

6/23/2017

# WIOA

*Local Four-Year Plan*

*PY 2016 - 2019*

**Great Lakes Bay Michigan Works!**

**SECTION II - LOCAL PLAN**

- 1. A description of the planning process undertaken to produce the regional and local plan, including a description of how all local areas were afforded the opportunity to participate in the regional planning process.*

The Workforce Innovation and Opportunity Act (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 WIOA core programs and include a planning process for the **Great Lakes Bay Michigan Works!** Regional plan.

This reform promotes a shared understanding of the workforce needs within each region and local area 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 the approaches called for within WIOA requires robust relationships across programs. WIOA requires Regional and Local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Regional and Local plans.

**East Central Michigan Prosperity Region 5 is served by two local Michigan Works Agencies (MWAs). Great Lakes Bay Michigan Works! (GLBMW!) services 5 out of the 8 counties, which include: Saginaw, Midland, Bay, Isabella and Gratiot counties. .**

East Central Michigan Prosperity Region 5 and **GLBMW!** staffs have participated in WIOA Planning such as: webinars, training sessions, planning meetings (including brainstorming and resource mapping strategies) and a series of conference calls (*see Chart A below*). An executive summary was prepared for WDB Members and WIOA Core Partners. All were invited to participate and provide input in the development of the plan, from each of the following WIOA Core Programs:

- The Adult Program – Title I of WIOA,
- The Dislocated Worker Program – Title I of WIOA,
- The Youth Program – Title I of WIOA,
- The Adult Education and Family Literacy Act Program – Title II, and
- The Wagner-Peyser Act Program – Wagner-Peyser Act, amended by Title III,
- The Vocational Rehabilitation Program – Title I of the Rehabilitation Act of 1973, as amended by Title IV

**WIOA Regional Planning Process**

| <b>Type of Event</b> | <b>Title of Event</b>   | <b>Date</b> |
|----------------------|---|-------------|
| Webinar              | WIOA Stakeholder Consultation: Strengthening the One Stop System  | 8/21/2014   |
| Webinar              | WIOA Stakeholder Consultation: Job-Driven Training for Adults and Dislocated Workers  | 8/22/2014   |
| Webinar              | WIOA Stakeholder Consultation: Integrated Performance Reporting and the ETPL  | 8/25/2014   |
| Webinar              | WIOA Stakeholder Consultation: Consultation with Consumers, Advocacy Groups, and Direct Service Providers on Services for Individuals with Disabilities | 8/26/2014   |
| Webinar              | WIOA Stakeholder Consultation: Services to Disconnected Youth   | 9/5/2014    |
| Webinar              | WIOA Stakeholder Consultation: Strategic Program Alignment and Unified Planning   | 9/11/2014   |
| Webinar              | Performance Under WIOA: Some "What if..." Scenarios Using WIA Data  | 9/30/2014   |
| Webinar              | WIOA Technical Assistance Webinar: Eligible Training Provider List (ETPL)   | 12/15/2014  |
| Webinar              | Listening Session on States' Role in the Evaluation and Research under WIOA   | 2/24/2015   |
| Webinar              | Event: Intro to WIOA- Prerequisite to Implementation (Gaylord)- MW Association  | 3/2/2015    |
| Webinar              | WIOA Vision and System Update Webinar (workforce3one)   | 3/4/2015    |
| Webinar              | Collaborations Between Adult Basic Education and Local Workforce Investment Boards  | 3/20/2015   |
| Webinar              | WIOA Quick Start Action Planners: A New Tool for the Implementation of WIOA   | 3/24/2015   |
| Webinar              | Launch of the Innovation and Opportunity Network (ION): A Peer Learning Community Focused on Implementing WIOA  | 6/3/2015    |
| Webinar              | WIOA Ready Set Go Conference- MW Association  | 6/17/2015   |
| Webinar              | Michigan Works! Conference  | 10/15/2015  |
| Training             | WIOA Local Plan Strategy Session  | 2/23/2016   |
| Meeting              | Planners Group Meeting  | 2/24/2016   |
| Meeting              | Regional WIOA COMP  | 3/2/2016    |
| Meeting              | WIOA Comp Plan  | 3/11/2016   |
| Meeting              | WIOA Comp Plan  | 3/31/2016   |
| Webinar              | WIOA Planning Meeting with MWR7B and MWGLB  | 4/5/2016    |
| Meeting              | WIOA Comp Plan  | 4/13/2016   |
| Conference Call      | WIOA Regional Partners  | 4/21/2016   |
| Meeting              | WIOA Planning Meeting   | 4/25/2016   |
| Meeting              | WIOA Planning Meeting   | 5/2/2016    |
| Meeting              | WIOA Planning Meeting   | 5/9/2016    |
| Conference Call      | WIOA Core Partners  | 5/9/2016    |
| Meeting              | WIOA Planning Meeting   | 5/16/2016   |
| Meeting              | WIOA Planning Meeting   | 5/23/2016   |
| Survey               | Survey to Core Partners, WDB, and LEO Members   | 5/02/2016   |

*Chart A*

2. *A thorough analysis of regional labor market data and economic conditions. This shall include an analysis of existing and emerging in-demand industry sectors and occupations, and the employment needs of employers in those existing and emerging in-demand industry sectors and occupations. All core partners (WIOA Titles I-IV) should be involved in both providing and analyzing the data. The analysis shall include:*

Information on the trends and characteristics of the East Central Michigan Prosperity Region 5 workforce is important, as is an understanding of the characteristics of the region's jobs by industry and occupation, and the potential future sources of these jobs. The following section provides information on recent payroll job trends in the region, in-demand and emerging industry sectors and occupations, and key "knowledge and skills" required for the future workforce.

- *The knowledge and skills necessary to meet the employment needs of the employer's in the region, including employment needs in in-demand industry sectors and occupations.*

### **Existing and Emerging In-Demand Industry Sectors and Occupations**

This section provides information and insights on existing and emerging in-demand industry sectors and occupations. The WIOA defines "in demand industry" as: "An industry sector that has a substantial current or potential impact (including jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors."

### **Private Sector Industries**

- East Central Michigan Prosperity Region 5 saw private sector jobs expand by 12,120 or 7.2% since 2009, largely fueled by a 5,430 job expansion in Manufacturing and 4,730 job expansions in Professional and Business Services statewide. Private payroll grew by 453,500 or 14.3% during the same period.
- The only industry to see private sector job losses over 2009 levels was Financial Activities (other than Trade, Transportation, and Utilities which was effectively unchanged). The sector decreased by 810 jobs or -9.8% from 2009 to 2015.

### **Current Distribution of East Central Michigan Prosperity Region 5's Payroll Jobs**

- In 2015, Trade, Transportation, and Utilities was the region's largest industry, employing just over 20% of the region's workers.
- After Trade, Transportation, and Utilities, the region's largest industries are Education and Health Services, Manufacturing, and Professional and Business Services.
- While Professional and Business Services is the fourth-largest industry in the region, it ranks third in terms of employment in the state as a whole.

- The top five declining industries in the **region** included: Publishing Industries, except internet at -35.9%, Real Estate at -25.7%, Non-store Retailers at -24%, Accommodation at -18.1%, and Religious, Grant making, Civic, Professional, and Similar Organizations at -18 percent.

### **In-Demand Industry Sectors**

The Michigan Bureau of Labor Market Information and Strategic Initiatives interprets the phrase “in-demand industry that leads to economic self-sufficiency” as a growth industry that pays a high wage (above the average for all occupations). “Opportunity for advancement” refers to career pathways within an industry cluster.

While the law defines “in-demand” industry and occupations, no clear guidance is given to distinguish “existing” from “emerging” industries or occupations. In the current analysis, we define “existing” as industries that show a strong short-term rate of job expansion (over the past three years and/or in the next two years); and “emerging” as industries projected to show significant long-term job gains.

In-Demand industries rank well in **GLBMW!** on a number of indicators, both in the short and long run. Most of the sectors that have displayed high recent employment growth (numeric and percent) have a strong long-term job outlook and provide above average wages. The Michigan Bureau of Labor Market Information and Strategic Initiatives sort and rank industry sectors by:

- Employment growth rate over the past three years (2012-2014);
- Projected long-term job growth rate for the next ten years (2012-2022);
- Numeric short-term projected job growth; and
- Average weekly wage.

### **Existing In-Demand Industries**

These are industries that display high employment growth (numeric and percent) in the past three years and are projected to grow (until 2015) and pay well. These are occupations that are showing high real-time demand today; are projected to continue to grow (until 2015); and offer a relatively high wage.

### **Great Lakes Bay Michigan Works! Existing In-Demand Occupations**

GLBMW! has a strong manufacturing base, comprised of employers in both urban and rural settings. Products produced in the region include automotive, automotive related components, wood processing equipment, pontoon boats, trailers, commercial kitchen equipment, food production, and production that supports aerospace and defense industries.

The Manufacturing industry is experiencing skill shortages in several areas. Such skill shortages include but are not limited to Assembly/Production Workers, Computer Numerical Control (CNC) Operators, Electrical Engineers, Lathe Operators, Machinists, Mechanical

Engineers, Production Supervisors and Welders. Area employers have identified that demand in this sector will continue, not only due to growth but also due to a significant number of staffs in the workforce exiting due to retirement.

Jobs in this industry sector require, at minimum, a high school education plus specialized training beyond high school, often requiring certifications that can lead to an Associates' Degree or an employer-sponsored apprenticeship. Employers in this sector have begun to address employment and training needs for the near term and long term.

Healthcare is another major industry in the region. Jobs in the Healthcare industry are expected to grow at a faster rate than any other industry in the GLBMW! Region. The industry shortages and demands are uniquely interrelated. As workers leave the workforce due to retirement, they are expected to increase the demand for healthcare services. Demand for workers will also be impacted by increases in healthcare occupations due to growth of facilities such as a new medical school and a new surgical center, which will be opening in the GLBMW! Region.

The types of occupations in this sector vary significantly with regard to education and training requirements. Many occupations in this sector require training beyond high school and/or industry-recognized certificates or licensures. Occupations expected to see demand include but are not limited to Certified Nursing Assistants (CNAs), Direct Care Workers (DCWs), Emergency Medical Technicians (EMTs), Licensed Practical Nurses (LPNs), Medical Assistants, Phlebotomists, Physical Therapists and Occupational Therapists, Registered Nurses (RNs), Social Workers, and Surgical Technicians.

The Construction industry is attempting to hire at a rate that outpaces the available talent according to several area employers. Employers in this industry state they are willing to train candidates for their open positions. Their struggle is finding talent in sufficient number interested in their industry. Positions in demand in the construction fields include but are not limited to Electricians, Electrician Helpers, Plumbers, Plumber Helpers, Carpenters, Roofers, Heating Ventilation Air Conditioning (HVAC) Mechanics and Installers, Heavy Equipment Operators, and Crane Operators. While some of these professions are laborer positions that begin as entry level positions, many require specialized training, including Associates' Degree and Trade School education; others may require employer sponsored apprenticeships.

Other industries of note include Accounting, IT, Commercial Bakeries, Cooks, and Service sector positions. The demand for skilled Accounting professionals remains high throughout the region. Individuals with degrees in accounting are able to transition into the field immediately upon completion of post-secondary education and are then trained on the job to develop skills, knowledge and expertise in the field and within their specific accounting specialties.

There is an ongoing need for IT professionals within the region. This includes Software Consultants, Computer Technicians, Engineers and Network Engineers. Companies in the area are seeking professionals with Associates' and/or Bachelors' degrees in IT with

credentials such as Microsoft Certifications and a variety of transferrable IT skills to perform all necessary IT functions.

Commercial Bakeries produce high volume consumable goods, and require professional bakers that are able to create product in volume. This level of proficiency is in demand in our region. Retailers, commercial bakeries, and specialty bakeries require this level of skill.

The Service Industry has hundreds of job openings annually. Major retailers in this sector stressed the importance of customer service, but due to the diverse nature of their unique needs, they did not identify any training that prepared job seekers for these positions. Internal training is provided by each employer on a limited basis.

GLBMW! Business Services staff conducted employer outreach to obtain near term forecast needs for critical openings in the industries previously referenced. The following chart (*see Chart B*) details the number of openings local employers anticipate in the next two years.

| Position  | Median Wage per hour | Hiring Projection In 2 years |
|---|----------------------|------------------------------|
| <b>HEALTHCARE</b>                                   |                      |                              |
| Registered Nurse                                    | \$30                 | 500+                         |
| LPN's   | \$20                 | 300                          |
| Certified Nursing Assistance                        | \$13.50              | 500+                         |
| Phlebotomist  | \$14                 | 200                          |
| Medical Assistant                                   | \$13.50              | 150                          |
| Direct Care Worker                                  | \$9.50               | 500                          |
| Physical/Occupational Therapist                     | \$40                 | 300                          |
| Social Worker                                       | \$22                 | 100                          |
| EMT   | \$15                 | 200                          |
| Paramedic   | \$17.50-\$20         | 120                          |
| Surgical Tech                                       | \$16                 | 50                           |
| <b>MANUFACTURING</b>                                |                      |                              |
| CNC Operators                                       | \$20                 | 80                           |
| Lathe Operator                                      | \$18-22              | 45                           |
| Assemblers/Production                               | \$15                 | 450                          |
| Machinists  | \$20                 | 50                           |
| Welders   | \$19                 | 30                           |
| CNC Programmer                                      | \$21                 | 100                          |
| Steel Fabricators                                   | \$20                 | 50                           |
| Electrical-Industrial                               | \$26                 | 40                           |
| Machine Technician                                  | \$20                 | 20                           |
| Hydraulics  | \$19                 | 10                           |
| Maintenance   | \$20                 | 10                           |
| Industrial Sewers                                   | \$15                 | 10                           |
| Quality Control                                     | \$19                 | 13                           |
| Purchasing  | \$31                 | 10                           |
| Engineers (Plastics, R & D, Electrical, Mechanical) | \$45                 | 15                           |
| Project Managers                                    | \$34                 | 10                           |
| <b>CONSTRUCTION</b>                                 |                      |                              |
| Electricians  | \$30                 | 20                           |
| Electrician Helper                                  | \$15                 | 20                           |
| Plumber   | \$30                 | 40                           |
| Plumber Helper                                      | \$14                 | 20                           |
| Carpenter   | \$18                 | 160                          |
| Roofer  | \$12                 | 50                           |
| HVAC Mechanic                                       | \$15                 | 75                           |
| Heavy Equipment Operator                            | \$35                 | 20                           |
| Crane Operator                                      | \$20-\$50            | 10                           |
| <b>AUTOMOTIVE</b>                                   |                      |                              |
| Auto Mechanic                                       | \$12-22              | 23                           |
| Oil Change Tech                                     | \$8.50-12            | 40                           |
| Service Writers                                     | \$15                 | 12                           |
| Auto Body Tech                                      | \$12-19              | 15                           |
| Detailer  | \$10                 | 40                           |
| Certified Diesel Mechanic                           | \$12-\$20            | 26                           |
| Diesel Technician                                   | \$12-\$16            | 10                           |
| Trailer Equipment                                   | \$12-\$22            | 20                           |
| Truck Drivers                                       | \$10-\$26.50         | 400                          |
| Accountants   | \$30-\$40            | 200                          |
| <b>SERVICE INDUSTRIES</b>                           |                      |                              |
| Hospitality   | \$10                 | 4,300                        |
| Landscaping   | \$9-\$14             | 100                          |
| Retail  | \$8.50-\$20          | 5,000                        |
| Bakers-Commercial                                   | \$13                 | 50                           |
| Cooks   | \$10-\$15            | 70                           |

Chart B

## High-Demand and High-Wage Occupations

- Industrial Machinery Mechanics is among the top 15 high-demand, high-wage occupations in East Central Michigan **Prosperity Region 5**. Second in terms of numeric growth, after Registered Nurses (445/8%), this occupational category is projected to add 195 new jobs with a growth rate of 25% over the next 10 years. General and Operations Managers also report significant employment growth of 190 or 7.2%, but is the second highest in terms of average annual openings for a total of 69 jobs.
- Physical Therapists and Software Developers, Applications both report a total of 80 new jobs with growth rates of 21.1% and 23.9% between 2012 and 2022 (these rank second and third highest among growth rates). See Table 24.

**Table 24- High Demand - High Wage Occupations - 2012 - 2022 - East Central Michigan Prosperity Region**

| Occupations                            | 2012 Employment | 2022 Employment | Growth Rate | Annual Openings | Hourly Wage |
|--|-----------------|-----------------|-------------|-----------------|-------------|
| Accountants and Auditors               | 1,180           | 1,310           | 11.0%       | 48              | \$29.58     |
| Architectural and Engineering Managers | 605             | 650             | 7.4%        | 19              | \$55.15     |
| Chief Executives                       | 655             | 670             | 2.3%        | 16              | \$63.47     |
| Construction Managers                  | 475             | 525             | 10.5%       | 13              | \$37.73     |
| Dental Hygienists                      | 475             | 570             | 20.0%       | 21              | \$27.87     |
| General and Operations Managers        | 2,650           | 2,840           | 7.2%        | 69              | \$38.61     |
| Industrial Machinery Mechanics         | 780             | 975             | 25.0%       | 42              | \$23.82     |
| Industrial Production Managers         | 740             | 765             | 3.4%        | 16              | \$47.38     |
| Lawyers                                | 765             | 805             | 5.2%        | 16              | \$42.25     |
| Mechanical Engineers                   | 685             | 725             | 5.8%        | 27              | \$35.29     |
| Medical and Health Services Managers   | 750             | 820             | 9.3%        | 25              | \$40.33     |
| Pharmacists                            | 525             | 540             | 2.9%        | 14              | \$57.61     |
| Physical Therapists                    | 380             | 460             | 21.1%       | 17              | \$36.69     |
| Registered Nurses                      | 5,565           | 6,010           | 8.0%        | 152             | \$31.13     |
| Software Developers, Applications      | 335             | 415             | 23.9%       | 12              | \$36.25     |

**Required: WIOA Act, Section 108, (b), (1), (A), (i), (ii)**

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives

## Emerging In-Demand Occupations

These are occupations that are projected to display solid job gains (numeric and percent) over the next 10 years (until 2022); along with high annual job openings and provide above average wages.

## Occupational Outlook

- Between 2012 and 2022, employment in the **GLBMW!** is expected to increase by 10,904 or 5.0 percent. At least a dozen occupational categories are projected to record growth rates above the regional average: Business and Financial Operations (6.5%), Computer and Mathematical (11.8%), Architecture and Engineering (6.1%), Community and Social Service (7.7%), Healthcare Practitioners and Technical (9.6%), Healthcare Support (17.4%), Building and Grounds Cleaning and Maintenance (7.4%), Personal Care and Service (7.4%), Construction and Extraction (13.0%), Installation, Maintenance, and Repair (7.9%), Production (7.1%), and Transportation and Material Moving (5.8%).
- Service – Nearly one in five jobs in **the region** will be a service job in 2022, unchanged from the 2012 share of jobs in services occupations. These jobs include positions in food preparation and serving, building and grounds cleaning and maintenance, personal care and service, and protective services.
- Professional – The second-largest occupational group both now and in 2022, is in the professional category. This category includes a diverse group of occupations representing everything from accountants to computer programmers and postsecondary teachers.
- Administrative Support – This group contributes about 13.8% of the region's employment. This occupational group includes some of the largest single occupations such as bookkeepers, secretaries and office clerks.
- Healthcare – This group of occupations is projected to have the largest increase in share of regional employment for 2022, increasing from 10.9% of regional employment in 2012 to 11.6% in 2022. See Table 20.

