



Macomb/St. Clair Workforce Development Board

Workforce Innovation and Opportunity Act (WIOA)

Local Plan Mid-Cycle Modification 2022

**Program Years 2020 through 2023
July 1, 2020 – June 30, 2024**

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Section II. Local Plan Requirements

Section 108(b) (1) through (22) of the WIOA requires local boards and CEOs to develop and submit a comprehensive four-year Local Plan that is consistent with the State Plan and based on an analysis of regional labor market data. The local plan shall include:

1. *An analysis of regional labor market data and economic conditions including:*
 - *The regional analysis prepared as part of the Regional Plan.*
 - *A description of the local board’s strategic vision and goals for preparing an educated and skilled workforce (including youth and individual with barriers to employment), including goals relating to performance accountability measures based on primary indicators of performance as described in the WIOA Section 116(b)(2)(A) in order to support regional economic growth and economic self-sufficiency. Expected performance levels may be used to evaluate outcomes. Such levels vary across the core programs.*
 - *A description of the local board’s strategy to align local resources, required partners, and entities that carry out core programs to strategic vision and goals.*

Labor Market Data and Economic Conditions Analysis

The following data and analysis are representative of WIOA Planning Region 10, which consists of the City of Detroit and the counties of Macomb, Monroe, Oakland, St. Clair, and Wayne.

Employment Needs

The knowledge and skills necessary to meet the employment needs of the employers in the region, including employment need in in-demand industry sectors and occupations.

Existing In-Demand Occupations

Occupations in Figure 1, which include those that require a high school diploma or more, experienced high demand through calendar year 2020, and are expected to grow, in the short-term, over the next two years. Additionally, these occupations offer an hourly wage above the statewide median average of \$18.60 per hour, and occupations with lower wages have been filtered out. MWAs in WIOA Planning Region 10 support career pathway opportunities for occupations requiring high levels of education, such as those included in Figure 1. In addition to these high demand jobs, Figure 3 displays high-demand jobs available with shorter-term training.

Figure 1: WIOA Region 10’s Top 50 Existing/Currently In-Demand Occupations

SOC	Job Title	2020 Jobs	2021 Jobs	2020 - 2022 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
17-2011	Aerospace Engineers	120	131	14	12%	14	\$47.57	Bachelor's degree
11-9041	Architectural and Engineering Managers	6,249	6,373	132	2%	526	\$68.60	Bachelor's degree

SOC	Job Title	2020 Jobs	2021 Jobs	2020 - 2022 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
53-5021	Captains, Mates, and Pilots of Water Vessels	143	154	11	8%	22	\$67.69	Postsecondary nondegree award
17-2051	Civil Engineers	3,307	3,450	217	7%	347	\$37.15	Bachelor's degree
19-3031	Clinical, Counseling, and School Psychologists	1,166	1,213	54	5%	110	\$36.77	Doctoral or professional degree
27-1021	Commercial and Industrial Designers	2,349	2,447	108	5%	274	\$41.24	Bachelor's degree
11-9021	Construction Managers	4,382	4,605	331	8%	485	\$35.24	Bachelor's degree
15-2098	Data Scientists and Mathematical Science Occupations, All Other	1,116	1,148	57	5%	120	\$36.09	Bachelor's degree
29-1292	Dental Hygienists	3,297	3,722	398	12%	432	\$33.42	Associate degree
29-1021	Dentists, General	1,682	1,855	160	9%	138	\$102.51	Doctoral or professional degree
17-3023	Electrical and Electronic Engineering Technologists and Technicians	828	869	46	6%	103	\$31.09	Associate degree
17-2071	Electrical Engineers	4,470	4,560	124	3%	361	\$46.56	Bachelor's degree
47-2111	Electricians	10,378	11,060	791	8%	1,513	\$32.50	High school diploma or equivalent
13-2098	Financial and Investment Analysts, Financial Risk Specialists, and Financial Specialists, All Other	6,000	6,139	213	4%	566	\$39.96	Bachelor's degree
11-3031	Financial Managers	7,916	8,219	460	6%	804	\$64.39	Bachelor's degree
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,320	6,587	296	5%	781	\$35.68	High school diploma or equivalent
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	5,948	6,112	137	2%	616	\$37.31	High school diploma or equivalent
51-1011	First-Line Supervisors of Production and Operating Workers	11,275	11,933	604	5%	1,456	\$32.93	High school diploma or equivalent
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	5,860	6,098	311	5%	793	\$25.27	High school diploma or equivalent
11-1021	General and Operations Managers	28,237	29,030	758	3%	2,764	\$52.95	Bachelor's degree
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	194	207	15	8%	20	\$44.42	Bachelor's degree
53-3032	Heavy and Tractor-Trailer Truck Drivers	27,709	28,956	1,603	6%	3,907	\$22.01	Postsecondary nondegree award

SOC	Job Title	2020 Jobs	2021 Jobs	2020 - 2022 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
17-3026	Industrial Engineering and Technologists and Technicians	1,963	2,062	96	5%	237	\$29.36	Associate degree
17-2112	Industrial Engineers	15,761	16,595	994	6%	1,500	\$47.11	Bachelor's degree
11-3051	Industrial Production Managers	4,735	4,947	190	4%	432	\$57.16	Bachelor's degree
15-1212	Information Security Analysts	1,395	1,439	75	5%	138	\$47.28	Bachelor's degree
23-1011	Lawyers	11,125	11,366	304	3%	683	\$53.43	Doctoral or professional degree
13-2072	Loan Officers	7,322	7,943	917	13%	1,045	\$36.90	Bachelor's degree
13-1081	Logisticians	4,948	5,124	300	6%	586	\$42.55	Bachelor's degree
13-1111	Management Analysts	8,995	9,211	321	4%	983	\$42.16	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	10,226	10,517	455	4%	1,234	\$33.25	Bachelor's degree
11-2021	Marketing Managers	3,018	3,063	64	2%	289	\$63.99	Bachelor's degree
17-2141	Mechanical Engineers	27,138	27,885	789	3%	2,056	\$45.52	Bachelor's degree
11-9111	Medical and Health Services Managers	5,500	5,638	239	4%	543	\$47.43	Bachelor's degree
29-1171	Nurse Practitioners	2,060	2,203	214	10%	218	\$52.35	Master's degree
15-2031	Operations Research Analysts	1,164	1,201	62	5%	109	\$38.63	Bachelor's degree
29-1041	Optometrists	550	605	66	12%	51	\$66.61	Doctoral or professional degree
13-2052	Personal Financial Advisors	3,426	3,502	131	4%	320	\$42.27	Bachelor's degree
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	8,901	9,122	334	4%	820	\$32.56	Bachelor's degree
29-1123	Physical Therapists	3,489	3,594	147	4%	244	\$41.69	Doctoral or professional degree
29-1071	Physician Assistants	1,629	1,706	102	6%	143	\$56.10	Master's degree
47-2152	Plumbers, Pipefitters, and Steamfitters	5,575	5,895	340	6%	765	\$34.47	High school diploma or equivalent
43-5061	Production, Planning, and Expediting Clerks	4,264	4,434	176	4%	532	\$27.46	High school diploma or equivalent
11-2022	Sales Managers	4,954	5,037	71	1%	461	\$69.59	Bachelor's degree
41-3031	Securities, Commodities, and Financial Services Sales Agents	5,670	5,931	401	7%	703	\$26.09	Bachelor's degree

SOC	Job Title	2020 Jobs	2021 Jobs	2020 - 2022 % Change	Annual Openings	Job Postings	Median Hourly Earnings	Typical Entry Level Education
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	24,384	24,517	351	1%	1,977	\$45.43	Bachelor's degree
29-1127	Speech-Language Pathologists	1,523	1,582	89	6%	138	\$37.67	Master's degree
15-2041	Statisticians	335	353	29	9%	39	\$38.51	Master's degree
11-3071	Transportation, Storage, and Distribution Managers	1,908	1,949	65	3%	177	\$47.21	High school diploma or equivalent
29-1131	Veterinarians	1,066	1,114	67	6%	70	\$46.43	Doctoral or professional degree

Source: Bureau of Labor Statistics, Economic Modeling Specialists, Intl (EMSI)

- Of the occupations featured in Figure 1 above, those with the greatest current demand and paying wages above the state median in WIOA Planning Region 10, overwhelmingly require a bachelor's degree.
- The hourly pay range is between \$22.01 for Heavy and Tractor-Trailer Truck Drivers to \$102.51 for a Dentist, General (Figure 1).

Emerging In-Demand Occupations

Figure 2 presents occupations that require a high school diploma, or more, and are projected to record solid job expansion over the long-term (through 2030), along with high annual job openings and median wages above the state median of \$18.60 per hour.

Figure 2: WIOA Region 10's Top 50 Emerging/Future In-Demand Occupations

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
17-2051	Civil Engineers	3,307	3,783	14%	306	\$37.15	Bachelor's degree
27-1021	Commercial and Industrial Designers	2,349	2,483	6%	239	\$41.24	Bachelor's degree
11-9021	Construction Managers	4,382	5,289	21%	438	\$35.24	Bachelor's degree
15-2098	Data Scientists and Mathematical Science Occupations, All Other	1,116	1,310	17%	118	\$36.09	Bachelor's degree
29-1292	Dental Hygienists	3,297	3,607	9%	270	\$33.42	Associate degree
17-2071	Electrical Engineers	4,470	4,679	5%	332	\$46.56	Bachelor's degree
47-2111	Electricians	10,378	11,631	12%	1,300	\$32.50	High school diploma or equivalent
13-2098	Financial and Investment Analysts, Financial Risk	6,000	6,469	8%	520	\$39.96	Bachelor's degree

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
	Specialists, and Financial Specialists, All Other						
13-2061	Financial Examiners	309	457	48%	44	\$39.97	Bachelor's degree
11-3031	Financial Managers	7,916	9,144	16%	736	\$64.39	Bachelor's degree
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,320	6,621	5%	673	\$35.68	High school diploma or equivalent
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	5,860	6,360	9%	713	\$25.27	High school diploma or equivalent
11-1021	General and Operations Managers	28,237	28,974	3%	2,472	\$52.95	Bachelor's degree
27-1024	Graphic Designers	3,085	3,506	14%	341	\$24.60	Bachelor's degree
53-3032	Heavy and Tractor-Trailer Truck Drivers	27,709	30,469	10%	3,544	\$22.01	Postsecondary nondegree award
17-2112	Industrial Engineers	15,761	17,466	11%	1,220	\$47.11	Bachelor's degree
49-9041	Industrial Machinery Mechanics	8,596	9,414	10%	861	\$26.76	High school diploma or equivalent
15-1212	Information Security Analysts	1,395	1,635	17%	132	\$47.28	Bachelor's degree
27-1025	Interior Designers	1,142	1,459	28%	150	\$25.46	Bachelor's degree
27-3091	Interpreters and Translators	742	1,225	65%	142	\$21.74	Bachelor's degree
23-1011	Lawyers	11,125	11,820	6%	610	\$53.43	Doctoral or professional degree
43-4131	Loan Interviewers and Clerks	3,468	4,538	31%	479	\$21.28	High school diploma or equivalent
13-2072	Loan Officers	7,322	9,210	26%	842	\$36.90	Bachelor's degree
13-1081	Logisticians	4,948	5,880	19%	564	\$42.55	Bachelor's degree
13-1111	Management Analysts	8,995	9,747	8%	927	\$42.16	Bachelor's degree
13-1161	Market Research Analysts and Marketing Specialists	10,226	11,582	13%	1,199	\$33.25	Bachelor's degree
11-2021	Marketing Managers	3,018	3,182	5%	276	\$63.99	Bachelor's degree
31-9011	Massage Therapists	2,317	2,858	23%	346	\$20.74	Postsecondary nondegree award
17-2141	Mechanical Engineers	27,138	27,783	2%	1,771	\$45.52	Bachelor's degree
11-9111	Medical and Health Services Managers	5,500	6,371	16%	539	\$47.43	Bachelor's degree
49-9044	Millwrights	1,336	1,518	14%	145	\$34.97	High school diploma or equivalent
29-1171	Nurse Practitioners	2,060	2,710	32%	191	\$52.35	Master's degree
47-2073	Operating Engineers and Other Construction Equipment Operators	3,239	3,588	11%	398	\$29.11	High school diploma or equivalent
15-2031	Operations Research Analysts	1,164	1,367	17%	103	\$38.63	Bachelor's degree

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education
29-1041	Optometrists	550	668	21%	31	\$66.61	Doctoral or professional degree
13-2052	Personal Financial Advisors	3,426	3,771	10%	299	\$42.27	Bachelor's degree
11-9198	Personal Service Managers, All Other; Entertainment and Recreation Managers, Except Gambling; and Managers, All Other	8,901	9,864	11%	776	\$32.56	Bachelor's degree
31-2021	Physical Therapist Assistants	1,202	1,519	26%	194	\$25.40	Associate degree
29-1123	Physical Therapists	3,489	3,914	12%	201	\$41.69	Doctoral or professional degree
29-1071	Physician Assistants	1,629	1,888	16%	124	\$56.10	Master's degree
47-2152	Plumbers, Pipefitters, and Steamfitters	5,575	5,921	6%	649	\$34.47	High school diploma or equivalent
13-1198	Project Management Specialists and Business Operations Specialists, All Other	19,734	20,106	2%	1,506	\$37.46	Bachelor's degree
19-3039	Psychologists, All Other	603	751	25%	59	\$35.93	Master's degree
41-3031	Securities, Commodities, and Financial Services Sales Agents	5,670	6,530	15%	621	\$26.09	Bachelor's degree
15-1256	Software Developers and Software Quality Assurance Analysts and Testers	24,384	25,929	6%	1,974	\$45.43	Bachelor's degree
29-1127	Speech-Language Pathologists	1,523	1,838	21%	131	\$37.67	Master's degree
15-2041	Statisticians	335	424	27%	36	\$38.51	Master's degree
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	3,658	4,308	18%	435	\$22.43	Bachelor's degree
11-3071	Transportation, Storage, and Distribution Managers	1,908	2,039	7%	162	\$47.21	High school diploma or equivalent
29-1131	Veterinarians	1,066	1,192	12%	50	\$46.43	Doctoral or professional degree

Source: Economic Modeling Specialists, Intl (EMSI)

- The criteria used were a combination of projected growth, both numeric and percent, that showcased growth to be constant or positive for all occupations, sizable annual openings, and occupations that require above a high school diploma.
- Most of the top 30 emerging occupations require at least a bachelor's degree, or more education.

In-Demand Middle Skills Occupations

Figure 3 represents occupations that show high real-time demand, provide relatively high wages, and require training or education beyond high school but less than a bachelor's degree. Wages are above the state median wage of \$18.60 per hour for each occupation, and most are also above the MWA-defined threshold for economic self-sufficiency in the city of Detroit, defined as about \$24 per hour. While the top current in-demand occupations generally require a bachelor's degree or higher education, many WIOA Planning Region 10 MWA customers seek shorter-term education or training to find work. Figure 3 provides a snapshot of the middle skills occupations available in WIOA Planning Region 10.

Figure 3: WIOA Region 10's Top 50 Currently In-Demand Middle Skills Occupations

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	3,083	3,353	9%	326	\$23.78	High school diploma or equivalent	Long-term on-the-job training
17-3098	Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other	1,048	1,080	3%	106	\$35.41	Associate degree	None
47-2031	Carpenters	10,432	10,690	2%	1,042	\$21.49	High school diploma or equivalent	Apprenticeship
53-2012	Commercial Pilots	509	552	9%	64	\$37.03	High school diploma or equivalent	Moderate-term on-the-job training
51-9162	Computer Numerically Controlled Tool Programmers	1,060	1,103	4%	124	\$26.37	Postsecondary nondegree award	Moderate-term on-the-job training
47-4011	Construction and Building Inspectors	1,691	1,759	4%	214	\$25.62	High school diploma or equivalent	Moderate-term on-the-job training
29-1292	Dental Hygienists	3,297	3,607	9%	270	\$33.42	Associate degree	None
29-2032	Diagnostic Medical Sonographers	1,166	1,224	5%	91	\$32.93	Associate degree	None
17-3023	Electrical and Electronic Engineering Technologists and Technicians	828	892	8%	89	\$31.09	Associate degree	None
49-9051	Electrical Power-Line Installers and Repairers	1,341	1,373	2%	128	\$40.19	High school diploma or equivalent	Long-term on-the-job training
47-2111	Electricians	10,378	11,631	12%	1,300	\$32.50	High school diploma or equivalent	Apprenticeship
47-4021	Elevator and Escalator Installers and Repairers	373	401	8%	41	\$46.74	High school diploma or equivalent	Apprenticeship

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
43-3099	Financial Clerks, All Other	150	190	27%	23	\$23.00	High school diploma or equivalent	Short-term on-the-job training
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	6,320	6,621	5%	673	\$35.68	High school diploma or equivalent	None
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	5,948	5,981	1%	550	\$37.31	High school diploma or equivalent	None
51-1011	First-Line Supervisors of Production and Operating Workers	11,275	11,624	3%	1,203	\$32.93	High school diploma or equivalent	None
53-1047	First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	5,860	6,360	9%	713	\$25.27	High school diploma or equivalent	None
47-4041	Hazardous Materials Removal Workers	204	265	30%	36	\$26.32	High school diploma or equivalent	Moderate-term on-the-job training
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,747	3,892	4%	397	\$22.76	Postsecondary nondegree award	Long-term on-the-job training
53-3032	Heavy and Tractor-Trailer Truck Drivers	27,709	30,469	10%	3,544	\$22.01	Postsecondary nondegree award	Short-term on-the-job training
17-3026	Industrial Engineering Technologists and Technicians	1,963	2,023	3%	199	\$29.36	Associate degree	None
49-9041	Industrial Machinery Mechanics	8,596	9,414	10%	861	\$26.76	High school diploma or equivalent	Long-term on-the-job training
49-9099	Installation, Maintenance, and Repair Workers, All Other	1,377	1,441	5%	159	\$22.39	High school diploma or equivalent	Long-term on-the-job training
47-2132	Insulation Workers, Mechanical	56	82	47%	10	\$27.43	High school diploma or equivalent	Apprenticeship
41-3021	Insurance Sales Agents	8,119	8,606	6%	810	\$24.41	High school diploma or equivalent	Moderate-term on-the-job training
43-4131	Loan Interviewers and Clerks	3,468	4,538	31%	479	\$21.28	High school diploma or equivalent	Short-term on-the-job training
49-9043	Maintenance Workers, Machinery	359	438	22%	44	\$23.45	High school diploma or equivalent	Long-term on-the-job training
31-9011	Massage Therapists	2,317	2,858	23%	346	\$20.74	Postsecondary nondegree award	None
49-9044	Millwrights	1,336	1,518	14%	145	\$34.97	High school diploma or equivalent	Apprenticeship

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	1,164	1,253	8%	129	\$28.77	High school diploma or equivalent	Long-term on-the-job training
39-4031	Morticians, Undertakers, and Funeral Arrangers	565	595	5%	77	\$30.16	Associate degree	Long-term on-the-job training
51-4081	Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	3,102	3,797	22%	436	\$19.45	High school diploma or equivalent	Moderate-term on-the-job training
31-2011	Occupational Therapy Assistants	568	722	27%	95	\$24.26	Associate degree	None
43-9199	Office and Administrative Support Workers, All Other	959	1,037	8%	121	\$21.62	High school diploma or equivalent	Short-term on-the-job training
47-2073	Operating Engineers and Other Construction Equipment Operators	3,239	3,588	11%	398	\$29.11	High school diploma or equivalent	Moderate-term on-the-job training
23-2011	Paralegals and Legal Assistants	4,568	4,997	9%	559	\$24.60	Associate degree	None
37-2021	Pest Control Workers	461	581	26%	85	\$22.26	High school diploma or equivalent	Moderate-term on-the-job training
51-8093	Petroleum Pump System Operators, Refinery Operators, and Gaugers	228	246	8%	26	\$35.58	High school diploma or equivalent	Moderate-term on-the-job training
31-2021	Physical Therapist Assistants	1,202	1,519	26%	194	\$25.40	Associate degree	None
47-2072	Pile Driver Operators	27	45	69%	6	\$32.09	High school diploma or equivalent	Moderate-term on-the-job training
47-2152	Plumbers, Pipefitters, and Steamfitters	5,575	5,921	6%	649	\$34.47	High school diploma or equivalent	Apprenticeship
43-5061	Production, Planning, and Expediting Clerks	4,264	4,453	4%	470	\$27.46	High school diploma or equivalent	Moderate-term on-the-job training
41-9021	Real Estate Brokers	1,232	1,352	10%	124	\$33.51	High school diploma or equivalent	None
41-9022	Real Estate Sales Agents	3,852	4,215	9%	386	\$22.99	High school diploma or equivalent	Moderate-term on-the-job training
29-1126	Respiratory Therapists	1,830	1,971	8%	104	\$29.01	Associate degree	None
47-2221	Structural Iron and Steel Workers	641	679	6%	74	\$30.69	High school diploma or equivalent	Apprenticeship
13-2082	Tax Preparers	753	832	10%	98	\$20.97	High school diploma or equivalent	Moderate-term on-the-job training
11-3071	Transportation, Storage, and Distribution Managers	1,908	2,039	7%	162	\$47.21	High school diploma or equivalent	None
15-1257	Web Developers and Digital Interface Designers	1,422	1,566	10%	123	\$30.01	Associate degree	None

SOC	Job Title	2020 Jobs	2030 Jobs	2020 - 2030 % Change	Annual Openings	Median Hourly Earnings	Typical Entry Level Education	Typical On-The-Job Training
51-4121	Welders, Cutters, Solderers, and Brazers	4,446	4,906	10%	558	\$20.35	High school diploma or equivalent	Moderate-term on-the-job training

Source: Economic Modeling Specialists, Intl (EMSI)

The next section presents an analysis of the knowledge, skills, and abilities needed in the above mentioned 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 the WIOA Planning Region 10 existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in a handful of categories including: Healthcare Practitioners and Technicians, Information Technology, Architecture and Engineering, Businesses and Financial, and Management occupations. It is critical to understand what knowledge, skills, and abilities, and what tools and technologies, and certifications (if available) are expected of successful job candidates in 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 learning and critical thinking skills. In addition, these occupations require workers to possess technical skills and knowledge related to their specific occupational discipline and to master certain tools and technologies and even achieve specific certifications.

