship programs play a valuable role in preparing entrants for a Registered Apprenticeship and contribute to the development of a diverse and skilled workforce. Pre-apprenticeship programs can be adapted to meet the needs of participants, the various employers and sponsors they serve, and the specific employment opportunities available in the local market. 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.

3. Training Provider Eligibility Procedure

Provide the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

During Program Year 2015, the Department of Labor and Economic Opportunity redesigned the Career Education Consumer Report, the state’s Eligible Training Provider List. The state’s new Eligible Training Provider List is now housed within Pure Michigan Talent Connect and is known as Michigan Training Connect. The newly redesign Michigan Training Connect has a new look, new features, and greater overall functionality, and is accessible to via mobile applications.

During November and December 2015, initial eligibility was determined for all training providers on Michigan Training Connect. All training providers listed on the former Career Education Consumer Report that wished to maintain their eligibility on the Michigan Training Connect received notices during the month of October 2015 that they would be required to update their information through a reapplication procedure in order to maintain their eligibility. Training providers that did not respond within the timeframe allowed, and programs that were updated but did not meet the WIOA continued eligibility criteria were removed from the list effective December 31, 2015. Training providers that did not meet the deadline, but wished to remain on the list, could reapply after the transition from the Career Education Consumer Report to the Michigan Training Connect was completed.

Training programs that were determined initially eligible under the enactment of the WIOA were automatically transitioned over to the Michigan Training Connect. Subsequent eligibility for training programs will be determined on an annual basis. Eligibility criteria for initial and subsequent eligibility, in accordance with WIOA Section 122, is summarized in Sections 2-3 and 2-4 of the Michigan Training Connect Policy Manual, located on the LEO website with the other policies and manuals.

Active outreach to all U.S. Department of Labor Registered Apprenticeship programs located within the State of Michigan for placement on the Michigan Training Connect (MiTC) was completed during January 2018. Section 2-11 of the MiTC Policy Manual provides additional information about the placement of Registered Apprenticeship programs on the MiTC.

4. Describe how the State will implement and monitor the priority for public assistance recipients, other low-income individuals, and individuals who are basic skills deficient in accordance with the requirements of WIOA sec. 134(c)(3)(E), which applies to individualized career services and training services funded by the Adult Formula program.

Priority of service is in effect at all times, not just when funds are limited. 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. Fourth, to priority populations established by the Governor and/or the local workforce development board.

5. 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. 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.

5. Describe the State’s criteria regarding local area transfer of funds between the adult and dislocated worker programs.

Our Governor has allowed all local areas to transfer up to 100 percent of their allocations between the Adult and Dislocated Worker programs without a waiver, thereby allowing local areas with the 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 effect any transfers between the Adult and Dislocated Worker programs.

c. Youth Program Requirements

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

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

* Sec. 102(b)(2)(D)(i)(V)

The Department of Labor and Economic Opportunity and our local Workforce Development Boards recognize and adhere to the significant change found in 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. The annual Department of Labor and Economic Opportunity 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. The local board then must assign the committee that function. If such committee is not established for the local area, the responsibility then falls to the local board.

When not directly providing services, the local board will award grants or contracts on a competitive basis to providers of youth workforce activities identified, based on criteria in the State Plan, while taking into consideration the ability of providers to meet performance accountability measures based on the primary indicators of performance for the youth program, as described in the WIOA Section 116(b)(2)(A)(ii) as required in the WIOA Section 102(b)(2)(D)(ii)(V), and conduct oversight with respect to such providers.

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, the Department of Labor and Economic Opportunity has issued policy 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 Department of Labor and Economic Opportunity funded formula grants and, as applicable, other Department of Labor and Economic Opportunity 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.

2. Describe the strategies the State will use to achieve improved outcomes for out-of-school youth as described in 129(a)(1)(B), including how it will leverage and align the core programs, any Combined State Plan partner programs included in this Plan, required and optional one-stop partner programs, and any other resources available.

Every youth participant is to have 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.

The intent of the 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. 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 has partnered with the Michigan Developmental Disabilities Council, Michigan Department of Education, Michigan Department of Health and Human Services, Bureau of Services for Blind Persons, Michigan Behavioral Health and Developmental Disabilities Administration to develop a ‘Super’ Memorandum of Understanding (MOU) to implement a plan for seamless transition to employment for students and youth with disabilities. The parties to this agreement share a common responsibility, philosophy, and goal of increasing the number of transition age students and youth with disabilities who successfully transition to competitive integrated employment and recognize that Michigan starts with the presumption that everyone, with the appropriate preparation and support, can enter and succeed in competitive integrated employment.

Michigan has traditionally and will continue to provide Wagner-Peyser Employment Services alongside Title I programming within our one-stop centers. The Department of Labor and Economic Opportunity hosted multiple meetings with the Michigan Works! Association and the Michigan Association of Community and Adult Education (MACAE) to further establish effective referral, co-enrollment, and handoff processes for participants who may benefit from both Title I and Title II services. In these meetings, TIA outlined the Department of Labor and Economic Opportunity's vision and expectations under WIOA; provided an overview of each of the core programs; discussed opportunities for collaboration, such as employer engagement, joint professional development, and integrated education and training; and share the status of local Memorandum of Understanding and infrastructure cost agreements. Regular meetings will be scheduled to continue the valuable conversation and foster the partnership both at the state level and local level among core programs.

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 5,000 of Michigan’s young adults have participated in Talent Tours.

3. Describe how the state will ensure that all 14 program elements described in WIOA section 129(c)(2) are made available and effectively implemented, including quality pre-apprenticeship programs under the work experience program element.*

* Sec. 102(b)(2)(D)(i)(I)
The WIOA funds enable the delivery of a comprehensive array of youth services that prepare youth for post-secondary educational and employment opportunities, attainment of educational and/or skills training credentials, and obtainment of employment with career opportunities. This is accomplished by assessing the participant’s skills, interests, needs, and personal goals; creating customized service plans in collaboration with the participant; and expanding the participant’s connection to and understanding of the local economy, educational opportunities, and available community services. This process is organized and coordinated around the 14 WIOA youth program elements, which must be made available to every participant.

Make available means that each Workforce Development Board must ensure that all 14 program elements are available in all areas served. While this does not mean that an individual service provider must deliver all 14 elements, the service provider 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.

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. These providers have traditionally been entities that the local Michigan Works! Agencies have competitively procured to provide WIOA youth services, broken out by in-school versus out-of-school youth. With clarification from 20 CFR Section 681.400, some local agencies may now 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.

As part of the monitoring process, State staff conduct comprehensive programmatic reviews for the entire Michigan Works! System. 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. Staff conducts 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.

WIOA programmatic reviews 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.

Strong partnerships help to leverage resources and increase opportunities for youth. They can enhance the ability of 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. While local grant recipients can rely on partner programs to provide some of the elements if such services are available for all eligible youth within the area, ongoing relationships will be also be
established with providers of non-WIOA funded activities, either through coordinated case management strategies, memorandums of understanding, or an alternate, similar method.

4. Provide the language contained in the State policy for “requiring additional assistance to enter or complete an educational program, or to secure and hold employment” criterion for out-of-school youth specified in WIOA section 129(a)(1)(B)(iii)(VIII) and for “requiring additional assistance to complete an education program, or to secure and hold employment” criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII). If the state does not have a policy, describe how the state will ensure that local areas will have a policy for these criteria.

A youth who needs 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” criterion in their local plans.

The state’s WIOA Manual, our official policy guidance provides examples of individuals who require additional assistance.

Examples 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 emancipated youth;
- Have aged out of foster care;
- Are previous dropouts, have been suspended five or more times, or have been expelled;
- Have court/agency referrals mandating school attendance;
- Are deemed at risk of dropping out of school by a school official;
- Have been referred to or are being treated by an agency for a substance abuse related problem;
- Have experienced recent traumatic events, are victims of abuse, or reside in an abusive environment as documented by a school official or other qualified professional;
- Have serious emotional, medical, or psychological problems as documented by a qualified professional;
- Have never held a job;
- Have been fired from a job within the 12 months prior to application; or
- Have never held a full-time job for more than 13 consecutive weeks.

5. Include the State definition, as defined in law, for not attending school and attending school as specified in WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i). If State law does not define “not attending school” or “attending school,” indicate that is the case and provide the state policy for determining whether a youth is attending or not attending school.
Because the Michigan Department of Education has not defined “not attending school” or “attending school,” the Department of Labor and Economic Opportunity refers to the definitions of in-school youth and out-of-school youth to determine enrollment status at the time of participant registration.

As found in the Youth Chapter of Michigan’s WIOA Title I Manual, school status is based on participant status at the time of enrollment. Because the enrollment process occurs over time, school status is based at time of eligibility determination. If the youth is between grades within high school and enrolled in the WIOA during the summer months (i.e., between 11th and 12th grade), they are an ISY as long as they are still enrolled in school and will be returning for the next school year. As for youth who have graduated high school, if the youth enrolls in the WIOA in the summer, is registered in post-secondary education, and will be attending in the fall, their school status is ISY.

If the youth has not yet registered in post-secondary education, and is only planning to attend, their school status is OSY. For example: If a participant has applied and been accepted, but is not yet registered with the post-secondary institution, their school status is OSY.

Rule of thumb: If a K-12 system counts a student on their roll, the student is ISY, even if it is a dropout recovery program.

6. If using the basic skills deficient definition contained in WIOA Section 3(5)(B), include the State definition which must further define how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. If not using the portion of the definition contained in WIOA Section 3(5)(B), indicate that is the case.

Michigan utilizes the WIOA definition of basic skills deficient. The term “basic skills deficient” means, with respect to an individual:

- Who is a youth, that the individual 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 the 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.

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 alternative test must be verifiable and documented. Additionally, the same test format must be available and administered for post-testing at a later date. Michigan Works! Agencies are required to provide reasonable accommodations as applicable, when assessing youth with disabilities.

Michigan Works! Agencies are required to administer one of the following assessments:

- Test for Adult Basic Education;
• Comprehensive Adult Student Assessment System;
• Wonderlic General Assessment of Instructional Needs; or
• Massachusetts Adult Proficiency Test.

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. Participants who are determined not to be basic skills deficient based on pre-test results, are excluded from post-testing requirements.

Basic skills deficient participants receiving 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. Assessment results are required to be incorporated into the participant’s Individual Service Strategy.

d. Single-area State Requirements

In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

1. Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

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).)

Single state area requirements are not applicable to Michigan.

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 secs. 107(d)(11)(A) and (B)(i) and WIOA sec. 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.

e. Waiver Requests (optional)

States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

2. Describes the actions that the State or local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

3. Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

4. Describes how the waiver will align with the Department’s policy priorities, such as:
   
   A. supporting employer engagement;
   B. connecting education and training strategies;
   C. supporting work-based learning;
   D. improving job and career results, and
   E. other guidance issued by the Department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

   A. Monitor the progress in implementing the waiver;
   B. Provide notice to any local board affected by the waiver;
   C. Provide any local board affected by the waiver an opportunity to comment on the request;
   D. Ensure meaningful public comment, including comment by business and organized labor, on the waiver.
   E. Collect and report information about waiver outcomes in the State’s WIOA Annual Report.
7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

On January 2, 2018, the U.S. Department of Labor approved the following waivers for the State of Michigan through June 30, 2020.

1. A waiver from the Workforce Innovation and Opportunity Act (WIOA) Section 129(a)(4)(A) and 20 Code of Federal Regulations 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 U.S. Department of Labor on January 2, 2018.

Specific impacts of this waiver include:

- A waiver of the requirement to expend 75 percent of WIOA Title I Youth State formula funding on the OSY population. Michigan has received approval to lower this amount to 50 percent.
- A waiver of the requirement that local WIOA Title I Youth funding must meet the 75 percent minimum expenditure requirement. Michigan has received approval to lower this amount to 50 percent.
- A waiver of the requirement to expend 75 percent of WIOA Title I Statewide Activities funding on the OSY population. Michigan has received 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.

2. A waiver from the Workforce Innovation and Opportunity Act regulations at 20 CFR 677.155 to expand the definition of a recognized post-secondary credential to include a certain threshold of hours worked, a threshold of classroom instruction, and/or a certain number of postsecondary credits earned as part of a Registered Apprenticeship.

Michigan can count components of either a non-registered apprenticeship (such as on-the-job or other employer-sponsored training) or Registered Apprenticeship toward the credential measure. For example, if an apprenticeship results in a recognized postsecondary credential such as an industry recognized certificate or certification, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree, then Michigan can count it. For the Registered Apprenticeships for which Michigan has concerns, the Employment and Training Administration will work with the State to create the component parts (stackable or interim credentials) that will meet the WIOA definition of recognized postsecondary credential during the course of a longer-term training program. Further, Michigan can take the challenge of incentivizing investment in longer-term credentials into account when negotiating annual performance targets with the Department and local areas.

The Industry Engagement Division of the Department of Labor and Economic Opportunity will work closely with all 16 Apprenticeship Success Coordinators (one
located at each of the 16 AJCs) to identify existing credentials that employers are currently using, which can be built into or modified to be included in registered apprenticeship programs. This model is already underway within certain industry sectors, in particular construction. For example, in LEO’s recently issued Going-Pro Apprenticeship Readiness initiative, participants in one grant will be receiving the National Center for Construction Education and Research (NCCER) Core Certification from the accredited Greater Michigan Construction Academy. NCCER Core is a nine-module program providing introduction to the following: construction math, hand tools, power tools, construction drawings, along with basic safety, rigging and material handling. Basic employability and communication skills round out the Core curriculum modules. Many examples such as this exist and will be identified and cataloged with extensive technical assistance and collaboration with the Apprenticeship Success Coordinators, US Department of Labor Office of Apprenticeship, and Michigan’s entire apprenticeship network. In addition to identifying and integrating already existing credentials, the Industry Engagement Division will work closely with the US Department of Labor Office of Apprenticeship to segment select apprenticeship programs into skill gains components (longer than one year) which can serve as a credential. This is similar to competency based registered apprenticeship programs, but the enhancement will be intentionally issuing a certificate or credential upon the completion of certain skill gain benchmarks resulting in the ability for the workforce system to signify a credential was obtained, and receive a positive performance indicator. This work will require significant technical assistance and coordination with the Office of Apprenticeship and Michigan’s apprenticeship network to determine which registered apprenticeship programs would be appropriate for this model.

The implementation of both of these strategies — identifying and integrating existing certifications and credentials into registered apprenticeship programs and segmenting registered apprenticeship programs upon skills gain benchmarks and issuing credentials — will significantly increase the use of WIOA funding directly supporting registered apprenticeship programs. The Department of Labor and Economic Opportunity will be in constant communication with Michigan’s apprenticeship network including Apprenticeship Success Coordinators, ApprenticeshipUSA Expansion Grant Grantees, Community College Apprenticeship Coordinators, US Department of Labor Office of Apprenticeship, as well as others throughout this process to ensure all potential solutions are found and disseminated for use.

3. A waiver of the obligation of eligible training providers to collect performance data on all students in a training program at WIOA Section 116(d)(4)(A) and 122, and 20 CFR 677.230(4) and (5) and 20 CFR 680.400-680.530.

The State must provide information regarding how the Governor will take into account the outcomes of all students in an Eligible Training Provider program of study, with respect to their employment and earnings, as required for the demonstration of continued eligibility in 20 CFR 680.460(f)(1)(iii) and WIOA Section 122. While the Department recognizes the importance of informing consumer choice through the provision of quality data on training outcomes, we also recognize that systems and willingness to collect the
required performance data from providers may discourage training provider participation, which is a critical component of the workforce development system.

Michigan has faced several challenges while working to implement the WIOA ETP requirements. This includes the collection of data from private post-secondary institutions and proprietary schools. Much of the information is self-reported through surveys, etc., which makes it difficult to obtain accurate performance data, as students may not respond to surveys, and, as a result, schools may just provide performance information they previously collected without resurveying students. Additionally, proprietary schools do not currently have a stateside system to report student data. There is no system to automatically match students with other data sources to calculate outcomes, resulting in a large reporting burden on these types of training providers. To address this issue, continuing Workforce Longitudinal Data System efforts are being planned to link data from the following:

- Private Post-Secondary Educational Institutions
- Proprietary Training Institutions

Working with our partners, the Department of Labor and Economic Opportunity will be expanding the scope of data and track the achievement of students/workers from training into the workforce. This enhanced, more robust data will be used by stakeholders to make informed decisions about training and education, policy, and programming to improve our return on investment.

**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; Yes

2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program’s Disabled Veterans’ Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and
factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions.  Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7).  Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan.  Yes

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

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

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3);  Yes

Program-Specific Requirements for Wagner-Peyser Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

a. Employment Service Professional Staff Development.

1. Describe how the State will utilize professional development activities for Employment Service staff to ensure staff is able to provide high quality services to both jobseekers and employers.

Michigan continues to create and implement new policy directives for the Wagner-Peyser program in order to address the challenges employers encounter in obtaining highly-skilled talent. The 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! Agencies one-stop centers and sharing data 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 demands of Michigan’s demand-driven system. Two certifications that are utilized throughout the Michigan Works! Agencies are the Business Solution Professional and the Business Solution Professional Global Career Development Facilitator. The Business Solution Professional 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. Business Solution Professionals are trained to make use of a vast array of business and economic assets. The Global Career Development Facilitator 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:** Pure Michigan Talent Connect is the heart of Michigan’s Labor exchange system. Pure Michigan 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.

- All Unemployment Insurance 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.
- Training for Pure Michigan 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.

**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. This insures Michigan’s returning heroes receive the quantity and quality of services of which they are entitled.

The Veterans Services team also provides guidance to Service Center staff on how to identify and refer a veteran to a Disabled Veteran Outreach Worker for intensive case management services.

**Training of migrant service worker staff:** Every year the local Michigan Works! migrant service worker staff spends a minimum of four days in pre-and post-season in-service training devoted to professional development. Subjects covered during these sessions are: wage and hour topics, Occupational Safety and Health Administration issues and safety in the field, human trafficking, how and where to make referrals for those customers who face barriers to employment. Barriers addressed include: child care, healthcare, legal issues, education attainment and emergency needs resources.
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 America’s Job Center Staff Responsibilities;
- Policy and procedure instruction; and
- New program rollout preparation.

One-Stop Management Information System-Wagner-Peyser Training: The One-Stop Management Information System 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 One-Stop Management Information System, or when reporting requirements and definitions have changed.

Department of Labor and Economic Opportunity Training and Development: The Talent Investment Agency 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.

2. 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 Wagner-Peyser-One-Stop Service Center Staff that an Unemployment Insurance Claimant is not able, available or seeking full-time work, they report this to the Unemployment Insurance. 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 Unemployment Insurance and determined whether the claimant had “good cause”. For the remaining claimants, staff contacts Unemployment Insurance with the claimant’s information to investigate and determine whether or not the claimant had “good cause”.

During 2016, the Unemployment Insurance, in conjunction with the Workforce Development, provided Eligibility Issues training for Employment Services staff. Reporting eligibility issues is a new requirement for the WIOA staff. The Eligibility Issue training will be available as needed and periodic updates will be delivered. This training consists of three modules:

1. The Importance of Identifying and Reporting Eligibility Issues;
2. How to Identify Eligibility Issues; and
3. How to report Eligibility Issues
b. Explain how the State will provide information and meaningful assistance to individuals requesting assistance in filing a claim for unemployment compensation through One-Stop centers, as required by WIOA as a career service.

The Department of Labor and Economic Opportunity is collaborating with the Unemployment Insurance to provide meaningful assistance to claimants filing for unemployment through the one-stop centers. The Unemployment Insurance is investigating 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 would provide a pop up chat box asking the claimant if they require assistance. The Unemployment Insurance Representative will also be able to connect to the claimant’s desk top in order to see where they are in the process and where they are seeking assistance. A desk guide would be provided to the Michigan Works! Agency staff in order to assist claimants with this feature.

A toll free number has been developed and implemented into the Michigan Works! Agencies locations for claimants. This line is operated by Unemployment Insurance Representatives who screen calls by priority of service. The Unemployment Insurance has placed a phone line in each Michigan Works! Service Centers that provide a direct line to an Unemployment Insurance Representative.

c. Describe the state’s strategy for providing reemployment assistance to Unemployment Insurance claimants and other unemployed individuals.

The Reemployment Services and Eligibility Assessment program provides services to claimants selected by the Unemployment Insurance Agency. Claimants selected to participate in this initiative 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 selected claimants 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, but in a less structured environment.

d. Describe how the State will use W-P funds to support UI claimants, and the communication between W-P and UI, as appropriate, including the following:

1. Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

Each Michigan Works! Service Center has a resource room which contains computers, Internet access, telephones, printers, fax machines, Unemployment Insurance Information, and a variety of job search and career exploration aides. The Unemployment Insurance claimant may access
these assets via self-service, facilitated or intensive service. These services are available to all job
seekers utilizing the Service Center but in a less structured environment.

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 Unemployment
Insurance.

Assistance can be provided at the local level to assist Unemployment Insurance and Workforce
Development customers to navigate the system. As the Unemployment Insurance and Workforce
Development 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. Our collaboration efforts have been recognized. The
Workforce Development, the Unemployment Insurance and the Department of Technology
Management and Budget were awarded the 2015 Michigan Excellence in Technology award for
Best Information Technology Collaboration.

2. Registration of UI claimants with the State's employment service if required
by State law;

Unemployment Insurance claimants continue to be required to register for work with the
Michigan Works! Agencies, by placing their profile on the Pure Michigan Talent Connect. The
profile consist 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 and attached primary resume to locate the best candidates for an
interview.

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

The Unemployment Insurance 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 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 Unemployment
Insurance via the Michigan Integrated Data Automated System. This automatically opens an
issue on the Unemployment Insurance claimant for further investigation. Employability services
are offered to Unemployment Insurance claimants which include job search tools, resume
development, interview techniques and career guidance.

4. Provision of referrals to and application assistance for training and education
programs and resources.

Wagner-Peyser services will continue to be aligned with Adult and Dislocated Worker services,
in the Michigan Works! Services Centers, to refer job seekers for training, support services and a
more intensive level of service. Wagner-Peyser dollars do not fund any training or educational
opportunities. 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 skilled trades training fund. This will provide employers with the talent they need and job seekers with the jobs they desire.

e. Agricultural Outreach Plan (AOP). Each State agency must develop an AOP every four years as part of the Unified or Combined State Plan required under sections 102 or 103 of WIOA. The AOP must include--

1. Assessment of Need

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

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 cites Michigan as having 51,600 farms, approximately 10 million acres of farmland, and leading the nation in the production of 18 crops, including blueberries, tart cherries, cucumbers and squash. The National Agricultural Statistics Service (NASS) for the Great Lakes Region for 2014, estimates that there were 31,850 seasonal and 17,400 migrant farmworkers in Michigan; however, the actual number of migrant and seasonal farm workers employed in Michigan is a bit lower than these numbers, because the farm worker may have worked on more than one farm during the season. Farm labor is generally utilized in the agricultural regions that border Lake Michigan. These are the areas where labor-intensive crops are grown.

A. 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.

Table 1 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.
Several regions in Michigan experienced farm labor shortages during Program Year 2016 and a spike in H-2A activity. The lack of migrant and seasonal farm worker 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 migrant and seasonal farm worker families that are reluctant to remove children from school early and arrive late to their home - base state school. Strategies used to offset the labor shortages include 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. The labor shortage, whether a temporary or permanent situation, has numerous growers supplementing their labor needs via the H-2A program, while many more are strongly considering this solution. This is reflected in the 246 percent increase in H-2A applications. Figures A and B demonstrate the increase in H-2A activity in Michigan.

Table 1: Primary Crop Activity by Region, Heavy Activity Months, Geographic Area, and Estimated Employed

<table>
<thead>
<tr>
<th>Primary Crop Activity by Region</th>
<th>Heavy Activity Months</th>
<th>Geographic Area / Region</th>
<th>Estimated Migrant and Seasonal Farmworkers / Employed by Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Mid-August – Mid-November&lt;br&gt;Pruning February – April</td>
<td>West Michigan&lt;br&gt;Northwest Michigan</td>
<td>23,961</td>
</tr>
<tr>
<td>Asparagus</td>
<td>April – Early June</td>
<td>West Michigan&lt;br&gt;Northwest Michigan</td>
<td>23,961</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Mid-July – Late August</td>
<td>Southwest Michigan&lt;br&gt;West Michigan</td>
<td>25,792</td>
</tr>
<tr>
<td>Cherries (Sweet &amp; Tart)</td>
<td>Early July – Early September&lt;br&gt;Pruning February - April</td>
<td>Southwest Michigan&lt;br&gt;West Michigan&lt;br&gt;Northwest Michigan</td>
<td>37,951</td>
</tr>
<tr>
<td>Vegetables (cucumbers, squash, &amp; pumpkins)</td>
<td>Early July – Late October</td>
<td>Southwest Michigan&lt;br&gt;Genesee – Shiawassee - Thumb</td>
<td>17,973</td>
</tr>
</tbody>
</table>
Migrant and seasonal farm workers are vital to Michigan’s agricultural and economic growth. It is estimated that during Program Year 2016, there were 60,000 migrant and seasonal farm workers in Michigan. This talent pool is most critical during the months of April thru November. Michigan's migrant and seasonal farm workers predominately speak Spanish and have ancestral lineage from Mexico. 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.
Traditionally, the first and fourth quarters of Program Year are when the largest number of transient migrant workers are in Michigan. From April through September of Program Year 2016, the Michigan Department of Agriculture and Rural Development inspected and licensed sufficient housing for over 24,000 occupants at over 800 different sites throughout the state. The majority of the occupants of licensed housing are transient migratory workers traveling from Florida and Texas. The remaining migrant farm workers travel from North Carolina, and Georgia, with a small percentage from California.

B. An assessment of the unique needs of farmworkers means summarizing Migrant and Seasonal Farm Worker (MSFW) characteristics (including if they are predominantly from certain countries, what language(s) they speak, the approximate number of MSFWs in the State during peak season and during low season, and whether they tend to be migrant, seasonal, or year-round farmworkers). This information must take into account data supplied by WIOA Section 167 National Farmworker Jobs Program (NFJP) grantees, other MSFW organizations, employer organizations, and State and/or Federal agency data sources such as the U.S. Department of Agriculture and the U.S. Department of Labor (DOL) Employment and Training Administration.

Michigan’s other farm worker population are defined as seasonal. These are farm workers that live in the state permanently, and continue to work in the seasonal agricultural industry, such as in fruit packing houses, nurseries, greenhouses, and food processing facilities throughout the state. The state estimates there are approximately 20,000 to 30,000 seasonal farm workers. The last month of the second quarter and the first two months of the third quarter are generally the lowest time of activity in the state. During the low period, seasonal workers will seek assistance with finding work outside of the agricultural industry and enroll in various training and educational programs offered at the local one-stops, thus entering the manufacturing, health and service industries.

Limitations or needs for this labor force continue to be the seasonality of the work, English language proficiency, and access to health care benefits. Once they reach Michigan, some migrants are in need of food and shelter, assistance with basic 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. Others are in need of child care so that every available worker in the family can begin work once they arrive. All of these factors impact the availability of a reliable labor pool. During the season, migrant service workers attempt to resolve many of these issues to ensure that this workforce is able to work with as few worries as possible. While migrant and seasonal farm workers are working in Michigan, migrant service workers provide direct assistance or refer the worker to a partnering agency to remove barriers that migrant and seasonal farm workers encounter.

2. Outreach Activities

The local offices outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the State agency's proposed strategies for:

Michigan’s Department of Labor and Economic Opportunity continues to fund the Migrant and Seasonal Farm Worker Outreach Program at a level that will support vigorous outreach to migrant and seasonal farm workers in those areas with significant offices. The Department of
Labor and Economic Opportunity is constantly exploring innovative methodologies that will allow the quality and quantity of employment services to 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, local migrant and seasonal farm worker outreach staff is strategically located in areas where the migrant and seasonal farm worker population is the largest. In addition, the local Michigan Works! Service Centers assist with walk-in clients which helps to ensure staff remain focused on outreach during peak season. Michigan Department of Labor and Economic Opportunity-Workforce Development, MSFW Outreach Program, has begun to utilize seasonal Migrant Service Workers (state-merited MSFW Outreach Workers) to ensure outreach activities are maximized to the fullest extent possible.

A. Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

The majority of migrant and seasonal farm workers are not reached through normal office intake activities. Michigan is committed to providing equitable services to the migrant and seasonal farm worker population and attempts to reach as many migrant and seasonal farm workers as possible during the peak farming season. Migrant service workers are dedicated to working with migrant and seasonal farm workers and spend the majority of their time conducting outreach in order to make contact with those who otherwise would not utilize the employment and career services available at the Michigan Works! Service Centers.

When the migrant service worker makes contact with a migrant and seasonal farm worker, they explain all of the services available at Michigan Works! Service Centers which include: employment counseling, testing, career guidance and referrals to employment, training, and supportive services. The migrant and seasonal farm worker is also provided an oral summary of the Employment Service Complaint System and farmworker rights, with respect to the terms and conditions of employment.

Migrant service workers provide migrant and seasonal farm workers with a packet of printed materials that is explained and distributed during outreach meetings.

Each packet contains the following printed materials:

- Listing of all migrant service workers with contact information;
- Listing of One-Stop services;
- Migrant Resource Council Brochure;
- Additional local information, such as announcements for parent nights, bilingual classes, food distributions, etc.;
- Farmworker Legal Services calendar (if available); and
- United States Department of Labor Farm Worker Rights Card.

When the explanation has been completed, the migrant and seasonal farm worker is encouraged to visit the local Michigan Works! Service Center to receive the full range of services. However, if the migrant and seasonal farm worker is unable or unwilling to visit a Service Center, migrant service workers provide as much service as possible 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 preparing 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.

Off-site services are made possible as a result of mobile equipment provided to migrant service workers and includes as smartphones with hotspot capabilities and wireless laptops. 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 outreach activities include providing instruction on the utilization of the Pure Michigan Talent Connect system to encourage migrant and seasonal farm workers 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 Migrant and Seasonal Farm Worker Outreach Program and announce related events reaching an even a broader audience than possible with face-to-face outreach.

The Department of Labor and Economic Opportunity employs nine permanent state merit-based migrant service workers to provide services under the Migrant and Seasonal Farm Worker Outreach Program. In addition, five seasonal Migrant Service Workers will be hired from March to November. The State Monitor Advocate will assess the need to increase the need for longer, or shorter seasons, and based on assessment of need will make recommendations to the State Administrator.

The assignment of a migrant service worker is not a reliable indicator of whether or not a local office has been deemed significant. Migrant service workers have been assigned to areas based upon a centralized methodology which allows for the most efficient approach to provide outreach. Offices are deemed significant migrant and seasonal farm worker local offices when migrant and seasonal farm workers account for ten percent or more of annual applicants. Whether or not a migrant service worker has a home office in a designated significant office or another location, migrant service 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-migrant and seasonal farm workers. This includes services provided in a language readily understood by the migrant and seasonal farm worker.

The Migrant Service Workers can provide language assistance to One-Stop Service Center staff via telephone, in person, and by email on an as-needed basis. The Migrant Service Worker is not relied upon as the only source for Spanish translation.
The five MSFW significant offices utilize various methods to ensure language provisions are met. Some of the methods used consist of, interpreter services, online translation services, partner agency translators and a directory of all Spanish bilingual staff employed within that Workforce Development Region. Significant offices maintain the Translator Resource List at the front desk to use when a bilingual staff person is unavailable. A copy of the Translators Resource List is available upon request.

The nine permanent, and five seasonal, migrant service workers have been assigned to the following official work stations and outreach areas:

**Permanent Migrant Service Worker-1, Seasonal-1**

- OWS: West Michigan Works, Greenville Service Center, 114 South Greenville, West Drive Greenville, MI 49345
  - Outreach areas: Ionia County, Kent County, Montcalm County, Gratiot County, Muskegon County, Northeast corner of Ottawa County, (Conklin area).

**Permanent Migrant Service Worker-1**

- OWS: West Michigan Works! Holland Service Center, 121 Clover Avenue, Holland, MI, 49345
  - Outreach areas: Allegan County, Ottawa County, Barry County, Southwest corner of Kent County, (Byron Center area).

**Permanent Migrant Service Worker-1, Seasonal-1**

- OWS: Michigan Works! West Central, Oceana County Service Center, 195 North Michigan Street, Shelby, MI, 49345
  - Outreach areas: Mason County, Oceana County, Newaygo County, Lake County, Osceola County, and Mecosta County.

**Permanent Migrant Service Worker-1**

- OWS: Southeast Michigan Consortium, Lenawee County Service Center, 1040 S. Winter, Suite 1014, Adrian, MI, 49221
  - Outreach Areas: Monroe County, Lenawee County, Hillsdale County, Branch County, Calhoun County, Jackson County, Washtenaw County, Eaton County, Ingham County, and Clinton County.
OWS: Networks Northwest, Traverse City Michigan Works! Service Center, 1209 South Garfield, Suite C, Traverse City, MI, 49686

- Outreach areas: Emmet County, Charlevoix County, Antrim County, Kalkaska County, Leelanau County, Grand Traverse County, Benzie County, Manistee County, Wexford County, Missaukee County, and the Upper Peninsula.