Table 20- Employment Projections by Major Occupational Category 2012-2022- East Central Michigan Prosperity Region

| Occupational Category                          | 2012    | 2022    | Number | Percent |
|--|---------|---------|--------|---------|
| <b>Total, All Occupations</b>                  | 238,455 | 252,015 | 13,560 | 5.7%    |
| Management                                     | 13,870  | 14,535  | 665    | 4.8%    |
| Business and Financial Operations              | 8,140   | 8,670   | 530    | 6.5%    |
| Computer and Mathematical                      | 2,715   | 3,035   | 320    | 11.8%   |
| Architecture and Engineering                   | 5,720   | 6,070   | 350    | 6.1%    |
| Life, Physical, and Social Science             | 2,605   | 2,680   | 75     | 2.9%    |
| Community and Social Service                   | 4,675   | 5,035   | 360    | 7.7%    |
| Legal  | 1,205   | 1,265   | 60     | 5.0%    |
| Education, Training, and Library               | 13,760  | 13,730  | -30    | -0.2%   |
| Arts, Design, Entertainment, Sports, and Media | 2,685   | 2,830   | 145    | 5.4%    |
| Healthcare Practitioners and Technical         | 15,705  | 17,205  | 1,500  | 9.6%    |
| Healthcare Support                             | 10,290  | 12,085  | 1,795  | 17.4%   |
| Protective Service                             | 3,960   | 4,055   | 95     | 2.4%    |
| Food Preparation and Serving Related           | 21,950  | 22,795  | 845    | 3.8%    |
| Building and Grounds Cleaning and Maintenance  | 11,380  | 12,220  | 840    | 7.4%    |
| Personal Care and Service                      | 8,125   | 8,725   | 600    | 7.4%    |
| Sales and Related                              | 24,890  | 25,425  | 535    | 2.1%    |
| Office and Administrative Support              | 33,935  | 34,725  | 790    | 2.3%    |
| Farming, Fishing, and Forestry                 | 2,920   | 3,065   | 145    | 5.0%    |
| Construction and Extraction                    | 8,205   | 9,270   | 1,065  | 13.0%   |
| Installation, Maintenance, and Repair          | 10,025  | 10,815  | 790    | 7.9%    |
| Production                                     | 19,210  | 20,565  | 1,355  | 7.1%    |
| Transportation and Material Moving             | 12,490  | 13,220  | 730    | 5.8%    |

Required: WIOA Act, Section 108, (b), (1), (A), (i), (ii)

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives

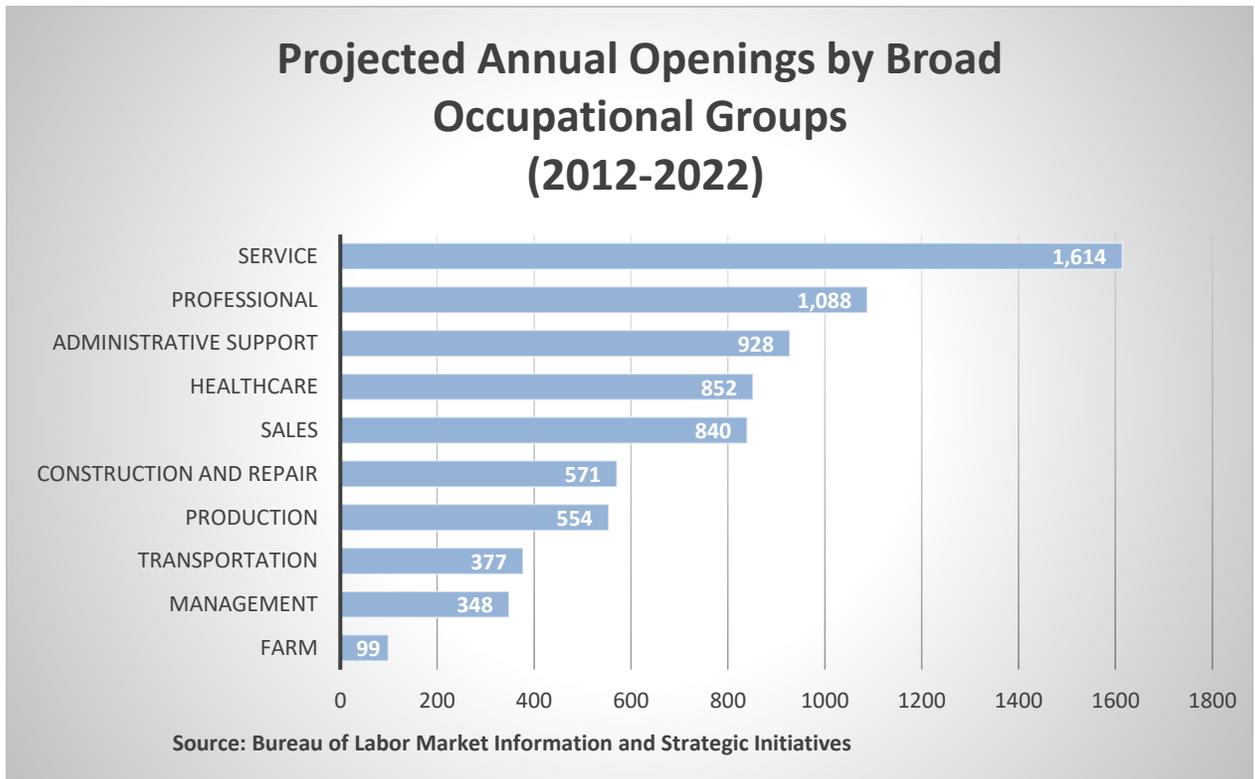
## Employment Trends in Major Occupational Groups

- Employment Trends in Major Occupational Groups
- Employment in almost all occupational groups in **GLBMW!** is projected to grow below the statewide average through 2022.
- Three groups of occupations are expected to account for over half of the **10,904** new jobs in **the region**.
- Healthcare occupations will contribute about 3,295 new jobs to the regional economy (or 24.2% of all new jobs). This group includes the fast-growing registered nurses occupations along with physical therapists, dental hygienists, and pharmacists.
- Service is the second-largest group in terms of newly-added jobs, projected to create 2,380 positions through 2022. This group includes many occupations in the restaurant, hotel, and recreation industries which are predominant in the region.

- The construction and repair group of occupations will contribute 1,855 new positions to the region, or about 14% of the region’s newly created jobs. This group encompasses not only construction laborers but also electricians, power line repairers, plumbers, roofers, any many other careers in specialty trade contractors.

### Employment Trends in Detailed Occupations

- Because of the need to replace workers who are retiring or otherwise leaving occupations in the area, the largest groups are projected to see the most annual openings through 2022.
- Fast-growing occupational groups such as Healthcare will have significant numbers of annual openings due to growth each year. Nearly 40% of all annual openings in Healthcare occupations are expected to be due to newly-created openings or positions.
- In the **GLBMW!**, about 21% of annual openings are expected to come from employment expansion, while the remaining 79% will be from the need to replace workers.
- Registered Nurses also continue to report job growth of 445 jobs or 8.0% but requires a minimum of at least an Associate’s Degree. Nursing Assistants reported an increase of 410 or 11.3% requiring vocational training/certification.
- Home Health Aides are the largest Healthcare occupation. It will add the largest number of jobs, increasing by 1,045 or 31.6 percent. Home Health Aides positions require less than a high school diploma and or little to no work experience.
- After years of decline, Construction is now considered a “comeback” sector. Construction Laborers made the list of the top 15 occupations with the largest numeric growth and the largest percentile growth. Construction and Extraction Occupations experienced a numeric growth of 1,065 or 13.0% with the largest in Construction Laborers with an increase of 275 or 16.9 percent. Carpenters increased by 165 or 15.8% and Electricians reported an increase of 120 or 11.2% for **the region**.
- The Installation, Maintenance, and Repair Occupations reported an overall increase of 790 or 7.9% between 2012 and 2022 for **the region**. Increases reported for Automotive Service Technicians and Mechanics, Bus and Truck Mechanics and Diesel Engine Specialists and the largest increase for Industrial Machinery Mechanics at 195 or 25.0 percent.
- In the Production category, an overall increase of 1,355 or 7.1% was reported for **the region**. Growth in the Team Assemblers, Computer-Controlled Machine Tool Operators, Metal and Plastic, Computer Numerically Controlled Machine Tool Programmers, Metal and Plastic also reported an overall increase. The largest numeric growth was in the Machinist category with 340 or 16.5 percent. Welders, Cutters, Solderers, and Brazers and Inspectors, Testers, Sorters, Samplers, and Weighers also reported increases.
- The **region** showed an increase in Heavy and Tractor-Trailer Truck Drivers of 420 or 15.1 percent. See Chart C.



*Chart C*

- *An analysis of the current workforce in the region, including employment/unemployment data, labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment.*

### Population

- In 2015, the population in the Great Lake Bay Region was estimated at 494,836, accounting for 5.0% of the total statewide population of 9,922,576.
- While the region lost nearly 1.0% of its population from 2009 to 2015, the state as a whole dropped 5.0% of its population over the same period. The regional reduction amounts to 4,320 fewer residents in 2015 than in 2009.
- Population gains were registered in two counties in the region from 2009-2015: Isabella (+3,522, +5.2%) and Midland (+1,084, +1.3%). See Table 1.

**Table 1 - Population Trends 2009 - 2015 GLBMW!**

| Area   | 2009        | 2011        | 2013        | 2015        | 2009-2015<br>Numeric Change | 2009-2015<br>Percent<br>Change |
|--|-------------|-------------|-------------|-------------|-----------------------------|--------------------------------|
| <b>Great Lakes Bay Region</b>                                  | 499,156     | 502,826     | 499,647     | 494,836     | -4,320                      | -0.87%                         |
| Bay  | 107,434     | 107,477     | 106,936     | 105,659     | -1775                       | -1.7%                          |
| Gratiot  | 41,948      | 42,148      | 42,034      | 41,540      | -408                        | -1.0%                          |
| Isabella   | 67,176      | 70,621      | 70,424      | 70,698      | 3,522                       | 5.2%                           |
| Midland  | 82,548      | 83,765      | 83,593      | 83,632      | 1,084                       | 1.3%                           |
| Saginaw  | 200,050     | 198,815     | 196,660     | 193,307     | -6743                       | -3.4%                          |
| Michigan   | 9,969,727   | 9,875,736   | 9,898,193   | 9,922,576   | -47151                      | -5.0%                          |
| United States  | 307,006,550 | 311,721,632 | 316,497,531 | 321,418,820 | 14,412,270                  | 4.7%                           |
| Required: WIOA Act, Section 108 (b)(1)(A)                      |             |             |             |             |                             |                                |
| Source: U.S. Bureau of the Census, Annual Population Estimates |             |             |             |             |                             |                                |

### Age and Diversity

- From 2009 to 2014, the age group with the greatest percentage gain (13.1%) in both the state and region was 55-64 years old. However, the age group that experienced the greatest decrease (-7.7%) in both the region and the state was 15-19 years old.
- In an interesting departure from the statewide trend, the African-American population gained 0.8% in the region while falling by 1.3% statewide. There was a decrease in the Hawaiian/Pacific Islander population of 7.4% in the region, but the Asian population increased by 6.9 percent. Two or more races showed a significant increase of 10.6%, but the largest increase was those of Hispanic ethnicity, registering a greater increase in the region than in the state with an 11.7% increase.

### Labor Market Trends

- The GLBMW! labor force was measured at 241,673 in 2010. By 2015, the labor force was at 237,662, representing a reduction of 1.7 percent. Over the same period, the labor force in Michigan declined by 1.0 percent. See Table 5.

**Table 5 - Labor Force Trends 2010 - 2015 GLBMW!**

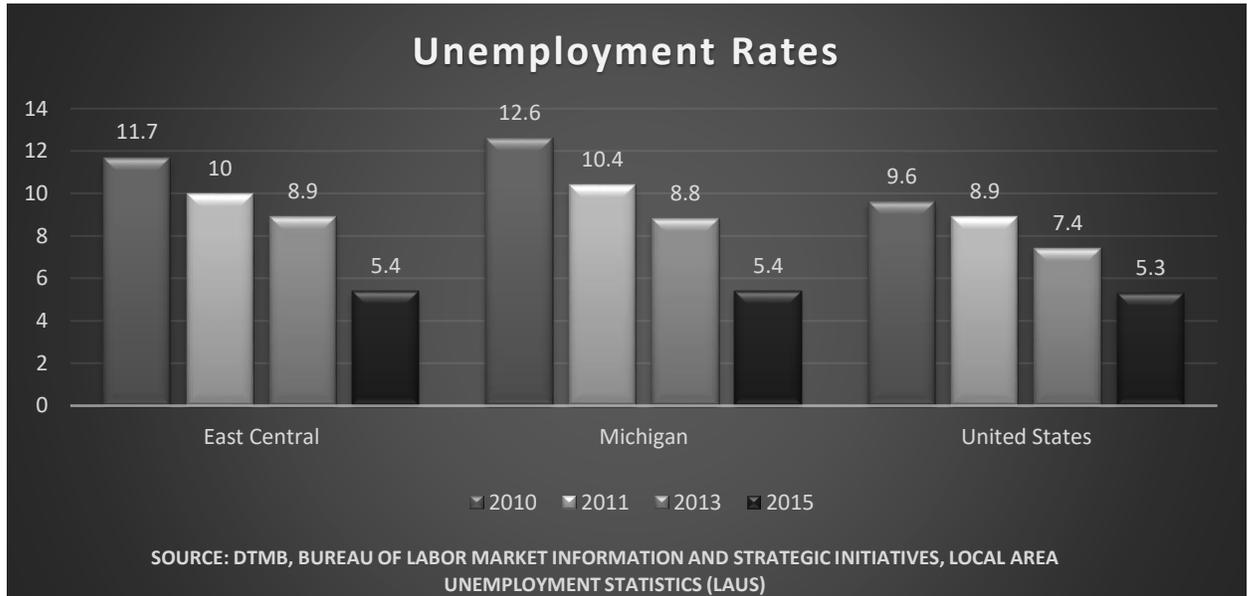
| Area  | 2010        | 2011        | 2013        | 2015        | 2010-2015<br>Numeric<br>Change | 2010-2015<br>Percent<br>Change |
|---|-------------|-------------|-------------|-------------|--------------------------------|--------------------------------|
| <b>GLBMW!</b>   | 234671      | 231111      | 230604      | 231038      | -3633                          | -1.55%                         |
| Bay   | 54,666      | 53,330      | 53,318      | 53,075      | -1591                          | -2.9%                          |
| Gratiot   | 19,544      | 19,081      | 18,545      | 18,399      | -1145                          | -5.9%                          |
| Isabella  | 35,522      | 34,911      | 35,050      | 35,402      | -120                           | -0.3%                          |
| Midland   | 41,219      | 40,874      | 40,983      | 41,559      | 340                            | 0.8%                           |
| Saginaw   | 90,722      | 89,822      | 89,310      | 89,227      | -1495                          | -1.6%                          |
| Michigan  | 4,799,000   | 4,685,000   | 4,730,000   | 4,751,000   | -48000                         | -1.0%                          |
| United States   | 153,889,000 | 153,617,000 | 155,389,000 | 157,130,000 | 3241000                        | 2.1%                           |
| Required: WIOA Act, Section 108 (b)(1)(C)   |             |             |             |             |                                |                                |
| Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Local Area Unemployment Statistics (LAUS) |             |             |             |             |                                |                                |

- Since 2010, employment in the region increased by 5.0% from 214,447 to 225,351. The state also reported an increase of 7.1 percent. Saginaw County reported the largest numeric gain of 4,754 and Midland showing the largest percentage increase of 6.5% for the region. While the size of the labor force and the number of employed have both posted recent gains, both measures remain below the pre-recessionary levels. See Table 6.

**Table 6 - Employment Trends 2010 - 2015 GLBMW!**

| Area  | 2010             | 2011             | 2013             | 2015             | 2010-2015 Numeric<br>Change | 2010-2015<br>Percent Change |
|---|------------------|------------------|------------------|------------------|-----------------------------|-----------------------------|
| <b>Great Lakes Bay<br/>Region</b>   | <b>214,447</b>   | <b>215,243</b>   | <b>216,957</b>   | <b>225,351</b>   | <b>10,904</b>               | <b>5.08%</b>                |
| Bay   | 48,347           | 48,050           | 48,611           | 50,173           | 1,826                       | 3.78%                       |
| <b>Gratiot</b>  | <b>17,233</b>    | <b>17,157</b>    | <b>16,858</b>    | <b>17,390</b>    | <b>157</b>                  | <b>0.91%</b>                |
| Isabella  | 32,046           | 31,976           | 32,495           | 33,789           | 1,743                       | 5.44%                       |
| <b>Midland</b>  | <b>37,196</b>    | <b>37,438</b>    | <b>37,806</b>    | <b>39,620</b>    | <b>2,424</b>                | <b>6.52%</b>                |
| Saginaw   | 79,625           | 80,622           | 81,187           | 84,379           | 4,754                       | 5.97%                       |
| <b>Michigan</b>   | <b>4,194,000</b> | <b>4,198,000</b> | <b>4,311,000</b> | <b>4,493,000</b> | <b>299,000</b>              | <b>7.13%</b>                |
| United States   | 139,064,000      | 139,869,000      | 143,929,000      | 148,834,000      | 9,770,000                   | 7.03%                       |
| Required: WIOA Act, Section 108 (b)(1)(C)   |                  |                  |                  |                  |                             |                             |
| Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives, Local Area Unemployment Statistics (LAUS) |                  |                  |                  |                  |                             |                             |

- The unemployment rate in **GLBMW!** followed state and national trends, dropping significantly between 2010 and 2015. In 2010, the percent of those unemployed was at 11.3 percent. By 2015, the number of unemployed individuals decreased by 6.3 percentage points to 5.0 percent.
- According to estimates from the U.S. Census Bureau, there were more males than females participating in the labor market in the region. However, males experienced a higher unemployment rate at 13.2% compared to 9.6% for females.
- During recessions some of the jobs traditionally held by youth and young adults (16-24 years old) get taken by adults (25+ years old) who cannot find employment elsewhere. As a result, youth and young adults experience higher jobless rates.
- In general, regional unemployment rates are nearly equal for almost all demographic categories. Two or more races have the unemployment rate between 2010-2014 at 25.1 percent. Blacks/African Americans also remain elevated at 23% and Native Americans at 21.8 percent. See Chart D.