Healthcare Practitioner and Technical Occupations

Knowledge, Skills, and Abilities

Knowledge of the information and techniques needed to diagnose and treat human injuries and diseases are important in all critical health care occupations. This includes knowledge of symptoms, treatment alternatives, drug properties and interactions, and preventive health care measures.

Knowledge

Medicine and Dentistry
 Biology
 Customer and Personal Service
 English Language
 Psychology

Skills

Active Listening
 Reading Comprehension
 Speaking
 Critical Thinking
 Monitoring

Abilities

Problem Sensitivity
 Oral Comprehension
 Oral Expression
 Deductive Reasoning
 Inductive Reasoning

Tools, Technologies, and Certifications

Tools and technologies related to Healthcare occupations include several that ensure quality in the delivery of health services as well as increasing efficiencies in delivery of care, such as electronic medical records and time management.

There are many certifications in Healthcare occupations as many careers involve licensure. Beyond occupational-specific requirements, important certifications are concentrated in particular areas of patient care.

Tools and Technologies

Quality Assurance
 Patient Electronic Medical Records
 Microsoft Office
 Time Management
 Quality Control

Certifications

Basic Life Support
 Certification in Cardiopulmonary Resuscitation
 Advanced Cardiac Life Support
 Pediatric Advanced Life Support
 Nurse Administration

Information Technology Occupations

Knowledge, Skills, and Abilities

These positions require an important mix of technical, business, and problem-solving skills. Information technology jobs require knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming. Design and systems analysis skills are also vital.

Abilities for these occupations are typically related to computer usage and programming. For example, job seekers should have the ability for mathematical reasoning, number facility, and deductive reasoning.

Knowledge

Computer and Electronics
 Customer and Personal Service
 Mathematics
 English Language
 Design

Skills

Active Learning
 Reading Comprehension
 Complex Problem-Solving
 Critical Thinking
 Troubleshooting

Abilities

Mathematical Reasoning
 Number Facility
 Oral Comprehension
 Problem Sensitivity
 Deductive Reasoning

Tools, Technologies, and Certifications

Computer occupations have a number of technologies associated with them. Depending on the occupation, individuals employed in these occupations will need to know everything from traditional software packages to advanced computer programming languages, like Structured Query Language (SQL), Java, and Linux.

Similarly, there are numerous certifications associated with computer occupations. Often, certifications are specific to some software package or technology, like the Cisco Network Associate certification. In other instances, certifications are more general, like Project Management Professional (PMP). These and other certifications for Information Technology occupations are as follows:

Tools and Technologies

Structured Query Language (SQL)
 Project Management
 Software development
 Oracle Java
 Other programming languages

Certifications

Web Services
 Top Secret Sensitive Compartmented Information
 Project Management Professional (PMP)
 Certified Information Systems
 Cisco Network Associate (CCNA)

Architecture and Engineering Occupations

Knowledge, Skills, and Abilities

Architecture and Engineering occupations are both technical but also practical, so they require a mix of knowledge, skills, and abilities. Mechanical applications, mathematics, and the laws of physics are among the most important areas of knowledge for this category of occupations.

Skills needed involve making decisions after analyzing tremendous volumes of data and mathematical information. Leading skills are complex problem solving, critical thinking, and judgment and decision making.

Knowledge

Engineering and Technology
 Design
 Mechanical
 Mathematics
 Physics

Skills

Complex Problem Solving
 Critical Thinking
 Active Listening
 Judgment and Decision-Making
 Operations Analysis

Abilities

Information Ordering
 Mathematical Reasoning
 Written
 Deductive Reasoning
 Visualization

Tools, Technologies, and Certifications

Many Architecture and Engineering occupations are expected to employ tools and technologies targeted at improving quality and reducing defects or inefficiencies, like Quality Assurance and Six Sigma aimed at quality improvement.

Similarly, certification for Engineers and other occupations in the category are also concentrated in quality improvement. In addition, some certifications deal with standards, like certifications in American National Standards (ANSI) or National Electrical Code (NEC) and Environmental Protection Agency (EPA) standards.

Tools and Technologies

Project Management
Microsoft Office
Product Development
Quality Assurance (QA)
Six Sigma

Certifications

Accreditation Board for Engineering and Technology (ABET)
American National Standards (ANSI)
American Society for Quality (ASQ)
National Electrical Code (NEC)
Environmental Protection Agency standards (EPA)

Business and Financial Occupations

Knowledge, Skills, and Abilities

Occupations found in this category will require workers to possess skills such as communication, critical thinking, and time management. These workers must also be able to establish and maintain cooperative working relationships with others and have knowledge of economic and accounting principles and practices, the financial markets, banking and the analysis and reporting of financial data.

Knowledge

Mathematics
Economics and Accounting
Customer and Personal Service
English Language
Personal and Human Resources

Skills

Active Listening
Critical Thinking
Judgment and Decision-Making
Reading Comprehension

Abilities

Oral Comprehension
Written Comprehension
Problem Sensitivity
Deductive Reasoning
Information Ordering

Tools, Technologies, and Certifications

Most of the occupations in this category will need to use office productivity software like Microsoft Office for documents, spreadsheets, publications, and database administration.

In addition to productivity software, many tools and technologies for business and financial occupations involve risk management and even technical proficiencies like Generally Accepted Accounting Principles.

Many certifications in this area are occupation specific, like Certified Public Accountant (CPA) and Series 7, which allow individuals to practice their trade in conformity with state and federal licensure requirements.

Tools and Technologies

Microsoft Office
Business Development
Risk Management
Project Management
Generally Accepted Accounting Principles

Certifications

Certified Public Accountant (CPA)
Financial Industry Regulatory Authority (FIRA)
Certified Internal Auditor (CIA)
General Securities Representative Exam (Series 7)
Chartered Financial Analyst (CFA)

Management and Supervisory Occupations

Knowledge, Skills, and Abilities

Occupations found in this category will require workers to possess skills such as speaking, active listening, and critical thinking. Workers must also have knowledge of administration and management and of personnel and human resources. These workers ought to have the ability to express and comprehend oral and written communication.

Knowledge

Administration and Management
Customer and Personal Service
English Language
Personnel and Human Resources
Mathematics

Skills

Speaking
Active Listening
Critical Thinking
Reading Comprehension
Coordination

Abilities

Oral Expression
Oral Comprehension
Written Comprehension
Problem Sensitivity
Written Expression

Tools and Technologies

Most of the occupations in this category must use office productivity software like Microsoft Office for documents and spreadsheets.

Tools and Technologies

- Spreadsheet software
- Personal computers
- Electronic mail software
- Word processing software
- Notebook computers

Education and Training Alignment with Industries and Occupations

Information regarding the employment needs of employers, including how education and training align with targeted industries and occupations.

A close look at the WIOA Planning Region 10 existing and emerging high-demand, high-wage occupations reveals that these positions are concentrated in a handful of categories, including Healthcare Practitioners and Technicians, Information Technology, Architecture and Engineering, Businesses and Financial, and Management occupations. Moreover, nine of the top 15 existing in-demand, high-wage occupations in WIOA Planning Region 10 require a bachelor's degree for entry-level openings. Figure 4 shows the number of programs available in WIOA Planning Region 10 for each of the top 25 existing in-demand occupations.

Note: The data in Figure 4 does not necessarily encompass all the education and training opportunities for each occupation in WIOA Planning Region 10. Rather, it provides a snapshot based on the data available within the Michigan Training Connect portal.

Figure 4: Education Opportunities for the Top 25 Existing In-Demand Occupations in WIOA Planning Region 10

SOC	Job Title	Annual Openings	2020 Jobs	2021 Jobs	2020-2022 % Change	Median Hourly Earnings	Typical Entry Level Education	Programs Available
17-2051	Civil Engineers	1,540	3,307	3,450	217	\$37.15	Bachelor's degree	No programs
27-1021	Commercial and Industrial Designers	1,583	2,349	2,447	108	\$41.24	Bachelor's degree	No programs
11-9021	Construction Managers	2,289	4,382	4,605	331	\$35.24	Bachelor's degree	2 Associate 1 Certificate
29-1292	Dental Hygienists	759	3,297	3,722	398	\$33.42	Associate degree	2 Associate
29-1021	Dentists, General	510	1,682	1,855	160	\$102.51	Doctoral or professional degree	No programs available

SOC	Job Title	Annual Openings	2020 Jobs	2021 Jobs	2020-2022 % Change	Median Hourly Earnings	Typical Entry Level Education	Programs Available
47-2111	Electricians	1,043	10,378	11,060	791	\$32.50	High school diploma or equivalent	2 Bachelor's 2 Associate 7 Certifications
11-3031	Financial Managers	4,131	7,916	8,219	460	\$64.39	Bachelor's degree	2 Bachelor's 1 Certificate
51-1011	First-Line Supervisors of Production and Operating Workers	2,915	11,275	11,933	604	\$32.93	High school diploma or equivalent	No programs
11-1021	General and Operations Managers	6,627	28,237	29,030	758	\$52.95	Bachelor's degree	3 Bachelor's
17-2112	Industrial Engineers	4,884	15,761	16,595	994	\$47.11	Bachelor's degree	2 Bachelor's 2 Associate 7 Certificates
11-3051	Industrial Production Managers	1,844	4,735	4,947	190	\$57.16	Bachelor's degree	No programs
15-1212	Information Security Analysts	1,967	1,395	1,439	75	\$47.28	Bachelor's degree	1 Associate 2 Bachelor's 2 Certificate
23-1011	Lawyers	1,793	11,125	11,366	304	\$53.43	Doctoral or professional degree	No programs
13-2072	Loan Officers	1,828	7,322	7,943	917	\$36.90	Bachelor's degree	No programs
13-1081	Logisticians	1,665	4,948	5,124	300	\$42.55	Bachelor's degree	1 Certificate
13-1111	Management Analysts	4,626	8,995	9,211	321	\$42.16	Bachelor's degree	No programs
13-1161	Market Research Analysts and Marketing Specialists	3,731	10,226	10,517	455	\$33.25	Bachelor's degree	3 Bachelor's 2 Associate 1 Certification
17-2141	Mechanical Engineers	3,356	27,138	27,885	789	\$45.52	Bachelor's degree	2 Bachelor's
11-9111	Medical and Health Services Managers	6,822	5,500	5,638	239	\$47.43	Bachelor's degree	8 Certificates
29-1171	Nurse Practitioners	1,448	2,060	2,203	214	\$52.35	Master's degree	No programs
15-2031	Operations Research Analysts	1,674	1,164	1,201	62	\$38.63	Bachelor's degree	No programs
29-1041	Optometrists	175	550	605	66	\$66.61	Doctoral or professional degree	No programs
29-1071	Physician Assistants	559	1,629	1,706	102	\$56.10	Master's degree	No programs
29-1127	Speech-Language Pathologists	3,390	1,523	1,582	89	\$37.67	Master's degree	No programs

SOC	Job Title	Annual Openings	2020 Jobs	2021 Jobs	2020-2022 % Change	Median Hourly Earnings	Typical Entry Level Education	Programs Available
29-1131	Veterinarians	612	1,066	1,114	67	\$46.43	Doctoral or professional degree	No programs

Source: Bureau of Labor Statistics, Economic Modeling Specialists, Intl (EMSI), MiTC

- Industrial Engineers and Electricians have the most available education programs in Region 10 with two Bachelor degree options, two Associate degree options, and seven certification programs.
- Medical and Health Services Managers have the most certifications with eight in WIOA Planning Region 10.
- The in-demand skilled trade positions in Figure 4 have a strong number of certifications programs and apprenticeships available in WIOA Planning Region 10.
- Overall, WIOA Planning Region 10's education and training program availability is strong with a number of colleges and universities in the area.

Workforce Analysis

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.

The City of Detroit's population is currently well below the regional average educational attainment, according to 2018 data from the Census Bureau displayed in Figure 5, below. In the City of Detroit, 16.4 percent of individuals hold a bachelor's degree or higher, compared to 30.0 percent in the state as a whole. In addition, the educational attainment rate (Bachelor's or higher) in Oakland County is 48.0 percent, one of the highest rates in the State of Michigan, while the rates in Wayne, Monroe, St. Clair, and Macomb counties are 25.2 percent, 21.0 percent, 19.1 percent and 25.9 percent, respectively. The current educational attainment levels in the City of Detroit, WIOA Planning Region 10, and the state of Michigan do not align with increasing employer needs. Too few individuals are prepared for in-demand jobs as more and more employers require higher skills for employment.

Figure 5: Educational Attainment

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Population 25 years and over	6,853,674	616,561	106,143	890,456	113,357	1,184,918	437,572	2,911,435

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
High school graduate or higher, number of persons, age 25 years+, 2014-2018	6,257,361	557,903	97,039	840,156	103,606	1,032,733	358,323	2,631,437
High school graduate or higher, percent of persons, age 25 years+, 2014-2018	91.3%	90.5%	91.4%	94.4%	91.4%	87.2%	81.9%	90.4%
Bachelor's degree or higher, number of persons, age 25 years+, 2014-2018	2,055,131	159,835	22,341	427,086	21,650	299,012	71,552	929,924
Bachelor's degree or higher, percent of persons, age 25 years+, 2014-2018	30.0%	25.9%	21.0%	48.0%	19.1%	25.2%	16.4%	31.9%

Source: 2016-2020 ACS Five-Year Estimates

The most recent labor force participation rate shows Macomb and Oakland counties well above the state average of 61.4 percent, and the City of Detroit well below. These rates have been consistently declining with fewer individuals of working age participating in the labor force over time. This is not a phenomenon unique to Michigan; much of the United State is seeing the same drop in labor force participation. However, the problem is exacerbated in Michigan by an aging workforce, slow population growth, and increasing employer demand for skilled workers. Figure 6 highlights these values.

Figure 6: Labor Force Participation Rates

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population 16 years +	8,070,619	710,009	122,171	1,024,743	130,683	1,384,920	523,622	3,372,526
In civilian labor force, count of population age 16 years+, 2014-2018	4,956,499	451,612	74,018	678,315	78,124	820,931	286,678	2,103,000
In civilian labor force, percent of population age 16 years+, 2014-2018	61.4%	63.6%	60.6%	66.2%	59.8%	59.3%	54.7%	62.4%

Source: 2016-2020 ACS Five-Year Estimates

At approximately 21 percent, the unemployment rate for youth is significantly larger than the overall unemployment rate of 7.1 percent in WIOA Planning Region 10. To a lesser degree, the same is true for African American individuals.

Figure 7: Civilian Labor Force by Demographic Group – 2020
WIOA Planning Region 10

Demographic Group	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rate
Total Population 16+	2,103,000	1,964,237	138,763	7.1%
Sex				
Male 16+	1,098,259	1,022,401	75,858	7.4%
16-19	42,632	33,330	9,302	27.9%
20-24	102,628	89,230	13,398	15.0%
25-54	701,819	661,138	40,681	6.2%
55-64	191,109	181,840	9,269	5.1%
65 Plus	60,071	56,863	3208	5.6%
Female 16+	1,004,741	941,836	62,905	6.7%
16-19	42,966	35,744	7,222	20.2%
20-24	98,669	86,849	11,820	13.6%

Demographic Group	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rate
25-54	634,534	599,416	35,118	5.9%
55-64	176,815	170,062	6,753	4.0%
65 Plus	51,757	49,765	1,992	4.0%
Race				
White	1,469,502	1,398,817	70,685	5.1%
Black/African American	440,634	385,061	55,573	14.4%
Native American	5,717	5,266	451	8.6%
Asian	103,059	98,725	4,334	4.4%
Native Hawaiian / Pacific Islander	577	577	0	0.0%
Some Other Race	24,894	22,812	2,082	9.1%
Two or More Races	60,835	54,948	5,887	10.7%
Ethnicity				
Hispanic	91,636	84,545	7,091	8.4%

Source: 2016-2020 ACS Five-Year Estimates

Figure 8: Labor Market Trends – 2015 - 2021
WIOA Planning Region 10

Figure 8a: Labor Force, Persons

Geography	2015	2017	2019	2021	2015–2021 Numeric Change	2015–2021 Percent Change
WIOA Planning Region 10	1,956,288	2,051,715	2,096,820	2,044,249	87,961	4.5%
Macomb	420,070	442,859	452,587	439,812	19,742	4.7%
Monroe	76,585	76,078	75,785	72,149	(4,436)	(5.8%)
Oakland	630,756	665,629	682,088	660,330	29,574	4.7%
St. Clair	72,569	75,220	76,499	74,255	1,686	2.3%

Wayne	756,308	791,929	809,861	797,703	41,395	5.5%
Michigan	4,760,000	4,911,000	4,969,000	4,776,000	16,000	0.3%
United States	157,130,000	160,320,000	163,539,000	161,204,000	4,074,000	2.6%

Figure 8b: Employment, Persons

Geography	2015	2017	2019	2021	2015–2021 Numeric Change	2015–2021 Percent Change
WIOA Planning Region 10	1,842,799	1,958,470	2,004,647	1,914,975	72,176	3.9%
Macomb	396,168	423,607	432,975	413,707	17,539	4.4%
Monroe	73,051	72,490	72,901	67,809	(5,242)	(7.2%)
Oakland	601,330	642,418	658,244	629,457	28,127	4.7%
St. Clair	67,674	71,414	72,675	69,862	2,188	3.2%
Wayne	704,576	748,541	767,852	734,140	29,564	4.2%
Michigan	4,502,000	4,686,000	4,766,000	4,496,000	(6,000)	(0.1%)
United States	148,834,000	153,337,000	157,538,000	152,581,000	3,747,000	2.5%

Figure 8c: Unemployment, Persons

Geography	2015	2017	2019	2021	2015–2021 Numeric Change	2015–2021 Percent Change
WIOA Planning Region 10	113,489	93,245	92,173	129,274	15,785	14.0%
Macomb	23,902	19,252	19,612	26,105	2,203	9.2%
Monroe	3,534	3,588	2,884	4,340	806	22.8%
Oakland	29,426	23,211	23,844	30,873	1,447	4.9%
St. Clair	4,895	3,806	3,824	4,393	(502)	(10.3%)
Wayne	51,732	43,388	42,009	63,563	11,831	22.9%
Michigan	258,000	225,000	203,000	280,000	22,000	8.5%
United States	8,296,000	6,982,000	6,001,000	8,623,000	327,000	3.9%

Figure 8d: Unemployment Rate, Percent

Geography	2015	2017	2019	2021	2015–2021 Numeric Change
WIOA Planning Region 10	6.2%	4.8%	4.6%	6.8%	0.6%
Macomb	5.7%	4.3%	4.3%	5.9%	0.2%
Monroe	4.6%	4.7%	3.8%	6.0%	1.4%
Oakland	4.7%	3.5%	3.5%	4.7%	0.0%
St. Clair	6.7%	5.1%	5.0%	5.9%	(.08%)
Wayne	6.8%	5.5%	5.2%	8.0%	1.2%
Michigan	5.4%	4.6%	4.1%	5.9%	0.5%
United States	5.3%	4.4%	3.7%	5.3%	0.0%

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

Workforce Development Activities

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.