Permanent Migrant Service Worker-1

<ul>
  <li>Outreach areas: Lapeer County, Tuscola County, Sanilac County, Huron County, St. Clair County, Macomb County, Oakland County, Livingston County, Shiawassee County, Genesee County, Saginaw County, and Bay County.</li>
</ul>

Permanent Migrant Service Worker-1, Seasonal-1

<ul>
  <li>Outreach areas: Berrien County, and West Van Buren County.</li>
</ul>

Permanent Migrant Service Worker-1

<ul>
  <li>Outreach areas: Kalamazoo County, St. Joseph County, Cass County, and Eastern Van Buren County.</li>
</ul>

Permanent Migrant Service Worker-1, Seasonal-1

<ul>
  <li>Outreach areas: Berrien, St. Joseph County, Cass County, and south Van Buren County.</li>
</ul>

Table 2 displays the data used to determine significant offices. The data was obtained from the Labor Exchange Reporting System (LERS) 9002 A and C reports, represents the previous four quarters to the date ending September 30, 2017.
Appendix IV indicates the office by city, county location of the Michigan Works! Agency(s), Prosperity Region(s) covered and the counties the migrant service worker will cover. This table specifies the outreach staff positions, the respective home office location, the offices not designated as “Significant” and the Migrant Resource Council to which this position is assigned.

Data for the offices not designated as "significant" is as follows:

- Benton Harbor Office served 3,448 Non-Migrant and Seasonal Farmworkers (non-MSFWs), and 162 Migrant and Seasonal Farmworkers (MSFWs),
- Dowagiac served 1,318 Non-MSFWs and 133 MSFWs,
- Adrian served 2,715 Non-MSFWs and 54 MSFWs, and
- Lapeer served 2,588 Non-MSFWs and 288 MSFWs.

Migrant service workers, in partnership with Michigan State Extension Services, conducts presentations at various grower shows and local Migrant Resource Councils meetings to explain services provided to migrant and seasonal farm workers. The State Monitor Advocate presents at various meetings to explain the 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 migrant service worker for referrals to not only the hand harvesting jobs, but also to other higher-paying, higher skilled positions. Migrant and seasonal farm workers have recently been hired as truck drivers, fork lift operators and supervisors.

B. Providing technical assistance to outreach workers. 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 complaint system, 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 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.

The Department of Labor and Economic Opportunity has instituted a professional development program for all employees. Materials related to this project are housed on the Talent Investment Agency intranet page. All Department of Labor and Economic Opportunity employees are able to 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 Department of Labor and Economic Opportunity employees from external sources (outside of the Department of Labor and Economic Opportunity). 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
- 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
- Distribution of Migrant and Seasonal Farm Worker Recruitment Flyers
- Sexual Harassment in the Fields
- Other specialty topics are included as appropriate.

C. Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

On November 3, 2017, the Department of Labor and Economic Opportunity provided a training overview on processing UI claims to all Migrant Service Worker staff and their managers. The Unemployment Insurance Agency provided comprehensive training on Identifying and Reporting Unemployment Insurance Eligibility issues to all Migrant Service Worker staff.
D. Providing State merit staff outreach workers professional development activities to ensure they are able to provide high quality services to both jobseekers and employers.

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 American Job Centers.

- **Job Service Complaint System for American Job 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 Benefit and Impact of Partnership**: This training is currently under development and is projected to be completed by the end of 2017.

The State Monitor Advocate is integral in determining and delivering training on all of the preceding topics.

E. Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

Partner entities for 2016 (data reported by partners may be by calendar, program or fiscal year depending on program requirements), provided the following information as to how many migrant and seasonal farm workers received services from their respective agencies:

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;
- Classroom Training Programs;
- 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 in the state that are located in Michigan’s main agricultural regions. The Migrant Resource Councils are comprised of representatives from state and local agencies, non-profit service providers, farmworker legal groups, and growers. As members of their local Migrant Resource Councils, migrant service 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 migrant and seasonal farm worker needs. Migrant service 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 located in the Michigan Works! Service Centers, allowing for easy access by migrant and seasonal farm workers. For agencies not located within the Michigan Works! Service Centers, a referral process is established. Most partnerships exist on an informal basis.

Partnering Agencies are listed according to the services they provide. Partnering Agencies and services provided are as follows:

**Agricultural Employer Partners**
- Michigan Department of Agriculture and Rural Development
- Michigan Farm Bureau
- Michigan Asparagus Advisory Board
- Michigan Blueberry Growers
- MSU Extension Services

**Childcare**
- Telamon’s Michigan Migrant Head Star
- MDHHS Office of Migrant Affairs

**Economic Development**
- Michigan Economic Development Corporation

**Educational Resources**
- MSU Migrant Student Services
- MSU College Assistance Migrant Program
- MSU High School Equivalency Program
- MSU National Migrant Scholars Internships
- MSU Identification & Recruitment Center
- Western Michigan University (WMU) College Assistance Migrant Program
- Michigan Migrant Education Program
- WMU High School Equivalency Program
- Lakeshore Ethnic Diversity Alliance (Migrant Mentoring Program)
- Van Buren Intermediate School District-Migrant Education Program

**Employment**
- Telamon (NFJP, Section 167 Grantee)

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

**Family Support Services**
- Bethany Christian Services

**Food, Clothing, Housing and Utility Assistance**
- MDHHS
- Love, Inc.
- TruNorth
- Salvation Army
- Good Samaritan Ministries
- Holland Rescue Mission
- Ottawa County Community Action Agency
- Community Action House
- Allegan County Resources Development Committee

**Healthcare**
- District Health Departments (Local)
- Michigan and Community Health Centers
- Michigan Primary Care Association
- MHP Salud
- Mercy Health Hospital
- Intercare Community Health Network of Benton Harbor
- MDHHS

**Legal Protections**
- Migrant Legal Aid
- Farmworker Legal Services of Michigan
- Justice for our Neighbors (Immigration Services)
- Michigan Immigration Rights Center
Michigan State Police
- United States Department of Labor, Wage & Hour Division

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

3. Services provided to farmworkers and agricultural employers through the one-stop delivery system.

Describe the State agency's proposed strategies for:

A. Providing the full range of employment and training services to the agricultural community, both farmworkers and agricultural employers, through the one-stop delivery system. This includes:

lxiii. How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

lxiv. How the State serves agricultural employers and how it intends to improve such services.

The core responsibility of the migrant service workers is to provide vigorous outreach to the migrant and seasonal farmworkers during peak farming season, with the majority of work hours from May through October being spent in outreach activities. The goal of outreach is to make contact with migrant and seasonal farmworkers who normally would not take advantage of the full range of employment and training services provided through the Michigan Works! Service Center.

Michigan Works! Service Centers provide basic career services to migrant and seasonal farm workers, with bilingual services provided, as needed. Services are provided in a manner that is equal in quantity and quality as services provided to non-migrant and seasonal farm workers. 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.

Migrant service 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 request. Migrant service workers encourage migrant and seasonal farm workers 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.

It is the responsibility of the Michigan Works! Service Center to provide migrant and seasonal farmworkers who visit the service center, employment and training services that are of the same quality as those provided to non-migrant and seasonal farmworkers. Delivery of services is not contingent on the migrant service worker. Responsibility for service delivery is synchronized and spread across the entire one-stop system.

In addition to the aforementioned services, the following services and programs are offered to migrant and seasonal farm workers through the Michigan Works! Service Centers:

- Work registration, needed to collect Unemployment Insurance benefits,
- Computer & internet access for job searches, Unemployment Insurance Agency registration, and other work related business,
- Telephones, fax & copy machines,
- Partnership. Accountability. Training. Hope (PATH) for job seekers receiving state cash assistance,
- Employment services and vocational counseling, provided by 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 (TABE), 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, and
- Local labor market information.

Figure D contains Michigan’s performance target data for Program Year 2017, with goals achieved column reflecting the actual performance achieved for Program Year 2016. Michigan met 6 of 6 performance standards for Program Year 2016.
Michigan Works! Service Center staff provide employment services to agriculture employers. Services delivered in the One-Stop Service 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. They are problem solvers skilled at matching businesses with all of the services they need. Business Solutions Professionals are not confined to only satisfying an employer's talent needs through job matching.

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

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 migrant and seasonal farm worker will learn about the Employment Service Complaint System,
- Service 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; and
- Providing overview training for all staff and partners so they can help spread the word about Agricultural Recruitment Systems.

**C. Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.**

Michigan State Workforce Agency (SWA) takes very active role in promoting the Agricultural Recruitment System (ARS). A toll-free telephone line, 1-855-633-2373, is designated as the point of contact for both employers and workers wishing to utilize the ARS as a means to recruit workers, and to apply for approved ARS interstate clearance order jobs. Michigan Migrant Service Workers distribute promotional materials to promote the ARS.
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.

4. Other Requirements

A. Collaboration

Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

Customer Service has become a “Strategic Focus” priority at the Department of Labor and Economic Opportunity. We have renewed our commitment to deliver exceptional service and satisfaction through engagement with job seekers, employers, and collaboration with local partners.

The Department of Labor and Economic Opportunity Migrant Service Worker outreach staff perform outreach services with an array of other service providers. They collaborate with the Michigan Department of Agriculture and Rural Development Rural Development Housing Inspectors, MSU College Assistance Migrant Program, and their High School Equivalency Program, MDHHS, Telamon’s NFJP, and Headstart outreach staff. The Department of Labor and Economic Opportunity Migrant Service Worker outreach staff also collaborate with MSFW health and medical service providers, such as InterCare Community Health Network in Southwest Michigan.

The Department of Labor and Economic Opportunity Migrant Service Worker outreach staff are active members of the nine Migrant Resource Councils (MRCs). Migrant Service Worker outreach staff actively participate in numerous MSFW events throughout the state, such as Farmworker Appreciation Day, the Southwest Michigan Christmas Basket Event, and food distributions in Kent County.

One of the Great Lakes MRC co-chairs is a Department of Labor and Economic Opportunity Migrant Service Worker outreach worker who assists in the scheduling of collaborative outreach activities amongst other MRC members in that region. The Southwest and Southeast MRC’s are also co-chaired by Migrant Service Worker staff members. The Department of Labor and Economic Opportunity will continue to engage in collaborative efforts with current partners and seek new relationships with other entities that provide services to MSFWs.

A formal signed agreement in the form of an MOU has been made between the Department of Labor and Economic Opportunity's Migrant Service Worker Outreach Program, Telamon's NFJP, and the MDHHS Migrant Affairs Program. This collaborative agreement allows sharing of information among the three participating agencies.
The Department of Labor and Economic Opportunity Migrant Service Workers conduct collaborative outreach with the MSU College Assistance Migrant Program and the High School Equivalency Program outreach staff. They partner with Michigan Department of Agriculture and Rural Development housing inspectors throughout the summer months and meet with MSFW workers while inspectors conduct inspections. They also partner with MSFW medical providers to visit migrant workers in the camp during evening hours.

The Department of Labor and Economic Opportunity Migrant Service Workers are required to attend their local Migrant Resource Council monthly meetings to ensure collaborative efforts are made to provide MSFWs all the supportive services that are available. The Department of Labor and Economic Opportunity Migrant Service Workers also collaborate outreach services with the Van Buren Intermediate School District Parent Action Committee. They attend advisory meetings conducted in the camps throughout the summer months, participate in various farm worker events, where they collaboratively share booths with other agencies that provide supportive services to MSFWs. Efforts will be made to maintain and expand partnerships. The Department of Labor and Economic Opportunity finds value in partnerships and is open to alliances with entities who share common interests and goals. All of the partnerships listed in this paragraph exist as informal agreements.

The State of Michigan currently has one Memorandum of Understanding. This Memorandum of Understanding establishes protocol between Telamon Corporation, Michigan Department of Health and Human Services — Office of Migrant Affairs, and the Department of Labor and Economic Opportunity. The Memorandum of Understanding addresses cooperation by the three entities. In particular it covers how referrals are made, information sharing, collaboration between the three agencies, collaboration on special projects, and the frequency of joint staff meetings. The Memorandum of understanding is available upon request.

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 in the nation. The Interagency Migrant Services Committee is a forum for statewide coordination of service delivery to farmworkers, encompassing employment, education, health care, public benefits, legal services and other assistance. Membership is comprised of state and federal agencies that provide direct or 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 Interagency Migrant Services Committee provides technical assistance and mutual support to member agencies in their work with farmworkers/farm labor issues though cross education, promotes exchange of information between the Interagency Migrant Services Committee and Migrant Resource Councils, makes recommendations to policy makers regarding migrant programs, and educates the general public and policy makers about farmworkers and farm labor issues.

The State Monitor Advocate is an active member of the Interagency Migrant Services Committee and will make every effort to personally attend all meetings. If the State Monitor Advocate has an unexpected conflict, other Department of Labor and Economic
Opportunity designee will attend the monthly meeting. The Department of Labor and Economic Opportunity’s FLCO, Departmental Analyst and Migrant Service Worker staff will also participate in the monthly meetings unless there are conflicts. The call-in option will used to participate at all monthly meetings when travel is not permissible due to weather conditions.

The State Monitor Advocate is accessible during business hours to all members of the Interagency Migrant Services Committee. The State Monitor Advocated has a toll-free telephone line (1-800-533-5800, extension 1254); the State Monitor Advocate may also be reached by e-mail at arandag@michigan.gov. The State Monitor Advocate is available upon reasonable notice to meet with Interagency Migrant Services Committee members at their business location. The Department of Labor and Economic Opportunity encourages all Interagency Migrant Services Committee members to contact the State Monitor Advocate with any questions, concerns, or suggestions regarding the delivery of employment services to Migrant and Seasonal Farmworkers in Michigan.

We will continue to pursue additional collaborations throughout the plan period.

B. Review and Public Comment.

In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefore; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

NFJP grantees, other appropriate MSFW public agencies, agricultural employer organizations, and other interested employer organizations have been given an opportunity to comment on the AOP. Notification was sent to Interagency Migrant Services Committee membership, which includes the following:

State of Michigan:

- Michigan Department of Agriculture and Rural Development — Migrant Labor Housing program
- Michigan Department of Agriculture and Rural Development — Worker Protection Restricted Use Pesticides
- Michigan Department of Civil Rights
- Michigan Department of Education, Office of Career and Technical Education
o Michigan Department of Education, Migrant Education Program
o Michigan Department of Health and Human Services, Office of Migrant Affairs
o Michigan Department of Health and Human Services, Division of Family and Community Health
o Michigan Department of Human Services, Women’s, Infants, and Children (WIC) Division
o Hispanic and Latino Commission of Michigan, Department of Licensing and Regulatory Affairs
o MIOSHA/General Industry Safety and Health Division, Department of Licensing and Regulatory Affairs
o Michigan Department of Licensing and Regulatory Affairs, Wage and Hour Division
o Michigan Department of Labor and Economic Opportunity, State Monitor Advocate

Michigan State University (MSU) Representatives:

o MSU Migrant Student Services: HEP/CAMP/ID&R
o MSU School of Social Work
o MSU Extension
o MSU Julian Samora Research Institute

Michigan Private Agency Representatives:

o Farmworker Legal Services
o Hispanic Center of Western Michigan
o MHP Salud
o Michigan Farm Bureau
o Michigan Immigrant Rights Center
o Michigan Primary Care Association
o Migrant Legal Aid
o Telamon Michigan Migrant Head Start
o Telamon Corporation Inc., National Farmworker Jobs Program

United States Government Representatives

- U.S. Department of Agriculture (USDA) Rural Development
- U.S. Department of Health and Human Services (USDHHS), Social Security Administration
- U.S. Department of Homeland Security (USDHS), U.S. Citizenship and Immigration Services (USCIS)
- U.S. Department of Labor/Wage & Hour Division
- U.S. Equal Employment Opportunity Commission, Detroit Field Office

C. Data Assessment.
Review the previous four years Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

A review of the previous four program years of Wagner-Peyser data reports shows that the State of Michigan has met or exceeded its goals to consistently provide migrant and seasonal farm workers quantitatively proportionate services as compared to non-migrant and seasonal farm workers. Michigan met all indicators for all program years, except for the referral to supportive services category in Program Year 2016. We attribute this to an increase in our promotion and collaboration of our partner agencies while on outreach, which often may negate the need for referral. The state has added 5 seasonal Migrant Service Worker positions, this has increased numbers the last fourth quarter of PY16. Performance measures will continue to increase, as the 5 seasonal outreach workers will be hired the full PY17 peak season. The State will continue to pursue new relationships with more supportive service providers in order to meet or exceed this indicator over the next five years.

Figure C displays Michigan’s performance for the previous four years in relation to the Equity Ratio Indicators.

**Figure C: Migrant and Seasonal Farmworkers Equity Ratio Indicators**

<table>
<thead>
<tr>
<th>MIGRANT AND SEASONAL FARMWORKERS EQUITY RATIO INDICATORS</th>
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<tbody>
<tr>
<td>PY 13</td>
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<tr>
<td>-------</td>
</tr>
<tr>
<td>Referred to Jobs</td>
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<tr>
<td>Received Staff Assisted Services</td>
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<tr>
<td>Referred to Supportive Services</td>
</tr>
<tr>
<td>Career Guidance</td>
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<tr>
<td>Job Development Contact</td>
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</tbody>
</table>

**D. Assessment of progress**

The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.
The migrant and seasonal farm worker goals from the previous Agricultural Outreach Plan were surpassed by increasing migrant service worker outreach hours (Table 4). The slight increase in local staff outreach hours helped the Migrant Services Service Workers achieve more through the utilization of referrals while overshadowing reductions due to budget constraints. Michigan is committed to the continued collaboration with partner agencies.

<table>
<thead>
<tr>
<th><strong>Table 4:</strong> Program Year 2016 Goals — Projected and Actual</th>
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<tbody>
<tr>
<td><strong>PY 16 Goals</strong></td>
</tr>
<tr>
<td>MSFW Contacts</td>
</tr>
<tr>
<td>Outreach Days</td>
</tr>
<tr>
<td>Partner Outreach</td>
</tr>
</tbody>
</table>

Migrant and Seasonal Farm Worker Outreach Contacts:

Migrant and seasonal farm worker outreach contacts were projected at 6000, while the actual number of contacts were 6005, exceeding the goal by 5. Migrant Service worker staff was increased by 5 seasonal Migrant Service Workers. The increase in staff will ensure MSFW contacts continue to increase, this has been proven as there were more MSFW contacts made during 1st quarter of PY17 than in the entire PY16.

Number of Migrant and Seasonal Farm Worker Outreach Days:

The number of migrant and seasonal farm worker outreach days were projected at 400 days, while the actual days of outreach were 491, exceeding the number by 91 days. Through reassignment of geographical coverage area for migrant service worker staff, the projected number of outreach days was achieved.

Number of Migrant and Seasonal Farm Worker Contacts with Cooperating Agencies:

The number of migrant and seasonal farm worker contacts with cooperating agencies were projected at 900, while the actual number of contacts with cooperating agencies were 945. Migrant service worker staff are encouraged to conduct outreach with other migrant and seasonal farm worker service providers. In the past, migrant service worker staff expressed that the limited migrant and seasonal farm worker contacts were due to safety reasons in certain migrant labor camps. The team outreach approach proved to be very successful and a Memorandum of Understanding will be developed to ensure continued success.

Number of Agricultural job Orders Received:

Migrant service 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 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 Department of Labor and Economic Opportunity projects that an estimated 10,400 migrants and 20,000 seasonal farm workers will actively seek agricultural employment in Michigan.
during Program Year 2017. This specialized labor force will support approximately 1,945 fruit farms, 1,140 nurseries/greenhouses and 580 vegetable operations.

In Program Year 2017 migrant service workers will contact 10,000 migrant and seasonal farm workers with a projected 800 outreach days.

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

E. State Monitor Advocate

The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The State Monitor Advocate has reviewed, provided input, and approves the Michigan Agricultural Outreach 2017 mid-cycle plan modification.

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. (sec 121(e)(3)); Yes

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes

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

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

Program-Specific Requirements for Adult Education and Family Literacy Act Programs

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

a. Aligning of Content Standards

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).
The State of Michigan has adopted the College and Career Readiness Standards (CCRS) for adult education. Michigan’s rigorous Michigan Merit Curriculum aligns with CCRS and also incorporates the Common Core, and all adult education programs in the state follow the Michigan Merit Curriculum for high school completion.

The Department of Labor and Economic Opportunity requires all adult education providers in the state to align their curriculum to the CCRS. Professional development opportunities are provided to ensure program administrators fully understand the standards and are able to implement these standards program-wide. The Department of Labor and Economic Opportunity 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 language acquisition.

b. Local Activities

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
  1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  2. Is for the purpose of educational and career advancement.

Adult education provides an opportunity for mature students to achieve education levels equivalent to those of high school graduates. More than 30,000 students are enrolled in adult education programs in Michigan each year. While adult students average 30 years of age, each student must be more than 16 years old with education competencies below the level of high school graduates.

In Michigan, historically adult education has 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 will encourage adult education services to incorporate career pathways into the delivery of services as a critical step in meeting this goal. Special consideration will be given to programs building strong career pathways.

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 - but is especially beneficial for adult learners that have difficulty navigating the various systems and making the transition from secondary to post-secondary education.

One aspect of career pathways that Michigan is ahead of the curve on is contextualized curriculum. Over the last decade, the Office of Adult Education developed contextualized curriculum for adult learners that is available free of charge to all local providers. The Preparing Workers for 21st Century Employment was developed to offer adult content reading materials targeting learners at the 4th-6th grade reading level in an effort to improve reading ability while simultaneously addressing the employment related topics identified by Michigan employers as critical to employee effectiveness.

The Office of Adult Education held a series of employer focus group meetings to gather feedback from Michigan employers on the reading skills required for entry-level work and the skill gaps of potential or current employees. The input from employers was the basis for the 42 reading selections depicting real-life workplace scenarios. Because of the success and overwhelmingly positive feedback from both teachers and administrators, Preparing Workers for 21st Century Employment math and writing components were also developed.

The materials are designed to be a supplement to classroom instruction, and have been found to be engaging for students and increase retention. The materials are being used by programs across the state in Adult Basic Education, Adult Secondary Education, and English language acquisition classrooms, and have been found to be effective with all learners.

The Office of Adult Education also created contextualized curriculum for financial literacy, parenting, healthy lifestyles, hospitality and retail, clerical and office support, and for home health aides.

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.

Local providers are required to work with Michigan Works!, Michigan Rehabilitation Services, and other community agencies to remove barriers to learning, including but not limited to, transportation, child care, screening for learning disabilities, stable housing, domestic violence, mental illness, and substance abuse. Access to comprehensive support services is key to the success of many adult education participants, especially low level learners.

The Department of Labor and Economic Opportunity encourages local providers to utilize post-secondary partnerships to clearly define post-secondary education offerings locally and the education and skill level entry requirements, and ensure alignment between adult education programs exit requirements to post-secondary and workforce program entry requirements. Local providers are required to incorporate research and proven strategies for effectively educating adult learners; contextualize curricula for all levels of instruction; offer quality career exploration and planning for all learners; and utilize dual enrollment and integrated education and training programs when appropriate to accelerate participant learning.

The competition to select the eligible providers of adult education and literacy services ensured that providers meet the above requirements, 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;
- Whether there is a demonstrated need for English language acquisition programs and civics education.

The Department of Labor and Economic Opportunity is working with local providers to ensure comprehensive services are available in each WIOA Planning Region to meet the identified needs of each region, including: adult basic education (ABE) and literacy services; adult secondary education (ASE); high school completion (HSC) and/or high school equivalency (HSE); English as a second language (ESL); integrated English literacy and civics education (IELCE); workforce preparation activities; and opportunities for Integrated Education and Training (IET) in high-demand industries or occupations.
Workplace literacy and family literacy are optional services that may be delivered in each Prosperity Region. Workplace literacy and family literacy are highly encouraged and the state office will build capacity in collaboration with other core partners and stakeholders for the delivery of these services.

Workforce preparation activities will be required to be delivered at all levels — ABE, ASE, and ESL — and may be delivered concurrently with the adult education instruction.

IET may be delivered concurrently for adult learners functioning at higher levels (e.g., ASE), when appropriate. Concurrent delivery of services will be strongly recommended for advanced learners because it will engage interest, accelerate learning, and shorten the length of time required to complete programming. However, prior pilot projects focused on dual enrollment in adult education and postsecondary education or training highlighted the fact that this model is not a good fit for all learners. Guidance and best practices will be shared with programs on student placement strategies to ensure learners are evaluated on an individual basis and placed in programs appropriately.

State policy has been modified to allow for remediation for adults who have a high school diploma but do not have the education level of a high school graduate. Adult education service providers have advocated for this change based on the significant number of adults that walk thru their doors that in the extreme example cannot even read their own diploma. Many adults over time have lost some of the skills once learned in high school, where as some adults never mastered the content and graduated because of social promotion.

Eligible local providers were required in their application for funding to describe the curriculum and instructional materials used for each program offering, and how those materials align to the CCRS. As previously stated, high school completion must align to the Michigan Merit Curriculum. Workforce preparation materials are highly encouraged to align with OCTAE’s Employability Skills Framework. For IET, eligible providers must detail in the application how the instructional materials are contextualized and verify that specific occupational or industry training component is an in-demand industry in the region and the training meets industry standards.

Eligible local providers were required in their application for funding to detail how services are aligned within the program to ensure seamless transitions and better prepared participants for the next step in their educational journey. This means that ESL must be aligned with ABE services and ASE instruction. ASE, HSE, and HSC offerings should be aligned with postsecondary and/or workforce entrance requirements within the region. The adult education providers should be working closely with community colleges, Michigan Works! Agencies, and employers within the region to identify the skill requirements needed for graduates to be successful in the next phase, whichever path it may be, and ensure the curriculum and instruction are adequate to meet the identified needs.

**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.

c. Corrections Education and other Education of Institutionalized Individuals

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following academic programs for:

- Adult education and literacy activities;
- Special education, as determined by the eligible agency;
- Secondary school credit;
- Integrated education and training;
- Career pathways;
- Concurrent enrollment;
- Peer tutoring; and
- Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

In 2016-2017, the Department of Labor and Economic Opportunity conducted an open competition for qualified providers of corrections education funded under Section 225 of WIOA to be funded for a two-year grant cycle beginning in 2018-2019. The Department of Labor and Economic Opportunity 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 (RFP) was widely circulated via press releases and all Department of Labor and Economic Opportunity distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies were notified of the grant opportunity.

The Department of Labor and Economic Opportunity created a standardized application template that was required for submission by all applicants. The application was created to meet the application requirements stated in Section 232 of AEFLA, and was sent to OCTAE for review prior to the release of the grant announcement.

The Department of Labor and Economic Opportunity required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals’ skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition. Applicants were also required to provide data on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. The
Department of Labor and Economic Opportunity defined past effectiveness as meeting at least 50% of the performance targets. For example, the overall educational gain target rate was 41% for program year 2015-2016, so programs that did not have 20.5% of participants make an educational gain were deemed to have not demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data was also taken into consideration. There were 111 applicants that applied for AEFLA funding and of those 13 were denied for failing to demonstrate effectiveness in past services provided.

All applicants that met the demonstrated effectiveness criteria were considered for funding. The applications were divided among five review teams, which were made up of three state staff representing adult education, Michigan Department of Education, and workforce programs. A total of 29 Institutional applications were considered for funding.

The Department of Labor and Economic Opportunity sent all of the applications being considered for funding to the respective local board to review for alignment with the local plan. The Office of Adult Education staff provided written guidance and training to each local board via webinar after the grant was announced, which proved to be very helpful. Staff provided a general overview of AEFLA, application requirements, and highlighted specific questions that should be aligned with the goals and strategies identified in the local plan.

Institutional applicants that received an average score of 80 points out of a possible 100 were approved for funding. Applicants that were denied funding were given the opportunity to appeal that decision. Of the 29 Institutional applications considered, 27 were approved for funding that support adult education services in state prisons, as well as local and county jails in nine of the ten WIOA planning regions.

One of the providers approved for funding was the Michigan Department of Corrections (MDOC). The Department of Labor and Economic Opportunity has worked closely with 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 Michigan Department of Corrections operates schools at 31 facilities and provides educational opportunities to over 7,500 prisoners each day. Prisoners within two years of parole eligibility have the highest priority of service, and those beyond two years are to be on a waiting list and enrolled by earliest release date, as applicable. A brief description of the available programs that may be supported with AEFLA funds is outlined below:

**Academic Education** - MCL 791.233 (PA 320) requires prisoners to obtain a General Education Development (GED) prior to parole. Adult Basic Education (ABE) and GED programs allow prisoners the opportunity to earn a GED while incarcerated. The curriculum is based on accepted content standards. Classes are open entry/open exit in order to meet the students' needs. All classes are taught by certified teachers.
**English Language Acquisition** - This program is offered to prisoners for whom English is not their native language and who are functioning below a 5th grade level in reading, as measured by the state-approved assessment tools.

**Special Education Services** - Special Education Services are provided as required by the federally mandated Individuals with Disabilities Education Improvement Act. Eligible students whom 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 certifications that are transferable and can be used in future employment or in future educational opportunities. Career and Technical Education programs offer open entry/open exit enrollment. Each program is filled to a maximum and waiting lists are kept minimal so that each prisoner can achieve educational goals as efficiently and economically as possible. Trade programs are responsive to labor market demands, collaborative with Michigan State Industries, articulated with Community Colleges, and supportive of career readiness certifications. The following trade classes are currently being offered: Auto Mechanics, Building Trades, Building Trades Masonry — Concrete, Building Trades Plumbing — Electrical, Custodial Maintenance, Food Technology, Horticulture, Machine Tool, Optical Dispensing, Printing, and Welding.

**Employment Readiness** - This course introduces prisoners to skills needed to gain and retain employment. They include: financial literacy, soft skills competencies, employment preparedness, job search tools, life skills, and community resources. A collaboration of community and facility resources are used to enhance learning outcomes, including job fairs. Prisoners create a portfolio, including a resume, which can be used upon release. Prisoners are provided with the opportunity to participate in Employment Readiness programming starting at reception and continuing throughout their incarceration. The focus is on the last two years before release.

**State Correctional Opportunities for Rehabilitation and Education/Prison Build** - Prisoners gain valuable building experience while constructing wood cabins, cabinets, and housing components for state agencies and nonprofit organizations, such as Habitat for Humanity. Horticulture students gain skill growing landscaping plants for Habitat projects, and native plants and trees for the Department of Natural Resources.

**WorkKeys Testing** - The WorkKeys assessment is offered to every prisoner that is paroling. This nationally recognized work skills assessment is used by employers, educators and workforce developers to measure work readiness in applied mathematics, locating information and reading for information. Prisoners that score at a silver level or above will receive a National Career Readiness Certificate.

Michigan will continue to use up to ten percent of our federal allocation available under Section 222(a)(1) to support adult education and literacy activities in correctional and other institutional facilities.
d. Integrated English Literacy and Civics Education Program

1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Integrated English Literacy and Civics Education (IELCE) is a new approach for many English language acquisition programs that were often stand alone, even from other adult education services. Local programs are working on aligning English language acquisition programs to adult basic and adult secondary education programs for a seamless transition for learners.

Local providers have begun conversations and analysis of the types of jobs their skilled and unskilled English language learners are interested in or generally acquire as natural starting points for integrated education and training options. Many programs have shared that the industries their ESL participants often go into vary from the in-demand industries and occupations identified in the region. Industrial sewing has emerged as one industry of high interest in southeast Michigan because a large percentage of the ESL population cannot work outside the home for cultural reasons, as well as in west Michigan because of the large furniture industry.

The other strategy is to explore current partnerships with training programs that may be expanded to include English language learners, such as secondary career and technical education programs. The biggest challenge reported by local programs is related to partnering with Michigan Works! to offer IET opportunities for ESL participants. In Michigan, there is a large segment of the ESL population that does not have a social security number or is unable to legally work in this country.

The Department of Labor and Economic Opportunity has been and will continue to assist English language acquisition programs through establishing integrated English literacy and civics education programs through high-quality professional development and sharing of resources, research, and evidence-based practices. The TIA is participating in the Building Opportunities initiative offered by OCTAE to provide technical assistance in the implementation of offering IELCE programs under Section 243. Michigan has been paired with the state of Kansas and have the benefit of David Kaz as a state coach/facilitator. We have bi-weekly calls with the Kansas team and David, and have identified a series of topics to discuss to get a better understanding of the requirements and more importantly strategies to meet those requirements. This has been very helpful hearing the challenges in other states that are often similar to ours, and hear from the local programs about local activities, what they are struggling with, and what is working.

The Department of Labor and Economic Opportunity recently completed IET guidance and a Plan of Operation for all providers under Section 243 and providers that receive funding under Section 231 that would like to offer an IET program. The Plan of Operation is based on OCTAE’s IET Checklist, and will be used to ensure that providers have the required components in place. The document will also serve as a tool to assist providers that would like to develop an IET program.
2. 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.

In 2016-2017, the Department of Labor and Economic Opportunity conducted an open competition for qualified providers of IELCE programs under Section 243 of WIOA to be funded for a two-year grant cycle beginning in 2018-2019. The Department of Labor and Economic Opportunity ensured direct and equitable access to all eligible providers by publishing the grant announcement and applicable documents on the Department of Labor and Economic Opportunity website. Formal announcement of the request for proposals (RFP) was widely circulated via press releases and all LEO distribution lists. Associations representing adult educators, literacy councils, community colleges, and workforce development agencies were notified of the grant opportunity.

The Department of Labor and Economic Opportunity created a standardized application template that was required for submission by all applicants. The application was created to meet the application requirements stated in Section 232 of AEFLA, and was sent to OCTAE for review prior to the release of the grant announcement.

The Department of Labor and Economic Opportunity required all applicants to demonstrate past effectiveness by providing performance data on improvement of eligible individuals’ skill levels, particularly eligible individuals who have low levels of literacy, in the content domains of reading, writing, mathematics, English language acquisition. Applicants were also required to provide data on outcomes for participants related to employment, attainment of secondary school diploma or its recognized equivalent, and transition to postsecondary education and training. The Department of Labor and Economic Opportunity defined past effectiveness as meeting at least 50% of the performance targets. For example, the overall educational gain target rate was 41% for program year 2015-2016, so programs that did not have 20.5% of participants make an educational gain were deemed to have not demonstrated effectiveness in providing adult education services. Data from prior years and trends in past data was also taken into consideration.