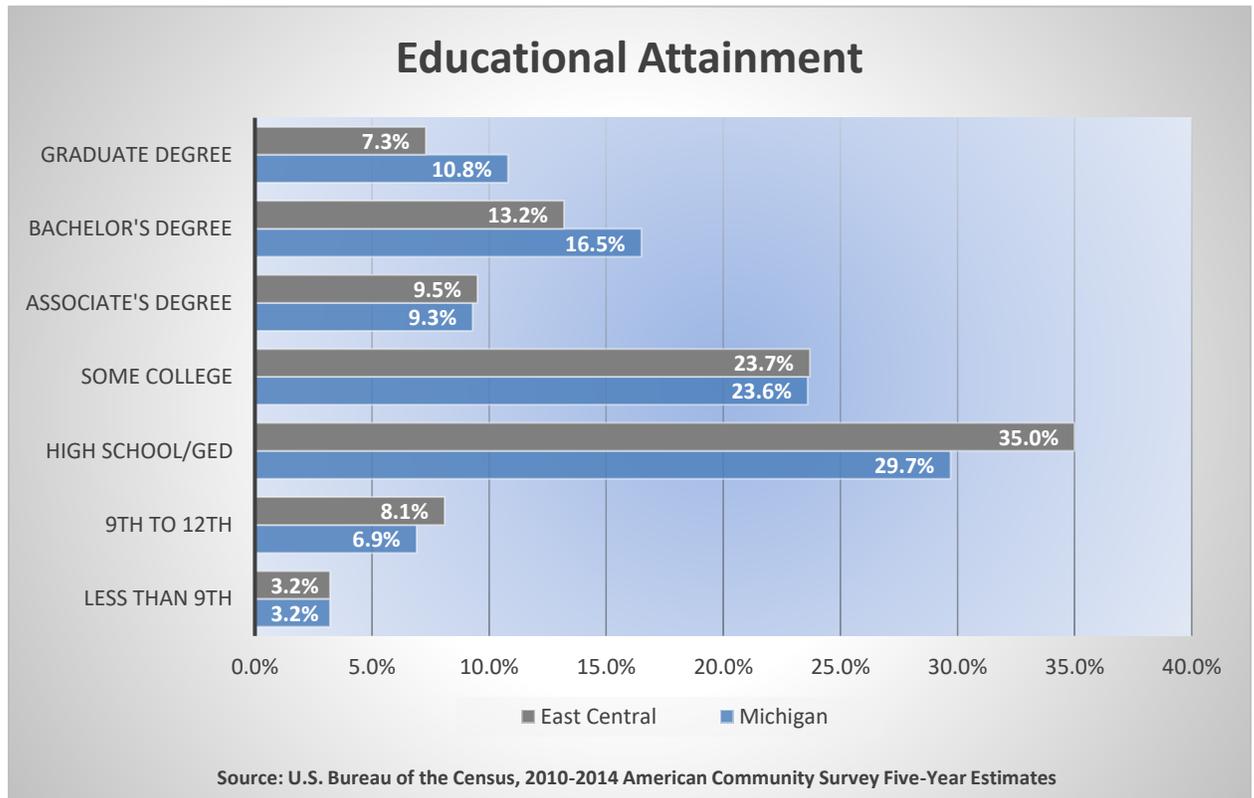


*Chart D*

### Educational Attainment

- **East Central Michigan Prosperity Region 5's** educational attainment is based on the number of residents 25 and older with various educational levels. There are fewer residents with a Bachelor's degree or higher (or 234,300 residents) in the region at 20.5% versus 27.3% statewide. See Chart E.
- Residents of the region with a High School diploma or less are higher than the statewide level, 46.3% (or 176,370 residents) in the region versus 39.8% statewide.

- Department of Education data reported 4,930 students graduated from High School in 2011 in the GLBMW!. A total of 4,400 was reported in 2014, a decrease of 530 students.
- The number of Community College graduates in the GLBMW! decreased by 661 graduates between 2011 and 2014.
- The number of Career Technical graduates in the region decreased by 250 graduates between 2011 and 2014.
- The number of Adult Education graduates in the region increased by 93 graduates between 2011 and 2014.



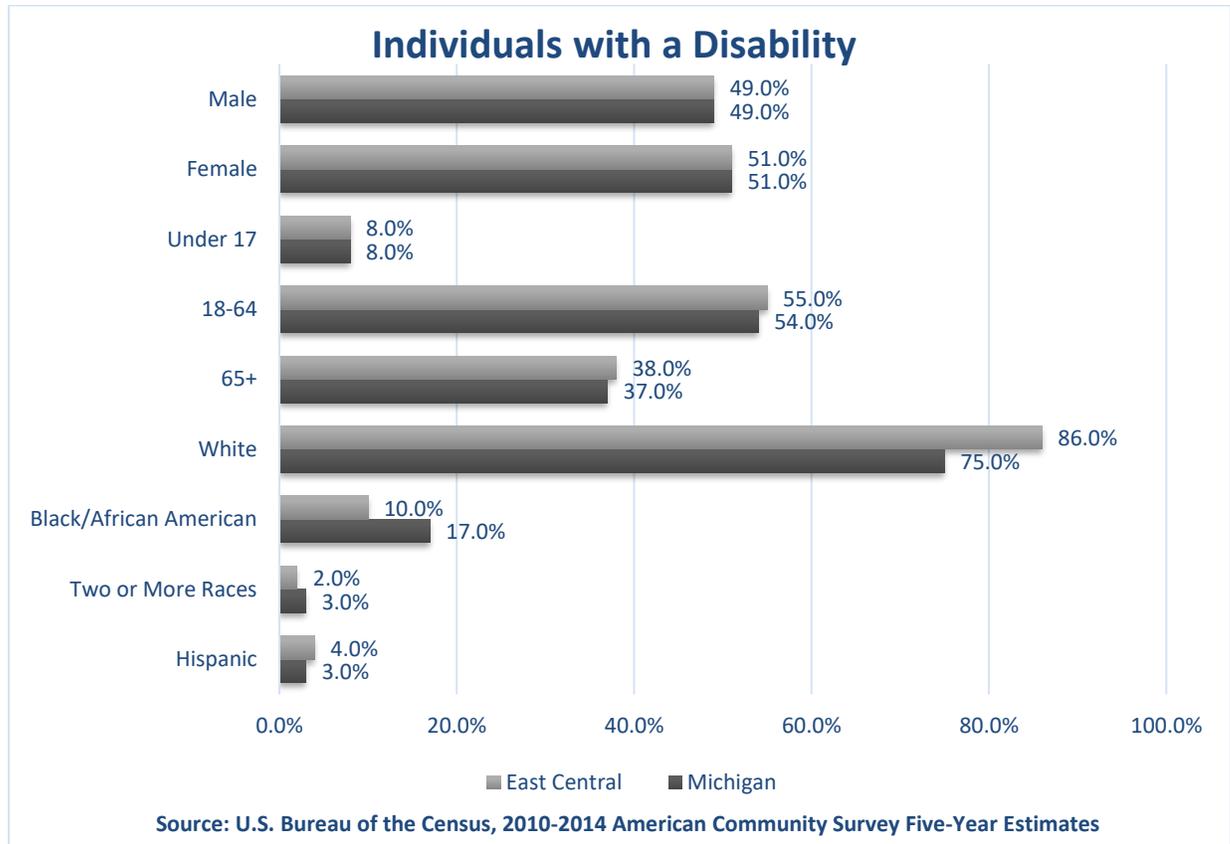
*See Chart E*

## **Labor Market Status of Individuals with Barriers to Employment**

### **Individuals with a Disability**

- According to the U.S. Census Bureau, 88,170 people in East Central Michigan Prosperity Region 5 report a disability. About 38% of them were 65 years of age and older. The demographic characteristics of individuals with disabilities in the region were skewed more heavily towards white individuals than the statewide average.
- Two labor market metrics highlight the challenges faced by people with disabilities in the statewide labor market: labor force participation rates and unemployment rates. At just 21%, participation among individuals with

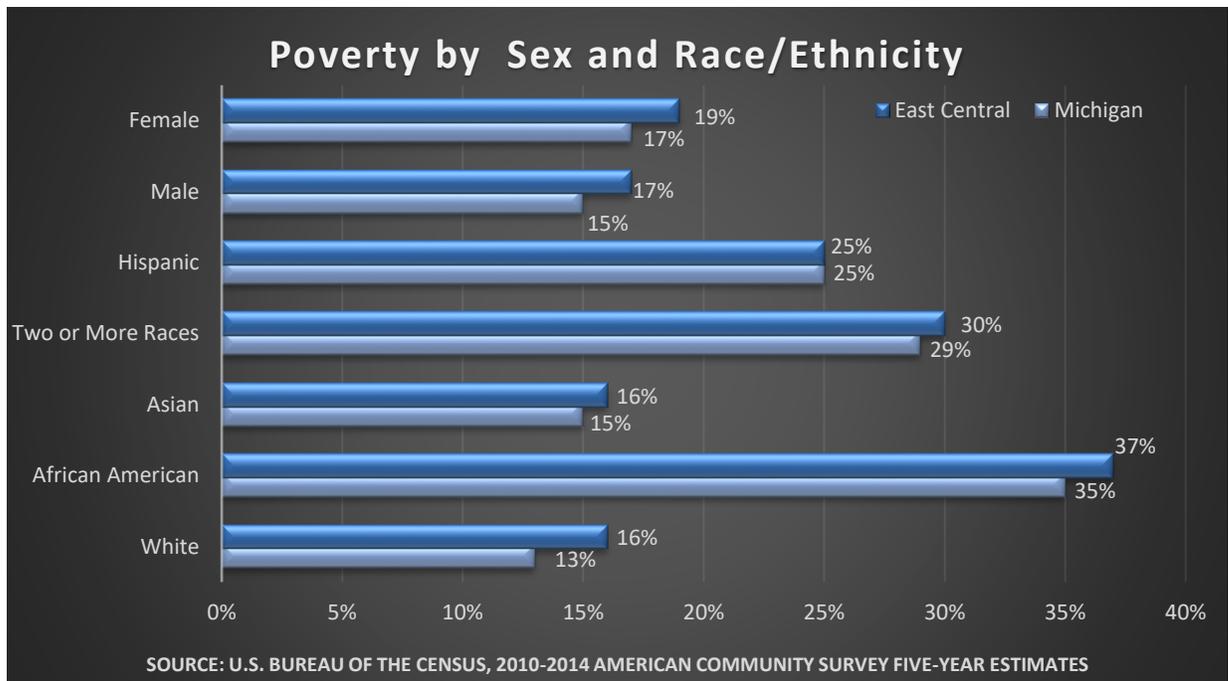
disabilities is lower than that for those with no disability (67%). When active in the labor market, individuals with disabilities face higher joblessness, with unemployment rates measuring 13.5%, nearly double the 7% reported for those with no disability. See Chart F.



**Chart F**

### Individuals Living Below the Poverty Line

- In 2014, the U.S. Census Bureau estimated that 105,500 individuals (or 8.4% of the population) lived below the poverty line in the **East Central Michigan** Prosperity Region 5. That is 2.2% above the state poverty rate.
- Most racial groups have a higher regional poverty rate than the statewide average with the exception of Asians and individuals of two or more races, which are roughly equal to the statewide rate. Those of Hispanic or Latino ethnicity in the region have a poverty rate equal to the statewide rate. However, African Americans, individuals of two or more races, and those of Hispanic ethnicity have poverty levels significantly higher than the regional total poverty rate.
- The share of women living in poverty is slightly higher than that of men in both areas. See Chart G.



*See Chart G*

### Older Workers

- The number of older workers, defined as those 55 years of age and older, staying active in the labor market has been on the rise, particularly after the 2009 financial crisis that depleted some retirement investments.
- In the **East Central Michigan** Prosperity Region 5, the labor force participation rate of this group during 2010-2014 was estimated at 29.5% nearly two percentage points above the rate during the 2005-2009 timeframe. The number of individuals in this group that were in the labor force (employed or looking for jobs) rose by 19% in both the region and Michigan as a whole over this period.

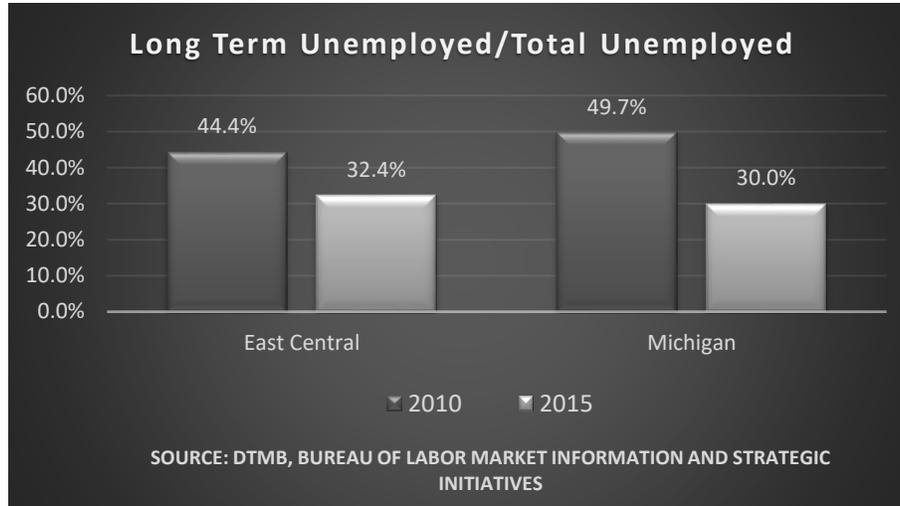
### Individuals with Limited English Ability

- The population in the region was estimated at 565,814. Of that total, 2,833 or 0.5% individuals have limited English speaking proficiency.

### Long Term Unemployed

- Long-term unemployment remains an issue in Michigan and in **GLBMW!**, as the number and share of those out of work for 27 weeks or more has remained stubbornly high despite the labor market recovery.
- In 2000, 3.5% of unemployed Michiganders were out of work for 26 weeks or more. It then escalated to nearly 25% by 2003 and swelled to around 50% following the Great Recession. The share was about 30% in 2015.

- The number of long-term unemployed individuals in the region has followed the statewide trend. In 2010, 14,140 individuals or 44.4% of all unemployed were long-term unemployed. Long-term unemployment has recovered since, falling to about 5,140 or 32.4% in 2015. See Chart H.



*Chart H*

### One in Five **GLBMW!** Jobs Will Require a Bachelor's Degree by 2022

- By 2022, nearly half of all **GLBMW!** jobs will still need only a high school diploma or less, requiring at most short-term on-the-job training. These occupations have a large employment base and include many jobs from groups such as Service, Production, Transportation and Material Moving, and Sales.
- A third of the area's jobs will require an Associate's degree, a post-secondary training, some college with no degree, or a high school diploma or less accompanied with an extended period (six months or more) of apprenticeship and/or on-the-job training. Many health and skilled trades careers fall within this group and are associated with long-run employment growth and high earnings.
- Healthcare, Production and Construction are among the top industries requiring an associate's degree or moderate/long term training. Some of the occupations with large openings and wages include registered nurses, LPNs, electricians, dental hygienists, carpenters, machinists, and first-line supervisors of production and operating workers.
- The top five highest-paying in-demand positions in the region that will require at least a Bachelor's degree by 2022, include Architecture and Engineering Managers, Pharmacists, Chemical Engineers, Chief Executives, and Industrial Production Managers. General and Operations Managers and Accountants and Auditors are the top two occupations that require a bachelor's degree with the largest annual average openings.
- For each group, the shares in total employment we expect to see in 2022 have changed little from the shares we saw in 2012 employment. The largest change that is expected to take place is a one-half percentage point shift in total

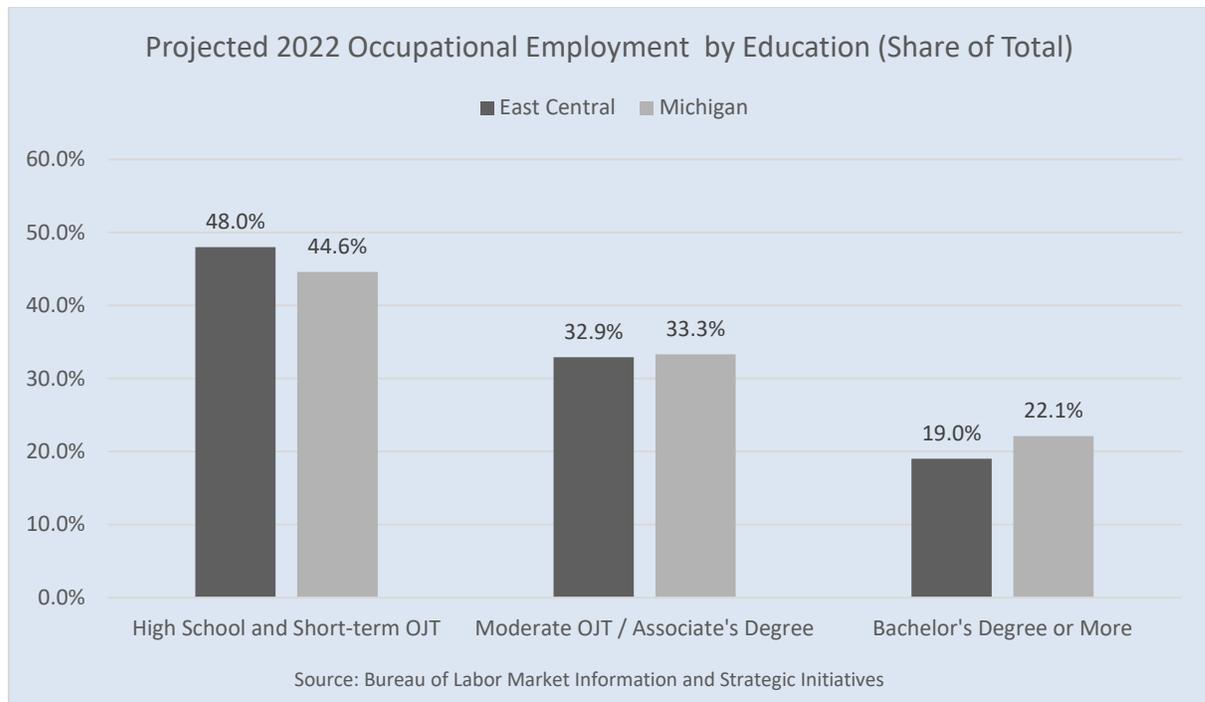
employment from occupations requiring at most short-term training to occupations that require at least moderate OJT or an Associate's degree. See Table 25 and Chart I.