Skill gap issues exist within WIOA Planning Region 10 and currently range from a lack of talent to fill jobs related to new technology, to increasing numbers of skilled workers leaving the workforce for retirement. The following gaps are top priorities for the MWAs in WIOA Planning Region 10 to address:

- *Aging workers leaving the workforce and taking skilled knowledge with them:* the MWAs in the region are working together on several grants to encourage more apprenticeship programs with employers. This will help younger workers learn from more experienced workers and will ensure that companies do not lose important knowledge.
- *Educational attainment not matching employer needs:* the MWAs are encouraging workers and job seekers to pursue career pathways that lead to industry-recognized, portable, stackable credentials, so that these individuals can fill in-demand jobs and increase their earnings.
- *Job seekers and entry-level workers lack the employability skills necessary for successful employment:* the MWAs in the region are collaborating with non-profits and other local programs to train job seekers in employability skills, making it more likely that they gain and retain employment.
- *Workers need to be upskilled for new technologies:* the MWAs and partners in the region are continuing to encourage employers to use state and federal workforce programs that will help them upskill their current workers, increasing worker retention and wages.

Strengths and Weaknesses

To help inform this plan, core partners from WIOA Planning Region 10 were sent a questionnaire to get their input on workforce system strengths and weaknesses and the region's capacity to provide needed workforce development activities. What follows are the questions asked and a summary of the types of comments received.

Question 1: Identify regional strengths and weaknesses of WIOA Title I program activities (Adult, Dislocated Worker and Youth formula programs, Job Corp, YouthBuild) and the regional capacity of these program activities to address educational and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • Title I performance goals consistently met. • Increased online presence and access to automated services. • Local MWAs within the region are working to be more creative with program design. • MWAs in all three WIOA Planning Regions have embraced a demand-driven approach. • All MWAs are funding and supporting more short-term training programs. • Community colleges are providing many high-quality learning opportunities. • MWAs in WIOA Planning Regions 6, 9, and 10 work closely with community colleges to plan, fund, and support high demand programming. • MWAs in all three regions partner to provide braided funding to help move job seekers from training to employment. • The MWAs in WIOA Planning Regions 6, 9, and 10 have formed a Business Services Network that meets to discuss best practices and create protocols for working with employers. • MWAs and partners from all three regions participate in joint training opportunities offered by SEMWAC, 	<ul style="list-style-type: none"> • Additional training is needed for front-line staff. • The lack of capacity and funding to provide Temporary Work Experiences. • The lack of capacity of training providers to provide training for in-demand curriculum related to infrastructure and mobility. • The lack of workforce system capacity, including not enough case managers to remove participants' barriers. • The lack of capacity and funding for all Title I programs to be successful. • The ability to comply with ADA standards in a virtual world. • MWAs are not always able to meet the needs of individuals with barriers. • Inflexibility in programs makes it difficult to serve certain special populations. • Employer involvement is not always as strong as it needs to be. • There is a disconnect between the labor pool and employer demand. Many in-demand jobs require advanced training that workforce programs cannot fund. • This disconnect impacts recruitment as well, as it pertains to employers having opportunities for talent to train. • Transportation issues are a consistent struggle. Many workers are not close to

Regional Strengths	Regional Weaknesses
<p>WIN, the Michigan Works Association, and the State.</p> <ul style="list-style-type: none"> • MWAs augment USDOL and MiLMI data with real-time and other labor information to help make sound workforce decisions. • Information is shared across all MWAs to reduce overlap with employers. • Many highly skilled job seekers are served at American Job Centers. 	<ul style="list-style-type: none"> • job opportunities and do not have access to vehicles or public transportation. • The cost of childcare, and the lack of childcare providers, is the main reason for absenteeism. • Many current clients MWAs work with are the hardest to serve. • MWAs do not have enough funds for employability or soft skills training, which are often what workers need the most. • Performance outcomes often do not measure jobs created by entrepreneurs and contract employees. • Current funding streams create unnecessary competition between MWAs and their partners. Funding requirements restrict regional sharing and partnering. • There is a perception by some that clients served by MWAs are unemployable. • Performance metrics create disincentives to serve job seekers facing multiple barriers to employment.

Question 2: Identify regional strengths and weaknesses of WIOA Title II program activities (Adult Education and Literacy programs), administered by DOL, and the regional capacity of these program activities to address educational and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • The region is very connected, helping to bring partners and programs together. • ESL programming is helping many English language learners secure employment. 	<ul style="list-style-type: none"> • The lack of adult education programming capacity and funding is a prevalent issue. • The lack of access to UIA participants to enable proactive communication.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • Many new regional partnerships and programs are getting started in this area. • Adult education partners are reaching out more to MWAs about available programming opportunities. • Employment has become the primary goal of adult education versus just earning credentials. • As WIOA Title II is implemented, Adult Ed partners are getting more actively engaged in developing regional solutions. • More comprehensive foundational skills strategies are being developed in some parts of the region. 	<ul style="list-style-type: none"> • There is not enough funding, creating many gaps for where services are available. • Some Adult Education programs follow a traditional K-12 model and are not necessarily designed for adult learners. • Required metrics do not align with reality. • The central cities, rural areas, and older, ring suburbs with declining school age populations, have underperforming K-12 systems, resulting in extensive needs for many young adults. • Demand for adult services exceeds the MWAs' capacity to address. • Many schools in the region are not producing graduates with the right skills needed to sustain employment. • Some Adult Education programs are not designed to meet current employer needs. • Participant retention, due mainly to a lack of reliable transportation and child care. • Client assessment is inconsistent between agencies. • The need for more employers to provide summer work experiences.

Question 3: Identify regional strengths and weaknesses of WIOA Title III program activities (Wagner Peyser Act employment services) and the regional capacity of these program activities to address educational and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers in the region.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • The Michigan model of fully integrated American Job Centers is a strength. • Locally provided workforce services, wrap-around services, and braided funding help MWAs serve job seekers. • MWAs in WIOA Planning Regions 6, 9 and 10 have created an innovative system for programming that helps provide short-term demand driven training. • Examples of successful short-term employment services programs include boot camps, creative workshops, and in-house classes. • Employment Services curriculum and program resources are often shared across MWAs in all three planning regions. • Examples of shared resources include business services techniques, labor market information, and joint staff training. 	<ul style="list-style-type: none"> • It is difficult to serve all special populations with current levels of funding and resources. • Meeting the diverse needs of all customers is difficult even with information sharing and resource sharing. • MWA staff does not have the capacity to be experts in serving all types of special populations. • The MWAs have some expertise but must collaborate more with other organizations to better serve special populations. • Many of the hardest-to-serve do not have skills needed to meet employer demand. • Participant retention, due to a lack of reliable transportation and childcare. • Capacity to develop OJT's and apprenticeships.

Question 4: Identify regional strengths and weaknesses of WIOA Title IV program activities (Michigan Rehabilitation Services (MRS) and Bureau of Services for Blind Persons (BSBP)) and the regional capacity of these program activities to address educational and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • Engaging diverse customers with multiple barriers. • Partnerships and braided funding are a consistent success, especially with MRS. • MRS and BSBP are meeting directly with MWA staff more often and participating in the regions' Business Services Network. 	<ul style="list-style-type: none"> • MRS staff is no longer co-located in all American Job Centers, making partnering more difficult. • MWAs and MRS do not always collaborate enough to serve the diversity of individuals using the system.

Regional Strengths	Regional Weaknesses
<ul style="list-style-type: none"> • MRS and BSBP have been conducting training sessions for MWA frontline staff. • There is more collaboration with Veterans organizations to make sure Veterans are engaged in MWA initiatives. • The ability of both agencies to generate financial resources through third party agreements that can help with programming and training. 	<ul style="list-style-type: none"> • Need to collaborate more with partners on capacity building, information sharing, and working with hard-to-serve populations. • MWAs have concerns about duplicating employer outreach and engagement efforts with MRS. • Accessibility remains a concern for those who use the JAWS software. • Regional transportation challenges have a negative impact on employability.

Question 5: Identify any possible strategies or activities the regions could explore or engage in to build on these strengths or address weaknesses.

The MWAs in planning regions 6, 9, and 10 identified the following possible strategies or activities:

1. MWAs and core partners will continue to work towards common metrics across the system to ensure successful strategic partnerships.
2. MWAs and core partners will continue to think regionally and develop better strategies about how to allocate resources to address the most critical needs of both job seekers and businesses.
3. MWAs will continue to explore and develop more regional strategies with core partners.

Important Industry Sectors in WIOA Region 10

An analysis 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.

Figure 9 highlights the top 15 most in-demand industry sectors (2-digit NAICS level) in WIOA Planning Region 10. In-demand is defined as those industries with the highest number of job postings during the past two years and growing with an average annual wage over \$35,000. This average wage aligns with that used in the regional in-demand and emerging industries in the Michigan’s WIOA Unified State Plan. A variety of occupations exist within the local industries, which offer wages dependent on tenure and other factors. While the industry average is an important wage factor to consider, the wages paid to workers in each occupation are a more relevant metric for workforce development. See Figures 1 and 2 for more detail on occupations. The 2020 employment levels for the highlighted industries in WIOA Planning Region 10 are also shown in Figure 9.

Figure 9: WIOA Region 10’s Top 15 In-Demand Industries

NAICS	Industry	2020 Job Postings	2020 Jobs	2022 Jobs	2020 - 2022 Change	2020 - 2022 % Change	Avg. Earnings Per Job
11	Agriculture, Forestry, Fishing and Hunting	553	3,897	4,487	589	15%	\$44,437
22	Utilities	2,191	8,505	8,447	(58)	(1%)	\$207,508
23	Construction	12,397	88,371	93,462	5,091	6%	\$78,359
31	Manufacturing	64,094	217,317	233,459	16,143	7%	\$92,500
42	Wholesale Trade	20,129	73,692	72,626	(1,066)	(1%)	\$107,401
44	Retail Trade	74,814	189,449	193,245	3,796	2%	\$46,912
48	Transportation and Warehousing	20,657	85,016	90,002	4,987	6%	\$69,121
52	Finance and Insurance	25,786	87,078	93,135	6,058	7%	\$117,187
53	Real Estate and Rental and Leasing	11,412	33,084	33,849	765	2%	\$72,622
54	Professional, Scientific, and Technical Services	63,168	200,676	203,753	3,077	2%	\$115,037
56	Administrative and Support and Waste Management and Remediation Services	84,331	116,954	121,288	4,334	4%	\$57,834
62	Health Care and Social Assistance	84,927	270,381	271,425	1,045	0%	\$70,655
71	Arts, Entertainment, and Recreation	9,238	21,010	21,871	860	4%	\$61,877
81	Other Services (except Public Administration)	15,498	89,019	92,018	3,000	3%	\$36,586
99	Unclassified Industry	178,865	3,743	4,332	589	16%	\$60,422

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

Figure 10 highlights the top emerging industries in WIOA Planning Region 10. Emerging industries are those with a high growth (numeric and percent) expected over the next ten years, through 2030, and a high number of annual openings through 2030.

Figure 10: WIOA Region 10 Top 15 Emerging Industries

NAICS	Description	2020 Jobs	2030 Jobs	2020 - 2030 Change	2020 - 2030 % Change	Avg. Earnings Per Job
11	Agriculture, Forestry, Fishing and Hunting	3,897	5,222	1,324	34%	\$44,437
21	Mining, Quarrying, and Oil and Gas Extraction	988	914	(74)	(8%)	\$107,762
22	Utilities	8,505	7,503	(1,002)	(12%)	\$207,508
23	Construction	88,371	95,228	6,856	8%	\$78,359
31	Manufacturing	217,317	227,085	9,769	4%	\$92,500
42	Wholesale Trade	73,692	68,236	(5,455)	(7%)	\$107,401
48	Transportation and Warehousing	85,016	96,551	11,535	14%	\$69,121
52	Finance and Insurance	87,078	99,013	11,935	14%	\$117,187
53	Real Estate and Rental and Leasing	33,084	34,407	1,323	4%	\$72,622
54	Professional, Scientific, and Technical Services	200,676	203,531	2,855	1%	\$115,037
55	Management of Companies and Enterprises	49,344	47,714	(1,630)	(3%)	\$158,064
62	Health Care and Social Assistance	270,381	270,766	385	0%	\$70,655
71	Arts, Entertainment, and Recreation	21,010	21,663	653	3%	\$61,877
81	Other Services (except Public Administration)	89,019	94,493	5,474	6%	\$36,586
99	Unclassified Industry	3,743	5,569	1,826	49%	\$60,422

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

Geographic Factors

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.

WIOA Planning Region 10 is a relatively small geographic area representing about 3,230 square miles. The most recent Census estimate puts the region's population at 4.24 million, 42.2% of the state's population. WIOA Planning Region 10 is also home to 43.3% of the state's business establishments and 44.6% of the state's employed population. The region is dense compared to the state. WIOA Planning Region 10 has an average of 1,324 individuals per square mile, compared to the state average of 175 individuals per square mile.

Most workers in the region commute to some degree. Nearly 58.2 percent of workers travel more than 10 miles to their jobs each direction, and 20.4 percent travel more than 25 miles each direction, according to data from the LODES survey and Census OnTheMap. The average travel time to work in the region was about 27.1 minutes each direction. This is just above the state average of 24.6 minutes each direction. While the travel time across WIOA Planning Region 10 does not vary much from the City of Detroit to the outer counties, the means of travel does differ. The typical Detroit household has only one, if any, vehicles available for travel to and from work, while the typical household in WIOA Planning Region 10 outside of Detroit has two vehicles available, according to American Community Survey data. Also, of note are the housing ownership and vacancy rates in WIOA Planning Region 10's communities. Census data shows that in 2020 almost 24.5 percent of housing units in the City of Detroit are vacant, although estimates from city sources note that the rate must be much higher. Census data shows that the rate in WIOA Planning Region 10, however, are just 9.8 percent on average. The disparity between the City of Detroit and the other communities in the region cannot be overemphasized.

The region is heavily concentrated and well connected by highways. However, for workers without regular access to a vehicle, traveling to employment may be difficult as the region lacks a comprehensive transit system. Most available jobs for individuals with lower-than-average education (typical of job seekers in the City of Detroit and other dense, low-income populations) are located outside of the city limits in the outlying counties, which are not effectively connected by public transit. According to OnTheMap data, only 26.3 percent of Detroiters live and work in the city. Almost 73.3 percent commute outside of the city for their primary job, and 9.2 percent commute more than 50 miles each direction for work. Oakland County is vastly different, however; 56.8 percent of the population lives and works in the county and only 7.2 percent of those who travel commute more than 50 miles each direction for work.

Demographic Characteristics

The demographic characteristics of the current workforce and how the region's demographics are changing in terms of population, labor supply, and occupational demand.

WIOA Planning Region 10's geographic make-up is unique in Michigan. It is home to not only the largest city (which is also one of the poorest), but it is also home to some of the wealthiest and most populated communities in the state. The City of Detroit represents exceptional challenges in the region.

Most job opportunities available in close geographic reach for Detroiters and those in the region without reliable transportation are inaccessible for other reasons. The fastest growing jobs and the most hiring in the region are in occupations that require post-secondary training and often a bachelor's degree. There is a strong mismatch between the jobs available, in particular the highest demand jobs shown in figures 1 through 3 which consistently require at least a college degree, and the current talent pool's skill and education level, in which about 30 percent of WIOA planning region 10 workers have a college degree. See figure 5 for education attainment information.

Figure 11 highlights the population demographics of the region. The region is ethnically diverse with a higher concentration of ethnic minorities than the state on average. This is particularly true in Wayne County and the City of Detroit.

Figure 11: Population Demographics

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population	9,973,907	870,893	150,000	1,255,340	159,285	1,753,059	672,351	4,188,577
White	7,735,902	695,298	140,412	926,699	148,453	917,413	96,778	2,828,275
White Percent of Total	77.6%	79.8%	93.6%	73.8%	93.2%	52.3%	14.4%	67.5%
Black or African American	1,360,149	103,084	3,620	166,988	3,767	671,837	518,088	949,296
Black or African American Percent of Total	13.6%	11.8%	2.4%	13.3%	2.4%	38.3%	77.1%	22.7%
American Indian and Alaska Native	50,035	2,505	431	2,863	261	5,936	2,727	11,996
American Indian and Alaska Native Percent of Total	0.5%	0.3%	0.3%	0.2%	0.2%	0.3%	0.4%	0.3%
Asian	316,844	36,410	777	96,751	800	59,977	12,614	194,715
Asian Percent of Total	3.2%	4.2%	0.5%	7.7%	0.5%	3.4%	1.9%	4.6%
Native Hawaiian and Other Pacific Islander	3,117	619	2	313	52	426	106	1,412

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Native Hawaiian and Other Pacific Islander, Percent of Total	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or more races	376,280	27,685	3,886	48,468	4,931	57,817	16,329	142,787
Two or more races, Percent of Total	3.8%	3.2%	2.6%	3.9%	3.1%	3.3%	2.4%	3.4%
Hispanic or Latino	521,203	23,551	5,527	53,779	5,531	106,070	52,077	194,458
Hispanic or Latino Percent of Total	5.2%	2.7%	3.7%	4.3%	3.5%	6.1%	7.7%	4.6%
White alone, not Hispanic or Latino	7,428,622	680,560	136,372	892,678	144,725	862,696	74,015	2,717,031
White alone, not Hispanic or Latino Percent of Total	74.5%	78.1%	90.9%	71.1%	90.9%	49.2%	11.0%	64.9%

Source: 2016-2020 ACS Five-Year Estimates

Figure 12 highlights the veteran population within the region. WIOA Planning Region 10 is home to a large veteran population. As of 2020, 36.4 percent of the state’s veterans lived in the region, including 4.8 percent specifically in the City of Detroit.

Figure 12: Veteran Population

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Civilian Population 18+	7,807,607	686,669	117,869	991,908	125,986	1,337,518	505,438	3,245,992
Veterans, 2016-2020	532,394	44,452	9,703	51,595	10,781	77,139	25,491	193,670
Share of Veterans in the State	100.0%	8.3%	1.8%	9.7%	2.0%	14.5%	4.8%	36.4%

Source: 2016-2020 ACS Five-Year Estimates

Figure 13 highlights the age distribution within the region. The population across the state of Michigan is aging. WIOA Planning Region 10’s age distribution generally reflects the state averages.