All applicants that met the demonstrated effectiveness criteria were considered for funding. The applications were divided among five review teams, which were made up of three state staff representing adult education, Michigan Department of Education, and workforce programs. The Department of Labor and Economic Opportunity also sent all of the applications being considered for funding to the respective local board to review for alignment with the local plan.

Applicants were required to describe how they would provide English language acquisition 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 were 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 also had to describe their partnership with the local Michigan Works! Agency, and how the MWA will help participants to transition from IELCE services to employment or further training or education.

A total of 27 IELCE applications were considered for funding, and 13 applications had all of the required components and were approved for funding. This was a significant decline from the 40 providers that received EL-Civics funding under WIA. Most of the applications were not approved because there was not a workforce training component identified and/or the applicant did not convey true understanding of the IELCE requirements under Section 243.

The Department of Labor and Economic Opportunity is committed to expanding IELCE programming across the state as the 13 approved IELCE providers are bunched in three regions. As mentioned previously, TIA will accomplish this through technical assistance and professional development on the IELCE requirements, sharing of promising practices and models around that state, and from participation in the Building Opportunities initiative.

e. State Leadership

1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.

The Department of Labor and Economic Opportunity 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 PY 2016-2017, the Department of Labor and Economic Opportunity used state leadership funding to support activities in each region to increase collaboration between adult education providers and the Michigan Works! Agency. This was reported as beneficial and resulted in strengthened relationships, so the Department of Labor and Economic Opportunity will look to continue to support similar efforts in future years. The regions had flexibility in the ways the funding could be used, including to support regional meetings of core partners or a navigator or career coach that supported referrals between adult education and the MWA. This flexibility was necessary because each region of the state operates very differently, and even within regions the partnerships between the specific MWA location and surrounding adult education providers vary. The goal of this funding is to create more consistency across the state.

2. Establishment of a high quality professional development system. Michigan will increase the capacity of its existing professional development system through regional training institutes focused on the improvement of instruction for adult learners, and establishing venues in each Prosperity Region. The Department of Labor and Economic Opportunity 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, areas of lowest performance statewide, and new required activities or policies as applicable. The Department of Labor and Economic Opportunity will ensure adequate professional development offerings for all staff, including administrators, teachers, counselors, and support personnel.

3. Technical assistance. The Department of Labor and Economic Opportunity 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 Department of Labor and Economic Opportunity 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 20% of programs through targeted on-site monitoring visits.

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

The Office of Adult Education will utilize state leadership funds for permissible activities under Section 223 (a)(2) that meet the needs and goals identified by the state in order to increase program performance, improve the quality of teaching and instruction, assist the integration of adult education into the one-stop system, and/or to pilot and disseminate new and innovative approaches to the delivery of adult education services.

f. Assessing Quality

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

Monitoring and Technical Assistance: The Department of Labor and Economic Opportunity will assess the quality of services delivered by adult education providers by conducting on-site monitoring visits for up to 20 percent of all federal sub-recipients annually to ensure compliance with federal and state rules and regulations, and support program improvement. Nonetheless, all programs (100 percent) will be reviewed annually through desk audit.

In addition, technical assistance will be available, especially targeting low-performing sub-recipients 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 by the Department of Labor and Economic Opportunity each year.

Statewide trends and patterns of weaknesses identified will be addressed through professional development in order to improve the quality of adult education and literacy services in Michigan.

Evaluating Professional Development: The Department of Labor and Economic Opportunity 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 Department of Labor and Economic Opportunity shall institute evaluation of the effectiveness of professional development that is incorporated into classroom instruction, specifically at the ABE level where Michigan has historically underperformed. Michigan developed the Top 25 in 5 plan with the goal of being in the top 25 states for educational gains for ABE participants in 5 years. In order to increase educational gain rates, a mechanism is needed to ensure quality instruction at the ABE level in all Michigan classrooms that is based on best practices derived from rigorous research and effective educational practice.
Certifications
States must provide written and signed certifications that
1. The plan is submitted by the State agency that is eligible to submit the plan. Yes
2. The State agency has authority under State law to perform the functions of the State under the program. Yes
3. The State legally may carry out each provision of the plan. Yes
4. All provisions of the plan are consistent with State law. Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes
8. The plan is the basis for State operation and administration of the program. Yes

Certification Regarding Lobbying
Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

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

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

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

**Applicant’s Organization**

**Department of Labor and Economic Opportunity - Workforce Development**

Full Name of Authorized Representative: **Stephanie Beckhorn**

Title of Authorized Representative: **Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

**Assurances**

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 WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 and (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes
6. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Yes

7. The eligible agency agrees that in expending funds made available under title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303). Yes

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc.

The Department of Labor and Economic Opportunity will ensure equal access to AEFLA funds at the state and local level, as required under Section 427 of the General Education Provisions Act. All contracts and grants for professional development and state leadership activities will follow state and federal procurement rules and procedures. 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 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 will be 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 General Education Provisions Act will not be funded under AEFLA.

Program-Specific Requirements for Vocational Rehabilitation (General)

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:

* Sec. 102(b)(D)(iii) of WIOA
a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council’s functions;

The State Rehabilitation Council in Michigan, known as the Michigan Council for Rehabilitation Services (MCRS) serves as the State Rehabilitation Council (SRC) to both designated state units in Michigan, the Bureau of Services for Blind Persons (BSBP) and the general designated state unit, Michigan Rehabilitation Services. The designated state agency for Michigan Rehabilitation Services is the Department of Labor and Economic Opportunity and the designated state agency for Bureau of Services for Blind Persons is the Department of Labor and Economic Opportunity.

This attachment is focused on how the Michigan Council for Rehabilitation Services worked to achieve the eight federal mandates with Michigan Rehabilitation Services during Fiscal Year 2015 and our resulting recommendations to Michigan Rehabilitation Services for Fiscal Years 2017 — 2020.

1. Review, analyze, and advise the Grantor regarding its performance in determining eligibility, order of selection, effectiveness, scope and provision of services, and functions of the Grantor that affect, or potentially affect, the ability of persons with disabilities to achieve rehabilitation goals and objectives;

This mandate was achieved through active participation in the following Michigan Rehabilitation Services activities/work teams along with review and analysis of information received related to their service system: (1) Appeals Hearings Redacted Reports (2) Consultations with the Hearings Manager (3) Consultation with the Client Assistance Program (4) Policy Cadre (5) Customer Input (6) Customer Satisfaction Survey Reports for Fiscal Year 2014, at Plan and Closure (7) Idea Stream Team, including a presentation to a Michigan Rehabilitation Services District Office (8) Follow-up Meeting to Fiscal Year 2014 Comprehensive Statewide Needs Assessment Report (9) Marketing Team and subgroups related Marketing Champions, Online Orientation and the annual Champion Awards event (10) State Plan (11) Focus Groups for Customers of Michigan Rehabilitation Services (12) Michigan Rehabilitation Services Staff and (13) Michigan Rehabilitation Services System Data.

Resulting Impact: The Council offered input from the customer perspective with regard to each of the above activities.

2. In partnership with the Grantor, provide advice in the preparation of statewide goals and priorities.

During the State Plan Fiscal Year 2017 — 2020 process meetings, the Council was involved with the review, redesign and/or update of the Michigan Rehabilitation Services goals and priorities.
Resulting Impact: The goals and priorities were reviewed during the Fiscal Year 2017-2020 Michigan Rehabilitation Services State Plan process and should continue to keep the Designated State Unit focused as they strive for excellence in their service system.

3. In partnership with the Grantor, conduct a review and analysis of the effectiveness and consumer satisfaction with vocational rehabilitation services and employment outcomes, including employment benefits.

Customer satisfaction information was collected by the Michigan Council for Rehabilitation Services through various activities: (1) Consultation with both Client Assistance Program and the Hearings Manager (2) Data review (3) Customers of Michigan Rehabilitation Services Focus Groups (4) Customer Satisfaction Survey Reports at Plan and Closure and (5) Public Comment.

Resulting Impact: The Michigan Council for Rehabilitation Services is pleased to be included in the review and redesign (as needed) of the customer satisfaction survey tools. The membership did raise the issue of wanting to know the themes from the percentage of those customers who responded to the surveys indicating that they were not satisfied with the Michigan Rehabilitation Services experience. We were pleased to see that the Fiscal Year 2014 Reports provided the information, analysis and recommendations regarding the unsatisfied customers at plan and closure. We look forward to future discussion with Michigan Rehabilitation Services about how they intend to utilize these findings. It is important to note that the satisfaction rate reported by Customers of 86.2 percent is the highest rating received in recent Michigan Rehabilitation Services history. As reported by the Hearings Manager, the number of customer complaints have dropped significantly with fewer Hearings scheduled.

At the State Director’s suggestion, the Council fully embraced, designed and implemented a Focus Group project during the last half of the fiscal year. The stimulus questions were created to gain input about the customer’s experiences with Michigan Rehabilitation Services, involvement with the local Center for Independent Living), and their needs related to gaining and retaining employment. Information obtained was from two local communities. A Council Work team is analyzing the information so that recommendations can be made to Michigan Rehabilitation Services. On a preliminary basis, one of the consistent themes which attendees identified as being the ‘best part of their experience with Michigan Rehabilitation Services’ was their relationship with their Counselor. A low response rate occurred with the focus groups scheduled at the end of the fiscal year. The member’s commitment to this project is seen as they continue in discussion about the strategies needed for the future planning of gaining customer input through local focus groups and/or other mechanisms.

4. Assist in the preparation of the State Plan, Plan amendments, reports, needs assessments, and evaluation required by the Rehabilitation Act.

With the passage of the Workforce Innovation and Opportunity Act (WIOA), the State Plan process was redesigned quite effectively by the Michigan Rehabilitation Services Staff who manage this effort. The Council was involved in all meetings so that the customer voice was present and involved in discussions and decision making for the new plan. The final draft of the Michigan Rehabilitation Services State Plan was shared with the membership for review, input and support.

The membership was afforded the opportunity to learn about the WIOA through a number of in-person trainings and the expected impact on the Michigan Rehabilitation Services system.
trainings emphasized the significant service changes regarding Transition Aged Youth and Supported Employment that the designated state unit are now required to implement without the addition of financial resources.

The Council was actively involved in the Comprehensive Statewide Needs Assessment meetings which resulted in the Fiscal Year 2014 report. A follow up meeting was scheduled during this fiscal year which provided the opportunity for work team members to determine what worked well and/or what needed improvement as the planning begins in Fiscal Year 2016.

Resulting Impact: The Michigan Council for Rehabilitation Services was actively involved in the Michigan Rehabilitation Services Fiscal Year 2017-2020 State Plan process, offering customer perspective as relevant. The membership’s educational opportunities with the WIOA have provided a knowledge base that will enhance future monitoring efforts by the Council.

5. Prepare and submit an annual report to the Governor and the Commissioner of Rehabilitation Services Administration on the status of the general vocational rehabilitation program operated within the State.

Michigan Rehabilitation Services data and other program information were provided to the Michigan Council for Rehabilitation Services so that the Fiscal Year 2014 report was completed and submitted to the governmental and federal authorities as required.

6. Coordinate with other state councils, including but not limited to the Statewide Independent Living Council, the Special Education Advisory Council under Individuals with Disabilities Education Act, the Developmental Disabilities Council, the State Mental Health Planning Council, and the Governor’s Talent Investment Board.

Statewide Independent Living Council: Coordinated activities included (1) members appointed to represent the respective councils (2) Michigan Council for Rehabilitation Services reports for Statewide Independent Living Council business meeting packets, Statewide Independent Living Council reports for Michigan Council for Rehabilitation Services business meeting packets (3) Michigan Council for Rehabilitation Services/Statewide Independent Living Council Member representation at the Statewide Independent Living Council quarterly meetings and Michigan Council for Rehabilitation Services/Statewide Independent Living Council representation at the six Michigan Council for Rehabilitation Services Business Meetings.

The other mandated partnerships which include: Special Education Advisory Committee; the Michigan Developmental Disabilities Council; the State Mental Health Planning Council; and the Governor’s Talent Investment Board have been managed through members who represent these organizations and/or at Executive Team direction.

Resulting Impact: The partnerships listed above provided great opportunity for networking with organizations that are working with similar customer populations, while the Michigan Council for Rehabilitation Services role, responsibilities and involvement with Michigan Rehabilitation Services can provide the Vocational Rehabilitation perspective. It is expected that these relationships will continue to develop.

7. Facilitate coordination and working relationships between the Grantor, the Statewide Independent Living Council and centers for independent living throughout the state.
In Michigan, the Center for Independent Living trade association, Disability Network/Michigan and the Statewide Independent Living Council have a long established working partnership with Michigan Rehabilitation Services. The Michigan Council for Rehabilitation Services members continue their focus on working to enhance the partnership by continually advocating on behalf of the independent living needs of customers of Michigan Rehabilitation Services.

The customers of Michigan Rehabilitation Services focus groups utilized a sample of customers from various stages in the Vocational Rehabilitation process, along with joint customers of the local Center for Independent Living and Michigan Rehabilitation Services office. Stimulus questions utilized at the focus groups include some as designed in partnership with the Statewide Independent Living Council about the customer experience with their local center.

Resulting Impact: The Michigan Council for Rehabilitation Services involvement with the Center for Independent Living network in Michigan has continued at the statewide level. The focus groups provided a beginning opportunity to work with some local Centers for Independent Living, with hope for expansion in the future.

8. Perform other functions consistent with the purpose of the Rehabilitation Act. Highlights of other Michigan Council for Rehabilitation Services Functions:

Business Meeting Schedule: During Fiscal Year 2015, the Michigan Council for Rehabilitation Services increased their business meetings to bi-monthly meetings with a newly designed agenda. The one day meeting agendas included: in person work team meetings prior to the start of the Business Meetings, (11:00 — 3:30 p.m.) The business meeting agendas included operational updates, two times for public comment, work team reports, partner reports, and reports from both designated state units and the staff report. The last two hours of each meeting are dedicated to an educational session about emerging topics and/or Comprehensive Statewide Needs Assessment populations identified as underserved or unserved.

Resulting Impact: The six meetings scheduled during Fiscal Year 2015 resulted in great opportunities to uphold the Mission and Strategic Plan of the Michigan Council for Rehabilitation Services as work teams held in person meetings, the business of the Council was effectively managed and the membership was afforded educational opportunities regarding emerging issues, such as the passage of the WIOA. This new system has kept members better informed and focused on the efforts needed to achieve the mandates of the Michigan Council for Rehabilitation Services.

Advisory Work Teams Functions:

The Advisory Executive Team held twice monthly meetings as well as two day long strategic planning meetings. The agendas focus on the strategic plan goal and activities, emerging issues and other education relevant to the daily business operations of the Council staff.

Advisory Customer Experience and Regulatory Guidance Teams have been successful in achieving their work plans along with absorbing new work assignments throughout the year. Highlights include: the annual report, the design and implementation of focus groups, the review of Michigan Rehabilitation Services data, creating a dashboard to track the various levels of data within each designated state unit, the State Plan, education about the WIOA, and the review of the customer satisfaction survey reports.
Resulting Impact: The work teams benefitted from the monthly meeting schedule as held in person or by teleconference. The work of the Michigan Council for Rehabilitation Services is managed within each work team so that they can then inform the full membership on work efforts taking place, have discussion on relevant topics and/or take action as needed. Work plans were tweaked throughout the year as new assignments emerged so that there was greater impact on the Michigan Council for Rehabilitation Services outcomes. The teams continue to develop a cohesive approach as they work to achieve their responsibilities.

Membership: At the end of this fiscal year (2015), the Michigan Council for Rehabilitation Services had two vacancies: the Governor’s Talent Investment Board category and a representative of business, industry and labor. It is expected that these will be managed at the end of the calendar year when the Michigan Council for Rehabilitation Services appointment terms are scheduled to roll over.

Statewide Activities (focused on strengthening partnerships):

The Michigan Council for Rehabilitation Services continued participation in the following statewide activities: (1) Two Americans with Disability Act Anniversary Celebration Events (2) Michigan Rehabilitation Services Champion Awards event (3) The annual re:con convention, a statewide rehabilitation conference held each Fall where the Michigan Council for Rehabilitation Services serves as a primary partner, is on the program committee, facilitates workshops and hosts an exhibit (4) Michigan Association of Rehabilitation Organization’s Spring Leadership Training Conference in Traverse City (5) Michigan Rehabilitation Association Membership, with the Michigan Council for Rehabilitation Services Executive Director serving on the Michigan Rehabilitation Association board and (6) Statewide Independent Living Council Business Meetings.

Resulting Impact: The above activities serve to strengthen relationships within the disability and business community. Most importantly it provides a mechanism for the Council to cross paths with designated state unit staff and educate them about our role and responsibility as we work with public Vocational Rehabilitation. As networking takes place across the state (within the public and private sector) we have seen increased awareness of the Council’s role with citizens with disabilities and partners.

National Activities: Michigan Council for Rehabilitation Services Staff Members are members of the National Rehabilitation Association.

The Michigan Council for Rehabilitation Services is a founding member of the National Coalition of State Rehabilitation Councils. Participation included teleconferences for nationwide National Coalition of State Rehabilitation Council meetings and monthly National Coalition of State Rehabilitation Councils Board of Directors meetings. The Executive Director served as the president of the National Coalition of State Resource Councils, while the Assistant Director provided expertise and technical support through management of the website, list serves and conference registration as supported by the Michigan Council for Rehabilitation Services.

The Chair and Vice Chair attended the April 2015 National Coalition of State Resource Councils, Council of State Administrators of Vocational Rehabilitation and National Council of State Agencies for the Blind Conferences held in Bethesda, MD. This included partnering with our other designated state unit — the Bureau of Services for Blind Persons staff to conduct Capitol Hill visits to educate some of the Michigan Delegation on the value of the public
vocational rehabilitation service system in Michigan and the positive impact it has on the Michigan economy. They also informed officials about the continuing challenge Michigan Rehabilitation Services has in garnering enough state match to be able to access the federal allotment for Michigan general Vocational Rehabilitation Services.

Resulting Impact: The involvement of the Michigan Council for Rehabilitation Services in the various national activities continued to enhance the reputation of this State Rehabilitation Council as being one of the best models across our country. The knowledge gained through this involvement serves to strengthen the work activities of our Council.

MISCELLANEOUS INFORMATION — DAILY BUSINESS OPERATIONS: FISCAL AND OPERATIONAL MANAGEMENT: Fiscal Agent: In an effort to uphold the intent of the Rehabilitation Act, to assure the autonomy and independence of the State Rehabilitation Council operations and staff, Michigan Rehabilitation Services has contracted with the Michigan Association of Rehabilitation Organizations since 2004 (prior to that a contract with another state-wide organization held the contract from 1996 — 2003). The Council agrees that this contract provides the mechanism needed for a fiscal agent to serve as the employer of record for Michigan Council for Rehabilitation Services staff, along with accounting services for payroll and operational expenses. This contract has continued due to the outstanding accounting talents of the Michigan Association of Rehabilitation Organization’s staff person that has resulted in ten clean financial reviews and services that were provided in a professional, flexible manner. The Michigan Council for Rehabilitation Services expects that this contract will continue to be supported by Michigan Rehabilitation Services, assuring the stability of the Council’s future.

Michigan Council for Rehabilitation Services Budget: The Michigan Council for Rehabilitation Services Resource Plan and Budget for Fiscal Year 2015 was approved by the membership and then negotiated with the designated state unit to ensure financial solvency for the Michigan Council for Rehabilitation Services beginning October 1, 2014. The grant between the Michigan Association of Rehabilitation Organizations and Michigan Rehabilitation Services was signed by Department of Human Services for the entire fiscal year. The Fiscal Year 2016 Resource Plan and Budget was created by the Executive Team and approved by the membership for submission to the designated state unit/designated state agency.

Michigan Council for Rehabilitation Services Staff: The staff of the Council include: the Executive Director and the Assistant Director. The staff role is to assure the membership’s achievement of the State Rehabilitation Council federal mandates along with other activities related to Vocational Rehabilitation and employment as determined by the Council.

Resulting Impact: The Michigan Council for Rehabilitation Services staff efforts have assured the success of the Council as they achieved the federal mandates related to Michigan Rehabilitation Services.

In Closing: The Michigan Council for Rehabilitation Services maintains a focus of the ‘customer’s best interest’ throughout all levels of their work. We look forward to our continued work on behalf of people with disabilities, in partnership with Michigan Rehabilitation Services as they strive to be one of the leaders of public vocational rehabilitation in our country.

Michigan Council for Rehabilitation Services (MCRS) acknowledges that the council will be relocated from the Department of Health and Human Services (MDHHS) to the Department of
Labor and Economic Opportunity (LEO) as a result of Executive Order 2019-13 effective August 11, 2019.

MCRS shall continue to be the single state rehabilitation council pursuant to 29 USC 721(a)(21)(B) for authorities, powers, duties, functions, and responsibilities transferred to the Department under sections 6(b) and 7(c).

GOVERNOR GRETCHELEN WHITMER’S EXECUTIVE ORDER 2019-13

MCRS has an understanding that the executive reorganization will:

• Better align the core partners to serve the dual customer of individuals with disabilities and employers.
• Allow greater networking, coordination and data sharing while being able to work independently within the Michigan Vocational Rehabilitation system.
• Promote higher efficiency and effectiveness regarding the connection to labor.
• Work towards the goal of a strong economy that requires a concentration of talent.
• Foster opportunity to build and enhance relationships while MCRS continues to work autonomously to comply with our federal mandates.

MCRS’s expectation is that the executive reorganization will better enable the council to advise BSBP and MRS in the development of State goals and priorities in relationship to serving individuals with disabilities. This includes addressing the governor’s goal of 60% of Michigan citizens achieving post-secondary credential attainment by 2030.

Recommendations:

FY 2018 Recommendations are being presented with two sections, the findings of a Performance Report and a review of the MRS State Plan.

Whereas the Workforce Innovation and Opportunity Act (WIOA) which includes the Rehabilitation Act of 1973 as amended, mandates the organizational and functional operations of the State Rehabilitation Council (SRC) via the WIOA Regulations, the following recommendations are being made by the MCRS membership.

1. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, their service system data that is relevant to status of the eligibility process for customers.

CITE: 361.17 (h) Functions. The Council must, after consulting with the State workforce development board— (1) Review, analyze, and advise the designated State unit regarding the performance of the State unit's responsibilities under this part, particularly responsibilities related to— (i) Eligibility, including order of selection;

2. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the status of their determination that the establishment and/or implementation of Order of Selection for services is needed or not.

CITE: 361.17 (h) Functions. The Council must, after consulting with the State workforce development board— (1) Review, analyze, and advise the designated State unit regarding the
performance of the State unit's responsibilities under this part, particularly responsibilities related to— (i) Eligibility, including order of selection;

3. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the employment outcomes of customers, including employment benefits data.

CITE: 361.17 (ii) The extent, scope, and effectiveness of services provided; and (iii) Functions performed by State agencies that affect or potentially affect the ability of individuals with disabilities in achieving employment outcomes under this part; This should include a training for the MCRS members on the WIOA Performance Indicators.

CITE: 361.17 (iii) The employment outcomes achieved by eligible individuals receiving services under this part, including the availability of health and other employment benefits in connection with those employment outcomes;

4. We recommend to Michigan Rehabilitation Services to consult the MCRS regarding the development of State goals and priorities. Once agreed upon, Michigan Rehabilitation Services should report on the progress toward goal achievement on a quarterly basis.

CITE: 361.17 (2) In partnership with the designated State unit— (i) Develop, agree to, and review State goals and priorities in accordance with §361.29(c); and

5. We recommend that Michigan Rehabilitation Services report to the MCRS on at least a quarterly basis the progress toward our State Plan recommendations that we have made in this document, so that we can advise the designated State unit.

CITE: 361.17 (3) Advise the designated State agency and the designated State unit regarding activities carried out under this part and assist in the preparation of the vocational rehabilitation services portion of the Unified or Combined State Plan and amendments to the plan, applications, reports, needs assessments, and evaluations required by this part;

6. We recommend that Michigan Rehabilitation Services provide the MCRS with reports and/or evaluations as produced by Project Excellence related to their service system.

CITE: 361.17 (3) Advise the designated State agency and the designated State unit regarding activities carried out under this part and assist in the preparation of the vocational rehabilitation services portion of the Unified or Combined State Plan and amendments to the plan, applications, reports, needs assessments, and evaluations required by this part;

7. We recommend that Michigan Rehabilitation Services include the MCRS in the design and review of the Customer Satisfaction Survey, along with the annual report. (4) To the extent feasible, conduct a review and analysis of the effectiveness of, and consumer satisfaction with—

8. We recommend that, in keeping with WIOA, MRS inform the MCRS of the process they will design to track their staff efforts to education and information consumers working in the subminimum wage environments about the choice of competitive integrated employment opportunities.

9. We recommend that, given the various data elements the MCRS should receive from Michigan Rehabilitation Services, a meeting takes place with both DSUs and MCRS
representatives to create a template that can be utilized by BSBP and Michigan Rehabilitation Services for reporting their data to the MCRS.

**GOVERNOR GRETCHEN WHITMER’S EXECUTIVE ORDER 2019-13**

As a result of Executive Order 2019-13 effective August 11, 2019. The MCRS, MRS and BSBP will be relocated to the Department of Labor and Economic Opportunity (LEO). This re-location will allow Vocational Rehabilitation (VR) to be well aligned with Workforce Innovation and Opportunity Act (WIOA) partners and provide the ability to collaborate more effectively and efficiently in sharing information and collaborating to serve individuals with disabilities who are interested and able to pursue competitive integrated employment. MCRS’s relocation to LEO will facilitate a more transparent communication with the department and the DSU’s.

MRS/BSBP will continue to work together to provide the best possible services to individuals with disabilities and our business partners as dual customers. MRS/BSBP will be the best example of how to remain separate agencies providing service with excellence that represents us as a team, as well as serving the unique needs of VR consumers.

There were no specific recommendations made by MCRS to MRS that required a formal response.

2. the Designated State unit's response to the Council’s input and recommendations; and

1. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, their service system data that is relevant to status of the eligibility process for customers.

   **Response:** Michigan Rehabilitation Services agrees to provide applicable eligibility data based on the terms jointly established by way of Recommendation 9.

2. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the status of their determination that the establishment and/or implementation of Order of Selection for services is needed or not.

   **Response:** Michigan Rehabilitation Services agrees to provide applicable data based on the terms jointly established by way of Recommendation 9.

3. We recommend to Michigan Rehabilitation Services that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the employment outcomes of customers, including employment benefits data.

   **Response:** Michigan Rehabilitation Services agrees to provide applicable employment outcome data, including employment benefits data, based on the terms jointly established by way of Recommendation 9.

4. We recommend to Michigan Rehabilitation Services to consult the MCRS regarding the development of State goals and priorities. Once agreed upon, Michigan Rehabilitation Services should report on the progress toward goal achievement on a quarterly basis.
Response: As required in WIOA, Michigan Rehabilitation Services agrees to jointly develop, review annually, and, as necessary, revise the goals and priorities in the vocational rehabilitation portion of the Unified State Plan.

5. We recommend that Michigan Rehabilitation Services report to the MCRS on at least a quarterly basis the progress toward our State Plan recommendations that we have made in this document, so that we can advise the designated State unit.

Response: Michigan Rehabilitation Services agrees to report on progress toward the Unified State Plan recommendations based on the terms jointly established by way of Recommendation 9.

6. We recommend that Michigan Rehabilitation Services provide the MCRS with reports and/or evaluations as produced by Project Excellence related to their service system.

Response: Michigan Rehabilitation Services agrees to provide reports and/or evaluations produced by Project Excellence related to services delivery based on the terms jointly established by way of Recommendation 9.

7. We recommend that Michigan Rehabilitation Services include the MCRS in the design and review of the Customer Satisfaction Survey, along with the annual report.

(4) To the extent feasible, conduct a review and analysis of the effectiveness of, and consumer satisfaction with—

Response: Michigan Rehabilitation Services agrees to jointly evaluate the effectiveness of the vocational rehabilitation program. Michigan Rehabilitation Services encourages and will support the MCRS in conducting its review and analysis of the effectiveness of, and consumer satisfaction with (a) the functions performed and (b) the services provided by Michigan Rehabilitation Services.

8. We recommend that, in keeping with WIOA, MRS inform the MCRS of the process they will design to track their staff efforts to educate and inform consumers working in the subminimum wage environments about the choice of competitive integrated employment opportunities.

Response: MRS is currently attempting to contract with outside vendors to deliver these services. MRS acknowledges MCRS shall be kept informed of steps taken to achieve this mandate.

9. We recommend that, given the various data elements the MCRS should receive from Michigan Rehabilitation Services, a meeting takes place with both DSUs and MCRS representatives to create a template that can be utilized by BSBP and Michigan Rehabilitation Services for reporting their data to the MCRS.

Response: In partnership, Michigan Rehabilitation Services agrees to jointly identify context requirements, methodology and data elements to create a standardize quarterly reporting template for MCRS.

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

N/A
b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

Michigan Rehabilitation Services will continue to develop and maintain specific targeted agreements with local agencies in Fiscal Years 2016-2020 to match federal funds and augment state General Fund/General Purpose funds.

Michigan Rehabilitation Services has developed a policy for the development of activities to be carried out under a waiver of state-wideness, which is applied when the non-federal share of the cost of the services is met from funds provided by an interagency cash transfer agreement or as part of a third party cooperative arrangement. This policy is based on Section 101(a) of the Rehabilitation Act and 34 CFR 361.26 and 361.28 regulations. The Michigan Rehabilitation Services state policy includes the following criteria:

(1) The non-federal share of the cost of these services is met from funds provided by a local public agency, including funds contributed to a local public agency by a private agency, organization, or individual;

(2) The goal of the provision of services is to promote the vocational rehabilitation of substantially larger numbers of individuals with disabilities or of individuals with disabilities with particular types of impairments or from particular ethnic populations that have traditionally been underserved by Michigan Rehabilitation Services, and other target populations identified in the Rehabilitation Act (for example, students with disabilities needing transition services);

(3) Michigan Rehabilitation Services requests a waiver of state-wideness on an annual basis in order to provide services to such target groups as described above.

2. the designated State unit will approve each proposed service before it is put into effect; and

Michigan Rehabilitation Services policy requires each agreement to:

- Describe the services to be provided to individuals;
- Contain written assurances signed by the local public agency that it will make available to Michigan Rehabilitation Services the non-federal share of funds;
- Contain written assurance that Michigan Rehabilitation Services approval will be obtained for each proposed service before it is put into effect; and
- 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.

3. All State plan requirements will apply
requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Services under the waiver of state-wideness, used to promote the vocational rehabilitation of substantially larger numbers, may include any of the following services:

- Assessment for determining eligibility, priority for services and vocational rehabilitation needs by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology;
- Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice;
- Information regarding referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies, including other components of the statewide workforce development system and to advise those individuals about the client assistance program;
- Physical and mental restoration services, to the extent that financial support is not readily available from a source other than Michigan Rehabilitation Services (such as through health insurance or a comparable service or benefit);
- Vocational and other training services, including personal and vocational adjustment training; advanced training in, but not limited to, a field of science, technology, engineering, or mathematics (including computer science), medicine, law, or business; books, tools, and other training materials;
- Maintenance;
- Transportation in connection with the provision of any vocational rehabilitation service;
- Vocational rehabilitation services to family members, of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;
- Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing;
- Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- Supported employment services;
- Personal assistance services;
- Post-employment services;
- Occupational licenses, tools, equipment, initial stocks, and supplies;
- Rehabilitation technology including vehicular modification, telecommunications, sensory, and other technological aids and devices;
- Transition services for students and youth with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students;
- Technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce development system, to eligible individuals who are pursuing self-employment or telecommuting or establishing a small business operation as an employment outcome;
- Customized employment;
• Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. Federal, State, and local agencies and programs;

• Cooperation with Michigan Department of Health and Human Services, and other disability advocacy organizations to carry out the Ticket to Work/Work Incentives Improvement Act.
• Cooperation with Social Security Administration and Michigan Rehabilitation Services regional and local district offices to assist dually eligible customers receiving disability benefits in the use of Social Security work incentives and return to work efforts. Each Michigan Rehabilitation Services office has a dedicated champion for addressing unique needs of Social Security Administration recipients. These include Michigan Rehabilitation Services’ internal (online) eLearn system which contains information regarding:
  o Social Security Administration’s Ticket to Work program and work incentives,
  o Resource and referral available through the Social Security Administration’s Work Incentive Planning and Assistance project in serving Michigan communities,
  o Referral to Beneficiary Access and Support Services as contracted with the Social Security Administration,
  o Social Security Administration Work Incentive Liaisons available through local Social Security Administration offices, and Michigan Rehabilitation Services fee-for-service vendors.

• Michigan Rehabilitation Services continues involvement in State use (Set Aside) contracting programs to support employment of persons with disabilities. A Michigan Rehabilitation Services representative participates on the state’s disability set-aside committee to ensure identified community rehabilitation programs are given priority in certain types of contracts set aside for such organizations under State law.
• Michigan Rehabilitation Services has a Letter of Agreement that establishes the principles, terms, and conditions under which the United States Department of Labor-Employment and Training Administration, Apprenticeship Training, and Employer & Labor Services develop, promote and coordinate strategies that lead to increased career opportunities for individuals with disabilities in the skilled trades. Partnership activities with local American Job Centers and State workforce agency have since followed with
intentional focus on underserved workforce populations which includes Individuals with Disabilities. Examples include:

- Workforce Development Agency received an extension grant from the Department of Labor which provides funding for coordinator positions and trainings to increase apprenticeship opportunities for underserved populations in Michigan. WDA in partnership with Michigan Works! American Job Centers and Michigan Rehabilitation Services/Bureau of Services for Blind Persons assisted in developing a training module intended for American Job Centers staff, business, and other stakeholders.