**Table 25 – High Demand – High Wage Occupations Requiring at Least a Bachelor's Degree – 2012 – 2022**

| Occupations                            | 2012 Employment | 2022 Employment | Growth Rate | Annual Openings | Hourly Wage |
|--|-----------------|-----------------|-------------|-----------------|-------------|
| Accountants and Auditors               | 1,180           | 1,310           | 11.0%       | 48              | \$29.58     |
| Architectural and Engineering Managers | 605             | 650             | 7.4%        | 19              | \$55.15     |
| Chemical Engineers                     | 325             | 340             | 4.6%        | 9               | \$60.08     |
| Chief Executives                       | 655             | 670             | 2.3%        | 16              | \$63.47     |
| Construction Managers                  | 475             | 525             | 10.5%       | 13              | \$37.73     |
| Financial Managers                     | 550             | 575             | 4.5%        | 13              | \$44.81     |
| General and Operations Managers        | 2,650           | 2,840           | 7.2%        | 69              | \$38.61     |
| Industrial Production Managers         | 740             | 765             | 3.4%        | 16              | \$47.38     |
| Lawyers                                | 765             | 805             | 5.2%        | 16              | \$42.25     |
| Mechanical Engineers                   | 685             | 725             | 5.8%        | 27              | \$35.29     |
| Medical and Health Services Managers   | 750             | 820             | 9.3%        | 25              | \$40.33     |
| Pharmacists                            | 525             | 540             | 2.9%        | 14              | \$57.61     |
| Physical Therapists                    | 380             | 460             | 21.1%       | 17              | \$36.69     |
| Sales Managers                         | 360             | 385             | 6.9%        | 10              | \$46.20     |
| Software Developers, Applications      | 335             | 415             | 23.9%       | 12              | \$36.25     |

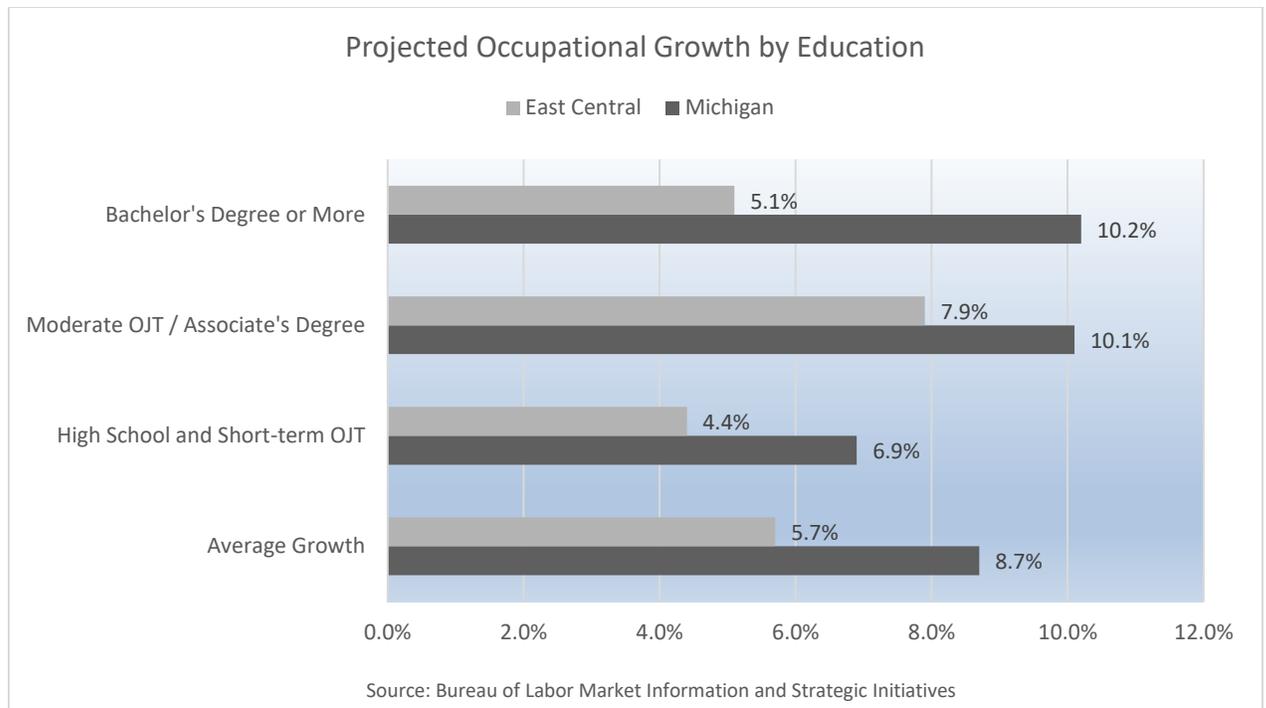
**Required: WIOA Act, Section 108, (b), (1), (A), (i), (ii)**

**Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives**

**Chart I**

**At All Levels of Education and Training, **GLBMW!** Growth is projected to be below statewide levels**

- Jobs requiring an Associate's degree or six months or more of on-the-job training are expected to see growth above the regional average.
  - Jobs in this educational group will grow by 7.9%, faster than the overall growth average of 5.7 percent. Within this group, those requiring an Associate's degree will grow most quickly, including rapidly-advancing healthcare careers such as RN and LPN.
- Occupations requiring only short-term on-the-job training or less are expected to grow a whole 3.5% less than occupations requiring some post-secondary training. **GLBMW!** residents looking for more opportunities and higher pay may benefit from pursuing occupations that require at least moderate OJT.
- Occupations that require a Bachelor's degree or more will grow just below the state average, at 5.1% versus 5.7% for the region as a whole. See Chart J.

*Chart J*

**Large occupations and those requiring more education rise to top of occupations with favorable mixes of growth, openings, and wages**

- High-demand, high-wage occupations are jobs that demonstrate a favorable mix of long-term job growth, annual openings from both growth and replacement, and median wages.
- In general, occupations with a large employment base create many job openings due to the need to replace workers (size of the bubble on the chart). However, the occupation with the highest number of annual openings, Registered Nurses, also boasts an above-regional-average growth rate and considerable hourly wages.
- When the list of high-demand, high-wage occupations is broken down by required training, it becomes clear that the pay level is directly correlated with the level of formal education and/or the length of the job training or apprenticeship. See Table 26.

**Table 26 - High Demand - High Wage Occupations Requiring an Associate's Degree or Moderate/Long-term Training - 2012 – 2022**

| Occupations   | 2012 Employment | 2022 Employment | Growth Rate | Annual Openings | Hourly Wage |
|---|-----------------|-----------------|-------------|-----------------|-------------|
| Carpenters  | 1,045           | 1,210           | 15.8%       | 30              | \$18.12     |
| Computer User Support Specialists                             | 625             | 690             | 10.4%       | 17              | \$23.71     |
| Dental Hygienists   | 475             | 570             | 20.0%       | 21              | \$27.87     |
| Electricians  | 1,075           | 1,195           | 11.2%       | 32              | \$25.03     |
| Eligibility Interviewers, Government Programs                 | 535             | 605             | 13.1%       | 18              | \$25.01     |
| First-Line Supervisors of Production and Operating Workers    | 1,265           | 1,320           | 4.3%        | 24              | \$25.33     |
| Heavy and Tractor-Trailer Truck Drivers                       | 2,775           | 3,195           | 15.1%       | 86              | \$17.78     |
| Industrial Machinery Mechanics                                | 780             | 975             | 25.0%       | 42              | \$23.82     |
| Licensed Practical and Licensed Vocational Nurses             | 1,560           | 1,760           | 12.8%       | 58              | \$21.07     |
| Machinists  | 2,060           | 2,400           | 16.5%       | 81              | \$20.03     |
| Operating Engineers & Other Construction Equip. Operator      | 555             | 635             | 14.4%       | 20              | \$21.33     |
| Registered Nurses   | 5,565           | 6,010           | 8.0%        | 152             | \$31.13     |
| Sales Reps., Wholesale & Manuf., Exc Tech. & Scientific Prod. | 2,060           | 2,190           | 6.3%        | 53              | \$22.68     |
| Service Unit Operators, Oil, Gas, and Mining                  | 245             | 320             | 30.6%       | 17              | \$22.06     |
| Telecommunications Line Installers and Repairers              | 505             | 585             | 15.8%       | 20              | \$22.93     |

Required: WIOA Act, Section 108, (b), (1), (A), (i), (ii)

Source: DTMB, Bureau of Labor Market Information and Strategic Initiatives

The criteria used were a combination of educational requirement, projected growth (numeric and percent) above the all occupation average, sizable annual openings, and an above-average hourly wage. The next section presents an analysis of the knowledge, skills, and abilities needed in these occupations. The tools and technologies as well as the required certifications are presented where available.

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

- A close look at **GLBMW!** existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in categories including: Registered Nurses, Industrial Production Mechanics, General and Operations Managers, Accountants and Auditors, and Dental Hygienists occupations. It is critical to understand what knowledge, skills, and abilities and what tools and technologies and certifications (if applicable) are expected of successful job candidates in these occupations.
- These occupations all require a solid foundation in basic skills, such as reading, communication, math, and cognitive abilities that influence the acquisition and application of knowledge in problem solving. Most require active listening and critical thinking skills. In addition, these occupations require workers to possess

technical skills and knowledge related to their specific occupational discipline or to master certain tools and technologies and even achieve particular certifications.

### **Registered Nurses**

#### *Knowledge, Skills, and Abilities*

- Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities is important in nursing. This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventative healthcare measures.

**Knowledge:** Medicine/Dentistry, Customer/Personal Service, Psychology, English Language and Education/Training

**Skills:** Active listening, Social Perceptiveness, Service Orientation, Speaking and Coordination

**Abilities:** Oral Comprehension, Oral Expression, Problem Sensitivity, Deductive/Inductive Reasoning

#### *Tools and Technologies and Certifications*

- Tools and technologies related to nursing include several that help with delivering the best quality of service possible, such as monitoring units and medical software.
- There are many certifications in the nursing field. Some of these certifications concentrate on particular areas of patient care.

**Tools & Technologies:** Acute Care Monitoring Units, Endoscopes, Microsoft Office Medical Software

**Certifications:** Acute Care Nurse Practitioner, Certified Registered Nurse First Assistant, Vascular Access Board Certified

### **Industrial Production Mechanics**

#### *Knowledge, Skills, and Abilities*

- Knowledge of the practical application of machines, tools, engineering science and technology is important in the Industrial Production Mechanics occupation. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

**Knowledge:** Mechanical, Engineering/Technology, Production/Processing, English Language, and Mathematics

**Skills:** Equipment Maintenance, Repairing, Operation Monitoring, Troubleshooting, and Operation/Control

**Abilities:** Arm-Hand Steadiness, Manual Dexterity, Control Precision, Finger Dexterity, and Multi-limb Coordination

*Tools and Technologies and Certifications*

- Production occupations require the use of a number of different tools and technologies. These include meters and computer aided software.
- There are many certifications associated with production occupations. This includes certifications that are specific for different types of production and more general for all production jobs.

**Tools & Technologies:** Calipers, Micrometers, Drill Press, Computer Aided Manufacturing Software, Enterprise Resource Planning Software, and Industrial Control Software

**Certifications:** Plant Maintenance Technologist, Level 1 Lubricant Technician, IA Certified Control Systems Technician, Certified Metalworking Fluids Specialist, and Mechatronics

**General and Operations Managers**

*Knowledge, Skills, and Abilities*

- Knowledge of business and management, customer and personal service, and human resources principles is important in the management occupation. This includes strategic planning, customer needs assessment, and procedures for personnel recruitment.

**Tools & Technologies:** Administration/Management, Customer/Personal Service, Personnel/Human Resources, English Language, and Mathematics

**Skills:** Active Listening, Coordination, Monitoring, Social Perceptiveness and Speaking

**Abilities:** Oral Comprehension, Oral Expression, Problem Sensitivity, Speech Clarity and Written Comprehension

*Tools and Technologies and Certifications*

- Manager occupations require the use of a number of different tools and technologies. These include photocopiers and accounting software.
- There are many certifications associated with manager occupations. The certificates focus on certain aspects in the management field such as certified cost technician and certified revenue cycle professional.

**Tools and Technologies:** Photocopiers, Scanners, Accounting Software, Analytical or Scientific Software, and Customer Relationship Management Software

**Certifications:** Certified Cost Technician, Certified Revenue Cycle Professional, Certified Hospitality Trainer, Certified Lodging Security Director and Energy Efficiency Management Certificate

### Accountants and Auditors

#### *Knowledge, Skills, and Abilities*

- Knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data is important in the accountant and auditor occupations.

**Knowledge:** Economics/Accounting, Mathematics, Computers/Electronics, and English Language

**Skills:** Active Listening, Reading Comprehension, Critical Thinking, and Active Learning

**Abilities:** Written Comprehension, Mathematical Reasoning, Oral Expression, Deductive/Inductive Reasoning

#### *Tools and Technologies and Certifications*

- Even though Accounting and Auditing are two separate jobs, they do share common tools and technologies. These include computers and accounting software.
- Certifications are available for accountants and auditors. There are certifications specific to Accounting such as Accredited Tax Preparer, certifications specific to auditing such as Internal Auditor, and certifications that apply to both such as Certified Treasury Professional Associate.

**Tools and Technologies:** Calculators, Computers, Accounting Software, Analytical or Scientific Software, Enterprise Resource Planning Software, and Financial Analysis Software

**Certifications:** Accredited Business Accountant, Accredited Tax Preparer, Certified Treasury Professional Associate, Internal Auditor, Certified HACCP Auditor, and Certified Quality Auditor

### Dentist Hygienists

#### *Knowledge, Skills, and Abilities*

- Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities is important in the dental hygienist occupation.

This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventive healthcare measures.

**Knowledge:** Medicine/Dentistry, Customer/Personal Service, English Language, Psychology and Biology

**Skills:** Speaking, Active Listening, Critical Thinking, Judgement/Decision Making, and Monitoring

**Abilities:** Near Vision, Problem Sensitivity, Oral Comprehension, Oral Expression and Finger Dexterity

#### *Tools and Technologies and Certifications*

- Tools and technologies related to dental hygienists include several that help with delivering the best quality of service possible, such as dental lasers, probes, scalers and medical software.
- There are a couple certifications in the dental hygienist occupation. One includes a specialty area of expertise.

**Tools and Technologies:** Dental Lasers, Dental Probes, Dental Scalers, Accounting Software, Medical Software, and Microsoft Office

**Certifications:** Certified Dental Technician and Board Certified in Biofeedback

- *An analysis of workforce development activities in the region, including available education and training opportunities. This analysis must include the strengths and weaknesses of workforce development activities in the region and the region's capacity to provide the workforce development activities necessary to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers in the region.*

Secondary education is a strength in the region. Dropout rates have been declining, and there is an increasing focus on Career and Technical Education. Gratiot Isabella RESD and Bay Arenac ISD operate outstanding Career and Technical Education Centers. Saginaw Schools operates the Saginaw Career Complex, but has faced challenges in convincing other districts to send students. Several organizations have been working with Saginaw Schools to resolve that issue. In partnership with the Greater Michigan Construction Academy, Midland County ESA operates an innovative and effective CTE program in Midland County.

Excellent post-secondary training opportunities are offered in the Region by Central Michigan University, Saginaw Valley State University, Alma College, MidMichigan Community College, Delta College, Davenport University, Greater Michigan Construction Academy, and Merrill Institute. MidMichigan Community College and Delta College are very flexible and innovative in developing customized programs to meet employer workforce needs.

Secondary and post-secondary training opportunities are enhanced through federal Perkins CTE grants administered through Delta College, Bay Arenac ISD, MidMichigan Community College and Gratiot Isabella RESD. In addition, Dow Chemical has funded an extensive STEM initiative designed to increase the numbers of students taking STEM classes and working toward STEM careers.

Although a great strength, secondary to postsecondary training pipeline cannot by itself satisfy the Region’s hiring demand. Projections indicate that the 8-County East Central Michigan Prosperity Region 5 will see about 5,000 high school graduates per year. For that same time period, projections show that the Region can expect 7,300 new jobs per year (job openings due to growth and workers leaving the labor force). Therefore, even if the traditional secondary to postsecondary pipeline could work perfectly, it could at most satisfy only about two thirds of the hiring demand.

Great Lakes Bay Michigan Works!, through the programs it operates directly and the workforce programs it partners with, addresses the other one third (or more) of employer’s hiring demand. It is a great weakness that these programs are often times ignored by policy makers in comparison to the emphasis placed on the traditional secondary to postsecondary pipeline. Despite that, Great Lakes Bay Michigan Works! program operations and coordination with Adult Education, Veterans Service, and Michigan Rehabilitation Services is a great strength. Through its “employer as the customer” operational philosophy, all of Great Lakes Bay Michigan Works! services are designed to meet the hiring needs of the Region’s employers. Paradoxically, this approach results in higher quality service to members of the workforce, including individuals with barriers to employment.

By viewing each job seeker as a component of the workforce that Great Lakes Bay Michigan Works! is working to upgrade for its employer customers, it is actually helping those job seekers gain the skills and attributes that give them a competitive advantage in the job market. The approach works equally well for individuals with barriers to employment. In general those individuals just require more resources and effort to address their barriers.

*The analysis may include:*

- *An assessment of what sectors/industries are considered mature but still important to the regional economy, current and in-demand, and which are considered emerging in the regional economy.*
- *A discussion of geographic factors (inherent geographic advantages or disadvantages) that may impact the regional economy and the distribution of employers, population, and service providers within the region.*
- *Information regarding the employment needs of employers, including how education and training align with targeted industries and occupations.*
- *The demographic characteristics of the current workforce and how the region’s demographics are changing in terms of population, labor supply, and occupational demand. Note: All requirements denoted as “shall include” are also required as part of the local plan.*

By developing positive and cooperative relationships with state agencies such as the Unemployment Insurance Agency, the Department of Health and Human Services, Michigan Rehabilitative Services, the Bureau of Services for Blind Persons, the Department of Education, 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 assure that our business customers as well as job seekers will have consistent quality of service, no matter where they enter the system. **GLBMW!** will work cooperatively with Talent System partners to implement common practices across the region, track performance, and measure employers' and job seekers' level of satisfaction to ensure consistent quality of service.

**SECTION II - LOCAL PLAN – cont.****1. An analysis of regional labor market data and economic conditions including:**

- *The regional analysis prepared as part of the regional plan. (See Section II #2)*
- *A description of the local board's strategic vision and goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment).*

The importance of an educated and skilled workforce is reflected in the Great Lakes Bay Michigan Works! Mission Statement:

Great Lakes Bay Michigan Works strengthens the regional economy:

- By assisting regional employers in finding and retaining qualified employee's; and
- By assuring that the labor force meets the needs of regional employers.

In general, **GLBMW!** operates its programs through the following employer customer based, demand driven operational philosophy.

- 1) Our Business Services do not help people find jobs. Instead, we provide employers in our area with a menu of services that help them find and keep the best employees without regard to whether those individuals are participants in our programs or even if they are residents of our area.
- 2) Our Program Services do not “get people jobs”. We do not place people into jobs. We do not match job seekers with employers. Instead, a successful completer of our programming will have a competitive advantage in the job market. We provide various services that help them become expert job seekers, attractive job candidates, and good employees. If we are doing a good job, our program participants will be able to find employment without us having to “sell” them to prospective employers.

Our program services are based on a “teach them to fish rather than give them a fish” philosophy. This approach works equally well for all job seekers who are willing to put in the required time and effort including individuals with barriers to employment. In general those individuals just require more resources and effort to address their barriers. It is recognized that youth and individuals with barriers to employment will require additional attention, resources, and effort to be successful. These additional efforts may include but are not limited to: paid work experience, mentoring, motivational support, basic academic skills upgrade, and GED support.