Figure 13: Age Distribution

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Population	9,973,907	870,893	150,000	1,255,340	159,285	1,753,059	672,351	4,188,577
Persons under 5 years, 2020	568,326	47,772	7,839	67,888	8,035	115,077	48,462	246,611
Persons under 5 years, 2020 percent	5.7%	5.5%	5.2%	5.4%	5.0%	6.6%	7.2%	5.9%
Persons under 5 years, 2011	573,280	45,413	8,665	66,130	9,293	115,077	50,146	244,578
Persons under 5 years, 2011 percent	6.0%	5.8%	5.7%	5.7%	5.7%	6.5%	7.0%	5.8%

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Persons under 18 years, 2020	2,161,763	183,599	32,047	263,007	33,237	415,111	166,831	927,001
Persons under 18 years, 2020 percent	21.7%	21.1%	21.4%	21.0%	20.9%	23.7%	24.8%	22.1%
Persons under 18 years, 2011	2,505,495	184,176	36,637	265,722	38,640	438,774	190,347	963,999
Persons under 18 years, 2011 percent	25.3%	23.0%	24.1%	23.5%	22.0%	25.4%	26.7%	23.0%
Persons 65 years and over, 2020	1,712,841	148,022	27,160	211,390	29,856	270,442	93,716	686,870
Persons 65 years and over, 2020	17.2%	17.0%	18.1%	16.8%	18.7%	15.4%	13.9%	16.4%
Persons 65 years and over, 2011	1,522,156	131,194	20,371	181,557	23,641	251,248	81,925	608,011
Persons 65 years and over, 2011 percent	13.80%	14.30%	13.40%	13.20%	14.50%	12.70%	11.50%	14.5%

Source: 2016-2020 ACS Five-Year Estimates

WIOA Planning Region 10 has a greater share of foreign-born residents than Michigan on average. In addition, the region has a greater share of families where a language other than English is spoken in the home. According to Census data, a larger share of individuals in WIOA Planning Region 10 has limited English language proficiency than the state on average. Figure 14 highlights the foreign-born population within the region and percent of homes that speak a primary language other than English.

Figure 14: Foreign Born and Primary Language Spoken at Home

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total population, 2016-2020	9,973,907	870,893	150,000	1,255,340	159,285	1,753,059	672,351	4,188,577
Foreign-born persons, 2016-2020	686,647	99,774	3,595	163,427	3,576	160,115	41,214	430,487
Foreign-born persons, percent, 2016-2020	6.9%	11.5%	2.4%	13.0%	2.2%	9.1%	6.1%	10.3%
Population 5 years and over	9,405,581	823,121	142,161	1,187,452	151,250	1,637,982	623,889	3,941,966
Language other than English spoken at home, number of persons, age 5 years+, 2016-2020	915,744	121,836	4,588	181,855	4,201	240,294	70,612	552,774
Language other than English spoken at home, percent of persons age 5 years+, 2016-2020	9.7%	14.8%	3.2%	15.3%	2.8%	14.7%	11.3%	13.2%

Source: 2016-2020 ACS Five-Year Estimates

Figure 15: Limited English-Speaking Households by County

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Households	3,980,408	349,340	60,804	509,859	65,668	694,858	270,446	1,680,529
Limited English-speaking households, 2016-2020	65,837	11,288	167	13,283	330	17,375	6,552	42,443
Limited English-speaking households, percent of total, 2016-2020	1.7%	3.2%	0.3%	2.6%	0.5%	2.5%	2.4%	2.5%

Source: 2016-2020 ACS Five-Year Estimates

Figure 16 highlights the disabled population under age 65 and shows that the regional average is the same as the state. Three counties have a higher percentage of disabled individuals under the age of 65 in comparison to the region and state average: Monroe, St. Clair, and Wayne; the City of Detroit has the highest percentage, at almost 5 points over the region and state average.

Figure 16: Percent of Population Under 65 with a Disability

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total civilian noninstitutionalized population	9,866,076	864,053	149,056	1,248,888	158,002	1,740,931	666,680	4,160,930
Persons with a disability, under age 65 years, 2016-2020	834,348	68,825	13,344	78,867	16,186	174,944	88,071	352,166
With a disability, under age 65 years, percent of total, 2016-2020	8.5%	8.0%	9.0%	6.3%	10.2%	10.0%	13.2%	8.5%

Source: 2016-2020 ACS Five-Year Estimates

Figure 17 indicates that 42% of the state’s disabled population resides in WIOA Planning Region 10. The region is home to 42.2% of the state’s overall population. This indicates that the region has a slightly, but not significantly, greater share of the state’s disabled population.

Figure 17: Individuals with Disabilities in Michigan by County –2020

Geography	2016 – 2020 Estimate	2016 – 2020 Share of State
Macomb County	120,710	8.6%
Monroe County	21,777	1.6%
Oakland County	145,790	10.4%
St. Clair County	26,429	1.9%
Wayne County	273,347	19.5%
State of Michigan	1,400,782	100.0%

Source: 2016-2020 ACS Five-Year Estimates

Figure 18 shows that over half of the current disabled population in WIOA Planning Region 10 is of working age (18-64). A higher share of those who are disabled are female than male. More White individuals are disabled in the region than any other race. However, compared to the general population distribution, there is a higher share of disabled Black/African American individuals than would be expected based on the overall share of Black/African American individuals in the region.

Figure 18: Individuals with Disabilities by Demographic Group

Demographic Group	2020 Estimate	Percent Distribution
Total Population	539,847	100.0%
<i>Sex</i>		
Male	250,947	46.5%
Female	288,900	53.5%
<i>Age</i>		
17 and Under	37,560	7.0%
18-64	285,076	52.8%
65 +	217,211	40.2%
<i>Race</i>		
White	334,836	62.0%

Black / African American	166,047	30.8%
Native American	2,681	0.5%
Asian	11,697	2.2%
Hawaiian / Pacific Islander	216	0.0%
Some Other Race	9,011	1.7%
Two or More Races	15,359	2.8%
<i>Ethnicity</i>		
Hispanic	18,273	3.4%

Source: 2016-2020 ACS Five-Year Estimates

Income distribution in WIOA Planning Region 10 differs widely from the state and within the region itself. Just under one-fifth of Detroit’s households live on less than \$10,000 annually. The federal poverty guideline for a family of four in 2015 was \$24,300. In the City of Detroit, 43.9 percent of families live near or below this income level, compared to 21.2 percent in the state of Michigan and 14.8 percent in Oakland County. Figure 19 details the income bracket of households within the region.

Figure 19: Households by Income Bracket

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Total Households	3,980,408	349,340	60,804	509,589	65,668	694,858	270,446	1,680,259
Households with Income of \$0 - \$9,999	254,746	15,371	3,405	20,893	3,546	75,045	49,492	118,260
Households with Income of \$0 - \$9,999, Percent	6.4%	4.4%	5.6%	4.1%	5.4%	10.8%	18.3%	7.0%
Households with Income of \$10,000 - \$14,999	163,196	11,878	2,067	14,778	2,627	36,827	21,095	68,177
Households with Income of \$10,000 - \$14,999, Percent	4.1%	3.4%	3.4%	2.9%	4.0%	5.3%	7.8%	4.1%
Households with Income of \$15,000 - \$24,999	366,198	30,043	4,804	32,104	5,976	72,960	37,051	145,887
Households with Income of \$15,000 - \$24,999, Percent	9.2%	8.6%	7.9%	6.3%	9.1%	10.5%	13.7%	8.7%

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Households with Income of \$25,000 - \$34,999	382,119	32,139	5,412	37,710	6,566	71,570	34,888	153,398
Households with Income of \$25,000 - \$34,999, Percent	9.6%	9.2%	8.9%	7.4%	10.0%	10.3%	12.9%	9.1%
Households with Income of \$35,000 - \$49,999	529,394	45,764	6,749	51,468	9,588	93,806	40,026	207,374
Households with Income of \$35,000 - \$49,999, Percent	13.3%	13.1%	11.1%	10.1%	14.6%	13.5%	14.8%	12.3%
Households with Income of \$50,000 - \$74,999	724,434	64,628	11,857	78,986	11,886	116,041	39,485	283,398
Households with Income of \$50,000 - \$74,999, Percent	18.2%	18.5%	19.5%	15.5%	18.1%	16.7%	14.6%	16.9%
Households with Income of \$75,000 - \$99,999	513,472	47,510	8,573	67,266	8,997	77,824	22,177	210,170
Households with Income of \$75,000 - \$99,999, Percent	12.9%	13.6%	14.1%	13.2%	13.7%	11.2%	8.2%	12.5%
Households with Income of \$100,000 - \$149,999	581,140	60,436	11,066	94,274	10,310	83,383	17,309	259,469
Households with Income of \$100,000 - \$149,999, Percent	14.6%	17.3%	18.2%	18.5%	15.7%	12.0%	6.4%	15.4%
Households with Income of \$150,000 - \$199,999	234,844	23,755	4,013	49,940	3,612	34,048	5,139	115,368
Households with Income of \$150,000 - \$199,999, Percent	5.9%	6.8%	6.6%	9.8%	5.5%	4.9%	1.9%	6.9%
Households with Income of \$200,000+	226,883	17,816	2,797	62,679	2,692	31,963	3,786	117,949
Households with Income of \$200,000+, Percentage	5.7%	5.1%	4.6%	12.3%	4.1%	4.6%	1.4%	7.0%
Average Household Income	\$80,803	\$82,277	\$81,333	\$111,468	\$76,848	\$70,041	\$46,474	\$84,393

	Michigan	Macomb County	Monroe County	Oakland County	St. Clair County	Wayne County	Detroit City	Region 10 Counties
Median Household Income	\$59,234	\$64,641	\$65,453	\$81,587	\$58,722	\$49,359	\$32,498	\$63,952
Per Capita Income	\$32,854	\$33,327	\$33,202	\$46,075	\$31,724	\$28,403	\$19,569	\$34,546

Source: 2016-2020 ACS Five-Year Estimates

Income disparities are a problem in WIOA Planning Region 10, with many residents living in poverty. In 2021, approximately 50 percent of the state’s public assistance registrants lived in the region. Compared to the region’s overall share of the state population this is a significant number and share of those living on public assistance. The numbers are dropping, due to policy changes such as lifetime benefit limits in the State of Michigan, and many individuals are either approaching their limit or have already maxed out their benefits. Although numbers are dropping, WIOA Planning Region 10’s workforce system is more heavily utilized by the public assistance population, creating a strain on resources. Figure 20 highlights the number of individuals registered to receive assistance from the state that also have a work requirement.

Figure 20: Public Assistance Registrants in Michigan by County: 2019 – 2021

Geography	2019	2021	2019 - 2021 Percent Change	2021 Share of the State
Macomb County	23,723	30,597	29.0%	7.9%
Monroe County	3,424	4,177	22.0%	1.1%
Oakland County	17,003	25,325	48.9%	6.6%
St. Clair County	5,242	6,030	15.0%	1.6%
Wayne County	103,918	125,204	20.5%	32.5%
Michigan	300,638	385,878	28.4%	100.0%

Source: Michigan Department of Health and Human Services

Figure 21 indicates that the 2021 population on public assistance in WIOA Planning Region 10 is 61.0 percent individuals aged 22 to 44, and 52.3 percent African American. Compared to the general population demographics in the region these groups are over-represented.

Figure 21: Public Assistance Registrants: December 2021

Demographic Group	Assistance Program Registrants	Percent of Total
Total	181,126	100.0%
Sex		

Demographic Group	Assistance Program Registrants	Percent of Total
Male	79,717	44.0%
Female	101,405	56.0%
<i>Age</i>		
14-15	899	0.5%
16-19	14,506	8.0%
20-21	8,465	4.7%
22-44	110,425	61.0%
45-54	34,507	19.1%
55-64	12,321	6.8%
65+	3	0.0%
<i>Race</i>		
White	57,844	31.9%
Black / African American	94,783	52.3%
Native American	979	0.5%
Other	9,083	5.0%
Hispanic	6,455	3.6%

Source: Michigan Department of Health and Human Services

Macomb/St. Clair Michigan Works! (M/SC MW!) has a vision of a workforce system that is demand driven and leads all customers to self-sufficiency through increasing opportunities for learning and through better alignment of resources in the community. This will be accomplished by strengthening partnerships with core program partners and the blending of multiple funding streams.

Some of the strategies that will drive support of this vision are:

- Integrate workforce development into the adult education and post-secondary education
- Integrate the adult learning system to create a unified approach to increase basic skills and post-secondary education
- Increase the integration of workforce development into secondary education
- Increase work-based learning opportunities for high school age students (expand reach of In-school Youth programs)
- Increase labor market information to students of all ages
- Increase employer responsive training to enhance talent outcomes, productivity, and employment retention, thereby increasing the quality and competitiveness of local employers
- Better alignment of workforce development with economic and community development

- Enhance the career counseling system to provide better guidance to those that are structurally unemployed.
- Continuously monitor the workforce system to assure the needs of those individuals with barriers to employment are being addressed.
- Increase virtual programming to satisfy customer demand.
- We have increased our engagement with one of our community college partners. Several Department of Labor grants have come into our area, which increases training opportunities for our community. This partnership has also allowed us to engage our career planners to provide employability skills training to grant participants. It has also allowed us to engage our employer customers and connect them to newly upskilled talent that will help their business grow.

The Macomb/St. Clair Workforce Development Board (M/SC WDB) has worked with its core program partners in partnership with the Department of Labor and Economic Opportunity to develop and meet expected levels of performance as described in WIOA Section 116 (b)(2)(A).

M/SC MW! will address the alignment of local resources and required partners that carry out core programs by including those partners in the development of strategies to achieve the vision and goals. This inclusion has occurred through including core program operators on committees of the Board including involvement in the Career and Educational Advisory Councils. Other strategies include co-locating core partners in the M/SC MW! Career Centers. Every partner is invited to use space even if they have chosen not to co-locate. There is continued discussions about developing a common tracking system and creating joint strategic planning meetings.

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

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

Many of the programs in the workforce development system include required core partners as outlined in the Workforce Innovation and Opportunity Act and other key partners. They include:

- Workforce Innovation and Opportunity Act (WIOA) – Adult, Dislocated Worker, and Youth
- Wagner-Peyser Act – Employment Services
- Partnership Accountability Training Hope (PATH) – Temporary Assistance to Needy Families (TANF)
- Trade Adjustment Assistance
- Senior Community Service Employment Program (SCSEP)
- Foster Care Summer Youth Employment Program for Chafee Eligible Youth
- Refugee and Immigration Navigator
- National Emergency Grants
- WIOA Statewide Funding Activities for Young Professionals Initiative
- Michigan Rehabilitation Services
- Bureau of Services for Blind Persons
- Adult Education and Literacy Activities
- Veteran Employment Services
- Migrant and Seasonal Farm Workers
- Clean Slate
- Michigan Learning & Educational Advancement Program (MiLEAP)
- Building an Industry Infinity Supply Chain, H-1B Workforce One Grant Project
- Going Pro Apprenticeship Grant

- State Apprenticeship Expansion Grant
- Closing the Skills Gap
- Barrier Removal Employment Success
- Michigan Revolution for the Electrification of Vehicles (MiREV)

The M/SC WDB works closely with the other core programs of WIOA. While directly administering and implementing Titles I and III, there is a strong, working relationship with Title II and IV partners. Our strategy focuses on making referrals to the best positioned agency to serve the job seeker or with co-enrollment, training each other's staff, and discussing trends and patterns seen in the workforce. This occurs through a concentrated effort to develop and strengthen the ongoing collaborative relationships with core partners and recognizing opportunities to develop relationships with new partners.

Job seekers who come to M/SC MW! Career Centers take part in a guided process to ensure that they are linked to the services that are required to assist them in obtaining gainful employment. To avoid duplication of services, each unit within the career center is assigned to provide a service that is unique from that provided by the other units. Memorandums of Understanding (MOUs) have been established with organizations and agencies that operate core programs and outline the responsibilities of each program and service being delivered.

The plan for the delivery of programs operated under the Carl D. Perkins Career and Technical Education Act of 2006 has been presented to and approved annually by the M/SC WDB. This approval is only granted if the plan aligns with the overall goals of the Workforce Board.

- 3. A description of how the local board, working with the entities carrying out core programs, will:*
- a. Expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment.*
 - b. Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs.*
 - c. Improve access to activities leading to a recognized postsecondary credential (including a credential that is an industry-recognized certificate or certification, portable, and stackable).*

The key to expanding access to employment, training, education, and other necessary services for the eligible population, especially those individuals with barriers to employment, begins with providing an awareness of opportunities through outreach and marketing.

The M/SC WDB & M/SC MW! will continue to expand outreach through social and digital media channels. Growth will be focused on Facebook, Twitter, YouTube, LinkedIn, and paid search advertising to increase brand awareness and center traffic. The M/SC WDB has added new staff dedicated to this purpose. M/SC WDB has also added additional graphic design staff to the outreach team to insure EEO/ADA compliance, brand adherence, and accessibility of all outreach materials. Site integration with these online services allows for pre-recorded online employability workshops, live online training, and expedient automated responses to request for information via forms, email, and a chat feature.

The M/SC WDB is in the process of updating the M/SC MW! website to make it more user friendly, provide more information about Michigan Works! services and make it more interactive and accessible for job seekers and employees alike. By contracting the site out, our outreach staff will have more time to spend on content and less time on development, basic site maintenance and server management of a website. Revisions and updates to the website with additional integrated online services are ongoing.

Increasing access to employment, training, education, and supportive services also occurs through partnerships with the entities carrying out core programs. For example, a two-way formal referral process with Adult Education partners to link individuals to appropriate services. Additionally, an Adult Education

provider proctors CASAS assessments in the M/SC MW! Career Centers. The proximity of Michigan Rehabilitation Services being co-located in three M/SC MW! Career Centers offers an opportunity for smooth referrals and co-case management, as needed. M/SC MW! and the Bureau of Services for Blind Persons also work cooperatively through direct referrals to offer a full range of services to participants.

The M/SC WDB is the award recipient of or a partner in several grants that has expanded access to postsecondary credentials. Whenever possible, braided funding is considered to supplement training costs or supportive services in addition to grant funds.

- Michigan Learning and Education Advancement Program (MiLEAP) provides training funds for short term education and training
- Building an Industry Infinity Supply Chain, H-1B Workforce One Grant Project provides training funds focused on middle and high skill occupations in advanced manufacturing, information technology, and transportation industries.
- State Apprenticeship Expansion provides on-the-job training funds for apprentices in healthcare occupations. Apprentices are screened for eligibility for alternate funding sources for tuition assistance for the classroom training portion of the apprenticeship.

Services of the Refugee and Immigrant Navigator (RAIN) are available through the M/SC MW! Career Centers to bridge the gap for legal refugees, asylee or work-authorized immigrants, and the opportunities offered at M/SC MW! The goal is to provide additional support and access to resources to ensure the successful transition into Michigan's workforce. The RAIN works with eligible individuals to identify barriers and assisting with referrals to appropriate resources in the community. Coordination occurs directly with M/SC MW! staff for career advising and accessing appropriate employment and training activities. Connection with the M/SC MW! Business Services team and employers to promote the hiring of refugees and immigrants also takes place.

The M/SC WDB will take reasonable steps to ensure individuals with limited English proficiency have access and an equal opportunity to participate in services, activities, and programs. All interpreters, translators and other aids will be provided without cost to the individual. Assistance will be provided through competent interpretation or translation services, or technology and telephonic interpretation services.

In consideration of individuals needing accommodations, each career center offers assistive technology workstations that include a screen magnifier, JAWS screen reader, adjustable desk, enhanced keyboard. American Sign Language interpreting services are also available.