- Michigan Career Technical Institute offers and conducts Pre-apprenticeship Certification Training targeted for demand-driven skilled trades and other careers.

- Michigan Career Technical Institute submitted a grant through the U.S. Department of Agriculture for Food Processing Apprenticeships.

- Michigan Rehabilitation Services maintains two contracts for university-based research and evaluation with Michigan State University. The first addresses the Bureau’s need for comprehensive needs assessments and continuous improvement measures (Project Excellence). The second is for the management and continuous improvement to an online learning and knowledge system (eLearn) to provide staff with training and development.

- Michigan Rehabilitation Services maintains an agreement with the Michigan Student Financial Aid Association to facilitate maximum use of student financial aid resources for customers who will attend post-secondary education. The Memorandum of Understanding describes the roles and responsibilities of counselors and higher education financial aid officers in coordinating student financial aid to avoid over-awards. In addition, it provides for the use of common forms in communicating financial need and financial aid awards offered to customers by each of the parties; this is consistent with the requirements of the Higher Education Act and the Rehabilitation Act.

- Michigan Rehabilitation Services maintains the Memorandum of Understanding with all public institutions of higher education, coordinating services for students who are eligible for Michigan Rehabilitation Services programs. The Memorandum of Understanding identifies Michigan Rehabilitation Services as responsible for the provision of vocational rehabilitation services under Section 103 (a) of the Rehabilitation Act as amended, and Institutions of Higher Education are responsible for the determination and provision of reasonable accommodations. The agreement addresses financial responsibilities of the parties and sets forth methods of resolving interagency disputes, consistent with the requirements of Section 101(a)(8) of the Act.

- Michigan Rehabilitation Services has an interagency cash transfer agreement with Michigan State University. It addresses systemic barriers to accessing Michigan Rehabilitation Services and improves employment outcomes for students with disabilities participating in postsecondary education and training. Historically, access to Michigan Rehabilitation Services has occurred in the county in which an applicant resides. This project increases ease of access by stationing a Michigan Rehabilitation Services counselor on Michigan State University campus. The project is in the fourth year and
capitalizes on a synergistic team approach to service coordination and delivery. Partners include Michigan Rehabilitation Services, Career Services Network, and the Resource Center for Persons with Disabilities and the Rehabilitation Counseling Program at Michigan State University.

- Michigan Rehabilitation Services continues Memorandum of Understanding with the Veterans Administration to provide coordinated services to returning veterans with disabilities. This agreement clarifies services not be duplicated, but are complimentary in assisting eligible veterans achieve meaningful employment, in accordance with the laws and regulations governing each entity. Bureau liaisons are identified to assist in coordinating cooperative employment plans. Cross training has been provided to ensure understanding of both federal programs.

- Michigan Rehabilitation Services continues the agreement with the Michigan Department of Education to support the seamless transition of students from school to adult life, facilitating the development and completion of their Individualized Education Program under section 614(d) of the Individuals with Disabilities Education Act. The agreement addresses the Individuals with Disabilities Education Act and the Rehabilitation Act, which includes information about: the purpose, authority and scope, foundations of the partnership, roles and responsibilities, confidentiality, student documentation, student eligibility, Michigan Rehabilitation Services attendance at Individualized Education Program team meetings, seamless transition services, coordination of resources, resolution of differences, data reporting, 504 students and termination and changes. Michigan Rehabilitation Services and the Michigan Department of Education updating this agreement to comply with the Workforce Innovation and Opportunity Act.

- Michigan Rehabilitation Services continues a strategic alliance plan with Disability Network of Michigan (representing Centers for Independent Living), the Michigan Council for Rehabilitation Services, and the Michigan Statewide Independent Living Council to transform service delivery systems into a coordinated approach for employment and independence of individuals with disabilities throughout Michigan.

- Michigan Rehabilitation Services continues the Memorandum of Understanding with the Hannahville Indian Community Vocational Rehabilitation Program’s Project Vision. The agreement provides rehabilitation services under Section 121 of Title I of the Rehabilitation Act, of 1973 as amended. It represents the cooperation, coordination, and collaboration necessary for an effective service delivery partnership to increase employment. Michigan Rehabilitation Services expects to continue to collaborate with the Consortia of Administrators for Native American Rehabilitation to promote this Memorandum of Understanding as a best practice.

- Michigan Rehabilitation Services entered into an interagency agreement with the Department of Corrections and the State Court Administrative Offices to provide rehabilitation services to high-risk felony offenders with a history of probation violations or failures. The Swift and Sure Sanctions Probation Program participants are primarily individuals with intellectual disabilities and substance abuse issues. Michigan Rehabilitation Services works closely with the Department of Corrections to develop programming to best serve this population. Judges in Michigan's Swift and Sure Sanctions Probation Program courts have reported a reduction in positive drug tests and
failures to appear at scheduled meetings with probation officers among their Swift and Sure Sanctions Probation Program participant population.

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

Michigan Rehabilitation Services, in partnership with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Assistive Technology Act Grant recipient has reassigned oversight of the grant to the agency’s business services division. The intent to transfer oversight is predicated on the vacant assistive technology consultant position and overall agency strategy to best serve the grant recipients,Individuals with Disabilities, and Michigan Rehabilitation Services counseling staff. The Michigan Rehabilitation Services Business Network Division employs occupational therapists who provide Assistive Technology evaluations to consumers including transition students entering college and business partners seeking consultation for employees requesting reasonable accommodations. Fiscal Year 2017-2018 demonstrated assistive technology became a top five referral request. Future projections may require the development of an Assistive Technology framework be adopted as a standardized approach for use throughout the vocational rehabilitation process. Next steps for Michigan Rehabilitation Services will include:

- Backfilling the Assistive Technology consultant position as a full-time employee.
- Strategic planning in Fiscal Year 2018 with all grant stakeholders to maximize capacity of the grant and support key partners involved with achieving the established grant goals and requirements inclusive of our business partners and talent pool.
- Develop and adopt a valid model for Assistive Technology Consideration. Platform of the model is yet to be determined.
- Training: Deliver training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin Fiscal Year 2019.

Michigan Rehabilitation Services’ Occupational Therapist/Manager Consultant sits on the Assistive Technology Advisory Council for Michigan’s Assistive Technology Act’s program.

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

N/A

4. Noneducational agencies serving out-of-school youth; and

Pathways to Potential -- This human services program focuses on three critical elements: going into the community to where the individual is located, working one-on-one with families to identify and remove barriers and serve as connectors to a network of services, and engaging community partners and school personnel in efforts to help families find their pathway to success. Michigan Rehabilitation Services partners with Pathways to Potential to connect students with disabilities and their family members with disabilities to vocational rehabilitation services leading to competitive integrated employment.
Michigan Rehabilitation Services will work toward identifying and developing additional cooperative relationships with non-educational agencies that focus on serving out-of-school youth.

5. State use contracting programs.

N/A

d. Coordination with Education Officials

Describe:

1. DSU's plans

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.

To comply with the Workforce Innovation Opportunity Act, Michigan Rehabilitation Services is collaborating with the Michigan Department of Education to update the Memorandum of Understanding. This agreement lays out how Michigan Rehabilitation Services and the Michigan Department of Education partner to provide a coordinated set of activities to facilitate a seamless transition of students with disabilities from school to competitive integrated employment.

The Memorandum of Understanding focuses on mandates for transition services described in the Workforce Innovation Opportunity Act and the Individuals with Disabilities Education Act (2004). This includes how Michigan Rehabilitation Services and the Michigan Department of Education will collaborate to fulfill mandates on behalf of students with disabilities. Key elements of the partnership are stated in the agreement and include: Authority; Purpose; Pre-Employment Transition Services Required Activities; Consultation and Technical Assistance; Transition Planning; Outreach and Identification of Students with Disabilities; Section 511 Subminimum Wage; Assurance; and Provision of Services and Reimbursement.

The Michigan Department of Education and Michigan Rehabilitation Services Memorandum of Understanding is designed to act as a guide for the subsequent development of agreements between local Michigan Rehabilitation Services district offices and local education agencies. Local agreements specify target populations, identify goals and objectives, describe roles and responsibilities, and state expectations for data sharing in the provision of vocational rehabilitation services to Students with Disabilities.

After the passage of Workforce Innovation Opportunity Act on July 22, 2014, Michigan Rehabilitation Services updated the transition policy to align with the Workforce Innovation Opportunity Act definition and provided 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

Michigan Rehabilitation Services is a critical partner in the Super (multi-party) Memorandum of Understanding that was developed and signed on 6/21/16. The purpose is to strengthen interagency collaboration so students with disabilities may exit secondary education with competitive integrated employment and/or a connection to postsecondary training leading to employment. The Memorandum of Understanding partners are Michigan Rehabilitation Services, the Bureau of Services for Blind Persons, Michigan Department of Education, Michigan Workforce Development Agency, Michigan Behavioral Health and Developmental Disabilities Administration and the Michigan Developmental Disabilities Council.

Michigan is an Employment First state and Michigan Rehabilitation Services is working closely with multiple stakeholders to improve employment outcomes for customers with disabilities. Several workgroups have formed, one of which focuses on school-to work improvement outcomes for students with disabilities. Technical assistance is being provided by TransCen, Inc. Career and Workforce Development, to implement the seamless transition model.

Interagency Cash Transfer Agreements allocate dedicated funding for Michigan Rehabilitation Service district offices to provide vocational rehabilitation services to students with disabilities in local community. Michigan Rehabilitation Services has over 85 agreements in place. The agreements are with the local intermediate school districts but occasionally are with an individual school district. The agreements define vocational rehabilitation services and objectives for students with disabilities that enhance outcome goals.

Michigan Rehabilitation Services provides Pre-Employment Transition Services to students with disabilities prior to, and after application. Approximately 30 counselors have been hired to provide Pre-Employment Transition Services prior to application. Pre-Employment Transition Services are provided by Michigan Rehabilitation Services counselors for students who are interested in and need the program.

Pre-Employment Transition Services are provided prior to application and during the stages of the vocational rehabilitation process which include: application, eligibility determination, and Individualized Plan for Employment. Transition and general counselors may serve customers meeting the definition of a student with a disability.

Michigan Rehabilitation Services coordinated with educational partners to deliver contracted Pre-Employment Transition Services through Michigan’s Centers for Independent Living. In addition, local district offices are coordinating with educational partners to develop Pre-Employment Transition Services programs to be provided by community rehabilitation organizations and other qualified vendors.
Student Individualized Plans for Employment are developed as early as possible to maximize the duration services may be provided. Michigan Rehabilitation Services and educational partners jointly develop plans and ensure they are established prior to exit from secondary education.

Pre-Employment Transition Services allow Michigan Rehabilitation Services to identify students with disabilities prior to the vocational rehabilitation application. Early service delivery better prepares students for the overall vocational rehabilitation process. Students engage in experiences resulting in more meaningful Individualized Plans for Employment prior to exit from secondary education.

Michigan Rehabilitation Services offers several transition programs and projects provided in coordination with educational partners:

- **Department of Natural Resources and Michigan Rehabilitation Services Summer Project** - In the project’s fifth year, 289 students with disabilities participated in an eight-week paid work experience during the summer months to gain work skills and experience. These work experiences take place in Michigan county and state parks. Each year the program has expanded to include more sites. Presently there are 44 active sites statewide. This program is available through an interagency cash transfer agreement between the Department of Natural Resources and Michigan Rehabilitation Services, which is mutually beneficial for both partners.

- **Project SEARCH** - Michigan currently has 16 Project Search sites impacting approximately 100 students with disabilities per year. Project SEARCH is a business-led model allowing students with disabilities in their last year of secondary education to participate in three unpaid internships at a business in their community for school credit. The goal of the program is for students to become employed at the host business or another business in the community after completion. Project SEARCH funding was an outcome of the 2013 Mental Health and Wellness Commission report recommending expansion of a minimum of 3 additional Project SEARCH sites per year. Michigan Rehabilitation Services has received dedicated Project SEARCH funds to support the expansion of new sites. The funding is used to provide technical assistance from Project SEARCH to Michigan and to provide vocational rehabilitation services.

- **Post-secondary Education Rehabilitation Transition (PERT) Program** - The PERT program is a one week comprehensive vocational and independent living assessment offered in a semi-structured residential environment at Michigan Career and Technical Institute for students enrolled in secondary education. In summer of 2017, 144 students with disabilities participated in the program. Students reside in dormitories, giving them the experience of independent living. After completion, students return to their local school districts where information they have learned is document in their Individualized Education Program.

This past year, the PERT program has been offered in local communities as a pilot. One benefit of making the program portable is more students can participate in the assessment process as they are not required to travel and stay on campus of Michigan Career and Technical Institute to participate.
• **Pathways to Potential** - This human services program focuses on three critical elements: going into the community to where the individual is located, working one-on-one with families to identify and remove barriers and serve as connectors to a network of services, and engaging community partners and school personnel in efforts to help families find their pathway to success. Michigan Rehabilitation Services partners with Pathways to Potential to connect students with disabilities and their family members with disabilities to vocational rehabilitation services leading to competitive integrated employment.

• **Seamless Transition** - The seamless transition model targets students with intellectual and developmental disabilities. A collaborative approach is used to prepare and support students with the outcome of competitive integrated employment prior to exit from secondary education.

Four pilot sites were selected to receive technical assistance in the first year. After completion of the first year, the four pilot sites engaged in a survey and discussion of the model for improvement efforts.

Michigan Rehabilitation Services collaborates with Michigan Department of Education and other stakeholders via a workgroup to implement the seamless transition model. This project is in the second year, and technical assistance is being provided by TransCen, Inc. The second year will see the continuation of the original four sites and the expansion of additional sites.

• **Summer College Experience Program for Students with Autism** - This innovative project takes place at Western Michigan University and is designed to expand Pre-Employment Transition Services for students in secondary education with autism spectrum disorders. Students from all over the state may be considered for this program. The project provides for the following Pre-Employment Transition Services: work-based learning experiences, counseling on opportunities for enrollment in postsecondary education programs at institutions of higher education, workplace readiness training to develop social skills and independent living, and instruction in self-advocacy, which may include peer mentoring.

Project components include instruction and opportunities for active learning to establish skills essential for a successful transition to college or employment. This is achieved through the following on-campus experiences: completing a self-chosen 3 credit Western Michigan University course (5 hours per week), participating in a College Experience Course (2 hours per week), participating in weekly social skills workshops (1 hour per week), working in a paid on-campus position while acquiring employment skills (10 hours per week), and living in a residence hall for 7.5 weeks (June 30 through August 19). This project is in the third year and participation rates have grown every year.

• **Adjudicated Youth Project** - This project is an evidence-based service delivery model, resulting in lower rates of recidivism, increased education on employment preparation/options, and increased employment outcomes for adjudicated youth returning to the community. The Department of Health and Human Services Bureau of Juvenile Justice contributes a non-federal share to secure federal matching funds through an
interagency cash transfer agreement. The resulting funds support the provision of allowable vocational rehabilitation services as elements in a broader program design. The general framework consists of the following phases and activities: in-Reach (6 months pre-release) includes relationship building, vocational assessments, work skill training, and trial work experiences; release (1-month pre/post release) includes community connections, independent living skills I, and employment or education; and outreach (2-12 months post-release) includes maintaining engagement, independent living skills II, assessment of progress/behaviors and home county service information/options.

Michigan Rehabilitation Services provides staff development to Pre-Employment Transition Counselors, transition Counselors and managers to inform them of changes to the Michigan Rehabilitation Services transition policy and practice as a result of WIOA. This training is provided via webinar, in-person presentations in the districts, and a one-day summer transition training providing information and networking opportunities on transition related topics.

Michigan Rehabilitation Services and Project Excellence at Michigan State University are evaluating research-based practices for vocational rehabilitation services for students with disabilities.

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

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

Michigan Rehabilitation Services provides consultation and technical assistance to Michigan Department of Education and local educational agencies to assist in planning for the transition of students with disabilities from school to post-school activities, including postsecondary education, employment-related activities, Pre-Employment Transition Services and other vocational rehabilitation. Consultation and technical assistance may include, but is not limited to, the following topics:

- Disability awareness
- Accommodations and assistive technology
- MDHHS Michigan Rehabilitation Services application, eligibility, and services
- Community-based services
- Independent living
- Career Pathways
- Competitive integrated employment

Michigan Rehabilitation Services may provide consultation and technical assistance via:

- Direct one-on-one communication
- Web-based conferencing (e.g. Skype, FaceTime)
- Video conferencing
- Conference or phone calls
- Presentations to groups
• Formal and informal networking
• E-mails

The Special Education Advisory Committee is a mandated advisory council that consists of 25 governor appointed delegates representing 25 organizations and 8 at-large appointments. A Michigan Rehabilitation Services representative participates in this group as an ex-officio member providing regular information, bureau updates, and is available for questions.

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

Transition planning occurs between the student/family/guardian, education staff and Michigan Rehabilitation Services staff to enhance the development of Individualized Education Programs. The Michigan Department of Education and Michigan Rehabilitation Services Memorandum of Understanding clarifies Michigan Rehabilitation Services staff will attend student Individualized Education Program meetings when invited. Educational partners are encouraged to provide advance notice, communicate and coordinate IEP meetings to ensure Michigan Rehabilitation Services staff are available to attend.

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

Training and technical assistance regarding the role, function and requirements of the vocational rehabilitation program in coordinating transition services with schools is an ongoing process. The Michigan Department of Education and Michigan Rehabilitation Services Memorandum of Understanding clarifies Michigan Rehabilitation Services staff will attend student Individualized Education Program meetings when invited. Educational partners are encouraged to provide advance notice, communicate and coordinate IEP meetings to ensure Michigan Rehabilitation Services staff are available to attend.

1. Interagency Cash Transfer Agreements (ICTA) - Established using non-federal local dollars as contribution for the purpose of capturing additional federal vocational rehabilitation funds to expand and enhance vocational rehabilitation services to students with disabilities. These agreements must include assurances required by the United States Department of Education, Office of Special Education and Rehabilitation Services and the Rehabilitation Services Administration;

2. Third Party Cooperative Agreements (Certified Expenditures) - Agreements which entail the use of cooperating agency staff provided by the partner as a contribution to Michigan Rehabilitation Services. The partner documents specific expenditures have been incurred, such as wages for cooperating agency staff or supplies and Michigan Rehabilitation Services uses that
value for match. The vocational rehabilitation services provided by this arrangement must not be the statutory obligation of the partner; and

3. **Donations and Gifts** - Contributions received by Michigan Rehabilitation Services from private individuals or organizations. These funds are used by Michigan Rehabilitation Services for cost sharing or matching. Donations and gifts cannot use in-kind contributions as an allowable source of matching funds and carry certain stipulations regarding conditions for use.

Agreements between local education agencies and local Michigan Rehabilitation Services districts may specify target students, goals and objectives, specific vocational rehabilitation services to be provided, and data sharing activities. Significant gains were made last year in improving the quality, consistency and clarity of the agreements and to better articulate the return on investment to educational partners. This continues to be a priority and an ongoing effort. The intermediate school district/local education agencies provide services as required under Individuals with Disabilities Education Act. Michigan Rehabilitation Services provides services to eligible students as specified in their Individualized Plan for Employment.

Local education agencies and Michigan Rehabilitation Services will continue to develop and maintain strong relationships with businesses to support the employment of individuals with disabilities. The Career Preparation system links schools, Michigan Rehabilitation Services, workforce investment agencies, and also routinely includes businesses in the planning and implementation of the program.

Michigan Rehabilitation Services continues to create partnerships, resources and capacity to support the provision of vocational rehabilitation services in postsecondary training when appropriate for students.

The Michigan Rehabilitation Services and Michigan State University Collaborative Careers Project is an innovative model to support joint customers of Michigan Rehabilitation Services and Michigan State University. The provision of postsecondary education and training by Michigan Rehabilitation Services has been decreasing over the past several years. This pilot project, as outlined in the interagency cash transfer agreement, addresses systemic barriers to accessing Michigan Rehabilitation Services and improves employment outcomes for students with disabilities participating in postsecondary education and training. Historically, access to Michigan Rehabilitation Services has occurred in the county in which an applicant resides. This project increases ease of access by stationing a Michigan Rehabilitation Services counselor on Michigan State University campus. The project is in the fourth year and capitalizes on a synergistic team approach to service coordination and delivery between the following:

- Michigan State University Resource Center for Persons with Disabilities
- Michigan State University Career Services Network
- Michigan State University Rehabilitation Counseling Program
- Michigan Rehabilitation Services Counselor
- Michigan Rehabilitation Services Business Network Division

Students with disabilities benefit from the shared expertise and resources available, which would otherwise be more limited and challenging to access. Secondary benefits include access to a large number of potential employers through Michigan State University alumni, a research component involving the Rehabilitation Counseling Program, and diverse work-based learning
opportunities on campus. Michigan Rehabilitation Services plans to replicate this model at other institutions of higher education in the state based on this project.

Adjudicated youth have been identified as an underserved population for Michigan Rehabilitation Services. This population is being served through the Adjudicated Youth Project in partnership with Michigan Department of Health and Human Services Bureau of Juvenile Justice. Emphasis is placed on assisting the individual to stay connected to Michigan Rehabilitation Services as they transition to their home community.

D. procedures for outreach to and identification of students with disabilities who need transition services.

Transition counselors are connected to transition coordinators in each intermediate school district in the state. The counselors work in collaboration with transition coordinators, as well as other education staff, to identify students interested in pursuing competitive integrated employment who require vocational rehabilitation services. Students with disabilities are referred to Michigan Rehabilitation Services through this process.

In addition, Section 504 students are provided information about Michigan Rehabilitation Services by education staff, Michigan Rehabilitation Services marketing publications, informational meetings, and one-on-one meetings. If students are determined eligible, Michigan Rehabilitation Services works with the student and the family/guardian as appropriate to move through the rehabilitation process with the goal of competitive integrated employment.

All Michigan Rehabilitation Services district business plans include identification and outreach strategies, community development plans, and capacity building. Michigan Rehabilitation Services monitors and ensures district office plans address outreach to students with disabilities, young adults, and underserved populations such as minorities and at-risk populations. Data and management reports are developed to support the business plans.

Michigan Rehabilitation Services has a partnership with Adult Education to provide guidance and technical assistance to educators working with adults with disabilities.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

Cooperative agreements with private non-profit organizations are established based on identified needs and expectations. Agreements may vary from the establishment of information and referral considerations to the structuring of new service initiatives or programming.

In establishing cooperative agreements with private non-profit vocational services providers, the State Unit, consistent with 34 Code of Federal Regulation 361.31, 361.32 and 361.51 requires accessibility of facilities, personnel standards, and the prevention of fraud, waste and abuse.

As an ongoing process, Michigan Rehabilitation Services district staff develop and reinforce relationships with community partners structured to meet customer needs and informed choice. While developing cooperative agreements, Michigan Rehabilitation Services considers factors such as:
Statewide goals and priorities;
Scope of services offered by a private, non-profit agency;
Geographic area the private, non-profit agency serves;
Vocational and service needs of customers within the geographic area as identified through resources such as:
  - The Comprehensive Statewide Needs Assessment;
  - Information from the State Rehabilitation Council; and
  - Other sources of State and local data to inform decision-making.

Michigan Rehabilitation Services continues to establish and reinforce relationships with private, non-profit organizations to achieve customers’ goals in their Individualized Plans for Employment.

**f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency’s efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

Michigan Rehabilitation Services has maintained a long-standing relationship with the Michigan Department of Health and Human Services -- Behavioral Health and Developmental Disabilities Administration for the coordination of services including provision of Supported Employment and Extended Services for individuals with the most significant disabilities.

In 2017, Michigan Rehabilitation Services and Michigan Department of Health and Human Services Behavioral Health and Developmental Disabilities Administration revised and improved a longstanding Memorandum of Understanding between the two agencies. This updated agreement details Michigan Rehabilitation Services’ increased focus on both Supported Employment and the provision of Extended Services as detailed within Workforce Innovation and Opportunity Act.

The Memorandum of Understanding focuses on individuals with developmental and/or intellectual disabilities and is delivered locally. Specific local partnership agreements are developed between Community Mental Health service providers, Michigan Rehabilitation Services, and may also include community rehabilitation organizations and local school districts. The local partnership agreements include Community Mental Health funding that allows Michigan Rehabilitation Services to capture federal match funds. These funds are used to provide Supported Employment services throughout Community Mental Health service areas. These local agreements include goals, objectives, responsibilities, and expectations for delivering Supported Employment and Extended Services.

The Rehabilitation Service Administration has noted that State Vocational Rehabilitation Agencies will not be allocated funds for Supported Employment programming for Fiscal Year 2018 forward under the final appropriations bill. The Rehabilitation Services Administration has indicated, if funding is appropriated, the full award will be issued. Michigan Rehabilitation Services
Services continues to serve customers within the Supported Employment program and will utilize Vocational Rehabilitation appropriated funds.

If Supported Employment funding is reinstated, Michigan Rehabilitation Services will follow Workforce Innovation and Opportunity Act guidance by adjusting the service delivery system to allocate 50 percent of the federal Supported Employment allotment for eligible youth with the most significant disabilities. Michigan Rehabilitation Services will also 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.

In addition to the above noted practices, Michigan Rehabilitation Services has updated its policy manual to align with Workforce Innovation and Opportunity Act mandates. This includes guidance for the provision of Extended Services for youth populations with the most significant disabilities. Extended Services may be provided for up to 4 years. In addition, Customized Employment is clarified within the policy as a Vocational Rehabilitation service option.

g. Coordination with Employers

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR services; and

Michigan Rehabilitation Services updated its mission statement to better align with agency values with respect to serving individuals with disabilities and businesses. The mission of the agency now reflects businesses as a customer of the agency, noting “developing workforce solutions for individuals with disabilities and businesses.” Michigan Rehabilitation Services has aligned the divisions through the formation of the Business Network Division, promoting business service delivery.

Business Network Division established 13 statewide consultant positions to serve the business customer. This new infrastructure equalizes the vocational rehabilitation customer and business as “dual-customers”. The Individualized Plan for Employment is improved through an understanding of local workforce demands, culture, hiring and business practices, and successful career strategies.

Fiscal Year 2017, the first year of implementation, focused on the following pillars to establish a foundation within the agency and enhance service delivery to the business community

4 Pillars:

- **Distribution of Labor Market Information** - career/vocational counseling and facilitating informed choice for Michigan Rehabilitation Services consumers, resulting in well-conceived and meaningful career planning.
- **Windmills** - disability sensitivity training in alignment with Motivational Interviewing techniques.
- **Michigan Works! (American Job Centers) Partnership** - establish a gateway to employment opportunities and increase talent pools. Including access to skilled trades
funds and apprenticeships. Build partnerships and offer support to the local American Job Centers business managers.

- **Talent Acquisition Portal (TAP)** - expand the talent-end of the system and recruit Michigan businesses of all sizes to post career opportunities. Districts have assigned goals to upload job candidates resumes, and business consultants are responsible for recruiting businesses to the Talent Acquisition Portal. A major employer obtained in Fiscal Year 2017 was the State of Michigan; all Michigan Civil Service positions are posted on the Talent Acquisition Portal.

In Fiscal Year 2018, the Business Network Division added a fifth pillar focusing on small business ownership for Michigan Rehabilitation Services consumers 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, Business Network Division and the agency’s Staff Development Unit will develop and establish training for the vocational counseling staff and managers. This will be accomplished through case study examples, case presentation, and consultation. Staff will have an understanding of workforce demands that will influence program planning and guide Michigan Rehabilitation Services consumers to successful employment and career opportunities. Additional objectives are the ability to relate and market the scope of services offered by the Business Network Division and agency to the business customer, as well as articulate the role of the counselor in implementing business services under WIOA-Indicator Six.

Michigan Rehabilitation Services is aligned with agency 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.

Michigan Rehabilitation Services provides career counseling and information and referral services for individuals with disabilities employed at subminimum wages. Individuals with disabilities are provided information and resources on competitive integrated employment initiatives designed to transition employees from sub minimum to competitive integrated employment.

2. **transition services, including pre-employment transition services, for students and youth with disabilities.**

Michigan Rehabilitation Services works extensively to provide Pre-Employment Transition Services and transition services for students with disabilities. Every Michigan Rehabilitation Services district has at least two assigned Pre-Employment Transition Services counselors and a Business Relations Consultant. Staff work to identify opportunities of Pre-Employment Transition Services, focusing on work-based-learning experiences, at local businesses.

The Michigan Mental Health and Wellness Commission provided funding to Michigan Rehabilitation Services for the expansion of Project SEARCH. Sixteen Michigan businesses
serve as host sites for Project SEARCH. These businesses provide an on-site classroom and three internships per student through the course of the academic school year. The businesses may hire qualified students after the completion of the internship experiences. Local Project SEARCH teams identify business prospects to add three to four host sites annually. The Project SEARCH contract provides for technical assistance to maintain and expand the program. Michigan Rehabilitation Services and Project SEARCH provide on-boarding activities to prepare the new business host sites.

A Project SEARCH site was added in the State of Michigan in the fall of 2017, and ten state departments have committed to offering internships for Project SEARCH students. The assigned Business Relations Consultant worked extensively to establish Project SEARCH internship sites. In addition, changes are being made to replace the high school diploma requirement for State of Michigan employment with the successful completion of a Project SEARCH program. This hiring practice change will likely improve outcomes for student applicants with disabilities.

Michigan Rehabilitation Services works extensively with the Department of Natural Resources to implement a summer paid work experience for students with disabilities enrolled in secondary education. Funds are transferred from the Department of Natural Resources allowing the Michigan Rehabilitation Services to draw down matching federal funds. Michigan Rehabilitation Services uses the funds to support work-based-learning experiences.

District offices have many transition and Pre-Employment Transition Services involving local business partners. Programs are created through business engagement efforts of Michigan Rehabilitation Services counselors, managers, the Business Network Division and may include involvement with other community partners. Examples of services provided include individualized job shadowing, on-the-job evaluation, or on-the-job training.

Michigan Rehabilitation Services counselors use the Talent Acquisition Portal to identify competitive integrated employment opportunities for students with disabilities. In addition, Michigan Rehabilitation Services partners with local Michigan Works! Offices.

**h. Interagency Cooperation**

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

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

Michigan Rehabilitation Services established a Memorandum of Understanding with the Behavioral Health and Developmental Disabilities Administration that outlines how vocational rehabilitation services will be provided. This includes the coordination of Medicaid services, ensuring there is no service duplication and comparable benefits are used.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

Michigan Rehabilitation Services established a Memorandum of Understanding with the Behavioral Health and Developmental Disabilities Administration to ensure individuals with developmental disabilities who are dually eligible for both agencies’ programs have
collaborative supports and services toward competitive integrated employment outcomes. The Memorandum of Understanding outlines the coordination of services, including Extended Services, Supported Employment, and Customized Employment.

In addition, a Michigan Rehabilitation Services designee attends Michigan Developmental Disabilities Council meetings to represent the state Vocational Rehabilitation program. Through this participation, Michigan Rehabilitation Services gains an understanding of current advocacy efforts, self-direction, and self-determination developments to ensure alignment with agency programming and services.

3. the State agency responsible for providing mental health services.

Michigan Rehabilitation Services established a Memorandum of Understanding with the Behavioral Health and Developmental Disabilities Administration to ensure individuals with chronic and persistent mental illness who are dually eligible for both agencies’ programs have collaborative supports and services toward competitive integrated employment outcomes. The Memorandum of Understanding outlines the coordination of services, including Extended Services, Supported Employment, and Customized Employment.

Michigan Rehabilitation Services collaborates with Behavioral Health and Developmental Disabilities Administration in the development of the Individual Placement and Supports model. This model promotes early engagement in employment activities for individuals with chronic and persistent mental illness express an interest in competitive integrated employment. There are currently 22 Individual Placement and Support sites providing services statewide.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

Michigan Rehabilitation Services 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). Michigan Rehabilitation Services 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.

Michigan Rehabilitation Services and the Human Resource Department within our Designated State Agency communicate regularly regarding Michigan Rehabilitation Services’ 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 indicated degree meets Michigan Rehabilitation Services’ 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. Michigan Rehabilitation Services periodically reviews caseload sizes and other triggers to target filling vacant counselor positions. (Please note: Michigan Rehabilitation Services 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 January 13, 2018, Michigan Rehabilitation Services has the following full-time equivalent positions to meet the needs of the bureau’s customers:

- **296 Rehabilitation Counselors** -
  - 230 actively providing services
  - 3 on medical leave
  - 26 in process
  - 3 Business Network Unit counselors
  - 7 Michigan Career and Technical Institute counselors
  - 1 Michigan State counselor
  - 25 Pre-ETS Counselors
  - 1 Pre-ETS Counselors in process

- **23 Site Managers**
- **62 Rehabilitation Assistants**

Michigan Rehabilitation Services is in process of hiring 15 counselors and an estimated 40 counselor positions in Fiscal Year 2018-2020.

The ratio of counselors to customers is 1:90 (this number was achieved by dividing the number of open cases [20,560] in 2016 by the total number of counselors [229]). The staff ratio of 1 counselor to 90 customers is anticipated in Fiscal Years 2018-2020.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and
The numbers below are based on a Resource Allocation Model (RAM).

Current Need is:

- Rehab Counselor (master’s degree) - 8
- Rehab Educators (Voc. Tech Center instructors) - 2
- Site Managers - 1

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

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, Michigan Rehabilitation Services averages about 20 staff losses a year. The rate of losses has been consistent for several years.