In working with partner organizations to impact the workforce including and beyond our program participants, GLBMW! has adopted the following strategic priorities for preparing and educating a skilled workforce (subject to change through the action of the Workforce Development Board (WDB).

- Continue to focus occupational training on high demand, high wage occupations in our area, and regularly update and publish the list of regional high demand, high wage occupations.
- Assure that adequate numbers of job seekers obtain High School Diplomas, GEDs and basic skills required for success in employment or occupational training by assisting with:
  - improvement of the adult education system
  - assurance that HS graduates without a certified HS diploma receive credentials necessary to enter training for high wage, high demand occupations
  - increasing HS graduation rates
- Increase the numbers of individuals receiving training and assessments in Basic Academic Skills, Essential Work Skills, and Computer Skills.
- Assist the K-12 system in developing and maintaining systems and programs designed to meet employer needs for skilled workers, including support for CTE.
- Increase awareness of the necessity of lifelong learning.
- Promote efforts designed to identify and address specific skills gaps in our Region.

We will continue coordinate with partners to emphasize the value and economic benefits of traditional post-secondary credentials such as associates, bachelors and professional degrees. We will also work to increase the appreciation of the power of other post-high school credentials such as technical and occupational certificates and apprenticeship like trainings. Promoting a seamless progression from one educational stepping stone to another, and across work-based training opportunities will result in job seekers making considerable progress towards meeting the needs of in demand industry employers. GLBMW! will continue to develop and implement policies and practices that increase the successful attainment of needed skills to be earned through a wide variety of postsecondary credentials.

- ***Expected levels of performance for Adult, Dislocated Worker, Youth, Adult Education and Literacy, and Wagner-Peyser, as described in the WIOA Section 116(b)(2)(A). Expected performance levels may be used to evaluate outcomes until such time as formal performance goals are established. Local boards are not required to provide expected levels of performance for PY 2016 and PY 2017 for those performance measures designated by the USDOL as “baseline” indicators. Performance measures are designated as baseline where it is unlikely that adequate data exists to make a reasonable determination of an expected level of performance. Such designations vary across the core programs.***

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 local areas in achieving continuous improvement of workforce investment activities in order to optimize the return on investment of WIOA funds. Both WIOA and Wagner-Peyser performance are tracked in OSMIS. Reports detailing performance on all performance measures are published quarterly for all local areas. These reports allow the state and local areas to monitor performance outcomes in order to establish trends and identify measures requiring corrective action. Furthermore, performance data is available at the contractor level. These WIOA performance measures will serve as

indicators to track progress toward meeting the state’s goal and vision for the workforce investment system.

The state has determined the following level of the performance goals for all core programs for the GLBMW!:

| <b>Great Lakes Bay Michigan Works! Expected Levels of Performance for PY 2016</b><br><i>with WIOA Statue Performance</i> |                                      |
|--|--------------------------------------|
| <b>Program</b>   | <b>Expected Level of Performance</b> |
| <b>WIOA Title I Programs</b>   |                                      |
| <b>WIOA Adult Program</b>  |                                      |
| Employment Second Quarter After Exit   | 83%                                  |
| Employment Fourth Quarter After Exit   | 74%                                  |
| Median Earnings  | \$5870                               |
| Credential Rate  | 48%                                  |
| Measurable Skills Gain   | <i>Baseline indicator</i>            |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i>            |
| <b>WIOA Dislocated Worker Program</b>  |                                      |
| Employment Second Quarter After Exit   | 89%                                  |
| Employment Fourth Quarter After Exit   | 79%                                  |
| Median Earnings  | \$7500                               |
| Credential Rate  | 48%                                  |
| Measurable Skills Gain   | <i>Baseline indicator</i>            |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i>            |
| <b>WIOA Youth Program</b>  |                                      |
| Placement in Emp/Training/Education(Q2 post-exit)  | 55%                                  |
| Placement in Emp/Training/Education(Q4 post-exit)  | 57%                                  |
| Median Earnings  | <i>Baseline indicator</i>            |
| Credential Rate  | 63%                                  |
| Measurable Skills Gain   | <i>Baseline indicator</i>            |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i>            |
| <b>WIOA Title II-Adult Education and Literacy</b>  |                                      |
| Employment Second Quarter After Exit   | <i>Baseline indicator</i>            |
| Employment Fourth Quarter After Exit   | <i>Baseline indicator</i>            |
| Median Earnings  | <i>Baseline indicator</i>            |
| Credential Rate  | <i>Baseline indicator</i>            |
| Measurable Skills Gain   |                                      |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i>            |
| <b>WIOA Title III-Wagner-Peyser</b>  |                                      |
| Employment Second Quarter After Exit   | 67%                                  |
| Employment Fourth Quarter After Exit   | 64%                                  |
| Median Earnings  | \$5650                               |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i>            |
| <b>WIOA Title V-Vocational Rehabilitation</b>  |                                      |
| Employment Second Quarter After Exit   | <i>Baseline indicator</i>            |

|                                      |                           |
|--------------------------------------|---------------------------|
| Employment Fourth Quarter After Exit | <i>Baseline indicator</i> |
| Median Earnings                      | <i>Baseline indicator</i> |
| Credential Rate                      | <i>Baseline indicator</i> |
| Measurable Skills Gain               | <i>Baseline indicator</i> |
| Effectiveness in Serving Employers   | <i>Baseline indicator</i> |

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
- 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.

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.

- ***A description of the local board's strategy to align local resources, required partners, and entities that carry out core programs to achieve the strategic vision and goals.***

As stated above, the overarching vision and goals of the GLBMW! Workforce Development Board are 1) to assist local employers in finding and retaining qualified workers, and 2) to assure that the workforce meets the needs of local employers.

To implement the second plank of our vision/goal statement, GLBMW! concentrates on helping individual become attractive job candidates and good employees. This is accomplished by:

- Job Seeking Skills Upgrade: Helping them become expert and finding jobs and presented themselves.
- Career related assessments and counseling.
- Basic academic skills upgrade, and GED preparation.
- Computer skills upgrade.
- Essential Work Skills Training such as work ethic, reliability, positive attitude, communications, and teamwork.
- Job skills training in occupations that are in demand in our region.
- Removal of barriers to employment or training such as transportation, child care, work clothing, work shoes, tools, substance abuse issues, etc.

With a workforce of over 235,000 in our 5-County area, that second plank of our vision/goal statement is a tall order. It cannot be accomplished without the collaboration of many partners.

- GLBMW! puts a significant portion of its WIOA Title I, Trade Act, and PATH TANF and GF/GP resources toward these efforts.
- Wagner-Peyser funding contributes toward job seeking skills upgrades.
- The Unemployment Insurance Agency (UIA) helps by assuring that recently dislocated job seekers receive income while participating in GLBMW! programming. Coordination with UIA through programs such as Reemployment Services and Eligibility Assessment (RESEA) helps job seekers overcome the negative inertia caused by job loss, and helps incentivize them to be pro-active in finding new employment.
- Close cooperation with Adult Education helps upgrade work-related academic skills, and increase GED achievement. This is accomplished both on-site at our One-Stop Service Centers and through referrals both to and from Adult Education.
- Partnership with Michigan Rehabilitation Services (MRS) allows for the full gamut of necessary services to be offered to individuals with disabilities in an inclusive, non-segregated, seamless manner. Working with other disability-focused agencies also contributes toward this effort, agencies such as Bureau of Services for Blind Persons, Disability Network of Michigan (representing Centers for Independent Living), Michigan Council for Rehabilitation Services, Michigan Statewide Rehabilitation Council, and local Special Education programs supported by the Michigan Department of Education Office of Special Education.
- Partnership with training agencies throughout the Region including but not limited to Delta College and MidMichigan Community College allows us to provide both off the shelf job skills training and training that designed to meet the specific needs of local employers.
- Partnership with Talent Investment Agency Veterans Service assures eligible veterans and their spouses can receive additional services assisting them with overcoming significant barriers to employment.
- Expertise offered by the senior programs under Title V of the Older Americans Act of 1965 can help me the specific needs attributable to older workers.
- Close communication and planning with programs under the Carl Perkins Act and other Career and Technical Education programs helps build the pipeline to address the longer term need of our local employers.
- Coordination with Prisoner Re-entry programs is an excellent resource to help those in the workforce with criminal backgrounds.
- A close working relationship with the Michigan Department of Health and Human Services helps address barriers to training and employment through access to Medicaid, Food Assistance, Substance Abuse assistance, Child Care, etc.
- Cross referrals with a wide variety of community and faith based groups can help with many barriers through transportation, mentoring, motivational support, clothing, etc.

Regarding the first vision/goals plank, helping employers find and retain qualified workers, much of that effort is accomplished through the GLBMW! Business Services Team (BST). That BST works directly with local employers through:

- Assistance with job postings
- Recruitment
- Application processes
- Single or multiple company job fairs
- Screening
- Interview facilities
- Assessments
- Assistance in developing training plans

The BST works closely with local economic development agencies and chambers of commerce to identify workforce related needs of local employers, and to assure non-duplication of service.

**2. *A description of the workforce development system in the local area including:***

- **The programs that are included in that system.**

**The Adult Program (Title I of WIOA)**

The Adult program targets unemployed and underemployed individuals, with priority given to those who are low income and/or basic skills deficient. Adult Services encompass workforce investment programs and initiatives that provides adult workers with workforce preparation and career development services, and help employers find the skilled workers they need. Activities promote and facilitate an integrated public workforce system through which a full array of services is offered. These services are available to workers and employers through the One-Stop Career Centers.

Programs provide high-quality employment and training services that address the needs of individuals for training, retraining, and skill upgrades. Additionally, investments in adult **services** are targeted to move workers into post-secondary educational pipelines and career pathways to prepare more workers to enter into and advance in good jobs in the high growth and emerging occupations in the local economy.

**The Dislocated Worker Program (Title I of WIOA)**

**A dislocated worker is defined as an individual who:**

1. Has been terminated or laid off, or has received a notice of termination or layoff from employment;
2. is eligible for or has exhausted unemployment insurance;
3. had demonstrated an appropriate attachment to the workforce, but not eligible for unemployment insurance and unlikely to return to a previous industry or occupation;

4. has been terminated or laid off or received notification of termination or layoff from employment as a result of a permanent closure or substantial layoff;
5. has employed at a facility, where the employer has made the general announcement that the facility will close within a 180 days;
6. was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community or because of a natural disaster or;
7. is a displaced homemaker who is no longer supported by another family member.

### **The Youth Program (Title I of WIOA)**

WIOA youth funds are targeted at young people who are in and out-of-school, to assist them in their career and educational development. At least 75% of funds must be used for out-of-school youth. The types of services funded include training and youth development programs for young people who have left school, as well as after-school services and employment supports for young people still in school. Young people with disabilities are highly eligible for these services. All youth with disabilities, ages 16 –24 who are not attending school, are eligible for out-of-school services. Youth with disabilities up to age of 21 are eligible for in-school services if they are low-income or meet other eligibility criteria.

### **The Adult Education and Family Literacy Act (Title II), and**

The term “Adult Education” means academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment.

### **The Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by Title III)**

The Wagner-Peyser Act was amended in 1998 to make Employment Service part of the One-Stop services delivery system. It provides universal access to an integrated array of labor exchange services so that workers, job seekers and employers can find the help they need in our one stop services centers. These services include, but are not limited to, job search, job referral, and placement assistance for job seekers. Services to employers with job openings may include; development of job order requirements, matching the job seeker's experience with job requirements, skills and other attributes, assisting employers with special recruitment needs, arranging for Job Fairs, assisting employers with hard to fill orders, helping with job restructuring and supporting employers as they deal with layoffs.

**The Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).**

Vocational Rehabilitation will assume 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.

The Michigan Council for Rehabilitation Services, a 17-member council for rehabilitation services, reviews, analyzes, and advises Michigan's rehabilitation programs and services as well as advises the governor and the Michigan Department of Health and Human Services director. Vocational Rehabilitation will develop programs and strategic partnerships to expand Vocational Rehabilitation services delivery system throughout Michigan by implementation of program areas sponsored by the strategic planning council.

Michigan Rehabilitation Services (MRS) is a bureau in the Department of Health and Human Services, of the State of Michigan. MRS is an eligibility based program that serves individuals who have a disability that creates a substantial impairment to employment with a goal of assisting individuals to obtain or maintain employment.

MRS expects that the following can be achieved as a result of the emphasis on collaboration in the Workforce Innovation Opportunity Act (WIOA) legislation:

- Stronger and more meaningful collaboration with all partner agencies toward seamless service for all customers.
  - A strong and cohesive approach to employers in which all agencies are represented.
  - Staff cross training for more appropriate referrals, better education of both partners and customers.
  - Evaluative efforts are undertaken to measure our respective effectiveness with job seekers and employers.
  - Collaborative meetings to discuss positive practices and any inefficiencies.
- **A description of the local board's strategy to work with entities carrying out core programs and other workforce development programs to provide service alignment (including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006).**

We will collaborate with core partners and other workforce development programs including programs of study authorized under the Carl D. Perkins Career and Technical Education Act of 2006, to introduce both youth and adult job seekers to in demand careers. We will utilize strategies that support job shadowing, talent tours, and internships. Secondary and post-secondary career and technical education programs may provide work-based learning experiences and support workforce development by prioritizing funding to instructional programs where there are job openings, successful placement in those jobs, and wages that are self-sustaining.

The Talent District Career Council (TDCC) is designed to ensure that regional education programs are comprehensive to address the needs of all learners as well as the local economy. TDCC membership ensures that representation of local school districts, post-secondary institutions, intermediate school districts, career and technical educators, as well as labor representatives and employers are at the table.

The education system and the employers in our area working toward improving their collaboration and communication. The TDCC will work closely with these entities to ensure that employers and workforce professionals are communicating fully their job and skill requirements so education and training programs can be developed accordingly.

This alignment will require businesses to work closely with Business Service Professionals and be engaged with the TDCC. Collaborations with Adult Education, post-secondary, Carl D. Perkins programs, and GLBMW! should not only occur through the TDCC meetings but involve increased collaborations to align policies and build on new and innovative approaches.

Along with the State, we are committed to the implementation of a high quality, comprehensive career pathway system with multiple entry and exit points that meets learners where they are, provides education, training and support services needed to ensure a newly skilled workforce.

**3. A description of how the local board, working with the entities carrying out core programs, will:**

- **Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.**

GLBMW! does an excellent job providing employment, training, education, and supportive services to individuals with barriers to employment. Our operational philosophy is specifically designed to help individuals gain a competitive advantage in job market, and to help make them good employees. Specifically, we provide services that help them become excellent job seekers, and address barriers lack need for education skills upgrade, computer skills upgrade, essential skills (soft skills) upgrade, and occupational skills training. All of these services are designed to identify and remove barriers that make it more difficult for the individuals to find employment.

Some barriers, such as lack of childcare, lack of transportation, lack of suitable clothing, substance abuse, etc, may not be directly related to employment, but still will have a definite negative impact on the individual's ability to obtain and retain a job. GLBMW! will address these barriers through two possible approaches: 1) Through WIOA funded supportive services, or 2) Through our partnership with community and faith based organizations. We may make referrals directly to partner organizations, or use the local 2-1-1 system for such referrals.

Individuals, who have little or no work experience, are sometimes intimidated by the intensity of our services. Sometimes individuals lack motivation to complete our services. To overcome these barriers, GLBMW! will partner with faith based organizations and other community agencies to provide SHARE Network Access Points. SHARE stands for "Sharing How Access Resources Empower". Access Points play an important role in creating confidence and success among unemployed and underemployed job seekers. The organizations we partner with focus largely on meeting the "total" needs of those in their community. Often times they are the same organizations that the people turn to for emergency assistance and supportive services. The Access Point may already be providing services such as a food bank, clothing closet, tutoring, job search, and computer literacy or emergency shelter. Area residents are comfortable in the environment and culture that has been created in these centers.

GLBMW! shall provide training to Access Point personnel on how to assist jobseekers utilize the Pure Michigan Talent Connect (PMTTC) and to access the same job-matching tools that are available in the American Job Centers. We will provide each center with Resource Guides and assign multiple staff members to regularly engage with Access Point staff. One Stop Center designees will deliver to the Access Point any and all new information to enhance job seeking such as; employer single job fairs, training opportunities, soft skills development and other materials.

Referrals are made to the American Job Center from the Access Point when participants have built foundation skills and are ready to access more intensive services. Many of these job seekers would not utilize job seeker services willingly. They are eligible for services but somehow fall through the cracks. Having a relationship with the Access Point encourages them to stay in the Michigan Works System until a positive outcome is achieved.

GLBMW! shall maintain its strong partnership with Michigan Rehabilitation Services to assure that a disability does not become a barrier to employment for any individual.

- **Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.**

The Workforce Innovation Opportunity Act (WIOA) Youth Program with the other ETA youth training programs, including Youth Build and Job Corps, as well as with titles II and IV of WIOA must adhere to common performance measures across all core programs. We are incorporating strategies that support a strong framework of services which include intake, objective assessments, and the development of individual service strategy, case management, supportive services, and follow-up services. There is an increased emphasis on adding components to the objective assessment and the individual service strategy that directly links to one or more performance indicators. Career pathways that include appropriate education and employment goals are an integral part of both the objective assessment and the Individual Service Strategy (ISS).

A large number of disconnected youth age 16 to 24 meet eligibility requirements for both WIOA title I youth activities and WIOA title II adult education. Co-enrollment between these two programs will be very beneficial. They will be able to receive work experience and occupational skills through Title I funding and literacy skills through Title II funding.

Because of the shift in serving Out of School Youth (OSY) within the One Stop we must ensure implementation of strategies that provide staff with the requisite knowledge and sensitivity to effectively make referrals and meet the needs of OSY. While we are serving more OSY who are disconnected from school we will continue to develop strategies and provide services to school youth in partnership with procured providers.

GLBMW! is committed to developing and implementing a high-quality, comprehensive career pathway system with multiple entry and exit points that meets learners where they are, provides education, training and support services needed for career advancement, and ensures a skilled workforce that meets our local talent needs as well as the State of Michigan.

Our Career Pathway strategy is to take a collective look at education and training, wage, and labor market outlook information that aligns with occupations within local demand industry sectors. Whether an individual is interested in going to college, getting a certificate or going straight to work, a career pathway can be customized to support their plan or goal. GLBMW! works with participants to develop career pathways where each step is designed to prepare the individual to progress to the next level of education and employment to increase their earning potential and help fill jobs that are in demand in the region.

We will continue to follow the momentum of the Career Pathway Committee focusing on the prioritized components of career pathway development; 1) building interagency partnerships, 2) aligning policies and programs, and 3) identifying industry sectors and engaging employers. We will also continue, along with the State, to follow the U.S. Department of Education, Office of Career, Technical, and Adult Education funded project *Moving Pathways Forward* to gain technical assistance in implementing our local career pathway activities.

Increased collaboration between core programs will help to reduce duplication of services and align investments in basic skills and postsecondary education at the local level. We will build on innovative approaches to career pathways and contextualized instruction through regular meetings and sharing of resources.