A Disability Resource Navigator is on staff to assist any person with a disability in navigating programs and services. The navigator will help to provide accommodations to access services.

The M/SC WDB will provide supportive services under a local policy to assist with barrier removal for individuals to successfully participate in employment or training activities.

To facilitate the development of career pathways the M/SC MW! career planners will develop an individual service strategy collaboratively with participants to meet employment goals. This process will ensure that individuals will be enrolled in training/education or engaged in a strategy that is part of a career pathway leading to family self-sufficiency. Plans will include portable or stackable credentials in demand and emerging occupations. Participants will be assessed for eligibility and the value of co-enrolling in partner programs.

Career pathway development will also occur working with M/SC WDB training partners to ensure that newly created education and training programs prepare individuals to earn industry recognized credentials that are portable and stackable as part of career pathways.

The M/SC WDB will improve access to activities leading to a recognized postsecondary credential with an increased focus on apprenticeships. The M/SC WDB's award of a State Apprenticeship Expansion Grant provides the capacity for 300 young adults, women, veterans, individuals with a disability, and people of color to participate in a registered apprenticeship in healthcare. Promotion will include a virtual Healthcare Apprenticeship Job Fair and accompanying Job Fair bootcamp.

The M/SC WDB will participate in the National Apprenticeship Week, coordinating employer and career seeker events. This national week of recognition provides a stage for the U.S. DOL Office of Apprenticeships, local training providers and participating employers to directly deliver detailed registered apprenticeship information. Events planned for the week include hosting Apprenticeship 101 sessions targeted towards employers, students, counselors, parents, and job seekers, participation in the LEO – WD facilitated RACE Day and a potential Apprenticeships Job Fair/Meet the Employer event.

4. A description of 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.*
- Support a local workforce development system that meets the needs of businesses in the local areas.*
- Improve coordination between workforce development programs and economic development.*
- Strengthen linkages between the One-Stop delivery system and Unemployment Insurance Programs.*

The M/SC WDB facilitates the engagement of employers through a Business Services team that is comprised of certified Business Solutions Professionals. The team of business account managers and success coaches is managed by a coordinator and talent specialists. All are trained to work with and address the individual needs of local businesses. The Business Services team uses a variety of methods to connect with the local business community. They include the following:

- Job Postings – Often, a member of the Business Services Team will first connect with an employer by assisting them with the posting of the company's jobs on the Pure Michigan Talent Connect.
- Promotion of Business Services – Marketing materials have been developed to outline the services available for employers. These items are distributed to local businesses and are also sent out to businesses that may be unaware of Michigan Works! employer services.
- Informational Sessions – Periodically, the Business Services Team will offer informational sessions to employers on various topics of interest. Examples of subject matter are the Going Pro Talent Fund, Business Resource Network, registered apprenticeships, and accommodation requirements for workers with disabilities.
- Salesforce – This web-based system is used for record keeping and tracking of Business Services engagement and activities with employers. It provides a database of employers with integration to Outlook which allows for mass emails to quickly provide information for employers.
- Cold Calls – Connections with local businesses by searching job postings listed on Pure Michigan Talent Connect and other online job boards. Welcome visits also occur with new business in the area.
- Job/Career Fairs – Facilitate job fairs at M/SC MW! Career Centers, at an employer's location or held virtually. These may include company specific or multiple employers at a time or be industry specific.
- On-the-Job Training (OJT) – Provide the opportunity to train eligible job seekers through OJT programs offering a reimbursement for a portion of the new hire's wages during the training period. Emphasis is placed on those employers who have a need for trained employees who

possess in-demand skills and for which there is a shortage of workers who possess those skills.

- Customized Training – When contacted by an employer who require workers that possess skills that are unique to their organization, the Business Services team will work as an intermediary between the employer and the local community college to assist with the development of needed training.
- Incumbent Worker Training – In instances in which local employers request assistance with the training of incumbent workers, members of the Business Services team will work with the employer to connect them with appropriate resources such as the Going Pro Talent Fund.
- Business Resource Network (BRN) – A challenge facing many local employers is the ability to retain employees when outside issues such as childcare, transportation, housing, and health issues impact a worker's attendance on the job. This is often the case for workers employed at lower wage jobs. Through the development of employer membership in a Business Resource Network, M/SC MW! provides Success Coaches to meet with employees and connect them to resources, and in some cases offering financial support for services to address barriers.

To support a local workforce development system that meets the need of businesses in the local area the M/SC WDB participates in the following initiatives.

- Collaboration with Region 10 Michigan Works! Agencies – The M/SC WDB is a partner in the Southeastern Michigan Works! Agency Coalition (SEMWAC). The organization provides a forum where MWAs can share information and best practices, partner on regional workforce initiatives and identify ways to align resources to support the needs of local employers.
- Business Services Users Group – Facilitated by the Michigan Works! Association, this statewide closed-door meeting brings together all MWA Business Service Coordinators for confidential discussion on a wide range of business/employer issues, policies, and regulations. LEO-WD staff join for an open-door meeting for additional discussion, as needed.
- Business Services Staff Meetings – Organized by the Business Services and Employment Services Coordinator, monthly meetings are held in partnership with MRS, BSBP, and Veteran Services business teams. This ensures that there is opportunity for the sharing of program and services updates, training, and coordination between organizations to serve employers.

In a continuing effort to improve coordination between workforce development and economic development, the M/SC WDB will strive to expand engagement with local Chamber of Commerce. Priority will also be given to maintaining the strong relationships currently held with Macomb County Planning and Economic Development and the Economic Development Alliance of St. Clair County.

To strengthen linkages between the One-Stop delivery system and Unemployment Insurance programs, the following services will be available:

- Offer basic information and referrals to access Unemployment Insurance benefits.
- Provide computers/internet for claim filing.
- Use of office equipment to connect with UIA – such as phones, fax, photocopying, 'chat' feature.
- Register for work to comply with the UI benefit requirement.
- Reemployment services and job search activities.
- Serve Reemployment Services and Eligibility (RESEA) claimants referred by UIA.
- Continuation of the working relationship with the Reemployment Analyst staff person designated by the UIA as a liaison with the agency.

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.

The M/SC WDB coordinates with both local and regional economic development organizations in Macomb and St. Clair Counties and includes activities in the 4M Group in Macomb County and the Workforce Task Force in St. Clair County. These groups bring together representatives of workforce development, economic development, and education and were established to provide opportunities for the coordination and collaboration of workforce and economic development activities within the region.

The M/SC MW! Business Services team, representatives of Macomb County Planning and Economic Development, the Michigan Economic Development Corporation, and Macomb Community College make up the '4M Group' participants. Members of this group meet monthly for status updates on the businesses each organization is working with and to identify potential partnerships to meet the needs of employers and businesses.

A similar group, 'Workforce Task Force' was established to meet the workforce and economic challenges of St. Clair County. In addition to the M/SC MW! Business Services team, members include the Economic Development Alliance of St. Clair County, St. Clair County Community College, and the Michigan Economic Development Corporation.

In addition, the Business Services team has an active role in the Eastern Michigan Manufacturing Association (EMMA) in St. Clair County. This group was established to provide a forum for the manufacturing community to converse on local and regional issues affecting them, identify solutions to challenges, and to develop collaborative programs and services designed to improve the local business environment.

Entrepreneurial skills, training, and microenterprise services are promoted through the services of the Michigan Small Business Development Center (SBDC). The SBDC supports new ventures or existing small businesses with no-cost consulting, training, market research, business plan development, business education, strategic planning, and financial management with guidance from experienced business consultants. Entrepreneurial skills training and microenterprise services are also available through the economic development organizations, business incubators, and MSU Extension.

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 job seekers.*
- 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.*
- 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 United States Code [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.

- *A description of the roles and resource contributions of the One-Stop partners.*

One of the methods the M/SC WDB uses to ensure the continuous improvement of eligible providers of service is to offer opportunities for training and staff professional development. Providing resources for professional development is an investment in the agency's own talent. Staff training leads to improved team performance with increased competence resulting from learning new skills and increasing knowledge. Selective trainings also guarantee that key staff, including those in employment services, career planners, and business account managers understand the latest trends to help meet the needs of employers, workers, and job seekers.

Examples of talent development include:

- Career planners are trained as Career Development Facilitators or will complete the 120-hour Facilitating Career Development Training Program developed by the National Career Development Association within one year of hire. They will then be eligible to apply for the Certified Career Services Provider credential.
- Business Services staff are certified Business Solutions Professionals or will begin the training within one year of hire.
- The One Stop Operator's In-house Training Topics:
Customer Service - Working with difficult customers
Active Shooter Training
Equal Opportunity and Americans with Disabilities Act
Vocational Rehabilitation Services
Health Insurance Portability and Accountability Act
Workforce Systems
- Mental Health First Aid Training that offers instruction to individuals to understand and respond to people in distress.
- Business Account Managers participation, along with employers, in WindMills Disability Awareness Training presented by MRS. The goal is to assist individuals with and without a disability to better understand the culture of disability in the workplace.
- NEOGOV LEARN: Learning Management System used by a primary service provider to manage policies, courses, and training crafted for specific positions and/or department.
- In-house staff trainings related to policies, procedures, and performance.
- The Michigan Works! Association annual workforce conference providing education, networking, and demonstration of best practices.
- Multiple individual workshops offered through the Michigan Works! Association and/or LEO-WD.

Additionally, the M/SC WDB does not deliver direct services, but oversees the administration of the five career centers. Through a competitive "Request for Proposal" (RFP) process, qualified organizations are selected as service providers to operate all programs. It is in the best interest and the responsibility of the M/SC WDB to ensure its contractors are supported in their roles to provide quality programming and achieve expected or higher performance measures. Contractors are monitored through a formal process for compliance of service delivery terms, status of enrollment and training goals, performance measures and a fiscal audit. Informal monitoring occurs often as administrative staff are engaged regularly with contractor staff. This provides an awareness of real-time activity, gives staff accessibility to administrative staff for questions or guidance, to share views and ideas, identifies areas of concern, and highlights strengths and best practices. The M/SC WDB administration team meets bi-weekly with the supervisory staff of the contracted service providers for status updates, to address any concerns, and assess program needs.

The M/SC WDB is updating the M/SC MW! website to make it more user friendly, provide more information about Michigan Works! services and make it more interactive and accessible for customers and staff. Website access includes recorded workshop videos, free on-line information and tools related to featured jobs, career planning, training providers, student financial aid, finances and budgeting, labor

market information, community resources, veterans' resources, and tutorials. Access is provided to Pure Michigan Talent Connect and its offerings for career exploration, skilled trades, jobs, and employer features. Also, accessible electronically through M/SC MW! staff are career planning tools such as Kuder Journey, BESI, and RIASEC. Employers are also able to connect with the Business Services team using similar electronic means for talent recruitment, virtual career fairs, and pre-hire assistance. M/SC MW! social media platforms are used to promote local services as well as events related to career opportunities, hiring, community resources, unemployment insurance, training opportunities and partnering agencies hosting similar activities.

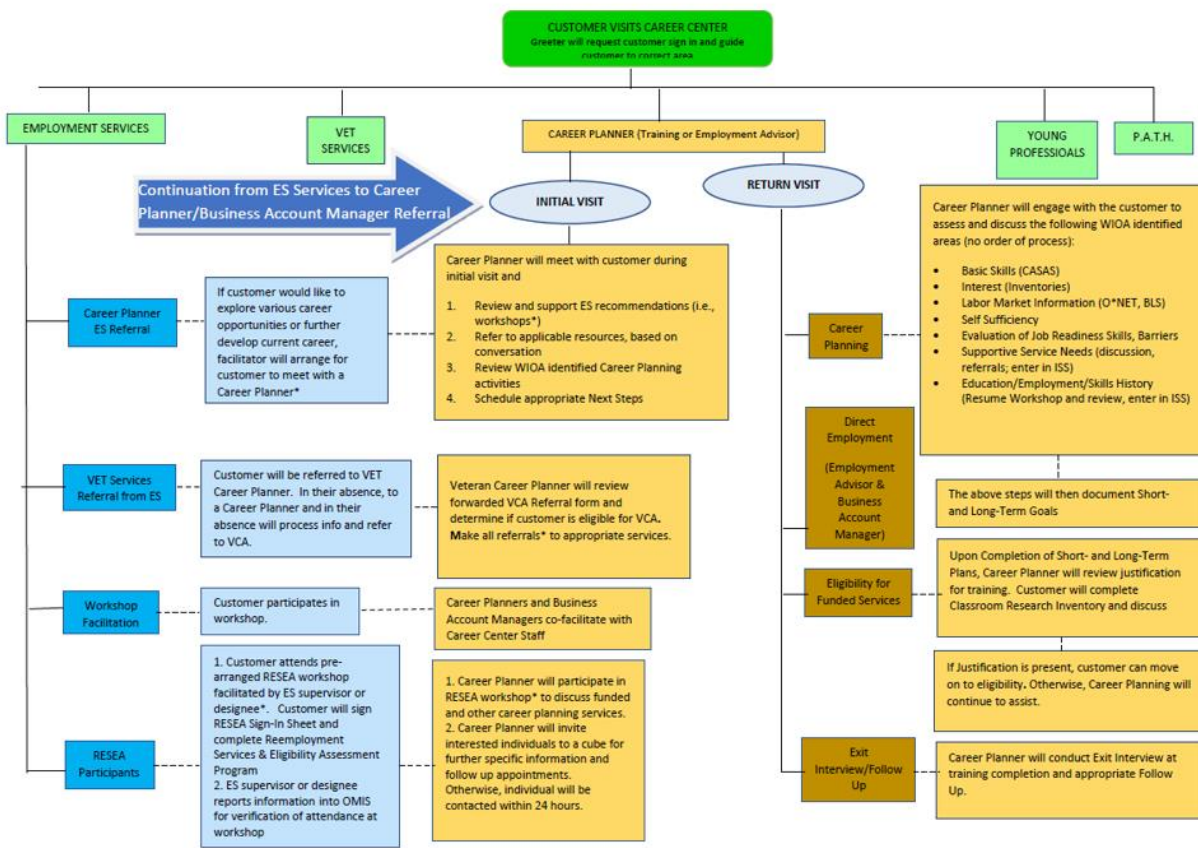
The M/SC WDB has local policies designed to ensure compliance with Section 188 of the WIOA and applicable provisions of the Americans with Disabilities Act of 1990. Active policies include Discrimination Complaints, Grievance Procedures, Equal Opportunity, Service Animals, CASAS Testing Accommodations, and Limited English Proficiency.

The M/SC WDB's Equal Opportunity Officer attends training offered by the Michigan Works! Association, the LEO-WD and other relevant sessions. The EO Officer provides training to M/SC MW! administrative staff and contractors on policies and matters related to equal opportunity. The Disability Resource Navigator offers staff training on the use of assistive equipment available in each of the career centers. The navigator is also a staff resource and support for addressing the needs of individuals with disabilities. The M/SC WDB maintains a relationship with Vocational Rehabilitation and values their expertise to provide staff training and guidance related to supporting individuals with disabilities in achieving suitable employment. The accessibility of the career center facilities, communication, materials, and programming are regularly evaluated for adherence to federal requirements.

A description of the roles that will be played and the resource contributions that each of the One-Stop partners will contribute to the system are negotiated between the M/SC WDB and partners. The Infrastructure Agreements (IFAs) and the Memorandum of Understandings (MOUs) outline specific roles and contributions of the partners.

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

The M/SC MW! goal is to prepare job seekers for in-demand careers and to help employers connect with a skilled workforce. During an initial visit to a M/SC MW! Career Center, the job seeker meets with an Employment Service (ES) Facilitator. A discussion on the purpose of the visit and completion of a Job Seeker Interest Inventory helps the facilitator to connect the job seeker with appropriate services.



All individuals have access to employment-related information and self-service tools through Basic Career Services without regard to program eligibility or registration. These include:

- Determination of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs
- Outreach, intake and orientation to information and other available services
- Initial assessment of skill levels including reading, math and English language proficiency, aptitudes, abilities (including skills gaps) and supportive service needs
- Labor exchange services, including:
 - Job search and placement assistance
 - Information on in-demand industry sectors and occupations
 - Information on non-traditional employment
- Referrals to and coordination of activities with other programs and services, including those within the One-Stop system and, when appropriate, other workforce development programs
- Provision of workforce and labor market employment statistics including the provision of accurate information relating to local, regional, and national labor market areas, including:
 - Job vacancy listings
 - 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
- Provision of performance information and program cost information on eligible training providers by program and type of providers
- Provision of information about how the local area is performing on local performance accountability measures, as well as additional performance information relating to the local One-Stop system
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals including:
 - Childcare
 - Child support

- Medical or child health assistance available through Medicaid and MICHild
- Supplemental Nutrition Assistance Program
- Earned Income Tax Credit
- Housing counseling and assistance services sponsored by the U.S. Department of Housing and Urban Development
- Temporary Assistance for Needy Families
- Assistance in establishing eligibility for financial aid assistance for training and education programs not provided under the WIOA
- Provision of information and assistance regarding filing claims under UI programs, including:
 - On-site staff who are properly trained in UI claims, filing and/or the acceptance of information necessary to file a claim, or
 - By phone or via technology, with assistance provided by trained and available staff within a reasonable time

No cost services and resources include updated workshops offering the latest trends to help individuals access employment. Regularly scheduled in-person workshops are offered at each of the career centers. Recorded workshops are also available through the M/SC MW! website. Current staff presented workshops include Resume in a Day, Real-life Interviewing Skills, and Find Your Next Job Online.

SELF-SERVE CAREER NAVIGATION

M/SC MW! Career Centers also feature self-serve career navigation rooms or areas with a variety of resources which include:

- Computer access for online resources related to:
 - Career exploration
 - Skills assessment
 - Community resources
 - Training exploration
 - Job readiness tools
 - Job search tools
 - Veterans' resources
 - Filing for unemployment insurance benefits
- Use of office equipment - phones, fax, photocopying

When an individual seeks or needs more than Basic Career Services, the individual must be registered and eligibility for services must be determined to move beyond basic services and into Individualized Career Services/Case Management and Training Services.

INDIVIDUALIZED CAREER SERVICES/CASE MANAGEMENT

More comprehensive and tailored to particular needs, Individualized Career Services are available if appropriate for an individual to obtain or retain employment. These activities require an Adult or Dislocated Worker WIOA eligibility and registration.

Available services include:

- Comprehensive and specialized assessment of the skill levels and service needs of adults and dislocated workers, which may include:
 - Diagnostic testing and use of other assessment tools
 - In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
- Development of an Individual Employment Plan (IEP) to identify employment goals, achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of and information about eligible training providers
- Group and/or individual counseling and mentoring
- Career planning/case management
- Short-term pre-vocational services, including development of foundational skills
- Internships and work experiences linked to career

- Workforce preparation activities designed to help an individual acquire basic academic skills, critical thinking skills, digital literacy skills and self-management skills, including competencies necessary for successful transition into and completion of post-secondary education, or training, or employment
- Financial Literacy Skills
- Out-of-area job search assistance and relocation assistance
- English Language acquisition and integrated education and training programs

TRAINING SERVICES

Training services are provided to equip individuals to enter the workforce and retain employment. This requires an Adult or Dislocated Worker WIOA eligibility and registration. Training services are linked to in-demand employment opportunities in the local region.

Training services are available when after an interview, evaluation, or assessment and career planning, it is determined that an individual:

- is unlikely or unable to retain employment that leads to economic self-sufficiency or to wages comparable to or higher from previous employment
- needs training services to obtain or retain employment that leads to economic self-sufficiency or to wages comparable to or higher from previous employment
- has the skills and qualifications to participate in training services
- is unable to obtain grant assistance from other sources including state and federal funding or requires assistance beyond that available from other sources to pay for the cost of training.