Below are the number of anticipated need for the period of Fiscal years 2017 through 2020.

- Rehab Counselor (master’s degree) - 100
- Rehab Educators (Voc. Tech Center instructors) - 10
- Site Managers - 15

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;
Michigan has a total of two university Rehabilitation Counseling programs. They are Michigan State University and Western Michigan University. These programs prepare students to obtain Master’s of Art degrees in Rehabilitation Counseling and both house doctorate programs in Rehabilitation Counselor Education. These programs are accredited by the Council on Rehabilitation Education (CORE).

When Michigan Rehabilitation Services observes that the current pool of candidates from CORE is insufficient to meet the Bureau’s need for Rehabilitation Counselors, the following protocols are followed:

- Communication and outreach occurs with CORE programs and closely aligned general university counseling programs regarding the option of Michigan Rehabilitation Services as an internship placement site.
- Engagement in a statewide recruitment program for outreach to students in both general counseling and rehabilitation counseling programs. Recruitment materials include a DVD, information packet and talking points for presenters.
- Promotion of a process to hire candidates with alternative human services degrees (such as Social Work or Special Education) who are lacking one or two classes needed for the
rehabilitation counselor designation. Outreach includes information regarding Michigan Rehabilitation Services’ commitment to assist in payment for classes to fulfill required qualifications.

- Sharing of recruitment information with our Designated State Agency to include in their respective job candidate recruitment efforts. This leverages Michigan Rehabilitation Services’ ability to market the vocational rehabilitation profession far beyond our traditional audience of counselor candidates.

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

The following is the current enrollment at the two CORE-accredited rehabilitation counseling programs in Michigan.

- Michigan State University - 19 students enrolled
- Western Michigan University - 5 students enrolled

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Michigan Rehabilitation Services was able to identify 10 students graduated during 2015 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 - 0

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

Michigan Rehabilitation Services has established strategies for the recruitment, preparation and retention of qualified personnel. These plans reflect ongoing needs assessments and quarterly reviews of strategies and interventions for recruitment. Michigan Rehabilitation Services, in collaboration with Michigan Council for Rehabilitation Services (MCRS), values and cultivates a culture of diversity and inclusion. This is demonstrated in proactive efforts to recruit personnel from various racial and ethnic minority backgrounds and persons who are individuals with disabilities.

Michigan Rehabilitation Services assesses and monitors the enrollment of Rehabilitation Counselor graduate students at the state’s institutions of higher education with the goal of promoting Michigan Rehabilitation Services as an organization for future employment consideration. This is accomplished by:
• Convening regular meetings with the Council on Rehabilitation Education (CORE) universities’ faculty members for joint planning and recruitment strategies.

• Allowing Michigan Rehabilitation Services personnel to serve on university curricula committees and as adjunct faculty and guest lecturers.

• Continuing to be the most utilized internship and placement site by the institutions of higher education and raising awareness that all employment opportunities with Michigan Rehabilitation Services are posted on the Internet.

• 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 Michigan Rehabilitation Services and of residing in Michigan. To achieve this goal, we utilize specially trained field office personnel to present pertinent information to potential candidates who may be in a variety of educational programs.

• Continuing to encourage Michigan Rehabilitation Services counselors to explore Rehabilitation Counseling as a viable Individualized Plan for Employment goal for Bureau customers whose capabilities, abilities, interests and strengths are consistent with the role and responsibilities of Vocational Rehabilitation counselors.

Distributing recruitment brochures to attendees at annual statewide conferences such as the re:con The Convention of New Beginnings, the Michigan Rehabilitation Counseling Educator’s Association, the Michigan Association of Multicultural Rehabilitation Concerns and other organizations as appropriate.

Preparation of Qualified Staff

To ensure Bureau personnel have a 21st Century understanding of the labor force and the needs of individuals with disabilities, staff avail themselves to many resources, strategies and tools. One such tool is Open Options©. Open Options© is a computer based program that provides labor market information on many occupations, including earnings and job outlook, training and education, hiring trends of private and public-sector employers, wages and salary information and career guidance.

In conjunction with this tool, Michigan Rehabilitation Services’ Business Network Division, which consists of professionals with expertise in the areas of vocational evaluation, occupational therapy, accommodations, ergonomic evaluations, hard of hearing assessments, assistive technology, job development and building employer relationships, support Michigan Rehabilitation Services counselors in developing the skills necessary to most effectively work with individuals with disabilities in meeting their specific employment needs.

Moreover, the Bureau’s 5-yr investment in the Enhancing Employment Outcomes project have prepared staff to maximize employment opportunities for people with disabilities contained in the “hidden job market” by helping counselors mutually meet the needs of both employers and vocational rehabilitation customers. Additionally, the Bureau’s internal consultants share expertise and serve as facilitators to field staff in assisting them acquire knowledge necessary to meet the needs of the disability community through innovative projects and processes. Finally, Michigan Rehabilitation Services staff make frequent use of resources such as the Job Accommodations Network (JAN) and the Great Lakes Americans with Disabilities Center to help maximize accommodation strategies for the Bureau’s customers.
Because Michigan Rehabilitation Services is committed to ensuring that Bureau personnel have a 21st Century understanding of the needs of individuals with disabilities, the Staff Development Unit along with multiple community agencies and rehabilitation practitioners deliver many annual technical trainings to staff. Michigan Rehabilitation Services utilizes multiple methods for identifying the training needs and priorities of staff. These needs are further considered by the Michigan Rehabilitation Services Training Advisory Group (TAG). The TAG considers staff perceptions, community and employer needs, personnel development data, training evaluations and other information as appropriate and necessary to help ensure the Bureau’s professional and paraprofessional staff can avail themselves to many opportunities for professional preparedness, growth and development. All of these resources, tools and strategies help Michigan Rehabilitation Services personnel render significant and effective vocational rehabilitation services to customers.

The information below summarizes some of the specific training areas that are targeted on an ongoing basis:

- The training provided in Fiscal Years will include topics such as Motivational Interviewing, vocational needs assessment, substance abuse, Social Security work incentives, ethics, Transition, case management, vocational counseling and assistive technology in addition to information about specific disabilities and services to specific populations such as ex-offenders, farmers and veterans.
- The Bureau’s Staff Developmental Unit subscribes and shares, as appropriate, information, facts, materials, news and reports from resources such as the Institute on Rehabilitation Issues (IRI), the National Center for Rehabilitation Training Materials (NCRTM) and The LEAD which is a collaborative of disability, workforce and economic empowerment organizations dedicated to improving employment and economic advancement outcomes for all people with disabilities. In addition, information is posted using the Bureau’s Knowledge Management System and Online Learning Center known as eLearn.
- New counselors attend trainings conducted by the Staff Development Unit and other subject matter experts on a host of vocational rehabilitation related topics to help them develop a basic and in-depth understanding of federal regulations, bureau policies, practices and processes during their initial training year. These topics include: medical and psycho-social aspects of various disabilities, case management, advocacy to mitigate attitudinal and environmental barriers, assessment of vocational rehabilitation customers’ skills and abilities to obtain and maintain employment, rehabilitation technology, developing employer relationships, Americans with Disabilities Act and the WIOA.
- Michigan Rehabilitation Services’ on-boarding materials help newly hired counseling staff become better acclimated to the organization’s vision, mission, values and culture. Onboarding helps new personnel successfully assimilate into their new position, with a quicker ramp-up to productivity.
- While working collaboratively with one of the two CORE universities in Michigan to better facilitate the transition of Rehabilitation Counselor graduate students into Vocational Rehabilitation internships, Michigan Rehabilitation Services offers short-term seminars and workshops toward the goal of helping interns have a more comprehensive public vocational rehabilitation experience prior to graduation.
• All newly hired counselors who do not meet Comprehensive System of Personnel Development requirements must complete requisite course work in Theories and Techniques of counseling during their 12-month probationary period. Michigan Rehabilitation Services assists with tuition payments, books, and in-state travel to facilitate counselors meeting the Comprehensive System of Personnel Development standards. Staff who have not fulfilled this requirement during their first year risk termination.

• Site Managers are expected to successfully complete clinical supervision training which is offered every 2 years. Newly promoted Vocational Rehabilitation managers participate in training and development activities that focus on helping them transition into their new role. The core curriculum for new managers address topics such as emotional intelligence, communication, coaching, collaboration, team work and goal setting. For experienced managers, the curriculum includes: delegation, engagement/motivation, performance, listening skills, coaching, leadership, strategic thinking, presentation skills and an assortment of trainings offered by the Department of Civil Service.

• Site managers assume primary responsibility for identifying and remediating performance gaps in counselors and support staffs’ respective work. They have many options to avail themselves to including the assistance of the Staff Developmental Unit.

• All staff are expected to complete Professional Development Plans (PDPs) that identify vocational rehabilitation training needs. These plans may also specify needs for mentoring, coaching, job shadowing or other activities that will enhance the professionalism of staff. All staff professional development plans are created in coordination with managers’ input.

Retention of Qualified Staff

As part of its comprehensive statewide training program, Michigan Rehabilitation Services supports a wide range of learning activities for all classification of employees. Consequently, staff view professional growth and development activities as an organizational benefit that enhances retention.

The focus continues on retention and engagement of qualified staff through various activities including:

• Encouraging staff involvement in professional and disability advocacy associations and their respective conferences to foster networking, professionalism and leadership development.

• Utilizing the statewide employee engagement survey results to assess the overall culture of the work environment at Michigan Rehabilitation Services. The State of Michigan launched this initiative in 2013 as part of the Governor’s reinvention of state government. The survey helps ensure a customer-focused government and a work culture in which employees are highly engaged, respected, and valued; and have the opportunity to express and explore views on issues related to their jobs.

• Articulating Michigan Rehabilitation Services’ State Director’s efforts to further cultivate professional alignment around the Bureau’s new Vision and Values.

• Investing in staff growth and development by providing training opportunities through various teaching modalities.
Engaging all counseling staff and managers in extensive Motivational Interviewing training which has been shown to improve staff satisfaction as well as customer outcomes in other state vocational rehabilitation programs.

- Offering structured management and leadership development activities to all staff as part of succession planning.
- Ongoing promotion of a work group called the “Idea Stream Team” which encourages all staff to submit ideas to improve processes and procedures to promote efficiency and effectiveness in the delivery of vocational rehabilitation services.
- Continuing to invest in leadership and capacity building through the agency’s leadership program known as School for Leadership. School for Leadership engages 20 diverse Michigan Rehabilitation Services staff members from all levels of the organization in a broad range of leadership development activities over a 12 month period.
- Offering a series of training programs for newly promoted managers.
- Encouraging staff to attend statewide conferences related to the rehabilitation profession. When appropriate, staff are supported as subject-matter experts in presenting on a variety of rehabilitation topics. Conferences offered include the annual Michigan Rehabilitation Association sponsored re:con, the Michigan Association of Rehabilitation Organizations Employment and Training Spring Management Conference, Michigan Transition Conference, Michigan Conference of Rehabilitation Educators, Project Search Conference, Council of State Vocational Rehabilitation Administrators and the Michigan Association of Multicultural Rehabilitation Concerns.
- Engaging in succession planning efforts to preserve the integrity and sustain the viability of public vocational rehabilitation. Succession planning is integrated into all staff development, Comprehensive System of Personnel Development and retention strategies to minimize disruptions due to staff departures and reassignments.
- Expanding current succession planning strategies and building a comprehensive approach that ranges from onboarding new staff to assisting experienced staff with developing skills to assume greater responsibility.
- 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.
- Collecting and analyzing data regarding potential retirements, key positions and skills.
- Using cross-functional bureau teamwork to offer expanded learning opportunities.
- Recruiting statewide work team members to reflect more diverse participation.
- Committing to provide individualized coaching and job shadowing to staff interested in learning about future promotional opportunities.
- Offering Alternative Work Schedules (AWS) to allow for flexible work weeks as they allow staff to specify their preferred work schedules without diminishing services to Michigan Rehabilitation Services customers or adversely affecting operations.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that
designated State unit professional and paraprofessional personnel are adequately trained and
prepared, including:

A. standards that are consistent with any national or State-approved or -recognized
certification, licensing, registration, or other comparable requirements that apply to the
profession or discipline in which such personnel are providing VR services; and

Civil Service, in collaboration with Michigan Rehabilitation Services, 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 Michigan Rehabilitation Services. Michigan Rehabilitation
Services standards remain consistent with national standards for rehabilitation counselors and
have been approved by Rehabilitation Services Administration and Michigan Civil Service.

B. the establishment and maintenance of education and experience requirements, in
accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the
personnel have a 21st century understanding of the evolving labor force and the needs of
individuals with disabilities.

To assure that qualified staff are hired and current staff attain required qualifications, Michigan
Rehabilitation Services 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 Michigan Rehabilitation Services or other State vocational rehabilitation programs
  within the last 2 years must attend new counselor training, policy training, and complete
  the following courses in eLearn: Informed Choice, Vocational Counseling and Eligibility
  and various disability-related units.

A vocational technical teacher or instructor employed by Michigan Rehabilitation Services at
Michigan Career and Technical Institute must demonstrate they are qualified in their respective
field by having the appropriate educational degree or work experience, teaching methodology
course work or seminar as required by Civil Service and the state technical school’s accrediting
agencies. Also, such teachers must attend, at least every five years, an in-service training program on disability sensitivity, informed choice and acquisition of needed reasonable accommodations or modifications to meet the disability-related needs of its students.

4. Staff Development.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with 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

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’ 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 workforce, Comprehensive System of Personnel Development standards, and Commission on Rehabilitation Counselor Certification standards.

During Fiscal Year 2013-2014, the State Designated Unit obtained certification on 60 training programs.

Michigan Rehabilitation Services provides integrated learning systems to disseminate significant knowledge from research and other sources. This is accomplished through classroom learning, distance education, teleconferencing, printed materials and video conferencing.

Program Enhancement

Michigan Rehabilitation Services is engaged in ongoing training that is expected to improve rehabilitation outcomes, as well as staff satisfaction and retention. The Motivational Interviewing (MI) project was initially launched in 2010 and focuses on facilitating customers’ internal motivation for change.

All Michigan Rehabilitation Services staff have undergone initial training in MI. Since 2014, approximately 443 staff have participated in this statewide initiative. In 2016, Michigan Rehabilitation Services has added training for MI Coaches and Coders. This will facilitate the overall sustainability of this project.

Comprehensive Statewide Needs Assessment

Staff Developmental Unit staff continue to explore training opportunities for staff to help work toward cultural competence associated with Hispanic/Latino, Native Americans, Arab Americans and Hmong minority groups. Other populations of focus include:

Michigan Residents with Mental Illness

This population was identified as both underserved and experiencing poor outcomes. According to the data, 25% of Michigan Rehabilitation Services customers reported having mental illness or emotional disabilities. Compared to other disability groups, a higher proportion of customers
with mental illness reported having high school diploma or equivalency and being unemployed at application.

**Transition Youth**

The graduation rate for students with disabilities was 57.1% (excluding certificate of completion) which is significantly lower than the average graduation rate (79.8%). The dropout rate for students with disabilities (13.7%) was higher than the overall rate (9.1%).

**Individuals with Autism Spectrum Disorder (ASD)**

Individuals with ASD represent an emerging but still underserved population. Data indicate that the number of customers with ASD who receive VR services from Michigan Rehabilitation Services has been consistently increasing. Data show postsecondary education would be an option to consider for this population and the relevant support and services at high school and college or university levels should be provided.

**Cultural Minority Residents**

Arab populations have been identified as underserved, while Hispanic populations have been identified as somewhat underserved. Unique issues facing cultural minority residents include unwillingness to seek help due to cultural perception on disabilities, lack of correct information on disability and services available, language barriers, and the need for extended services for refugees.

Working with rehabilitation practitioners in the community, Michigan Rehabilitation Services continues to offer a bi-annual one-day seminar featuring experts in various disabilities who provide agency staff with the latest research, treatment protocols and accommodations needs of individuals with traumatic brain injury, persons with epilepsy, as well as mental illness, substance abuse, kidney disease, and Autism Spectrum disorders.

**Assistive Technology**

Michigan Rehabilitation Services, in partnership with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Assistive Technology Act Grant recipient has reassigned oversight of the grant to the agency’s business services division. The intent to transfer oversight is predicated on the vacant assistive technology consultant position and overall agency strategy to best serve the grant recipients, Individuals with Disabilities, and Michigan Rehabilitation Services counseling staff. The Michigan Rehabilitation Services Business Network Division employs occupational therapists who provide Assistive Technology evaluations to consumers including transition students entering college and business partners seeking consultation for employees requesting reasonable accommodations. Fiscal Year 2017-2018 demonstrated assistive technology became a top five referral request. Future projections may require the development of an Assistive Technology framework be adopted as a standardized approach for use throughout the vocational rehabilitation process. Next steps for Michigan Rehabilitation Services will include:

- Backfilling the Assistive Technology consultant position as a full-time employee.
- Strategic planning in Fiscal Year 2018 with all grant stakeholders to maximize capacity of the grant and support key partners involved with achieving the established grant goals and requirements inclusive of our business partners and talent pool.
Develop and adopt a valid model for Assistive Technology Consideration. Platform of the model is yet to be determined.
Training: Deliver training to promote and teach the Assistive Technology Consideration Framework to Michigan Rehabilitation Services staff. Training is expected to begin Fiscal Year 2019.
Michigan Rehabilitation Services’ Occupational Therapist/Manager Consultant sits on the Assistive Technology Advisory Council for Michigan’s Assistive Technology Act’s program.

Assessment and Training Opportunities for Persons with Disabilities

Michigan Rehabilitation Services works with the Business Network Division and the Innovation Unit to increase counselor understanding of non-traditional means to acquire job-related skills in addition to college training. Counselors will understand the role of apprenticeships, on-the-job evaluations and on-the-job training opportunities to assist customers in achieving competitive integrated employment.

B. 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 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, eLearn 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 eLearn 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.

5. Personnel to Address Individual Communication Needs

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Michigan Rehabilitation Services hires qualified counselors who are bi-lingual in American Sign Language, Spanish and Arabic if the local community has a large population of ethnic groups who require them in order to receive vocational rehabilitation services. Each office has also posted Michigan Rehabilitation Services information in English, Spanish or Arabic, clarifying which bilingual counselors and program materials are available in the customer’s native language. Materials are available in Braille and other accessible formats, as requested by customers. Qualified sign language interpreters are contracted on an as needed basis as are interpreters for speakers of Spanish, Arabic and Kurdish. Interpreters are available for additional languages supported by refugee resettlement programs on a contractual basis.

6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act
As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

Michigan Rehabilitation Services has a long-standing partnership with the Michigan Department of Education/Office of Special Education including an executed interagency agreement (IA). As the current IA pre-dates WIOA, a new IA has been developed to comply with required content elements. Execution of the updated IA is pending department reviews and approval.

Michigan Rehabilitation Services has operationalized transition services to youth and has continued to work on improving the quality of those services. To support this, the Michigan Rehabilitation Services Consultant assigned to Transition from the Program Innovation Unit and the Staff Development Unit partner to develop and deliver training to Michigan Rehabilitation Services counselors. Some of this training is provided in collaboration with the Michigan Transition Outcomes Project and the Michigan Transition Services Association.

**j. Statewide Assessment**

(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

Michigan Rehabilitation Services, in collaboration with the Bureau of Services for Blind Persons and Michigan Council for Rehabilitation Services, contracted with the Michigan State University Office of Rehabilitation and Disability Studies, to conduct the 2017 Comprehensive Statewide Needs Assessment. The assessment is mandated to be performed every three years. The 2017 Comprehensive Statewide Needs Assessment report was released in May 2017.

According to the Fiscal Year 2016 RSA-911 data, 89% of customers were determined eligible for services and exited Michigan Rehabilitation Services during Fiscal Year 2016 were significantly or most significantly disabled; 65% 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 Michigan Rehabilitation Services in Fiscal Year 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 cash benefits at the time of application. The majority of the customers had either a mental illness (38%) or intellectual disability (25%) as the primary disability reported. An additional 10% of these customers reported having autism as their primary disability. 40% were younger than 26 years old at application. 58% of the customers who had Supported Employment goals in their Individualized Plan for Employment exited Michigan Rehabilitation Services with an employment outcome. Regarding employment rate by type of disability, 64% of the customers with autism, 61% with
intellectual disabilities, 57% with mental illness, and 44% with learning disabilities achieved an employment outcome.

Since Fiscal Year 2014, staff of Michigan Rehabilitation Services has specifically reported the Supported Employment service program expenditures for the purchased services in the RSA-911 dataset. According to Fiscal Year 2016 RSA-911 data, 274 (39%) 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%, which was higher than that of those without the Title VI funds (49.6%). The average Title VI funds spent for the 274 customers was $2,057 (Standard Deviation = $1,886).

B. who are minorities;

Minority groups include: Hispanic/Latino residents specifically in the mid- and southwestern section of Michigan; Black/African American, Native Americans in the Upper Peninsula and Northern Michigan; and Asian or Pacific Islanders specifically Arab and Arab Americans and Hmong residents in the southeastern part of the state.

According to the 2015 American Community Survey*, 77% of non-institutionalized Michigan residents with disabilities are White, 17.5% Black/African American, 0.8% Native American, 1.2% Asian, 0.8% other racial group, and 2.7% multiracial. In addition, 3.4% are of Hispanic origin. Furthermore, the 2015 American Community Survey** reports 0.6% of U.S. population and 1.9% of Michigan residents identify their ancestry as Arab. Wayne County of Michigan is composed of 5.2% Arab residents and the city of Dearborn was 42.4%. 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% of Michigan residents with disabilities were African American, this group is not currently considered underserved in Michigan Rehabilitation Services (31.7%). Conversely, the 2015 American Community Services report, estimated that 3.4% of Michigan residents with disabilities were Hispanic/Latino, while Michigan Rehabilitation Services served a lower proportion of customers with Hispanic Origin (2.8% in FY 2015). Thus, the Hispanic/Latino ethnic group appears to be somewhat underserved.

Customers who exited Michigan Rehabilitation Services in Fiscal Year 2016 consisted of White, no-Hispanic origin (62.1%), African American (31.8%), Native American (0.8%), Asian or Pacific Islander (0.8%), Hispanic (2.6%) and multiracial (1.8%). A total of 6,615 (37.9%) racial/ethnic minorities exited Michigan Rehabilitation Services during Fiscal Year 2016. Considering vocational rehabilitation process, a lower proportion of minorities were determined eligible (Eligibility rate: 80.8% vs. 87.7%), received services based on the Individualized Plan for Employment (Plan Rate: 72.4% vs. 79.5%), and achieved an employment outcome (Adjusted Rehabilitation Rate: 52.4% vs. 62.4%), in comparison to White customers. Discrepancies in vocational rehabilitation process rates between minority groups were observed; Asian customers (58.3%) were most likely to achieve an employment outcome while Native Americans (43.8%) 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.

*Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table S1810; http://factfinder.census.gov.

** Source: U.S. Census Bureau, 2015 ACS, American FactFinder, Table B04006; http://factfinder.census.gov.

C. who have been unserved or underserved by the VR program;

In 2017, the Comprehensive Statewide Needs Assessment did not identify any unserved populations by type of disability in Michigan. However, the Comprehensive Statewide Needs Assessment did identify numerous underserved populations.

**Autism Spectrum Disorders**

Both the 2014 and 2017 Comprehensive Statewide Needs Assessment 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 RSA-911 data indicate the number of customers with Autism Spectrum Disorder who received vocational rehabilitation services from Michigan Rehabilitation Services 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%] in 2011; 6,630 [7.5%] in 2012, 7,159 [8.2%] in 2013; 7,443 [8.7%] 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 postsecondary training or education. For example, 5.7% of individuals younger than 26 years at application and exited Michigan Rehabilitation Services during FY 2016 had an associates degree or higher at closure. When compared to the rate for those with specific learning disabilities (2.9%), it indicates postsecondary 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 Community Mental Health services has continued to diminish statewide due the reduction of Community Mental Health 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 Michigan Rehabilitation Services in Fiscal Year 2016, 5,910 (33.8%) reported a mental illness as their primary or secondary disability. Most (89%) were not working at application, and over half of the customers (53%) had a high school diploma level of education.

Although the eligibility rate in Fiscal Year 2016 (85.8%) was slightly higher, the average plan rate (67.7%) and the adjusted rehabilitation rate (49.6%) of this disability group were lower, compared to others (84.8%, 81.8%, and 63.9%, 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*** indicates 2014-2015 graduation rate for students with disabilities was 57.1% (excluding certificate of completion) which is significantly lower than the average graduation rate (79.8%). Conversely, the dropout rate for students with disabilities (13.7%) was higher than the overall rate (9.1%).

During Fiscal Year 2016, student customers, ages 14 to 26 years, who were enrolled in secondary education at the time of application represented 21.3% of Michigan Rehabilitation Services customers. Their employment rate 34.4% was lower than adults (42.4%). A similar trend has been observed in previous years.

The 2017 Comprehensive Statewide Needs Assessment identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: services not individualized and developmentally appropriate; transition services initiated too late; unequal/limited access to services (e.g., mental health services); limited interagency collaboration between school and adult agencies; staff shortages and lack of transition expertise; and lack of caregiver knowledge about disabilities and
services/resources. In addition, uncertainty regarding WIOA implementation was identified as a barrier, especially in designing and providing Pre-Employment Transition Services.

**Veterans with Disabilities**

According to the 2015 American Community Survey****, there were 260,700 working-age civilian veterans, ages 21 to 64 years, in Michigan. Among this group, 47,500 (18.2%) had a Veterans Administration service-connected disability, and of those, 14,400 (30.3%) had the most severe service-connected disability rating (70 percent or above).

In Fiscal Year 2016, 861 (4.9%) of the 17,460 Michigan Rehabilitation Services customers who exited were identified as veterans. Although the adjusted rehabilitation rate in Fiscal Year 2016 (68.4%) was higher, the average plan rate (74.4%) and the eligibility rate (81.2%) of this disability group were slightly lower, compared to others (59.2%, 77.1%, and 85.3%, respectively).

The 2017 Comprehensive Statewide Needs Assessment identified a high prevalence of post-traumatic stress disorder, which is often undiagnosed or untreated, as an area of concern for veterans with disabilities. Other issues raised for this population were: limited knowledge on services available; lack of access to mental health services, unwillingness to seek treatment, difficulty gaining and sustaining employment, difficulty embracing technology, especially for older veterans, and limited resources for affordable housing for homeless veterans.

**Ex-felons/Post Incarceration**

According to the Bureau of Justice Statistics***** an estimated 32% of prisoners and 40% 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 Michigan Rehabilitation Services between Fiscal Year 2006 and Fiscal Year 2016 and exited before FY 2017, 330 were adjudicated youth or referred by the Bureau of Juvenile Justice, 1,984 participated in the Michigan Prisoner Re-entry Initiative (MPRI)*******, and 16,882 were identified as other ex-felons. The overall employment rate of this group was 24.2%, and by group, 11.8%, 23.7% and 24.5%, respectively. Compared to the overall employment rate of Michigan Rehabilitation Services customers (ranging from 32% to 39%), 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.

***MI School Data from https://www.mischooldata.org/

D. who have been served through other components of the statewide workforce development system; and

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 renamed to Workforce Innovation and Opportunity Act in 2014. However, the 2014 data were still reported based on the Workforce Investment Act requirements. The Workforce Investment Act created a new comprehensive workforce investment 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 Performance Year 2014, 116 adults with disabilities obtained a new employment outcome, resulting in an employment rate of 87.9%. The employment retention rate was 83.2% while the employment and credential rate was 80.0%. 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% 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 over a three-year period (Performance Year 2012 - 2014) indicated a lower employment and credential rate for Older Youth with Disabilities (79.0%) compared to Dislocated Workers with Disabilities (89.5%). The skill attainment, diploma, and retention rates for younger youth with disabilities remained fairly stable over the three-year period and were more than 80%.

**Employment Services Funded by Wagner-Peyser Act**

During Program Year (PY) 2015, 11,432 (3.7% 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%.
E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

In response to the finalized Workforce Innovation and Opportunity Act, Michigan Rehabilitation Services updated the transition policy. This included changing the definition of Youth to align with the Workforce Innovation Opportunity Act definition and providing guidance for the provision of Pre-Employment Transition Services.

**Student with a Disability:**

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

The 2017 Comprehensive Statewide Needs Assessment identified students and transition youth with disabilities as an underserved group and elaborated on their needs and issues. The commonly addressed issues were as follows: 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 Workforce Innovation Opportunity Act 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% were 16 years of age; 33.7% were 17 years of age; 16.2% were 18 years of age; and 5.5% were 19 years of age. The top five diagnostic categories that received special education were: specific learning disabilities (44.6%), cognitive impairment (16.3%), other health impairments (13.4%), and autism (9.8%) and emotional disturbance (8.6%). In addition, 0.4% (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% of youth with an Individualized Education Program graduated from high school with a regular diploma while 7.9% dropped out of high school.
- 76.78% of youth with an Individualized Education Program, ages 16 and older, (a) had appropriate and measurable postsecondary 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 postsecondary goals; and (c) annual Individualized Education Program goals related to the student’s transition services needs. It is noted a great deal of reduction (from 98% to 76.8%) was observed in Federal Fiscal Year 2014 because Michigan updated the instrument used to collect Indicator 13 Secondary Transition data during the 2014-2015 school year.
- 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% were enrolled in higher education within one year of leaving high school and 65.3% were enrolled in higher education or competitively employed within one year of leaving high school. In sum, it was estimated that 77.1% were either enrolled in higher education or in some other postsecondary education or training program, were competitively employed, or were in some other employment within one year of leaving high school.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

Fourteen community rehabilitation organization directors participated in the staff survey of the 2017 Comprehensive Statewide Needs Assessment. The majority of responding community rehabilitation organizations 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 (e.g., “Issue isn't with disability, majority of individuals can be found eligible for services. Issue is with available funding”). Secondly, in relation to individuals with developmental disabilities, especially if not Medicaid
eligible, it was reported the new Medicaid rules resulted in their day programs or vocational skill building programs either discontinued or reduced.

**Michigan Career and Technical Institute**

MCTI is uniquely qualified as a statewide post-secondary school to serve as a linking organization to build a stronger network of schools, colleges, and the workforce development system. MCTI has a proven workforce development system and well-developed knowledge in the areas of assessment, universal design, assistive technology, accommodations, career development, basic skill and soft skill development, career and technical education, and employer development. MCTI can help strategically align resources to better meet the needs of transition youth and low skilled adults, employers, and the State of Michigan. This is what MCTI has successfully been doing for students with multiple barriers to employment since 1944.

MCTI’s student’s age average is 19 and most received transition services while in high school. MCTI has students from every county within the state of Michigan. Therefore, we have relationships with most schools across the state and are in discussion with several ISD’s to develop collaborative programming in the local communities. MCTI provides evidence-based programs that will increase student’s employment and post-secondary success.

MCTI is uniquely qualified to address the following areas specifically identified in the 2017 Michigan Comprehensive Statewide Needs Assessment (CSNA):

**Transition Youth:** The CSNA identified transition age youth with severe disabilities as a potentially (re)emerging underserved population. Approximately 33% of MRS caseload is transition customers. As illustrated, MCTI serves a high percentage of students aged 18-22 (86%). The small portion of individuals under the age of 18 (2.6%) is due to our summer transition program, Postsecondary Education Rehabilitation Training (PERT).

| Age 17 — 2016-17 | 2.6% |
| Age 17 — 2015-16 | 3.4% |
| Age 17 — 2014-15 | 1.7% |
| Age 17 — 2013-14 | 2% |
| Age 17 — 2012-13 | 1% |
| Age 18-22 — 2016-17 | 86% |
| Age 18-22 — 2015-16 | 85.2% |
| Age 18-22 — 2014-15 | 85.4% |
| Age 18-22 — 2013-14 | 81% |
| Age 18-22 — 2012-13 | 82.9% |
| Age 23-26 — 2016-17 | 8% |
| Age 23-26 — 2015-16 | 8.6% |
| Age 23-26 — 2014-15 | 8.9% |
Age 23-26 — 2013-14 — 11%
Age 23-26 — 2012-13 — 10.1%

The Postsecondary Education Rehabilitation Transition Program (PERT) is a school-to-work transition initiative that was piloted through MRS at MCTI. Program services were provided on the MCTI campus where students reside in the dormitory. The evaluation assessed students’ vocational strengths and abilities, independent living skills, social and interpersonal skills. In 2016-2017, 144 students participated in this program.

First Session -- 2016-17 -- 72
First Session -- 2015-16 -- 81
First Session -- 2014-15 -- 56
First Session -- 2013-14 -- 51
First Session -- 2012-13 -- 38
Second Session -- 2016-17 -- 72
Second Session -- 2015-16 -- 79
Second Session -- 2014-15 -- 77
Second Session -- 2013-14 -- 62
Second Session -- 2012-13 -- 45
TOTAL -- 2016-17 -- 144
TOTAL -- 2015-16 -- 160
TOTAL -- 2014-15 -- 133
TOTAL -- 2013-14 -- 113
TOTAL -- 2012-13 -- 83

Autism Spectrum Disorder: The CSNA identified individuals with Autism Spectrum Disorders (ASD) as the emerging but still underserved population. MCTI is also seeing an increase in Autism Spectrum Disorder with over 20% of our students for the 14-15 school year. This percent continues to increase. We are highly qualified to work with this population with our residential and supportive services.