The career pathway approach works well because it incorporates proven service models such as; participant-focused education and training; consistent and non-duplicative assessments of participants' education, skills, assets and basic needs; supportive services and career navigation assistance; and employment services along with work experiences. These activities help prepare youth and adults to obtain postsecondary credentials and good jobs. The career pathway approach also incorporates sector strategy principles by

engaging employers to increase the relevancy and market value of participant's skills and credentials, which in turn improves participant's employment prospects.

A regional referral and common intake process will allow participants to be co-enrolled in programs according to the job seeker's needs. WIOA Core programs will work together to create a regional career pathways model that will be able to be tailored to the Great Lakes Bay Region.

- **Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).**

GLBMW! will improve access to training activities leading to a recognized post-secondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable) by increasing awareness of the opportunities available. GLBMW! provides training options that link job seekers to good job opportunities in the region, including both occupational skills training, vocational training, and training in basic skills. For our region to thrive economically more of our citizens need post-high school degrees and other valuable credentials that equip them with the tools and skills not only to get a job, but to navigate a rapidly changing economy. We have an established partnership with the Small Business Development Center to support those individuals whose goal is to become the entrepreneurs and job creators of tomorrow. We also collaborate with stakeholders like the Michigan College Access Networks which enables us to assist in the development of strategies that improve awareness and access to these educational opportunities for job seekers.

Training services are available to adults, older youth and dislocated workers who after an interview, evaluation, or assessment, and case management, have been determined by a one-stop operator or one-stop partner, as appropriate, to be in need of training services to obtain employment or to remain employed and has the skills and qualifications to successfully participate in the selected program of training services. We no longer require that participants pass through multiple layers of services before starting training.

Integrated strategies and comprehensive approaches require cross-system collaboration involving workforce development agencies, human services agencies, educational institutions, and employment services agencies. While federal financial aid is the biggest source of funding for career-related training, workforce development training dollars are an important source of funds for students ineligible for Pell Grants; this includes students who are in non-credit programs, formerly incarcerated individuals, and youth and adults who are earning secondary credentials and gaining work experience. Our funds can also help students avoid going into debt when they still have significant unmet needs after receiving Pell and other grant aid. It is critical to partner with CTE programs, community colleges, four-year colleges, and employers in helping underprepared students, youth, and adults obtain skills that lead to careers. GLBMW! encourages FAFSA completion events to increase the numbers of students completing their financial aid package. This is key

for post-secondary enrollments and provides a smoother access to the preparation services.

GLBMW! also plans to research, network and eventually coordinate with Community Colleges Services (CCS). The Community Colleges Services (CCS) mission is to promote access to, retention in, and completion of individual student goals in quality and comprehensive post-secondary education. Principal program goals are to improve those post-secondary education programs which lead to academic and occupation skill competencies necessary for individuals to work in a technological and advanced society. Goals are accomplished by providing technical assistance to develop new occupational programs, improve career guidance and counseling activities, upgrade the skills and competencies of occupational faculty and staff, improve accountability measures, 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 currently are involved in the program.

Job seekers will have improved access to training opportunities through Career Explorer on Pure Michigan Talent Connect at [www.MITALENT.org](http://www.MITALENT.org). This tool provides valuable information such as placement rates and average wage at placement. Training opportunities for adult and dislocated worker participants will be limited to those on the approved “Career Explorer” on Pure Michigan Talent Connect, which reflects such things as placement rate and average wage at placement. Training programs from community colleges and universities and other local training providers will be accessible to Workforce Innovation Opportunity Act (WIOA) participants based on labor market need, program availability, success rate and other pertinent factors. After reviewing the participant’s objective assessment, career goals and likelihood of success will be taken into account before approval for training.

- a) Finally experience has shown that two of the major factors keeping individuals from accessing training opportunities are 1) the need for income, and 2) lack of required entry level academic skills or a high school diploma. In order to address these two major factors GLBMW! will: Work toward building more apprentice, apprentice-like, and work-based customized training opportunities in which job seekers can earn while in training.
- b) Consider the use of needs based payments for job seekers in training as determined reasonable, necessary, allowable and allocable by GLBMW! and as permitted by budget constraints.
- c) Continue to grow our partnership with Adult Education to provide necessary academic skills and high school equivalency programs, and continue to provide academic skills training to fill in the gaps not met by Adult Education.

4. *A description of the strategies and services that will be used in the local area to:*

- **Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.**

Region 5 has dedicated Business Services Professionals who are tasked with the responsibility to meet local employer needs. Staff is assigned specific employment sectors to best serve the employer in the region.

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, the Michigan Economic Development Corporation and local economic development partners 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, the Michigan Economic Development Corporation and local economic development partners will establish relationships with employers in order to obtain skilled workers through Michigan's labor exchange system.

GLBMW! works collaboratively with all of Region 5's economic development partners. The CEO for GLBMW! is an ex-officio officer on the Saginaw Future Board of Directors. The GLBMW! WDB also has regional economic development representation in an ex-officio capacity. The GLBMW! CEO and the COO have both graduated from the Great Lakes Bay Regional Alliance Institute for Leaders and continue to serve in an alumni advisory capacity for that regional economic development collaborative.

Additionally, GLBMW! administrative staff and BST regularly coordinate regional connections and resources in support of employer need. This regional partnership facilitates rapid and coordinated response to employer need for current and emerging industry sectors. Economic developers routinely contact GLBMW! to provide the workforce component for regional attraction packages developed to recruit new business to the region. Additionally, the local economic developers, MEDC Business Development Manager and GLBMW! Business Services staff work closely together to educate regional employers about the Skilled Trades Training Fund. This competitive grant, facilitated by GLBMW! Business Services, has generated over 1.5 million dollars in grant funding supporting regional employer training need since 2014.

- **Support a local workforce development system that meets the needs of businesses in the local area.**

Business Services staff is involved with employer-centric organizations such as the Great Lakes Bay Manufacturing Association, Central Michigan Manufacturers Association, Valley Society of Human Resources Professionals, and local Chambers of Commerce. In addition, Business Services routinely meet with employers at their place of business, assist

with writing and posting job orders and provide assistance in recruiting talent that meets employer needs.

- **Improve coordination between workforce development programs and economic development.**

Business Services staff and administration have developed relationships with local economic developers to assist with hiring needs of local employers with current and/or potential job openings. Also, Business Services staff may serve as the conduit through which local employers may access state and federal funding for training support and growth and expansion projects.

- **Strengthen linkages between the one-stop delivery system and unemployment insurance programs.**

Currently through Wagner-Peyser funding, individuals receive services under the Reemployment Services and Eligibility Assessment (RESEA) program. Additionally, staff participates in Rapid Response activities for facilities closures or substantial lay-offs. For those who have lost their jobs due to foreign competition, the Trade Act is also available. The purpose of these programs is to shorten the length of time individuals draw unemployment by offering the full array of One Stop services, which may include assisting affected individuals with training or retraining for high wage, in demand occupations.

Great Lakes Bay Michigan Works 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.

GLBMW! staff are knowledgeable and well-trained in the provision of job search services. In addition, they are adept at assisting job seekers in the process of registering for work. Their broad-based knowledge is critical in helping job seekers expedite their return to the workforce. Each center prominently displays information regarding how to sign up for unemployment benefits in Michigan. The service centers display several other UIA publications that can assist job seekers with resolving issues related to their unemployment claims. In addition, the local Problem Resolution Office (PRO) in Saginaw County shares information regarding GLBMW! services in their office. Previous co-location with the local PRO fostered an outstanding working relationship between the agencies. Open and frequent communication continues between the UIA and GLBMW! since the PRO was relocated. Job seekers have direct access to computers, telephones, and fax machines at all service centers. Additionally, they may file claims and/or complete bi-weekly MARVIN contacts via computer or dedicated telephone for UIA calls. They may use computers to complete UIA-related activities included but not limited to checking MiWAM accounts, submitting inquires and bi-weekly job search, and responding to UIA communication. Fax machines are available for the submission of work search records and other pertinent UIA

communication. GLBMW! staff assist job seekers in navigating through the array of communication tools available. GLBMW! was selected to participate in the REA pilot program and expanded the provision of services from Saginaw County alone to encompass the three counties of Saginaw, Midland, and Bay by the close of the pilot. The RESEA program is now being delivered at all sites and a comprehensive, consistent process has been implemented to engage job seekers and to encourage them to return to full-time, permanent employment as quickly as possible.

*Note: Strategies and services may include the implementation of initiatives such as incumbent worker training (IWT) programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of employers - supporting the local board's overall strategy to align local resources, required partners, and entities that carry out core programs.*

**5. A description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the local board will promote entrepreneurial skills training and microenterprise services.**

Under the direction of the local board, GLBMW! works closely with local economic development agencies in a variety of ways to coordinate local workforce investment activities with regional economic development activities. GLBMW! and economic development agencies have not adopted a process of joint employer visits primarily because the number of employer visits conducted by GLBMW! is not logistically feasible for the economic development agencies. This has not been a problem for our employer customers. When any economic development agency in the Region becomes aware of an employer's workforce or talent needs, that agency refers the employer to GLBMW! Likewise, when GLBMW! becomes aware of an employer's economic development needs other than workforce or talent, GLBMW! makes the referral to the economic development agency. When the economic development agency is engaged in a business attraction effort with a specific company and the topic of workforce availability rises, the economic development calls on GLBMW! to 1) provide general information regarding the regional workforce, 2) provide general information about the services available from GLBMW!, and/or 3) meet with the company to develop a specific workforce service plan.

GLBMW! facilitates access to entrepreneurial skills training and microenterprises services through partnerships with local entities and training providers that have entrepreneurial related programs. Resources for those interested in entrepreneurial or microenterprise services and training include, but are not limited to the Small Business Development Center located at Delta College and Mid-Michigan Community College, Central Michigan University (Associate's Degree in Entrepreneurship or minor in Entrepreneurship available with a Bachelor's Degree in Business related studies), Saginaw Valley State University Business Resource & Development Center and Michigan State University Extension.

Additionally, GLBMW! has local relationships with business incubator hubs that are available to support new businesses, providing critical access to business supports and business space at reasonable costs.

GLBMW! will support entrepreneurial training as it relates to an individual's career pathway plan. Individuals interested in entrepreneurial enterprises will be exposed to appropriate resources through the partnerships mentioned above. Staff will be trained on available resources in support of this effort.

**6. A description of the one-stop delivery system in the local area, including:**

- **How the local board will ensure the continuous improvement of eligible providers of services through the system and that such providers will meet the employment needs of local employers, workers, and jobseekers.**

The local board oversees the work of service providers and reviews their outcomes. Performance is judged based on federal performance measures, and criteria set by the board based in part on comparison to the prior year performance. Labor market information, technical assistance, and monitoring are provided to service providers not only to assure minimum compliance, but also to increase program quality, quantity and continuous improvement. The GLBMW! Business Services Team works directly with thousands of employers and gains valuable intelligence regarding employer workforce needs. This intelligence is shared with service providers so that programs can be structured to meet those needs. This in turn provides higher quality, "job relevant" service for workers and job seekers. Training of service provider and business service staff is encouraged and supported in budgets.

The board may use several methods to address service providers who do not perform to the board's expectations: contract termination, contract nonrenewal, probation, required corrective action, technical assistance, etc.

- **How the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and other means.**

The Great Lakes Bay Region has five Michigan Works Service Centers (MWSC). The MWSCs are located in Saginaw, Midland, Bay, Gratiot and Isabella Counties. All MWSCs are accessible to persons with disabilities. Service Centers are equipped with internet accessible computers, printers, fax machines and copiers for job seeker and employer use. At a minimum one computer in each Service Center contains adaptive technology for individuals with disabilities.

For those individuals in remote areas who cannot physically visit a service center, GLBMW! has access sites located in some remote areas and if appropriate, staff may travel to their location or assist through the use of technology such as Skype or similar programs.

All of the MWSCs computers have access to the talent connect internet-based system to assist job seekers and employers in utilizing Pure Michigan Talent Connect and other self-help resources. The number of connections at each location is dependent on the population in that area.

| County  | Saginaw | Midland | Bay | Gratiot | Isabella |
|---|---------|---------|-----|---------|----------|
| <b>Employment Services (ES) Computers</b>                 | 30      | 7       | 8   | 10      | 15       |
| <b>Enhanced Workstations for person with Disabilities</b> | 1       | 1       | 1   | 1       | 1        |
| <b>Veterans Resources Center</b>                          | 4       | 2       | 2   | 1       | 1        |
| <b>Business Resource Center (BRC)</b>                     | 2       | 2       | 2   | 1       | 1        |
| <b>Academic Center</b>                                    | 28      | 15      | 12  | 6       | 19       |

Each MWSC houses an ES area that will contain the following: approximately 7-30 computer workstations with internet-based access to Pure Michigan Talent Connect, computers with self-assessment software (i.e. typing proficiency; Microsoft applications) and computers with enhanced workstations for individuals with disabilities. The resource area has information on services provided by local agencies, resume writing and job search literature, occupational skill training information from various training providers and current job postings.

GLBMW! has a website “[www.michiganworks.com](http://www.michiganworks.com)” which is designed to show current events and services that we offer at our MWSCs. It’s also a link to the Pure Michigan Talent Connect for job seekers and employers to directly connect to the talent-connect website. Also, GLBMW! has social media accounts on Facebook and Twitter. They both preview current job listings and events that are held at our MWSCs.

Employment Services (ES) assist job seekers and employers regarding posting/accessing resumes and job openings listed on the Pure Michigan Talent Connect website. Staff-assisted self service will be available to help job seekers and employers who cannot use the Pure Michigan Talent Connect and resource centers unaided, due to lack of computer familiarity, literacy, disability, lack of access to the system, or some other barrier. Facilitated access will occur through an employment service worker assigned to each center.

GLBMW! Enhanced Workstations are designed to assist individuals with visual, auditory and physical challenges. The workstations have assistive equipment software that reads computer text (both computer application commands and webpages) aloud to blind or low vision users. Zoom text software that magnifies text and graphics on the computer screen from 2 to 16 times the normal size.

GLBMW! Veteran Resources Center (VRC) is designed to provide access to a variety of information and services for veterans. The VRC has a collection of books and other resources for veterans, as well as providing access to computer equipment for extended periods in order to complete online job applications, research education information, and other employment resources. GLBMW! strives to ensure that all veterans have access to the tools needed to assist with job searching and other employment resources. Disabled Veterans Outreach Program (DVOP) Specialists will be available to serve eligible veterans and eligible spouses in need of employment services beyond Workforce Innovation Opportunity Act (WIOA) services.

GLBMW! offers access to Business Resource Center (BRC) for business assistance and advice. It's a first resource for starting a small business in Michigan offering a variety of reference materials and access to specialized computer programs as well as consultants to provide direction and assistance to small business entrepreneurs. In the Business Resource Center there are books and publications, online resources, market research databases and guides on small business issues. BRC is in partnership with the Michigan Small Business Development Center.

GLBMW! Academic Centers offer a variety of services at all of the MWSCs:

- Microsoft Office (Word, Excel, PowerPoint, Access) tutorials,
- Microsoft Word and Excel instructor led classes
- Computer Basics (Essential Work Skills and beginning computer students)
- Typing Practice
- Basic skills upgrade and WorkKeys remediation
- WIN Tutorial
- Plato
- Help with improving math and reading skills
- GED Preparation
- Pharmacy Technology and Certified Nurse Assistant test preparation
- Motivational support
- WorkKeys Testing for:
  - Pre-employment
  - Training
  - Basic Skills Assessment
- **How entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with the nondiscrimination provisions of the WIOA (Section 188), if applicable, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101, et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities.**

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Staff are supported by an on-site manager and frequently participate in training presentations, webinars and simulations to promote sensitivity and awareness, leading to higher quality service. Recent staff trainings include Michigan Works! Association Training on Human Resources that about included nondiscrimination training. Key staff will be scheduled to attend the EO 3 day conference planned for May 2017 to support continuing education on EO and ADA. All staff have access to and are required to review the Grievance Complaint, EEO, and nondiscrimination policies and procedures on an annual basis. GLBMW! EO Officer is accessible to all staff and service center visitors.

- **A description of the roles and resource contributions of the one-stop partners.**

Michigan Rehabilitation Services (MRS) assists persons with disabilities who meet MRS eligibility criteria, to obtain employment. Services available through MRS include vocational rehabilitation counseling, restoration services, rehabilitation engineering, supported employment, specialized placement services and other specific disability related services. Disabled Veterans' Outreach Program (DVOP) specialists provide intensive, one-on-one employment services exclusively to program-eligible veterans and spouses who possess a significant barrier to employment with the goal of helping their clients in becoming job ready so they can secure employment through the public workforce system. DVOP Specialists do not interact with employers, nor engage in direct placement, and rely on GLBMW! One Stop Center partners to assist their job ready clients to secure employment. Local Veterans' Employment representatives (LVER) facilitate employment, training, and placement services furnished to all veterans eligible under the

applicable state employment service delivery system. LVER's operate regionally to build partnerships with employer groups, agencies and service providers to promote integration of all employment services provided to veterans. LVER's provide recommendations and technical assistance to GLBMW! partners to aid in the facilitation of services to all veterans. LVER's do not provide direct services to any veteran or spouse of a veteran. MRS, DVOP, and LVER partners contribute resources to the GLBMW! One-Stop system by paying rent through a sublease agreement with GLBMW! which is based on a cost allocation basis.

The Literacy Council of Midland County (LCMC) provides learning level assessment and tutoring services for GLBMW! program participants who need assistance with reading skills, writing skills, math skills and also provide special assistance to participants assessed with strong signs of dyslexia. The resources provided by LCMC to the GLBMW! One-Stop system is the value of a qualified staff tutor and volunteer tutor assistants.

Volunteers of America (VOA) provides Homeless Veterans' Reintegration Program (HVRP) services to homeless veterans and refers appropriate HVRP participants to GLBMW! programs for employment services. VOA contributes resources to the GLBMW! One-Stop system by paying rent through a sublease agreement with GLBMW! which is based on a cost allocation basis.

The Michigan Small Business Development Center (SBDC) provides technology tools, publications, and other resources for the general public who utilize the Business Resource Center (BRC) located within the GLBMW! One Stop to start a new business or assist an emerging business. The SBDC provides print publications to enhance the BRC, identifies online resource to be posted in the BRC, and participates in the recruitment of counselors and trainers to provide counseling. The resources provided by SBDC to the GLBMW! One-Stop system is the value of the printed and on-line resources and the provision of counselors and trainers to provide counseling to GLBMW! One-Stop users.

Bay Arenac Intermediate School District (BAISD) provides adult education services to the GLBMW! One-Stop system (Bay County Only). In providing adult education services, BAISD provides all equipment, materials and qualified staff. The resources provided by BAISD to the GLBMW! One-Stop system is the value of equipment, materials and qualified staff.

The Mid-Michigan Community Action Agency (MMCAA) provides services for the general public out of GLBMW!'s One-Stop site for eligible participants who need assistance with utility shut-off notices, minor sewer repair, deliverable fuel assistance, and food commodities assistance. MMCAA can refer its participants to the GLBMW! funded programs, and GLBMW! staff can refer participants to MMCAA. MMCAA contributes resources to the GLBMW! One-Stop system by paying rent through a sublease agreement with GLBMW! which is based on a cost allocation basis.