The evaluation, assessment and career planning process will contain multiple activities designed to help the customer examine their skills, abilities, and interests and how they relate to opportunities in the local labor market. The development of a career pathway that will lead to self-sufficiency is the goal of these activities.

Self-sufficiency is the amount of income required for working families to meet basic needs at a minimally adequate level, considering family composition, ages of children, and geographic differences in cost without having to rely on any public or private assistance. Determining self-sufficiency supports good career planning and the development of long-term career goals. The M/SC WDB has determined that as part of a comprehensive assessment, career planners will assist customers with conducting a self-assessment to define self-sufficiency for their individual family. Tools are available for career planners to use with customers to help them choose training with occupational goals that pay adequate wages to meet self-sufficiency. Discussion tools include the Michigan Bureau of Labor Market Information and Strategic Initiatives, the Living Wage Calculator-Massachusetts Institute of Technology, monthly budget financial sheets, and money management resources.

Training services may include:

- Occupational skills training
- Work Based Training
 - Registered apprenticeships
 - On-the-Job Training (OJT)
 - Incumbent worker training
 - Transitional job training
- Entrepreneurial training
- Adult education and literacy activities
- Customized training

The career planner's recommendation that an individual is a suitable candidate for training services signals a decision has been made by the customer based on thorough consideration of:

- personal abilities
- skills, aptitudes, and needs
- an exploration of career opportunities
- labor market information and demand occupations

- review of training institutions and the curriculum that will best prepare the customer for employment and
- consideration of funding sources other than or in addition to WIOA dollars

Upon determination that training services are an appropriate activity for the customer, documentation will be collected that demonstrates the justification for use of WIOA training funds. The availability of braided funding will be considered for each training plan.

Allowable training plans through Individual Training Accounts (ITAs) may be approved for training plans that lead to employment identified as a demand occupation with a training plan that results in the earning of a recognized credential. The requested training is required to be posted on the State's eligible provider training list, Michigan Training Connect (MiTC). ITA Training Services may be approved for training plans that:

- do not exceed two calendar years and result in a recognized credential upon completion of the training plan or
- include no more than 70 credits hours for an associate degree that results in a degree being granted upon completion of the training plan or
- include no more than 70 credit hours towards the completion of a bachelor's degree that results in a bachelor's degree being granted upon completion of the training plan.

The WIOA Coordinator must be consulted for training approval for individual career training needs that fall outside of these parameters. Consideration may be given to unique circumstances.

Training plans that grant a degree above a bachelor's degree, graduate certificates, and post-graduate certificates will not be approved.

Dependent on the training program, up to four calendar years from the start of the training plan will be available to complete the approved training plan if the customer maintains consistent attendance with satisfactory progress and the M/SC WDB receives sufficient funding allocations.

An OJT contract may be offered when a new paid employee is engaged in productive work which provides knowledge or skills essential to the full performance of the job. OJT allows the employer to be reimbursed for the cost of providing training and additional supervision. The OJT employer may receive a 50% wage reimbursement for wages paid during the initial training period. The OJT contract must offer the OJT participant a minimum starting wage for full-time work. Currently, the minimum starting wage is set at \$14.00 hourly but may be adjusted based on changes in the labor market. The maximum OJT reimbursement is for 360 hours dependent on the training need. The wage reimbursement will not exceed \$10.32 hourly.

FOLLOW-UP SERVICES

Follow-up will be conducted for exited participants through monthly contact from the career planner for a twelve-month period. During these check-ins, staff will determine if the customer continues employment, and if the employment appears stable. If any barriers have developed since the last contact, appropriate assistance and resources will be offered. As needed, other services may include career pathway information, training and education opportunities, and workplace counseling.

8. A description of the design framework for youth programs in the local area, and how the 14 program elements required in 20 CFR Section 681.460 ae to be made available within that framework.



Since the enactment of the WIOA in 2014, the M/SC WDB has identified local youth programming as Michigan Works! Young Professionals. This branding is a helpful marketing tool to promote the workforce investment activities available for young adults and provides an identity within the community. The branding incorporates the goals and principles of the legislation to educate, empower, and employ young adults. Michigan Works! Young Professionals are young adults engaged in activities and education that lead to employment, careers, and self-sufficiency.

In 2019, LEO-WD adopted the Young Professionals designation with their release for proposals for a 'Summer Young Professionals Initiative' and awarded funding for a summer work experience. Each year since, similar RFPs have been released awarding funds for the Young Professionals Initiative. As a recipient of these funds, the M/SC WDB includes the grant activities under its Michigan Works! Young Professionals umbrella.

The M/SC WDB awards a contract based on a competitive process for a service provider to deliver youth workforce investment activities in Macomb and St. Clair Counties. Respondents proposing to provide services in Macomb County must be prepared to operate and staff career center locations in Clinton Township, Mt. Clemens, and Warren. Respondents proposing to provide services in St. Clair County must be prepared to operate and staff the career center in Port Huron.

The broad workforce development goals for Michigan Works! Young Professionals are to:

- Emphasize work readiness skills which includes career planning and decision making, labor market information and effective problem-solving skills
- Promote and enhance academic achievement and post-secondary readiness for long-term career employment
- Improve educational achievements with such elements as tutoring, study skills training, secondary school completion, dropout prevention and alternative secondary school offerings
- Prepare for and succeed in employment including paid and unpaid work experience; internships; job shadowing opportunities and occupational skills training utilizing the M/SC WDB industry clusters
- Supportive services including mentoring and comprehensive guidance and counseling

Michigan Works! Young Professionals is designed on a comprehensive case management model that is participant-centered, facilitates positive youth development and extends from recruitment through follow-up activities. Essentially a problem-solving approach, case management is a process followed by the Career Development Facilitators for assessing needs, interests, skills, personal goals; determining which services are needed and providing assistance to locate and access those services. It includes creating customized service plans in collaboration with each young professional and coordinating the provision of services and activities. It also offers a continuity of service while supporting young adults with successful completion and positive outcomes. Viewed as advocates for young adults, the nature of the Young Professionals program requires dedicated staff that will make a personal commitment to the success of each young adult participant.

Another feature of Young Professionals is a youth-specific Placement Services team. Placement Specialists engage with employers and develop relationships that promote job experience and work training for young adults. Part of the broader M/SC MW! Business Services, the team are also certified Business Solutions Professionals, working to meet business talent needs. They have the ability to develop and maintain business partnerships in a collaborative effort to offer young adults work-based training opportunities that match the skill and interests of participants and address the specific needs of both the participant and employer.

Young adults will be considered for participation in WIOA funded activities if they meet standard eligibility under the WIOA legislation. Equally important, is a determination that the individual also meets suitability. A young adult's suitability for enrollment as a Michigan Works! Young Professional will be assessed as to their interest in personal growth; capacity to honor commitments; willingness to develop a realistic plan of action regarding education, training, and employment; ability to address major personal issues that may prevent full participation; and willingness to be open minded to new ideas and concepts.

Prospective participants are invited and subsequently scheduled to attend a youth specific orientation to learn more about the Young Professionals. The orientation serves as an initial assessment to screen for eligibility and suitability. Additionally, the orientation helps to engage and retain participants by clearly highlighting the benefits of the services available and how the youth must contribute to and be responsible for the fulfillment of their employment plan.

Enrollment of out-of-school youth has been the primary focus for the M/SC WDB to meet the WIOA requirement for expending 75% of local funds on this population. The M/SC WDB is considering an expansion of in-school enrollments to increase local high school graduation rates. A redistribution of the WIOA funds allowable through the waiver that lowers to 50% the amount of local funds that is required to be expended on OSY, participation in Jobs for Michigan Graduates (JMG), and a pending foundation grant award are being factored in the decision making.

Young adults who are ineligible or unsuitable for enrollment, will be offered basic career services. When appropriate, individuals will be referred directly to an adult career planner for eligibility assessment. Those who may need services not available through M/SC MW! will be helped through other community resources.

The Young Professionals will serve residents of Macomb and St. Clair Counties. ISY who reside outside of the two counties, but attend a high school located in Macomb or St. Clair County through school of choice, may also be considered for enrollment.

The WIOA fourteen program elements are made available to all Michigan Works! Young Professionals. The specific services and activities provided will be determined by each young professional's unique objective assessment and outlined in their individual service strategy. In instances where the service provider does not deliver a needed program element, direct referrals are made to local partners to ensure the availability of a needed service. The career development facilitator will provide a warm handoff and maintain case management.

9. A local definition of Part B of Basic Skills Deficiency which reads "a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society."

Local policy identifies a youth who meets any one of the following criteria, as an individual with basic skills deficiency. An individual who:

- computes, reads, writes, or speaks English at a grade level of 8.9 or below as determined by a standardized assessment which includes: Test for Adult Basic Education (TABE), Comprehensive Student Assessment System (CASAS), Wonderlic General Assessment of Instructional Needs (GAIN), or Massachusetts Adult Proficiency Test (MAPT).
- is an English language learner who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment where a language other than English is the dominant language.
- is enrolled in Adult Education or other community instruction classes for English language acquisition, adult basic education, high school completion or high school equivalency instruction.
- is referred to Michigan Works! by an Adult Education provider as an individual who within the previous six weeks participated in Adult Education for English language acquisition, adult basic education, high school completion or high school equivalency instruction.
- self identifies as a non-reader or non-writer of the English language.
- lacks a high school diploma or equivalency and is not enrolled in secondary education.
- is enrolled in secondary education but is lacking .5 or more credits at the rate required to graduate on time.
- is enrolled in secondary education with a grade point average of less than 2.00.
- graduated from secondary education with a certificate of completion and not a high school diploma. (Note: Certificate of completion does not refer to a GED. This certificate is often awarded to students with IEPs [Individualized Education Plan] that completed high school but did not meet all the requirements for a high school diploma.

- had an Individualized Education Plan (IEP) while attending secondary education.

10. A description and assessment of the type and availability for youth workforce investment activities in the local area, including activities for youth who are individuals of 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 eligibility criterion in their Local Plan.

Youth Workforce Investment Activities – Michigan Works! Young Professionals

Intake and Registration

An interview to obtain information to determine eligibility and suitability. The collection of supporting documentation to meet eligibility requirements and a decision for enrollment.

Objective Assessment

A review of the basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, academic levels, and other needs of the individual. Assessments also include consideration of the young adult’s strengths. The results of the assessment are used to develop and update, as needed, an individualized, written plan that includes short and long-term goals. This plan is referred to as the Individual Service Strategy (ISS).

Individual Service Strategy

With the young adult as an active participant of the plan, the ISS identifies a career pathway that include appropriate services to assist individuals in reaching their education and employment goals. The ISS is directly linked to one or more indicators of performance.

The ISS is the plan that drives the services that the young adult will access through the Young Professionals. The ISS is a fluid document that changes as needs, barriers, experiences, and skills change. It will be reviewed and updated regularly. The ISS will document progress, activities completed, benchmarks reached, credential obtained and progress toward career pathways. It is directly tied to meeting WIOA performance measures and ensuring that the WIOA 14 program elements are addressed.

Reasonable and necessary accommodations are provided for youth with disabilities to allow access to WIOA services. Young Professionals staff are collaborative partners with Michigan Rehabilitation Services (MRS) and the Bureau of Services for Blind Persons (BSBP). The M/SC WDB Disability Resource Navigator also acts as a liaison with these organizations and is a knowledgeable resource to help identify and coordinate services and opportunities for young adults with disabilities.

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that leads to completion of the requirements for a high school diploma, GED, (including a recognized certificate of attendance or similar document for individuals with disabilities) or a recognized postsecondary credential.

- The focus is supporting young adults to remain in school and earn a high school diploma.
- High school completion instruction is available in the traditional high school, adult education, adult education, and virtual classrooms.
- Young Professionals employ an in-house tutor to provide academic support that may be provided in an individualized setting, small groups, and/or computer-based setting.
- The in-house tutor is also utilized to prepare participants for the GED, along with GED ready practice tests.

Alternative secondary school services or dropout recovery services.

- The goal is to help youth re-engage and persist in education that leads to attainment of a high school diploma or a recognized high school equivalent.
 - Basic education skills training and academic instruction
 - Credit recovery courses
 - Enrollment in alternative school program
- Referral to high school equivalency instruction or high school completion/credit recovery at local Adult Education providers.
- Online high school equivalency instruction including practice exams, preparations courses and guides, skills improvement exercises.
- Virtual high school completion offerings.

Paid and unpaid work experiences that have an academic and occupational education component which may include summer employment and other employment throughout the school year, pre-apprenticeship programs, internships, job shadowing and on-the-job training opportunities.

- Provides opportunities for career exploration and skill development.
- The Young Professionals Placement Services team will partner with employers in the development of work-based learning opportunities that match the skill and interests of participants and address the specific needs of both the young professional and employers.
- The M/SC WDB will provide wages for paid work experience (PWE) opportunities with local business and employer partners for up to 480 hours per PWE. This will help the young professional to build occupational knowledge and skills in addition to career exploration. PWE may be offered as a summer or year-round activity.
 - Wage reimbursement of 50% will be available with employers providing on-the-job training with a wage of at least \$14 hourly.
 - Pre-apprenticeship training partners include the Electrical Industry Training Center, International Union of Bricklayers, Macomb Community College, and others.
 - Job shadowing and internships will be arranged on an individual basis and may be considered an incentive or stipend activity.
 - The M/SC WDB operates the Summer Youth Employment Program (SYEP) for Chafee-Eligible Foster Youth. The SYEP will provide paid work experience and a work readiness component for foster care youth referred by the Department of Health and Human Services, ages 14–20.

Occupational skills training with priority considerations for training programs that lead to recognized postsecondary credentials that are aligned with demand in the local area.

- Career Development Facilitators will guide participants through the process of exploring potential careers and what factors should be considered before making any decisions to pursue training.
- Career Development Facilitators will assist participants in pursuing credentials that are aligned with their personal career goals as established in their ISS and result in marketable skills upon completion of training.
- Individual Training Accounts will be available for Young Professional OSY participants.
- Occupational skills training funds will be available for ISY participants.

Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

- Integrated education and training model - simultaneous instruction in basic academic skills, workforce preparation activities, and occupation skills training connected to a specific occupation or occupational cluster.
- Career Technical Education
- Registered Apprenticeships

Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive and social civic behaviors.

- Opportunities that encourage responsibility, confidence, employability, and positive social behaviors.

- Community and service-learning projects.
- Teamwork activities.
- Citizenship training including life skills such as parenting, and work behavior training.
- Activities that place youth in leadership roles.

Supportive Services

- Assistance with identified needs that enables a participant to successfully participate in WIOA activities. Young Professionals staff will address the personal, social, and family needs that may be barriers to successful goal attainment. Connections and partnerships are in place with multiple community resources.
- If program staff justifies the needs of the participant, investigates the availability of contributions from other resources and subsequently requests supportive service funds, the M/SC WDB may approve payments necessary to resolve the barrier. Payment will be made according to the local WIOA supportive service policy.

Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months

- A formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement.
- Volunteers from an established network and recruitment for mentors will be utilized to meet individual need for adult mentors.

Follow-up services for not less than 12 months after completion of participation.

- Services provided for 12 months after program exit to ensure the participant's successful continuation/transition to employment and/or post-secondary education.
- Locally, follow-up services to Young Professionals are identified as Alumni Services. The types of services provided, and the duration of services are based on the individual need of the participant.
- Alumni services include the support of a trusting relationship, offers engaging activities to help participants stay connected to program staff, and offer supportive services.

Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral.

- Individualized professional counseling provided that may include substance use, mental health counseling, and referral to community partners, as appropriate.
- The service provider contracts with a local counseling agency to provide services in-house with a licensed counselor.
- When needed, participants may be referred to other mental health providers. Referrals to outside partners include coordination with the organization to ensure provision of service.

Financial Literacy Education

- Activities that offer a set of skills and knowledge that support a participant's ability to make informed financial decisions on how to earn, invest, spend, and save money.
- In addition to staff-led financial literacy education workshops and activities, the program staff will leverage resources with financial institutions, community organizations, and initiatives to provide workshops and resources that provide the opportunity for participants to build their financial capability.
- Includes programs and financial empowerment materials such as "Money Smart", the "National Endowment for Financial Education", "Your Money, Your Goals" toolkit and training resources from local banks and credit unions.

Entrepreneurial Skills Training

- Provides the basics of starting and operating a small business and developing associated skills.
- Michigan Small Business Development Center informational and training events
- Introduction of entrepreneurship through Talent Tours with business owners.
- Junior Achievement
- Business/Employer mentors

Labor Market and Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness and career exploration services

Research within several resources is used to assist participants make informed decisions related to career pathways, including:

- Labor market information and employment information about in-demand occupations along with career awareness, career counseling, and career exploration.
- Use of career related assessments
- Talent Tours
- Use of online tools and applications such as Pure Michigan Talent Connect, O*Net Online and Career One Stop
- Résumé development and interviewing skills

Activities that help youth prepare for and transition to postsecondary education and training

- Activities that assist participants for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent.
- Exploring community colleges, universities, trade schools and apprenticeships.
- College admissions, testing prep and FAFSA application.
- Skill development for time management and independent living.
- Tutor to increase basic skills with the goal of enrolling in training.

Local definition for “requires additional assistance” for In-school and Out-of-School Youth eligibility criterion.

The M/SC WDB has determined that the following definition of an “individual who requires additional assistance to enter or complete an educational program or to secure or hold employment,” shall apply:

An OSY (16-24 years old)

- With a high school diploma or equivalent that requires additional education or training in order to obtain or retain employment that leads to self-sufficiency, as demonstrated by:
 - o no previous work history or
 - o work experience is limited to entry level positions or
 - o lacking marketable skills in a demand occupation or
 - o has held two or more jobs within a six-month period or
 - o has been terminated from a job within the last six months
- Has a currently incarcerated parent or guardian
- Has previously been placed in out of home care, i.e., foster care, group home, or kinship care

An ISY (14-21 years old)

- At least 1.0 credits behind the rate required to graduate from high school on schedule with his or her peer group
- Has been suspended from high school within the last 12 months
- At risk of dropping out of high school as documented by the school
- Currently on academic probation at a postsecondary training institution
- With or without a high school diploma or equivalent that requires additional education or training in order to obtain or retain employment that leads to self-sufficiency, as demonstrated by:
 - o no previous work history or
 - o work experience is limited to entry level positions or

- o lacking marketable skills in a demand occupation or
- o has held two or more jobs within a six-month period or
- o has been terminated from a job within the last 6 months
- Has a currently incarcerated parent or guardian
- Has previously been placed in out of home care, i.e., foster care, group home, or kinship care

11. Information regarding any waivers being utilized by the local area, in accordance with any Michigan Department of Labor and Economic Opportunity-Workforce Development (LEO-WD) communicated guidelines or requirements regarding the use of the waiver(s).

The M/SC WDB plans to meet the WIOA requirement for expending 75% of local WIOA Title I funds on OSY, however, the M/SC WDB reserves the option to use the approved waiver to lower this amount to 50% based on actual youth enrollment, activities, and future planning.

12. 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.

The M/SC WDB works in collaboration with multiple secondary and postsecondary educational partners to coordinate workforce investment activities through various projects. (Some examples listed below) Involved in the planning process, the participation of the M/SC WDB contributes to the coordination of strategies, enhanced services, and work to avoid duplication of services.

CAREER & EDUCATIONAL ADVISORY COUNCIL (CEAC)

The M/SC WDB has appointed local CEAC members to advise the Board on career and educational issues. Representatives from secondary and postsecondary institutions, career technical education, and employers are included to provide direction and feedback in partnership and execution of career and educational initiatives.

MANUFACTURING DAY

Each year Manufacturing Day (MFG) launches on the first Friday of October with events occurring across the U.S. throughout the month. MFG Day activities place a spotlight on the importance of manufacturing to the economy, dispel the myth that the work is ‘dark, dirty, and dull’, and, instead, showcase the industry’s modern appeal to students, their parents, educators, and community leaders.