Specific Learning Disabilities -- 2016-17 -- 35.8%
Specific Learning Disabilities -- 2015-16 -- 36.5%
Specific Learning Disabilities -- 2014-15 -- 38.8%
Specific Learning Disabilities -- 2013-14 -- 39%
Specific Learning Disabilities -- 2012-13 -- 42.0%
Autism -- 2016-17 -- 21%
Autism -- 2015-16 -- 20.3%
Autism -- 2014-15 -- 20.6%
Autism -- 2013-14 -- 18.7%
Autism -- 2012-13 -- 15%
ADHD -- 2016-17 -- 15.4%
ADHD -- 2015-16 -- 14.6%
ADHD -- 2014-15 -- 13.3%
ADHD -- 2013-14 -- 14.2%
ADHD -- 2012-13 -- 15%

**Limited Access to Services or Lack of Services/Resources:** MCTI serves customers from across the state and increases accessibility to vocational trade training and employment services. Depending on the vocational goal, students may choose to enroll in one of 13 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 that allow MCTI to customize training programs to meet the needs of employers and the students. The trade training programs have integrated employability skills, National Skills Standards, and industry certifications into their curriculum.

Enrollment -- 2016-17 -- 542
Enrollment -- 2015-16 -- 521
Enrollment -- 2014-15 -- 522
Enrollment -- 2013-14 -- 536
Enrollment -- 2012-13 -- 532
Retention Rate -- 2016-17 -- 95%
Retention Rate -- 2015-16 -- 95%
Retention Rate -- 2014-15 -- 95%
Retention Rate -- 2013-14 -- 93%
Retention Rate -- 2012-13 -- 92%
Graduates -- 2016-17 -- 309
Graduates -- 2015-16 -- 323
Graduates -- 2014-15 -- 315
Graduates -- 2013-14 -- 342
Graduates -- 2012-13 -- 314
Employed (graduates) -- 2016-17 -- 82%
Employed (graduates) -- 2015-16 -- 84%
Employed (graduates) -- 2014-15 -- 84%
Employed (graduates) -- 2013-14 -- 83%
Employed (graduates) -- 2012-13 -- 84%
Employed in trade -- 2016-17 -- 89%
Employed in trade -- 2015-16 -- 87%
Employed in trade -- 2014-15 -- 84%
Employed in trade -- 2013-14 -- 81%
Employed in trade -- 2012-13 -- 77%
Employed for 90 days -- 2016-17 -- 89%
Employed for 90 days -- 2015-16 -- 87%
Employed for 90 days -- 2014-15 -- 84%
Employed for 90 days -- 2013-14 -- 70%
Employed for 90 days -- 2012-13 -- 82%

**Lack of Interagency Collaboration:** MCTI has had remarkable success with our Certified Nurses Aid community expansion projects over the last 4 years. These projects proved to be an effective, efficient training that aligns services from multiple agencies, including: Department of Health and Human Services (DHHS), Workforce Development Association, Michigan Works Agency, and Michigan Rehabilitation Services.

Graduates -- 233
MRS Customer -- 221 -- 95%
Passed State Test -- 210 -- 90%
Employed -- 163 -- 70%

**Lack of Staff with Expertise and Need for Staff Development:** MCTI’s highly skilled staff believes in the mission of MCTI, understands the goals and objectives of the organization, and is committed to providing the necessary supports to improve student learning outcomes that lead to employment. Staff is skilled in their prospective areas as demonstrated by the continued accreditation by both the Commission on Accreditation of Rehabilitation Facilities and Council on Occupational Education.

MCTI staff members are experts in delivering content that is relevant, meaningful, accessible and measurable. Staff ensures that the training programs simulate a workplace environment and embed skills and knowledge in workplace scenarios, tasks and activities. Staff have achieved verifiable results working with students who can benefit from intensive, structured programming.

MCTI has a robust professional development program. Staff has been trained in the principles and applications of Universal Design including the use of assistive technology to enhance...
educational practices. Additional professional development opportunities have focused on best practices for working with adult students with learning disabilities and Autism Spectrum Disorder.

MCTI assists MRS Vocational Rehabilitation Counselors with training related to transition youth programming, including: vocational assessment; Individualized Education Plan to close skills gaps; career exploration and vocational guidance using up-to-date labor market information; work readiness; employability skills training, using MCTI’s soft-skill evaluation; PERT program; work-based learning; and MCTI short-term occupational training leading to post-secondary credential and employment.

In order for MCTI to continue to provide vocational rehabilitation services to the citizens of Michigan 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 our 13 trade training programs. There is a need to modernize the facility to operate efficiently and safely in the 21st century with relevant and evolving programs that train and prepare its students for success in today’s world. MCTI’s mission is valuable, if not critical, to those individuals that need alternative training and education programs that traditional post-secondary institutions do not provide for special needs adults seeking employable skills in the workplace.

Through independent studies and internal quality improvement reviews, MCTI has identified the following improvements consisting of capital expenditures necessary to maintain existing infrastructure or general equipment acquisitions required for instructional purposes.

**Mechanical - HVAC**

- Replace HVAC System
- Dust Collection System Modifications

**Mechanical - Plumbing**

- Replace Domestic Water Supply Piping
- Replace Sanitary Piping
- Replace Water Tower Pressure Booster Pumps
- Replace ADA Restroom Plumbing Fixtures
- Replace Pool/Gym Locker Rooms Plumbing Fixtures
- Replace Other Plumbing Fixtures
- Replace Existing Student Housing Plumbing Fixtures

**Electrical**

- Replace Service Panels - Existing
- Replace Distribution Wiring - Existing
- Replace LED Lighting
- Replace Sound/PA System
- New ATS’s for Existing Back-up Generators

**Driveway and Parking Lot Repairs**
• West Phase (Maintenance Lot)
• South Phase (Lakeside Loop)
• Southeast Phase (Dorm Loop)
• North Phase (Administration to Dorm Loop)

**Facility Maintenance/Improvements**

• A/C split unit Canteen area
• A/C split unit Cafeteria area
• A/C split unit class areas
• A/C split unit class areas
• Water Softener
• Water Circulation pump replacements
• HVAC Controls
• HVAC Units
• Water Tower Inspection/Maintenance
• Boiler Replacement
• Boiler Replacement
• Replace Chiller Compressor Admin
• Replace Chiller Compressor Dorm
• Replace Ventilators
• Sewer pump Replacement
• Arial Lift
• Fall Protection
• Replace Classroom Wing Electrical Transformer

**Fixed or Movable Equipment**

Automotive Department

• Tire Balancer w/ Laser eight assignment feature
• Tire Changer

Cabinetmaking Department

• Edge Bander
• CNC Router
• Spindle Shaper
• Planer
• Fork Truck
• Replacement Laser

Culinary Department

• Serving Counter Hot Food Electric
• Commercial Ovens
Custodial Department

- Host Freestyle Extractor
- Kaivac 1750 500PSI Restroom Equipment
- I-Mop Cleaning System
- SC2000 20" Riding Automatic Scrubber

Electronics Department

- Misc. used Amatrol Equipment/Trainees
- PLC RS Logix 500 Trainer
- Pneumatics/Hydraulics Trainer
- Mechatronics Integrated Learning

Graphic Communications Department

- Digital Press
- Used Flexo Press
- Flexo Graphic Plate Mouter

Grounds Maintenance Department

- Stand on Mower
- 60" Zero Turn Mower
- 72" Zero Turn Mower

Machine Technology Department

- Scottsman 50-ton Ironworker
- Haas CNC Lathe

Pharmacy Department

- Medication Dispensing Unit

Leisure Services

- Weight Room Equipment

Culinary Kitchen

- Milk Cooler
- Convection Steamer
- Walk-in Freezer
- Steam Kettles
- Ovens
3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

A section of the consumer survey in the 2017 Comprehensive Statewide Needs Assessment specifically targeted junior high or high school students with disabilities to identify service needs and relevant issues of transition students with disabilities. A total of 113 participants provided responses.

The majority of students with disabilities and their parents participated in the consumer survey indicating they wanted to have a job after high school graduation. Three quarters expressed interest in postsecondary 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 relatively lower proportion of the respondents indicated a need for assistive technology services.

When comparing responses, students indicated a high interest in learning about financial aid and grant options for college or universities. Parents expressed concerns regarding both self-advocacy skills of their children and issues related to employment.

Since the number of participants was somewhat small, it is recommended to conduct the same type of assessment yearly with larger samples in collaboration with special education administrators.

k. Annual Estimates

Describe:

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

Michigan estimates 24,900 individuals will be eligible for services in Fiscal Year 2019. This figure is calculated using the number of individuals served during the fiscal year and had an Individualized Plan for Employment as reflected on the Rehabilitation Services Administration 113 reports, Lines C1 and C2. Michigan is estimating it to serve 24,900 individuals in Fiscal Year 2019 as outlined in Section 4.11(c)(3).

2. The number of eligible individuals who will receive services under:

A. The VR Program;

The estimated number of eligible individuals who will receive services in Fiscal Year 2019 under Part B of Title I is 24,557.
B. The Supported Employment Program; and

The estimated number of eligible individuals who will receive services in Fiscal Year 2019 under the Supported Employment Program is 343.

C. each priority category, if under an order of selection;

Category 1 -- VR -- Most Significantly Disabled
Category 1 -- Supported Employment -- Most Significantly Disabled
Category 2 -- VR -- Significantly Disabled
Category 3 -- VR -- Not Significantly Disabled

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

All individuals eligible for services will receive services, as Michigan Rehabilitation Services has not closed any categories.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

The estimated cost in Fiscal Year 2019 to serve all eligible individuals is $38,628,000. Michigan Rehabilitation Services expects to have available $38,628,000 to serve approximately 24,900 eligible customers.

The average cost of services per priority category follows:

Priority Category 1, VR, Title I, Most Significantly Disabled: estimated number to be served -- 16,838; Average Cost of Services -- $1,550

Priority Category 1, VR, Title VI, Most Significantly Disabled: estimated number to be served - 343; average cost of services -- $1,550*

Priority Category 2, VR, Title I, Significant Disabled: estimated number to be served -- 5,727; average cost of services -- $1,400

Priority Category 3, VR, Title I, Not Significantly Disabled: estimated number to be served -- 1,992; Average Cost of Services -- $1,800

Totals -- estimated number to be served 24,900; average cost of services $1,575

*Because the Supported Employment grant continues to decrease annually, funding for Supported Employment cases is supplemented through other funding sources and is not reflected in this total.

Estimates were obtained by using disability priority categories and "authorized/cost services".
1. **State Goals and Priorities**

The designated State unit must:

1. **Identify if the goals and priorities were jointly developed**

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.

In Federal Fiscal Year 2014, Michigan Rehabilitation Services and the Michigan Council for Rehabilitation Services collaborated to develop a 3-year strategic plan based on the Comprehensive Statewide Needs Assessment and other inputs. This effort resulted in establishing the following goals and priorities. Minor updates have been made to accurately reflect current status.

Michigan Rehabilitation Services and the Michigan Council for Rehabilitation Services are presently engaged in a process to produce a new strategic plan with revised goals and priorities.

When completed, this section will be updated to include all changes as appropriate.

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

**GOAL 1** - Strong Fortified Partnerships.

**GOAL 2** - Motivated Enthusiastic Staff.

**GOAL 3** - Excellent Customer Service.

**GOAL 4** - High Producing Vocational Rehabilitation, Nationally.

In addition to these goals, Michigan Rehabilitation Services will focus on the following additional priorities;

**Priority 1:** Actively seek resources to capture full federal award.

**Priority 2:** Promote and sustain a culture of innovation and continuous improvement.

**Priority 3:** Demonstrate effectiveness by producing results that align with WIOA, the Unified State Plan, and the Michigan Rehabilitation Services Strategic Plan.

**Priority 4:** Implementation of the WIOA. (a) Transition/Pre-Employment Transition Services (b) Supported Employment (c) Business Services (d) alignment with the workforce core program and (e) competitive integrated employment.

3. **Ensure that the goals and priorities are based on an analysis of the following areas:**

A. **The most recent comprehensive statewide assessment, including any updates;**

Michigan rehabilitation Services ensures that Goals and Priorities are based on an analysis of the Comprehensive Statewide Needs Assessment.
B. the State's performance under the performance accountability measures of section 116 of WIOA; and

Michigan Rehabilitation Services ensures goals and priorities are based on an analysis of the State’s performance as defined in section 116 of WIOA. Michigan Rehabilitation Services will use baseline data, technical assistance, and guidance from the Rehabilitation Service Administration refine and improve performance accountability activities.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and findings and recommendations from monitoring activities conducted under section 107.

Michigan Rehabilitation Services ensures that Goals and Priorities are based on an analysis of customer satisfaction feedback, assorted state audits, environmental scanning with partners and advocacy groups, program evaluation studies and other state and federal research, including reports received from the State Rehabilitation Council and 107 monitoring findings.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection.
If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

B. The justification for the order.

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

C. The service and outcome goals.

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

D. The time within which these goals may be achieved for individuals in each priority category within the order.

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.
E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

Michigan Rehabilitation Services anticipates sufficient resources to provide the full range of services, as appropriate, to all eligible individuals without implementing an order of selection for services.

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

Michigan Rehabilitation Services has elected to serve eligible individuals who require specific services or equipment to maintain employment outside an order of selection. Based on this decision and if necessary, Michigan Rehabilitation Services will develop policy that reflects this provision.

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

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

The Rehabilitation Service Administration (RSA) has noted that State Vocational Rehabilitation Agencies (Michigan Rehabilitation Services) will not be allocated funds for the Supported Employment program for Fiscal Year 2018 forward under the final appropriations bill. RSA has indicated that if funding is appropriated the full award will be issued. Michigan Rehabilitation Services has elected to continue to serve customers within the Supported Employment program and will utilize VR appropriated funds to do so.

Michigan Rehabilitation Services will continue to offer Supported Employment services to individuals with the most significant disabilities throughout the state. Agreements with local school districts, community mental health service providers, and Michigan Department of Education and Behavioral Health and Developmental Disabilities Administration outline the Supported Employment program structure.

When the Title VI-B are awarded, they are distributed to Michigan Rehabilitation Services district offices to primarily fund case services delivered by private, non-profit community rehabilitation organizations. These services may include job coaching, employment follow along, and psychosocial counseling. Michigan Rehabilitation Services will continue to designate vocational rehabilitation funds to the district offices within the Supported Employment funding structure.

If Title VI-B funds are awarded, funds are allocated to individual Michigan Rehabilitation Services district offices based on the percentage of work aged individuals with disabilities. Michigan Rehabilitation Services’ goal is to achieve equity in resource and program availability statewide.

Michigan Rehabilitation Services collaborates with partners to share resources and develop and improve programs, ensuring equitable access to Supported Employment
options statewide. The size of a local Supported Employment program is largely dependent upon consumer demand for the service.

If Title VI-B funds are awarded, Michigan Rehabilitation Services will adjust the service delivery system to allocate 50 percent of the federal Supported Employment allotment for eligible youth with the most significant disabilities. Michigan Rehabilitation Services will also 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.

The state unit goals and priorities regarding the distribution of Title VI Part B funds are:

- Ensuring equitable distribution of the funds;
- Providing technical assistance to districts about the appropriate use of the funds; and
- Monitoring to ensure that the funds are being correctly utilized.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

Michigan Rehabilitation Services has updated its policy manual to include guidance for the provision of Extended Services for youth populations with the most significant disabilities. Extended Services may be provided for up to 4 years. In addition, Customized Employment is clarified within the policy as a vocational rehabilitation service option.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

Michigan Rehabilitation Services is working to leverage other public and private funds by working strategically with Michigan businesses to expand the array of services to business through innovative approaches. Proposed strategies include:

- Assigning staff to specific businesses, providing customized services including Supported Employment.
- Expanding community work experience options for transition youth with significant disabilities to create Supported Employment opportunities.
- Aligning the business community with educational partners to provide additional resources, funding, and innovative programming through cooperative agreements and Memorandums of Understanding.

These strategies will assist Michigan Rehabilitation Services in leveraging resources for Extended Services and expanding Supported Employment.

o. State’s Strategies
Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

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

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

GOAL 1 - Strong Fortified Partnerships.

**Strategy 1:** Engage in strategic partnership with Centers for Independent Living (CILs) and Community Rehabilitation Organizations (CROs) that enhance and/or expand the provision of VR services.

Measure: Develop or expand 3-5 strategic partnerships with CILs or CROs that enhance or expand the provision of VR services.

**Strategy 2:** Maximize opportunities to align with WIOA core programs and stakeholders to improve workforce development activities and service delivery.

Measure: Develop and execute agreements, including MOUs and IFAs, with core program and mandated partners as defined by WIOA.

**Strategy 3:** Develop formal or informal communities of practice to promote understanding, cooperation and communication between WIOA core programs and stakeholders.

Measure: Establish standing meetings at regular intervals with WIOA core program partners and stakeholders.

**Strategy 4:** Support Executive Directive 2014-1 establishing the Employment Opportunities for Individuals with Disabilities initiative. This initiative’s goals advance the hiring and retention of individuals with mental illness, intellectual or developmental disabilities and physical disabilities. The directive requires the participation and engagement of all Executive Branch departments and agencies.

Measure: Track and record services to State departments and agencies that align with Executive Directive 2014-1 using Michigan Business Resource System (MiBRS) or other methods.

**Strategy 5:** As a member of the Building Options for Long-term Decision-making (BOLD) Council, Michigan Rehabilitation Services collaborates with several Long Term Supports and Services (LTSS) Agencies within Michigan Department of Health and Human Services (MDHHS) and Michigan Department of Licensing and Regulatory Affairs (LARA), including Aging and Adult Services Agency, Medical Services Administration, and Field Operations Administration to improve coordination across State agencies to streamline and integrate access to long-term care information/services.
Measure: Implement measurable process improvements to streamline eligibility and continue data sharing efforts to drive policy development/role clarification.

**Strategy 6:** Michigan Career and Technical Institute will expand a promising workforce strategy that has proven to be successful in helping individuals with significant barriers to training and employment move into career path employment with state certification as a Certified Nurse Aide (CNA). Students who complete the rigorous 300-hour curriculum, receive a post-secondary credential and state license as Certified Nursing Assistants. The program is a partnership between Workforce Development Association, Michigan Works! Association, Department of Licensing and Regulatory Affairs, Department of Health and Human Services, and Local Education Agencies.

Additionally, facility improvements will allow MCTI to enhance occupational training programs to maximize opportunities for the following populations identified in the 2017 Comprehensive Statewide Needs Assessment.

- Individuals with mental illness
- Students and youth with disabilities (formerly Transition Youth)
- Individuals with Autism Spectrum Disorders
- Cultural minority residents with disabilities
- Individuals with sensory disabilities
- Veterans with disabilities
- Other underserved groups

Measure: To collect and report outcome data including classroom retention rate, graduation rate, length of training, cost of training, licensure pass rate, MRS eligibility rate, employment rate, earnings, employment retention, and customer satisfaction.

**Strategy 7:** Support Executive Order 2015-15 establishing 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. All state departments and agencies that provide services and support to persons with disabilities, and all state departments and agencies that provide employment, economic development, or other related services, shall implement Employment First in Michigan by coordinating efforts and collaborating to ensure that state programs, policies, procedures, and funding support competitive employment within an integrated setting as the first priority and optimal outcome for persons with disabilities.

Measure: Provide VR services, collaborate and support, as appropriate, in all aspect of the Employment First in Michigan: Enhanced Recommendation for Implementation proposal.

**Strategy 8:** Support the Pathways to Potential initiative through the provision of VR services in partnership with the Department of Health and Human Services (DSA). This
initiative is intended to help families overcome barriers to academic success for students with a mental illness, substance use disorder, or developmental disability.

Track and record the provision of VR services and competitive integrated employment outcomes for students with disabilities in schools participating in the Pathways to Potential initiative.

**Strategy 9:** 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.

Measure: Expand work-based learning experiences to 3 new DNR Parks and Recreation Division sites.

**Strategy 10:** 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. The goal for each student participant is competitive integrated employment. The program provides real-life work experience combined with training in employability and independent living skills to help youths with significant disabilities make successful transitions from school to productive adult life.

Measure: Track and record the number of students with disabilities achieving competitive integrated employment and the expansion of Project SEARCH sites.

**Strategy 11:** Increase competitive integrated employment opportunities for veteran with disabilities through renewed collaboration with the US Department of Veteran Affairs, Michigan Veterans Affairs Agency and local level community action teams.

Measure: Track and record the number of veterans achieving competitive integrated employment as a result of VR services.

**Strategy 12:** Collaborate and build cooperative relationships with WIOA core programs to fulfill performance accountability requirements and alignment of Michigan’s workforce system as defined in WIOA.

Measure: Develop, execute and maintain MOU’s and IFA with WIOA core program partners as required in WIOA.

**GOAL 2 - Motivated Enthusiastic Staff.**

**Strategy 1:** Clarify and redefine performance goals to align with WIOA performance indicators.

Measure: Establish performance accountability work team to evaluate, define and draft new performance goal recommendations based on WIOA.

**Strategy 2:** Maximize opportunities for staff engagement as defined by each division’s Employee Engagement Plan.

Measure: Quarterly, review progress toward employee engagement goals and annually review results of Employee Engagement Survey to assess progress.
Strategy 3: Provide professional development opportunities to increase proficiency in Motivational Interviewing.

Measure: Track and record staff participation in Motivational Interviewing training, completion of online modules and submission of recording to assess competency.

GOAL 3 - Excellent Customer Service.

Strategy 1: Assess customer satisfaction rates and adjust VR service delivery based on results.

Measure: Annually, Project Excellence to conduct Customer Satisfaction at Plan Survey and review results with Michigan Rehabilitation Services.

Strategy 2: Increase the Adjusted Rehabilitation Rate

Measure: Quarterly review of RSA 911 data to assess progress.

Strategy 3: Increase competitive integrated employment outcomes for unserved, underserved or emerging populations as identified in the 2017 CSNA.

Measure: Track and record competitive integrated employment outcomes for target groups utilizing available AWARE reports.

New Strategy 4: 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 6, Effectiveness in Serving Employers.

Measure: Business services data will be tracked through the Michigan Business Resource System (MiBRS).

GOAL 4 - High Producing Vocational Rehabilitation, Nationally. -- Outcomes

Strategy 1: Continue fiscal stewardship and resource development to maximize opportunities resulting in federal match.

Measure: Full federal award is allotted.

Strategy 2: Development and implement sufficient internal controls to improve compliance with federal and state laws, regulations and policy.

Measure: Conduct case reviews and evaluate the degree to which new Accessible Web-based Activity Reporting Environment case review report demonstrates improved compliance.

Strategy 3: Implement innovative, evidence based, or promising practices designed to increase competitive integrated employment outcomes and align with WIOA mandates.

Measure: Identify and implement 2-3 innovative, evidence based, or promising practices

PRIORITIES AND UPDATES:

Michigan Rehabilitation Services focused on the following additional priorities necessitated by emerging circumstances.
Priority 1: Actively seek resources to capture full federal award.

Measure: Full federal award is allotted

Priority 2: Promote and sustain a culture of innovation and continuous improvement.

Measure: Identify, plan, executes and evaluate 3-5 initiatives to improve current or create new practices.

Priority 3: Demonstrate effectiveness by producing results aligned with WIOA, the Unified State Plan, and the Michigan Rehabilitation Services Strategic Plan.

Measure: Meeting performance accountability measures, once published, as identified in the WIOA.

Priority 4: Implementation of the WIOA. (a) Transition/Pre-Employment Transition Services (b) Supported Employment (c) Business Services (d) workforce core program (e) and competitive integrated employment.

Measure: Incremental changes in policies and practices.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

The combined approach of vocational rehabilitation and technology aims to remediate the life-changing social barriers that result from disability, allowing people to return to meaningful social lives including the workforce. Michigan Rehabilitation Services in collaboration with the Michigan Assistive Technology Advisory Committee will work together to bridge the gap of utilization and exposure to technology among individuals with disabilities helping them to gain and maintain employment and independence. Implementing a Technology Framework allowing for an ongoing process to integrate incremental changes to address needs of the dual customer throughout time with goal to make access to services easier. Michigan Rehabilitation Services will continue to research and implement accessible models and approaches, which looks at assistive technology over the course of the vocational rehabilitation process that yield successful outcome and quality to life to our dual customers.

This undertaking is in partnership with Michigan Integrated Technology Supports and Michigan Disability Rights Coalition, Michigan’s Assistive Technology Act’s program. Key framework components for Michigan Rehabilitation Services will include:

Overall Goal:

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

Step 1. Establish a Baseline - Know what the users currently have, want and need, and the impact on the current process.
Step 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)

Step 3. **Research**-Identify and study various system options and determine preferred solutions; stay abreast AT trending and research enhancing the lives of individuals with disabilities.

Step 4. **Integration and Evaluation** - Verify the preferred solutions. This step also includes reverification of effectiveness.

Step 5. **Implementation**: Provide ongoing training to staff and consumers to keep current on vocational trends and viable technology used, emerging technology and effective utilization within the vocational process.

Step 6. **Education and Dissemination**- Share research, assessment results, upcoming changes, work systemwide to develop internal controls to minimize potential AT risks.

Rationale for a Framework approach;

- Stakeholders or users want and need to define what the system should do (not how it should do it) and manage these “system requirements.”
- It is important to identify and minimize risk. This is very often ignored when implementing technology.
- The components of the technology system must be integrated both from a physical and organizational perspective.
- Systems can be complex, so using a process like this helps you manage the complexity.
- This type of process enhances communication and system understanding among staff members.
- It is important to verify that the system meets users’ needs.

Michigan Rehabilitation Services’ Assistive Technology Consultant sits on the Assistive Technology Advisory Council for Michigan’s Assistive Technology Act’s program. **The AT consultant will be responsible for; but not limited to:**

- Establishing a baseline and provide reports to reflect; program accessibility and progress and effectiveness of AT program/project implementation.
- Ensuring accessibility throughout the vocational process that align with ADAAG and assessing the means in which the services are delivered (i.e. -Online orientation, web base outreach, and physical office locations)
- Identify and assist in training curriculums ensuring for consistent practices across the Agency and interactions with partners.
- Develop a network of resources for the state to address:
  - Delivery, education and reinforcement of AT Training for participates.
  - Secure Demonstration Equipment for trial and training use.
o Provides Businesses with a Subject Matter Expert to assist with AT implementation and Training for newly acquired employees and retention of current employees with disabilities.

o Develop a web-based inventory and exchange protocol to be utilized by the Agency and participates.

Michigan Rehabilitation Services’ Business Network Division provides technical guidance, training and evaluations to Michigan Rehabilitation Services customers, field staff and employers on assistive technology and accommodations. The Business Network Division continues to explore how technology can be used most effectively to enhance employee skills. Business Network Division staff model’s technology options for all customers and stakeholders (i.e., Dragon Naturally Speaking, Tablets, etc.).

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

Following are results from the 2014 Comprehensive Statewide Needs Assessment regarding underserved populations and Michigan Rehabilitation Services strategies to address them:

- Michigan residents with mental illness
- Meetings with the Department of Community Health to develop a statewide memorandum of understanding
- Interagency cash transfer agreements with community mental health resulting in Supported Employment and other specialized models to achieve employment
- Implementation of Motivational Interviewing

- Autism Spectrum Disorders

- Specialized training for Michigan Rehabilitation Services Counselors and Managers
- Participation on the Michigan Autism Council - Adult Services Work Group resulting in findings and recommendations

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

- Students with Disabilities
Michigan Rehabilitation Services often implements a new program or model by starting with a pilot site to establish the best practices and work out implementation problems. From there, the bureau expands to program or model to other regions of the state to have a greater impact. This strategy is true with the DNR Summer Work Experience Project, and Project SEARCH to name a few.

**Description of methods used to improve and expand vocational rehabilitation 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 vocational rehabilitation services, postsecondary education, employment, and pre-employment transition services).**

Michigan Rehabilitation Services values the achievement of competitive integrated employment so that people with disabilities can be independent. Postsecondary education and job training beyond secondary education is critical to the achievement of independence for many people with disabilities. Through the provision of pre-employment transition services which allows for a continuum of developmental experiences, Michigan Rehabilitation Services will be able to help students (and their guardians) be better informed and prepared to choose careers.

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

Michigan Rehabilitation Services has identified strong, fortified partnership meetings as a priority. Plans have been implemented to strengthen and fortify local partnerships. Michigan Rehabilitation Services meets regularly with Centers for Independent Living and community rehabilitation organizations to strengthen local partnerships.
Additionally, facility improvements identified for MCTI will allow MCTI to enhance occupational training programs to maximize opportunities for the following populations identified in the 2017 Comprehensive Statewide Needs Assessment.

• Individuals with mental illness
• Students and youth with disabilities (formerly Transition Youth)
• Individuals with Autism Spectrum Disorders
• Cultural minority residents with disabilities
• Individuals with sensory disabilities
• Veterans with disabilities
• Other underserved groups

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

As of the writing of this 2017-2020 State Plan, performance accountability measures are still being developed and implemented. This section will be amended after strategies have been determined.

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

Michigan Rehabilitation Services continues its partnership with the state’s One-Stop system, the Workforce Development Agency and the One-Stop partners on strategic planning.

8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Michigan Rehabilitation Services strategies were designed to utilize the goals: strong, fortified partnerships; motivated, enthusiastic staff; excellent customer service; high producing vocational rehabilitation, nationally leading to enhanced opportunities for individuals toward competitive integrated employment.

B. support innovation and expansion activities; and

Michigan Rehabilitation Services will reserve and use a portion of the funds allotted to the state under Section 110 of the Rehabilitation Act to support the funding of the State Rehabilitation Council, Michigan Council for Rehabilitation Services, through an agreement between Michigan Rehabilitation Services and the Michigan Statewide Independent Living Corporation, which is consistent with the resource plan developed by the Designated State Unit and the Council. The Michigan Council for Rehabilitation Services and Michigan Statewide Independent Living Corporation have an administrative agreement for this arrangement.
Michigan Rehabilitation Services will reserve and use a portion of the funds allotted to the state under Section 110 of the Rehabilitation Act to support the funding of the Statewide Independent Living Council through an agreement between Michigan Rehabilitation Services and the Michigan Statewide Independent Living Corporation, a 501(c)(3) corporation which serves as the fiduciary to the Council, consistent with the resource plan developed by the designated state unit and the Council. The Statewide Independent Living Council and Michigan Statewide Independent Living Corporation have an Operations Agreement for this arrangement.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Michigan Rehabilitation Services will work with the Michigan Council for Rehabilitation Services to review the Bureau’s Interagency Cash Transfer Agreements and their outcomes to determine the overall program integrity, and equitable participation, and funding. In conjunction with Michigan State Universities’ Project Excellence, Michigan Rehabilitation Services will review access, participation, and outcomes of individuals across: disabilities, geography, minority/ethnicity, gender, age and other characteristics to evaluate and improve program services.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

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

The following goals and strategies are included in the 2014-2016 Michigan Rehabilitation Services Long-Term Plan (Strategic Plan). This plan describes Michigan Rehabilitation Services’ mission, vision, internal values, principles, goals, strategies, and expected outcomes for fiscal year 2016. Regular discussion of progress and adjustments were completed by Michigan Rehabilitation Services with the Michigan Council for Rehabilitation Services.

This section describes the progress achieved and impediments encountered in achieving these goals.

GOAL 1 - Strong Fortified Partnerships.

Strategy 1: Continue to actively seek to obtain resources to capture the full federal award, including: 1) educate and inform the legislature on funding implications 2) increasing match and private contributions consistent with Rehabilitation Services Administration criteria and guidance.
Progress: The goal was achieved. Michigan Rehabilitation Services has captured the full federal award.

Strategy 2: Effectively manage resources at State and Local levels.

Measures:
Michigan Rehabilitation Services will -

- Meet or exceed bureau goals for Match acquisition
- Provide quarterly reports to Michigan legislature to meet legislative requests and to demonstrate fiscal accountability
- Implement approved cost reduction strategies

Progress: Michigan Rehabilitation Services has -

- Met and exceeded bureau goals for match acquisition by obtaining full federal award.
- Continue to provide annual reports to Michigan legislature to meet legislative requests and to demonstrate fiscal accountability
- Implemented approved cost reduction strategies
- Implemented mobile workers and hearing aid contract as a cost cutting strategy.

GOAL 2 - Motivated Enthusiastic Staff.

Strategy 1: Set consistent expectations for staff performance.

Progress: The Staff Development Unit provided a workbook for managers on how to write more meaningful performance evaluations. In addition, staff are regularly asked to provide feedback on their progress in their current positions and professional goals for the future.

Strategy 2: Regularly evaluate alliances for return on investment - make adjustments when and if appropriate.

Progress: Michigan Rehabilitation Services has established an Office of Monitoring and Internal Controls (OMIC) to evaluate working alliances, return on investment and compliance. Michigan Rehabilitation Services is in the process of developing an evaluation to measure satisfaction of services provided to community business partners.

Strategy 3: Train staff in negotiation tactics, Motivational Interviewing, and mutual gains model. Continued implementation and support for job placement training through the Employment Outcomes Program method. Support use of those skills, through mentoring, and skill building using cross-functional district and division groups.

Progress: All managers are participating in monthly Motivational Interviewing training in addition to online modules.

The Business Network Division has provided multiple opportunities for staff and vendors to participate in Employment Outcomes training. The Business Network Division has
also conducted training for staff on the dual customer approach, labor market information and business needs analysis.

All consultants have participated in a series of trainings including:

1. Flawless Consulting
2. Project Management
3. Business Writing
4. Team Building
5. Logic Model
6. Program Development

**Strategy 4:** Have dialogues with partners that describe in detail the core values, principles and priorities of both partners in the working alliance. Create a mutual understanding of where both entities intersect. Discuss mutual gains and how to braid resources to maximize service delivery to Michigan Rehabilitation Services customers. Continue to strengthen partners such as Centers for Independent Living and Michigan Associations for Rehab Organizations.