7. *A description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area.*

Employment and training opportunities are available to job seekers based on available funds. Training opportunities in the region include certificate and licensing programs for a variety of in demand occupations, as well as degree programs through local colleges and universities. GLBMW! also partners with local trade schools to prepare and upskill individuals for skilled positions in the region.

Using a case management model, job seekers pursuing employment and training opportunities are assessed for employment barriers, transferable skills, interests and goals. Available activities include; self-services/ universal services, basic career services, individualized career services, work experience, and training services that lead to an industry recognized credential. Workforce training providers include proprietary, local community colleges, universities, and nontraditional condensed training programs for the adult learner. Through WIOA Individual Training Account (ITA) funds and other federal funds, eligible individuals may engage in these activities at little or no cost.

GLMBW! works with core partners across the region to develop strong referral systems to maximize co-enrollment opportunities. This provides a seamless service delivery to job seekers. Staff are trained to maximize co-enrollment options and maximum benefit for the individual being trained.

The available adult and dislocated worker employment and training activities in the local area have proven very effective per impact metrics devised by the local board. Local adult and dislocated worker participants who exit the programs, obtain employment, and retain employment cumulatively earn \$6.00 or more for every \$1.00 allocated to those programs.

**Workforce Innovation and Opportunity Act, Adult and Dislocated Worker Career Services, Training Services, and Follow-up Activities**

*WIOA provides for:*

1. Basic career services,
2. Individualized career services/case management,
3. Training services, and
4. Follow-up services.

All persons have access to employment-related information and self-service tools, without restrictions. Services that are not primarily informational and self-service *require* WIOA registration. Eligibility for career services and training also requires WIOA registration. Eligibility for career services is restricted to adults and dislocated workers who are unemployed or employed and in need of career or training services in order to obtain or retain employment that allows for self-sufficiency.

**Self Service/Universal Access**

There is universal access to services involving self-help. Unregistered services include self-help or other unassisted basic career services not tailored to specific needs or basic information, including:

- Self-service, including virtual services
- Facilitated self-help
- Job listings
- Labor Market Information (LMI)
- Labor exchange services, and
- Information about other services

Please note that the aforementioned Employment Services may also be included with basic career services if they are assisted basic career services or tailored to specific needs.

**Basic Career Services**

Basic career services must be made available and, at minimum, must include the following services, as is consistent with allowable program activities. Basic career services include:

- WIOA eligibility determination.
- Outreach/intake (including worker profiling.)
- Orientation to information and other services available through the One-Stop system.
- Initial assessment of skill levels, including literacy, numeracy, and English Language proficiency, as well as aptitudes, abilities (including skill gaps), and supportive service needs.
- Labor exchange services including:
  - Job search and placement assistance, and when needed by an individual, career counselling including provision of information on in-demand industry sectors and occupations and provision of information on nontraditional employment.
  - Appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services other than those traditionally offered through the One-Stop delivery system.
- Provision of referrals to and coordination of activities with other programs and services, including programs and services within the One-Stop delivery system and, when appropriate, other workforce development programs.
- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including:
  - Job vacancy listings in labor market areas.
  - Information on job skills necessary to obtain the vacant jobs listed.

- Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs.
- Provision of performance information and program cost information on eligible providers of training services by program and type of providers.
- 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.
- 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 SNAP, 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.
- Provision of information and assistance regarding filing claims for unemployment compensation, by which the One-Stop must provide meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.

**“Meaningful assistance” means:**

- Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants, or
- Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within reasonable time.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs (non-WIOA.)

**Individualized Career Services**

Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
  - Diagnostic testing and use of other assessment tools, and
  - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an Individual Employment Plan (IEP) to identify the employment goals, appropriate achievement objectives, and appropriate combination of

services for the participant to achieve the employment goals, including a list of, and information about, the eligible training providers

- Group counseling
- Individual counseling
- Career planning
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training
- Internships and paid or unpaid work experiences that are linked to careers; internships and work experiences may be arranged within the private for-profit sector, the non-profit sector, or the public sector
- Workforce preparation activities, including programs or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education, or training, or employment
- Financial literacy services, including services which
  - Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions
  - Support participants in learning about debt, student loans, consumer credit, and credit cards
  - Teach participants about the significance of credit reports and credit scores, what their rights are regarding their credit and financial information, how to determine the accuracy of a credit report and how to correct inaccuracies, and how to improve or maintain good credit
  - Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities to make informed financial decisions
  - Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft, and in other ways understand their rights and protections related to personal identity and financial data
  - Support activities that address the particular financial literacy needs of non- English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials
  - Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings, and
  - Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high-quality, age-appropriate, and relevant strategies and channels, including where

possible, timely and customized information, guidance, tools, and instruction

- Out of area job search assistance and relocation assistance
- Relocation assistance
- English Language acquisition and integrated education and training programs
- Transitional jobs, which are:
  - Time-limited work experiences that are subsidized and are in the public, private, or non-profit sectors for individuals with barriers to employment who are chronically unemployed and/or have an inconsistent work history;
  - combined with comprehensive employment and support services; and
  - designed to assist individuals with barriers to employment to establish a work history, demonstrate success in the workplace, and develop the skills that lead to entry and retention into unsubsidized employment.

### **Training Services**

Training services are provided to equip individuals to enter the workforce and retain employment. Under WIA, participants were required to undergo a sequence of core and intensive services in order to receive training. WIOA clarifies that there is no sequence of service requirements in order to receive training. Training is made available to individuals after an interview, assessment, or evaluation determines that the individual requires training to obtain employment or remain employed. Training services may be made available to employed and unemployed adult and dislocated workers who:

- A One-Stop operator or One-Stop partner determines, after an interview, evaluation, or assessment, and career planning are:
  - Unlikely or unable to retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services;
  - In need of training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment; and
  - Have the skills and qualifications to participate in training services.
- The training must be directly linked to the employment opportunities either in the local area or planning region, or in another area to which the individual is willing to commute or relocate.
- The participant is unable to obtain grant assistance from other sources to pay for the training, including other grants such as State-funded training grants, Trade Adjustment Assistance (TAA), and Federal Pell grants, or requires assistance beyond that available from other sources to pay for the cost of training.

### **Training services may include the following:**

- Registered apprenticeships
- Occupational skills training, including training for nontraditional employment
- On-the-Job training:

- OJT is a type of training that is provided by a private, private-non-profit or public sector employer to a participant. During the training, the participant is engaged in productive work in a job for which he or she is paid, and the training provides the knowledge or skills essential to the full and adequate performance of the job. Positive features of OJT are:
  - The participant begins training as a permanent employee with the employer and is subject to the same conditions of employment as other similarly employed individuals; and
  - The participant starts earning a wage immediately and receives employer sponsored benefits when they are available; benefits such as health insurance, retirement, etc.
  - The participant receives training in a production setting, under appropriate supervision, gaining knowledge of the job and acquiring and applying occupational skills while performing on the job. Training time leads to greater proficiency in the occupation for which the training is being provided. Training contracts are directed at employers who are able to provide occupational skill training and full-time employment that leads to self-sufficiency for the participant. Employers must agree first to hire and then to train eligible WIOA participants. A training payment is provided to the employer to compensate for the extraordinary costs of training; extraordinary costs are those associated with workplace training and additional supervision. This includes those costs the employer has in training participants who may not yet have the knowledge or skills to obtain the job through an employer's normal recruitment process.
  - Incumbent worker training.
- Programs that combine workplace training with related instruction, which may include cooperative education programs
- Training programs operated by the private sector
- Skill upgrading and retraining
- Entrepreneurial training programs that assist qualified unemployed individuals who are seriously interested in starting a business in Michigan and becoming self-employed.
- Job readiness training provided in combination with any of the aforementioned training services with the exception of registered apprenticeships
- Adult education and literacy activities, including activities of English language acquisition, and integrated education and training programs provided concurrently or in combination with any of the aforementioned training services, with the exception of registered apprenticeships and transitional jobs training
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

In most circumstances, an individual will receive training services through an individual training account. The selection of a training program shall be fully informed by the

performance of relevant training providers and individuals must be provided with performance for all training providers who provide a relevant program.

### **Follow-up Services**

Follow-up services must be provided, as appropriate, including counseling regarding the workplace, for adults or dislocated workers placed in unsubsidized employment, for up to twelve months after the first day of employment.

### **In addition to WIOA Adult and Dislocated Worker basic career services, individualized career services/case management, and training services we have available:**

- The GLBMW! Academic Centers – The purpose of the Academic Centers is to prepare individuals for training and or employment. The goal is to ensure that WIOA participant’s educational skills are at or above the level required by training providers and employers in today’s workforce. Participants will be referred to the Academic Center by their Career Managers. Services through the Academic Center are primarily self-directed, however, each participant will receive an assessment to determine their initial skill level and to determine what academic assistance is needed. All centers have certified instructors available for assistance and to administer assessments. Instruction available through the Academic Centers include:
  - Tutoring in basic academic skills including: reading, writing, algebra, chemistry, social studies, biology, and vocabulary and comprehension skills
  - Computer skills: Computer fundamentals, digital literacy, internet, etc.
  - Computer programs: Microsoft Office – Word, Excel, PowerPoint, Access, Publisher, and Outlook
  - Adult basic education and GED preparation is also available through our Academic Centers. We will make referrals and coordinate services with Adult Education programs as needed to ensure services are available throughout the Great Lakes Bay Region.
- Essential Work Skills (EWS) is part of the Career Services GLBMW! provides. ESW helps job seekers gain short-term pre-vocational skills based on common concerns expressed by Area Businesses. They desire reliable workers, good communicators, team players, and positive attitudes. The skills taught in EWS represent essential work habits, behaviors, and attitudes required in today’s workplace. GLBMW! holds regularly scheduled sessions that address these qualities. The Essential Work Skills sessions address the following skills:
  - Communication
  - Teamwork/Diversity
  - Problem Solving/Critical Thinking
  - Conflict Resolution
  - Customer Service
  - Attendance, Attire, and Attitude

- WorkKeys is a skills assessment system that helps employers select, hire, train, develop, and retain a quality workforce. The assessments measure foundational and soft skills. WorkKeys assessments measure skills that employers feel are essential to success in the workplace. Students, job seekers, and seasoned professionals can use WorkKeys to learn more about their strengths and weaknesses and gain a valid way to demonstrate their abilities to employers. Educators and employers can use it to help take the guesswork out of determining student, applicant, and employee qualifications.
    - Each WorkKeys assessment offers varying levels of difficulty. The levels build on each other, incorporating the skills assessed at the previous levels. For example, at Level 5, individuals need the skills from Levels 3, 4, and 5. The complexity can also increase as the quantity and/or density of the information increases.
    - Individuals are entering the workforce without the skills employers need. WorkKeys is a first step toward closing skills gaps and improving workforce quality. Supported by data from more than 20,000 job skills profiles and rooted in decades of workplace research, WorkKeys assessments are based on situations in the everyday working world. The assessments measure “hard” and “soft” skills, helping:
      - **Individuals**—from career seekers to longtime employees—measure their skills and advance their career goals
      - **Educators** from high school through college ensure their students are ready for career success. Employers find, hire, and develop quality talent
      - **Workforce and economic developers** prepare their workforce to attract and maintain business and industry
      - **Industry associations and advocacy organizations** develop valuable skills credentialing systems for a more productive, reliable and profitable workforce
    - Remediation is also available for skills upgrading for those individuals who may need to increase their test scores for entry into training or as a minimum requirement for employment.
8. *A description and assessment of the type and availability of youth workforce investment activities in the local area, including activities for youth who are individuals with disabilities, which shall include an identification of successful models of such activities. Further, local areas are to define “requires additional assistance” for In-School and Out-of-School Youth eligibility criterion in their local plan.*

WIOA outlines a broader youth vision that supports an integrated service delivery system. This integrated vision includes creation of a career pathway for youth and repositions young people as an asset to employers with a need for skilled workers. Employers are critical partners that provide meaningful growth opportunities for young people through work experiences that give them the opportunity to learn and apply skills in real-world setting.

We are committed to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, preparing them for good jobs along a career pathway or enrollment in post-secondary education. Youth services or activities include both individualized and group elements, as appropriate. Services include eligibility and suitability determination, academic assessments, career interest assessments, individual service strategy development with the youth, career coaching, which includes follow up after program exit. The 14 program elements area accessible through the youth service provider or through an identified community resource that offers the needed service.

Youth with disabilities, ages 16 -24 who are not attending school, are eligible for out-of-school services. Youth with disabilities up to age of 21 are eligible for in-school services if they are low-income or meet other eligibility criteria. WIOA has expanded the definition of low income and thus increased our capacity to engage in school youth. Definitions and eligibility documentation requirements regarding #6 “requires additional assistance” criterion has been left up to local policy. Our Board has decided that the definition of that criteria shall read as such;

Great Lakes Bay youth will be considered for additional assistance to complete an educational program youth when the following conditions are present that place youth at risk of dropping out or have caused them to drop out.

- Credit Deficient—students have not earned full credit each semester.
- Repeat classes—students that have taken a class two or more times.
- Grade point average at or below cumulative 1.5.
- Low performance scores on plan assessment test—Pre SAT, SAT, WorkKeys and M-STEP.

Reasonable and necessary accommodations are provided to youth with disabilities to ensure WIOA services and activities are available. Collaborative relationships exist in the region with Michigan Rehabilitation Services (MRS) to assist in coordinating programs, funding and opportunities for disabled youth when identified as a need.

WIOA provisions increase the focus on serving the most vulnerable workers. There are new opportunities for those that lack basic skills, lack work experience and have other barriers to success. 75% of local funds will be spent to provide workforce investment activities to out-of-school youth, aged 18-24 and not attending any school and met one or more additional at risk conditions.

We are providing to eligible youth assistance in achieving academic and employment success. We deliver effective and comprehensive activities, which include a variety of options including educational and skill competencies and provide effective connections to employers as the framework of our program design. GLBMW! will ensure ongoing mentoring opportunities, in the work place and the community, for eligible youth with caring adults committed to providing such opportunities. These young adults will need continued

supportive services to meet their goals. They will be given incentives for recognition and achievement of certain benchmarks outlined in their individual service strategy.

Helping participants set individualized short-term and long-term goals is important to manage their expectations from program services as many young people do not have a realistic assessment of their own skills. Those with lower levels of academic and vocational skills may become frustrated when they do not make fast progress toward their goal of postsecondary education or employment and may decide not to engage further. Young adults will feel a sense of accomplishment if they are able to achieve some short-term goals and may persist if they can visualize how these achievements relate to their long term goals. Regular staff meetings with MWA Program Director will assist in further framework development and assessment of best practices.

At least 20 percent of local Youth formula funds must be used for work experiences, such as summer and year-round employment, pre-apprenticeship, on-the-job training, or internships and job shadowing.

WIOA Youth providers may, when appropriate, partner with such agencies as MRS, Listening Ear, Community Mental Health, Parole and Probation Officers and the Department of Health and Human Services and Partnership. Accountability. Training. Hope. (PATH) to provide opportunities for youth with disabilities, those who are adjudicated or have additional barriers to success. Partnerships such as these will assist in reducing duplication of services, while targeting those who are most vulnerable.

On-going strategies will produce a long term supply of skilled workers and develop leaders in our communities. We are committed to providing evidence-based strategies that also meet the highest level of performance, accountability, and quality in preparing young adults for our local and regional workforce.

The available youth workforce investment activities in the local area have proven effective per impact metrics devised by the local board. The local in-school and out-of-school programs produce successful outcomes (entry and retention in post-secondary training, employment, or military) at a rate of less than \$10,000 per successful outcome.

***9. A description of how the local board will coordinate relevant secondary and post-secondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services.***

To avoid duplication of services, WIOA providers may partner with local Adult Education (AE) programs to provide employability skills, career exploration and development of a career ladder approach for ultimate success. GLBMW! will work with the local AE Office to determine if coordinating the delivery of GED preparation and other workforce services is feasible for each participant. Service will include:

- Instruction and tutorial assistance.
- Official GED practice test. GED ready.

- Information on potential postsecondary and career pathways.
- Counseling on preparing for and applying for college.
- Personal and job readiness skills development.
- Comprehensive information of college cost and financial aid.
- College and career assessments.

WIOA youth providers will refer non-completers to local adult or alternative education programs. When such programs are not available or not suitable, WIOA contractors may directly provide GED preparation classes.

Local College Access Networks (CANs) are community-based college access coordinating bodies supported by a team of community and education leaders representing K-12, higher education, non-profit sector, government, business, and philanthropy. These organizations are committed to building a college going culture and dramatically increasing the college going/completion rates within the community.

GLBMW! will work closely with the CANs in our region. Activities will enable students to take significant steps towards entering college by providing assistance and building excitement.

In some areas of the region AE programs work closely with their local Michigan Works Agency (MWA) to provide or locate the appropriate job training programs and resources for shared clients. AE and GLBMW! collaborate to identify student needs and align services to meet student goals without duplication of services.

New this past year, one AE program collaborated with GLBMW! in order to provide Career and College Readiness Workshops for all students. GLBMW! staff came on-site at AE to conduct some of the workshops, then AE provided transportation to

GLBMW! for the other sessions so that students were exposed to and familiar with the service center. The six different workshops covered topics such as: Michigan Works Services, ONET Skills and Interest Assessment, Online Employment Resources, Career Exploration, Resume Writing, Technology and Social Networking and how that can affect your employment, Interviewing and Career Planning. AE students are required to attend all six sessions prior to exiting AE. This collaboration will continue with workshops offered throughout the year and will be expanded to the entire GLBMW! Region.

AE programs also collaborate with the Saginaw Chippewa Tribal College and Mid-Michigan Community College. In addition to providing ABE/GED/HSD instruction to concurrently enrolled SCTC students, the Saginaw Chippewa Indian Tribe is also referring non-graduate employees to obtain a GED or HSD. Completion may be measured by achievement on TABE &/or successful completion of GED/HSD credential.

- 10. A determination of whether the MWA has elected to provide supportive services and needs related payments. The MWAs that elect to provide supportive services to participants during program enrollment must describe the procedure to provide supportive services. The procedure will include the conditions, amounts, duration, and documentation requirements for the provision of supportive services.***

GLBMW! will provide appropriate supportive services to eligible program participants only when they are necessary to enable individuals to participate in WIOA activities. Any supportive service provided to remove a barrier (s) to enable an individual to participate in program activities including job acquisition and retention shall be documented in the participant's Individual Employment Plan (IEP) or Individual Services Strategy (ISS). All supportive services shall be recorded on the OSMIS. No supportive service will be provided if the supportive service is readily available in a timely manner from another source. Determination of appropriateness of and eligibility for supportive services will be based on an objective assessment performed by Michigan Works! staff. Limits on amounts and duration will be based on local policy.

Support Services will be made available to registered participants who demonstrate a need that directly correlates with employment, training and participation in WIOA Career activities. Needs Related Payments (NRP) may be available to those participating in a training activity as allowed in a funding stream policy. NRPs will be based on the availability of funds. Great Lakes Bay Michigan Works! will follow eligibility parameters in the federal register pg. 56398 680.930, 680.3950, 680.970.