Manufacturing partners across Macomb and St. Clair counties generously open their doors each October and invite local high school students and Michigan Works! Young Professionals onto their campuses.

In its eighth year of programming Macomb MFG Day returned to in-person tours in 2021 following a virtual event in 2020 and hosted eight hundred fifty (850) students at twenty-five (25) local businesses. Tours are designed to be interactive and inspirational, and participating businesses often arrange for experiential learning using games and allowing students to manipulate various tools.

The event in Macomb County is coordinated by the Macomb County Department of Planning & Economic Development and the Macomb Intermediate School District. M/SC MW! is represented as members of the executive planning committee and a ‘gold-level’ event sponsor. For those districts and students unable to attend an in-person tour, PTI Engineered Plastics and Sequoia Tool developed professional videos highlighting career pathways at each of their organizations.

After careful deliberation, St. Clair County school districts determined it best to take a hiatus in 2021 from in-person MFG Day tours due to lingering Covid concerns. The event is sponsored by St. Clair County

RESA in cooperation with the Eastern Michigan Manufacturers Association, the Economic Development Alliance, and local high schools. The group is planning for MFG Day events in 2022.

GREAT START COLLABORATIVE MACOMB COUNTY

A collaborative endeavor to provide every child with a strong foundation of physical, social, and emotional health and learning experiences that are needed to have a great start in school and in life. At the same time, the Great Start Macomb Parent Coalition provides families with the support they need to promote and guide their child's development. Although not specifically a secondary or postsecondary program, strong early childhood interventions positively impact school success and contributes to on time high school graduation.

MICAREERQUEST SOUTHEAST

This regional interactive career exploration event for high school students was suspended during the pandemic. The lead agency, Oakland County Michigan Works! is in the planning stages with neighboring Michigan Works! agencies and other partners for a return event scheduled for November 2023.

MACOMB TALENT SHOWCASE

The co-branded event, supported by the Macomb Intermediate School District and M/SC MW! is designed to display the skills, talents, and credentials of graduating career technical education (CTE) seniors. Macomb Talent Showcase is a reverse job fair where students set up a booth with senior projects while employers circulate the room seeking interviews. To prepare grads for the event, M/SC MW! provided two career readiness workshops (interviewing and resumes) and offered one-on-one resume evaluation appointments. The 2022 Showcase was held at the Macomb Intermediate School District, central to students and employers alike, and featured thirteen (13) seniors with training in engineering, robotics, welding, and drafting. Fifty (50) employers came to meet their future workforce offering employment, internship, and apprenticeship opportunities. Additionally, CTE programs from five (5) local high schools also set up a booth showcasing their programs to attract industry partnerships for year-round activity.

TEC TALENT SHOWCASE

Piloted in 2022 and sponsored by M/SC MW! TEC Talent Showcase was designed in partnership with St. Clair County RESA, to connect graduating career technical education (CTE) seniors to local employment opportunities. Sixty (60) highly skilled students with training in welding, robotics, metal machining and engineering had the opportunity to schedule interviews with twenty-three businesses hiring for internships, apprenticeships, and full-time employment. To help prepare students for the Showcase, M/SC MW! hosted a bootcamp prior to event day. At bootcamp, students rotated amongst eight (8) Michigan Works! staff for mock interviews and resume evaluation. Feedback from the inaugural Showcase indicates that industry would like to participate in an annual event and with even more students. Expansion to students from other CTE departments will be considered for 2023.

BLUE WATER BUILDING TRADES FAIR

Designed to introduce St. Clair County high school students to career pathways in construction trades, the Blue Water Building Trades Fair launched its inaugural event in May 2022. The co-branded one-day event, developed by the Laborers' International Union of North America (LIUNA) and sponsored by M/SC MW! was held at Goodells County Park, where representatives from about a dozen different construction trades set up booths with hands-on activities showcasing various tools and machinery. M/SC MW! staff registered students from school districts across St. Clair County for the event and provided bussing reimbursement to defray the cost of attendance. About two hundred (200) high school students walked through the morning event. In the afternoon, the Fair was open to the community where any adult 18+ years old had the opportunity for an on-the-spot interview for open positions and apprenticeships.

13. 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.

The M/SC WDB has determined that supportive services will be provided, however, needs related payments will not be provided.

The award of Barrier Removal Employment Success (BRES) funds by LEO-WD to support the employment and reemployment of at-risk individuals has provided an opportunity to expand supportive services beyond WIOA participants enrolled in Individualized Career Services or Training Services.

Supportive services may be used for individuals who are facing hardships that would directly prohibit their success toward long-term employment and self-sufficiency. Eligible individuals include participants enrolled in M/SC MW! funded training or employment related activities. Other potential candidates for supportive services include low-income individuals who receive public assistance or whose annual family income is at or below 200% of the Federal Poverty Guidelines (excluding Unemployment Insurance payments).

Low-income will be documented with a copy of Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), Temporary Assistance to Needy Families (TANF), or other public assistance benefit record. A WIOA income worksheet shall be used to document wages and other includable income following WIOA guidelines. An applicant statement may be used to document an unemployed individual.

Individuals must be a resident of Macomb or St. Clair Counties or a non-resident but employed in either county.

If staff justifies the need of the customer, investigates the availability of contributions from other resources and subsequently requests support funds, the M/SC WDB may approve supportive service payments to assist in resolution of the barrier. (Auto related supports are only available for participants enrolled in M/SC MW! funded programs.)

All supportive services for enrolled WIOA Youth will be prioritized for WIOA funding. BRES funds may be considered if WIOA Youth funds are not available.

The following three principles guide supportive service requests:

- provided to address an identified barrier based on individual circumstances and beyond the ability of the customer to pay.
- the minimum investment required to address a barrier.
- only used to provide supportive services when other resources are not available. Staff shall assist customers in identifying appropriate community resources for alternative funding.

Generally, all supportive service requests must include three estimates. Except where noted, no purchases can be made before the supportive service request has been approved. All requests must be reasonable, appropriate, and considered a necessary expense. Consideration of the customer's ability to contribute toward the total cost of the request is determined by staff asking the customer.

Supportive Services Guidelines

Supportive service requests must be:

1. Approved prior to purchase and include three written estimates describing the needed service or purchase and the cost. Funds will generally be approved for the lowest estimate provided and deemed reasonable. One estimate only may be acceptable and approved under the following conditions:
 - Customer vehicle needs repair, and the vehicle is not drivable.
 - Need can only be met through payment or purchase from a sole merchant or vendor.

If less than three estimates are provided, the reason must be documented on the Supportive Service Request form.

2. Under certain circumstances with pre-approval, payment of a supportive service may be made as a reimbursement to the customer. Customer reimbursements will only be made with paid receipts submitted to the career planner within fifteen days of the purchase.

Reimbursement will not be approved for auto repairs, auto insurance, auto loan/lease, auto purchase, eye exams, eyeglasses, phone, or utility payments.

A check will be issued payable to the approved vendor or merchant. The customer must agree to provide the original paid receipt to their career planner within fifteen days of the check being issued. In certain situations, the approved amount may be loaded to a customer's prepaid Michigan Works! MasterCard/CompCard.

SPECIFICATIONS FOR COMMON REQUESTS

AUTO REPAIR *available only for participants enrolled in a M/SC MW! funded training activity or program or that are engaged in a job search following completion of the training and have not been exited.*

Funding will only be approved for automotive repairs for a vehicle owned by the customer or the customer's spouse. Documentation of the customer's valid driver's license, proof of auto insurance on the vehicle, and title to the vehicle verifying customer or spousal ownership, must be attached to the Supportive Service Request form.

- Auto repair costs may not exceed \$1,200 per consecutive twelve-month period.
- Repairs must be an appropriate repair to make the vehicle drivable.
- Tire replacement will be considered for safety purposes only. Replacement cannot exceed four tires during the customer's enrollment.
- Auto repairs must be completed at a licensed automotive repair facility. Requests for purchasing parts for do-it-yourself repairs will not be approved.
- Collision repair, including cracked windshields, will only be approved with documentation that the repair is not covered by the current auto insurance policy. Repairs that are cosmetic only will not be approved.
- An auto repair cost is not available within the first sixty days following the purchase of the vehicle through auto purchase assistance. Consideration may be granted for auto purchase assistance in crisis situations.

AUTO INSURANCE *available only for participants enrolled in a M/SC MW! funded training activity or program or that are engaged in a job search following completion of the training and have not been exited.* Approval for auto insurance is limited to a onetime only payment for up to three months of insurance.

AUTO LEASE/LOAN PAYMENT *available only for participants enrolled in a M/SC MW! funded training activity or program or that are engaged in a job search following completion of the training and have not been exited.*

Aid with back-payment assistance to become current on auto payment/lease not to exceed a maximum of \$1,500 as a one-time benefit. Documentation from the financial authority or leasing agency is required showing the amount owed/past due amount. Funding will only be approved for a vehicle verifying participant or spouse ownership. Documentation of the customer's valid driver's license, proof of auto insurance on the vehicle, and title to the vehicle verifying customer or spousal ownership must be attached to the Supportive Service Request form.

AUTOMOBILE PURCHASE ASSISTANCE *available only for participants enrolled in a M/SC MW! funded training activity or program or that are engaged in a job search following completion of the training and have not been exited.*

Up to \$6,000 may be authorized toward the purchase of an automobile if it is needed as a primary means of reliable transportation for employment or employment-related activities. Prior to submitting a request for an auto purchase, staff must ensure that the customer can afford any payments, insurance, and other expenses associated with owning the vehicle. A monthly budget and financial worksheet will be used with the customer in making this determination.

- Auto purchase is limited to once in a lifetime. Individuals who were previously provided a vehicle through the Department of Health and Human Services or any Michigan Works! administered program, will be ineligible.
- The customer must have a valid Michigan driver's license.

Confirmation Customer Does Not Own a Vehicle

- Auto purchases will not be approved if the customer owns a vehicle. The customer is responsible for providing confirmation utilizing [Michigan Department of State e-Services](#) which will verify if a customer has a vehicle title in their name. The customer is also responsible for payment of the associated fee to use the service. A copy of the record is required to request an auto purchase.
- Auto purchases between sellers and buyers who reside at the same address will not be approved.
- The purchase price of the vehicle must not be higher than the price range listed in NADA Guide Clean Retail Value of Kelly Blue Book.

Consumer Information

To assist customers in being smart consumers when purchasing a used vehicle, career planners should review the benefits of running a VIN check for a potential purchase. [Michigan VIN Search | Free Vin Search](#)

Career planners shall submit the Auto Purchase Request form to the Program Specialist or the Youth Specialist with the following documents attached:

1. Monthly budget and financial worksheet
2. Copy of customer's driver's license (front and back).
3. A copy of the title (front and back). The name appearing on the title is the name that will appear on the check if the request is approved. If a lienholder appears on the title the release of lien statement must also be provided.
4. NADA Guide Clean Retail Value or Kelly Blue Book Used Car Values printouts.

CLOTHING

Uniforms or other clothing, including footwear, suitable for work or interviews is available for up to \$500.

EMPLOYMENT RELATED FEES

Fees for required drug screens or medical exams, fingerprinting and background checks, license, and certification exams, etc. are allowable when necessary for employment and not funded by the employer.

EYEGASSES

If not covered by insurance, a onetime only payment not to exceed \$250.00 may be approved for an eye exam and glasses. Payment will not be approved for the cost of transition lenses (lenses that darken in the sunlight).

FUTURES FOR FRONTLINERS

Community college required fees, books, and supplies that are not covered through the scholarship.

INDUSTRY INFINITY

Required books and supplies not covered through the grant. Other necessary supports required to successfully complete training.

MI RECONNECT

Community college required fees, books, and supplies that are not covered through the scholarship.

MiLEAP

Required books and supplies not covered through the grant. Other necessary supports required to successfully complete training.

PHONE AND UTILITIES

Onetime only payment of up to \$200 to avoid shut off and provide continuation of service. Documentation must be provided that the customer investigated alternative resources for assistance and does not qualify for benefits or qualifies only for partial assistance.

TRANSPORTATION

Short-term temporary assistance for transportation for individuals enrolled in M/SC MW! funded programs related to employment or training:

- Gift cards for ridesharing services
- Fuel only gas gift cards
- Bus tickets

WORK TOOLS/SUPPLIES

Items that an individual worker is responsible to provide for their own use on the job and that are not supplied or paid for by the employer.

OTHER

Additional items, service or circumstances not addressed specifically in this policy will be considered on an individual customer basis with guidance from the WIOA Coordinator.

14. 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.

Macomb and St. Clair Counties continue to experience transportation challenges for job seekers. The major transportation provider in Macomb County is Suburban Mobility Authority for Regional Transportation (SMART) which operates a bus system on some of the major roads in the county. A commuter system is used to deliver riders to the primary routes covered by SMART. The system is effective if your commute to work is short and falls in the southern half of the county.

The major public transportation system in St. Clair County is the Blue Water Area Transit. This system provides a fixed route with scheduled bus service to the city of Port Huron and Fort Gratiot Township. On-call service within the system is available for individuals with disabilities. Dial-a-ride service is available for residents of Burtchville, Port Huron and Fort Gratiot Townships, and Marysville. Outside of these specific areas is rural and lacking an effective transportation system. M/SC MW! may supplement these limited transportation systems with temporary options for enrolled participants eligible for supportive services. Available options include bus tickets/passes, ride share gift cards or automobile purchase assistance. Fuel gift cards or transportation stipends in some cases may be provided for those that have access to an automobile.

15. A description of the local per participant funding cap, if applicable

The M/SC WDB has not set a per participant funding cap on participant services.

16. 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.

Learning Designs Inc. (LDI) is the current contractor to provide One-Stop Operator services in partnership with the M/SC MW! agency. The services will build on quality existing programs and services, incorporate federal/state-level monitoring reviews and avoid all possible duplication of services. They will also be provided in a blended format to ensure a continuous improvement; inclusion methodology is maintained.

LDI will facilitate quarterly meetings with the One-Stop partners, focusing on better coordination of partner services. They will arrange, coordinate, or provide staff training and professional development in consultation with the M/SC WDB. Review, monitoring, and assessment of MOUs with required partners will also be conducted.

17. A description of how the local area is planning to deliver employment services in accordance with the Wagner-Peyser Act of 1933, as amended by Title III of the WIOA.

- *The identification of a point of contact (name, address, phone number, email).*
- *Information regarding whether the MWA is providing employment services directly in the local area or if service providers are being used. If service providers are being used, please include the name of the provider, the type of entity, and whether or not the provider is a merit-based organization. For type of entity, please choose from the following: state governmental agency, local unit of government, special purpose unit of government, school district, intermediate school district, public community college, public university, or other.*
- *A description of how Wagner-Peyser funded services will be provided at no cost to employers and job seekers.*
- *An explanation of how labor exchange services will be provided using the three tiers of services: self-services, facilitated services, and staff-assisted services.*
- *A description of the manner in which career services are being delivered.*
- *A description of how the Unemployment Insurance Agency (UIA) Work Test will be administered. This description must include an explanation of how the registration of UIA claimants will be conducted and how reporting claimant non-compliance with the “able, available, and seeking work” requirements will be managed.*
- *A description of how the Reemployment Services and Eligibility Assessment requirements will be administered.*
- *An explanation of how the MWA will participate in a system for clearing labor between the states by accepting and processing interstate and intrastate job orders as a component of the National Labor Exchange System.*
- *An explanation of how the MWA will ensure veterans will be provided access to the same employment services received by the general population. This explanation must include a*

description of the screening process the MWA uses to refer eligible veterans to Veteran Career Advisors for case management services and how priority of service for veterans and eligible spouse will be applied in the delivery of Wagner-Peyser funded services.

- *An assurance that Migrant and Seasonal Workers (MSWs) will have equitable access to and receive the full range of employment services that are provided to non-MSW customers.*
- *An explanation of the services and staffing the MWA will use to ensure that MSWs will be provided access to the same employment services, benefits, protections, counseling, testing, and job and training referral services received by the general population. This explanation shall include a description of the referral process to state MSW staff or other appropriate MWA staff.*
- *A description of any other planned services or activities for which Wagner-Peyser funds will be utilized.*

Employment Services will be delivered in accordance with the Wagner-Peyser Act, as follows:

- Colin Miller coordinates the delivery of Wagner-Peyser funded services and is the point of contact:
M/SC MW! Career Center
43630 Hayes, Suite 240
Clinton Twp, MI 48038
586-469-5022
colin@macomb-stclairworks.org
- All Wagner-Peyser funded employment services will be provided by Lake Shore Public Schools resulting from competitive procurement. The entity is a school district and is a merit-based organization.
- All Wagner-Peyser funded employment services are available at each of the five M/SC MW! Career Centers at no cost to employers or job seekers. Employment Service staff/facilitators will assist both categories of customers and provide all the required services.
- The Labor Exchange services offered through M/SC MW! will be delivered using three tiers of service:
 - ✓ Self-Services: Services provided as an electronic resource or in-person with little staff involvement. This includes activities such as accessing Pure Michigan Talent Connect (PMTC) for job order registration and résumé search.
 - ✓ Facilitated Services: Staff assisted services required beyond self-services such as help with navigating PMTC and its available tools.
 - ✓ Staff Assisted Services: Services that require a significant amount of staff time such as registering PMTC job orders, conducting résumé searches for job orders, contacting job seekers for initial interview screening, or scheduling interviews for employers.
- Career services are delivered at each of the five M/SC MW! Career Centers by providing three levels of service to job seekers.

- ✓ Basic Career – Self Service: Services provided through an electronic resource or in-person with little staff involvement. This includes activities related to self-directed job search such as utilizing PMTC and labor exchange information, use of the resource room with accessibility to computers, internet, printer, copier, fax, and phones. It may also include general information on the availability of supportive services, M/SC MW! programs and services, local demand occupations, and labor market information.
 - ✓ Basic Career – Staff Assisted: Services required beyond self-services such as help with navigating PMTC and its available tools, printing and making copies of résumés, provision of information and assistance filing for unemployment insurance, job search assistance, and an initial assessment of skills.
 - ✓ Individualized – Staff Assisted: Services that require a significant amount of staff time such as specialized assessments, career planning, workforce preparation activities, short-term prevocational services, and training services. Some activities require a referral to a career planner or business account manager.
- Number of ES staff available at each career center to provide services:
 - Clinton Township – 4 full-time and 1 part-time
 - Mt. Clemens – 2 full-time and 1 part-time
 - Port Huron – 2 full-time and 2 part-time
 - Roseville – 3 full-time and 2 part-time
 - Warren – 3 full time and 2 part-time
 - UIA claimants will receive instruction, and assistance as needed, to enter a profile in PMTC. Claimants will be encouraged to create and upload their resume to PMTC. ES staff will verify that the profile is entered and will provide information on the available reemployment services.

ES staff will enter the registration information in the OSMIS Wagner-Peyser registration screen. ES staff will report to the UIA any incidents of claimant non-compliance with the work test when a claimant is not able to work, is not available for work, not seeking work, or refusing offers of suitable work. In this situation, the UIA will be notified through the Michigan Integrated Data Automated System (MiDAS).

- ES staff will schedule orientations on M/SC MW! services to UI claimants who are referred by the UIA for Reemployment Services and Eligibility Assessment (RESEA). The referred claimants are responsible for calling M/SC MW! for an appointment following their receipt of notice from the UIA. Individuals are allowed a 21-day period to schedule. Additional services will be scheduled for individuals for a minimum of 2 hours following the initial orientation appointment. Record of activity, outcomes and compliance will be documented in the OSMIS. The M/SC WDB will comply with all the requirements established by the UIA and LEO-WD.
- The M/SC MW! will participate in the National Labor Exchange System by providing access to PMTC. Guidelines outlined in the Employment Services manual will be followed for accepting and processing interstate and intrastate job orders.
- As part of implementing priority of service for veterans and eligible spouses and to ensure that veterans will be provided access to the same employment services received by the public, each job seeker is asked if they ever served in the U.S. military or if they are a spouse of someone who served in the military. Veterans and eligible spouses will be notified that they may qualify for additional services through veteran career services. A confidential, voluntary Military Service Questionnaire (MSQ) will be provided to those interested in the additional services.

The veteran will then meet with a career planner for review of the MSQ to determine qualification for referral to a Veteran Career Advisor (VCA). VCAs will provide added assistance and career services to veterans with significant barriers to employment. Concurrent services or co-case management may also occur to meet the needs of the veteran. Veterans who do not qualify for VCA services will continue to receive services available through M/SC MW!

- The M/SC WDB will ensure that Migrant and Seasonal Farm Workers (MSWs) will be provided access to the same employment services, benefits, protections, counseling, testing, and job and training referral services available to non-MSWs. All MSWs who contact a M/SC MW! Career Center will receive the same level of services and will have access to the full range of services. If needed, language translation services will be provided at no cost to the customer.

The M/SC WDB will also continue to coordinate with the State's Department of Foreign Labor Services to identify job opportunities for MSWs with a referral process to connect workers with job orders.

- A Disability Resource Navigator and a Refugee and Immigration Navigator are other services for which Wagner-Peyser funds will be utilized.

18. A description of any navigators being utilized in the local area to provide targeted support and resources to specific groups of individuals with barriers to employment.

The M/SC MW! has a Disability Resource Navigator to ensure that individuals with a disability have full access to services. They also help to connect customers to community programs and services and serve as a liaison with Vocational Rehabilitation Services.

A Refugee and Immigrant Navigator provides additional support and access to resources to ensure that legal refugees, asylee or work-authorized immigrants have a successful transition into Michigan's workforce.

19. 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.

The M/SC WDB will coordinate workforce investment activities and adult education and literacy activities in the following ways:

- Continued relationship building and strengthening communication with adult education providers.
- Consideration of co-enrollment for participants to receive maximum benefit and services.
- Maintain a formal referral process between M/SC MW! and adult education partners. Adult education providers have named a navigator and M/SC MW! have a career planner identified in each career center to facilitate access to services.
- Program services and activities are shared through formal and informal presentations between M/SC MW! and adult education partners.
- CASAS assessment is offered in-house by an adult education provider at each career center.
- The CEAC advises the M/SC WDB on Title II Adult Education and Literacy Activities.
- The Macomb Intermediate School District's Adult Education consultant is a board member for the M/SC WDB.
- A Lake Shore Public Schools Adult and Community Education representative regularly attends the One-Stop committee meetings.

Staff of the M/SC WDB will review the local applications submitted under Title II consistent with WIOA Sections 107(d)(11)(A) and (B)(I) and the WIOA Section 232. Reviews will determine if they align with the regional and local workforce development plans. The review process, comments, and recommendations will follow the guidance and policies provided by LEO-WD.

20. Copies of executed cooperative agreements which define how all local service providers, including additional providers, will carry out the requirements for integration of an access to the entire set of services available in the local One-Stop delivery system. This includes cooperative agreements (as defined in WIOA Section 107(d)(11)) between the local Workforce Development Board (WDB) or other local entities described in WIOA Section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under Title I of the Rehabilitation Act (29 U.S.C. 720 et seq.) (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 the Rehabilitation 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.

Memorandums of Understanding (MOUs) have been signed with the partner organizations listed below. The MOUs have been submitted to LEO-WD and copies are housed at the M/SC WDB administrative office.

- AARP Foundation
- Bureau of Services for Blind Persons
- Chippewa Valley Schools Adult Education
- Lakeshore – St. Clair Shores Adult Education
- L'Anse Cruse Adult Education
- Macomb Community College
- Michigan Rehabilitation Services
- Michigan State Housing Development Authority (HUD)
- Oakland County Workforce Development Board
- Port Huron Schools – Harrison Center Adult Education
- Southeastern Michigan Indians, Inc.
- St. Clair County Community College
- Utica Community Schools Adult Education
- Warren Woods Adult Education
- Unemployment Insurance Agency
- Veterans Employment Services

21. A description of the entity responsible for the disbursement of grant funds (Grant Recipient).

M/SC WDB is the MWA operating services in Macomb and St. Clair Counties. An Intergovernmental Transfer of Function and Responsibilities between County of Macomb and County of St. Clair under Public Act No. 8 of 1967 and the Governor of the State of Michigan designation that both counties to be the Macomb/St. Clair Michigan Works! Area; transfers function and responsibility of Michigan Works! activities to the Grant Recipient, the County of Macomb. Macomb County is the Grant Recipient and fiduciary, Macomb/St. Clair Workforce Development Board is the Administrative Agent.

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

M/SC WDB uses a procurement policy developed with standards from LEO-WD Policy Issuance 19-30c1 and subsequent changes, along with the requirements set forth in 2 CFR Part 200.

Full and open competition, including adding to contact lists any identified minority businesses, woman-owned businesses. Sub grantees and contractors are solicited using Requests for Proposals which are presented as public notices and posted using electronic media. RFPs are also posted to BidNet. Clear definition of performance criteria is included in the RFP. Evaluations with scoring are presented to the appropriate committee for discussion and recommendation with final approval from the Board. The selected award having shown the most benefit to the program using price, technical aspects, and other factors. Justification for the selected bid is fully transparent.

The M/SC WDB, its contractors, and sub-grantees, are held to the standards of procurement provided in LEO-WD Policy Issuance 19-30c1 and subsequent changes, updated as necessary and 2 CFR Part 200. Sound judgment in all procurement transactions is expected, disallowing any unnecessary or duplicative transactions, and having accurate and properly allocated expenses.

23. The local levels of performance negotiated with the Governor and CEO(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 the U.S. Department of Labor (USDOL) as baseline measures as described in Section II.

The local levels of performance for PY 2022 are pending negotiations with LEO-WD.

24. 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.*

To remain effective with continuous improvements the M/SC WDB has organized itself in a committee structure. These committees are charged with designing, monitoring, and improving the overall delivery system. This committee structure is designed to assure that the Board continuously assess the total delivery system of services to those with barriers to employment. The Board and committee meet on a regular basis, generally scheduled for monthly meetings.

The following is a description of the standing committees of the Board. Additional standing and/or ad hoc committees may be formed depending on the needs of the Board.

Administrative Committee

- Monitor compliance with federal and state administrative and programmatic regulations
- Monitor planned benchmarks and negotiated performance standards

- Review federal, state and local monitoring reports, develop corrective action, if necessary, implement appropriate corrective action
- Review personnel policies that assure fair and equal treatment to all employees and prospective employees of the M/SC WDB
- Maintain an organizational staff salary and benefit program to assure that employees receive fair compensation for work performed and that the compensation program attracts qualified professionals
- Review and recommend a budget for each grant or funding source received by the M/SC WDB.
- Review and recommend approval/disapproval of administrative contracts.

One-Stop Delivery Committee

- Assess labor market employment and training needs.
- Coordinate the delivery of services at the M/SC WDB Career Centers including programmatic, formula grants and services to Veterans, people with disabilities and the ALICE population.
- Make recommendations to the Board on the selection of service providers at the M/SC MW! Career Centers.
- Evaluate the effectiveness of occupational skills training and other contracted services.
- Make recommendations to improve the delivery of services at Michigan Works! Career Centers including additional services to be provided.
- Make recommendations on location, size, and services to be provided at each Michigan Works! Career Center.
- Develop marketing strategies for Michigan Works! Career Centers.

Additional actions to ensure that the Board remains a high-performing board:

- The Board is in the process of developing an organizational wide strategic plan. Comprehensive strategic planning will define the mission and vision, goals, and priorities for the organization.
- Continual monitoring and evaluation of local levels of performance standards and participant enrollments and allow for adjustment as needed to make certain that targeted goals will be met.

The Board allocates One-Stop center infrastructure costs to each program funding source by full-time equivalency (FTE). The One-Stop partners that the Board does not receive direct funding for are also allocated for infrastructure cost by FTE. MOUs with the Infrastructure Funding Agreements describe the partner roles and contributions.

25. 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.*
- *Coordination between training service contracts and individual training accounts.*
- *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.*

- Contracts for training services will be used primarily for work-based learning activities.
- An Individual Training Account (ITA) is the funding mechanism established for Adult and Dislocated Workers for whom occupational skills training have been determined to be an appropriate training service.

The career planner's request for ITA funding signals a decision has been made by the participant based on thorough consideration of their personal abilities, skills, aptitudes, and needs; an exploration of career opportunities, labor market information and demand occupations; review of training providers and the

curriculum that will best prepare the participant for employment; and exploration and application for grant assistance from funding sources other than or in addition to WIOA dollars.

- The career planner will help guide the customer in selecting a training program and training provider, but the final selection will be based on informed customer choice.
- Completion of selected training must lead to employment identified locally as a demand occupation that results in the earning of a recognized credential.
- The requested training is required to be posted on Michigan's Eligible Training Provider List – Michigan Training Connect (MiTC).
- The job seeker has reviewed three schools that offer training that leads to the occupational goal. The review should consist minimally of cost and program comparisons and school accreditation. A personal visit to more than one school by the job seeker is encouraged.
- Tuition payments will be made by a prepaid MasterCard issued in the participant's name and who is responsible for making tuition payment to the training provider. Funds will be available per semester or term. Training providers that do not accept MasterCard will be issued a check payable to the training institution.
- Participants are required to complete the Free Application for Federal Student Aid (FAFSA) for each year of training. Any grants, scholarships or PELL awarded will be applied to the training costs prior to the use of WIOA funding. Application for FAFSA is not required for participants choosing a training provider that is not eligible to accept state and federal grants.
- Due to limited training funds, ITAs will be distributed based on priority of service which includes:
 - Individuals who are residents of Macomb or St. Clair Counties.
 - Individuals who are non-residents of Macomb or St. Clair County that have been terminated or dislocated from their most recent job with an employer located in Macomb or St. Clair County.
 - A U.S. military veteran, regardless of county of residence.
 - The spouse of an active-duty Armed Forces member and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member, regardless of county residence.
- The maximum ITA value is determined by the M/SC WDB ITA policy in effect at the time the ITA is issued. The ITA value for PY 22 enrollments is a maximum of \$4,000 for WIOA Adult and Dislocated Workers. The total value of the ITA may be applied to costs for tuition/ fees and books and supplies required by the training provider to complete the training program.
- ITAs will not be approved for students already enrolled and attending the requested training prior to a determination of WIOA eligibility, unless there is documentation of significant financial loss following enrollment. The WIOA Coordinator will consider requests on individual circumstances and dependent on funding availability.
- The customer will sign a Michigan Works! Training Agreement for Individual Training Accounts that outlines the terms and conditions under which the customer will retain access to training funds and other authorized supportive services provided through M/SC MW!

26. 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.

The M/SC WDB will make its local and regional plans available to the public for 30 days before it submits the plans to the Governor to allow for public review and comment. The plans will be posted on the M/SC MW! website and M/SC MW! social media sites. Copies of the plans will also be available for review at the administrative office of the M/SC WDB.

Any comments that express disagreements with the plan will be submitted to the Governor with the plan. In accordance with the American with Disabilities Act (ADA) the plans will be made available in alternative formats as necessary upon request.

27. 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.

The One-Stop Management Information System (OSMIS) is the technology-enabled intake and case management information system used for record keeping and participant reporting. This web-based system allows staff access through an internet connection with a secure login process. Each applicant record is available with viewing and/or data entry rights based on the permission granted to specific staff.

The Salesforce platform is another web-based system that is used for record keeping and tracking of Business Services connections and activities with employers.

28. A description of the local priority of service requirements.

Priority of service will be given to low-income individuals who meet the definition of a low-income individual as defined in WIOA Section 3 (36). This section states that a low-income individual is an individual who

- receives or in the past 6 months received or is a member of a family that receives or in the past 6 months received federal, state, or local income-based public assistance.
- is in a family with a total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level.
- is a homeless individual as defined in Section 41403(6) of the Violence Against Women Act of 1994 (42 USC 14043e-2(6)); a homeless child or youth as defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)).
- receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 USC 1751).
- is a foster child on behalf of whom State or local government payments are made.
- is an individual with a disability whose own income meets the income requirements, but who is a member of a family whose income does not meet this requirement.

Priority of service will also be given to veterans and eligible spouses. An eligible spouse is defined by the U.S. Department of Labor as:

- a spouse of a veteran who died of a service-connected disability.
- a spouse of any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days: missing in actions, captured in the line of duty by a hostile force, or forcibly detained or interned in the line of duty by a foreign government or power.
- a spouse of any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs.
- a spouse of any veteran who died while a disability was in existence without regard to income.

The M/SC WDB has also established the following local criteria:

- Individuals whose annual family income is at or below 200% of the Federal Poverty Guidelines (excluding Unemployment Insurance payments).
- Individuals who meet the M/SC WDB's local definition of basic skills deficiency.

Periodically the M/SC WDB may open a window for other populations based on available resources.

29. A description of how local board will coordinate workforce investment activities carried out in the local area with statewide Rapid Response (RR) activities.

The WIOA Coordinator is the M/SC WDB's designee as the agency's representative as a Rapid Response partner. Working in cooperation with and at the direction of LEO-WD, assistance is provided to employers and their workers experiencing a closure, mass layoff, or natural disaster that results in job dislocation.

Knowledge of the potential for layoffs and/or notification of immediate or pending layoffs can come from various sources. First-hand notice may initially come to LEO-WD, the MWA, economic development, local government, or other community partners. Regardless of where the information originates, sharing this information is key to planning and expediting appropriate services.

When LEO-WD staff or Michigan Works! staff receives information regarding such an event, the other party should immediately be alerted to begin the response activity. A mutual decision will be made as to who will take the lead and initiate contact with the employer.

The lead should attempt to obtain the information below from the employer and will be responsible for sharing it with appropriate partners:

1. Company name with address and phone number
2. Contact name & title
3. Description of the business including North American Industry Classifications (NAICS)
4. Type of dislocation (closure, mass layoff)
5. Notification type (Worker Adjustment and Retraining Notification (WARN), News Article, Letter, Phone call, other)
6. Number of impacted workers and total workers at the facility
7. Descriptions of impacted employee skill sets and corresponding occupations
8. Identification of potential days and times for a Rapid Response Meeting and or Worker Orientation.

The M/SC WDB's WIOA Coordinator, or in their absence, other designated M/SC WDB administrative staff, will participate in all Rapid Response meetings. Dissemination of information to assist the workers with reemployment through Michigan Works! and community partners will be provided.

30. A description of RR activities.

The 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 staff is 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 state 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 RR process include:
 - a. Initial RR meeting with the company and union officers (if applicable).
 - b. Worker orientation meetings for employees. These meetings may include presentations by M/SC MW! staff and provide information on re-employment services; WIOA-funded career services (basic and individualized) and training services; Trade Adjustment Assistance, if applicable; special population services (Vocational Rehabilitation, 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.
 - c. Layoff Aversion Incumbent Worker Training (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. An 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.
 - d. National Dislocated Worker Grants (NDWGs) are another form of assistance provided to dislocated workers. The NDWGs are discretionary grants awarded by the Secretary of Labor to provide employment-related services for dislocated workers in specific circumstances. The M/SC WDB will work with LEO-WD when additional funding is warranted to develop the application and project design for an NDWG, in response to a specific dislocation event.

Rapid Response Activities

The WIOA Coordinator or other designated M/SC WDB administrative staff, will participate in all scheduled RR meetings with the company and union officials. Dissemination of information to assist the workers with reemployment through Michigan Works! and community partners will be provided. Every attempt will be made with the company to arrange a worker orientation meeting for the affected employees prior to layoff dates. If the company is not agreeable to on-site meetings or if short notice does not allow for a meeting prior to layoffs, efforts will be made to provide printed and/or electronic materials to the affected workers.

Although not always feasible, ideally the orientations will be held on-site at the location the workers are being dislocated from. When this is not possible, arrangements will be made at an alternate site such as the union hall, M/SC MW! Career Center or educational center. Video-conferencing or virtual meetings will be an option.

It is preferable that there is representation at the worker orientation meetings from the UIA, in addition to the RR meeting. LEO-WD is responsible for making the request from UIA and the availability of a representative will be relayed by the LEO-WD to the WIOA Coordinator.

The WIOA Coordinator will arrange for M/SC MW! program staff to attend scheduled worker orientations. The presentation will include an overview of available activities and services with distribution of an information consisting of reemployment resources, training options, and community resources. Electronic

versions of the materials will also be available in addition to a pre-recorded general services video that can be accessed through the M/SC MW! website. Workers are strongly encouraged to visit a Michigan Works! Career Center for further guidance. Collaboration with other organizations may result in additional presenters based on the worker group and circumstances of the layoffs.

Joint Adjustment Committee (JAC)

In situations where the RR team has determined that the formation of a JAC is appropriate, the M/SC WDB's WIOA Coordinator or another designee will participate as a member of the committee. Assistance will be provided to inform and educate committee members on available dislocated worker reemployment services and to coordinate the delivery and presentation of these services and other resources to the workers. Additional facilitation will occur as the committee identifies needs of the worker group.

Layoff Aversion

As part of the local rapid response activities an immediate and on-site contact is made with the employers, representatives of the affected workers and appropriate members of the community to assess the potential for averting the layoffs. This activity is made in consultation with the State and/or local economic development agencies, including private sector economic development organizations. If it appears that layoff(s) can be averted, a plan is drafted and executed to avoid the layoffs. The key component of any strategy is establishment of an early warning system. The sooner the system is aware of a potential layoff(s) the more interventions can be used to avert the layoff(s).

An effective early warning network:

- County and Local Economic Development Organizations serve as points of entry
 - Public, nonprofit, and private partners direct at-risk businesses to economic development organizations
 - Economic development organizations coordinate assessment and delivery of services
- Tap into existing public/nonprofit and private networks to identify at risk businesses, including:
 - Public/Nonprofit – EDO, MWA, MMTC and other partner business outreach staff
 - Private – bankers, accountants and turn around consultants
- Educate partners about the early warning network process, available resources, and targets.

A critical aspect of our outreach to the employer and business community is assessing the health of a company with respect to employment issues. This assessment is part of the business professional solutions process. If employee layoff appears to be eminent, necessary community partners, including economic development agencies and education will be brought together to determine if a plan can be developed to assist the company in averting any layoffs.

The activities that are included as part of a layoff aversion include but are not limited to:

- Prefeasibility studies
- Support for new product development
- Success planning/loan programs
- Data collection
- Employee training including customized and OJT
- Peer counseling
- Incumbent worker training*
- Technical assistance

*The M/SC WDB will fund incumbent worker training only if it is used as part of a strategic plan to avoid potential layoff(s). Support will be provided to local business to apply for incumbent worker training grants when made available through the state's Going Pro Training Fund or similar funding source.

National Dislocated Worker Grants (NDWGs)

The MS/C WDB will continuously monitor its expenditure and obligation of WIOA dislocated worker funds. When funding is obligated and the need for additional resources is necessary to serve a specific

disclosure or mass layoff event, the M/SC WDB may apply for a NDWG. If state resources are not available, the M/SC WDB will work with LEO-WD to apply for a NDWG.

The M/SC WDB gives primary responsibility for JACs to the WIOA Coordinator:

Beth Diehl
Macomb/St. Clair Workforce Development Board
21885 Dunham Road, Suite 11
Clinton Township, MI 48036
beth@macomb-stclairworks.org
586-469-5227

The M/SC WDB gives primary responsibility for NDWGs to the Executive Director:

Justin Al-Igoe
Macomb/St. Clair Workforce Development Board
21885 Dunham Road, Suite 11
Clinton Township MI 48036
jal-igoe@macomb-stclairworks.org
586-577-6618

Section III

Appendix I: Public Comments and Responses

Comment/Question	Response to Comment