**Measures:**

Michigan Rehabilitation Services will regularly evaluate -

- Alliances for return on investment (performance statistics, demographic information, budget, and satisfaction surveys) for both performance indicators 2.1 and 2.2
- Number of staff successfully completing training such as Motivational Interviewing, EEO, and mutual gains (successfully completed = demonstration of knowledge and application)
- Strength of working alliances between Michigan Rehabilitation Services and partners as it relates to service delivery and customer outcomes

**Progress:**

- Fiscal Year 2014 MI training continued to be expanded to gain greater proficiencies. Approximately 50 people are currently participating in expanded MI training. MI training has shown to contribute to an increased Adjusted Rehabilitation.
- Michigan Rehabilitation Services continues to strengthen and fortify strategic alliances and partnerships with Centers for Independent Living; the Michigan Association of Rehabilitation Organizations; Michigan Department of Education (Michigan Department of Education); Adult Education; Bureau of Services for Blind Persons; Adult, Youth and Dislocated Worker Services; Wagner-Peyser; the Workforce Development Agency; and Michigan Works! One-Stop Service Centers to name a few.
GOAL 3 - Excellent Customer Service.

**Strategy 1:** Conduct customer satisfaction surveys.

**Progress:** Michigan Rehabilitation Services is continuing to conduct customer satisfaction surveys and analyzing the data to ensure staff are aware of the target areas needing improvement. Staff continue to be trained and to use Motivational Interviewing.

**Strategy 2:** Increase the Adjusted Rehabilitation Rate

**Progress:** Michigan Rehabilitation Services continues to work toward increasing the Adjusted Rehabilitation Rate while implementing new WIOA performance indicators.

**Strategy 3:** Increase the percentage of employment outcomes for priority customer groups, including minority populations, Social Security Administration Recipients, Transition Youth/Young Adults, Autism Spectrum Disorder, Veterans, Developmental Disability, Intellectual Disabilities, Deaf and Hard of Hearing.

**Progress:** Michigan Rehabilitation Services continues to work toward increasing employment outcomes for priority customer groups, including minority populations, Social Security Administration Recipients, Transition Youth/Young Adults, Autism Spectrum Disorder, Veterans, Developmental Disability, Intellectual Disabilities, Deaf and Hard of Hearing.

GOAL 4 - High Producing Vocational Rehabilitation, Nationally.

**Strategy 1:** Develop an accountability process to be in compliance with federal and state laws, regulations and policy.

**Progress:** Michigan Rehabilitation Services has established an Office of Monitoring and Internal Controls (OMIC) to evaluate working alliances, return on investment and compliance. The Policy Unit continues to update Michigan Rehabilitation Services policies to align with WIOA.

**Strategy 2:** Develop/ improve practices and process which promote quality services and outcomes.

**Measures:**

Michigan Rehabilitation Services will -

- Conduct case reviews and evaluate the degree to which Accessible Web-based Activity Reporting Environment (AWARE) reports demonstrate improved compliance
- Improve Bureau performance management through consistent casework review and evaluation of staff proficiencies.

**Progress:**

- Continue to implement revisions to policies and procedures in response to audit and monitoring findings.
The case review process has been revised for purposes of continuous improvement.

PRIORITIES AND UPDATES:
Michigan Rehabilitation Services focused on the following additional priorities necessitated by emerging circumstances.

Priority 1: Seek resources to capture the full federal award, including: (1) educate and inform the designated state agency and the Michigan legislature on funding implications (2) increase match and private contributions consistent with Rehabilitation Services Administration criteria and guidance.

Progress: The goal was achieved. Michigan Rehabilitation Services has captured the full federal award.

Priority 2: Effectively manage resources at State and Local levels.

Measure: Cost reduction strategies are approved and implemented.

Progress: Michigan Rehabilitation Services has -

- Met and exceeded bureau goals for match acquisition by obtaining full federal award.
- Continue to provide annual reports to Michigan legislature to meet legislative requests and to demonstrate fiscal accountability
- Implemented approved cost reduction strategies
- Implemented mobile workers and hearing aid contract as a cost cutting strategy.

Priority 3: Continue to promote and maintain a culture of quality innovation to stimulate continuous program improvements.

B. Describe the factors that impeded the achievement of the goals and priorities.
N/A

2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

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

Support and promote competitive and integrated employment of people with disabilities jointly served by Michigan Rehabilitation Services and Behavioral Health and Developmental Disabilities Administration by developing an Annual Implementation Plan that specifies activities, deliverables and long-term issues to be addressed.

Strategies:

- Improve competitive integrated employment outcomes for joint customers
- Increase effectiveness of interagency cash transfer agreements
- Improve interagency collaboration at the state and local level
B. Describe the factors that impeded the achievement of the goals and priorities.

N/A

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Michigan Rehabilitation Services is currently establishing a baseline to negotiate goals and priorities as directed in Technical Assistance Circulars and by Rehabilitation Services Administration personnel.

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

Fiscal Year 2017 Innovation and Expansion (I&E) Expenditures consistent with our Comprehensive Statewide Needs Assessment and Long-Term plan were:

- State Independent Living Council - $199,973
- Michigan Council for Rehabilitation Services -- $202,144
- Project Search - $1,299,988

**Total I & E Expenditures -- $1,702,105**

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Michigan Rehabilitation Services offers statewide Supported Employment services, including Customized Employment, for individuals and youth with the most significant disabilities reach competitive integrated employment outcomes. Michigan Rehabilitation Services updated its policy manual to align with WIOA mandates.

Michigan Rehabilitation Services established a Memorandum of Understanding with the Behavioral Health and Developmental Disabilities Administration to ensure individuals who are dually eligible for both agencies’ programs have collaborative supports and services toward competitive integrated employment outcomes. The Memorandum of Understanding outlines the coordination of services, including Extended Services, Supported Employment, and Customized Employment.

A Super (multi-party) Memorandum of Understanding was established between Michigan Rehabilitation Services, Michigan Department of Education, the Behavioral Health and Developmental Disabilities Administration, the Bureau of Services for Blind Persons, Michigan Workforce Development Agency and the Developmental Disabilities
Council. The goal of the Memorandum of Understanding is to increase interagency collaboration, leading to improved competitive integrated employment outcomes prior to exit from secondary education or connection to postsecondary training. This engagement and cooperation serves to strengthen Supported Employment opportunities for students requiring this level of service.

Michigan Rehabilitation Services, Michigan Department of Education, the Behavioral Health and Developmental Disabilities Administration and other stakeholders are participating in Employment First efforts to improve competitive integrated employment outcomes for individuals with the most significant disabilities. These efforts, along with the newly signed Memorandum of Understanding, are designed to improve Supported Employment programming and outcomes.

Michigan Rehabilitation Services builds on the person-centered planning process used by local community mental health providers to develop quality individualized plans for employment. This includes required services and supports, service providers, Supported Employment goal, and may include Extended Service providers. Individualized services provided include, but are not limited to: individual community-based placement; trial work experiences; psychosocial rehabilitation via clubhouse programs; job coaching; job referral; Customized Employment; job development; job placement; and long-term follow along (including natural supports). Supported Employment services are provided in integrated community settings to the maximum extent possible. Michigan Rehabilitation Services provides ongoing support services for adults until the customer has 90 days of stabilized employment. Following job stabilization, Michigan Rehabilitation Services transfers the customer from employment follow-along to extended services provided by community mental health or natural supports.

Michigan Rehabilitation Services has 36 local cash transfer agreements with community mental health providers. These agreements may specify funding must be used for the provision of Supported Employment services in the local community.

When awarded, Michigan Rehabilitation Services allocates fifty percent of the federal Supported Employment funding on Supported Employment services for eligible youth with the most significant disabilities.

Youth with disabilities that require Supported Employment may receive Extended Services provided by Michigan Rehabilitation Services for up to four years until another Extended Service provider can be identified.

Project SEARCH is a specific employment model for students with the most significant disabilities in secondary education. Project SEARCH is funded by Michigan Mental Health Wellness Commission and federal funds. Students receive follow-along services as part of the Project SEARCH model. Michigan Rehabilitation Services works with the Behavioral Health and Developmental Disabilities Administration to ensure extended services are provided for dually eligible students employed in competitive integrated settings.

2. The timing of transition to extended services.
Michigan Rehabilitation Services transfers customers receiving Supported 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 satisfactory job performance will be maintained with the individual based on ongoing support services being provided.

Certifications

Name of designated State agency or designated State unit, as appropriate      Michigan Rehabilitation Services

Name of designated State agency       Michigan Department of Labor and Economic Opportunity

Full Name of Authorized Representative:    Jeff Donofrio

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

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.**  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 designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR 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 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;    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 VR 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 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

7. The Authorized Representative listed above 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 above 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

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 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.

*** 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 VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.
** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

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.

Applicant’s Organization     Michigan Department of Labor and Economic Opportunity
Full Name of Authorized Representative:   Jeff Donofrio

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

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). 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,
Applicant’s Organization    Michigan Department of Labor and Economic Opportunity

Full Name of Authorized Representative:    Jeff Donofrio

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

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances: The State Plan must provide assurances that:

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 (B) has established a State Rehabilitation Council

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.

The designated State agency allows for the local administration of VR funds  No

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs:  No

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? 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?

Agency will provide the full range of services described above  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,
xlix.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
1. 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:

li. 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

lii. 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.

Additional Comments on the Assurances from the State

Program-Specific Requirements for Vocational Rehabilitation (Blind)

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:

__________

* Sec. 102(b)(D)(iii) of WIOA

a. Input of State Rehabilitation Council

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

FY 2019 Recommendation Update:

Michigan Council for Rehabilitation Services
Friday, July 12, 2019

Re: response regarding EO-2019-13 and amended State Plans for Bureau of Services for Blind Persons (BSBP) and Michigan Rehabilitation Services (MRS).

Michigan Council for Rehabilitation Services (MCRS) acknowledges that the council will be relocated from the Department of Health and Human Services (MDHHS) to the Department of Labor and Economic Opportunity (LEO) as a result of Executive Order 2019-13 effective August 11, 2019.

MCRS shall continue to be the single state rehabilitation council pursuant to 29 USC 721(a)(21)(B) for authorities, powers, duties, functions, and responsibilities transferred to the Department under sections 6(b) and 7(c).
MCRS has an understanding that the executive reorganization will:

- Better align the core partners to serve the dual customer of individuals with disabilities and employers.
- Allow greater networking, coordination and data sharing while being able to work independently within the Michigan Vocational Rehabilitation system.
- Promote higher efficiency and effectiveness regarding the connection to labor.
- Work towards the goal of a strong economy that requires a concentration of labor.
- Foster opportunity to build and enhance relationships while MCRS continues to work autonomously to comply with our federal mandates.

MCRS’s expectation is that the executive reorganization will better enable the council to advise BSBP and MRS in the development of State goals and priorities in relationship to serving individuals with disabilities. This includes addressing the governor’s goal of 60% of Michigan citizens achieving post-secondary credential attainment by 2030.

FY 2014 Recommendations Update:

1 - We recommend that the Council receive the BSBP program and financial data on a quarterly basis following the submittal of their 113 reports to Rehabilitation Services Administration (RSA). We recognize the value of this information as we work to review, analyze and advise BSBP about their service system. This information will be included in the applicable Business Meeting packets, as members look forward to receiving BSBP data in print format for review and discussion at business meetings.

*OUTCOME: The consistent receipt of data has been managed through recent Training Sessions with BSBP Administrators about the mandated requirements and the training needs of the membership regarding WIOA Performance indicators. Achieved.*

2 - We recommend that BSBP designs and implements a Succession Plan that will strengthen and ensure the future availability of experienced and prepared employees for management and direct service positions.

*OUTCOME: The VR BSBP portion of the State Plan update indicates that data has been collected regarding succession planning for staff. We would like to have discussion with BSBP about their plans to fill anticipated future vacancies.*

3 - We recommend that BSBP conduct a Strategic Plan session with an outside facilitator to create a new plan with goals and strategies for their Bureau, to include the vocational rehabilitation and supported employment components. The Council looks forward to being involved in this process and believes that a new plan will strengthen the BSBP operations in a manner which results in an increase in successful outcomes.

*OUTCOME: The VR BSBP portion of the State Plan update specifies that the anticipated planning process will incorporate the MCRS. Achieved.*

4 - In consultation with the MCRS, and with regard to new WIOA requirements, we recommend that BSBP evaluate, update, and implement changes to their policies and
procedures that impact all applicants and those determined eligible to receive VR services.

**OUTCOME: BSBP is now including the MCRS in activities related to policy review and updates. As well, BSBP provides regular updates at MCRS Business Meetings regarding minor policy changes. Achieved.**

5 - We recommend that BSBP review the contents of their web site and incorporate current program and data information along with success stories for perusal by the public which provides transparency of their service system. As well, a brief description about the MCRS with a link to our website should be part of the BSBP website.

**OUTCOME: We understand that the BSBP will incorporate the above recommendations into the content of their website. Achieved.**

**Recommendations after reviewing the FY 2018 State Plan:**

1. Regarding Section 2. B. 1, we recommend that BSBP create an annual document regarding their Interagency Cash Transfer Agreements (ICTA) which establishes the transparency that we believe is needed for public consumption, including by the MCRS. We suggest that the document include the identifying information for each ICTA, along with the purpose for the agreement and then the impact it has had on the customers who have been served. We believe that this investment into the local community, the opportunity to expand the use of federal dollars and the additional service resource for the customers of BSBP should be documented as an asset of for the BSBP service system.

2. Regarding 1. DSU plans ... 2. Info on the formal interagency ... C. Roles and Responsibilities. The response by BSBP does not say that they will follow the RSA criteria, our question is, should that be included?

3. Regarding Section j. Statewide Assessment, 2., the MCRS has a question for clarification. This passage describes the current status of BSBPs work with community rehabilitation programs (CRPs). The MCRS would like to know if BSBP has plans to develop and expand their CRP relationships?

4. Regarding A. The VR Program; C., we recommend that the annual review of the need of order of selection include the MCRS.

5. o - State Strategies, B. 1. H., we recommend that BSBP partner with the MCRS when researching and considering opportunities for a credible CSNA for the customers they serve.

The following recommendations were determined when considering the Office of Performance and Transformation (within the State of Michigan) findings after they conducted a review of the MCRS operations and business processes. These findings were discussed in January 2018 with both DSUs at a MCRS Training Session, but the members determined their importance for inclusion in the plan.

1. We recommend to BSBP that the MCRS is provided on at least a quarterly basis, their service system data that is relevant to status of the eligibility process for customers.

CITE: 361.17 (h) Functions.
The Council must, after consulting with the State workforce development board—

(1) Review, analyze, and advise the designated State unit regarding the performance of the State unit's responsibilities under this part, particularly responsibilities related to—

(i) **Eligibility**, including order of selection;

2. We recommend to BSBP that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the status of their determination that the establishment and/or implementation of Order of Selection for services is needed or not.

CITE: 361.17 (h) Functions.

The Council must, after consulting with the State workforce development board—

(1) Review, analyze, and advise the designated State unit regarding the performance of the State unit's responsibilities under this part, particularly responsibilities related to—

(i) Eligibility, including **order of selection**;

3. We recommend to BSBP that the MCRS is provided on at least a quarterly basis, with service system data that is relevant to the employment outcomes of customers.

CITE: 361.17 (ii) The extent, scope, and effectiveness of services provided; and

(iii) Functions performed by State agencies that affect or potentially affect the ability of individuals with disabilities in achieving **employment outcomes** under this part; This should include a training for the MCRS members on the WIOA Performance Indicators.

CITE: 361.17 (iii) The employment outcomes achieved by eligible individuals receiving services under this part, **including the availability of health and other employment benefits in connection with those employment outcomes**;

4. We recommend to BSBP to consult the MCRS regarding the development of State goals and priorities. Once agreed upon BSBP should report on the progress toward goal achievement on a quarterly basis.

CITE: 361.17 (2) In partnership with the designated State unit—

(i) **Develop, agree to, and review State goals and priorities** in accordance with §361.29(c); and

5. We recommend that BSBP report to the MCRS on at least a quarterly basis the progress toward our State Plan recommendations that we have made in this document, so that we can advise the designated State unit.

CITE: 361.17 (3) **Advise the designated State agency and the designated State unit regarding activities carried out under this part** and assist in the preparation of the vocational rehabilitation services portion of the **Unified or Combined State Plan and amendments to the plan**, applications, reports, needs assessments, and evaluations required by this part;

6. We recommend that BSBP provide the MCRS with reports and/or evaluations as produced related to their service system.
CITE: 361.17 (3) Advise the designated State agency and the designated State unit regarding activities carried out under this part and assist in the preparation of the vocational rehabilitation services portion of the Unified or Combined State Plan and amendments to the plan, applications, reports, needs assessments, and evaluations required by this part;

7. We recommend that BSBP work with the MCRS in the design and review of the Customer Satisfaction Survey, along with the annual report.

(4) To the extent feasible, conduct a review and analysis of the effectiveness of, and consumer satisfaction with—

CITE: 361.17 (iii) The employment outcomes achieved by eligible individuals receiving services under this part, including the availability of health and other employment benefits in connection with those employment outcomes;

8. We recommend that in keeping with WIOA that BSBP inform the MCRS of the process they will design to track their staff efforts to educate and inform consumers working in the subminimum wage environments about the choice of competitive integrated employment opportunities.

9. We recommend that given the various data elements the MCRS should receive from BSBP, that a meeting takes place with both DSUs and MCRS representatives to create a template that can be utilized by BSBP and MRS for reporting their data to the MCRS.

2. the Designated State unit's response to the Council’s input and recommendations; and

BSBP has reviewed the recommendations of the MCRS as amended for the 2018 state plan modification as well as the responses to the recommendations made in 2016. BSBP and MCRS will continue to work together to implement the new recommendations, and agree that the previous recommendations have been completed in many instances and will continue to be addressed in others. Please refer to MCRS 2014 -2016 recommendations and modified recommendations for 2018.

July 19, 2019

Executive Order 2019-13 transfers BSBP and MRS to the Department of Labor and Economic Opportunity (LEO) co-locating Michigan Vocational Rehabilitation (VR) Agencies in the same Designated State Agency (DSA) or department as well as transferring the Michigan Council of Rehabilitation Services (MCRS) within LEO to continue to be the single state rehabilitation council. This relocation will allow VR to be more closely aligned with WIOA partners and provide the ability to collaborate more effectively and efficiently in sharing information and serving individuals with disabilities who are interested and able to pursue competitive integrated employment. Additionally, MCRS’s relocation to LEO will further enhance communication with VR, the other core WIOA partners including the State and local workforce boards.

BSBP/MRS will continue to work together to provide the best possible services to individuals with disabilities and business partners embracing the dual customer service delivery model. BSBP/MRS will be the best example of how to remain separate agencies
providing service with excellence that represents VR as a team while serving the unique needs of each VR agencies’ consumers.

It should be noted that BSBP has no objection to the comments provided by the MCRS related to the Executive Order transferring the Council and BSBP to the Department of Labor and Economic Opportunity.

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

The DSU and the council are in agreement with the recommendations.

b. Request for Waiver of Statewideness

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

BSBP is requesting a waiver of statewideness. BSBP develops interagency cash transfer agreements (ICTA) in various parts of the state as determined necessary by BSBP and intermediate school district (ISD) staff. These ICTAs are not available in all parts of the state.

2. the designated State unit will approve each proposed service before it is put into effect; and

BSBP policy requires each ICTA to contain written assurance that outlined services will be incorporated into the Individualized Plan for Employment (IPE) prior to service provision.

3. All State plan requirements will apply

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

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 (OSS) requirements.

c. Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System.

Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:
1. Federal, State, and local agencies and programs;

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 investment system with respect to • Federal, state, and local agencies and programs; • State programs carried out under section 4 of the Assistive Technology Act of 1998; • If applicable, Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture; • Noneducational agencies serving out—of—school youth; and • If applicable, state use contracting programs.

BSBP collaborates with a variety of state and local agencies to provide comprehensive rehabilitation services to individuals who are blind and visually impaired. Currently, BSBP is negotiating an agreement with the Behavioral Health and Developmental Disabilities Administration (BHDDA). http://www.michigan.gov/mdhhs/0,5885,7-339-71550_2941-146590--,00.html 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. The agency supports many of its consumers in their endeavors to obtain training in a variety of occupational areas through institutions of higher education. BSBP has agreements with most public institutions of higher education and maintains a presence on many of the major college and university campuses.

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

BSBP currently refers consumers to the Assistive Technology loan fund which is administered through United Cerebral Palsy Michigan (UCP).

3. Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;

BSBP utilizes the Michigan Department of Transportation (MDOT) as well as local advisory councils (LAC) to share information regarding grants, funding and service availability that can benefit BSBP consumers, to ensure that the needs of blind and visually impaired individuals are included in planning for accessible transportation services for employment and leisure activities.

4. Noneducational agencies serving out-of-school youth; and

BSBP has and continues to develop MOUs with workforce development agencies (WDA) which utilize the out-of-school programs where BSBP consumers are able to benefit.
5. State use contracting programs.

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.

d. Coordination with Education Officials

Describe:

1. DSU's plans

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.

BSBP has repurposed two FTE positions to assist in the provision of Pre-Employment Transition Services (Pre-ETS) and transition services to students who are potentially eligible and those who are VR consumers on a statewide basis. The BSBP Transition Services Manager works as the statewide liaison to Michigan Department of Education-Low Incidence Outreach (MDE-LIO) and MDE Transition Coordinators. The BSBP Transition Services Manager provides training to regional BSBP and MDE staff, coordination of local programming; coordination of outreach, and provision of Pre-ETS services through ICTA’s, year-round and summer programs. A BSBP Transition Specialist has been hired to assist the Transition Services Manager, field counselors and the BSBP Training Center in developing and implementing new Pre-ETS programs as well as provide Pre-ETS services to students who are visually impaired. BSBP has VR counselors and Vision Rehabilitation Therapists assigned geographically to each ISD and Local Educational Authority (LEA). The VR counselor works closely with teacher consultants for the visually impaired to identify students who would benefit from Pre-ETS and/or Vocational Rehabilitation Services through outreach and the BSBP Youth Low Vision Program.

BSBP staff, when invited, participate in the Individualized Educational Plan (IEP) 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 Vocational Rehabilitation Program. BSBP counselors work with each student to ensure that Pre-ETS services are provided or arranged and coordinates Pre-ETS services with the local TCVI and/or LEA Transition staff as appropriate.

BSBP will provide Pre-ETS not only to students with disabilities who have applied for vocational rehabilitation services but also to those students with disabilities who have not applied for services. If a student needs a service that goes beyond the scope of Pre-ETS and such additional service is listed on the student's approved IPE, BSBP will pay for those costs with non-reserved VR funds. If a student applies for a VR case, the Counselor establishes eligibility for vocational rehabilitation services within 60 days of the VR application being signed. The VR Counselor works with the student and parents 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 services outlined in the IEP are cooperatively agreed upon by the schools or educational facilities, parent/student, other relevant agencies and the rehabilitation agency; thereby establishing the objectives of the transition plan.

The Michigan Department of Education - Low Incidence Outreach (MDE-LIO) provides technical assistance and resources to enable local school districts to serve and improve the quality of education for students with visual impairments. The Bureau has contributed to MDE-LIO’s quarterly newsletter providing valuable information on the BSBP’s transition activities and resources. BSBP partners with MDE-LIO and local districts to facilitate the coordination of the provision of Pre-ETS services; and, the coordination of academic, vocational, independent and community-based curricula. BSBP also provides technical assistance for the establishment of local partnerships designed to aid and empower students who are blind and visually impaired.

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

A. consultation and technical assistance to assist educational agencies in planning for the transition of students with disabilities from school to post-school activities, including VR services;

BSBP has been working with the Michigan Department of Education to develop an agreement as required by the WIOA amendments with specific details regarding Pre-Employment Transition Services.

LEO-BSBP personnel will provide consultation and technical assistance (TA) to the Michigan Department of Education and LEAs to assist in planning for the transition of students with disabilities (SWD) from school to post-school activities, including postsecondary education, employment-related activities, Pre-ETS, and other 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

? LEO-BSBP application, eligibility, and services

? Community-based services

? Independent living

? Career Pathways

? Competitive integrated employment
The consultation and TA provided by LEO-BSBP may be through a variety of mediums, including:

? Direct one-on-one communication;
? Web-based conferencing (e.g. Skype, FaceTime);
? Video conferencing;
? Conference or phone calls;
? Presentations to groups; or
? Formal and informal networking
? E-mails

B. transition planning by personnel of the designated State agency and educational agency that facilitates the development and implementation of their individualized education programs;

A. The roles and responsibilities of LEO-BSBP are to:

? Serve as the lead agency in Michigan for carrying out Federal and State policies relating to the program under the Rehabilitation Act, including;

? Provide consultation to assist in the identification of eligible and potentially eligible SWD and assess their individual needs for Pre-ETS.

? Accept referrals of SWD in need of Pre-ETS during the transition planning process.

? 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 IEP process and provision of Pre-ETS.

? Assess, plan, develop and provide VR services for eligible SWD, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, to prepare for and engage in competitive integrated employment.

? Provide or arrange for the provision of services required by the IPE, when the services are not customarily provided to the student by the LEA under the Individuals with Disabilities Education Act (IDEA).

? 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 (CAP).

? Obtain written consent for the release of confidential information, pursuant to LEO-BSBP policy and procedures, federal and state laws and regulations regarding confidentiality.

? Provide contact information for LEO-BSBP personnel and office locations.
Identify a single point of contact who will coordinate transition activities within each LEA.

Provide brochures and materials about the VR process and services to LEAs for distribution to the students, parents, legal guardians, teachers and others.

Promote employer participation in providing opportunities for work-based-learning for SWD.

Participate with the 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 LEO-BSBP prior to entering subminimum wage work with a 14c certificate holder.

Attend meetings for the development of an Individualized Education Plan (IEP) when invited, with appropriate consent and advance notice.

In collaboration with LEAs, provide or arrange for the provision of Pre-ETS to all SWD in need of such services.

Determine the eligibility of all SWD who have applied for VR services within 60 days from the date of application.

Develop an Individualized Plan for Employment (IPE), which is consistent with and which takes into consideration the student-client’s IEP, within 90 days of MRS eligibility, unless an extension is approved.

Annually review this IA with MDE to ensure compliance with WIOA requirements and allow for adjustments/improvements to the agreement.

B. The responsibilities of the Michigan Department of Education within its authority are to:

- Partner with BSBP to ensure that students are able to participate in Pre-ETS and VR services that will result in a seamless transition to post secondary training and employment.
- In partnership with LEO-BSBP, provide technical assistance and training regarding 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.

Disseminate this Agreement to MDE staff who work with or make decisions about special education services to ensure knowledge of roles and responsibilities.

Encourage collaboration and coordination between LEAs and LEO-BSBP to minimize duplication and maximize resources, services and opportunities for SWD.

Identify a single point of contact within the MDE for collaboration of transition activities with LEO-BSBP.
Encourage coordination between LEAs and local LEO-BSBP offices, to ensure the provision of disability documentation prior to the provision of Pre-ETS, and/or copy of the 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 IDEA required to be provided by the school system under Free and Appropriate Public Education (FAPE) in accordance with section 101(c) of the Rehabilitation Act and 34 VCFR 361.22(c) of its implementing regulations.

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

The final regulations for the VR program included the following criteria that agencies may use when determining roles and responsibilities:

At this time, BSBP is working with the Department of Education (DOE) to model a memorandum of understanding (MOU) that will outline financial responsibilities to the extent possible, as BSBP cannot delegate financial responsibility to the LEAs. Upon the completion of the MOU with the DOE, it will be more appropriate to answer the questions below.

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 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 VR program includes an individual with a disability for purposes of section 504 of the Rehabilitation Act, it is broader than the definition under IDEA.

D. procedures for outreach to and identification of students with disabilities who need transition services.

BSBP has adjusted the service delivery system to allocate 15% of the federal allotment for the provision of Pre-Employment Transition Services (Pre-ETS) to students with disabilities prior to exit from secondary education. BSBP currently provides Pre-ETS to students and youth who are not younger than 14 years of age and not more than 25 years of age as of September 1 of the school year of enrollment, and who has not graduated. A student who reaches the age of 26 years after September 1 is a "student with a disability" and entitled to continue a special education program or service until the end of that
school year. (MARSE R 340.1702) The Pre-ETS eligibility policies align with the State of Michigan and Workforce Innovation and Opportunity Act enacted on July 22, 2014. BSBP will continue the provision of Pre-ETS services and will work with new partners to provide and enhance services to students and youth.

? LEO-BSBP counselors will work with LEAs to identify SWD and potentially eligible students that may benefit from the delivery of Pre-ETS.

? LEO-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 IDEA) or LEO-BSBP (under the Rehabilitation Act).

? School personnel, family members, guardians, or other interested persons may refer students for LEO-BSBP services.

? LEO-BSBP will provide school personnel, family members, guardians, or other interested persons the necessary forms to initiate Pre-ETS, transition or other VR services.

? LEO-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 LEO-BSBP personnel.

? Outreach activities and student identification by LEO-BSBP shall generally begin when students reach the 10th grade and minimally include dissemination of the following information:

1. The purpose of LEO-BSBP;
2. Eligibility requirements LEO-BSBP services;
3. How to apply for LEO-BSBP services; and
4. The scope of services that may be provided by LEO-BSBP, including Pre-ETS.

Not all eligible or potentially eligible students with disabilities will require all five required pre-employment transition services, however, all should receive all needed services, as determined through informed choice and consultation with each student based on their strengths and needs and consistent with their IEP, when applicable.

e. Cooperative Agreements with Private Nonprofit Organizations

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.
BSBP has no formal cooperative agreements with private nonprofit vocational rehabilitation service providers.

**f. Arrangements and Cooperative Agreements for the Provision of Supported Employment Services**

(Formerly known as Attachment 4.8(b)(4)). 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.

BSBP is not actively engaging in cooperative agreements. BSBP is cultivating relationships with community partners including the Employment First workgroups that provide resources necessary to optimize services to youth and adults who have significant disabilities.

**g. Coordination with Employers**

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. **VR services; and**

BSBP has embraced a dual customer service delivery model that considers the needs of both business and the consumer in the Rehabilitation process.

Michigan’s Lieutenant Governor has championed a statewide initiative in MI where business comes together with service providers and job seekers called the Hidden Talent Tour. The purpose is to promote the hidden talent of persons with disabilities and to the connect business community with that talent creating a situation where both contingents benefits from the relationship. BSBP has participated in these hidden talent tours by inviting consumers ready to seek employment and assisting in educating business about the talent that BSBP consumers possess, as well as; the accommodations and support that BSBP can provide both business and consumers. https://www.mihiddentalent.com/

Michigan’s largest employer is the State of Michigan. Wishing to take the lead in employment of persons with disabilities, Governor Rick Snyder put into place executive directive 2014-1. https://www.michigan.gov/documents/snyder/ED_2014-1_472471_7.pdf. This directive creates opportunities for qualified persons with disabilities to be highly considered for state employment when those positions are available. BSBP has met with state HR directors to discuss accommodations and supports that BSBP can provide to assist in this process.


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.

Customized employment of persons who are blind or visually impaired is paramount to every placement. The unique needs and accommodations that BSBP consumers may require lends itself heavily to customization. BSBP works closely with Community Rehabilitation Programs or fee for service vendors where we purchase service in order to assist them in understanding the complex needs of BSBP’s consumer base.

BSBP’s Training Center provides blindness specific training to community partners to assist in the education and training of service providers. This practice speaks to the customization of the employment process.

2. transition services, including pre-employment transition services, for students and youth with disabilities.

Generating work-based learning opportunities which could lead to competitive, integrated employment, programs such as Project Search which can also result in competitive, integrated employment, and the utilization of services and programs that enhance employability skills of transition aged youth and students who are blind or visually impaired. 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 DSU to address the specific needs of blind and low vision transition populations, and individualized job development and placement services.

h. Interagency Cooperation

Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

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

Currently the DSU is coordinating with Medicaid program providers to determine the best way to utilize those services to enhance the support of individuals served by both VR and Medicaid. BSBP is engaging in the required development of a Memorandum of Understanding with The Department of Health and Human Services Behavioral and Mental Health programs.

2. the State agency responsible for providing services for individuals with developmental disabilities; and

The DSU 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 VR and 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.

3. the State agency responsible for providing mental health services.
Through BSBP’s 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.

i. Comprehensive System of Personnel Development; Data System on Personnel and Personnel Development

(Formerly known as Attachment 4.10)). Describe the designated State agency’s procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

A. Qualified Personnel Needs.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

i. the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

BSBP currently has 32 full-time employees authorized and funded by the department to provide VR services. These are comprised of 13 Vocational Rehabilitation Counselors (VRC), 5 VRCs who are also Vision Rehabilitation Therapists, 8 support staff, 3 assistant regional managers, 3 regional managers and 1 division administrator. The approximate number of individuals served is approximately 1200 - 1300. Case load sizes are approximately 65 consumers to 1 staff person and will vary according to population density, such as Metropolitan Area vs. Michigan’s Upper Peninsula.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

We currently have thirteen Vocational Rehabilitation Counselor (VRC) positions, one vacancy and two individuals who are or will be eligible to retire within five years. We currently have five positions for Vocational Rehabilitation Counselor/Vision Rehabilitation Therapists, two vacancies and one eligible to retire in the next five years. Currently, there are eight Support Staff positions, with two vacancies and one eligible to retire in the next five years. We have five regional managers, no vacancies and two who are or will be eligible to retire within five years. Finally, we have one division administrator who is not eligible to retire and will not be eligible within five years.
Current speculation is that the number of persons with significant visual impairments will increase as the population ages. This could mean an increase in the need for services across the state. BSBP has monitored the trends in service requests and has communicated those trends and potential need for additional staff to the department in order to adjust the number of FTEs needed by re-purposing two positions, one management position from the training and center and one vision rehabilitation therapist position to create a Pre-ETS transition manager and a Pre-ETS project coordinator position. These positions will address the need to provide concentrated services to transition students ages 14-26.

iii. projections of the number of personnel, broken down by personnel category, who will be needed by the State agency to provide VR services in 5 years based on projections of the number of individuals to be served, including individuals with significant disabilities, the number of personnel expected to retire or leave the field, and other relevant factors.