- 11. A description of how the local board will coordinate the WIOA Title I workforce investment activities with the provision of transportation and other appropriate supportive services in the local area.***

Transportation continues to be a barrier to employment for many individuals in GLBMW! In an effort to reduce transportation as a barrier, we have started to collaborate with many other agencies. In September 2015, a group composed of representatives from Saginaw, Midland, Bay, Gratiot, and Isabella counties met to create a better structure for collaboration. Workshops were conducted to discuss transportation needs and to obtain information on possible strategies, projects, and services to improve regional mobility. The following stakeholders were involved:

- transportation planning agencies,
- public transportation providers,
- public transportation associations,
- local and regional mobility managers,
- regional 2-1-1 contact centers,
- MichiVan and local rideshare offices,
- private transportation providers,
- nonprofit transportation providers,
- volunteer transportation providers,

- past or current organizations funded under Section 5310, JARC, and/or the New Freedom Programs,
- workforce development agencies,
- human service agencies,
- advocacy organizations,
- healthcare organizations,
- nonprofit human service providers,
- job training and placement agencies,
- housing agencies, healthcare facilities, mental health agencies,
- economic development agencies,
- faith-based and community-based organizations,
- employers and the representatives of the business community,
- local or state officials and elected officials, and policy analysts.

The group discussed previous work between MDOT and the regional planning agencies. Topics were focused on unmet transportation needs in the region. Other issues involved services, marketing, land use, policy changes, and coordination. The group identified the following needs as being the most important to improve mobility in the region: expanded and improved services, improved and expanded outreach, marketing and education, improved coordination and connectivity, additional funding, and capital improvements. To assist in outreach and planning efforts, a project website was established at <http://www.kfhgroup.com/michigan/statewidetransitplan.html>. The following counties are served by public transit:

- Bay (Bay Metropolitan Transportation Authority)
- Gratiot (City of Alma Dial-a-Ride Transit)
- Isabella (Isabella County Transportation Commission)
- Midland (City of Midland Dial-a-Ride and Midland County Connection)
- Saginaw (Saginaw Transit Authority Regional Services)
- Several government and non-profit agencies provide transportation services to qualified individuals using their services.
- Saginaw, Midland, and Bay Counties (Region VII Area Agency on Aging- A regional planning, advocacy, and administrative agency that provides transportation for seniors to stores, doctor appointments, and community facilities.)
- Gratiot County (Gratiot County Commission on Aging- Provides adults age 60 years and up with transportation to medical appointments. The cost is \$4.00 per 20 miles.)
- Mid-Michigan District Health Department (Gratiot County) – Offers transportation to medical appointments for families with children with special needs.
- Isabella County (Isabella County Commission on Aging- Through the Escort Driver Program, volunteer drivers are able to use their own vehicle to transport senior adults to doctor appointments, medical facilities, or food sites.)
- Taxi Services are also available:

- Bay County Taxi
- A Greater Bay Cab Co.
- Errands Unlimited
- Taxi Saginaw
- At Your Service Transportation
- Needham
- Yellow Checker Cab
- U Ride
- Mt. Pleasant Cab Co. and Chippewa Cab

The 2-1-1 system will be used for identification and acquisition of available supportive services in the local area. This confidential and comprehensive resource is free of charge to all who are seeking assistance. In addition, if such documents exist locally, a Community Resource Directory will be on hand in the Service Centers for patron use. Whenever possible, Great Lakes Bay Michigan Works staff will participate in local Collaborative Councils or similar community based organizations made up of area human services agencies. To assist in the coordination of supportive service provision, a referral system will be used for WIOA and other program participants that will minimize the possibility of duplication of services.

***12. A description of the local per participant funding cap, if applicable. A description of plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system.***

GLBMW! has no per participant funding cap. A description of the WIOA plan and strategies for maximizing coordination, improving service delivery and avoiding duplication of Wagner-Peyser Act services and other services provided through the one-stop delivery system have been provided throughout the plan in the appropriate sections. GLBMW! have reviewed and agree to all Assurances, General Provisions, Policy Provisions and Responsibilities of the following Programs:

- Common Assurances – All WIOA Core Programs
- Title I-B Assurances
- Wagner-Peyser Assurances
- Adult Education Family Literacy Act Program Certifications and Assurances
- Vocational Rehabilitation Certifications and Assurances

***13. A description of how the local board will coordinate the WIOA Title I workforce investment activities with adult education and literacy activities under the WIOA Title II. This description shall include how the local board will carry out the review of local applications submitted under Title II consistent with the WIOA Sections 107(d)(11)(A) and (B)(i) and the WIOA Section 232.***

Representatives from Adult Education are represented on the local Workforce Development Board. The board works to develop a strategy that aligns services for adult education learners, out of school youth and low income adults that provide contextualized learning and

career pathways. The Workforce Board will collaborate with adult education and post-secondary partners to increase collaboration and align policies with new and innovative approaches.

WIOA calls for customer-focused services based on the needs of the individual participant. This includes the creation of career pathways for youth in all Title I youth programs, including a connection to career pathways as part of a youth's individual service strategy in the youth formula-funded program. In addition, many services under Title I youth programs are based on the individual needs of participants. WIOA also calls for this population to be intimately involved in the design and implementation of services so the youth voice is represented and their needs are addressed. Adult Ed and GLBMW! will collaborate to identify these needs and align services to provide career exploration, resume writing, financial literacy, and personal skills assessments. There will also be joint efforts to aligning a student's interest to job training programs.

The Board shall review all local applications for Title II funding consistent with the WIOA Sections 107(d)(11)(A) and (B)(i) and the WIOA Section 232. In reviewing and making comment on the applications, the local board shall look toward continuous improvement in 1) coordination between WIOA Title I and Title II activities, and 2) work-related, employer demand driven outcomes for Title II programs.

- 14. Copies of executed cooperative agreements or MOUs which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to the entire set of services available in the local one-stop. This includes cooperative agreements (as defined in the WIOA Section 107(d)(11) between the local board or other local entities described in the WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 and the local office of a designated State agency or designated State unit administering programs carried out under Title I of such Act ((29 U.S.C. 720 etseq.) (other than Section 112 or Part C of that Title (29 U.S.C. 732, 741) and subject to Section 121(f)) in accordance with Section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.***

In accordance with the requirements of WIOA Regulations, Section 107 (d)(11) and Section 101(a)(11)(B), GLBMW! will provide a current, valid, copy of each MOU executed between the GLBMW! Workforce Development Board and each of the required One-Stop and WIOA Core Partners.

- 15. A description of the entity responsible for the disbursement of grant funds (Grant Recipient).***

Through an inter-local agreement under Michigan's Urban Cooperation Act of 1967, the Counties in the GLBMW! area have designated the County Consortium Board (and therefore its Chairperson) as the "Chief Elected Official" and therefore the grant recipient for purposes under the Workforce Innovation Opportunity Act (WIOA). The County Consortium Board

has further designated Saginaw County as its fiscal agent “to assist with administration of grant funds” as allowed by the WIOA. Both the designation of the grant recipient and the fiscal agent are subject to change at the discretion of the County Consortium Board.

***16. A description of the competitive process that will be used to award the sub-grants and contracts for the WIOA Title I activities.***

GLBMW! utilizes the Competitive Proposal method of procurement to award sub-grants and contracts for Workforce Innovation Opportunity Act (WIOA) Title I activities. Proposals for sub-grants and contracts are evaluated based on factors stated in the Request for Proposal Document (RFP) that focus on a bidders approach, program design, outcomes, innovation, coordination, experience and price. GLBMW! will perform an independent estimate of the cost/price prior to receiving proposals. GLBMW! will publicize notice of the RFP publicly. GLBMW! will use a written evaluation method to score proposals in order to select the proposal that is most advantageous to the program. GLBMW! recommends to its board prospective bid winners, and the board selects the bid winner and authorizes GLBMW! administration staff to negotiate a contract that is most advantageous to the program.

GLBMW! can use the Noncompetitive Proposal method as a last resort when other procurement methods resulted in only a single bidder or when other procurement methods prove to be inadequate.

***17. If available, the local levels of performance negotiated with the Governor and chief elected official(s) to be used to measure the performance of the local area and to be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under the WIOA Title I Subtitle B, and the one-stop delivery system in the local area. Local Boards are not required to provide or negotiate performance levels for those measures designated by USDOL as baseline measures as described in Section II.***

Detailed guidance is pending from one or more federal partners regarding data definitions, sources, validation, and submission requirements. The Workforce Investment Agency, which oversees the WIOA Title I Adult, Dislocated Worker, and Youth programs, WIOA Title II Adult Education and Family Literacy, and Title III Wagner-Peyser, will work with the MDHHS and LARA which oversees the WIOA Title IV Vocational Rehabilitation program (Michigan Rehabilitation Services and Bureau of Services for Blind Persons respectively), to adopt joint performance reporting requirements as outlined in the WIOA Act Section 116. Joint performance measures for the WIOA will consist of six customer outcomes specific to core indicators of performance and employer (customer) satisfaction by program.

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 local areas in achieving continuous improvement of workforce investment activities in order to optimize the return on investment of WIOA funds. Both the WIOA and Wagner-Peyser performance are tracked in the OSMIS. 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.

The state will determine the level of the 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 defensible 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 statewide 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
- 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.

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.

***18. A description of the actions the local board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the State board. For this section local boards shall include:***

- ***Effectiveness and continuous improvement criteria the local board will implement to assess their one-stop centers.***
- ***A description of how the local board will allocate one-stop center infrastructure funds.***
- ***A description of the roles and contributions of one-stop partners, including cost allocation.***

GLBMW! has a history as a high performing WDB, recognized by the National Association of Workforce Boards as the most innovative Board in the nation in 2011 and recipient of the first-ever Connect Award at the Governor's Economic and Education Summit in 2014. With our recent consolidation and continued

evolution into a new 5-County Michigan Works! Agency, we will strive to remain a high-performing Board.

In addition to working toward achievement of all federal and state required performance measures, GLBMW! will work to establish performance metrics that provide a deeper picture of its performance. In the past, GLBMW! developed a set of performance metrics designed to show the economic impact of its programs. For continuous improvement purposes, we were able to compare those metrics to 1) how the state as whole and other Michigan Works! Agencies were performing, and 2) how current GLBMW! performance compared to the prior year.

In this first year of our new 5-County Michigan Works! Agency our economic-impact/continuous-improvement performance metrics will be a work in progress as we assimilate two different operational cultures. This is especially true because we will only have 9-months of data for two of the 5 Counties by the end of the 12-month program year.

GLBMW! maintains 5 one-stop centers: Alma, Bay City, Midland, Mt. Pleasant, and Saginaw. GLBMW! will allocate one-stop infrastructure funds based on the historical and projected actual costs of each Center. This will help assure continued, high-performing services throughout our 5-County area.

GLBMW! one-stop partners are organizations such as MRS, Adult Education, Literacy Council, Small Business Development Center, and many others. In general, the roles and contributions of our one-stop partners include cross referrals of potential program participants, and coordination of services to avoid duplication and assure maximization of efficiencies. It is anticipated that each partner will bear the cost of its own services without relying on funding from another partner. It is also anticipated that partners who are not located in any of our one-stop centers will not be asked to support the cost of those centers. Partners located in a one-stop center will be asked to share the cost of the center in one of two ways: 1) through a lease agreement in which their rent payment covers their share of the center's costs; or 2) through a lease agreement that describes the partner's in-kind contributions. GLBMW! shall determine which type of lease is appropriate on a case-by-case based on such factors as history, amount of space used, and value of potential in-kind services, etc.

***19. A description of how training services outlined in the WIOA Section 134 (Adult and Dislocated Worker) will be provided through the use of individual training accounts, including:***

- ***If contracts for training services will be used.***

Contracts for services will be used instead of Individual Training Accounts (ITAs) only when providing on-the-job training, customized training, or incumbent worker training.

- *Coordination between training service contracts and individual training accounts.*

In the event when a training service contract and an ITA is necessary it will be coordinated by the Career Planner.

- *How the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.*

GLBMW! shall ensure that customers have a selection of high-quality training providers whose training will lead to employment. We provide ITA participants with a list of eligible training providers from which ITA participants can select the provider that most meets their workforce goals. Participants are able to compare training providers to make an informed choice based on the training providers past performance and placement rate as required by WIOA sec. 122 (d) (e)(h).

***20. A description of the process used by the local board, consistent with Section III, to provide a 30-day public comment period prior to submission of the plan, including an opportunity to have input into development of the local plan, particularly for representatives of businesses, labor organizations, and education.***

GLBMW! will publish plans in accordance with the Workforce Innovation and Opportunity Act (WIOA) Notice of Proposed Rulemaking 20 CFR Section 679.550 (b) and 679.550 (b) (5) and WIOA Section 108 (d) of the Act. The WIOA Regional and local 4-Year Plan will be available for 30 days prior to the submission to the Talent Investment Agency (TIA), State of Michigan for approval.

The proposed plan will be made available; and

- Such plans will be made available for review, comment and input into:
  - Members of the regional and local boards, key stakeholders, chief local elected officials, one-stop partners, service providers, community and faith based organizations, education, representatives of business, labor organizations and members of the public.
  - The public through such means as public hearings and local news media
- The regional and or local board will submit any comments that express disagreement with the plans to the TIA along with the plan.

The GLBMW! WDB will make information about the plan available to the public on a regular basis through open meetings. The local plan will include a reference as to where and how copies of the complete plan can be obtained.

GLBMW! did not receive any public comments during the required 30 day posting of the plan.

***21. A description of how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under the WIOA and by one-stop partners.***

Great Lakes Bay Michigan Works (GLBMW!) will continue to conduct statewide labor exchange via Pure Michigan Talent Connect and continue to track information through the use of the TIA, State of Michigan One-Stop Management Information System (OSMIS) or other state-approved centralized, integrated management information system that's capable of allowing shared access to participant records among service delivery programs and partners.

The combination of the state OSMIS system plus the G\*STARS system, (G\*STARS is a self-service tracking that saves staff time by automating data collection and increasing data accuracy for services, visits, workshops classroom attendance and surveys) which allows GLBMW! to currently have a technology enabled intake and case management information system. The State of Michigan is in the process of upgrading the OSMIS system to make a single system for both intake and case management system. G\*STARS is currently used in Saginaw, Midland, and Bay counties and is being considered in Gratiot and Isabella counties.

***22. A description of the local priority of service requirements.***

GLBMW! has established the following priority of service procedures pursuant to 38 United States Code (U.S. C.). 4215 for all its Employment and Training Administration workforce programs.

GLBMW! shall provide priority of service to veterans and certain spouses of veterans who qualify as "covered persons." Under the Workforce Innovation and Opportunity 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:

- First, to veterans and eligible spouses who are 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 skill deficient would receive first priority of services with WIOA adult formula funds.

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

***23. A description of how the local board will coordinate workforce investment activities carried out in the local area with statewide rapid response activities.***

Through its normal course of business, GLBMW! shall prioritize service to workers that are dislocated due to layoff, plant closure, natural disaster, etc. Upon receipt of information regarding such events, we shall provide notice to the Rapid Response section of the Michigan Talent Investment Agency (TIA). GLBMW! shall then work closely with TIA to determine the lead agency in addressing the event, identifying and convening key partners, necessary planning, contacting impacted employers and unions, scheduling and conducting informational meetings and worker orientations, determination of the need for and operation of a Joint Adjustment Committee, determination of the need and application for additional funding to address the event, etc.

GLBMW! shall then utilize its resources, including formula grants and any other applicable funding, to engage the dislocated workers and help them obtain employment as quickly as is appropriate depending on each individual's circumstances.

***24. A description of Rapid Response activities.***

Rapid Response (RR) activities encompass activities necessary to plan and deliver services to dislocated workers to facilitate 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 a mass job dislocation. The State (WIOA Title I Section) is responsible for providing RR activities.

The WIOA Title I Section Staff are assigned a geographic territory with the responsibility for the coordination of RR activities between the State and the local area. A Worker Adjustment Retraining Notification (WARN) Act notice typically activates the RR intervention in plant closings and mass layoffs. The WARN Act requires employers with more than 100 employees to provide at least 60 days advance notice of a covered plant closing or mass layoff at a site where the plant closing/mass layoff will affect at least one-third of the workforce and a minimum of 50 employees.

The WIOA Title I Section monitors media reports and uses a network of local contacts, such as the MWAs, state and local economic development officials, the Michigan Economic Development Corporation, union officials, United Way, and other partners to identify plant closings or layoffs.

- Services included as part of the Rapid Response process include:
  - a. Initial RR meeting with the company and union officers (if applicable).
  - b. Worker orientation meetings for employees. These meetings include presentations by MWA service providers and provide information on employment services; WIOA-funded career services (basic and individualized) and training services; Trade Adjustment Assistance, if applicable; special population services (Michigan Rehabilitation Services, Veterans' services); and local/community services (United Way, local community colleges, credit union counseling, etc.). Collaboration with other state agencies (e.g., Office of Retirement Services, Friend of the Court) are planned as needed. Michigan Unemployment Insurance Agency representatives may also participate in worker orientation meetings and provide information on how to file/claim unemployment insurance benefits. Establishment and organization of a Joint Adjustment Committee (JAC). A JAC is an ad hoc group of workers and managers who organize to provide adjustment services on behalf of the employees who are about to lose their jobs due to a plant closure or a mass layoff. The purpose of a JAC is to help displaced workers make a successful transition to a satisfactory job or training in the shortest possible time (reference BWP Policy Issuance (PI) 06-12, "Establishment of Labor Management Committees, also known as Joint Adjustment Committees (JACs) at Sites of Facility Closures and Mass Layoffs," issued September 26, 2006).
  - c. Layoff Aversion IWT, which includes an assessment of the potential for averting layoffs in consultation with the State or local economic development agencies, including private sector economic development entities and other key partners, up to a year in advance of an actual or potential dislocation event. Special attention and reference should be given to the timeframes and activities charted in the USDOL TEN 9-12. IWT is the actual employment and training instrument to upgrade and alter skills to maintain employment or transition to similar employment, a preventative measure, to save jobs, increase economic productivity, and decrease the negative impacts of unemployment. Reference the USDOL Training and Employment Guidance Letter (TEGL) 30-09, the USDOL TEN 9-12, and the WDA PI 12-02.
  - d. State Adjustment Grants (SAGs) are additional increments to a local area's Dislocated Worker formula funding award to meet documented funding deficits. MWAs may request additional funding for a single or multiple dislocation event(s) via a SAG, following the application process outlined in the SAG PI 12-32. The process includes review of the application and supporting documents and negotiation with the MWA to finalize the award. The WDA reserves the right to award SAGs with specific terms and conditions, including demonstration that the SAG aligns with the MICA, an obligation to spend all or part of the SAG by the end of the PY in which it was granted, or other time period as determined by the WDA.
  - e. National Dislocated Worker Grants (NDWGs) are another form of assistance provided to dislocated workers. NDWGs are discretionary grants awarded by the Secretary of

Labor to provide employment-related services for dislocated workers in specific circumstances. The WDA and local MWAs work together to develop the application and project design for a NDWG, in response to a specific dislocation event.