Please see response to ii - the number of personnel who are employed by the State agency.

B. Personnel Development

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

i. a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

- Michigan State - Rehabilitation Counseling
- Western Michigan - Orientation & Mobility (for adults and children), Rehabilitation Teaching, Rehabilitation Counseling and Teaching Children with Visual Impairments.

BSBP participates in the development of vocational rehabilitation 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 allow us to gather statistical data needed to address this topic. BSBP staff are periodically requested to provide in-service training in this program of study.

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

<table>
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<th>Institution</th>
<th>Students Enrolled</th>
<th>Employees sponsored by BSBP or RSA</th>
<th>Grads sponsored by BSBP or RSA</th>
<th>Grads from the previous year</th>
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<td>Employees sponsored by BSBP or RSA</td>
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<tr>
<td>Western Michigan</td>
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<td>9</td>
<td>No information</td>
</tr>
</tbody>
</table>

iii. the number of students who graduated during the prior year from each of those institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

A total of 29 students graduated during the previous year (2015) from the in-state universities listed below with credentials consistent with academic preparedness to meet national certification requirements. Michigan State - Rehabilitation Counseling; Graduates for 2015: 19 Wayne State - Rehabilitation Counseling; The Master of Arts in Rehabilitation Counseling and Community Inclusion program usually accepts on average 15 students per year and typically has approximately 60 to 90 full and part-time students enrolled in the program. The RCI program graduates approximately 6 to 11 students per academic year.

Western Michigan - Teaching: Orientation & Mobility (for adults and children), Rehabilitation Teaching, Rehabilitation Counseling and Teaching Children with Visual Impairments. Graduates during the past two years were approximately 33; Counseling graduates in the past two years were approximately 5 with a projection of another 5 graduates by December of 2018. Current enrollment is 11. Optimal enrollment objective would be 20 students by 2020.

2. Plan for Recruitment, Preparation and Retention of Qualified Personnel

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

This DSU 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.

3. Personnel Standards

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable requirements that apply to the profession or discipline in which such personnel are providing VR services; and
Michigan Department of Civil Service has established the following standards for a qualified rehabilitation counselor or vocational rehabilitation teacher:

A qualified rehabilitation counselor is defined as a counselor 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 BSBP 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 (CRCC).

B. the establishment and maintenance of education and experience requirements, in accordance with section 101(a)(7)(B)(ii) of the Rehabilitation Act, to ensure that the personnel have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities.

All counselors in the agency must have a 21st century understanding of the evolving labor force and the needs of individuals with disabilities. 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 investigating opportunities for technical assistance and education via the identified technical assistance providers. BSBP is utilizing technical assistance available through entities such as WINTAC and VR Development Group. Subject matter experts in the areas of Pre-ETS, Performance measures and staff performance appraisal and motivational interviewing have been utilized. Projected TA subject matter expertise in the future could be customized employment, and continued exploration of the 6 performance measures set forth under WIOA.

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 all across the state from a wide range of rehabilitation programs and businesses. Another is the conference designed primarily for rehabilitation teachers, the MAER 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 a myriad of webinars, in-services and online training related to implementation of best practices, as well as education regarding WIOA which will prepare us to implement the legislation enacted in 2014.

4. 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**

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

This DSU makes available to staff continuous opportunities for professional development that enhances skills. The HR liaison within BSBP 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, RSA Technical Assistance Centers, WIOA Core partner resources and peer-to-peer training.

**B. 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.

BSBP management and staff consistently research and share the latest findings on various disability topics, best practices and intervention possibilities.

**5. Personnel to Address Individual Communication Needs**

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Interpreter services, including sign language and oral interpreter services are provided as needed.

**6. Coordination of Personnel Development Under the Individuals with Disabilities Education Act**

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

BSBP has repurposed two existing positions to address the complex requirements of the pre-employment transition service delivery model as defined by the WIOA and RSA. These positions also provide education and professional development to existing staff regarding the requirements of WIOA-Pre-ETS and the alignment with IDEA in order to assist in the alignment of VR and the Michigan Department of Education (MDE). BSBP is actively designing a Memorandum of understanding (MOU) utilizing technical assistance provided by WINTAC to outline the relationship between VR and MDE.
j. Statewide Assessment
(Formerly known as Attachment 4.11(a)).

1. Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

A. with the most significant disabilities, including their need for supported employment services;

Approximately 90% to 92% of individuals served by BSBP during FY 2016 and 2017 are considered significantly disabled according to the 113 federal report. BSBP provides customized comprehensive assessment of rehabilitation needs, plan development, placement services to address the needs of VR and Supported Employment consumers. Assessment of needs based on service delivery and the needs of business are independent living needs, adaptive technology, placement and education of the business community.

B. who are minorities;

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.

C. who have been unserved or underserved by the VR program;

Michigan State University’s Project Excellence conducted a statewide needs assessment observing the three-year assessment cycle. The final needs assessment was completed in 2017. The outcome of this assessment was not well representative of individuals who are blind in regard to unserved, underserved and emerging populations. BSBP conducted an internal evaluation via the Case Management System and determined the following; BSBP’s most underserved reported race and ethnicity are identified as American Indian/Alaskan Native, Asian, Non-Hawaiian/Pacific Islander and Black. Approximately 29% of BSBP’s total population served in all statuses during FY2016 and 2017 identified as being Black or African American. The smallest percentage of minority population would be noted as Hawaiian Native or Pacific Islander. As a result of Michigan geographic location in the country this is not a surprise. The next smallest population would be American Indian or Alaskan Native.

D. who have been served through other components of the statewide workforce development system; and

BSBP is in the process of gathering information from the case management system via the 911 data elements who have been served by other WIOA partners. This information is not currently readily available.

E. who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.
BSBP has reviewed information through the Comprehensive Statewide Needs Assessment (CSNA), the Center for Education and Performance Information (CEPI) as well as the American Printing House for the Blind (APH) student count in order to identify students who are visually impaired who would benefit from Pre-ETS services. BSBP consistently communicates with the Michigan Department of Education-Low Incidence Outreach (MDE-LIO) as well as local Teacher Consultants for the Visually Impaired to determine if there are students who need Pre-ETS and other transition services.

2. Identify the need to establish, develop, or improve community rehabilitation programs within the State; and

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 BSBP to provide comprehensive services including vocational assessment, placement services, work adjust services and customized employment services. BSBP’s training center is a CRP that is operated and maintained within the Bureau. The training center has the ability to assist in readying other CRPs in providing those specialized services by offering community in-services and training specific to blindness.

3. Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

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. BSBP’s 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 as the implementation of WIOA drives this early intervention in order to obtain evidence based practice to substantiate the benefit of providing these early services. BSBP aligns with IDEA by participating in the IEP process, participating and conducting person centered plans and post-secondary planning.

k. Annual Estimates

Describe:

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

While the Comprehensive Statewide Needs Assessment does not specifically identify number of individuals in the State who are eligible for services some inferences may be drawn from American Foundation for the Blind national survey numbers applied to Michigan. On average, BSBP receives referrals from approximately 600 individuals each year and serves approximately 1,300 individuals each year.
The most recent data according to the American Foundation for the Blind (AFB), the following are statistics for persons in Michigan with Visual Loss* in 2015.

Total was 215,690

Gender: Male 96,566 and Female 119,124

Age: Under 5, there were 3,173; ages 5 to 17, there were 12,675; ages 18 to 34 were 23,186; ages 35 to 64 were 91,005; ages 65 to 74 were 32,027; and ages 75 and older were 53,624.

The population of Michigan in 2015 was estimated at 9,918,000 (U.S. Census Bureau). This puts the estimated number of blind persons at around 2.2%.

According to the United States Social Security Administration, in 2015, 67,851 individuals were provided Supplemental Security Income (SSI) for being blind (2016 Narrative Profiles). Note, the census website says 2016 Narrative Profiles, but the information is for year 2015.

*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.

Data sources:


2. The number of eligible individuals who will receive services under:

A. The VR Program;

The agency projects that we will serve approximately 1,300 VR consumers annually over the next two years.

B. The Supported Employment Program; and

BSBP is serving approximately 100 individuals within the Supported Employment Program. This is approximately 8%.

C. each priority category, if under an order of selection;
BSBP is currently not under an order of selection. BSBP reserves the opportunity to review the need for order of selection at least annually.

3. The number of individuals who are eligible for VR services, but are not receiving such services due to an order of selection; and

N/A - BSBP is currently not under an order of selection.

4. The cost of services for the number of individuals estimated to be eligible for services. If under an order of selection, identify the cost of services for each priority category.

N/A - BSBP is currently not under an order of selection.

l. State Goals and Priorities

The designated State unit must:

1. Identify if the goals and priorities were jointly developed

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.

BSBP and the SRC mutually reviewed and commented on the BSBP state goals and priorities. BSBP and the SRC will engaged in a more thorough process of mutual State Plan development when the comprehensive review approaches in 2020.

BSBP and the State Rehabilitation Council (SRC) will work together more closely to design goals and priorities that reflect the priorities of VR and the ability of the SRC to review, analyze and advise BSBP.

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

BSBP and the SRC have worked together to review and provide mutual feedback regarding the goals and strategies outlined in this plan. BSBP and the SRC will work together more closely as the 2020 State Plan review commences.

A. BSBP will continue implementing and improving strategies that support the utilization of the state’s 15% reservation of VR federal grant funds dedicated to the provision of statewide pre-employment transition services (Pre-ETS).

B. BSBP will engage in the monitoring of persons in the unserved, underserved and emerging populations.

C. BSBP will continue to develop relationships with community rehabilitation organizations and community partners.

D. 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.
E. BSBP will provide professional development opportunities for staff.

F. BSBP will collect data that will establish a baseline for performance related to the 6 performance indicators.

G. BSBP will continue to utilize the Braille and Talking Book Library to provide group education and training for BSBP consumers.

H. BSBP goals related to providing supported employment:
   - BSBP will review and implement the policy changes as recommended by RSA during the FY 2017 monitoring review.
   - BSBP will utilize the technical assistance provided by the Employment First 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.

I. BSBP will engage in determining an appropriate CSNA that reflects the needs of blind and visually impaired individuals in Michigan.

3. Ensure that the goals and priorities are based on an analysis of the following areas:

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.

A. The most recent comprehensive statewide assessment, including any updates;

   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 WIOA.

B. the State's performance under the performance accountability measures of section 116 of WIOA; and

   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 6. Michigan’s WIOA partners are working together to determine an effective process for monitoring the employer engagement strategies. This DSU is aware of the performance monitoring objectives and will be working to put measures in place so that we can effectively respond to them.

C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and
findings and recommendations from monitoring activities conducted under section 107.

BSBP has completed a 107 monitoring review during its FFY 17. At this time, BSBP is expecting the final report. Upon receipt of the report, it will be reviewed and responded to accordingly.

m. Order of Selection

Describe:

1. Whether the designated State unit will implement and order of selection. If so, describe:

A. The order to be followed in selecting eligible individuals to be provided VR services.

BSBP does not have a plan to implement an order of selection.

B. The justification for the order.

N/A

C. The service and outcome goals.

N/A

D. The time within which these goals may be achieved for individuals in each priority category within the order.

N/A

E. How individuals with the most significant disabilities are selected for services before all other individuals with disabilities; and

N/A

2. If the designated State unit has elected to serve eligible individuals, regardless of any established order of selection, who require specific services or equipment to maintain employment.

This DSU does not have an established order of Selection and services are provided to eligible individuals according to the vocational direction and skills and abilities of the consumer being served. Services provided are designed to obtain, maintain and advance in competitive, integrated employment.

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

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

As noted earlier in this plan approximately 92% of the consumers we serve are considered significantly disabled. BSBP also notes that recommendations provided by
RSA will be taken to amend the Supported Employment (SE) Policy. Those changes will ensure that BSBP accurately provides SE services according to WIOA legislation. BSBP’s goal is to ensure that services are individualized and customized to address the specific needs of any consumer who meets the definition of Supported Employment. Title VI funds will be used to support competitive integrated employment outcomes including extended services when appropriate as directed by WIOA legislation. All match equations will also be honored in accordance with the law and federal regulations.

2. Describe the activities to be conducted, with funds reserved pursuant to section 603(d), for youth with the most significant disabilities, including:

A. the provision of extended services for a period not to exceed 4 years; and

BSBP is working to establish an 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 4 years.

B. how the State will leverage other public and private funds to increase resources for extended services and expanded supported employment opportunities for youth with the most significant disabilities.

When 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.

o. State's Strategies

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

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

Goal A: BSBP will continue implementing and improving strategies that support the utilization of the state’s 15% reservation of VR federal grant funds dedicated to the provision of statewide pre-employment transition services (Pre-ETS).

Strategy: BSBP has designed policy, procedure, tool kits and fiscal forecasting as reviewed by 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 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 B: 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 113 and 911 data reports that identify populations served and to determine where energy should be focused to identify unserved, underserved and emerging populations.

Goal C: 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 D: 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 E: 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 6 performance indicators, and ability to serve the dual customer defined as the business community and the consumer.

Goal F: BSBP will collect data that will establish a baseline for performance related to the 6 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 G: BSBP Goals related to providing Supported Employment

- BSBP will review and implement the policy changes as recommended by RSA during the 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 H: 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 I: BSBP will engage in determining an appropriate 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.

2. How a broad range of assistive technology services and devices will be provided to individuals with disabilities at each stage of the rehabilitation process and on a statewide basis.

Consumers are assessed to determine their need and capacities as they relate to assistive technology. This assessment allows BSBP staff to understand the specific needs of the consumer and design a service delivery plan that addresses training needs. The ability to utilize adaptive technology will allow consumers to obtain skills that will result in potential credentialing that ultimately results in skills of independence and competitive integrated employment.

3. The outreach procedures that will be used to identify and serve individuals with disabilities who are minorities, including those with the most significant disabilities, as well as those who have been unserved or underserved by the VR program.

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

BSBP provides appropriate Pre-ETS services and/or VR services to potentially eligible students or students who are eligible as early as age 14. BSBP attends IEPs, person-centered planning meetings, consultations with school staff including transition coordinators for the purpose of providing education and training for students and families regarding the opportunities for services that can enhance CIE outcomes. The ability to provide the five Pre-Employment Transition services categories and the four coordination services along with the nine authorized categories when appropriate can create an opportunity for great success. Examples are provision of work-based learning experiences that allow students to engage with employers, including learning soft skills. Providing the opportunity to visit college, and vocational programs to understand the expectations and plan with their family and counselor how to incorporate those into their career plan.

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

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. Examples are designing programming that encourages students to investigate demand driven employment such as Computer Numerical Control (CNC) automated machinery by receiving specific training on a CNC machine as this is an unmet employment need in Michigan. Plans to partner with entities such as community colleges to utilize IT programming paired with BSBP’s adaptive technology specialized training to create opportunities for career advancement.

6. Strategies to improve the performance of the State with respect to the performance accountability measures under section 116 of WIOA.

Continue partnering with WIOA partners such as presence on local workforce boards, State level workforce presence, engagement in MOU development and implementation with local workforce agencies, engagement in the development of MOUs with education and training and education from BSBP regarding the services we provide as well as receiving education from other WIOA partners to understand their programs will enhance performance accountability.

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

Maintaining one-stop presence, continue to create and implement memorandums of understanding, promotion of a mutual awareness of the capacities of BSBP and our partners, continued understanding of the requirements of WIOA with our state and local partners.
8. How the agency's strategies will be used to:

A. achieve goals and priorities by the State, consistent with the comprehensive needs assessment;

Evaluate the needs assessment to help us design our course in continuing to serve appropriately the areas that we do well and address the needs of those areas that need to improve, such as reaching out to unserved and underserved populations, by way of utilizing partnerships with CROs and having presence in communities where our services are needed.

B. support innovation and expansion activities; and

Innovation and Expansion Activities: Michigan Council of Rehabilitation Services (MCRS). BSBP partners with the SRC and the CILC to address the consumer's needs.

C. overcome identified barriers relating to equitable access to and participation of individuals with disabilities in the State VR Services Program and the State Supported Employment Services Program.

Continue education and support both on a state and local level to assist the business community, consumers and other stakeholders in understanding the opportunities of the hidden talent we represent in VR. Examples are presence on the local and state work force development boards, in schools, local community mental health organizations.

p. Evaluation and Reports of Progress: VR and Supported Employment Goals

Describe:

1. An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

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

The funds are used to support the SRC in completing the mandated requirements of the SRC to assist the DSU in providing quality services that are aligned with the state plan goals and priorities.

BSBP provided $146,000 in 2016 to support the SRC, utilizing I&E grant funds. In 2017, $33,881 were provided to support the SRC. Projections for 2018 and 2019 would be similar to 2017. No other I&E funds were utilized during 2016 and 2017. At this time, there are no additional funds being proposed other than what has been mentioned above for 2018 and 2019.

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 vocational rehabilitation 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 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.

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.

Goal 3 - The Bureau will develop relationships with community rehabilitation organizations, mental health agencies with emphasis on individuals with mental illness, housing authorities, local centers for independent living (CIL), and transportation sources to assist in providing expanded services for consumers. Each region will continue to collaborate with community mental health 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 in regard to the statewide agreement to encourage collaboration and cooperation.

Strategy and achievement: BSBP is actively engaged in developing an MOU that will guide the process of ensuring that referrals are made from community mental health 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 BSBPTC 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 will be evaluated at the end of this plan cycle for modification.

Goal 5 - BSBP will continue to provide its professional staff opportunities to further their knowledge in the field of rehabilitation and blindness. BSBP is committed to ensuring that all counselors have the additional knowledge and skills in working with blind and visually impaired individuals.

**Strategy and achievement:** BSBP promotes professional development as a part of our culture. BSBP encourages staff participation in the state rehabilitation conference each year; a typical attendance is between 30 and 40. BSBP also encourages staff participation in the AER conference and typically has at least 12 staff attending. Currently, we have two staff participating in the Blindness and Low Vision Program at Mississippi State University. Staff also attend Michigan Works! conferences and Workforce Development Board meetings. BSBP administrators attend both and CSAVR and NCSAB; staff regularly participate in webinars relating to WIOA, ticket to work and several others. Statewide staff meetings are periodically held with staff being provided the opportunity to focus on team building, cultural diversity and bureau practices. BSBP is also holding monthly meetings with BSBP VR staff to discuss policy changes, procedural changes and WIOA implementation. BSBP managers hold monthly meetings to educate and engage management staff in bureau practices, procedures and facilitation of new legislation such as WIOA. This goal has been achieved.

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 FY15, 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.

**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 (LIO) program and Intermediate School Districts (ISD) to provide information regarding transition services.

**Strategy and achievement:** BSBP coordinates with LEA’s and SEA’s 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.

**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.

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

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 VR 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.
2. An evaluation of the extent to which the Supported Employment program goals described in the Supported Employment Supplement for the most recent program year were achieved. The evaluation must:

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

Michigan’s engagement in the Employment First process, guidance from RSA during the 2017 monitoring review and the forward momentum on the design and implementation of the MOU with DHHS lend themselves to goal success.

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

The lack of an MOU that clearly structures the process of obtaining extended services and the challenges of educating business regarding the capacities of significantly disabled individuals are challenges this program does face.

3. The VR program's performance on the performance accountability indicators under section 116 of WIOA.

Currently BSBP is establishing baseline data to design a plan for establishing performance goals to address the 6 performance indicators. This process will continue until 2019 and at that time the data obtained will be used to develop those performance standards that will guide BSBP’s performance measurement.

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

Innovation and Expansion Activities: Michigan Council of Rehabilitation Services (MCRS).

q. Quality, Scope, and Extent of Supported Employment Services.

Include the following:

1. The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

Quality service delivery to adults and youth and students requires that 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.

2. The timing of transition to extended services.
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.

**Certifications**

Name of designated State agency or designated State unit, as appropriate  **Bureau of Services for Blind Persons**

Name of designated State agency  **Michigan Department of Labor and Economic Opportunity**

Full Name of Authorized Representative:  **Jeff Donofrio**

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

**States must provide written and signed certifications that:**

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.**  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 designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR 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 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;  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 VR 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 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

7. The Authorized Representative listed above 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 above 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

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as
amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate
to the agency identified in this paragraph.

** No funds under title 1 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.

*** 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 VR Services Program regulations.

Certification 3 Footnotes
* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

Additional Comments on the Certifications from the State

None.

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."
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.

Applicant’s Organization  Michigan Bureau of Services for Blind Persons
Full Name of Authorized Representative:  William A. Robinson, III
Title of Authorized Representative:  Bureau Director

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). 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.

Applicant’s Organization   Bureau of Services for Blind Persons
Full Name of Authorized Representative:   William A. Robinson, III
Title of Authorized Representative:   Bureau Director
SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the
State certifications included with this VR services portion of the Unified or Combined
State Plan and its supplement, through signature of the authorized individual, assures the
Commissioner of the Rehabilitation Services Administration (RSA), that it will comply
with all of the requirements of the VR services portion of the Unified or Combined State
Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act.
The individual authorized to submit the VR services portion of the Unified or Combined
State Plan and its supplement makes the following assurances:
The State Plan must provide assurances that:

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 (B) has established a State Rehabilitation Council

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.

The designated State agency allows for the local administration of VR funds Yes

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: Yes

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? 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.

Agency will provide the full range of services described above 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,
      . strategies to address the needs identified in the assessments; and
A. 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. 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:
iii. 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.

iv. 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.

Additional Comments on the Assurances from the State

None.
VII. Program-Specific Requirements For Combined State Plan Partner Programs

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program—and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the “common planning elements” in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 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.
Appendix 1. Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the 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 adjusted levels of performance for the indicators for each of the two years of the plan. States will only have one year of data available under the performance accountability system in Section 116 of the WIOA; therefore, the Departments will continue to use the transition authority under WIOA sec. 503(a) to designate certain primary indicators of performance as “baseline” indicators in the first plan submission. A “baseline” indicator is one for which States will not propose an expected level of performance in the plan submission and will not come to agreement with the Departments on negotiated levels of performance. “Baseline” indicators will not be used in the end of the year performance calculations and will not be used to determine failure to achieve adjusted levels of performance for purposes of sanctions. The selection of primary indicators for the designation as a baseline indicator is made based on the likelihood of a state having adequate data on which to make a reasonable determination of an expected level of performance and such a designation will vary across core programs.

States are expected to collect and report on all indicators, including those that that have been designated as “baseline”. The actual performance data reported by States for indicators designated as “baseline” in the first two years of the Unified or Combined Plan will serve as baseline data in future years.

Each core program must submit an expected level of performance for each indicator, except for those indicators that are listed as “baseline” indicators below.

For this Plan, the Departments will work with States during the negotiation process to establish the negotiated levels of performance for each of the primary indicators for the core programs.

**Baseline Indicators for the First Two Years of the Plan**

**Title I programs (Adult, Dislocated Workers, and Youth):**

- Measurable Skill Gains
- Effectiveness in Serving Employers

**Title II programs (Adult Education):**

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Effectiveness in Serving Employers

**Title III programs (Wagner-Peyser):**
Effectiveness in Serving Employers

Title IV programs (Vocational Rehabilitation):

- Employment in the 2nd quarter
- Employment in the 4th quarter
- Median Earnings
- Credential Attainment
- Measurable Skill Gains
- Effectiveness in Serving Employers

States may identify additional indicators in the State plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the State indicators. Please identify any such State indicators under Additional Indicators of Performance.

**Table 1. Employment (Second Quarter after Exit)**

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>80.00</td>
<td>85.30</td>
<td>80.00</td>
<td>85.30</td>
</tr>
<tr>
<td>Dislocated Workers</td>
<td>85.00</td>
<td>87.60</td>
<td>85.00</td>
<td>87.60</td>
</tr>
<tr>
<td>Youth</td>
<td>64.00</td>
<td>72.00</td>
<td>64.00</td>
<td>72.00</td>
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<tr>
<td>Adult Education</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
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<td>70.50</td>
<td>64.00</td>
<td>70.50</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
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User remarks on Table 1
# Table 2. Employment (Fourth Quarter after Exit)

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<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
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<td>75.20</td>
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<tr>
<td>Dislocated Workers</td>
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<td>82.40</td>
<td>80.00</td>
<td>82.40</td>
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<td>Youth</td>
<td>70.00</td>
<td>72.00</td>
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<td>72.00</td>
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<tr>
<td>Adult Education</td>
<td>0.00</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>64.00</td>
<td>69.90</td>
<td>64.00</td>
<td>69.90</td>
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<tr>
<td>Vocational Rehabilitation</td>
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<td>0.00</td>
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</tbody>
</table>

User remarks on Table 2

# Table 3. Median Earnings (Second Quarter after Exit)

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<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>6,108.00</td>
<td>6,700.00</td>
<td>6,108.00</td>
<td>6,700.00</td>
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<tr>
<td>Dislocated Workers</td>
<td>7,900.00</td>
<td>7,697.00</td>
<td>7,000.00</td>
<td>7,697.00</td>
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<tr>
<td>Program</td>
<td>PY 2018 Expected Level</td>
<td>PY 2018 Negotiated Level</td>
<td>PY 2019 Expected Level</td>
<td>PY 2019 Negotiated Level</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>Youth</td>
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<tr>
<td>Adult Education</td>
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<td>0.00</td>
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<td>Wagner-Peyser</td>
<td>5,000.00</td>
<td>5,450.00</td>
<td>5,000.00</td>
<td>5,500.00</td>
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<tr>
<td>Vocational Rehabilitation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
</tbody>
</table>

User remarks on Table 3

**Table 4. Credential Attainment Rate**

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>50.00</td>
<td>70.00</td>
<td>50.00</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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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Wagner-Peyser</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
User remarks on Table 4

**Table 5. Measureable Skill Gains**

<table>
<thead>
<tr>
<th>Program</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
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<tbody>
<tr>
<td>Adults</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Dislocated Workers</td>
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<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Youth</td>
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<tr>
<td>Adult Education</td>
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<td>47.00</td>
<td>44.00</td>
<td>48.00</td>
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<td>Wagner-Peyser</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Vocational Rehabilitation</td>
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<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

User remarks on Table 5

**Table 6. Effectiveness in Serving Employers**
<table>
<thead>
<tr>
<th>Measure</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 1 (enter the measure information in the comments below)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Line 2</td>
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<tr>
<td>Line 3</td>
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<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Line 4</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Line 5</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
<tr>
<td>Line 6</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

User remarks on Table 6

### Table 7. Additional Indicators of Performance

<table>
<thead>
<tr>
<th>Measure</th>
<th>PY 2018 Expected Level</th>
<th>PY 2018 Negotiated Level</th>
<th>PY 2019 Expected Level</th>
<th>PY 2019 Negotiated Level</th>
</tr>
</thead>
</table>

User remarks on Table 7
Appendix 2. Other State Attachments (Optional)

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, Health and Human Services, 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 Talent Investment Board

Jamie Clover Adams, Director,
Mi Department of Agriculture & Rural Development

(State Agency- ex-officio)

Mark Alyea, Chair
Alro Steel Corporation

(Business)

Dennis Argyle, Vice Chair, Vice President & Chief Financial Officer
Knight Facilities Management, Inc.
(Business)
Paul Arsenault, President
Concepts Consulting
(Business)
Stephanie Beckhorn, Senior Deputy Director Workforce Development
Michigan Department of Labor and Economic Opportunity
(State Agency - core programs)
Michelle Beebe, Senior Deputy Director
Unemployment Insurance, Michigan Department of Labor and Economic Opportunity
(Advisor)
Joe Billig, Division Administrator
Targeted Services, Michigan Department of Labor and Economic Opportunity
(State Agency - core programs)
Kenyatta Brame, Executive Vice President
Cascade Engineering
(Business)
H. Douglas Chaffin, President & CEO
Monroe Bank and Trust
(Business)
Steven Claywell, President
Michigan Building & Construction Trades Council
(Labor/Apprenticeships)
Anne Armstrong Cusack, Associate Director
Office of Urban Initiatives, Governor Rick Snyder
(Governor Snyder Designee)
Tony Day, Council Sergeant at Arms
Nottawaseppi Huron Band of the Potawatomi's Pine Creek Reservation
(Business)
Helen Dietrich
Ridgeview Orchards, LLC
(Business)
Shelly Edgerton, Director
Department of Licensing & Regulatory Affairs
(State Agency- ex-officio)
Lee Graham, Executive Director
Operating Engineers 324
(Labor/Apprenticeships)
Abdul Haidous, Wayne County Commissioner
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)
Rhetta Hunyady, Vice President of Education & Training
Flint & Genesee Chamber of Commerce
(Youth Organizations)
Representative Brandt Iden, State Representative (R- Portage)
Michigan House of Representatives, District 61
(Michigan House of Representatives)
Marcus James, Owner
StableInc, LLC
(Business)
Darcy Kerr
Accident Fund Holdings, Inc.

(Business)

Nick Lyon, Director
Department of Health & Human Services
(State Agency- ex-officio)

Sharon Miller, Michigan Talent Architect
Consumers Energy
(Business)

John Moll, CEO
Gemini Group
(Business)

Marilyn Moran, Vice President of Sales & Marketing
Moran Iron Works
(Business)

Jason Palmer, Bureau Director
Bureau of Labor Market Information & Strategic Initiatives,
Department of Technology, Management, & 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 & Engineering
(Business)
Conan Smith, Washtenaw County Commissioner  
Washtenaw County District 9  
*(Chief Elected Official)*

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

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

Gregory Winter, President  
Omni Metalcraft Corporation  
*(Business)*

Appendix IV:
### Appendix IV: Office by City, County, Prosperity Regions Covered, Significant Office, and Outreach Staff:

<table>
<thead>
<tr>
<th>Office by City &amp; County Location</th>
<th>Michigan Works Agency</th>
<th>Prosperity Region(s) Counties Covered</th>
<th>Significant Office</th>
<th>Migrant Resource Council</th>
<th>No. of Outreach Staff</th>
</tr>
</thead>
</table>
| Traverse City Grand Traverse County | Networks Northwest | Region 2-Northwest Region  
Counties: Emmet, Charlevoix, Kalkaska, Antrim, Missaukee, Wexford, Manistee, Benzie, Leelanau, Grand Traverse  
Region 1-Upward Talent Council  
Counties: Gogebic, Ontonagon, Houghton, Baraga, Iron, Marquette, Dickinson, Menominee, Delta, Alger, Schoolcraft, Luce, Mackinac, Chippewa | Yes | Northwest MI MRC | 1 Permanent 1 Seasonal |
| Shelby Oceana County | West Central Michigan Works! | Region 4a-West Michigan Region  
Counties: Mason, Lake, Oceana, Mecosta, Newaygo, Osceola | Yes | West MI MRC | 1 Permanent 1 Seasonal |
| Holland Ottawa County | West Michigan Works! | Region 4b-West Michigan Region  
Counties: Kent, Allegan, Barry, Ottawa, Montcalm, Ionia, Muskegon | Yes | Allegan /Ottawa/Berry MRC | 1 Permanent |
| Greenville Montcalm County | West Michigan Works! | Region 4b-West Michigan Region  
Counties: Kent, Allegan, Barry, Ottawa, Montcalm, Ionia, Muskegon | Yes | Mid-Michigan MRC | 1 Permanent 1 Seasonal |
| Adrian Lenawee County | Southeast Michigan Consortium | Region 5-Southeast Michigan Region  
Counties: Hillsdale, Jackson, Washtenaw, Lenawee, Livingston, Monroe  
Region 7-South Central Region  
Counties: Eaton, Ingham, Clinton  
Region 10-Detroit Metro Region  
Counties: Oakland, Macomb, Wayne | No | Southeastern MI MRC | 1 Permanent |
| Lapeer Lapeer County | GST Michigan Works! | Region 8-East Michigan Region  
Counties: Lapeer, Genesee, Shiawassee, Tuscola, Huron, Sanilac, St. Clair.  
Region 5-East Central Region  
Counties: Clare, Isabella, Gratiot, Midland, Gladwin, Saginaw, Bay, Arenac  
Region 3-Northeast Region  
Counties: Cheboygan, Ogemaw, Crawford, Roscommon, Ogemaw, Oscoda, Montmorency, Presque Isle, Alpena, Alcona, Isabella, Huron | No | Great Lakes MI MRC | 1 Permanent |
| Benton Harbor Berrien County | Kinxexus | Region 3-Southwest Region  
Counties: Berrien, Cass, Van Buren, Kalamazoo, St. Joseph, Branch, Calhoun | No | Southwestern MI MRC | 1 Permanent 1 Seasonal |
| Paw Paw Van Buren County | Kinxexus | Region 3-Southwest Region  
Counties: Berrien, Cass, Van Buren, Kalamazoo, St. Joseph, Branch, Calhoun | Yes | Southwestern MI MRC | 1 Permanent |
| Dowagiac Cass County | Kinxexus | Region 3-Southwest Region  
Counties: Berrien, Cass, Van Buren, Kalamazoo, St. Joseph, Branch, Calhoun | No | Southwestern MI MRC | 1 Permanent 1 Seasonal |

### Index V - Public Comments and Responses

**Comment:**

At close of public comment period we will submit any comments received.
Response: